

*** All 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)**

Property of Phoenix Home Academy. Do Not Sell

Title of Lesson: 9-11 Mini Lesson:

Standards Taught: 1.ELA.SL.1.c, 1.ELA.SL.2, 1.ELA.SL.3, 1.ELA.SL.4, 1.HF.1, 1.HF.2, 1.HF.3, 1.SS.3.2, 3.ELA.SL.1, 3.ELA.SL.1.c, 1.ELA.SL.1.d, 3.ELA.SL.3, 3.HF.1, 3.MEH.1, 6.ELA.SL.1, 6.ELA.SL.1.c, 6.ELA.SL.2, 6.HF.1, 6.MEH.1, 6.SS.4.1, 6.SS.4.2		
Materials: Images of each site of plane impacts from 9/11 like the following: Twin towers Pentagon Flight 93 This video Paper Crayons	Preparation:	Implementing the Lesson: Tell your child that today is a special day. It is a day to remember something that happened in America in 2001. That morning, as people were waking up and going to work, men from another country hijacked (stole) and crashed four airplanes, killing nearly 3,000 people. Show your child the photos and point out their locations on a map. Explain that the men who crashed the airplanes wanted Americans to be afraid of them. This is called terrorism. Explain that after the airplanes flew into the Twin Towers, both towers fell. Point out that many people were working in the Pentagon when it was attacked. Tell the story of how brave men and women on Flight 93 fought back against the terrorists, causing the plane to crash in a field rather than a building where it would hurt others. They saved hundreds of lives by sacrificing their own. Tell your child what you remember about 9/11 and the aftermath. Point out that Americans came together after the attacks in a show of unity and love for each other. Search the term “9/11 patriotism” online and show your child the images that pop up. Explain that Americans tried to help each other, giving examples like military enrollment, first responders and rescue missions, prayers, flags flying, churches full, and blood donations pouring in. Discuss the idea of unity and how coming together strengthens people after something scary happens. Finally, watch the video with your child. As Gordon B. Hinckley talks, explain that America declared war on the country the terrorists came from shortly after 9/11. Many people in America were very sad, afraid, or angry. Something bad had happened and they couldn't stop it or control it. Some looked to churches to find comfort. The Prophet spoke to these Americans, trying to show them what they should do that would help. Ask your child to listen for the Prophet's advice to Americans. Discuss what your child can do to follow his council. Help your child write down their goal and draw an illustration of it.

Title of Lesson: Fire Safety Mini Lesson

Standards Taught: 1.SPD.2, 3.SDP.1, 3.SDP.2, 6.HF.3, 6.SDP.1

Materials:	Preparation:	Implementing the Lesson:
<p>This packet (pg. 5-7)</p> <p>Children's Book about fire safety (check your local library to find one appropriate and interesting to your child)</p> <p>You family's fire plan</p>	<p>Cut out words and images on pages 5-6 of the printout</p>	<p>Start the discussion by asking your child what they know about fires. Answer any questions they may have and elaborate on comments they may make. Explain that fire is a tool that we sometimes use to warm us up, cook our food, or make a place pretty (e.g. candles). Point out that, like other tools, if it is not used and controlled properly, fire can be dangerous.</p> <p>Prevention: Using the printouts from the packet, show your child the images and ask them how each of these items can help us. Point out that one of the images is always harmful and we should avoid it altogether (cigarette). Explain that the other images show things that, if used in the wrong way, could also cause harm. Next, ask your child to choose one of the images and match it to the correct words. What room does it belong in? Is it a flame (fire) or does it use electricity? Should they use it one their own or with help from an adult? Go through each image, discussing these questions for each. Finally, use page 7 of the printout to teach your child how to safely use each item by matching it with the correct answer. Emphasize that your child is strong and smart enough to protect their family and these rules can help.</p> <p>In Case of a Fire: Ask your child what they would do if there were a fire in your home. Discuss and correct their plans as needed. Teach your child your family's fire plan. This will be unique to each family. Emphasize the following as you speak to your child:</p> <p>Slow and Low: Explain that, in any emergency, it is important to stay clam. Stay low, crawling rather than walking, when moving through the house to prevent smoke inhalation. Explain that the hot air and smoke from the fire will travel up, leaving the safer air down low.</p> <p>Two Escapes: Every good fire plan has two escapes (ways to get out) for every room. Visit the rooms your child is most frequently in and find two methods of escape for each together.</p> <p>Too Hot: Show your child how to use the back of their hand to feel doors before they open them. Explain that fires use a lot of oxygen and opening a door with a fire on the other side will cause the fire to come towards the oxygen in the new room. To prevent this, we feel the door before we open it. If it is too hot, we use the other method of escape.</p> <p>Meeting Place: Show your child your family's meeting place in case of a fire. This area should be away from the home, but safe for a child to wait at. Emphasize that your child should never go back into the house, even to get something or someone, and should wait at that spot for help.</p> <p>Calling 911: Teach your child how to call 911 and where they can go to get a phone (neighbor). Explain that the people who answer the phone will be able to send help. Practice saying your address verbally.</p> <p>Firefighter Help: If possible, visit a fire station and/or show your child an image of a fireman in full gear. Allow your child to ask questions and explain that this gear helps the fireman stay safe while fighting fires and helping people get out of a house that is on fire. Sometimes, they may look strange, but they are there to help.</p> <p>Practice: Practice your fire plan with your child in several rooms of the house. Make sure you encourage them to stay slow and low, find two methods of escape, feel the doors, stand at the meeting place, and discuss how to call 911 for help.</p> <p>Stop, Drop, and Roll: Teach your child that fire is very hot and can sometimes catch clothes on fire. Explain that, if that happens, the best thing to do is put the fire out. Running will make the fire grow, but if we stop, drop, and roll around, the fire will be smothered.</p> <p>Demonstrate stop, drop, and roll for your child, emphasizing that they may have to roll several times. Then, ask your child to practice.</p> <p>Finally, ask your child if they have any questions or concerns. It is normal for children to be fearful of fires. Explain that a fire is unlikely, especially with prevention, but that it is best to plan and practice so that they will know exactly what to do just in case it does happen.</p>

Title of Lesson: Earthquake Safety Mini Lesson

Standards Taught: 1.SDP.2, 3.SDP.1, 3.SDP.2, 6.SFP.1

Materials:	Preparation:	Implementing the Lesson:
This video Your family's earthquake plan		<p>Explain to your child that today we are going to learn about earthquakes. Watch the video with your child and ask them to tell you what they learned. Discuss what an earthquake is, how long it lasts, and what to do in different places your child is frequently in. Explain why these steps are a good idea. You go under a kitchen table, for example, so that nothing in the kitchen falls on you. You stop a car and stay inside so that you don't get pulled somewhere unsafe by the shaking and so the car protects you from anything falling. Point out that drop, cover, hold on is an important skill to practice so that you will be ready if there is an earthquake.</p> <p>Go to each room of your home, asking your child to find a place that would be safe to drop, cover, and hold on if there were an earthquake. Practice these skills with your child in each place, pointing out how the place they chose would be safe or not safe. If unsafe, point out a better option for your child.</p> <p>Next, go outside with your child, instructing them how to react if there is an earthquake while they are outside. Try a few different areas in the yard, on the sidewalk, and in their favorite place to play. Then, drive in a car with your child, practicing what to do there if an earthquake comes while in the car. Finally, travel to a store your family visits frequently and practice what you would do in the event of an earthquake there. Each time, point out reasons for choosing the areas you do.</p> <p>Share your family communication plan with your child, pointing out that, if there is an earthquake it is possible for water, electricity, and phones to not work. Create a family meeting place where your family can find each other or leave notes in the event of separation. Give your child instructions for each place they visit commonly (i.e. if there is an earthquake at dance, I will come and get you. Wait there).</p>

Title of Lesson: Stranger Danger Mini Lesson

Standards Taught: 1.HF.2, 1.HD.4, 1.SDP.2, 3.HF.5, 3.SDP.1, 3.SAP.1, 3.HD.3, 6.HD.3

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to tell you what a stranger is. Praise them for correct responses and emphasize that a stranger is a person we do not know. Point out that most strangers are good people, but that many tricky or dangerous strangers pretend to be nice, too. Explain that, because of tricky strangers, we need to be very careful about who we talk to, go with, or take gifts from. Discuss the following points with your child, answering questions and giving examples as you go. Review what your child has learned by giving them made-up scenarios and asking how they would react :</p> <p>Tricky Strangers: Tricky strangers are people who may try to get you to say or do something that is not safe. They may talk to you, ask you for help, touch you in a way that we feel uncomfortable, or offer you a gift or fun thing. Almost all the time, these strangers talk to children when adults are not around. If you find yourself alone with a stranger, quickly find an adult you know and trust and go towards them. If a tricky stranger asks you for help, explain that you cannot help them and they should find an adult. If a stranger, or anyone, touches you in a way or area that you feel weird or uncomfortable with, quickly leave and tell a trusted adult. No one (except a doctor and parents in specific situations) should touch you anywhere your swimsuit covers). These are special and sacred parts of your body. If a stranger offers to show you something or give you a gift, tell them you must check to make sure it is ok with your parents (or trusted adults) first. Never leave a place with a stranger or eat treat from them without checking with parents first.</p> <p>Scenarios: A stranger tells you he lost his puppy and needs help looking for it. A stranger sees you waiting for mom to pick you up and asks if you need a ride. A stranger touches your bum or private parts. A stranger offers you a cupcake. A stranger says she has a gift for you in her car and you should go with her to get it. A stranger asks you to keep a secret from mom and dad. A stranger tells you they will hurt someone you love if you tell on them.</p> <p>Trust Your Gut: Discuss the gift of the Holy Ghost with your child. Explain that one of the jobs of the Holy Ghost is to protect us. Some people call this intuition or a gut-feeling. At times, we will be around someone and the Holy Ghost will give us a feeling that we need to stay away from them. This feeling is different than being upset or angry at someone. It is sometimes a yucky feeling in our stomach or a feeling that we are unsafe. You should always trust that feeling, even if you don't know why you are having it. The Holy Ghost is working to protect you. This feeling may come around a tricky stranger or even someone you know. If you have this feeling, find an adult you trust and talk to them about it. They can help keep you safe.</p> <p>Yell and Tell: If someone makes you feel unsafe or trapped and you can't get to a trusted adult, you can yell for help. Yell loudly and clearly, asking for help until a trusted person or safe stranger comes to help. Then, tell the safe adult how you feel and what happened. If someone grabs you and tries to take you, fight back and yell loudly so others will now you need help.</p> <p>Safe strangers: Though strangers are people we do not know, there are some that we can almost always trust. Parents, grandparents, aunt and uncles, police, firemen, paramedics, and teachers are safe strangers. Other safe strangers may include people who work at a store or restaurant or moms with children at the park. It is okay to approach these people if you need help and cannot find the adult you came with. It is only safe to leave a place with a first responder.</p> <p>Family Password: Create a family password with your child. Explain that sometimes, others will tell the child that mom and dad sent them to pick them up. Tricky strangers and, at times, even people you know, may use this to get you to go with them. Tell your child that the person must give them the password so that they will know it is safe.</p>

Title of Lesson: My Info Mini Lesson

Standards Taught: Much of this lesson is a review of kindergarten standards, 1.SDP.2, 1.SDP.4, 1.SDP.5, 3.SDP.2, 3.SDP.4, 6.SDP.5, 6.HD.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to tell you their full name. Ask them to tell you what color their eyes and hair are, how tall they are, and how old they are. Then, ask your child if there is anyone in the whole world that is just like them. Point out that they are unique and special because Heavenly Father made them that way. No one looks or thinks or acts exactly as they do.</p> <p>Next, ask your child to describe your home. What does it look like? How many rooms are there? What is around it? Why do they like it? What do they not like about it?</p> <p>Explain that their home has a special name, just like they do. It is the only place in the world that can be called by this name, though we don't call it a name. Explain that this is an address and it helps people find your home. Ask your child to name some examples of when someone may use an address to find your home (to pick up something, in an emergency, to visit). Say your address aloud and write it down. Ask your child to repeat it a few times. Repeat this throughout the next few weeks until your child can say their address from memory.</p> <p>Repeat the process with your phone number, explaining that your phone is the only one in the world that uses that number and can help others get in touch with you. Point out that, if your child ever needs to find you, they can use this phone number to talk to you.</p> <p>Finally, tell your child that there is one more thing that is unique about them that they haven't thought of yet. Ask them what is inside of their body that isn't like anyone else. What happens when we get a cut? What comes out? Explain that our blood carries information and things our bodies need. Our blood can also carry germs and diseases. Everyone's blood carries different things. Ask your child what they do to protect their bodies when they are bleeding. Explain that we sometimes wear a bandage or visit the doctor if we are hurt. Point out that a doctor uses gloves while helping us. This protects us from the germs of the doctor but it also protects the doctor from touching our blood, which may share germs or diseases that are different from his/her body with him/her. Ask your child if it is a good idea to touch someone else's blood. What about anything else that comes from someone else's body? Explain that touching fluids (liquids) that come from others can carry germs and we should never touch it. If we see something, we can ask an adult for help.</p> <p>For 6th graders: Discuss blood borne pathogens (i.e. HIV and Hepatitis B), their symptoms, spread, treatment, and outlook and methods to prevent these diseases including hygiene, proper cleaning, glove use, avoidance of contact of body fluid, covering wounds, etc. Discuss the fact that those with these diseases are safe to be around but extra precautions may be needed, just like when someone has a cold or weak immune system.</p>

Title of Lesson: Hygiene Mini Lesson

Standards Taught: 1.HF.2, 1.HD.1, 3.HD.1, 6.HD.2

Materials:	Preparation:	Implementing the Lesson:
This video Sink with water and hand soap		<p>Ask your child why we wash our hands. Review the lesson from last year, reminding your child that the glitter on our hands was like germs, which can make us sick, and that washing our hands helps remove the germs from our bodies. Review when we should wash our hands (after using the restroom, before preparing food or eating, after doing messy or germ-filled activities, and after caring for someone who is sick).</p> <p>Show your child the video, explaining that the parts of the lady's hands that glow represent germs. Point out that there were several glowing spots at the beginning of the video. Then, after she quickly washed her hands, many of the spots, or germs, were still there. Finally, point out that after she washed her hands correctly the glowing spots when away, meaning that she removed all the germs. Explain that there is a correct way to wash our hands and keep us safe from germs.</p> <p>Go to the sink and demonstrate the following handwashing steps. Then, ask your child to practice washing their hands.</p> <ol style="list-style-type: none">1. Turn on the water and wet your hands2. Remove your hands from the water and put soap on your hands (you can turn off the faucet here to conserve water)3. Rub your hands together, making sure to get the palms, back of hands, in between fingers, and the fingernails. This should last at least 15 seconds. A good reminder is to sing a short nursery song (The Itsy Bitsy Spider, the ABC's, etc.) as you wash your hands4. Rub your hands together under running water until all the soap is gone5. Dry your hands with a fresh paper towel6. Use the paper towel to turn off the water and open the door7. Place the paper towel in the trash can <p>Remind your child of other good hygiene practices (e.g. showering, not touching the face, cleaning the body after using the restroom, etc.) and remind or teach your child the proper techniques for each.</p>

Title of Lesson: Columbus Day Mini Lesson

Standards Taught: 1.ELA.SL.1, 1.ELA.SL.5, 1.SS.2.3.e, 1.SS.3.2, 1.SS.4.1.d, 3.ELA.SL.4, 6.ELA.SL.1.d		
Materials: Paper plate, cut in half Newspaper, cut into 3 small squares (sails), 2 small triangles (flags), and 3 small circles (windows) Brown paint Two straws or small dowels Glue Sharpie Paint brush Book of Mormon *You can see an image of the finished craft here	Preparation:	Implementing the Lesson: Tell your child that today is Columbus Day. Ask your child to share what they know about Christopher Columbus. Explain that during the time Columbus was alive, there were not stores like we have today. People would have to travel to places very far away, or pay someone to do it for them, in order to get what they needed. These people would sometimes even take a ship all the way from Spain, around Africa, and into India. Point out these areas on a map and emphasize how long and dangerous the route was. Columbus wanted to find a faster way to trade with India because he knew that if he could get goods back and forth more quickly than others, he would make more money. He had read in the Bible that Jerusalem needed a temple and wanted to make money to build one there. So, Columbus began to ask kings and queens to help him pay for ships that would allow him to find a faster route. Many of them said no, but Columbus kept trying. Eventually, the king and queen of Spain gave Columbus three ships: the Niña, the Pinta, and the Santa Maria. Columbus set sail, trying to find a faster way to India, but he discovered something else, instead. On a map, trace the route over the Atlantic Ocean that Columbus took from Spain to present-day Haiti. Explain that, at that time, very few people knew that North and South America existed. Columbus sailed back, teaching everyone he could about the new place he had found. Soon, the American continent would have people from around the world coming to live on it. Columbus returned to the Americas three more times. Sometimes, he helped the people there. Sometimes, he hurt them. On his last voyage, he worked to fix his mistakes and make things better as much as he could. During the times that he was kind and righteous, Columbus was guided by Heavenly Father. Read 1 Nephi 13:12 to your child and explain that apostles and prophets have told us that the man Nephi saw was Columbus. Heavenly Father had kept the American continents hidden for a long time from most of the people on the earth, but, in 1492 when Columbus came, it was time for others to know about and live on them. Tell your child that today we are going to build one of Columbus's ships. Ask them which of the three ships they would like to build. Ask your child to paint the paper plate half with the brown paint. Then, help your child cut two small slits in each of the squares and push the straw through the slit. One straw should have a single sail on it while the other holds two. Next, glue the triangle flags to the top of each straw. While that dries, ask your child to write the name of their ship on the paper plate. Then, glue the straws to the back of the paper plate, both pointing upwards from the flat part. Finally, glue the windows across the brown part of the paper plate. Ask your child to share something they learned about Columbus with a friend or family member.

Title of Lesson: Smoke-Free Mini Lesson

Standards Taught: 1.SDP.4, 1.SAP.1, 3.3.SDP.2, 3.SAP.2, 3.SAP.3, 3.HD.2, 6.HF.2, 6.SDP.1, 6.SDP.4, 6.HD.1

Materials:	Preparation:	Implementing the Lesson:
<p>This video</p> <p>Water (or another thin liquid your child can drink)</p> <p>Milkshake (or another thick liquid your child can drink)</p> <p>Two straws</p>		<p>Ask your child to take a deep breath in, hold it for a few seconds, breathe out, and then breathe normally. Discuss with your child what happens when you breathe in. Explain that breathing in allows air to come into our lungs, which work with the heart to send them to the rest of our bodies. Then, our lungs breathe out carbon dioxide, a gas that is bad for us, to get it out of our bodies.</p> <p>Watch the video with your child, pausing to emphasize certain ideas or point out visual references. Ask your child to tell you what they learned and answer any questions they may have.</p> <p>Ask your child what would happen to our bodies if our lungs and heart could not get oxygen to each cell. Remind your child that a cell is a tiny particle and our bodies are made of lots and lots of cells working together. Explain that, like a building blocks set, our bodies have “blocks” or cells that work together to make everything work. Without certain blocks, the thing we were making falls apart. Without oxygen for our cells, they begin to die and our bodies don’t work as well.</p> <p>Ask your child to take a deep breath again, this time holding for a short time (less than 15 second0073). Discuss with your child how their body felt when it wasn’t getting the oxygen it needed. Did their lungs burn? Heart start pounding? Head feel dizzy? Explain that, without oxygen, our cells begin to suffer very quickly. The same is true if our bodies can get some, but not enough, oxygen.</p> <p>Ask your child to tell you a few situations where their bodies may not be able to get enough oxygen. Some examples may include: holding your breath, being in a dusty or foggy room, some illnesses, or breathing something other than clean air. Point out that smoking cigarettes, vapes, and cigars is one some people make their bodies get less oxygen. They choose to breathe in harmful materials along with the air their bodies need.</p> <p>Have your child take a drink of the water through a straw. Ask them if it was easy to get the water they needed. Next, have them try the milkshake. Point out that it is much more difficult to get a good-size drink because of all the extra things that are in the milkshake that are not in the clean water. Ask your child which drink is healthier for their bodies. Explain that clean air is like the water. It allows our bodies to get what we need much more easily than air filled with smoke and chemicals. Emphasize that we should never breathe in anything other than clean air so that we can protect our bodies. Explain that smoking also causes damage to cells in our bodies and can weaken our hearts, lungs, voice, teeth, brains, and bones. Tell your child that you want them to be healthy and strong and so you are teaching them that they should never smoke.</p>

Title of Lesson: Alcohol-Free Mini Lesson

Standards Taught: 1.HF.2, 1.SDP.4, 1.SAP.1, 3.SDP.2, 3.SAP.2, 3.SAP.4, 6.HF.2, 6.HF.3, 6.SPD.1, 6.SAP.2, 6.SAP.3		
Materials: This image Small obstacle course (couch cushions, traffic cones, blankets, etc) The Upside Down Challenge Game (see here) This video and this video	Preparation: Set up the obstacle course and become familiar with the rules of the game	Implementing the Lesson: Review the lesson from yesterday with your child, reminding them of the reasons smoking and vaping are not good for our bodies. Explain that there are other things that people choose to put into their bodies that also are bad for them. Ask your child if they can name a few of these things. Tell them that today we are going to learn about alcohol. Explain that alcohol is usually an ingredient found in certain drinks, though it is sometimes also put into food. Point out that alcohol is a depressant, meaning that it slows down your brain's and body's ability to do things. It can make you very sleepy, it slows down your reactions, and it sometimes can make you do things you would normally know are not good. Alcohol can also harm different parts of your body, especially your liver. Show your child the image and explain that different parts of our brain do different things. Read and discuss each part of the image. Then, explain that children's brains, just like the rest of their bodies, are still growing and developing. This means that the effects of alcohol are even stronger for children and can affect them for the rest of their life. When alcohol is added to any brain, but especially one that is still growing, it can slow down all parts of this brain. Since the brain controls the body, this means that alcohol can make it hard to learn, move, think, stay awake, make good decisions, or even control your emotions. If continued, alcohol can also lead to addiction (your body thinks it needs alcohol to survive and tells you to keep drinking it). For older children: Watch the videos together and discuss what you learned. Play the Upside Down Challenge Game with your child. Encourage them to keep trying, even though things are difficult. Then, ask them to go through the obstacle course with the glasses on and again without them. Time your child each time and record their times. Talk about how much easier the obstacle course was without the glasses and how much faster your child got through it. Point out that the glasses slowed them down and made it very difficult. Then, ask your child to choose a task from the game and do it without the glasses. Point out that it was much easier without the glasses on. Explain that this is a little bit like what alcohol does to your brain and body. It makes it much more difficult to do the things you need to do. On top of that, it also can make you feel very sad, angry, or sleepy. These things put together make it very difficult for you to make good decisions. Emphasize the fact that your child should stay away from alcohol. Explain that some people like the feeling that smoking or alcohol give them, but that the risks to their body are not worth it. Discuss some healthier things that your child can do, rather than drink alcohol.

Title of Lesson: Drugs and Prescriptions Mini Lesson

Standards Taught: 1.HF.2, 1.SPD.4, 1.SAP.1, 1.SAP.2, 3.HF.5, 3.SDP.2, 3.SAP.2, 3.SAP.3, 3.SAP.4, 6.HF.2, 6.HF.3, 6.SPD.1, 6.SPD.4, 6.SAP.2, 6.SAP.3

<p>Materials:</p> <p>This image</p> <p>A medication familiar to your child</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Review the previous lesson with your child and remind them that alcohol and smoking are both bad for their brains and bodies.</p> <p>Show your child the medication and ask them to tell you about it. What is it? What is it called? Who takes this medication? When? How often? What does it help with?</p> <p>Then, ask your child what would happen if they took too much of their medicine or took it too often. Explain the negative effects of the medication on the body. Depending on the medicine, it may affect organs, decision making, consciousness, or it may even overload the body and cause death. Explain that medications are chemicals that we need to be very careful with. Taking too much or not enough can make us sicker, rather than help us get better. Explain that some medicines affect our brains by changing our feelings and emotions. Some people like this feeling and decide to take medication when they shouldn't. This choice can damage different parts of their bodies, lead to addiction, and cause their brains to slow down, just like alcohol. Emphasize that medications are only used how and when a doctor prescribes them or according to the label. Point out that children need adults to help them make sure medicines are taken correctly and they should never get medicines on their own.</p> <p>Next, tell your child that there are other chemicals that people sometimes use to get a feeling they like. Many of these chemicals are illegal because they can cause so much harm to us and those around us. Show your child the image and briefly discuss each picture. Discuss the harmful effects that each of these drugs can have on the body. Then, remind your child of a gift that Heavenly Father has given us: agency (the ability to choose for ourselves). Explain that each of the things we have talked about (smoking, vaping, alcohol, prescriptions, and drugs) can affect our agency by making it very difficult for our brains to make good decisions or by harming our bodies so much that we cannot do the things we want. Staying away from drugs protects our health and our agency. List a few activities your child loves to do (e.g. sports, dance, extracurricular, playing on the playground) and point out ways that each of these harmful substances could inhibit their ability to do these things.</p>
-------------------------------------------------------------------------------------------------------	----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title of Lesson: Just Say No Mini Lesson

Standards Taught: 1.SAP.3, 3.HF.2, 3.HF.3, 3.HF.5, 3.SAP.1, 3.SAP.2, 3.HD.3, 6.HF.2, 6.HF.4, 6.SAP.1, 6.HD.3

<p>Materials:</p> <p>Doctrine and Covenants</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Read and discuss section 89 of the Doctrine and Covenants with your children and relate it to the lessons from this week. Review how each of the things we are warned not to put into our bodies can harm us. Explain that, when this was written, science did not know that many of these things were bad for us, but Heavenly Father did and warned us. If we listen to Heavenly Father, we will be protected.</p> <p>Next, explain that, because of agency, we all can choose to listen to the Word of Wisdom (D&C 89) or not. However, there are consequences both ways. If we listen, we will be healthier and our brains will work better. If we don't, many of the harmful effects of these substances will become a part of our lives. Explain that some people choose not to listen. Ask your child to give you a reason they will obey the Word of Wisdom when it comes to tobacco, alcohol, or other drugs. Allow them to give the reason on their own, even if it takes some time.</p> <p>Tell your child that now that they've decided not to use these things, they need to understand that someday someone may offer something harmful to them. This may be a stranger, a friend, or even a family member. However, since your child has already decided, they know what their answer will be even before they are asked: No.</p> <p>Explain that today we are going to practice different ways of saying no. Point out that different situations may mean different ways to say no. Role play the following scenarios with your child, guiding them as needed to find an appropriate way to say no and get help if needed:</p> <ol style="list-style-type: none">1. A friend offers you a drink with alcohol in it. You can see that they are just trying to be kind and share what they have.2. A stranger offers you candy with hidden drugs in it.3. An adult you know tells you to try a cigarette. It's ok, they say, no one will know.4. A group of friends decide to all take some medication and tell you how much fun it is. They offer you some of these pills and pressure you to take them, saying you can't hang out with them anymore if you don't.5. Someone your age hands you a vape, telling you how cool it looks when the smoke comes out of your mouth. You should try it, they say.
--------------------------------------------------------	----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title of Lesson: Veteran's Day Mini Lesson

Standards Taught:		
Materials: Red, green, brown, and white construction paper Glue Scissors Marker This video This image (for reference)	Preparation:	Implementing the Lesson: <p>Tell your child that today is a special day. It is Veteran's Day. Explain that a veteran is a man or woman who is, or once was, a soldier. Discuss with your child who a soldier is and what they do. Emphasize that soldiers leave their homes and families behind for a long time to go and protect our country and the people living in it. Veterans can be those who fight the bad guys or those who help them. There are doctors, engineers, mechanics, and even teachers that are veterans. Each of them work hard to keep America safe and today we show them we are thankful for all they do.</p> <p>Show your child the video, explaining that it shows veterans coming home after being deployed, or gone away from their families for a time to work. Point out that many of them have been gone for several months and that they go so far away they don't get to come home in all that time. Discuss how the soldiers and their families must feel.</p> <p>Ask your child to tell you what they think it is like to be a soldier. Scary? Sad? Brave? Hard? Then, ask your child to name something they have because a soldier protected them. Examples could include the ability to go to church, say and learn what they want, be safe, the Constitution, freedom, or how they feel safe right now. Discuss how soldiers are working hard to protect those blessings for you and your family.</p> <p>Give your child the construction paper. Ask them to cut a small square, half circle, and four rectangles from the green paper, four ovals from the brown paper, and a circle from the white or brown paper. Using the red paper as a background, ask your child to glue the square in the center about 1/3 of the way up the paper. Explain that this is our soldier's body. Next, add the rectangles (legs and arms) below and on either side of the square. Then, glue the circle (head) at the top center of the square. Finally, add the brown ovals as hands and feet. Give your child the marker and allow them to draw a face on their soldier. Then ask them to write the following above their soldier on the red paper: I am thankful to veterans for _____. Ask them to write in the thing they are thankful for in the blank. Allow your child to display their artwork in a window or share it with a veteran nearby.</p>

Title of Lesson: Healthy or Not Mini Lesson

Standards Taught: 1.HF.1, 1.HF.2, 1.SDP.4, 1.SAP.1, 1.N.2, 1.N.4,3.HF.1, 3.N.1, 3.N.2, 3.N.3, 6.HF.1, 6.SPD.4, 6.N.2		
Materials: Two pieces of paper. One with a happy face drawing on it, the other with a sad face. Various foods from your kitchen Doctrine and Covenants	Preparation:	Implementing the Lesson: Start by asking your child to name some things that are bad for their bodies. Allow them to list as many as they can think of and explain how each item can cause harm. Next, ask your child to list foods and drinks that are healthy for our bodies. Together, list or research the ways these foods help our bodies get the nutrients and energy they need. Read the Word of Wisdom in Doctrine and Covenants section 89, asking your child to call out the harmful or healthy things they hear as you read. Show your child the happy face and sad face. Place them on the table or floor with several feet of space between them. Then, ask your child to find ten items in your kitchen that are healthy (and place them by the happy face) and ten that are not healthy (and place them by the sad face). Encourage your child to find both food and drinks. Discuss how each item can help or harm our bodies. Relate these items to what you learned in D&C. Are there any items your family probably shouldn't have? Are there any changes you can make to your pantry that may help your family to be more healthy? Encourage your child to choose one unhealthy item and make a plan to replace it with something healthy next time you go shopping. For example, if your child normally eats potato chips or cookies for a snack, encourage them to try vegetable sticks, rice cakes, or another healthy alternative. Encourage and praise their choice to be healthier.

Title of Lesson: Eating Energy Mini Lesson (2 pages)

Standards Taught: 1.HD.3, 1.SP.4, 1.N.1, 1.N.2, 1.N.3, 1.N.4, 3.N.1, 3.N.2, 3.N.3, 6.N.1, 6.N.3, 6.N.4, 6.HD.1, 6.MEH.3

Materials:	Preparation:	Implementing the Lesson:
<p>This image</p> <p>3rd grade: This image</p> <p>6th grade: This image and this image</p>		<p>*This lesson will be different for each grade. If you are teaching one child, focus on the information for their grade. If you are teaching more than one, cover each grade you are teaching.</p> <p>All: Review some healthy vs. unhealthy foods with your child and continue to praise them for their new nutrition goal. Explain that knowing which foods are healthy is just a start. We also have to understand how much and which foods our body needs for different things.</p> <p>Ask your child what makes a car go? Gasoline. Without gasoline, the car would stop and not turn on. Our bodies are like cars in that way. Without the right foods, we would not have the energy we need to do all the things we do. Different foods give us different vitamins and nutrients and different amounts of energy.</p> <p>Show your child the image and discuss each food group, pointing out examples of each type of food. Explain that grains give our bodies energy, help our digestive system, build our muscles, and help our immune system. Briefly discuss each body system and what it does. Fruits and vegetables give us vitamins that our bodies cannot make on their own helping us to reduce the risk of getting sick, keep our weight at healthy levels, and give us energy. Each different fruit or vegetable helps our body in a different way. Dairy helps our bones and teeth stay strong, controls parts of our bodies that help with energy and emotions, and can help our muscles stay strong. Meats give us protein, helping our muscles and helps our cardiovascular system and immune system by giving our bodies what they need to build red blood cells. Water helps our bodies to move, think, feel, and remove waste (bad things).</p> <p>1st Grade: Briefly discuss the importance of eating healthy foods and how that helps your body have the energy it needs and protects it from getting sick. Ask your child to describe their body. What color are their eyes? Hair? How tall are they? Point out that every body is different. Someone may have different colored hair, be shorter or taller, or their body may be a different shape. Like hair color, body shape is unique to certain people. No matter what size or shape our bodies are, it is important to eat healthy foods and care for our body.</p> <p>3rd Grade: Ask your child if they understand what types of foods are good for them and why. Then, you're your child the second image (myplate). Explain that our bodies need different amounts of each type of food at each meal. Point out the different portions and ask your child to make an imaginary meal by naming one item that could go in each part of the plate. Point out that there is only one plate and discuss portion control as it</p>

		<p>relates to your child. Explain that eating too much food or too little can cause our bodies to gain or lose weight, slow down, and get sick. Emphasize the importance of healthy, portioned choices, especially at breakfast.</p> <p>6th Grade: Show your child the two images and explain that they show different people before and after the pictures were altered by a computer program. Remind your child of the media lesson from last year, emphasizing that many times people want you to act or think a certain way and use ads to do that. Point out that movies, magazines, and even social media do the same thing. Sometimes we only see pictures that show altered bodies. At times, we may compare our own bodies to these images and feel like we aren't as healthy or good-looking as these images. Explain that everyone's body is different and will be shaped and grow differently. It doesn't matter if we look like others. What really matters is that we are taking care of our body through correct nutrition and exercise.</p> <p>Briefly explain that some companies use certain body types or altered images to convince us to do things that may not be healthy. They imply that we will look better if we use their product. Things like diets, supplements, and even exercise plans can be harmful to us if we don't consider how unique our bodies are. We should never try a new diet, supplement, or exercise plan without researching it and learning how it will affect our bodies first. Using the image from grade 3, point out the correct portions and types of food to help your child eat nutritious meals. Help your child make a nutrition and exercise plan that is healthy and safe and carry out that plan for at least one week. Emphasize that the goal is a healthy body, not one that looks perfect in a picture. Praise your child for their efforts to be healthier and point out benefits as they work.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Property of Phoenix Home Academy, Inc.

Title of Lesson: Foreign Foods Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
<p>A balanced meal from a culture that your family does not usually eat or your child hasn't tried before.</p> <p>A treat from another culture, or one your child hasn't tried before</p> <p>Image from previous lesson</p>	<p>.Prepare or buy the food</p>	<p>Begin by asking your child to list some of the foods your family has regularly. Discuss whether or not your child likes these foods, whether or not these foods are nutritious, and where the recipe came from (e.g. family recipe, another country, from a cookbook). Ask your child if they've ever eaten a meal cooked by someone outside of their family. Point out examples (e.g. eating at a friend's house, eating at a restaurant, potlucks). Explain that food is a big part of culture. All around the world, different people eat different dishes and, sometimes, those dishes are so popular they become a part of normal life. Some examples of this may include: crepes in France, sushi in Japan, BBQ in southern America, empanadas in South America, or seafood along the coasts.</p> <p>Next, tell your child that today they need to be very brave because they will be trying a food from another culture. Explain where this food comes from and allow your child to compare it to the MyPlate image from the previous lesson. Talk about how it is a balanced and nutritious meal, but that it is something they've never tried before. Point out that balanced meals look different around the world because different foods are available in each place. Encourage and praise your child for trying something new. Let them know it is ok if they don't like it but encourage them to keep trying new things. Together, research the history and importance of this food in the culture it originated in.</p> <p>Finally, give your child the treat from another culture. Explain that treats are usually not very nutritious, but they are fine to eat occasionally. Discuss the history and importance of this treat in the culture it originated in as your child enjoys their treat.</p> <p>6th grade: Ask your child to choose 5 different countries and together research and try some cultural foods from these areas. Encourage your child to understand how the food is prepared, why it is important to that culture, why it is readily available in that culture (i.e. local resources), and when and how it is usually eaten. Avoid stereotypical foods and really try to get into the culture of each country.</p>

Title of Lesson: Make a Meal Mini Lesson

Standards Taught: 1.N.1, 1.N.2, 1.N.3, 1.N.4, 1.HD.1, 3.HD.1, 6.HD.2, 3.N.1, 3.N.3, 3.N.4, 6.N.1, 6.N.4

Materials:	Preparation:	Implementing the Lesson:
Image from previous lesson Ingredients, recipe, and supplies for a healthy meal of your child's choice		<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. Review food groups and what each does to help out bodies. 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 MyPlate image from the previous lessons. 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. Encourage safe kitchen practices, including good hygiene and food safety, and explain how these things protect us. As you eat together, ask your child to point out how each item they served is good for our bodies.</p> <p>3rd Grade- Encourage your child to prepare breakfast and review how important it is to have a healthy breakfast. If your child choose a meal your family has often, discuss how that meal is tied to your family culture. If they try something new, research the culture the meal comes from.</p>

Title of Lesson: Screen Time Mini Lesson

Standards Taught: 1.HF.1, 1.HF.2, 1.SDP.3, 1.HD.2, 3.HF.5, 3.SDP.3, 3.N.1, 3.MEH.3, 6.HF.2, 6.SPD.1, 6.SPD.2, 6.SPD.3, 6.SPD.4, 1.LM.12.2, 1.LM.14.2, 6.LM.8.2, 6.LM.8.2.c, 6.LM.ME.8, 6.LM.ME.8.1, 6.LM.ME.8.2, 6.LM.ME.8.2.a, 6.LM.ME.8.2.B, 6.LM.ME.8.2.c		
Materials: A family screen-time plan	Preparation:	Implementing the Lesson: <p>Begin by asking your child to name different types of weather. When they get to rain, tell them they guessed the one you want to talk about today. Ask your child what happens if there is not enough rain (a drought). Discuss how the ground may get very dry, the plants may die, and there may be less food. Then, ask your child what happens when there is too much rain. Point out that the streets and houses may flood, people may get all wet, and it could be very dangerous to safety. Finally, ask your child what happens when there is just enough rain. Point out that flowers bloom, trees and grass grow, animals are healthier, and we have what we need.</p> <p>Next, tell your child that our activities are, in some ways, like rain. They can help us to get the things we need like food, shelter, water, fun, or information. Discuss how each of these things helps our bodies or brains stay healthy. Point out the fact that if we don't have enough of these things, we may be in danger but the same may be true if we have too much. If we don't have water, for example, our bodies won't work right, but if we have too much water, we may drown. If we have too little food, our body won't get the nutrition it needs, but too much food can make us gain weight and slow our body down. If we don't have shelter, we may get hurt in the sunshine or storms, but if we stay inside all day we may not get the exercise and sunshine our bodies need. Explain that having and using the right amount of something for our bodies to be healthy is called moderation.</p> <p>Explain that moderation applies, even to having fun. Ask your child to name some things they like to do for fun. Point out what would happen if they did those things all the time compared to just every so often. Choose a movie, show, app or game your child enjoys. Explain that this time on a screen can be fun. Then, ask what would happen to their brains and bodies if they watched or played too much. Discuss the fact that scientists have found out that our brains change when we use screens, especially children's brains which are still developing. They've also learned that too much screen time can affect our bodies. Point out a few negative effects of too much screen time: addiction, an increase in mental illnesses like depression and anxiety, it can be harder for our brain to pay attention, we may not get the exercise we need, weight gain, insomnia, and less time with friends and family.</p> <p>Next, point out the disadvantages to too little screen time. Discuss how screens can be used as a tool to help us learn, relax, work, interact with people far away, or create new things. Talk about how those things are important and needed, but must be used in moderation, just like water.</p> <p>Finally, tell your child that you love them and want them to have everything they need, including healthy bodies and brains. Discuss your family screen time plan, explaining that this will help everyone in the family to control their screen time. Point out that you may need to help each other remember and use the plan. For great ideas, search online (e.g. punch passes, to-do-first lists, alternatives to screen time cards, fun timers, etc).</p>

Title of Lesson: Online Stranger Danger - Mini Lesson

Standards Taught: 1.HF.2, 1.SPD.3, 1.HD.4, 3.HF.5, 3.MEH.3, 3.SDP.2, 3.SDP.3, 3.SAP.2, 3.HD.3, 6.SDP.1, 6.SDP.2, 6.SDP3, 6.HD.3

<p>Materials:</p> <p>Dress up clothing or costumes</p>	<p>Preparation:</p> <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>Implementing the Lesson:</p> <p>*This lesson is repeated several years as it is a concrete and clear way to explain something as abstract as strangers on the computer.</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. Remind your child of the stranger danger lesson from before and point out that tricky strangers can be online, too.</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 (2 pages)

Standards Taught: 1.HF.2, 1.SDP.1, 1.SDP.2, 1.SDP.3, 1.HD.4, 3.HF.5, 3.MEH.3, 3.SDP.2, 3.SDP.3, 3.HD.3, 3.SAP.1, 6.HF.2, 6.HF.3, 6.SDP.2, 6.SDP.3, 6.SDP.4, 6.HD.3, LM.13.2, LM.ML.14.1, ML. LM.14.2

<p>Materials:</p>	<p>Preparation:</p> <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>Implementing the Lesson:</p> <p>Ask your child to review the internet safety lessons we have already discussed this week. Explain that today we are going to learn a new online safety tip. It's called "close and tell."</p> <p>Review the analogy of the drought and flood and ask your child to remind you what happens if there is too much rain. Point out that, as a place is flooded, other things are added to the water. Debris like dirt, trees, chemicals, and other dangerous items can be hiding in the water. Point out that even when the water we have is the right amount, it needs to be cleaned and filtered to be safe for us to drink.</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. Then, point out that there may be some debris online that is not 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>Teach your child what safety devices you have in place to help prevent the debris from coming into your home. Filters, virus protection, parental controls, and monitoring screen time help to clean up the things your family uses online. Explain that you are doing your best to protect your family from these things.</p> <p>Then, explain that there are times when, even if we are very careful, the debris may get through. 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. Remind your child of the gift of agency and encourage them to use their agency to follow the direction of Heavenly Father to protect their bodies and minds from the debris online.</p> <p>3rd & 6th grade: Briefly discuss online challenges with your child. Explain that sometimes there is something that becomes popular online, especially on social media. Sometimes these things become a type of dare, as in I dare you to..... Often, several people will post a video of themselves doing these challenges and pressure</p>
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>friends and others to do it too. Remind your child that, just because something is popular, though, does not mean it is safe or a good idea. Point out some good challenges (e.g. post an image of the flag, a prayer chain, a fundraiser for a worthy cause) and their benefits. Then, give your child an example of an unsafe or dangerous challenge (Tide Pod challenge, the choking game, the plastic bag challenge, the eraser challenge), and point out how it can be harmful. Discuss the fact that people sometimes let what is popular control their decisions, which can lead to very bad choices. Remind your child of the gift of agency and the strength they have to think and act for themselves, no matter what others are doing or pressuring them to do. Encourage your child to think through a challenge, looking for negative consequences that may come, and talk to adults before trying any type of online challenge. If possible, tell your child about a time when you were pressured by friends to do something you knew was a bad idea. Let your child know what the consequences of your choice were (good or bad) and what you may have done differently or why you are glad you chose what you did. Point out that sometimes it is hard to make our own choices, especially when they may be different from what our friends decide, and it takes a lot of courage. Then, remind your child of how much courage they have and ensure them that you trust them to do the right thing.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Property of Phoenix Home Academy (PHAS)

Title of Lesson: Online Kindness Mini Lesson

Standards Taught: 1.HF.3, 1.MEH.1, 3.HF.2, 3.HF.3, 3.HF.4, 3.MEH.3, 3.SPD.3, 6.HF.3, 6.HF.5, 6.MEH.3, 6.SPD.2, 1.IC.1, 1.LM.10.5, 3.LM.10.5

Materials:	Preparation:	Implementing the Lesson:
A photo of one of your child's friends		<p>Review internet safety lessons from this week with your child, encouraging them to stick with their rules and pointing out the benefits of doing so.</p> <p>Then, show your child the photo. Ask your child to describe their friend. Why do they like to spend time with this person? What do they do together? How does your child feel when that friend is around? How does that friend treat your child?</p> <p>Point out that good friends are kind. They treat each other the way they want to be treated. Ask your child to name some of the kind things their friend has done for them. Then, ask your child to point out some of the kind things they have done for their friend.</p> <p>Next, ask your child how they would feel if their friend was unkind to them. What if their friend said something mean? Or took a toy without asking? Or made fun of them? Or bullied (harm or intimidate) them? Remind your child that their friend probably wouldn't do these things, but if they did it may be easy to be sad or angry. Ask your child how their friend would feel if your child did those things to their friend. Point out that the friend may be sad or angry. No one likes to have someone be unkind to them and a real friend would not make us feel bad on purpose.</p> <p>Tell your child that the same thing is true online, even if you can't see people you may talk to. Point out that there are those who find it easier to bully and be unkind online because they cannot be seen. However, the fact that the mean things they are saying are on a screen doesn't make them hurt someone's feelings any less. Encourage your child to be kind, even online, and never say or type anything they wouldn't in real life. Encourage them to think of how they would feel if the things they say online were said to them, even if it sometimes seems like a joke.</p> <p>Finally, point out that your child only has control over their own words and actions and cannot force everyone to be kind. What they can do, however, is speak up if they see someone else being unkind. They may contradict unkind comments about someone, message a friend to tell them how awesome that friend is, share gratitude for kindness, or report to a trusted adult any bullying they see.</p>

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

Standards Taught: 1.HF.1, 1.HF.3, 3.HF.1, 3.HF.3, 6.HF.1, 6.HF.4,

Materials:	Preparation:	Implementing the Lesson:
<p>This video</p> <p>A children's book about Martin Luther King, Jr.</p> <p>A blank paper</p> <p>Crayons/Markers</p>		<p>Tell your child that today is a special day. Today we celebrate a man who lived, not long ago, at a time in our country when people were separated by the color of their skin. This man's name was Martin Luther King, Jr. At the time Martin lived, many people felt that skin color made some people better than or not as good as others. People with white skin were not allowed, by law, to sit with people with black or brown skin. People with black or brown skin were not allowed to drink from the same water fountains or use the same bathrooms as people with white skin. There were many rules and laws that prevented people from working, playing, and learning together.</p> <p>Explain that Martin knew this was not the way Heavenly Father wanted his children to interact. He knew that skin color did not make you different, any more than hair color or eye color did. It was what was on the inside, your character, that counted. It was how you treated others and what decisions you made that counted. And he wanted to get rid of the laws that said that people with different skin colors could not be friends, work together, play together, or even sit together. Martin began to organize protests (where people would gather to speak about how these laws were wrong), give speeches, and stand up for what he believed. He had to be very brave to do this. Many people did not believe what he did and sometimes he was put in jail for violating the law. Others threatened to hurt him. One day, Martin gave a speech about what he wanted the world to be like for his children. He said he wanted his children to be able to be friends with anyone, to be able to live anywhere, and to be able to judge people only on who they really were on the inside, not what color they were on the outside.</p> <p>Watch the video with your child, explaining that this was Martin's speech and discussing some of the ideas he spoke about. Then, read the story to your child. Explain that one day Martin was killed by someone who did not agree that the laws should change, but that his ideas stayed. Eventually, because of his work and the help of others, the laws that prevented people from being together changed. Point out that our country and neighborhoods got better as people came together and learned about each other. Explain that we now can become friends with anyone we want, regardless of skin color. We can help each other, protect each other, and learn from each other. This unity is what Martin fought for.</p> <p>Ask your child to briefly review what they learned about Martin Luther King, Jr. today. Remind them of how brave he was, even when things were very difficult, scary, or dangerous. He did what was right no matter what and changed the world. Read the following quote to your child, explaining that this is something Martin once said: "Our lives begin to end the day we become silent about what matters." Discuss the meaning behind the words and talk about how important it is to speak up if something is wrong, even if others doubt you.</p> <p>Ask your child if there is something that is really important to them that would help make the world a better place. It could be something as simple as being kind or as complicated as changing a law. Tell your child that they can be brave and speak up like Martin. Ask them to write a goal, what they want to change, on the paper. Together, make a plan of at least 3 steps your child can take in getting closer to that change. Help your child find practical steps they can take immediately. Point out that not everyone will agree with their goal but they should continue to work on what they believe is right while respecting the right of others to have a different opinion. Encourage your child to be ready to explain why they think their goal is the right thing in case someone disagrees. Allow your child to write down their steps and illustrate their goal. Hang this goal somewhere your child will see it often and help them to work for the change they want, praising them for their bravery and hard work.</p>

Title of Lesson: Stress Busters Mini Lesson (3 pages)

Standards Taught: 1.MEH.2, 1.HD.2, 1.HD.4, 3.HF.2, 3.HF.5, 3.MEH.1, 3.MEH.2, 3.HD.3, 6.HF.2, 6.HF.3, 6.MEH.1, 6.MEH.2, 6.SPD.1, 6.HD.3		
Materials: 2 Balloons Flour or rice Scissors Funnel Chalkboard or blank paper Chalk or pencil	Preparation:	Implementing the Lesson: <p>Discuss stress with your child. Ask them what they know about stress. What is it? How does it make you feel? What is good about it? What is not so good about it? Fill in any gaps and answer questions your child may have. Explain that stress is a feeling we sometimes have. This feeling helps us to do the things we need to do and stay motivated, but too much stress can make us feel overwhelmed, sad, or angry. For example, when there is a big mess in your room, how do you feel? Do you sometimes feel like you can handle it and get it done quickly? That is good stress. At other times do you feel like it is too much and you may want to cry or yell? That is too much stress. It doesn't help us and can actually hurt our feelings and our bodies. Sometimes, when there is too much stress, our hearts speed up, our bodies get tired, or our brains are overwhelmed. Ask your child to give you an example of a time when they have felt good stress and how it helped them. Then, ask them to tell you about a time when there was too much stress and it made it difficult to do what they needed to do.</p> <p>Ask your child how they calmed down when they had too much stress. Allow them to tell you about their experience and point out the positive strategies they used. Explain that there are times when we have a lot of stress in our lives. Sometimes there is a lot to do or we face a big task. Sometimes we are simply too tired or unwell to do what we normally do. Explain that, at any time, we can use different tools to help manage, or control, our stress levels.</p> <p>Tell your child that today we are going to learn about a few stress-management tools that can help us next time we have too much stress. Point out that some of these may work for your child while others may not. We are all different and handle things differently, but it is good to learn all the methods so that we can find what is right for us. Explain that the methods we are going to learn about today can be summed up in one word: STRESSED. Write the word vertically along the side of the chalkboard or blank paper. Then, write the first word beside the first S and discuss this method. Repeat for each letter and method.</p> <p>S: Senses – When we are too stressed, our senses can be affected. Sometimes things may seem louder or faster than they really are. At other times, things may slow down. This is our brain trying to figure out how to deal with the stress. Both can be overwhelming and cause us to panic or feel helpless. However, we can use our senses to teach our brain that it is going to be ok using a method called grounding. Here's how you do it: First, sit down somewhere. Next, find something that you can see with your eyes. Focus on its shape, color, and size. Make your brain think about the way it looks until you begin to calm down slightly. Next, focus on your sense of hearing. What do you hear? Is there a sound that you like or that is calming? Focus on that for a bit. Then, focus on each of your others senses in turn. Smell (is there anything good cooking? A candle burning?),</p>

touch (hold a soft blanket or snuggle a teddy bear), and taste (is there a treat you can enjoy? A drink you like). Take the time to really focus on how each sense is picking up the things around you. Don't think about anything else. This will help your body to calm down.

T: Take a Break – Sometimes when we are stressed things seem overwhelming (like there is just too much for us to handle). We can take a break in two ways. First, set a time for 10, 15, or 30 minutes and walk away from what is stressing us. Do something fun. Listen to music, make a craft, play outside, ride your bike, take a walk. Then return to your task after the break. Second, break your huge job into smaller tasks and take a smaller break after you finish each. For example, if you are cleaning your room, pick up all the laundry first. Take a two minute break to grab a snack or a drink. Then, return and clean up the toys.

R: Respiration – Respiration means breathing. Breathing can help our bodies to calm down and our brains to think more clearly. When we are stressed, our bodies can breathe too quickly without us even noticing. This doesn't allow our bodies to get the oxygen we may need. Sit or stand still somewhere. Take a deep breath in (about 4 seconds), hold it in for a bit (about 7 seconds), and slowly blow the air back out of your mouth, like you would to blow bubbles (about 8 seconds). Repeat a few times until your body feels better.

E: Eat- Our bodies need food to do the things we need to do. Like gas in a car, if our bodies don't have enough healthy food, they can't run correctly. If you feel stressed, take time to eat and drink something healthy. Unhealthy foods tend to increase stress. Healthy snacks and drinks, however, can give our bodies energy and help us to feel better.

S: Sleep- Like food, our bodies need sleep to replenish our energy. Our brains need sleep to organize our thoughts and the things we are learning. Without enough sleep our bodies and brains can easily be overwhelmed. Even small tasks can seem stressful if we haven't had enough sleep. Take time to sleep each night (check online for length of sleep recommendations according to age). Plan your evening so that your body is ready to sleep at bedtime (no screens, don't eat a big meal or a lot of sugar right before bed, wind down). Keep your room clean, cool, and dark so your body can rest at night. Go to bed and wake up at the same time each day. Then, if you need to, take a nap, too.

S: Stress Ball- Sometimes stress makes us feel angry or panicked and other methods don't work to help us manage it. Sometimes, we just need to squeeze something to help our bodies deal with these feelings. So today we are going to make a stress ball. Give your child the first balloon and ask them to place the funnel in the opening. Add the flour or rice to the balloon until your child likes the firmness of the balloon when squeeze. This will be personal preference and different for every stress ball you make. When it is right, remove the funnel and tie the balloon closed. Next, cut the neck from the second balloon and discard. Stretch the remaining part of the balloon over the first balloon until it is covered. Allow your child to squeeze the stress ball whenever they feel the need to.

E: Evaluate and Communicate- Evaluate means to look at what is happening. Take time to figure out exactly what is stressing you and how you are handling the stress. Are you doing ok? Still making progress? What methods have you used to manage your stress? What haven't you tried yet? How much have you finished already? What still needs to be done? Are you feeling overwhelmed, angry, or sad? Once you figure out what is stressing you, you may need to get help from someone you trust. If you are feeling stressed, communicate it with your family or another trusted adult. Tell them how you feel, why you feel that way, and how you think it may get better. What part is hard for you? What methods are and aren't working? How can they help you? Communication helps us to not feel alone, to get the help we need, and to find comfort and support. It also helps us to say aloud exactly what we feel like we have control over and where we feel like we are out of control.

Point out that we can rely on and trust others to help us when we are stressed. They may work with us, offer us advice, or they may just listen. All of these things can help us with our stress levels. In turn, we can offer help to others when we notice they are stressed. Others may come to talk to us about their stress levels or they may show non-verbal signs (being flustered, sad, angry, or very tired). We can offer help, advice, or time to listen to friends and family who may need help with stress.

D: Downsize- Sometimes we create too much stress for ourselves by taking on too many projects. These may be chores, school work, or even fun things we like to do. If we are too busy, we may need to set some boundaries, or rules, about when to downsize. Downsizing means letting go of things that may be stressing us out or preventing us from doing the most important things. We may need to take a break from hanging out with friends, find a better way to do our chores, skip a hobby, or find a different school program that better fits our needs. Positive stress will help us to challenge ourselves and do hard things, even if we don't think we can at times. Negative stress will make us feel like we are behind or failing all the time. It's important to learn about how your own body reacts to each of these and learn how to tell the difference. Then, we can make adjustments or push through, depending on what is right for us. Point out a time when your child faced and managed positive stress to do hard things. (e.g. tying their shoes, playing an instrument, learning something new in school) Then, ask them to tell you about the experience and about how doing something hard with positive stress management helped them to get better at something.

6th Grade: Personal Stress Plan- 6th graders should create their own personal stress plan with several stress management methods that work for them. Search online for additional stress-management techniques together and help your child create a tool box (e.g. candy, stress ball, bubble bath, crafts, reminders and notes) that they can use when they are overwhelmed with stress.

Title of Lesson: Emotions Mini Lesson (2 pages)

Standards Taught: 1.MEH.2, 1.SDP.2, 1.HF.2, 1.HD.4, 3.HF.2, 3.HF.5, 3.MEH.1, 3.HD.3, 6.HF.3, 6.MEH.1, 6.MEH.4, 6.MEH.5, 6.HD.3

Materials:	Preparation:	Implementing the Lesson:
Emoji Stickers with a variety of emotions shown Blank paper This talk		<p>Start by asking your child to name a few emotions, or feelings. Ask your child to make a face that reflects the emotions they name. They may smile for happy or frown for sad. When you child runs out of answers, ask them if they can name one more emotions that they like to have and one more that they don't like. Explain that all of our emotions are our brain trying to figure out what is going on around us. Most of the emotions that we like (happy, excited, surprised), help us to understand that the things around us are safe and good for us. Many of the emotions we don't like (sad, angry, afraid) is our body working to protect us from things it thinks are dangerous. Being afraid of a lion, for example, helps us to know that we shouldn't be around and should leave if there is a lion near us. Emotions are simply a tool that Heavenly Father has given us to help us to learn, grow, and be safe.</p> <p>At times we have very big emotions. These feelings can affect how we see the world and, if we let them, how we act. Discuss a time when your child was really angry. Ask them to describe how they felt and why they felt that way. Acknowledge that you can understand being angry in that situation. Then, explain that there is a difference between feeling angry and acting angry. Ask your child what they did when they were angry. Were these actions the right thing? For example, when a sister took their toy, did they yell at her? How did they feel after they chose to act? Did they regret their actions? Point out that, though we cannot control the actions of others (e.g. sister stealing a toy), we can control our own actions (e.g. telling mom instead of yelling at sister, calmly talking to sister and asking for the toy back). Discuss a few alternative choices your child may have had in their own situation. Emphasize that sometimes we need to take a minute to control our emotions before we react. Crying, walking away, or taking a deep breath can all help us to calm down and think more clearly. Point out that Heavenly Father gave us the gift of agency and we choose how to react, even if we don't always get to choose how we feel.</p> <p>Discuss some life events that may bring big emotions (e.g. moving, new school, loss of loved one, end or start of friendship, family conflicts). Talk about how each of these life events can affect our feelings and how your child may feel when these big things happen. Explain that these events are all a part of life and most of them will happen as your child grows. Discuss healthy ways your child may be able to face these (e.g. talking to a trusted adult or friend, doing hard things, prayer, scripture study, kindness, patience) and unhealthy things they may be tempted to do (e.g. running away, acting out in anger, saying unkind things) and how they would feel after each of these examples. Remind your child that, though they cannot control what happens around them, they can control how they react.</p>

Give your child the emoji stickers and blank paper. Ask them to choose 10 emojis showing different emotions and place them on their paper. Then, draw a body for each. Next, ask your child to tell you what each emotion is as well as an unhealthy and a healthy way to cope with that emotion. Finally, ask your child to tell you what they would choose if they were feeling that emotion.

6th Grade: Explain that, at times, our brains can become sick, just like our bodies can. In these instances our emotions may become very big and start to control everything. Emphasize that, though this mental illness makes it more difficult, we are still in control of our actions and have a choice in how we act. Discuss the following with your child in a way you feel appropriate to their age and needs:

Anxiety: Anxiety is an overwhelming feeling of fear. There are different types of anxiety and the fear may come from a number of different things. More than being nervous, anxiety is a fear so strong that it can affect how you act and think. A person suffering from anxiety may be overly afraid of a certain thing or event (trigger) or have a feeling of extreme worry about something coming up. For example, a person with anxiety may hate public speaking, even becoming physically sick or freezing when their turn comes. More than being nervous, this fear is disproportionate to the trigger. These fears can affect their lives in school, at home, and at work. It can make them unable to enjoy the things they once did and make it very difficult to live a normal life. Anxiety can cause the heart rate to rise, breathing difficulties, an increase or decrease in different hormones in the body (causing several different illnesses), and a weaker immune system.

Depression: Like anxiety, depression is an overwhelming and very strong feeling. Depression brings feelings of sadness and lack of hope that persist for a long time. It may also simply make it difficult to be excited about or interested in things you once loved to do, creating a mental cloud that makes everything feel dull. These feelings can lead to anger, insomnia, feelings of worthlessness or guilt, slowed actions and reactions, trouble staying focused, or even self-harm or suicidal thoughts. Explain that self-harm is when a person thinks that physically hurting themselves will help release the intense emotions they feel and make them better. They may also believe that the physical pain will break through the numbness that can come with depression and make them feel something. Suicidal thoughts are thoughts of ending your own life. Many times these thoughts come, not as a way to make things better, but as a way to make feelings of depression end or a way to make it easier on family or friends. Many people with depression feel like they are a burden to others. Depression can also cause physical issues like unexplained pains, heart problems, breathing problems, or fatigue. It can affect your school work, life with family and friends, hobbies, and work. It may also result in a person wanting to be alone all the time, an unhealthy coping mechanism called isolation. Like anxiety, depression is likely caused by an imbalance of chemicals and hormones in our bodies or genetic traits. It can be triggered by life events, medications, or changes in body chemistry.

How to get and give help: When a person suffers from anxiety or depression, there are several tools that can help control or manage these extreme feelings. It's important to be honest in acknowledging your feelings and understanding that anxiety/depression is an illness, just like any other sickness. When we are sick, we rest our

bodies, visit doctors, and ask family for help. Mental illness is no different. First, reach out to someone you trust. This may be a friend or trusted adult. Tell them how you feel, what you think, and what you are worried about. If a friend comes to you, listen to them and acknowledge their feelings, even if they seem irrational. Remember that we cannot control our emotions and that your friend is having a hard time dealing with feelings that are overwhelming to them. Encourage your friend to find a trusted adult to talk to and support them when they are having a hard time. On your own or with a friend: Practice the stress management methods from the above lessons, engage in meditation, exercise when you can, eat healthy foods, and find someone you can talk to whenever you need to. Write down and understand your triggers (the things that make anxiety or depression worse for you) and try different ways to face and cope with them. Take time to rest and talk through your feelings. Remind yourself that you are a child of a God who loves you and has a job for you to do by singing hymns, reading scriptures and talks, or praying. Study and practice the power of agency and apply that to every choice you make, even when it is very difficult. Break down the day into small pieces and do what you can. Acknowledge your accomplishments, no matter how small, and take the time to be around those you love, even if you sometimes don't feel like it. Remember that illness is temporary, even mental illness, and can be healed but it may take longer than you like. In an emergency (suicidal thoughts or actions that may harm someone): Call a trusted adult, 911, or 211 for help.

Read or watch the talk by Jeffrey R. Holland and discuss it with your child. Give them a copy to use if they ever feel the need.

Property of Phoenix Home Academy

Title of Lesson: Get Help/Give Help Mini Lesson

Standards Taught: 1.HF.3, 1.MEH.1, 1.MEH.2, 1.SDP.2, 1.HD.4, 3.HF.2, 3.HF.3, 3.HF.4, 3.HF.5, 3.MEH.1, 3.MEH.2, 3.HD.3, 6.HF.2, 6.HF.3, 6.HF.4, 6.HF.5, 6.MEH.1, 6.SAP.1, 6.HD.3		
Materials: This video Blank paper or cardstock (4 x 6 inches) Pens and markers	Preparation:	Implementing the Lesson: Remind your child of the “Get Help” lesson from last year by watching the video and talking about different ways they can get help if they face mental illness, big emotions, or too much stress. Point out that there are times in our lives when we need to get help. Ask your child to name a few times when they have had to get help. Discuss how they felt before and after help came. Point out that getting help allows us access to tools and information we didn’t have before (e.g. going to a doctor for tests, medication, or information). It also helps us to not feel so alone in our struggles. Give your child the blank paper and markers. Ask them to create a boarder around the edges of the paper, decorating it however they like. Then, in the middle, make a list of 5 places they can go to get help. This list may be names of family members or friends, emergency hotlines, or leaders or teachers. Remind your child that they can also pray for help and a loving Heavenly Father will listen and help them, though it may not be exactly the way they think. If you can, frame or laminate these papers and ask your child to place them in their room. Next, teach your child how they can give help to others. Review the strategies from the previous lessons and emphasize the importance of listening to those seeking help. Explain that someone may not specifically ask for help, but may want to talk, need support, or even complain about how difficult something is. Point out that your child is not responsible for controlling or saving their friend, but should be there to offer the help they can while protecting their own health and wellness. Encourage them to talk to an adult of they hear something that could be dangerous to themselves or others, explaining that a good friend wants to protect the welfare of those around them. Talk about ways to be a good friend (e.g. be kind to everyone, avoid bullying, take others’ words and actions seriously, listen, be respectful of differences, show gratitude, be honest, respect boundaries and rules. Discuss healthy vs. unhealthy relationships and the importance of choosing healthy relationships. Relate this to their own wellbeing and agency and point out that a true friend would not purposely do something to harm their health or force them into a choice.

Title of Lesson: Healthy Habits Mini Lesson (2 pages)

Standards Taught: 1.HF.3, 1.MEH.1, 1.MEH.2, 1.HD.4, 3.HF.2, 3.HF.3, 3.HF.4, 3.N.2, 3.HD.3, 6.HF.2, 6.HF.3, 6.HF.4, 6.HF.5, 6.SP.4, 6.N.2, 6.HD.3

Materials:	Preparation:	Implementing the Lesson:
Quad combination scriptures Young Men's / Young Women's Theme- Printed on Cardstock Markers		<p>Ask your child to review the lessons from this week. Discuss stress and stress management, emotions, and mental health help. Review healthy vs. unhealthy relationship and how to be a good friend. Finally, discuss the following healthy habits with your child, explaining how they help keep our bodies and our minds healthy. Teach your child the word <i>moderation</i>, explaining that it means doing just the right amount of each thing, not too much or too little. Point out that these things can help keep us healthy but don't guarantee that life will always be easy and that is why it is important to know both prevention and management techniques.</p> <p>Healthy Foods: Review healthy foods and how they help our bodies. Talk about how having a healthy body can keep our brains and spirits healthy, too. Review the promises in the Word of Wisdom (Doctrine and Covenants 89) and point out that this commandment is not just for the protection of our bodies.</p> <p>Exercise: Explain that just as food is fuel for our bodies, exercise is like making sure your car can run correctly. If you don't drive your car, different problems can occur on the inside that make it run badly. Our bodies need to be used, too. Exercise helps us to maintain the muscles, cardiovascular, and respiratory systems. It helps boost our immune system and releases chemicals in our brain that help us to be happier and healthier. Create a plan with your child to exercise each day, emphasizing the importance of the correct amount and type of exercise.</p> <p>Sleep: Review the importance of sleep with your child, emphasizing the right amount of sleep for your child's age. For more information see the chart here. Create or review your child's bedtime and waking time and adjust as needed. Explain that sleep helps our bodies reset, process, and rest.</p> <p>Recreation: Discuss the fact that our bodies, spirits, and brains need some time off. We are not meant to work all the time and having fun doing a hobby, hanging out with friends, spending time with family, or even enjoying something simple helps us to grow and develop. It also helps us to stay physically, mentally, and spiritually healthy. Talk with your child about a few of the fun things they like to do and make a plan that reflects appropriate amounts of recreation, making them a priority.</p> <p>Boundaries: Review the word <i>boundary</i> and what it means. Discuss the fact that all healthy relationships have boundaries for both people involved. There are things that you would never do to a friend and things you would never want them to do to you. Boundaries include the ability of either person to say no to something that makes them uncomfortable or unsafe. They also include taking responsibility when you make a mistake while refusing to take the blame if a problem is not your fault. Boundaries allow us to have our own feelings,</p>

emotions, and honestly be ourselves without being afraid that the other person will not allow us. Simply put, boundaries are rules in any relationship (e.g. friendships, family relationships, etc.) that show that both parties respect each other. Remind your child that if they ever feel uncomfortable or disrespected, they have a right to speak up and discuss those feelings with others. They can then work together to talk about and find a way to fix the mistake that led to that, prevent future overstepping of boundaries, and/or leave the friendship. Point out that someone who really cares about you would never purposely make you feel like your boundaries don't matter. For 6th grade: Discuss how we may have beliefs that differ from those around us and that respecting beliefs while disagreeing is a type of boundary. Remind your child of the gift of agency and point out that, as long as those beliefs are not threatening the rights of others, everyone is allowed to have their own thoughts, feelings, and opinions. Discuss ways to end friendships that do not respect boundaries.

As you discuss each of the following, read the scriptures listed with your child: Remind your child that they are loved both by you and their Heavenly Parents. (1 Nephi 11:17) Discuss their worth as a child of God and remind them that they are meant to do big things. (Alma 14:10-13) Explain that your child Jesus Christ performed the Atonement for them and its power can help them with mistakes they have made. It also helps us to not feel alone because Jesus suffered and felt everything we have and can help us. (Alma 7:11-12) Remind your child that there are some things we do not understand yet, that we need to have faith in and trust Heavenly Father's plan, and that faith is an action (Doctrine & Covenants 101:32-36). Together, read the youth theme appropriate to your child and discuss the truths found there. Ask your child to decorate the theme and hang it in their room. You also may want to frame it.

Title of Lesson: President's Day Mini Lesson (2 pages)

Standards Taught: This lesson covers several U.S. history standards across the grades and is important to revisit each year		
Materials: President's Day Printout (below)	Preparation:	Implementing the Lesson: 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. 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. Tell your child that both of these men were brave, faithful, and strong. In age-appropriate words tell your child: George Washington was our nation's first president. He served in the Revolutionary War, where he led soldiers fighting against the British and helped win our freedom. After the war, George wanted to go home, but the people asked him to be the first president. He served as president for eight years and set up many of the traditions and rules we still have in America. George Washington was known for his bravery. He always fought with his soldiers, usually leading them into battle. In one battle, he was shot at several times and had bullet holes in his hat and clothing. He also had the horses he was riding on shot out from under him. Still, George fought. He was faithful. George prayed for Heavenly Father's help and guidance all the time. He felt like he wasn't good enough to lead the army or the country and knew Heavenly Father understood more than he did. So, he asked Heavenly Father to help him make the right choices and trusted that, if he tried hard, Heavenly Father would help him. George was also very strong. Many people did not like the things he did as he led the soldiers. He did some things that others thought were crazy. He even lived with his soldiers in the freezing cold with very little food. However, George knew that if he did what he was supposed to, Heavenly Father would help it all work out. Abraham Lincoln was another great president who was brave, faithful, and strong. He served as our 16 th president. When he was elected (won the presidency), many people were angry. They did not like Lincoln and his ideas about slavery (he thought it was wrong). America began to split in half with one side against slavery and another wanting to keep it. Many angry people threatened Lincoln and said they were going to hurt him. Lincoln still worked hard as the president, bravely defending his beliefs. He was faithful. Lincoln was known for hiding in random rooms of the White House with scriptures in his hand. He loved to study the Bible and likely even read the Book of Mormon. Lincoln wanted to learn about Heavenly Father and Jesus Christ. As he studied, he began to see how much Heavenly Father loved each of His children. Lincoln realized that slavery had to end in America, it was harming some of Heavenly Father's children. He courageously began to end slavery in the United States with the Emancipation Proclamation, a speech declaring all slaves to be free. This brought even more anger and hatred from those who opposed him, but he trusted that Heavenly Father would help and kept working. Soon, all of the slaves were free. Abe was also very strong. While he was president, his son died. He was very sad and missed his son a lot. However, he still worked to lead the nation, end slavery, and follow Heavenly Father, even when it was very hard for him.

		<p>Give your child the printout and ask them to review how George Washington and Abraham Lincoln showed that they were brave, faithful, and strong. Then, help your child fill out the printout by adding ways they can be brave, faithful, and strong like these great men. Allow your child to illustrate their goals any way they like in the box at the top of the page.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Property of Phoenix Home Academy. Do Not Sell

Property of Phoenix Home Academy. Do Not Sell

I can be brave by:

I can be faithful by:

I can be strong by:

Title of Lesson: Firearm Safety

Standards Taught: 1.SPD.1, 3.SPD.1, 6.SPD.1

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 our 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 five 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.5. We should always use hearing and eye protection when practicing with a firearm.
-------------------	---------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In an age-appropriate way, calmly explain to your child that some people choose to use firearms to harm others. Just like knives, fists, or other tools, firearms can be abused and used in the wrong ways. Point out that it is important to understand how to react to a firearm being misused and practice what we would do in that event just as we practice for earthquakes and fires. Explain that other items, such as bombs or knives, can be used in situations like this as well. Emphasize the fact that these instances are very rare and it is unlikely that your child will ever be involved, just like a fire, but that it is always good to be prepared. Give your child the following information in an age-appropriate way:

1. Get down and find cover. If you hear gunshots, stay low to the ground. This may mean bending over as you walk or lying on the ground. Hide behind something that can cover your body and protect you from bullets. This could be a concrete barrier, a thick wall, or an adult. Try to stay with the adult you were there with (parent, teacher, etc) if you can, but if you get separated, search for a safe spot first. You can find your adult after you are out of the building.
2. Get out. If you can get to a door or window to the outside without the bad guy seeing you, walk or run as quickly as you can and get out of the building. Leave your belongings behind. Find a safe place or a trusted adult that can help. Remind your child that police officers, shop owners, firefighters, and EMS are all safe adults. It is a good practice to always notice at least two different ways to get out of any room or building you are in.
3. Hide. If there is no way out find a place to quietly hide. This may be in a locked room, a cupboard, or under a desk. It could be under a seat or behind a freezer in the grocery store. Stay as quiet as you can and wait until you can get out or a trusted adult comes to help you. Discuss your family's plan for your home and other areas you frequent, pointing out appropriate areas to hide and why they are safer than staying in the open. Remind your child that it is possible for there to be more than one bad guy.
4. Fight back. Fighting back is the last option and should only be used if there is no other way to protect yourself. If you cannot get out and the bad guy finds you, kick, scream, bite, scratch, yell, and fight back as hard as you can. Discuss your family's policy for fighting back and be very clear.

Practice each of these steps with your child. Praise and encourage them as you go, pointing out what they are doing right and making small suggestions on what they could do better. Remember, the point of this lesson is to empower them, not make them fearful. Finally, remind your child that this is an unlikely event but now that they are prepared and know exactly what to do they have an advantage over the bad guy if this ever happens.