July 2020,

Dear Madam/Sir:

Blackburn Center has been providing awareness/prevention education on sexual assault, domestic violence and issues related to family and interpersonal violence in Westmoreland County schools since 1980. Currently, we are continuing to serve our community as essential workers, assisting those who may be in crisis. Each year, principals, school counselors, and teachers receive an invitation to schedule in your school along with a brief overview of the programs that are available.

**At this time, we can present to your classes, in person or virtually through cyber learning platforms. We also have created video lessons for the classroom.** The attached booklet gives additional and more detailed information about the programs, our mission and goals, classroom procedures and details regarding scheduling. Currently, we are scheduling for the upcoming 2020-2021 school year. Our programming can also be found on our website.

Blackburn Center hopes that these lesson plans will be helpful to you in deciding which programs will be most beneficial for your students. If you have any questions, please call 724-837-9540 ext. 114, 8:30-4:30 pm, Monday through Thursday or email me at kristinm@blackburncenter.org or deannaf@blackburncenter.org.

We look forward to hearing from you to schedule the classes for your students.

Best Regards,

Kristin Malone-Bodair, M.Ed., M.A.T.
Education Program Manager

KirstinM@blackburncenter.org
BLACKBURN CENTER

Vision, Mission and Values Statements

Vision

Blackburn Center envisions a world free from domestic and sexual violence and other forms of violence.

Mission

Blackburn Center advocates for the rights of all individuals to live free from domestic and sexual violence and other forms of violence by eliminating root causes and providing for the well-being and safety of survivors/victims.

Values

1. Commit to outstanding services.  
   (client-driven and trauma-informed services; continuous improvement through evaluation; competency focus; commitment to diversity)

2. Maximize resources through ethical stewardship.  
   (funds, staff, volunteers, Board of Directors, community relationships, goodwill, courage of spirit, reputation, opportunities, knowledge base/expertise, survivors’ experiences)

3. Challenge the social norms that perpetuate gender-based violence.  
   (purposeful view of all aspects of the agency’s work through a social transformation perspective)

AWARENESS/PREVENTION EDUCATION GOALS

Blackburn Center presents awareness/prevention education programs to students from preschool through college. The goals of the programs reflect the mission statement and action statement of the agency:

- To help students to become aware of the issues of domestic violence and sexual assault.
- To help students to become aware of resources that can help victims of domestic violence and sexual assault.
- To encourage students to develop attitudes and behaviors that promotes a non-violent society.
**INTRODUCTION**

Blackburn Center has been providing Interpersonal Violence Awareness/Prevention programming for students in grades K-12 since the early 1980s in response to concerned educators and parents who have recognized the need for this type of education. Research has documented the long-term effects of victimization and the connections between victimization and perpetration. Recent research indicates that not only the violence that children experience, but also the violence that they witness is harmful and must be addressed. This curriculum is based on Primary Prevention Theory - making all students aware of the problem, of options for solution of the problem, and how to access help for themselves or someone about whom they care.

**PARENT AND TEACHER INVOLVEMENT**

To be most effective, awareness/prevention education should include professional training for teachers and education for parents or caregivers. Blackburn Center encourages schools to sponsor parent presentations that preview the programs for parents and provide information about signs that a child may have been victimized, how to talk with children about violence issues, and how to access help. We also recommend professional training for teachers that includes how to identify students who have experienced trauma, how to support the student emotionally and help the student to access the help needed, and how to integrate interpersonal violence issues into the classroom and curriculum.

**PROGRAM INFORMATION**

Blackburn Center’s awareness/prevention programs address Interpersonal Violence issues such as child sexual abuse, domestic violence, sexual assault, dating violence, bullying and harassment, and sexual harassment. This booklet has been provided to your school to help you to make informed decisions about how and when to best utilize the programs in supplementing your curriculum.

- Utilization of Blackburn Center’s entire curriculum, K-12, including all of the optional programs provides the most complete and comprehensive approach to prevention/awareness education for your students.
• Blackburn Center will work with the school to customize or develop programs for special needs when the request allows adequate time for preparation.

• All of the programs are designed to be appropriate to the student’s age and maturity level.

• Each program is intended to be presented in the classroom setting. The classroom teacher is expected to remain with the class to learn what is being presented in order to provide follow-up. All programs include a packet for teachers with suggestions for follow-up and curriculum integration/infusion.

• Most programs are designed to be presented within a 30 - 45 minute class period depending on grade level.

➢ Programs designated as two-day programs should be scheduled on consecutive days. For schools following a block schedule, a two-day program will usually fit in one 85-90 minute block.

➢ When scheduling a two-day program and a one-day program, three days or two blocks should be scheduled.

➢ When scheduling a series of one-day programs; they can be scheduled at appropriate intervals. Blackburn Center recommends that the series of one-day programs for the elementary level be scheduled at intervals of 2-4 weeks.

➢ Sexual harassment, harassment, and empathy/bullying programs are usually scheduled as the first session in the program sequence.

➢ Blackburn Center expects that the presenter will be in your school for the full school day or as needed. Please schedule the presenter for only the number of classes per day that your contract with your staff permits. Allowing time for breaks will help the presenter to be more effective. We will return to your school for as many days as are necessary.
- When scheduling, please take the classroom teacher’s normal routine into account. There is no need to schedule classes in a specific order, i.e., kindergarten, then first grade, then second... In fact, mixing up the classes, when possible, helps our presenters to stay fresh for each class.

- There is no fee for the student or parent programs. Blackburn Center requests that the school copy the student handouts as an in-kind donation.

- The fee requested for professional training for school staff is $75/hour. This fee is negotiable.

**PRESENTERS**

All program presenters are employed by Blackburn Center and have successfully completed, at a minimum, 80 hours of sexual assault, and domestic violence counselor training as required by Pennsylvania law. All have also successfully completed at least 4-6 weeks of intensive training in presenting awareness/prevention education programs. All presenters are required to hold a 4 year college degree, preferably in education or a related field. All presenters have experience in working with school age students. All presenters have Act 151 (33) Child Abuse History and Act 34 Criminal History Clearances.

**FOR INFORMATION OR TO SCHEDULE PROGRAMS**

The Education Program Manager is the person to contact with any questions about the programs and to schedule all programs. Blackburn Center’s office is open from 8:30 am - 4:30 pm, Monday through Thursday. The phone number is:

**724-837-9540 ext. 114**

You may leave a voicemail message after office hours, weekends and holidays.
OVERVIEW OF AVAILABLE PROGRAMS

This packet contains information about Blackburn Center Against Domestic & Sexual Violence Awareness/Prevention programs. It is not intended to be a complete overview of all the programs that Blackburn Center can present. Blackburn Center reserves the right to revise programs without prior notice.
Blackburn Center
Standing together to end violence

Educational Awareness / Prevention Programs

2020 - 2021

P. O. Box 398
Greensburgh PA, 15601

Ph: 724.837.9540
Fax: 724.837.3676

www.blackburncenter.org
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PRESCHOOL/KINDERGARTEN
PERSONAL SAFETY

Obie the Puppet is used to introduce discussion of appropriate and inappropriate behaviors, especially hurtful or exploitive touch, and shows a child how they can get help. Alternatively, the book “Your Body Belongs to You” can be read.

TIME REQUIRED: Approximately 30 minutes

OBJECTIVES:
- Students will identify different kinds of touching, recognizing that some are nurturing and some are hurtful or inappropriate.
- Students will be able to identify the “private parts” of their bodies and begin to understand that others should not touch their private parts unless there is a really good reason.
- Students will begin to recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe, and students will identify adults they can ask for help instead of keeping it a secret.

OUTLINE:

1. Puppet presentation or reading of body book
2. Identification of “private parts”
3. Discussion of personal safety options

MATERIALS:
- Book: Your Body Belongs To You or Obie Puppet

HANDOUT:
- Body Safety Tips

FACILITIES:
- Individual classroom with capacity for children to gather around presenter’s chair.
PRESCHOOL
THE WAY I FEEL


**TIME REQUIRED:** One 30-minute class period

**OBJECTIVES:**
- Students will recognize and name their own feelings.
- Students will name adults they can go to when they need help.
- Students will recognize facial expressions of others.

**OUTLINE:**
1. Read and discuss *The Way I Feel*
2. Closure: Children express feelings through practice of facial expressions that correspond to particular feelings discussed and read about in the story

**MATERIALS:**
- Book: *The Way I Feel*
- Hand-held mirror

**FACILITIES:**
- Individual classroom with capacity for children to gather around presenter’s chair.
PRESCHOOL
HANDS ARE NOT FOR HITTING

Using the book, Hands Are Not for Hitting, students discuss the value of positive, non-violent behavior.

TIME REQUIRED: One 30-minute class period

OBJECTIVES:
• Students will understand that violence is never okay.
• Students will recognize how to use their hands and touching in a positive, respectful and caring way.
• Students will recognize that they are capable of making good choices, even when they are angry.

OUTLINE:
1. Read Hands Are Not for Hitting
2. Discuss appropriate ways to express anger
3. Closure activity to review lesson; grab bag with materials that demonstrate positive ways we use our hands

MATERIALS:
Book: Hands Are Not for Hitting
Grab bag with materials used by hands

FACILITIES:
Individual classroom with capacity for children to gather around presenter’s chair.
PRESCHOOL
WORDS ARE NOT FOR HURTING

In this program the book, Words Are Not for Hurting, encourage students to discuss the value of positive, respectful non-violent language.

TIME REQUIRED: One 30-minute class period

OBJECTIVES:
- Students will understand that violence is never okay.
- Students will recognize how to use their words in a positive, respectful and caring way.
- Students will recognize that they are capable of making good choices.

OUTLINE:
1. Read Words Are Not for Hurting
2. Discussing how to use their words in positive ways
3. Closure activity to review lesson; fishing for positive words

MATERIALS:
- Book: Words Are Not for Hurting
- Pretend pond and fish with words on them

FACILITIES:
- Individual classroom with capacity for children to gather around presenter’s chair for presenter
PRESCHOOL
WE CAN GET ALONG - THE KNIGHT AND THE DRAGON

This program uses the book, *The Knight and the Dragon* and accompanying puppets. The children discuss the value of making positive and respectful choices and not letting fear of differences keep them from getting to know others.

**TIME REQUIRED:** One 30-minute class period

**OBJECTIVES:**
- Students are introduced to respect as treating others the way they would like to be treated.
- Students are reminded through story that we shouldn’t “judge a book by its cover”.

**OUTLINE:**
1. Introduce topic with cooperative activity
2. Read *The Knight and the Dragon*
3. Discussion of acceptance of differences among people

**MATERIALS:**
- Book: *The Knight and the Dragon*
- Puppets

**FACILITIES:**
- Individual classroom with capacity for children to gather around presenter’s chair.
KINDERGARTEN
PERSONAL SAFETY

The It’s My Body book, or alternatively the Obie Puppet, is used to introduce discussion of appropriate and inappropriate behaviors, especially uncomfortable or exploitive touch, and how the child can get help.

TIME REQUIRED: Approximately 30 minutes

OBJECTIVES:
- Students will identify different kinds of touching, recognizing that some are nurturing and some are hurtful or inappropriate.
- Students will be able to identify the “private parts” of their bodies and begin to understand that others should not touch their private parts unless there is a really good reason.
- Students will begin to recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe, and students will identify adults they can ask for help instead of keeping it a secret.

OUTLINE:
1. Warm-up: Song Head, Shoulders, Knees and Toes
2. Read book to students, or Puppet presentation
3. Identification of “private parts” and discussion of personal safety options
4. Body Circle Activity

MATERIALS:
- Book: It’s My Body

HANDOUT:
- My Body Belongs to Me Coloring Page, Body Safety Tips

FACILITIES:
- Individual classroom with capacity for children to gather around presenter’s chair.
KINDERGARTEN
BULLYING and Bystanders

Utilizing the book, Nobody Knew What to Do, the topic of what a bystander can do to help a child who is being harassed and bullied are introduced and discussed. Students are given strategies for intervening when they see bullying behaviors.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:
- Students will be able to identify bullying.
- Students will discuss behaviors they recognize as bullying.
- Students will learn some strategies that can help when they see someone being harassed and bullied.

OUTLINE:
1. Introduction and definition of bullying and what a bystander is
2. Read story and ask students to identify bully behaviors in the story
3. Discussion of strategies to stop bullying as bystanders
4. Closure with handout

MATERIALS:
Book: Nobody Knew What to Do

HANDOUTS:
What Can You Do?

FACILITIES:
Individual classroom with capacity for children to gather around presenter’s chair.
FIRST GRADE  
PERSONAL SAFETY

The video, *It’s Your Body: You’re in Charge!*, is used to introduce discussion about different kinds of touches and the feelings they trigger. The video depicts both nurturing and inappropriate or hurtful touching. Students learn refusal skills and to tell trusted adults to get help.

**TIME REQUIRED:** 30-35 minutes

**OBJECTIVES:**
- Students will recognize and discuss touches that are nurturing and touches that are hurtful or inappropriate.
- Students will understand that they can say “no” to touches that they do not like.
- Students will identify trusted adults when they need help rather than keeping secrets.
- Students will place the blame for the inappropriate behavior on the person doing the touching, not themselves.

**OUTLINE:**
The video is used to open discussion of the different types of touches that children can experience and how they can make one feel. Some make a child feel good and safe; some feel scary and unsafe. Some feel confusing.

Activities include:
1. Through video children will discuss feelings and various kinds of touching
2. Identification of “private parts” and the “touching rule”
3. Closure activity with handout

**MATERIALS:**
Video: *It’s Your Body: You’re in Charge!*

**HANDOUTS:**
Staying safe

**FACILITIES:**
Individual classroom  
Digital Access  
White/chalkboard
FIRST GRADE
BULLYING AND HARASSMENT

The video, *Don’t Call Me Names*, is used to introduce and discuss bullying. Students are given strategies for dealing with bullying that may be happening to them.

**TIME REQUIRED:** 30-35 minutes

**OBJECTIVES:**
- Students will be able to identify bullying behavior.
- Students will discuss behaviors they recognize as bullying.
- Students will begin to recognize why bullying happens.
- Students will learn strategies to confront bullying (themselves and others).

**OUTLINE:**
1. Introduction and definition of name calling and bullying
2. Video with discussion of behaviors that the students recognize as bullying
3. Discussion of strategies to confront bullying using visual aids
4. Closure with handouts

**MATERIALS:**
- Video: *Don’t Call Me Names*

**HANDOUTS:**
- *Be a Buddy Not a Bully*

**FACILITIES:**
- Individual classroom
- Digital Access
- Chalk/whiteboard
SECOND GRADE
PERSONAL SAFETY

The book, Not in Room 204, is used to introduce a discussion about touches that may be uncomfortable or abusive, and how a student can say no and get help from trusted adults. The book stresses that no all secrets must be kept and the importance of telling an adult when they feel something isn’t right.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:
• Students will understand that it is wrong if someone tries to see or touch their private parts without a good reason (to keep them clean or healthy).
• Students will learn the difference between secrets to keep and those we don’t have to keep.
• Students will discuss the importance of telling a trusted adult when something doesn’t feel right.
• Students will place the blame for the inappropriate behavior on the person doing it.

OUTLINE:
The book, Not in Room 204, is used to open discussion of uncomfortable or unwanted touches and how to get help.

Activities include:
1. Keeping secrets activity
2. Identifying “private parts”
3. Hearing the story
4. Discussion of personal safety options
5. Handout

MATERIALS:
Book: Not in Room 204
Secrets Bag

HANDOUTS:
Green Flag People

FACILITIES:
Individual classroom
SECOND GRADE
ACCEPTANCE LESSON

Through storybooks and discussion, this lesson encourages students to understand and appreciate differences in themselves and others.

TIME REQUIRED: 40 minutes

OBJECTIVES:
- Students will learn to accept and appreciate differences in others.
- Students will understand that it is never okay to bully or exclude someone who is different.
- Students will increase self-esteem and appreciations of their own uniqueness.

OUTLINE:
1. Introduction and Eggbert story
2. Same and Different Activity
3. Red story and Discussion
4. Handout and Conclusion

MATERIALS:
Eggbert, the Slightly Cracked Egg book, Red, A Crayon’s Story book

HANDOUTS:
“Eggbert Says” Coloring Page

FACILITIES:
Individual classroom
THIRD GRADE
PERSONAL SAFETY

The video, *If It Happens to You: Talking about Abuse*, is used to introduce discussion about behaviors that may be harmful or abusive and how a child can get help from trusted adults. Emotional abuse, verbal abuse, physical abuse and sexual abuse are discussed in the video. The focus of the presentation is on the child's right to be safe and to get help from an adult.

**TIME REQUIRED:** 40-45 minutes

**OBJECTIVES:**
- Students will identify different kinds of touching, recognizing that some are nurturing and respectful, and some are hurtful, inappropriate or abusive.
- Students will understand that others should not try to see or touch their private parts unless there is a good reason (for cleanliness or health).
- Students will recognize their right to refuse touches or other behaviors that are unwanted, hurt or make them feel unsafe.
- Students will identify persons they can ask for help instead of keeping it a secret.
- Students will recognize that they are not to blame if someone hurts them or touches them in an inappropriate way.

**OUTLINE:**
1. Introduction of the video and topics to be discussed
2. Discussion of each video segment
3. Discussion of help seeking skills
4. Handout

**MATERIALS:**
- Video: *If It Happens to You: Talking about Abuse*

**HANDOUTS:**
- Safety Contract

**FACILITIES:**
- Individual classroom
- Digital Access
- White/chalkboard
THIRD GRADE
EMPATHY LESSON

Utilizing storybooks, video, and scenarios, the topic of empathy is introduced and discussed. Students are given opportunities to practice putting themselves in someone else’s shoes.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:
- Students will learn the definition of empathy (putting yourself in another person’s shoes).
- Students will practice taking another’s perspective in various situations.
- Students will explore the connection between empathy and respectful treatment of others.

OUTLINE:
1. Introduction to Empathy and Hey Little Ant Book
2. Footprint Activity
3. Empathy Video
4. Empathy Scenario Practice
5. Being Respectful Book
6. Handout and Closure

MATERIALS:
Hey Little Ant and Being Respectful Books
Empathy Video
Empathy Scenarios

HANDOUTS:
“If you were in my shoes, you would know....”

FACILITIES:
Individual classroom
Digital Access
THIRD GRADE
INTERNET SAFETY

This program promotes on-line safety for elementary students. The issue of on-line exploitation is discussed in relation to who students should talk to and who they should tell if something happens on line that upsets them.

TIME REQUIRED: 40–45 minutes, one class period

OBJECTIVES:
- Students will learn strategies and skills to enhance personal on-line safety.
- Students will learn to avoid potentially dangerous online situations.
- Students will learn to recognize the dangers of disclosing personal information over the internet.
- Students will learn to recognize various types of inappropriate internet behaviors.

OUTLINE:
1. Introduce topic with the Cyber Safety Quiz.
2. Video discussion – Don’t Give Out Personal Information.
3. Video discussion – Don’t Open Messages From People You Don’t Know.
5. Closure and handout

MATERIALS:
Video: Staying Safe on the Internet

HANDOUT:
Cyber Smarts Crossword

FACILITIES
Individual classroom
Digital Access
ELEMENTARY GENDER DIVERSITY LESSON

This program introduces the concept of stereotypes to students, and helps them think critically about how stereotypes can harm and limit people.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will examine the media's common depictions of male and female leading story characters.
- Students will discuss stereotypes and how they can limit or hurt people.

OUTLINE:
1. Group Activity: Ask students to list common qualities of princess and superheroes
2. Read “Princess Grace” story and lead discussion about assumptions, or stereotypes.
3. Conclusion: Go back to Princess and Superhero lists and ask students if they would add or change anything. After considering how Grace and her class rethought their ideas about princesses, students will be able to examine their own assumptions.

MATERIALS:
“Princess Grace” story

FACILITIES
Individual classroom, White board or chalk board
ELEMENTARY RACIAL DIVERSITY LESSON

This program introduces the concept of race to students, and encourages them to reflect on how people sometimes make assumptions about others based on race, rather than actually getting to know them.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will explore the concept of race and consider how race is just one of many attributes that make up a unique human being.
- Students will focus on “what’s under the skin” as being what unifies us all.
- Students will increase awareness of the many similarities that all people share, regardless of race.

OUTLINE:
1. Let’s Talk About Race Book and Discussion
2. Sugar Skull Activity
3. Across the Alley Book and Conclusion

MATERIALS:
- Let’s Talk About Race Book
- Across the Alley Book
- Sugar Skull Handout

FACILITIES
- Individual classroom
FOURTH GRADE
PERSONAL SAFETY

A video is used to introduce discussion about situations that may be harmful or abusive, especially inappropriate touch, and how a student can get help from trusted adults. The focus of the presentation is on the child’s right to be safe and to get help from a trusted adult.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:
- Students will recognize and discuss touches that are nurturing and wanted and touches that are hurtful or inappropriate.
- Students will begin to recognize that they can say “no” to touches that they do not want.
- Students will begin to develop strategies to tell trusted adults if they choose to ask for help.
- Students will place the blame for the inappropriate behavior on the person doing it, not themselves.

OUTLINE:
1. Video
2. Discussion of feelings and various kinds of touching
3. Discussion of options to confront abuse and get help
4. Handout
5. Closure activity to review lesson

MATERIALS:
- Video: It’s Not Your Fault or When Should You Tell (Alt.)

HANDOUTS:
- Safety Crossword

FACILITIES:
- Individual classroom
- Digital Access
- White/chalkboard
FOURTH GRADE
BULLYING

This program examines how friendships can change over time, and how a person can identify not only the change, but how to navigate the decisions on whether this friendship is healthy and supportive. The video outlines warning signs of an unhealthy or exploitive relationship, how to discuss problems, and how to end the friendship if needed.

TIME REQUIRED: 40 – 45 minutes

OBJECTIVES:
Students will learn:
- The difference between respectful disrespectful relationships.
- Recognize warning signs that a friendship is disrespectful or exploitive.
- Learn communication strategies to address problems in relationships.
- Learn how to respectively distance themselves from chronically disrespectful friendships.

OUTLINE:
4. Introduce friendship quiz activity
5. Video with discussion of each section
6. Review major points as closure

MATERIALS:
Friendship Quiz
Video clips from the film

HANDOUT:
Frenemies

FACILITIES:
Individual classroom
Digital Access
FOURTH GRADE
INTERNET/NETIQUETTE

This program promotes online safety using etiquette on the internet to reduce bully type behaviors for elementary students. By using group discussion, a quiz and video to heighten the student’s awareness of the difficulties that can be found when using the internet, students are encouraged to consider online behavior.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Identify ways people are hurtful and bully face-to-face and on-line, and strategies we can use to help ourselves.
- Define Netiquette, which is on-line manners, similar to manners or etiquette in person.
- Discuss each individual’s responsibility for proper on-line behavior.

OUTLINE:
1. Discuss current internet use and safety precautions already in place
2. Introduce Netiquette, its definition, and how the rules can help us be good digital citizens
3. Do quiz and watch video that demonstrates examples of good netiquette, discuss while watching where needed
4. Use scenarios to demonstrate students’ understanding of the lesson
5. Conclude lesson with music video that reviews major points

MATERIALS:
PowerPoint Presentation

HANDOUT:
Digital Citizenship Card

FACILITIES
Individual classroom
Digital Access
White/chalkboard
FIFTH GRADE
PERSONAL SAFETY

The issue of child abuse is discussed in relation to the Pennsylvania Child Protective Services Law. The video, 4 U 2 Know: Telling Our Stories, is used to discuss the dynamics of child sexual abuse and how a child can get help.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:
Students will:
• Identify and give examples of child abuse listed in the PA CPS Law - physical, emotional, sexual and neglect.
• Increase awareness of safety rules with known adults.
• Recognize and respect their own and everyone’s right to be safe.
• Develop and enhance critical thinking and reporting skills.
• Place responsibility for abuse on the person doing it.

OUTLINE:
1. Introduction of the topic of child abuse
2. Definition and discussion of child abuse under PA law
3. Video clips followed by discussion
4. Discussion of options to confront abuse and ask for help
5. Handout

MATERIALS:
Video: 4 U 2 Know: Telling Our Stories

HANDOUT:
Everyone Has the Right to Be Safe

FACILITIES:
Individual classroom
Digital Access
White/chalkboard
FIFTH GRADE
BULLYING

This program explores bullying and harassment. The topic is introduced and discussed with a main focus of what a bystander is, how they are affected and how they can safely intervene.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:
- Students will define bystander and discuss behaviors and choices they face in bullying situation.
- Students will learn strategies that a bystander can do to intervene.

OUTLINE:
1. Introduce topic with bystander scenario
2. Discuss bystander choices and why bystanders are reluctant to get involved in bullying situations
3. Use video segments to present various bystander interventions and strategies
4. Hand out and take a stand activity

MATERIALS:
Video: When You See Bullying Happen: What a Bystander Can Do
Role Plays/Scenarios

HANDOUTS:
Put A Stop To Bullying

FACILITIES:
Individual classroom
White/chalkboard
Digital Access
FIFTH/SIXTH GRADE
INTERNET SAFETY

This program explores the various decisions internet users may be faced with and how to make safer choices.

TIME REQUIRED: 40-45 minutes, one class period.

OBJECTIVES:
- Students will reflect on the benefits and risks of online behavior.
- Students will evaluate motivations, feelings and possible outcomes of various online behaviors.
- Students will consider where a behavior lies on a harmless to harmful continuum.
- Students will be encouraged to take action against harmful online behavior.

OUTLINE:
1. Ask students about favorite online activities.
2. Show Henry’s Story and discuss Henry’s motivations for his decision. Is there any harm in what he’s doing?
3. Introduce Continuum Activity.
4. Students will evaluate motivations, feelings and possible outcomes of various online behaviors on a harmless to harmful continuum.
5. Students will be encouraged to take action against harmful online behavior.

MATERIALS:
- Video: Henry’s Story
- Continuum Activity and Scenarios

HANDOUTS
- Digital Citizen Card

FACILITIES
- Individual classroom
- Digital Access
FIFTH/SIXTH GRADE
FAMILY VIOLENCE PROGRAM

The video, *Innocent Eyes*, is used to discuss the dynamics of domestic violence and the help that is available for victims and their families.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**
- Students will recognize the abusive and controlling behaviors characteristic of domestic violence.
- Students will place the blame for the violence on the person doing the behavior.
- Students will learn about the options and resources available to persons victimized by domestic violence.
- Students will learn the effects domestic violence has on each member of the family.

**OUTLINE:**
1. Introduce and define four types of child abuse (if not done in previous program)
2. Introduce domestic violence
4. Handouts and closure

**MATERIALS:**
- Video: *Innocent Eyes*
- Family Violence Facts

**HANDOUTS:**
- Hotline Cards

**FACILITIES:**
- Individual classroom
- Digital Access
- Magnetic board
SIXTH GRADE
PERSONAL SAFETY

The issue of child abuse is discussed in relation to the Pennsylvania Child Protective Services Law. The video, Abuse: If It Happens to You, is used to discuss the dynamics of child abuse and how a child can get help.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will identify and give examples of the various types of child abuse identified by the Law – physical, verbal, sexual and neglect.
- Students will recognize the differences between child abuse and discipline or accidental harm.
- Students will recognize and respect their own and everyone’s right to be safe.
- Students will identify persons and resources they can ask for help.
- Students will recognize that they are not to blame if someone behaves in a way that is abusive toward them.

OUTLINE:
1. Definition and discussion of child abuse – review of PA law
2. Video and discussion
3. Discussion of the options the students can exercise to confront abuse and get help
4. Handout and closure

MATERIALS:
- Video: Abuse: If It Happens to You

HANDOUT:
- Bill of Rights

FACILITIES:
- Individual classroom
- Digital Access
- White/chalkboard
SIXTH GRADE
SAFE SCHOOLS

Using the video, Safe Schools, the topics of harassment, bullying and sexual harassment are introduced and discussed. Students are given options for confronting harassment that may be happening to them. The depth of discussion varies according to the maturity level of the students.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will recognize their own role making the school community safer
- Students will learn and practice certain strategies that help with creating a safe school environment

OUTLINE:
1. Introduce and discuss the four safe school strategies
2. Play video, Safe Schools, pausing after each clip for discussion
3. Role plays of various responses to bullying

MATERIALS:
- Video: Safe Schools
- Role Plays and Scenarios

FACILITIES:
- Individual classroom
- Digital Access
- White/chalkboard
SIXTH/SEVENTH GRADE
INTERNET SAFETY

This internet lesson encourages students to recognize motivations for posting comments and images online and to consider the role of privacy in the digital world.

TIME REQUIRED: 40 to 45 minutes or one class period.

OBJECTIVES:

- Students will consider how online behavior affects privacy for themselves and others.
- Students will become aware of how they decide what to post online.
- Students will identify risks to avoid online.
- Students will formulate responses to potentially dangerous online situations.
- Students will be reminded to be a responsible online citizen.

OUTLINE:

1. Introduction of the topic of internet safety
2. Discussion of what guides decision to post something online
3. Video: 6 Degrees of Information
4. Cyberbullying discussion
5. Decision-making practice through scenarios
6. Handout

MATERIALS:

Video: 6 Degrees of Information
Question Cards and Scenarios.

HANDOUTS:

Digital Citizen Cards

FACILITIES:

Individual classroom with capacity for group activity breakout
Digital Access
SIXTH/SEVENTH GRADE
FLIRTING OR HURTING?

This program provides an introduction to dating relationships as it explores the differences between flirting and hurting. Students learn to define their own boundaries and recognize that other people are entitled to their own boundaries.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Students will recognize the distinction between flirting and sexual harassment.
- Students will take responsibility for crossing someone else’s boundaries.
- Students will identify persons and resources that could help them in a sexual harassment situation.

OUTLINE:
1. Introduction of the topic of relationships, / Flirting Do’s and Don’ts group activity
2. Flirting or Hurting video and large group discussion
3. Scenarios
4. Handout

MATERIALS:
- Flirting Do’s and Don’ts
- Video: Flirting or Hurting
- Scenarios

HANDOUTS:
- Sexual Harassment/Flirting

FACILITIES:
- Individual classroom with capacity for group activity breakout
- White/chalk board/Magnetic Board
- Digital Access
SEVENTH GRADE
BULLYING/HOW TO HANDLE YOUR ANGER

Using the video to drive the lesson, the topic of bullying is introduced and discussed. Students are given options on how to constructively handle the emotions and anger associated with bullying. The depth of discussion varies according to the maturity level of the students.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Recognize that anger is a normal response to being bullied and identify positive ways to express anger.
- Consider bystander responsibility for taking action against bullying in school.
- Identify and discuss sexual harassment and how it relates to bullying.

OUTLINE:
1. Introduce topic of bullying
2. Use video to discuss anger management and bystander intervention
3. Handouts and closure

MATERIALS:
- Video: Bullied: How to Handle Anger

HANDOUTS:
- 20 Things to Do Instead of Hurting Someone Back

FACILITIES:
- Individual classroom
- White/chalkboard
- Digital Access
EIGHTH GRADE
SEXUAL HARASSMENT

Using a variety of scenarios, the topic of sexual harassment is introduced and discussed. Students are given options for confronting sexual harassment that may be happening to them or others.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Students will be able to define sexual harassment.
- Students will recognize behaviors considered to be sexual harassment.
- Students will understand that each person has a right to set their own boundaries.
- Students will consider what to do if they are a target or bystander.

OUTLINE:
1. Introduction and Personal Space Activity
2. Card Activity with Discussion of Sexual Harassment Definition and Law
3. Consent Video

MATERIALS:
- Sexual Harassment Cards
- Consent Video

HANDOUTS:
- Sexual Harassment/Flirting

FACILITIES:
- Individual classroom
- White/chalkboard
- Digital Access
EIGHTH GRADE
RESPECTFUL RELATIONSHIPS

This lesson explores the dynamics of respectful relationships. Using an activity called “Daisy,” students will identify differences between caring and controlling behaviors.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Students will recognize and discuss the characteristics of respectful relationships.
- Students will begin to problem solve, evaluate and think critically about their relationships.
- Students will begin to recognize and respect their own rights and those of others.
- Students will identify resources and persons who could help them.

OUTLINE:
1. Introduction- using the Star Activity
2. Video: If I Was Your Girlfriend
3. Introduction of daisy activity & distribution of petals
4. Discussion of petals and situations as students place them on “LOVES ME” “LOVES ME NOT” flowers
5. Handouts and closure

MATERIALS:
Video: If I Was Your Girlfriend
Daisy Activity and Star of Life

HANDOUTS:
Being Controlled

FACILITIES:
Individul classroom with capacity for group activity breakout
White/chalkboard/magnetic board
Digital Access
EIGHTH GRADE
CONTROLLING RELATIONSHIPS

The students discuss the dynamics of dating violence and how to get help.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Students will identify “red flags”, warning signs of controlling relationship.
- Students will begin to understand the root causes of dating violence.
- Students will place responsibility for the abusive behavior on the one doing the controlling.
- Students will learn the options available to victims of dating violence.
- Students will be encouraged to notice and take action against abusive behavior of peers.

OUTLINE:
1. Introduction of the topic of abusive dating relationships through video.
2. Discussion of warning signs and options
3. Closure

MATERIALS:
Video: Crossing the Line
Red Flags
Role Plays

FACILITIES:
Individual classroom
White/chalkboard
Digital Access
SEVENTH/EIGHTH GRADE
INTERNET SAFETY: SAFE ONLINE TALK

This program debunks common myths and stereotypes about internet predators and educates students about common ways teens are approached and exploited on the internet.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will contrast myths and realities when it comes to internet “stranger danger”.
- Students will identify situations in which chatting and flirting online may become risky for young teens.
- Students will learn strategies for dealing with uncomfortable situations when communicating online.

OUTLINE:
1. Discussion of myths and realities of online predators
2. Sheyna’s Situation activity with students answering questions in small groups
3. Recap of how to respond to an uncomfortable online situation

MATERIALS:
“Predator in the white van” image
Questions to Consider
Advice for Uncomfortable Situations.

HANDOUT:
Sheyna’s Situation

FACILITIES
Individual classroom
Digital Access
White/chalkboard/magnetic board
MIDDLE SCHOOL
SEXTING PROGRAM

This is a program that encourages students to examine cultural influences relating to “sexting,” as well as legal ramifications and social/emotional consequences.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will be able to define “sexting”.
- Students will consider legal, social, and emotional consequences of teen sexting.
- Students will discuss cultural influences and gender stereotypes that relate to sexting.
- Students will learn strategies to handle sexting dilemmas.

OUTLINE:
1. Small group discussion activity
2. Questions to consider before hitting the “send” button
3. Questions to ask yourself if you are the receiver.

MATERIALS:
- Group Discussion Questions
- Questions to Consider

FACILITIES:
- Individual classroom
- Whiteboard/Chalkboard
SENIOR HIGH SCHOOL
SEXUAL HARASSMENT

Using a variety of activities, the topic of sexual harassment is introduced and discussed. Students are given strategies for confronting sexual harassment that may be happening to them or others.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Students will be able to define sexual harassment.
- Students will identify and discuss behaviors recognized as sexual harassment.
- Students will understand that sexual harassment is illegal behavior performed by the harasser.
- Students will learn strategies that can help to confront sexual harassment.

OUTLINE:
1. Introduction
2. Sexual Assault Continuum Activity and discussion
3. Discussion of dynamics of sexual harassment
4. Sexual Harassment scenario activity
5. Discussion of strategies to stop sexual harassment
6. Closure

MATERIALS:
- Sexual Assault Continuum cards
- Scenarios

FACILITIES:
- Individual classroom
- White/chalkboard
SENIOR HIGH SCHOOL
SEXUAL ASSAULT

This program highlights common myths and facts about sexual assault and the laws governing sexual assault in Pennsylvania. Using a scenario as a basis, the students discuss the dynamics of sexual assault and how to get help.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:
- Students will become familiar with Pennsylvania’s sexual assault laws.
- Students will place responsibility on the person doing the assaulting, creating an understanding that avoids victim blaming.
- Students will identify resources available to victims of sexual assault.
- Students will understand the concept of consent and how it applies to the sexual assault laws.
- Students will consider the role of the bystander in sexual assault.

OUTLINE:
1. Introduction
2. Discussion of laws and role of consent, viewing the consent video
3. Presentation of Tom and Missy scenario
4. Handouts
5. Closure through discussion on role of bystander

MATERIALS:
Video: Cup of Tea and/or The Consent Contract
Tom and Missy scenario

HANDOUTS:
Sexual Assault, What’s the Law?

FACILITIES:
- Individual classroom
- White/chalkboard
- Digital Access
SENIOR HIGH SCHOOL
DATING VIOLENCE

This program depicts abusive dating relationships. The students discuss the dynamics of dating violence and how to intervene to help a friend.

TIME REQUIRED: One or class period or one block

OBJECTIVES:
- Students will explore and assess ways of relating to dating partners through a group activity.
- Students will place responsibility for the abusive behavior on the one doing the abuse.
- Students will learn the options available to victims of dating violence.
- Students will be encouraged to notice and take action against abusive behavior of peers.

OUTLINE:
1. Introduction of the topic through the Great Date Debate
2. Video
3. Discuss questions whole group or small group, highlighting root causes and responsibility for abuse.
4. Closure

MATERIALS:
Video: Crazy about You
Great Date Debate

HANDOUTS:
Hotline cards

FACILITIES:
Individual classroom
Digital Access
SENIOR HIGH SCHOOL
SEXTING PROGRAM

This is a program that encourages students to examine cultural influences relating to “sexting,” as well as legal ramifications and social/emotional consequences.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

• Through interactive activities, students will openly discuss their feelings and attitudes about sexting.
• Students will consider legal, social, and emotional consequences of teen sexting.
• Students will discuss cultural influences and gender stereotypes that relate to sexting.
• Students will learn strategies to handle sexting dilemmas.

OUTLINE:

1. Debate Activity
2. Small Group Discussion Questions
3. Questions to consider before hitting the “send” button
4. Questions to ask yourself if you are the receiver

MATERIALS:
Group Discussion Questions
Questions to Consider

FACILITIES:
Individual classroom
Whiteboard/Chalkboard
SENIOR HIGH SCHOOL
RESPECTFUL RELATIONSHIPS

In this program, students are encouraged to explore what comprises a respectful relationship and what to look for in a dating partner.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
- Students will be able to identify the characteristic of respectful relationships.
- Students will explore and clarify their own values, beliefs and attitudes about intimate relationships.
- Students will become empowered to make positive decisions about their own intimate relationships.

OUTLINE:
1. Introduction of the topic of respectful dating relationships.
2. Show music video and discuss fairytale expectations people have about relationships. Are these expectations realistic?
3. Use small groups to reply to Dear Gabby letters.
4. Discuss ways to end a relationship.
5. Handouts
6. Closure

MATERIALS:
Videos: Music video, Breaking Up clips from Dating Bill of Rights
Dear Gabby Letters
Breaking Up Cards

HANDOUT:
Relationship Rules

FACILITIES:
Individual classroom
Digital Access
White/chalkboard
SENIOR HIGH SCHOOL
HUMAN TRAFFICKING

This lesson defines and explains the laws around human trafficking. Students will use this knowledge to recognize human trafficking through the use of practice scenarios.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
Students will learn:
- The definition of human trafficking.
- To identify the three elements comprising human trafficking.
- The tactics and language used by traffickers.

OUTLINE:
1. The students will begin by refining their knowledge of human trafficking through a discussion of the Liam Nelson movie, TAKEN
2. Introduce the three elements of human trafficking
3. Describe tactics traffickers use to lure victims
4. Practice recognizing human trafficking with scenarios in small groups
5. Wrap-up with Human Trafficking Brochure

MATERIALS:
- PowerPoint presentation
- Trafficking Activity with sample situations
- Human Trafficking Brochure

FACILITIES:
- Individual classroom
- Ability to show PowerPoint presentation
SENIOR HIGH SCHOOL
CHILD ABUSE FOR CHILD CARE CLASSES

This program is intended for high school or college classes studying child care or early childhood development.

**TIME REQUIRED:** 40–45 minutes, one class period

**OBJECTIVES:**
Students will be able to:
- Identify the types of abuse that children can experience from their caretakers
- Understand reasons children may not tell an adult if they have been abused.
- Recognize the need to report abuse in order to stop abuse.
- Learn how to listen and talk to a child.
- Understand that when abuse occurs the victim is never to blame and the fault lies with the person abusing.

**OUTLINE:**
1. Define child abuse and list types of abuse and give examples of each
2. Show video and discuss
3. Close with music video

**MATERIALS:**
- Video clip from It’s Your Body: You’re in Charge
- Music Video: The Eleventh Commandment
- Video: Recognizing Child Abuse

**HANDOUT:**
- Facts and Myths of Child Abuse
- If a Child Tells You...

**FACILITIES**
- Individual classroom
- Digital Access
- White/chalkboard
MIDDLE/SENIOR HIGH SCHOOL
MEDIA LITERACY 1

This program takes a close look at media stereotypes and exploitation. By using video and class discussion the issue of media manipulation of our buying habits, values and very lives is explored

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
• Students will understand what media literacy means and why it is important.
• Students will realize the ways media reinforces as well as constructs stereotypical ideas about gender and relationships.
• Students will understand how much the media influences us and our society.

OUTLINE:
1. Alphabet Logo Activity
2. Media stereotypes discussion
3. Video clips or examples of advertisements
4. Analyzing ads

MATERIALS:
Logo Activity
Magazine ads

FACILITIES:
Individual classroom
Digital Access
White/chalkboard
MIDDLE/SENIOR HIGH SCHOOL
MEDIA LITERACY 2

This program examines gender stereotypes in the media.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
• Students will understand what media literacy means and why it is important.
• Students will realize the ways media reinforces as well as constructs stereotypical ideas about gender and relationships.
• Students will understand how much the media influences us and our society.

OUTLINE:
1. Logo Activity
2. Video clips and small group discussion of media stereotypes and their harmful effects,

MATERIALS:
Video: Clips from Shrek, Music video It’s Different for Girls

FACILITIES:
Individually classroom
Digital Access
White/chalkboard
MIDDLE/SENIOR HIGH SCHOOL
CONFLICT RESOLUTION

This is a program that helps students resolve conflicts in constructive manner.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
Students will:
• See that a certain amount of conflict is normal, even between friends.
• Learn that conflict can be an opportunity for growth and learning.
• Recognize certain behaviors as “conflict starters” and learn ways to avoid them.
• Identify certain behaviors as “conflict solvers” and learn ways to use them.

OUTLINE:
1. The students will begin by defining conflict and listing examples
2. Next list words/phrases that can start and solve conflicts
3. Show clips from Conflict Resolution: You Can Solve It!
4. Have students do role plays, listening for the conflict starters and solvers
5. Go over the handout

MATERIALS:
Video: Conflict Resolution: You Can Solve It!
Role plays of conflict situations
List of conflict starters and conflict solvers

HANDOUT:
Conflict Starters OR Conflict Solvers

FACILITIES:
Individual classroom
Digital Access
White/Chalkboard
MIDDLE/SENIOR HIGH SCHOOL
RELATIONAL AGGRESSION

This program examines how friendships can change over time, and how a person can identify not only the change, but how to navigate the decisions on whether this friendship is respectful and supportive. The video outlines warning signs of a controlling or exploitive relationship, how to discuss problems, and how to end the friendship if needed.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:
Students will learn:
• The characteristics of respectful and controlling relationships.
• The importance of good communication skills and strong self-esteem.
• That all persons have a right to respect and to set boundaries for themselves.
• That relationships are mutual; requiring give and take.

OUTLINE:
1. The students will begin by defining relational aggression
2. Next go over what is most important in a friendship (use handout)
3. Show clips of Relationships: When They Help and When They Hurt
4. Have students do role plays, listening for the breaks in the friendships involved
5. Discuss how to be assertive with a friend

MATERIALS:
Video: Relationships: When They Help and When They Hurt
Role plays of relational aggression

HANDOUT:
What Counts the Most?

FACILITIES:
Individual classroom
Digital Access
White/Chalkboard
MIDDLE/SENIOR HIGH SCHOOL
PERSONAL BOUNDARIES

This program encourages students to focus on their own personal boundaries and boundaries of others. Students will be given opportunities to practice problem solving skills.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**
Students will learn:
- To define personal boundaries.
- To consider where their personal boundaries lie.
- To express their boundaries.
- To respect the boundaries of others.

**OUTLINE:**
1. The students will begin by defining boundaries
2. Show *Boundary Violations of Thought and Feeling*
3. Introduce phrases: I feel, when you, would you please
4. Do recognizing boundaries activity
5. Wrap-up with *Signs of Healthy Boundaries* clip

**MATERIALS:**
- Boundaries clips
- Boundary activity and visuals

**FACILITIES:**
- Individual classroom
- Digital Access
- White board or chalkboard