

***Standards that begin with a K. are kindergarten standards. All other standards begin with the grade number they represent.**

****SS = Standards found in Social Studies**

*****ELA= Standards found in English Language Arts (SL= Speaking and Listening, RI=Reading Informational text, L = Language)**

****** LM= Standards found in Library Media (LM=Media Literacy)**

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Title of Lesson: 9-11 Mini Lesson: What is a Patriot?

Standards Taught: K.SS.1.1, K.SS.1.1.c, K.SS.2, K.SS.2.c, K.SS.2.d, K.SS.2.e, K.SS.3.2, K.SS.3.2.a, 2.SS.1., 2.SS.1.b, 2.SS.2, 2.SS.2.1, 2.SS.2.1.b, 2.SS.2.2.b, 2.SS.2.2.c		
Materials: Video Here Red, white, and blue construction paper Scissors White crayon School glue Pencil Map of the US	Preparation: Pre-view the video to make sure it is appropriate for your child to view. If you are uncomfortable with it, find a different video or images that you can use. Visuals help make the story real and help your child to understand exactly what happened.	Implementing the Lesson: Begin the lesson by telling your child that today is a special day. It's a day where we remember something very sad. It's also a day we remember some very good things. Discuss how these things have become a part of our history, but that they didn't happen that long ago. Briefly tell your 9/11 story in an age-appropriate way. Where were you? What do you remember? How did you feel? What did the grow-ups around you say and do? As you tell your story, use a map of the United States to point out where you were and where each plane hit. Talk about the importance of each site. The World Trade Center is a place where American businesses could trade (buy and sell) with other businesses throughout the world. Its goal was to bring people all around the world together to help each other. The Pentagon is where the Department of the Defense works. They work to keep us all safe. The last plane, because of some very brave men and women, crashed into a field in Pennsylvania and never reached its goal. They fought back to save others the plane may have crashed into. We think it may have been flying to crash into the Capitol (where our representatives meet to make laws) or the White House (where the President lives). Show the video. As you watch, point out the buildings and events you discussed already and answer any questions your child may have. Next, tell your child what you remember about the days and months after 9/11. Discuss the way the people came together, how we helped each other, and how patriotism was very strong. Using the map, discuss show you helped, served, or mourned with those who were very far away from you. Discuss how many citizens came together because we are all a part of the same nation, America. America was created with the idea that we should take care of each other and protect each other. We can have different ideas and still work together. Discuss some ways Americans are different than each other as well as ways we are all the same. Discuss the idea of freedom (the ability to live the way we think is right). Point out that freedom means we also have to keep each other safe and listen to each other. Freedom comes with responsibilities and jobs for each of us. Tell your child that patriots are those who stand for our country and what we, as a nation, believe in. Talk about different ways to be a patriot, encouraging your child to suggest ideas, too. Some ideas are: performing service, supporting soldiers and law enforcement, learning about the Constitution, flying the flag, celebrating the 4 th of July, and protecting others even when they don't agree with us. Give your child red, white, and blue construction papers, scissors, a white crayon, and glue. Help them to craft an American flag, pointing out the 13 stripes and 50 stars. Next, give your child a blank paper and ask them to write down (help younger children) how they can be a patriot and why it is important. Display your child's work in your home.

Title of Lesson: Fire Safety Mini Lesson

Standards Taught: K.HF.1, K.SS.Ci.2.2.b, 2.HF.4, 5.SDP.1

Materials:	Preparation:	Implementing the Lesson:
<p>https://www.usfa.fema.gov/downloads/publications/lets_have_fun_with_fire_safety.pdf</p> <p>Crayons, markers, or color pencils</p>	<p>Using the link, print out the fire safety booklet.</p> <p>Create a map of your home and know your family escape plan in case of a fire in your home</p>	<p>Turn through each page with your child as you briefly discuss emergency information, fire facts, smoke alarms, what to do, and other topics covered. Make or draw your family escape plan and establish your meeting place in case of a fire. Discuss safe grown-ups who can help (trusted neighbors, law enforcement, EMT's, firefighters). Talk about and practice contacting 911 (turn off your phone, print out a dial pad) if your child is the first one out of the house.</p> <p>Practice: Ask your child to pretend to be asleep in their bedroom. Together, pretend that the smoke alarm has just gone off. Put your emergency plan into play, guiding your child through each step. Help them to find two different exits. Remind them to crawl on the floor and feel the doors before they are opened. Ask your child to tell you why these things are important. Make your way out of the house and to the meeting spot. Answer any questions your child may have.</p> <p>Practice: Explain and demonstrate "Stop, Drop, and Roll" for your child. This is used in the event that your body or clothing catches on fire. Ask them to practice this procedure a few times, too.</p> <p>Reflect: Allow your child to color their fire safety booklet. As they do, ask them to tell you what each page has taught them.</p> <p>This is also a great time to visit a fire station or ask a firefighter to visit. Many stations have materials and short programs designed for children. It is also a great idea to check your smoke alarms, allowing your child to help.</p>

Title of Lesson: Earthquake Safety Mini Lesson

Standards Taught: K.HF.1, K.HD.4, K.SS.2.2.b, 2.HD.2, 5.SDP.1, 5.HD.6

Materials:	Preparation:	Implementing the Lesson:
<p>Video here</p>	<p>Find a few appropriate videos of earthquakes that have happened in the past.</p>	<p>Using age-appropriate facts, discuss with your child what an earthquake is. For many children, earthquakes are abstract things and it's difficult to understand exactly how serious they can be. If you have visual learners a good idea is to look up a few videos of earthquakes that have happened in the past. Be sure to always preview the videos to ensure they are appropriate. The goal is to inform and empower your child, not make them afraid.</p> <p>Show your child the video at the (link in the Materials section) and answer any questions they may have.</p> <p>Next, take your child to each level of your home. Ask your child to point out areas where they may be able to "cover and hold on" during an earthquake. Discuss why their ideas may or may not work. Try to find a safe place for each room of your home.</p> <p>Practice: Pretend with your child that an earthquake is happening in your home. Demonstrate how to drop, cover, and hold on. Ask your child to join in and repeat the steps: drop, cover, hold on. Practice this for each room your child spends the majority of their time in.</p> <p>Reflect: Discuss with your child the plan your family has made for what to do after an earthquake. Talk about how to get help, where to go, and what to watch out for. Remind your child which adults are safe to trust and ask for help (neighbors, law enforcement, EMT's, firefighters) and that they should only interact with trusted adults. Discuss where to find supplies like 72 hour kits, and how to use them. Walk through your home with your child and look for things that may not be secured. Allow your child to help you secure those items in a safe way.</p>

Title of Lesson: Stranger Danger Mini Lesson

Standards Taught: K.HF.1, K.HD.3, K.HD.4, K.SS.Ci.2.2.d, K.SS.2.2.e, 2.HF.3, 2.MEH.2, 2.MEH.3, 2.HD.1, 2.HD.2, 5.HD.6

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child what a stranger is. Help them define it as “any person you don’t know.” Discuss the fact that there are some people in the world who hurt kids. Be age-appropriate, calm, and factual. Reassure your child that most people are good and want to help others, but that we can’t always tell the difference between a bad guy, who is sometimes tricky, and a good guy. Point out that there are some strangers that we can trust: law enforcement, teachers, firefighters, EMT’s, business employees, and/or parents of friends that you trust. Discuss the fact that we should always approach these strangers when other people are around (public place). Discuss how safe strangers may help in different situations (e.g. teachers can help with bullies or injuries, law enforcement, firefighters, and EMT’s can help when you are lost or afraid, when someone is hurt, or in emergencies, business employees can help when you are lost in a store, and other trusted parents can help at activities like dance or sports classes when you can’t find your parents). Discuss what to do if a stranger that is not designated as safe approaches your child. Do not follow the stranger, do not take gifts from a stranger, find a trusted adult to tell.</p> <p>Next, discuss family rules for public places. Talk about how we walk together, staying close to a parent or trusted grown up. Discuss family rules and talk about having a meeting place (usually the cashier or customer service area) for any event you go to. Point out these meeting places each time you go out, asking your child to remind you of the rules. Teach your child the phrase: trust your gut. Ask them to repeat it and explain what it means. Point out that often the Holy Ghost will warn us about dangerous situations. If you can, give your child an example of when the Holy Ghost protected you. Talk about how if we feel uncomfortable around someone, stranger or someone we know, we should find a trusted adult and talk with them about it as soon as we can.</p> <p>Briefly and calmly, discuss good touch, bad touch. Explain that your body was given to you by Heavenly Father. It is special. Discuss examples of good touch (hugs, pats on the head, holding hands). Explain that these are only ok if you feel comfortable. If you have a bad feeling, find a trusted adult and tell them immediately. Trust your gut. Next, talk about bad touch- no one, with the exception of a doctor or parent in certain situations, should touch anywhere on your body that a swimsuit covers. Likewise, we should not touch anyone else where their swimsuit would cover. Establish a plan with your child so they are empowered and prepared if this happens. (e.g. Tell them no loudly and clearly, find a trusted adult as fast as you can and tell them, assure the child that they will not be in trouble but that trusted adults will want to help protect them). An important part of this lesson is teaching your child the correct terms for body parts. This is something that can be worked into conversations and should be a normal part of your child’s vocabulary. As the adult, trust your child and your own feelings.</p>

Title of Lesson: Germs Mini Lesson

Standards Taught: K.HD.1, 2.SDP.1

Materials:	Preparation:	Implementing the Lesson:
Water, hand soap, and a paper towel Glitter		<p>Ask your child to tell you what they know about germs. Explain that germs are tiny living things that are so small we cannot see them without a microscope. There are many different kinds of germs. Some germs help us by keeping our body safe and clean. Others can hurt us by making us sick.</p> <p>Ask your child to explain ways we can get rid of the “bad” germs. Discuss proper handwashing (wash with soap and water while you sing the ABC Song, when to wash, and how to properly turn off the faucet) and the use of hand sanitizer.</p> <p>Talk about how germs usually get into our bodies: through openings like our eyes, nose, mouth, and even cuts. Discuss the importance of treating cuts and keeping them clean. We usually do this with bandages. Then, discuss how germs can enter our eyes, nose, and mouth when we touch our face or food with dirty hands.</p> <p>Practice: Practice proper handwashing procedures with your child.</p> <p>Practice: Discuss covering our mouths when we sneeze or cough. Demonstrate how to cough or sneeze into the inside of your elbow rather than your hands. Discuss how this prevents us from sharing as many germs with others (e.g. we don’t shake elbows, touch doorknobs or other items, etc).</p> <p>Reflect: Pour some glitter on your hands and rub them together. Show your child the glitter and ask them to pretend the glitter is germs. Shake your child’s hand and point out that the “germs” have now been spread to their own hand. Repeat this process by touching a paper, a doorknob, a treat, or any other objects your child is familiar with. Ask your child to touch one of the items you touched and look to see if any of the germs stuck on their hand. Discuss how easily the germs spread. Wash your hands together, using proper techniques, and point out that the “germs” have gone away. Briefly discuss that we wash our clothing and bodies regularly to prevent the spread and growth of germs, too.</p>

Title of Lesson: Columbus Day Mini Lesson

Standards Taught: K.ELA.SL.1.1, K.ELA.SL.2, K.ELA.SL.6, K.ELA.RI.1, K.ELA.RI.2, K.SS.2.1.d, K.SS.2.3.d, K.SS.3, K.SS.3.2.b, K.SS.4.2, 2.ELA.SL.1.2, 2.ELA.SL.3, 2.SS.2.1.d, 2.SS.2.3.a, 2.SS.3, 5.ELA.SL.1, 5.ELA.SL.1.d, 5.ELA.SL.2, 5.ELA.SL.3, 5.ELA.RI.2, 5.SS.1.1.a		
Materials: Map of Columbus's first voyage (top of page): <a href="http://historicalforte.blogspot.com/2016/07/the-<u>maiden-voyage-of-christopher.html?m=1</u>">http://historicalforte.blogspot.com/2016/07/the-<u>maiden-voyage-of-christopher.html?m=1</u> Tin foil piece cut to 5 X 6 in. Large bowl or container full of water	Preparation: Print the map	Implementing the Lesson: *For 5 th grade this lesson will be a review. Ask your child to tell you what they remember about Columbus from their history lesson and/or share it with younger siblings. Discussion: Tell your child that today is Christopher Columbus Day. Explain that Christopher Columbus was a great explorer who came from far away to discover the American continent a long time ago. Show your child the map and/or point out the route across the water on your own world map. Explain that Columbus was searching for a faster route to India. Explain that many countries traded with India and that he could make a lot of money. He wanted to use that money to build a temple, which he had learned about in the Bible, and help people come closer to Jesus. Columbus asked several people to help him pay for the things he needed to sail. Many said no. Eventually, the King and Queen of Spain (point it out on the map) gave him ships, supplies, and money to hire a crew to help him sail. Columbus faced storms, waves, sickness, and danger during his trip. He often prayed for help and was led by the Holy Ghost. Eventually, he landed in a place we now call Haiti. He called it Española (Little Spain). He thought he had found India and called the people who lived there Indians. They were actually Native Americans, decedents of the people we learn about in the Book of Mormon. Columbus worked hard to learn about the natives, though some of his crew were not kind to them. He also spent time exploring the area around Española. He sailed up to the bottom part of what is now the United States (point it out on the map) and said later that he felt the Garden of Eden and New Jerusalem were in that area. Scriptures have confirmed to us that he was right. Columbus went back to Spain, spreading the word that he had found an amazing land. Without him, the people who came to settle later would've never known that this land existed. We celebrate him today because he was the one who made it possible for our country to be formed. Read and discuss together, as it relates to this lesson: And I looked and beheld a man among the Gentiles, who was separated from the seed of my brethren by the many waters; and I beheld the Spirit of God, that it came down and wrought upon the man; and he went forth upon the many waters, even unto the seed of my brethren, who were in the promised land. (1 Nephi 13:12) Ask your child a few questions to review the lesson and ensure they understood key points. Answer any questions they may have. Give your child the tin foil and help them to roll the sides up to create a boat. Allow them to place their boat in the water and pretend to explore like Christopher Columbus.

Title of Lesson: Smoke-Free Mini Lesson

Standards Taught: K.ELA.SL.2, K.ELA.SL.3, 2.ELA.SL.1, 2.ELA.1.c, 2.ELA.SL.2, 2.HF.4, 2.SAP.1, 5.ELA.L.1, 5.ELA.SL.1.c, 5.HF.2, 5.SAP.1, 5.SAP.3		
Materials: Image of the health risks of smoking: https://cdn.thinlink.me/api/image/787844606669619200/1024/10/scaletowidth/0/0/1/1/false/true?wait=true	Preparation: Print or bring up on a screen the image at the link	Implementing the Lesson: Read with your child the following: “And again, tobacco is not for the body, neither for the belly, and is not good for man, but is an herb for bruises and all sick cattle, to be used with judgment and skill.” (Doctrine & Covenants 89:8) Ask your child to sum up what you just read. Point out the word “tobacco.” Explain that tobacco is a plant that is bad for our bodies, minds, and spirits. People sometimes prepare this plant in ways that it can be breathed in or chewed. Ask your child if they understand what smoking is. Allow them to share any experiences they have had where they noticed someone was smoking. Discuss the reality that some people choose to smoke (tobacco or vape) or chew tobacco, but that it is a choice that harms us. Show your child the image. Point out and discuss each health risk (age-appropriate) and explain that these are ways that smoking can harm our bodies. Add that smoking can also yellow our teeth and make our hair and clothing smell bad. With older children it may be appropriate to show an image of a healthy lung vs. a smoker’s lung. Explain that it can also harm our minds by creating an addiction. Ask your child to repeat the word “addiction.” Explain that addiction means that your brain is tricked into thinking it needs more of something instead of knowing that thing (or too much of it) is bad for you. Tobacco contains nicotine, which is very addictive. Discuss the spiritual effects of smoking and tobacco use. It can drive away the Holy Ghost and make it difficult for you to learn. Read: “All saints who remember to keep and do these sayings, walking in obedience to the commandments, shall receive health in their navel and marrow to their bones; and shall find wisdom and great treasures of knowledge, even hidden treasures; And shall run and not be weary, and shall walk and not faint. And I, the Lord, give unto them a promise, that the destroying angel shall pass by them, as the children of Israel, and not slay them” (Doctrine and Covenants 89:18–21). Ask your child to review the harmful effects of smoking and tobacco in their own words. Ask them to tell you about addiction and to explain to you why Heavenly Father has asked us to care for our bodies by refraining from using tobacco.

Title of Lesson: Alcohol-Free Mini Lesson

Standards Taught: K.ELA.L.1, K.ELA.L.1.d, K.ELA.SL.2.b, K.MEH.1, 2.ELA.L.1, 2.ELA.SL.6, 2.SAP.1, 5.SAP.1, 5.SAP.3, 5.HF.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to Review with you what they learned about smoking and tobacco yesterday. Explain that there are other things that can be dangerous for our bodies, minds, and spirits, too.</p> <p>Read with your child: “That inasmuch as any man drinketh wine or strong drink among you, behold it is not good, neither meet in the sight of your Father, only in assembling yourselves together to offer up your sacraments before him. And, behold, this should be wine, yea, pure wine of the grape of the vine, of your own make. And, again, strong drinks are not for the belly, but for the washing of your bodies.” (Doctrine and Covenants 89:5-7)</p> <p>Ask them what this scripture is talking about. Explain that some drinks have alcohol, a liquid that is bad for our bodies. Like tobacco, some people choose to drink alcohol. Like tobacco, alcohol is bad for us. I can harm our throat, lungs, heart, pancreas, liver, and stomach. As you talk about each body part, point to your own and ask your child to point to theirs. Explain that alcohol can also lead to dehydration (not enough water in our bodies) and a weakened immune system which means our body cannot fight germs as well as it normally would.</p> <p>It is also bad for our brains. Alcohol can lead to addiction (review what the word “addiction” means). It can affect our brains, making us act in a silly or unsafe way. Alcohol can make us dizzy, sleepy, or change our mood (make us angry or goofy) without us being able to control or think about it.</p> <p>Discuss the spiritual effects of alcohol and compare them with those of using tobacco. Remind your child that Heavenly Father has asked us to stay away from these harmful things to protect our bodies, minds, and spirits. Remind your child that the blessings listed in yesterday’s lesson also apply to refusing to use alcohol.</p> <p>Honestly answer any questions your child may have and ask them to tell you what they have learned.</p>

Title of Lesson: Drugs and Prescriptions Mini Lesson

Standards Taught: K.ELA.L.1.f, K.ELA.L.2.b, K.ELA.L.5, 2.ELA.L.1.a, 2.ELA.L.1.b2.ELA.SL.4, 2.HF.1, 2.HF.2, 2.SAP.1, 2.SAP.2, 5.ELA.L.2, 5.ELA.L.3, 5.SAP.1, 5.SAP.3, 5.HF.2

Materials:	Preparation:	Implementing the Lesson:
Medicine bottle with instructions printed on it Drug-Free Poster Printout Crayons, Markers, or Color Pencils		<p>Discussion: Ask your child: What is a drug? Explain that a drug is a chemical that changes how your body works. Tobacco and alcohol are both drugs. There are other drugs, too. With age-appropriate language discuss some illegal drugs and their effects on the body, brain, and spirit (e.g. marijuana, ecstasy, cocaine, LSD, crystal meth, heroin. Explain that these drugs trick your brain into addiction even though they harm you. They make it hard to do the things you love. Discuss that many of these drugs are illegal, but legal or not, they are bad for us.</p> <p>Tell your child that some drugs, like medicines, are legal. Ask your child if they can tell you about a time when medicines helped them to feel better. Medicines are chemicals, too. With help from a doctor, they can help our bodies. However, if we take them in ways that a doctor does not tell us, our bodies can be hurt by them. Show your child the medicine bottle and point out that each medicine has instructions for safe use. These instructions talk about how much medicine we should take, when we can take it, and what to do if the medicine hurts us. Remind your child that they should only take medicine that a doctor or parent approves. Taking medicine too often or taking doses that are too big can be just as harmful to our bodies, minds, and spirits as taking illegal drugs.</p> <p>Give your child the poster printout and ask them to read the words to you. Ask your child to tell you (younger children) or write down (older children) why they have decided to be drug-free. Help younger children write their words using a marker and ask your child to trace over what you've written. Encourage children to complete the sentence, adding appropriate punctuation. Then, ask your child to draw a picture of them doing something they enjoy that they wouldn't be able to do if they chose to use drugs.</p>

Title of Lesson: Peer Pressure- Just Say No Mini Lesson

Standards Taught: K.ELA.SL.6, K.HF.1, K.HF.2, K.HF.3, K.HD.4, 2.ELA.SL.1.b, 2.HF.1, 2.HF.3, 2.HF.5, 2.SAP.1, 2.SAP.2, 2.HD.2, 5.SAP.1, 5.SAP.2, 5.SAP.3, 5.ELA.SL.1.d

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child what they would do if someone offered or pressured them to use tobacco, alcohol, or drugs or medicine incorrectly. Talk about how others may ask you to use these harmful things, or even push you to use them.</p> <p>Discuss ways to refuse and role play a few with your child. Practice the broken record technique (just keep saying no over and over), the explanation technique (explain why you said no), avoidance (stay away from those who offer you harmful things), the change the subject technique, the humor technique (make it a joke while still saying no), and the friendship technique (politely say no).</p> <p>Explain that someone who cared about your safety would understand and respect your choice to care for your body. If a person doesn't respect your choices to stay healthy, they probably aren't a great friend. Ask your child to tell you a few other things a good friend would do.</p> <p>Remind your child of trusted adults that they can contact if someone is pressuring them to use anything harmful.</p>

Title of Lesson: Election Day Mini Lesson

Standards Taught: K.ELA.SL.2, K.ELA.SL.3, K.SS.Ci.2, 2.ELA.SL.1.c, 2.ELA.SL.3, 2.SS.Ci.2, 2.SS.Ci.2.1, 2.SS.Ci.2.1.b, 2.SS.Ci.c, 2.SS.Ci.2.1.d, 5.ELA.L.3

Materials:	Preparation:	Implementing the Lesson:
<p>Papers folded in half with three choices on them (movies, treats, what's for lunch, etc) and bubbles beside each choice that your child can fill in</p> <p>Pencils</p> <p>An empty box</p>		<p>Explain to your child that today is Election Day. Election Day is the day that citizens of the United States vote for the men and women who will represent them. Define citizen: someone who belongs to a country, like the United States. Then discuss what a vote is: when citizens choose which person they think is best for the job and writes it on a ballot (show the ballot you created). People have different ideas, beliefs, and thoughts about what is best and this gives them a chance to choose someone who they believe will help them in their beliefs. Next, discuss what a representative is. Explain that in the United States we are a Constitutional representative republic. This means that we elect, or choose, people to speak and make choices for us. Sometimes we vote for people to represent us in our schools, city, or state. Sometimes we vote for those that will represent us in the entire nation, like the president, congress, and senate.</p> <p>Discuss with your child the importance of choosing our representatives wisely. These men and women will make important decisions and we need to be sure they are following Heavenly Father before we vote for them. The scriptures have told us that if evil men are in charge, the people will suffer. Voting is a serious and sacred responsibility.</p> <p>Read: "Wherefore, honest men and wise men should be sought for diligently, and good men and wise men ye should observe to uphold; otherwise whatsoever is less than these cometh of evil." (Doctrine and Covenants 98:10)</p> <p>Take time to show your child your ballot or "I Voted" sticker. Drive by a voting location and explain that many people vote here. Tell them why you voted for the people you did and explain how you feel they would best represent the virtues and interests of Heavenly Father.</p> <p>Tell your child that they are going to practice voting today. Explain what they are voting for, give them a ballot, and ask them to choose what they think is best by filling in the bubble beside that choice, folding their ballot, and placing it in the ballot box. Count the ballots and allow your child to experience their elected choice. If you have multiple children, briefly discuss that sometimes your choice does not win but that it is still important to vote for who you believe is right.</p> <p>Review with your child by asking them to define: vote, election, citizen, ballot, responsibility, nation, vote, election,</p>

Title of Lesson: Veteran's Day Mini Lesson

Standards Taught: K.SS.C.1.1.c, K.SS.Ci.2, K.SS.Ci.2.1, K.SS.Ci.2.1.D, K.SS.Ci.2.3.b, K.SS.Ci.2.3.c, K.SS.Ci.2.3.d, K.SS.Ci.2.3.e, K.SS.Ci.2.3.f, 2.SS.C.1, 2.SS.Ci.2.1.a, 2.SS.Ci.2.3.a, 2.SS.Ci.2.3.b, 5.M.CO.4

Materials:	Preparation:	Implementing the Lesson:
		<p>Tell your child that today is Veteran's Day. Explain that a veteran is someone who fought for our country, a soldier. Discuss what a soldier is. Soldiers protect others, they fight in wars, and they leave their families to keep everyone safe. They protect our rights and freedoms. They work very hard, are brave, and sacrifice for everyone in their country. After WWI, Veteran's Day began as a way for us to say thank you and to honor their bravery and sacrifice. Discuss proper ways to behave with respect and gratitude as we celebrate this special holiday.</p> <p>Do one of the following with your child, answering questions and pointing out important facts:</p> <ul style="list-style-type: none">a. Take your child to a public (in person or virtual) Veteran's Day ceremony. Many cemeteries put these on. Discuss the national symbols (flags, wreaths, military uniforms) that you see there. Talk about the customs (21 gun salute, patriotic songs, Pledge of Allegiance) and why they are important.b. Take your child to a local veteran memorial site. Many cemeteries have walls, statues, or an area dedicated to veterans. Discuss with your child what the memorial is, why it is important to remember everyone who has worked to keep us safe, and how we can help them to do that job.c. Ask a veteran that you know to come talk with your child. Encourage a discussion of why they chose to serve, how they served, and/or why it was important to them. Allow your child to ask questions about being a soldier. Encourage your child to learn more about how they can be a good citizen and help the cause of freedom and safety for our nation.

Title of Lesson: Healthy or Not Mini Lesson

Standards Taught: K.N.1, K.N.2, K.N.3, 2.N.1, 5.N.4

Materials:	Preparation:	Implementing the Lesson:
Grocery store ad Blank white paper Glue Scissors		<p>Give your child the grocery store ad and scissors, asking them to cut out examples of all different kinds of foods. When they are finished cutting, throw away all the scraps and put away the scissors.</p> <p>Next, ask your child to label their paper in sections. For younger children simply fold the paper in half, open it, and help them label two categories: “healthy” and “unhealthy.” For older children, help them fold the paper into four sections and create the labels: “bones,” “organs,” “immune system,” and “unhealthy.” Briefly discuss what each of these words means. Bones are the hard things inside of our body that help us to stay upright and move around. They look like a skeleton. Organs things our body has that each do different jobs. Our skin protects us, our lungs help us get oxygen, our heart helps us circulate oxygen and nutrients to different parts of our bodies, our stomach and intestines help us break down food, and other organs help our bodies get rid of the things that are bad for our bodies. The immune system is the part of our body that protects us from bad germs.</p> <p>Ask your child to categorize each example of food they cut out. Discuss how some items are bad for our bodies, some are for only occasional treats, and some help our bodies to stay strong and healthy. Milk, for example, helps our bones develop because it contains calcium. Oranges are great for our immune system because they have vitamin C. Cherries help our heart and other organs. Ice cream is unhealthy. Point out that some foods could be categorized into several areas and allow your child to decide where to put them. If your (older) child is unsure of where to place a food, help them to research it online or in any books you may have. As you work, discuss which foods your child has tried and which ones he/she may want to try in the future.</p>

Title of Lesson: Calories are Energy Mini Lesson

Standards Taught: K.N.2, 2.N.1, 2.N.2, 2.N.3, 5.N.1, 5.N.3, 5.N.4

Materials:	Preparation:	Implementing the Lesson:
A container of a common food in your home		<p>Show your child the food and explain to them that somewhere on the container is an area that tells us more about that food. Ask your child to point out that part of the label.</p> <p>Discuss the different parts of the label. Talk about how it shows us the ingredients, the nutrition facts, the amount of calories, and the serving size. Briefly discuss the ingredients and their health benefits and/or downfalls. Talk about the different things listed in the nutrition facts (high cholesterol isn't good for us, but high vitamins are).</p> <p>Point out the serving size. Ask your child to read it to you. Then, point out the part of the label that tells you how many servings are in a container. Explain that in order to find out the information for the entire container you would multiply the number of servings by the number listed in the nutrition facts. Help your child (or allow older children to work it out on their own) to figure out the calorie total for the entire container.</p> <p>Discussion: What is a calorie? Explain that a calorie is a measurement of energy. Our bodies need energy to do all the things we do. Our bodies take the food we give them and turn that food into energy based on how many calories we put in. Ask your child to name a few of the things they do each day that take energy. Explain that they have that energy because of the food that they've eaten. Our bodies need about 2,000 calories a day. If we put too many calories into our bodies we don't use them all. Our bodies begin to store them as fat, which is not good for us.</p> <p>Ask your child to tell you the total calorie count for the container. Discuss whether or not this would be a healthy calorie intake for a day. Talk about the nutrients your body may be missing if you only eat this one thing for a day. Explain that we need to find a balance between how many calories we take into our bodies, how much activity (like physical exercise) we do, and eating the right nutrients.</p> <p>Discuss briefly how our bodies tell us they need more energy (we feel hungry, may be sleepy) or that we are full. Talk about the difference between appetite (we want to eat) and hunger (we need to eat).</p>

Title of Lesson: Different Foods for Different Places and Different Days Mini Lesson

Standards Taught: K.N.1, K.N.2, K.N.3, 2.N.1, 2.N.4, 5.N.2, 5.N.4, 5.N.6

Materials:	Preparation:	Implementing the Lesson:
Dinner	Research some of your family's regular foods that come from different cultures. Learn the history and story behind the dishes so you will be prepared to share them with your child.	<p>Ask your child to name some of their favorite foods. Explain that, especially in America, we eat foods from all around the world. Point out some of their examples and how they come from different cultures. Some ideas from our family are: enchiladas (Mexico), empanadas (Spain), pasta (Italy), chow mien (Asia), borscht (Russia), crepes (France), and baklava (Bulgaria and surrounding areas).</p> <p>Discuss with your family that many of these are traditional dishes in the places they come from. People eat them as a part of everyday life as well as during celebrations. Many of these dishes are made from ingredients that are easily grown in that area. Point out a few ingredients in your child's favorite dishes that grow well in the areas those dishes came from. Spend time with your child learning/researching more about these dishes and the history behind them.</p> <p>Next, ask your child if there are foods they like to eat in the winter vs. the summer. Explain that different foods are available at different times. Watermelon, for example is easy to find in the summer, strawberries in the spring, pumpkin pie in the fall, and citrus in the winter. This is called seasonal eating. We eat what is growing right now. Discuss the national value of each food that comes up.</p> <p>For dinner, take your child to a cultural or seasonal eatery (or learn to make it together at home) and encourage them to try something new. Ask them to share what they learned about the culture and season of the food (or research more about the dish they are trying).</p>

Title of Lesson: Create a Meal Mini Lesson

Standards Taught: K.N.1, K.N.2, K.N.3, 2.N.1, 5.N.2, 5.N.4, 5.SPD.3, 5.SPD.2

Materials:	Preparation:	Implementing the Lesson:
<p>Image of a Healthy Eating Plate: https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/</p> <p>Ingredients, recipe, and supplies for a healthy meal of your child's choice</p>		<p>Ask your child to review some of the things they have learned about healthy foods this week. Remind them that different foods help our bodies in different ways. Discuss the importance of eating foods that provide our bodies with all the healthy things we need. Just as Heavenly Father has given us a guide on what is not good for our bodies, He has told us what we can eat to keep them healthy.</p> <p>Read together: “And again, verily I say unto you, all wholesome herbs God hath ordained for the constitution, nature, and use of man—Every herb in the season thereof, and every fruit in the season thereof; all these to be used with prudence and thanksgiving. Yea, flesh also of beasts and of the fowls of the air, I, the Lord, have ordained for the use of man with thanksgiving; nevertheless they are to be used sparingly; And it is pleasing unto me that they should not be used, only in times of winter, or of cold, or famine. All grain is ordained for the use of man and of beasts, to be the staff of life, not only for man but for the beasts of the field, and the fowls of heaven, and all wild animals that run or creep on the earth; And these hath God made for the use of man only in times of famine and excess of hunger. All grain is good for the food of man; as also the fruit of the vine; that which yieldeth fruit, whether in the ground or above the ground—“ (Doctrine and Covenants 10-16)</p> <p>Briefly discuss and summarize this with your child.</p> <p>Show your child the image of a Healthy Eating Plate. Discuss each item with them and ask them how it compares to the Word of Wisdom. Point out ways that it matches up and areas where it does not (tea and coffee).</p> <p>Next, ask your child to plan their own healthy meal based on these two sources of information. Tell your child that their meal must contain fruits, vegetables, grains, a protein, and a drink. Ask your child to create a shopping list for their meal, checking the house to see what is available. Take your child to a grocery store to purchase the items they need for their meal that aren't already at home.</p> <p>Help your child prepare and serve their healthy meal in age-appropriate ways. As you eat together, ask your child to point out how each item they served is good for our bodies.</p>

Title of Lesson: Screen Time Mini Lesson

Standards Taught: 2.HF.2, 2.SDP.2, 5.N.5, LM.ML.10.5, LM.ML.11.2, LM.ML.14.1, LM.ML.14.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Start by asking your child if they like candy. When they say yes, ask them how much candy they would eat if they could. Then, ask what happens if they eat too much candy. (They get a tummy ache and/or cavities). Ask your child to compare how they feel when they have too much candy to how they feel when they eat or drink something healthy. Point out that the healthy foods are better for their bodies and help them feel better.</p> <p>Tell your child that our activities are, in some ways, like food. They help us to care for or harm our bodies. Some activities help us to feel better and stay healthy. Ask your child to name some of these activities (exercise, sleep, etc).</p> <p>Explain that some activities are like candy. If we have too much they can hurt our bodies, especially our brains. Screen time is one of those activities. It should be a “treat” that we have sometimes but should be what we are doing most of the time. Ask your child to name activities other than screens that they may enjoy. Talk about how each of those activities helps their body, just as healthy food does.</p> <p>For older kids: Discuss the use of screens as a tool. Sometimes we need to use screens to do school work, talk with family, read scriptures, or learn and research. Point out that often we can be distracted by things that are not as important or worth our time when using screens. Things like social media or games can create an addiction in our brains, making our bodies think that we need more. Being aware of what you are doing on screens is just as important as knowing how much time you spend on screens. The things that we do online that aren’t helping us to learn, connect, or grow should be considered “candy” and only be an occasional thing. We should spent more time on things that are healthy for us than we do on this “candy” screen time.</p> <p>Set appropriate screen time limits for your family, encouraging your child to help you stick to them so that everyone can be healthier and happier.</p>

Title of Lesson: Online Stranger Danger - Mini Lesson

Standards Taught: 2.SDP.2, 5.N.5, 5.SPD.3, LM.ML.10.5, LM.ML.11.2, LM.ML.14.1, LM.ML.14.2

Materials:	Preparation:	Implementing the Lesson:
Dress up clothing or costumes	<p>Review online safety tips for children. This is a great resource: https://ourrescue.org/blog/5-essential-online-safety-resources/</p> <p>Adjust this lesson to fit the needs of your family</p>	<p>Ask your child to choose a costume or dress-up outfit. Have them put on the clothing. Ask your child who they are pretending to be. Is it a princess? Superhero? Cowboy? Police officer? Family member?</p> <p>Explain that even though they are dressed up like another person, they are still them. Ask your child to tell you their name. Point out that on the internet some people like to “dress up” and pretend to be someone they are not. We don’t know exactly who anyone really is online because we only see a screen with a picture they chose. Many people who would hurt others pretend to be good guys online. This does not make them good guys, they are just pretending.</p> <p>Tell your child that there are three rules (unless you add more) to talking to others online. This includes social media, videos, pictures, emails, video games, and messaging. Discuss each rule in age-appropriate ways with your child.</p> <ol style="list-style-type: none">1. Only when mom or dad say it’s ok. You are only allowed to use those tools when parents approve it. If anyone is asking you to sneak something they probably aren’t trying to keep you safe. Parents (and other trusted adults) work hard to keep you safe and want to do so online.2. Don’t talk to strangers. If you don’t know them in real life, you don’t need to talk to them online. If a stranger tries to contact you online, tell a trusted adult just like you would in real life. Never arrange to meet someone you don’t know in real life.3. Remember there are no secrets online. Others can see what you are doing. When you send a picture or video online, you no longer have control of it. The person you sent it to can use it any way they want and show it to anyone they want. If you don’t want everyone to see it, don’t send it.

Title of Lesson: Close and Tell Mini Lesson

Standards Taught: K.HD.4, 2.MEH.2, 2.MEH.3, 2.SDP.2, 5.N.5, 5.SPD.3, LM.ML.10.5, LM.ML.11.2, LM.ML.14.1, LM.ML.14.2

Materials:	Preparation:	Implementing the Lesson:
	<p>Resources for adapting this lesson to your child can be found here: https://www.churchofjesuschrist.org/study/manual/help-for-parents?lang=eng</p>	<p>Ask your child to review the internet safety lessons we have already discussed this week.</p> <p>Explain that today we are going to learn a new online safety tip. It's called "close and tell."</p> <p>Ask your child to tell you some of the good things they can do online. Discuss how they can learn, talk to friends, stay in touch with family, and play fun games.</p> <p>Explain that not everything online is good for us. There are things that are dangerous and inappropriate. In an age-appropriate way, discuss the dangers of pornography and inappropriate images. Point out that our bodies are gifts from Heavenly Father and He trusts us to take care of them. He also expects us to use them in ways that help us to become better. Inappropriate images and videos can encourage us and others to disregard the sacredness of the bodies that Heavenly Father has given us. They also can damage our minds with addiction and drive away the Holy Ghost.</p> <p>Explain that there are times when we are online that inappropriate images may pop up, even if we don't go looking for them. Sometimes we may feel uncomfortable while other times we may not. No matter how we feel about an inappropriate image or video, the correct response is to close and tell. Close the image or video so that it is no longer in front of you. Then, find a trusted adult (review who these may be for your child) and tell them what happened. Remember that trusted adults are working to protect you from harmful things and want to help.</p>

Title of Lesson: Cyber Bullies Mini Lesson

Standards Taught: K.HF.1, K.HF.2, K.HF.3, 2.HF.3, 2.HF.5, 2.MEH.2, 2.MEH.3, 2.SPD.2, 5.HF.2, 5.HF.3, 5.HF.4, 5.N.5, 5.SPD.3, LM.ML.10.5, LM.ML.11.2, LM.ML.14.1, LM.ML.14.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Discuss with your child what a bully is. Talk about how a bully is someone who tries to harm another person. Sometimes bullies may physically hurt others (punches, kicks, etc.) while at other times a bully may use unkind words to hurt others. Ask your child to describe a time when someone said something to them that was not nice. How did they feel?</p> <p>Explain that just like in real life, there are bullies online. Just like real life, we want to stop bullies that are online. We can do that in two ways.</p> <ol style="list-style-type: none">1. Don't be a bully. Remind your child how they felt when someone was mean to them. Explain that when we say or type unkind things there is a person who is reading them. Even if your words are meant to be a joke, they can hurt others. We need to be kind with what we do and say online just like we are in real life.2. Don't give bullies power. Explain that we cannot choose what others say or do, even if we want to. Then, ask your child what would happen if we stopped listening to bullies. What would happen if, when we saw unkind things being said, we complemented the person who was being put down? Discuss the courage it takes to ignore a bully. We have to be brave enough to know that who we really are instead of listening to a bully. We also have to be brave enough to find the good in others and tell them what we see. Sometimes, we have to be brave enough to stop talking with someone we thought was a friend if they won't stop being a bully. <p>Make sure your child understands that they should discuss online bullying with a trusted adult just as they normally would.</p>

Title of Lesson: Martin Luther King, Jr. Mini Lesson

Standards Taught: K.SS.C.1, K.SS.C.1.1, K.SS.C.1.1.a, K.SS.C.1.1.c, K.SS.Ci.2.1.d, K.SS.Ci.2.3.d, 2.SS.C.1, 2.SS.Ci.2.1.a, 2.SS.Ci.2.1.d, 5.SS.5.2, 5.SS.5.2.a, 5.SS.5.2.b

Materials:	Preparation:	Implementing the Lesson:
Age-appropriate book about Martin Luther King, Jr. Brown egg White egg Green egg Bowl		<p>*This lesson will be a quick review and/or supplement for 5th graders learning about civil rights movements in the U.S.</p> <p>Tell your child that today is Martin Luther King, Jr. Day. Today we celebrate a man who used words and kindness to help ensure that everyone could be equal.</p> <p>Read the story you have chosen.</p> <p>Ask your child what color their eyes are. What color is their hair? Next, ask your child to name someone who has different colored eyes than them. What about a different color hair? Explain that we are all different. We can look differently than others, think differently, and like different things.</p> <p>Next, point out that even if we are different we also have things in common. Using an example already used, point out that someone may have different colored eyes than your child but like the same treats. Maybe someone with different colored hair than them loves to sing like your child does. Explain that some people think that because we look different than others, we can't be friends with them. Point out that your child, based on the previous examples, has already proven those people wrong. We can be friends with those who may not look like us, who may like different things than us, or who may have different ideas than us. We are all alike in some ways, too.</p> <p>Tell your child that when Martin Luther King, Jr. was alive, many people forgot this. They wouldn't be friends with people who had a skin color that was not the same as theirs. They often treated each other unfairly or unkindly. Martin Luther King, Jr. worked to remind everyone to be kind no matter what we look like. That everyone was equal and deserved to be treated with kindness. He reminded everyone that we are all children of God and we are supposed to take care of each other.</p> <p>Show your child the eggs. Ask them to name the colors of the "skin" of each egg. Are the eggs the same or different in this way? Does that mean one egg is better than another?</p> <p>Crack each egg open, one by one, pointing out that the inside of the eggs are all the same. They are alike, even though they didn't look the same from the outside.</p> <p>Ask your child to tell you what they learned about being different and the same. How would Martin Luther King, Jr. want us to treat each other?</p>

Title of Lesson: President's Day Mini Lesson

Standards Taught: K.SS.Ci.2.1.d, K.SS.Ci.2.3.d, 2.ELA.2, 2.SS.Ci.2.1.a, 2.SS.Ci.2.1.d

Materials:	Preparation:	Implementing the Lesson:
<p>These two stories or your own favorite story about George Washington and Abraham Lincoln</p> <p>Image of Washington Crossing the Delaware: https://upload.wikimedia.org/wikipedia/commons/9/95/Washington Crossing the Delaware by Emanuel Leutze%2C MMA-NYC%2C 1851.jpg</p> <p>Image of Lincoln: https://upload.wikimedia.org/wikipedia/commons/a/ab/Abraham Lincoln O-77 matte colloidion print.jpg</p>		<p>Tell your child that today we are celebrating President's Day. Explain that a president in the United States is part of the executive branch of our country. It is his (or her) job to lead our country, protect the rights of the people, and enforce the laws. Remind your child that in the US we choose our president every four years by voting.</p> <p>Explain to your child that President's Day is set aside to honor and remember two great presidents from the past: George Washington and Abraham Lincoln.</p> <p>In age-appropriate words tell your child: George Washington was America's first president. Before he became the president, he led our army in the Revolutionary War. He fought for our freedom, even though he really just wanted to relax at home. George Washington was a great man, but he didn't think he was that important. He just tried his best and trusted that Heavenly Father would help him. His soldiers would often find him kneeling in prayer, asking Heavenly Father what he should do next. One of these times, he found out that there were some men that had come to fight his soldiers. He knew where these men were but they were very well trained and very strong. Washington's men were starving and weak. After praying, Washington decided to put his men into boats and sail to where these bad guys were. It was winter and very cold. The water had frozen over and there was a big storm. Washington's men were afraid and cold and wanted to give up. They trusted him, though. They rowed their boats across the river, marched through the snow for a long time, and finally could see the place where the bad guys were. They still didn't know how to beat them, though. As Washington and his men marched up to the front door, the storm began to blow snow towards the bad guys. They couldn't see. Washington's men could see because the storm was behind them, blowing on their backs. Washington and his men beat the bad guys. George Washington had trusted Heavenly Father even though it was dangerous and cold and Heavenly Father had sent a storm to help them win.</p> <p>Abraham Lincoln was another great president. He was a very kind man and hated to see anyone suffer. One day he was hunting with others on the White House grounds. They were riding horses. As they went along, the men came across a pig stuck in the mud. The pig was very tired from trying to get out on his own and likely would die. The men went on with their hunt. Abraham Lincoln, though, was bothered by the suffering little pig. He turned back and, in some of his best clothes, climbed down into the mud. He freed the pig and saved its life. Lincoln worked are throughout his presidency to help stop the suffering of others. He often studied the scriptures and prayed to know how to serve others. People who worked at the White House would find him in different rooms, all alone, reading the scriptures. Heavenly Father taught Lincoln and helped him to free all of the slaves in America.</p>

Title of Lesson: Dealing with Stress Mini Lesson

Standards Taught: K.HF.3, K.MEH.2, K.MEH.2, 2.MEH.1, 2.MEH.2, 2.MEH.3, 5.MEH.1, 5.MEH.2, 5.MEH.3, 5.HF.4

Materials:	Preparation:	Implementing the Lesson:
2 Balloons, not blown up. Cut the stem of the balloons off Flour Funnel		<p>Ask your child if they can tell you what stress is. Encourage them to tell you about a time when they felt stressed. What was it like? How did you feel? (e.g. heart pounding, sweaty hands, flushed face, stomach ache, dry mouth, feeling overwhelmed) Discuss that there are different reasons we may feel stress. Some of those things can be good: being competitive at sports, doing something we are afraid of, or working hard to finish a big project. Too much stress, though isn't good for our bodies. It makes us tired and grumpy and can harm our body. I can also make us feel afraid or sad. We must learn how to handle stress in healthy ways so that we can use it in a positive, or good, way.</p> <p>Ask your child if they have any ideas about how to deal with stress. What are some bad ways of dealing with it? (e.g. yelling, getting angry, throwing things, having a fit) Why are those ways not so great? (e.g. they don't help fix the problem, we may hurt someone)</p> <p>There are positive ways of dealing with stress. Discuss a few methods that can help us calm down and focus on what we need to do rather than experiencing too much stress. Strategies will be different for each child. Some ideas are: take a deep breath, calmly count to ten, talking it out with someone you trust, taking a break, working to organize and finish what is stressing you, grounding (name one item around you for each sense), chewing gum, going for a walk, reminding yourself of hard things you can do, praying, recognizing what is causing stress and finding a better way to manage it, or squeezing a stress ball. Practice a few of these techniques with your child.</p> <p>Creating a stress ball: Help your child create their own stress ball. First, have your child place the bottom end of the funnel into the hole on the bottom of one balloon. Help them to add flour until the balloon is full. Remove the funnel and open the second balloon wide enough to cover the first. The holes in the bottoms of the balloons should be on opposite sides from each other, closing the flour inside. Show your child how they can fidget and squeeze the stress ball to help them calm down when they are stressed.</p> <p>Your child should be reminded of this lesson at times when they are overwhelmed with feelings or stressors. Remember to have age-appropriate expectations and help your child develop strategies that allow them to regulate their emotions and stress levels over time.</p> <p>*For older children, discuss the role of friendship in handling stress. Explain that sometimes we just need someone to listen as we express our feelings. We can then help others by being their listening ear. We don't have to fix problems for them, just listen and suggest ways to find help.</p>

Title of Lesson: Get Help Mini Lesson

Standards Taught: K.MEH.1, K.MEH.2, 2.HF.4, 2.MEH.1, 2.MEH.2, 2.MEH.3, 5.MEH.1, 5.MEH.2, 5.MEH.3, 5.SPD.1

Materials:	Preparation:	Implementing the Lesson:
<p>Video of “Get Help” Scene from Thor Ragnarok: https://www.bing.com/videos/search?q=marvel+get+help&&view=detail&mid=A3EB42DA9C733250B84BA3EB42DA9C733250B84B&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dmarvel%2Bget%2Bhelp%26FORM%3DHDRSC3</p>		<p>Show your child the short clip. Ask them to tell you what the brothers in the clip decided would be their plan. Talk about how they worked to help each other and asked others for help. Explain that, in the clip, they were using “get help” to trick the others but it worked because people want to help each other.</p> <p>Discuss how there are times in our lives that we need to get help. Ask your child to name a few situations in which they may need help. Some examples are difficult homework, reaching something up high, when they are hurt, in an emergency, or if someone is lost. Ask your child who they would go to in order to get help for each of the situations they discuss. Point out that those people would, like the people in the video, want to help keep you safe and healthy.</p> <p>Explain to your child that sometimes our feelings can be so big that we need to get help. Maybe we are angry that someone was mean to us, very sad, or we don’t feel very good about ourselves. Maybe we did something we shouldn’t and want to fix it but don’t know how. These feelings are a part of life, just like good feelings are. They are meant to teach us to be and do better. They also allow us to understand and help each other because each of us feels like that sometimes. When we have feelings like this we can ask for help.</p> <p>Discuss with your child appropriate ways to get help with big feelings. With younger children focus on talking to parents and other trusted adults. As your child grows, add (not replace) additional resources that they can turn to get help. Discuss mental health crisis hotlines, mental health professionals, and trusted adults and friends in their circle. Help your child to understand that getting help for mental health is no different than getting help for physical health and that others will want to be there for them. Open up about a time that you needed a friend to lean on or even reached out for help from health professionals. Explain how getting help allowed you to move forward.</p>

Title of Lesson: Emotions Mini Lesson

Standards Taught: K.HF.3, K.MEH.1, K.MEH.2, K.HD.4, 2.HF.2, 2.MEH.1, 2.MEH.2, 2.HD.2, 5.MEH.1, 5.MEH.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Tell your child that today we are going to play a game. You will say a phrase and your child has to make the face of the emotion or feeling that phrase makes them feel.</p> <p>Read the phrases, giving your child time to examine the emotions of each and make a face:</p> <ul style="list-style-type: none">- You get a candy bar for free- Someone knocks your candy bar out of your hand and it falls in the mud- You don't get to eat your candy bar- A kind friend gives you half of their candy bar- You say "Thank you" <p>Ask your child to tell you the different emotions they felt as you read each phrase. How would they feel if they got a free candy bar? Discuss how your child would act based on that feeling (happy, thankful, etc). How would they feel when the candy bar was knocked out of their hands? (angry, sad, upset) What actions could they take? (fight back, yell, cry, avoid the person, tell an adult) How would they feel if a friend shared with them? How would they act? How would saying "Thank you" make you feel?</p> <p>Ask your child to tell you about a time when they experienced an emotion like happiness, sadness, anger, or gratitude. What actions did that feeling lead them to? Discuss that even when we have feelings we always can choose what we do. Did their actions help or make the situation worse? Point out a time when their actions didn't help (when they threw a fit) and a time when they were feeling the same emotion but chose differently. Empower your child and help them to understand that they have a choice.</p> <p>This lesson is best taught in the moment and multiple times. In a situation where your child is overwhelmed with an emotion, calmly talk it through with them. Remind them they have a choice. Point out a few ways they could choose to make the situation better. Review their stress strategies. Allow them to make the choice, but guide them. Over time, they will learn to make the right choice even when strong emotions come along.</p>

Title of Lesson: Protecting Mental Health Mini Lesson

Standards Taught: K.HD.2, 2.SPD.1, 2.SPD.3, 2.SPD.4, 5.SPD.2, 5.HF.1, 5.HF.3, 5.SPD.5

Materials:	Preparation:	Implementing the Lesson:
		<p>*This lesson should be adapted for each age group it covers. A great way parents can help is to point out good traits you see in your child often.</p> <p>Review with your child a few ways to keep their bodies healthy. Discuss things like eating nutritious foods, wearing a seat belt, avoiding harmful substances, using a helmet, exercise, checkups, avoiding germs, wearing a seatbelt, avoiding contact with bodily fluids of others, appropriate screen time, and avoiding contact with strangers. Point out that though adults and others around them want to help with this goal, it is your child's responsibility to care for their bodies. Heavenly Father gave them a body and they need to care for it.</p> <p>Explain that just as we care for our bodies, we need to care for our minds. Review some of the ways we protect our minds that other lessons have covered (avoiding addiction, close and tell). Then discuss with your child additional ways they can keep their minds safe from harm (being included in family activities, reading scriptures, prayer, keeping the commandments, remembering they are a child of God, talking with others, looking for the good things they have done, celebrating accomplishments and finished goals, service to others, and pointing out the good rather than focusing on the bad).</p> <p>Ask your child to choose two or three of these techniques and try them for one week. At the end of the week, ask them to tell you what differences they have noticed in their lives.</p>

Title of Lesson: Firearm Safety

Standards Taught:		
Materials:	Preparation:	Implementing the Lesson: <p>*This lesson is intended to be taught several times and in a way your family is comfortable with. The fact is even if you do not own a firearm, your child will likely see a firearm at some point. Teaching them a healthy respect (not fear) will protect them and help them to feel prepared. If you do have firearms in your home, please make a safety plan that your family is comfortable with in regards to how you use and store them. As your children grow review the rules outlined in this lesson and teach them how to properly use a firearm in ways that are developmentally appropriate for each child.</p> <p>Ask your child to tell you what they know about firearms (guns). Where have they seen them? What do they do? How do we act around guns? Allow your child to answer in their own words but correct any fallacies that may come up.</p> <p>Tell your child that a firearm is nothing more than a tool. The way it is used is dependent upon who is using it. A hammer, a saw, and a knife are all tools as well. A hammer can build a house or break a window. A saw may help build a table or cut it apart. A knife may help make a wonderful meal or it could cut our fingers. Like all tools, firearms are meant to be used to good: to protect us and provide food. Guns, like other tools, can be dangerous if we don't understand how to properly use them.</p> <p>There are four rules of firearm safety. Go through each one with your child in an age-appropriate manner.</p> <ol style="list-style-type: none">1. Never touch a firearm without the permission of a trusted adult. If you see a firearm anywhere, do not touch it. Find an adult and tell them where you saw the firearm. (This one is the only rule a child needs to know at young ages. The following rules apply as your child is learning to handle firearms with adult supervision)2. Always treat a firearm as if it is loaded. Remember that guns are tools and can be dangerous if not used properly. Never point a gun at anything or anyone you do not want to shoot. You should never think that a firearm does not have a bullet in it.3. Know your target and what's beyond it. Always know what you are shooting at. Remember that a bullet can travel through or around a target. You need to be sure that it will not travel anywhere that it can hurt someone.4. Don't put your finger on the trigger until you are ready to shoot. Demonstrate and guide your child in proper techniques for holding a firearm. Remind them that their finger should only be on the trigger after they have lined up the sights and are ready to shoot. This can help prevent accidental discharges.