

**\* 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)**

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**Title of Lesson:** 9-11 Mini Lesson (2 pages)

<b>Standards Taught:</b> 2.HF.4		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>When the World Stopped Turning (by Alan Jackson)</p> <p>Red, white, and blue construction paper</p> <p>Crayons/Markers</p>	<p>View the video to ensure it is appropriate for your child before showing. If not, substitute it with another or play the song without a video</p>	<p>Remind your child that today is Patriot Day. Discuss previous lessons about 9/11 and ask your child to tell you what they remember. Discuss the attacks in an age-appropriate way using <a href="#">this</a> interactive timeline. Discuss your personal experience: what you saw, heard, and felt. Point out that the attacks on 9/11 were very sad and scary for many Americans.</p> <p>Next, ask your child what they think the goal of the terrorists was. Why would someone do something like that? Explain that, while we may never know exactly why, many terrorists seek to make people afraid and show that a country isn't as strong or as safe as people think. The attacks on 9/11 did just that. Many people died and Americans felt that dangerous things could happen to them. However, the terrorists also made Americans afraid that their country wasn't strong enough because they chose to attack certain landmarks.</p> <p>Show your child the image <a href="#">here</a>. Explain that this is what the Twin Towers of the World Trade Center looked like before they were attacked. In these buildings, many people worked to ensure trade between America and other countries. They were a symbol of America's prosperity and success. When the terrorists attacked the Twin Towers, they wanted to send a message that America's ability to trade globally was in danger.</p> <p>Next, show your child <a href="#">this</a> image, explaining that it shows the Pentagon, a building that houses the people in charge of the U.S. military. These Department of Defense works here to keep Americans safe and make decisions about what our soldiers will do in pursuit of that goal. When the terrorists hit this building, they were showing Americans that even their military was vulnerable.</p> <p>Finally, remind your child that there was one more plane. It crashed into a field in Pennsylvania after passengers learned of what was happening. These brave men and women were willing to risk, and eventually lose, their lives to protect others who may be the target of the attack. When they tried to fight back, the plane crashed into the field below, killing everyone on board and saving the target building and everyone inside of it. It is believed that the target for this plane was the U.S. Capitol Building (image <a href="#">here</a>). This building is where the legislature meets to discuss and make laws and represents how America is run by representatives of the people. In America, there is no king, the people govern themselves, and the Capitol symbolizes that.</p> <p>Point out that the terrorists who attacked America that day took the lives of many and tried to attack the prosperity, safety, and peace of our country by choosing their targets carefully. While many in America were fearful that day and in the days after, the terrorists' plan did not completely succeed. Describe to your child what happened in the days and months following the attacks. Point out that Americans came together, seeking to support and help each other. Many volunteered to help search for survivors, clean up debris, send supplies and even their own blood to help the injured, or joined the</p>

military to help protect citizens. Soon after, the president declared war on terrorists, seeking to protect the world from attacks that may happen in the future. Across the nation, churches filled as prayers were said for those affected. Many began to fly the American flag or wear patriotic colors. Americans remembered that we were all brothers and sisters and came together to help and support each other.

Listen to [this](#) song with your child and share the experiences you remember from the days after the attacks of 9/11. Discuss how important it is for Americans to remember that we need to help and care for each other, be involved in decisions for our country, and work to protect each other. Point out that, though the attacks were very sad and scary, they showed us that even through tragedy, Americans are willing to help each other.

Finally, ask your child to choose a red, white, or blue paper and draw an American symbol in the center. Ask them to add a collage of words around their drawing that reflect how they can help build our country and support others.

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**Title of Lesson:** Fire Safety Mini Lesson

**Standards Taught:** 2.HF.4, 4.SDP.2, 4.HD.3

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
The video found <a href="#">here</a>		<p>Ask your child to remind you what they remember about fire safety including prevention, escape plans, meeting places, and other important things they've learned to do in the event of a fire. Watch the video on the webpage listed in the Materials section with your child and ask them to discuss the things they remember from the video.</p> <p>Point out that the safest thing to do is prevent a fire so it never happens. Discuss fire dangers in your home (e.g. candles, heaters, matches, lighters, stove/oven, fire places/pits, fireworks, oxygen tanks) and ways to prevent unwanted fires. Point out that matches and lighters should not be played with, they are tools with a proper use, not toys. Candles, incense, and heaters should not be left unattended or near flammable items. Stovetops and ovens should be used properly and items should never be placed near, on, or inside of them that can cause fires. Fire places/pits should be in an area free of flammable items, away from buildings, and carefully controlled and monitored by an adult. Ask your child to lead you through the house and search for dangerous situations that could lead to a fire. Help them to correct these situations as needed and praise them for helping to keep your family safe.</p> <p>Next, ask your child to point out some of the tools in your home that may help in the event of a fire. Discuss smoke alarms, fire extinguishers, fire escapes, sprinklers, etc. Talk about how each item may help protect your family in the event of a fire. Help your child check the batteries in smoke alarms and ensure each bedroom has its own alarm. Check to ensure a fire extinguisher is near each fireplace, in the kitchen, and in other high-risk areas. Ask your child to ensure that matches and lighters are placed in a safe area, away from small children.</p> <p>Finally, discuss your family's fire escape plan. Remind your child that a fire is unlikely, but it is good to be prepared and know what to do. Practice escape routes from several places in your home, allowing your child to go through the motions. Remind your child to feel doors before opening them, crawl to escape smoke, stop, drop, and roll if their clothing catches fire, and that every room should have two or more escapes. Discuss and go to your family meeting place. Talk about ways to safely contact 911 (i.e. cell phone, neighbor's home, etc.) after getting out of the home. Remind your child that they need to leave their things behind in the event of a fire and get to the meeting spot. Practice calling 911 by asking your child the following questions for a variety of scenarios: What is the emergency? What is your address? Is there anyone still in the home? Is anyone hurt? Are you safe? What rooms might others be in? Point out that the more information they can give 911, the better the firemen can help when they arrive.</p> <p>If possible, take your child to a firehouse to meet the firemen/women and thank them for keeping others safe. Allow your child to ask questions, see the trucks and gear, and become familiar with how they can be helped by these first responders. Remind your child that firemen, police officers, and EMT's are safe adults and can be trusted to help in emergency situations.</p>

**Title of Lesson:** Earthquake Safety Mini Lesson

**Standards Taught:** 2.HF.4, 4.SDP.1, 4.SDP.2, 4.SDP.6, 4.HD.3, 7.HI.SPD.1

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p><a href="#">This</a> pamphlet</p>	<p>Read through and practice the information found in the pamphlet before teaching it to your children. Apply situations that are common to your child's everyday life and focus on those</p>	<p>Ask your child to review earthquake procedures they remember from previous lessons. Discuss how an earthquake happens, what it feels and looks like, and what they should do in the event of an earthquake at home, in the store, in the car, or in other areas that they frequently visit.</p> <p>Use the pamphlet to remind your child of items they may have forgotten and/or review concepts they are still learning. Include drop, cover, hold on, safe areas in your home to use as cover, and procedures for what to do if an earthquake occurs while outside. Practice proper procedures in a variety of situations (including in their bedroom, the kitchen, the car, and outside) and identify the safest spot in every area with your child. Remind your child of your family's meeting area for after the shaking stops. Remind them that aftershocks are common and your meeting area should be somewhere they can be safe in the event of another quake. Practice a 911 call by asking the following questions: What is the emergency? What is your address? Is everyone safe? Where might someone still in the home be located? Is anyone injured?</p> <p>Next, ask your child what you can do now to prepare for and protect your family from an earthquake. Walk around your home and ask your child to look for items that are not secure and may fall during an earthquake (e.g. furniture, large artworks, televisions, water heaters, heavy items). More information can be found <a href="#">here</a>. Help your child properly secure or move these items to help ensure safety in the event of an earthquake.</p> <p>Finally, update and discuss your family communication plan, meeting place, and evacuation plan. Show your child where important items are in your home and ensure they understand and have practice their parts in the event that an earthquake occurs and/or evacuation is needed. Ensure that each bedroom has a flashlight and your child knows how to knock three times in succession or use a whistle if trapped under rubble. Practice basic first aid with your child such as placing pressure on a bleeding wound, splinting broken bones, when to move/not move someone with suspected spinal injuries, and how to get help. Discuss special needs for members of your family and how to meet those needs in an emergency. For older children, teach basic CPR skills and when to use them. The American Red Cross offers classes <a href="#">here</a>. Discuss your out-of-area contact and help your child memorize their phone number to contact them (after 911) in an emergency.</p>

**Title of Lesson:** Risks and Choices Mini Lesson (2 pages)

<b>Standards Taught:</b> 2.HF.2, 2.SDP.1, 2.SDP.3, 2.SDP.4, 2.HD.1, 2.HD.2, 4.HD.3, 4.HF.2, 4.SDP.2, 4.SDP.3, 7.HI.HF.2, 7.HI.HF.3.b, 7.HI.HF.4, 7.H.I.SPD.2		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Sunscreen  Helmet and/or elbow, wrist, and knee pads  Antibacterial soap and hand sanitizer  Car with seatbelts  Latex gloves  The following images: <a href="#">Doctor</a> , <a href="#">Just say no</a> , <a href="#">Stranger</a> , <a href="#">Danger</a> , <a href="#">Trusted Adult</a> , <a href="#">Bad friends</a>  Photos of your child doing somewhat risky activities in a safe way (e.g. repelling, bicycling, crossing the street, jumping		<p>Ask your child to discuss some of the ways we have been talking about preparing for emergencies and keeping ourselves safe this week. Remind them of fire and earthquake safety procedures and prevention tips. Point out that it is always better to be prepared and prevent injury than it is to treat it afterwards. For example, if you have working smoke alarms, you are more likely to escape from a fire without injury than if you do not.</p> <p>Point out that emergencies are not the only times we work to keep ourselves safe. Everyday activities, such as swimming, exercising, eating, riding in cars, and interacting with others pose some risk to our safety and health. Ask your child what could happen if they choose to go swimming. Explain that there is always a risk they could drown. This risk also exists when they take a bath. Point out a few things your family does to ensure that this risk is mitigated (e.g. never swim alone, use flotation devices, learn swimming skills, use anti-slip mats, don't run around the pool, etc.). Taking these actions do not eliminate the risk, just as knowing what to do in a fire doesn't mean there won't be one. However, they do help us to be prepared and in the best situation for staying safe if something were to happen.</p> <p>Show your child each item you have gathered, asking your child to discuss how these items help keep them safer in everyday situations. Sunscreen protects our skin from harmful sunburns that hurt and can lead to health problems later. Helmets and pads protect our body parts from falls when riding a bike, skateboarding, or roller skating. Soap and sanitizer protect us by washing away germs that could harm our bodies. This is why we wash after using the restroom, touching harmful items, or before eating. Seatbelts and airbags restrict our movement to protect us in case of a car accident. Gloves help protect us from germs and other pathogens that may be present in the bodily fluids of another person, which is why doctors often wear them. Gloves should be worn before touching blood, vomit, or excrement from another person.</p> <p>Next, show your child the images from the Materials section. Ask your child to identify what is happening in each image. Discuss what types of actions or skills may help to keep them safe in this situation. Visiting a doctor can help them learn healthy practices, discover and treat illnesses, or learn more about what their body needs. Saying no to drugs, alcohol, or tobacco protects their body from the harmful effects of these substances. Avoiding strangers can protect them from harmful actions of the few bad guys out there that may take advantage of children. Seeking help or advice from a trusted adult can allow them to be protected, safe, and understood. Avoiding a bully or a person who does not respect their rules for their own body and mind can protect them from harmful words and actions. (Briefly discuss personal boundaries, proper names for body parts – especially private areas, and the ability your child has to always say no if something makes them uncomfortable here. Point out that those who care about them will always be open to discussion of their feelings and not ask them to keep dangerous secrets from others and ask your child to list a few adults they can trust).</p>

<p>on a trampoline, riding a horse, hiking, camping, etc.)</p>		<p>Finally, point out that, though we cannot control what happens around us, we can always control our choices and how we act. This can help us protect ourselves and others, prevent injury, and find help if we need it. Explain that the risks we take every day must be carefully weighed and prepared for. If we decide to participate in an activity, we should learn the risk and then gather supplies and skills that can help us do an activity in the safest way possible. Show your child the photographs you have gathered and ask them to tell you the risks involved. Then, ask them to tell you how they mitigate those risks through equipment and proper skills and training. Ask your child to discuss the joy they have when they engage in these activities. Then, ask them if it is worth the risk.</p> <p>Point out that we make choices about risk every day. Point out that some activities may be fun, but are not worth the risk to our safety. Playing with matches, for example, is not a safe choice because the risk is too great. Ask your child to discuss a few other actions that may not be worth the risk. Explain that some actions are always too dangerous (e.g. playing in a busy street, going with a stranger) while others may be a personal choice (e.g. zip lining, riding a roller coaster). The important part of making a choice is to assess the risk and decide if we can be safe and comfortable with the activity BEFORE we do it. We cannot avoid all danger, but we can control ourselves. This may sometimes mean walking away from an activity, taking safety precautions, or seeking advice from others before deciding. Praise your child for their choices to learn how to keep themselves and others safe and their courage in doing things that may be scary at times. Point out a few times when they chose not to engage in an activity and how that decision was a proper risk assessment. Ensure them that you, and other trusted adults, will always be there to help them if they need advice.</p>
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**Title of Lesson:** Active Shooter Mini Lesson

**Standards Taught:** 2.HD.2, 4.SDP.2, 4.SPD.6, 4.HD.3

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
The information found <a href="#">here</a>		<p>Ask your child to name a few places they spend most of their time. This may include your home, the playground, the library, stores, or other areas your family frequents. Discuss the proper procedures in these places in case of a fire or earthquake. Then, explain that there is another risk that we should plan for: bad guy trying to harm others.</p> <p>Using age-appropriate language, explain that it is very rare to be in a situation where a bad guy is trying to hurt someone. However, like fires and earthquakes, it is good to be prepared and know what to do just in case it happens. The first step of keeping yourself safe is to be aware of what is around you. In each location you visit, watch the people and objects around you. Always be aware of two exits, hiding places, and locking doors.</p> <p>Often, the bad guy will have a weapon such as a knife or gun, and is difficult to stop without weapons of your own. In this situation, the following steps should be taken:</p> <p><b>Run.</b> Use the exits to get out of the building or put distance between you and the bad guy if you can safely do so. Leave your belongings behind. Call 911 when you safely can do so.</p> <p><b>Hide.</b> If you cannot exit the building, run to a hiding place or room that can be locked or barricaded. Quietly hide until you can run to safety or help arrives.</p> <p><b>Fight.</b> As a last resort, if you are found and face the bad guy directly, fight back. Most bad guys are not expecting people to fight back. If you are with an adult, allow them to fight back while you try to escape or continue to hide.</p> <p>Discuss and/or practice active shooter situations in a variety of locations with your child. Help them to identify exits, hiding places, and people they can go to for help in the event of an emergency. Though this can be a scary topic, reassure your child that being prepared is always better than not discussing it. Use this lesson to empower your child and remind them that their actions can help keep them (and others) safe.</p> <p>For older kids, use age-appropriate ideas to discuss what may be seen or heard in a situation like this. Discuss how loud firearms are, the fact that people often panic and may scream, and that some may be hurt. Review your child's knowledge of first aid (pressure on wounds, gloves to protect from blood if possible, etc.) and remind them that it is important for them to stay calm and follow the steps above if they ever face this situation.</p>

**Title of Lesson:** Columbus Day Mini Lesson

<b>Standards Taught:</b> American History/Social Studies Review		
<b>Materials:</b>  Poster board  Markers  Internet Access  Books/Articles about Columbus that are age-appropriate to your child(ren)  Map of the World	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  *This is a great individual or group lesson  Remind your child(ren) that today is Columbus Day. Ask your child(ren) to remind you of what they know about Christopher Columbus. Discuss the fact that he sailed across the ocean in 1492 with three ships: the Niña, the Pinta, and the Santa Maria. The king and queen of Spain sent him to find a faster route to India, where many countries traded goods for spices. Using a map, show the locations being discussed and allow your child to trace the routes with their finger. At the time, everyone had to sail all the way around Africa to get to India and a faster route would allow Spain better trade and help them gain wealth. Columbus sailed across the Atlantic Ocean, hoping to go all the way around the world and come to India. However, he discovered continents that Spain (and most of the world) didn't know about yet: North and South America. Thinking he found India, he named the people there Indians. However, Columbus landed near present-day Haiti and met Native Americans (though they wouldn't be called that for a long time). Columbus took word back to Spain and Europe heard about this New World. Columbus took 3 more trips back the Americas and many people began to settle the land.  Ask your child to divide their poster board into four parts using a marker. Then, ask them to use the internet, books, and articles, to write the dates of each journey Columbus took to the Americas, one in each box. Finally, ask your child to discover 3-5 facts about each journey and record them on the poster board. This may be in list form, pictures, crafts, paragraphs, or a mixture of formats. This should be age-appropriate and, if working as a group, include the work of each child.

**Title of Lesson:** Smoke-Free Mini Lesson

<b>Standards Taught:</b> 2.HF.1, 2.HF.3, 2.SAP.1, 7.HI.HF.1, 7.HI.HF.4, 7.HI.SAP.1, 7.HI.SAP.2, 7.HI.SAP.4, 7.HI.SAP.5, 4.HF.1, 4.HF.2, 4.SAP.1, 4.SAP.2, 4.SAP.3		
<b>Materials:</b>  Blank paper  Markers/Crayons	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  <p>Ask your child to remind you of what they've learned in the past about smoking cigarettes or vaping. Take the time to discuss and expand upon the things they remember from previous lessons/conversations. Remind your child of the physical, mental, and emotional effects of smoking, discussing the following: addiction, mood alteration, smell on skin, hair, and clothing, tooth health, lung health, coughing, heart disease, immune system issues, infertility, blood clotting, vision problems, dulled sense of smell and taste, cancer, yellowing of fingers and teeth, and wrinkles. Use this <a href="#">image</a> as needed and ask your child to discuss how some of these issues may affect their daily lives and future goals.</p> <p>Next, use this <a href="#">image</a> to point out some of the harmful materials in cigarettes. Point out that these materials are breathed into the lungs when smoking and are part of what harms the body and mind. Then, explain that cigarettes are not the only harmful things that some people choose to smoke. E-cigarettes, or vapes, also give the user the ability to breathe chemicals into their lungs and harm their body. Many believe that vapes don't harm them as they use water vapor (juice) rather than solid ingredients. Others prefer vaping because it can be customized with different flavors and mixtures. However, vapes pose many of the same risks as cigarettes do because they are delivering unhealthy air and chemicals into your body. Show your child this <a href="#">image</a> and discuss some of the risks of vaping, pointing out that many match cigarette use.</p> <p>Explain that despite the fact that most people know its harmful, many people choose to start smoking or vaping. Ask your child what reasons people may have for doing this. Point out that peer pressure, wanting to look cool, addiction problems, and curiosity may be factors in their decision. Many commercials and advertisements for smoking products try to trick people into thinking they will have more friends, be successful, or fit in if they smoke. These ads lie don't tell the person that they can suffer from health problems, addiction, and isolation, or that smoking often gets in the way of goals and careers. Watch this <a href="#">video</a> with your child and discuss the feelings and ideas that the ad is trying to portray. Point out that the hero is the one smoking, implying that smoking is something that helps good guys. Discuss the lies behind this ad.</p> <p>Finally, give your child the blank paper and crayons/markers. Ask your child to make a collage of goals they have for the future. These may be things they are working on now or things they want to accomplish as they grow. Allow your child to dream-built, including goals such as careers and schooling, sports and activities, travel, family life, good health, pet ownership, etc. Then, discuss with your child how smoking/vaping could alter these plans and make them more difficult or impossible to obtain. Point out physical, mental, social, financial, and emotional effects. Remind your child that smoking is addictive, often cannot be stopped without help from others, and it is better to never try it, focusing instead on their goals.</p>

**Title of Lesson:** Alcohol-Free Mini Lesson

**Standards Taught:** 2.SAP.1, 2.N.1, 2.N.4, 4.SAP.1, 4.SAP.2, 4.SAP.3, 4.HD.3, 7.HI.HF.3.b, 7.HI.SDP2, 7.HI.SAP.1, 7.HI.SAP.2, 7.HI.SAP.4, 7.HI.SAP.5, 7.HI.SAP.5.a, 7.HI.SAP.5.b, 7.HI.SAP.5.c

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
A stopwatch or phone with a stopwatch feature that shows hundredths of a second		<p>Briefly review the lesson on cigarettes and vaping with your child. Discuss some of the reasons to avoid smoking including physical, mental, financial, social, and emotional health.</p> <p>Then, point out that alcohol is another substance that can have negative effects on their body, mind, feelings, and goals. Like smoking, media often portrays alcohol usage as fun, social, and carefree. However, use before your body is developed, too much use, or irresponsible use can be harmful. Remind your child that it is illegal to drink any beverage with alcohol before the age of 21 in the U.S. Point out that, like smoking, legality does not make it the right choice and discuss your family values regarding alcohol with your child. Use this <a href="#">image</a> to discuss some of the effects of alcohol on the body. Next, review this <a href="#">image</a> from last year's lesson and discuss how alcohol can affect the brain, especially a brain that is not yet fully developed and finished growing. Explain that the brain is not finished developing until the age of 25. Then, explain that one of the biggest effects alcohol has on a brain of any age is slower reaction time. Ask your child to describe a time when they were very tired and their brain felt sluggish and slow. Explain that alcohol has a similar effect and can slow down the time it takes to process and react to situations. Give your child the stopwatch/phone and ask them to start and stop the time as fast as they can. Allow them to try a few times and record their fastest time. Point out that they are not under the influence of alcohol and don't have anything slowing them down. Then, tell your child to spin around in circles for 10 seconds and start, stop, start, and stop the timer again, simulating a slower reaction time due to alcohol usage. Point out that, no matter what, they cannot beat their first record with this handicap. Discuss situations where slower reactions may result in dangerous situations (e.g. fire, driving, medical emergency, sports).</p> <p>Finally, point out that, like smoking and other drugs, alcohol can have addictive qualities. It can change the chemical compounds in the brain, making your body think it needs more and more alcohol, even when it is unhealthy to consume it. Addiction is a medical condition and usually must be treated by a professional in order to overcome it. Even with help, it is difficult to end addiction. Signs of addiction can include: problems falling or staying asleep, too much sleep, weight loss, lack of personal hygiene, mood swings, mental illness such as anxiety or depression, conflicts with family or friends, change in grades, missing class, inability to focus, lack of interest in hobbies, and financial issues. Discuss local addiction recovery resources and trusted adults in your area and point out that, though it is better to avoid addictive substances altogether, it is possible to recover from addiction with help.</p>

**Title of Lesson:** Drugs and Medications Mini Lesson

**Standards Taught:** 2.HF.2, 2.SDP.3, 2.SAP.1, 2.SAP.2, 2.N.1, 4.HF.2, 4.SAP.1 4.SAP.2, 4.SAP.3, 4.SAP.4, 4.HD.3, 7.HI.HF.2, 7.HI.HF.3.b, 7.HI.HF.4, 7.HI.SPD.2, 7.HI.SAP.1, 7.HI.SAP.2, 7.HI.SAP.3, 7.HI.SAP.4

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
		<p>Briefly review the previous two lessons with your child, discussing their goals for avoiding tobacco, e-cigarettes, and alcohol and their reasons for doing so. Explain that there are several different ways to introduce harmful substances into your body. Ingestion (eating/swallowing), absorption (contract with the body), smoking (burning and inhaling the smoke), inhalation (breathing in), and injection (using a needle to push the substance into the body). Ask your child to name which types we have already discussed (smoking and inhalation for smoking and ingestion for alcohol). Explain that there are other substances that can be put into the body to create different reactions.</p> <p>Discuss some of the things that your child ingests on a regular basis. This may be food, drinks, vitamins, or medications. Discuss the different effects these things have on their body. For younger children, gather examples of items that are good and bad for the body. Explain that healthy food, for example, can help us feel better, make our organs stronger, or help us to better focus. Soda/junk food, on the other hand, may speed up our heart, make us feel awake for a time, or fill our tummies, and then make us feel tired or yucky. Next, discuss absorption and reactions to different things we may come in contact with. Point out the good (e.g. moisturizer on the skin) and bad (e.g. poison ivy). Repeat this process for inhalation (good air vs. pollution), and injection (safe vaccines or medications vs. unsafe street drugs).</p> <p>Explain that drugs and medications all can have different effects on our body and mind. Illegal drugs can sometimes make us feel good for a time, but like the soda or junk food, they actually harm our body. It is difficult to control the ingredients or know exactly what we are introducing to our bodies. Briefly discuss your family's values and reasons for avoiding illegal drugs.</p> <p>Medications and herbal supplements, however, can both help and harm us. Like food, we must be very careful in what we choose to put into our bodies, in what quantities, and how often. Name a medication your child has taken before. Ask them what the effects of that medication, the reason they were taking it, the dosage, and the amount of time it was taken. Point out that a trusted adult (parent/medical professional) helped them keep their usage within certain limits. Explain that, like drugs, smoking, and alcohol, some medications can be addictive and cause harm if used in the wrong ways. At times, these medications can help us feel better for a time but do harm if used too much, too often, or for too long. Discuss the side effects and consequences of using the medication you discussed before with your child. Point out that even with medications and supplements, careful choices need to be made about what we put into our bodies and medical professionals should be consulted before starting, stopping, or changing what you take.</p>

**Title of Lesson:** Boundaries and Saying No Mini Lesson (2 pages)

**Standards Taught:** 2.HF.2, 2.HF.5, 2.SAP.1, 2.SAP.2, 2.HD.2, 4.HF.2, 4.HF.4, 4.SAP.1, 4.SAP.2, 4.SAP.3, 4.HD.3, 7.HI.HF.2, 7.HI.HF.3.b, 7.HI.HF.4, 7.HI.SPD.2, 7.HI.SAP.1, 7.HI.SAP.2, 7.HI.SAP.3, 7.HI.SAP.4

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b> <p>Briefly discuss supplements, medications, drugs, smoking, and alcohol with your child. Ask them to tell you what choices they have made in the substances they will allow to be put into their bodies. Allow them to give reasons for their choices and emphasize the ways different substances can help or harm their goals.</p> <p>Next, ask them to outline some reasons people may forget their promise not to use harmful substances. Discuss peer pressure (people the same age as you pushing you to make a different choice), social acceptance (wanting to be part of the group/society saying these substances aren't that bad), offers from friends or family (don't want to hurt their feelings), curiosity, self-esteem issues, and mental health challenges and how these situations may seem to give reasons to use drugs or alcohol. Ask your child to explain why none of these reasons are good enough for them to decide to put harmful things into their bodies. Point out that the choice to use drugs or alcohol rests with them, they are in control.</p> <p>Peer pressure, social acceptance, and not wanting to hurt others' feelings: Ask your child to describe a good friend. What characteristics make them a good friend? What things does a good friend do? What do they want for their friend?</p> <p>Point out that good friends are kind, want their friend to be safe and happy, and respect boundaries. They may make different choices for themselves, but they don't force their friend to be just like them. A good friend will listen if they are told no, especially in regards to the care of their friend's body. They don't pressure someone into an activity or choice that the other person doesn't want to make. As an example, ask your child if they like to be tickled. Point out that sometimes it's fun, but eventually you want it to stop. If a friend is tickling you, you ask them to stop, and they don't, how do you feel? Angry? Sad? Scared? Like you don't trust them anymore? In contrast, how do you feel if they stop right when you say? Happy? Loved? Safe? This is an example of a boundary, or line in behavior that you make in regards to how people treat you. All healthy relationships (friends, family, romantic, co-workers, teacher/student) have boundaries. If someone does not respect your boundary for what you decide to put into your body, they likely have selfish reasons and are not thinking of your best interests. Real friends help and respect each other, especially when there are boundaries.</p> <p>Visit the website <a href="#">here</a> and discuss some of the ways your child could turn down harmful substances. Point out that many of them are respectful, yet firm. Discuss how each of them asks others to respect boundaries while giving real reasons to say no. Role play a few scenarios with your child and allow them to practice saying no and maintaining their boundaries. Praise them for their courage and remind them of adults they can go to for help if needed.</p>
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**Title of Lesson:** Veteran's Day Mini Lesson

<b>Standards Taught:</b>		
<b>Materials:</b>  Varies, depending on how your child chooses to honor Veteran's Day	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  Tell your child that today is Veteran's Day. Ask them to remind you of what they know about this day and why it is special. Point out that today we remember those who have served in the military and worked to protect our safety and freedoms. Discuss a few instances in which soldiers have been called on to fight against those who would not let us be free or protect us from unsafe situations (e.g. Revolutionary War, Civil War, the World Wars, natural disasters). Ask your child how it must've felt to be in those situations. Discuss age-appropriate hardships endured in these situations and the sacrifices that veterans and their families have made in order to ensure our way of life.  Then, ask your child how it makes them feel to know that others are protecting their rights and safety. Discuss gratitude and the different ways to show it (e.g. saying thank you, buying a veteran dinner, making treats, visiting them, making a donation, helping them when they are wounded or struggling, being a friend, offering discounts at a business, standing as they walk by in parades, or protecting freedoms by voting and speaking up for what is right). Together, point out examples of these actions that you've seen in your child's life or in your local community. Discuss the Wounded Warrior Project and other charities that support veterans.  Finally, ask your child how they want to honor veterans today and help them carry out their plan. They may want to visit older veterans, purchase and distribute treats, secretly pay for a meal, hold a bake sale and donate proceeds, learn more about a conflict veterans participated in, speak up on social media about the rights veterans have protected, or attend a veterans day service.

**Title of Lesson:** What is Nutrition Mini Lesson (2 pages)

**Standards Taught:** 2.N.1, 2.N.3, 4.HF.2, 4.N.1, 4.N.6, 7.HI.N.1

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
10 food items of your child's choosing		<p>Ask your child to gather 10 food and drink items from your home. These may be favorite foods, foods they regularly eat, or items that are used for special occasions. Discuss with your child whether or not they enjoy those foods/drinks and why they like eating/drinking them.</p> <p>Next, ask your child why their body needs food. What does food do to help? Discuss the fact that food helps our bodies gather the energy that it needs to grow, move, and work the correct way. Explain that healthy foods give us energy and nutrients that we need over a longer period of time while our body burns off junk food quickly and then runs out of energy. When our body needs more energy, it sends us signals (stomach rumbling, feeling tired, feeling cranky) so that we know to eat more.</p> <p>Ask your child what we put into cars to make them have the energy to drive around. Point out that gasoline is put into a tank to make a car work. The car even sends a signal to the driver (the gas gauge) when it is empty. Next, ask your child what would happen if you filled the gas tank with sugar. Point out that, while the tank would be full, the car wouldn't start because it cannot process the sugar into energy. This is true if you put soda, water, or anything other than clean gasoline into the car. In fact, other substances would break the car and make it not work correctly. Our bodies are a lot like cars. Only healthy, nutritious foods will help them work the right way and protect them from damage. We can fill our stomachs with chips, soda, or candy, but our bodies will no process as much energy or work as well as they would with nutritious food.</p> <p>Ask your child to separate the foods they chose into healthy and unhealthy piles. Then, explain that our body needs six food groups to function properly: carbohydrates, proteins, fat, vitamins, minerals, and water. Each of these food groups give our body the things it needs to correctly grow, move, and work. Describe each food group to your child and ask them if the foods they have chosen include an example of this type of food. If not, ask your child to find an example in your home. Carbohydrates are the main sources of energy. They may contain sugar, starch, or fiber. Carbohydrates (or carbs) are found in grains, nuts, seeds, honey, dairy, and fruits and vegetables. Proteins build our tissues and help our bodies grow and heal. Protein is found in meat, dairy, peas, nuts, and seeds. Fat is how our bodies store energy for later. It helps our bodies stay warm and protects areas that may be injured by a fall or other contact. Much of our brain is fat and our bodies cannot function without a small amount of it. Healthy fat can be found in meats, dairy, oils, and olives or avocados. Many junk foods also have a high, and unhealthy, amount of fat. Vitamins help our bodies process food, protect us from sickness, grow, develop, and work correctly. There are several different types of vitamins and most foods contain a variety of vitamins. One example is citrus fruits, which are high in vitamin C and helps our immune system. Minerals are elements that help our bodies process food and energy, build body systems, and function</p>

correctly. One example is milk, which is high in calcium and helps our bones stay strong. Finally, water makes up most of our body. It helps our organs function and helps regulate temperature. In our blood, it helps to carry nutrients and oxygen to the entire body. Water is found in different foods and drinks, but a cool, clean glass of simple water is the best way to get this nutrient.

Our bodies, like cars need a certain amount of the correct types of food. However, like cars, our tanks (stomach) can be overfilled and get too much food, too. Ask your child what happens if you put too much gas in your car. The gas spills out and the car gets none of that energy. Eating too much food gives our bodies too much energy, which is either passed through the digestive system or stored as fat in our bodies, wasting the energy that food gives us. We should only eat if we feel hungry and should stop eating when we feel full, even if we haven't finished the serving. Our bodies send signals when they are full, such as no longer feeling hungry, feeling our stomach as uncomfortably full, or feeling comforted, calm, or happy.

Finally, explain that many healthy foods are grown locally in different seasons. Discuss what your family grows or buys from local vendors. Point out that many locally grown foods are healthy, especially when they are in season (or growing now). Visit a farmer's market, grocery store, or farm stand to purchase some locally grown foods for your child to try.

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**Title of Lesson:** Types of Nutrition Mini Lesson (2 pages)

**Standards Taught:** 2.N.1, 2.N.4, 4.N.1, 4.N.3, 4.N.4, 4.N.5, 7.HI.N.1, 7.HI.N.3, 7.HI.N.4, 7.HI.N.5, 7.HI.MEH.2.d

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Ingredients to create a healthy alternative to a party food (e.g. fruit dip, vegetable tray)		<p>Review the types of nutrients with your child and the comparison of gas in a car to food for our bodies. Discuss what happens if we give our bodies too much of the wrong types of food or not enough nutrients. Point out that if our body does not get proper nutrition, we don't feel good, don't have enough energy, and can harm our bodies.</p> <p>Next, discuss some of the reasons we may choose to fill our bodies with foods that are harmful or not provide them with the nutrients they need. Some reasons are: poverty, don't like the taste, addiction to unhealthy foods, no time to cook, easier to eat unhealthy foods, influence of family and culture on diet, or pressures from society such as marketing, diets, or fads. For those without ample financial resources, eating less nutritious foods may be their only choice. Healthier foods or the ability to prepare them may be too expensive. Places such as food banks, charities, and government programs can help make nutritious food more available. Sometimes, our bodies become addicted to junk food/drinks and we fill up our stomachs with things that are not nutritious. Perhaps, we simply like the taste of unhealthy foods better. These circumstances are best remedied by trying new foods and making conscious choices about what we put into our bodies. Cooking and food preparation take skill and time. Often, with so much going on in our lives, we don't feel that we have the time to prepare and cook a healthy meal. Meal prep, planning ahead, planning around meals, and finding healthier options that are convenient or quick can help with these problems.</p> <p>Food is a part of cultures around the world. It is a part of socializing and, often, celebrations. Parties, birthdays, holidays, and special occasions usually include food. Recipes are handed down through families for generations and cultural practices often dictate the types of foods we are exposed to. Likewise, farmers, food producers, and restaurants market foods that are not always the best choices for our bodies. The food we choose to eat is often influenced by many different things. However, we can choose to stick with nutritious, healthy foods and limit our intake of unhealthy foods, even with outside influences. Looking for or providing healthy options at celebrations, skipping unhealthy food at restaurants, and making healthier substitutes to family recipes can help.</p> <p>For older kids: Point out that marketing and societal influences can also affect the way we see our bodies. Often models, actors, and influencers have a certain body-type that creates unrealistic expectations for healthy bodies. Bodies come in several shapes and sizes and what is healthy for one person in terms of looks or weight may not be healthy for another. Ask your child to name a few people in your family/friends that have different body types. Point out that some make very healthy choices and still don't look overly skinny or exactly like the</p>

people they see in media. Point out that others make unhealthy choices, though it does not always show in their physical characteristics. Then, explain that many of us are a mixture of the two, trying to make healthy choices but not always getting it right. Ask your child to explain their relationship with this person. Point out that their interactions would likely not be different if that person had a different body type and that physical characteristics have little influence on how your child feels about that person. Explain that media often makes it look like only certain body types are successful or well-liked, but it simply isn't true. The focus should be on having a healthy body, rather than having a certain type of body. Proper nutrition and exercise can help us in staying healthy and making our body work its best.

Next, explain that media and marketing often use the fact that we don't all look alike and many of us have things we wish we could improve/change about our bodies to push fads and diets for a profit. Special supplements, foods, powders, or diet plans promise to make you thinner or quickly and easily make the changes you desire for your body. However, many of these fail to provide your body with the nutrition and exercise it needs, making you unhealthier, even if they produce the promised results. Some can be harmful to your body and cause long-term issues. The best thing to do is consult a medical professional before changing your diet and exercise plan. This could be a nutritionist, family doctor, or professional trainer. Together, you can make the best decisions for healthy eating and proper amount of exercise.

Finally, discuss eating disorders, illnesses that can cause your brain and body to misinterpret the things or ways you eat. Common eating disorders include anorexia nervosa (not eating enough to maintain a healthy body because of a drive to stay thin), bulimia nervosa (eating and then vomiting to induce weight loss), and binge eating (consuming large amounts of food with little or no control over what/how much you eat). Eating disorders are not simply choosing to eat too little or too much. They are a type of mental illness that need treatment from medical professionals to cure. They can cause long-term issues because they deny (or provide too much) your body of essential nutrients which help with development, growth, and function. Some symptoms of an eating disorder are: hiding what one is or is not eating, eating a set quantity of food at set times and in certain places, refusing to eat with others, vomiting after meals, eating past being full on a regular basis, excessive exercise, obsession with physical characteristics, hiding/hoarding food, low self-esteem, fatigue, weight fluctuations, weakness, dizziness, pain, or regular dehydration. Those with eating disorders often focus on the food or their physical characteristics rather than on proper nutrition and healthy eating. Visiting a doctor, checking into a treatment center, or talking with a trusted adult can help start the process of recovery.

**Title of Lesson:** Healthy Meals Mini Lesson

**Standards Taught:** 2.N.1, 4.N.4, 7.HI.N.2

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>This <a href="#">image</a></p> <p>Ingredients and supplies for your child to make a healthy, well-balanced lunch</p>		<p>Ask your child to review the types of nutrients their body needs. Remind them that our bodies need a mixture of each of these nutrients with every meal in order to function properly. Then, show your child the image and ask them to identify which nutrients a body would gain from a plate like this. Point out that there is a type of each of the six nutrients present.</p> <p>Next, tell your child that they are going to cook lunch today. Explain that they need to plan a meal that presents each of the six nutrients. The plate should be <math>\frac{1}{2}</math> fruits and/or vegetables, <math>\frac{1}{4}</math> grains, and <math>\frac{1}{4}</math> protein, with a healthy drink on the side. Help your child alter or improve their plan, gather ingredients, and create their meal. Eat a healthy, balanced lunch together.</p>

**Title of Lesson:** Fitness and Nutrition Mini Lesson

**Standards Taught:** 2.N.1, 2.N.2, 4.N.2, 4.N.3, 4.N.4, 7.HI.N.2

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Labels from a variety of food products  An exercise plan/video that your child can safely engage in  Blank papers  Pen/Pencil  Markers/Crayons		<p>Review the gas in the car analogy with your child, praising them for the healthy meal they prepared yesterday and their ability to make choices to help their body have what it needs. Then, point out the label on one of your food products. Point out that these nutrition labels tell us the ingredients and amounts of different nutrients found in a certain food. Ask your child to name a few of the nutrients provided by the example food, according to the label.</p> <p>Next, point out that labels also tell us something else: calories per serving. Calories are a way of measuring how much energy a food will give us. Most bodies need about 2,000 calories a day to work, play, exercise, and function properly. Some bodies will need a little less while other need a little more. Together, calculate how many calories a serving of the example food would give you. Remind your child that they will need to eat at least three meals and several snacks, adding to the calorie count for the day. On a blank paper, write the number 2,000 and underline it. Next, ask your child to gather a breakfast, lunch, dinner, and three snacks. Using the labels on the foods your child chose, ask them to record the amount of calories they would consume in a day if they made these choices. Praise them for nutrients they included and healthy foods they chose. Then, point out that eating too many or too few calories can harm our bodies. Ask them if they would make different choices knowing the calorie count of their day. Allow your child to substitute healthier alternatives in their calorie count if desired. Remind your child that we probably won't pay attention to every calorie we eat, but we should have an idea of a healthy amount of consumption for each food.</p> <p>Finally, remind your child that our bodies need nutrition and exercise to be healthy. Proper amounts of exercise can help our bodies gain muscle, our organs function properly, and us to have the energy we need every day. Discuss some of the ways your child exercises. Then, ask them to create a fitness plan, promising to do certain exercises or a certain video/plan each day. Create a calendar or list on a blank paper that includes this plan, reminding your child that too much exercise can also harm them and not to go overboard. Then, help your child work through their plan each day for three weeks. Discuss with them how their fitness plan made them feel or helped their body. Continue to adjust, work through, and improve upon this fitness plan as needed and encourage your child to keep it up.</p>

**Title of Lesson:** Technology is a Tool Mini Lesson (2 pages)

**Standards Taught:** 2.SDP.2, 4.HF.2, 4.SDP.4, LM.ML.10.4, LM.ML.14.1, LM.ML.14.2, 7.HI.HF.3.b,7.HI.HF.4, 7.HI.MEH.2.d, 7.LM.8.2.c, 7.HI.SDP.3, 7.HI.SDP.4, 7.LM.ME.8, 7.LM.ME.8.1, 7.LM.ME.8.2, 7.LM.ME.8.2.a, 7.LM.ME.8.2.b

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Tools such as a screwdriver, hammer, wrench, or saw		<p>Show your child the tools, asking them to name and explain the function of each. Then, ask your child what would happen if you tried to use a screwdriver on a nail, instead of a hammer. What if you used a saw to screw two pieces of wood together? What about if you used a wrench to cut a 2x4? What if you tried to build a house using only a hammer? What other tools might you need? Why? Point out that each tool has a specific function and works best if used for the correct things. Often, a project cannot be completed by a single tool, because each tool has a different job.</p> <p>Next, ask your child what would happen if you didn't control the tools, but left them to work on their own. Would your project get finished? Or would the tools simply sit there? Point out that, though the tools are helpful, they need to be controlled by a human in order to work. That human needs to know the proper function and methods of use in order to do well in their projects.</p> <p>Finally, ask your child how they would build a house using none of these tools. How would the frame stay together? How would supplies be cut to proper sizes? How would pipes be tightened so they don't leak? Point out that though it is possible to do these things by hand, the tools help the person controlling them. Without tools, measurements would be inaccurate, cuts would be rough tears, nails and screws would be less stable, and pipes would likely leak.</p> <p>Explain that there is another tool that humans often use. They use it for different purposes, such as learning, researching, playing games, creating flyers and invitations, watching videos, communicating with each other, and completing work. Ask your child to guess what type of tool this is: technology. Then, ask your child to name ways technology can help us complete projects and jobs. Point out examples of adults who use technology everyday (doctors, engineers, teachers, store clerks) and how much more difficult those jobs would be without the correct tools. Explain that different programs and apps, and different types of technology (computers, televisions, internet, tablets, phones) provide different ways to use technology, making sure that it is perfect for the job it is used for. Ask your child to name a time they used technology and describe how much harder their project would've been without it.</p> <p>Then, point out that, like the hammer, screwdriver, wrench, and saw, technology is under the control of the person using it. It cannot complete jobs on its own. It needs to be programmed and used by a human. To be most productive, it needs to be used in the correct way, at the correct time, and with the correct skills. Though technology can help us in many ways, it can also be harmful if used in the wrong ways, just like other tools.</p>

		<p>Spending too much time on screens, looking at inappropriate pictures or videos, playing violent or graphic games, or being unkind in our communications using technology can lead to harmful effects on our bodies and minds. Addiction, health issues, loss of privacy, mental illness, engaging in dangerous situations, financial or data theft, bullying, and lost time in hobbies, at work, or with friends and family are consequences of the misuse of technology.</p> <p>Briefly discuss each of the following with your child, keeping the discussion age-appropriate: Technology can, if not controlled by the user, become very addictive. It can create an imbalance in your brain of certain chemicals, telling your body to spend more and more time in front of a screen. It is important to limit daily time on screens to prevent this. Health issues such as headaches, eye problems, weight gain, or lack of exercise can come from too much media use. Harmful content, too much use, or concern with social perception can lead to mental illnesses such as anxiety and depression, especially in teens and young children who consume too much media. Your body and mind need to move, work, learn, and interact with people in-person to be healthy. Technology is a great way to share with others, store information, and make daily tasks easier. However, it is also easy to overshare images or information with others. Talking to strangers online, sharing details such as your address, phone number, or school online, or posting images and videos that are inappropriate can lead to a loss of privacy, dangerous situations, financial or data theft, and/or bullying. Technology needs to be closely controlled by the user rather than allowing it to control you.</p>
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**Title of Lesson:** Creating a Safety Plan Mini Lesson (2 pages)

**Standards Taught:** 2.SDP.2, 2.HD.2, 4.HF.2, 4.MEH.2, 4.SDP.4, 4.HD.3, , 7.HI.SDP.3, 7.HI.SDP.4

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Cardstock and/or poster board  Markers/Crayons		<p>Review yesterday’s lesson with your child, asking them to remind you of the effects of misuse of technology and the benefits of using it correctly and safely. Tell your child that today you are going to make a family safety plan.</p> <p>Discuss the following with your child:</p> <p>Stranger danger- Just like in real-life situations, you should never talk to someone you don’t know online. Only people you know in person are allowed to communicate with you online. This includes following, friending, emailing, messaging, and texting. Technology makes it easy for people to pretend to be someone other than themselves and bad guys sometimes pretend to be children or nice people in order to gain your trust. You should never share your address, phone number, school information, or the location of any of your activities with others online, even if they seem nice.</p> <p>Boundaries and being kind- Even when talking with people you already know, certain information should not be shared online. Locations, financial information, passwords, or private and personal stories should be limited to caretakers and family members. Photographs or videos showing too much of your body or inappropriate actions should never be shared, even with those close to you. Information shared through technology can be copied, shared, and spread across the internet very quickly. If you don’t want everyone to see it, don’t share it. Interactions using technology should be kind and respectful of boundaries, just like in-person friendship. Bullying using technology can be just as hurtful and harmful as in-person. Bullying should be reported to a trusted adult, as should inappropriate or violent content.</p> <p>Time Limits- The use of technology comes with the responsibility to control the amount of time it takes up in your life. Spending too much time on screens can be harmful to your physical and mental health. Children and teens, especially, need to socialize in-person to develop the skills needed for life. Doctors recommend the following guidelines: under 18 months of age: 0 screen time, 18 months to 2 years: limited to educational programming and under an hour per day, 2-5 years: one hour per day, 6-10 years: up to 1.5 hours, 11 and older: up to two hours. Monitor times for signs of overuse such as: dry eyes, lack of sleep, lack of physical activity, or irritability. Adjust as needed.</p> <p>Ask your child to name a few rules that your family already applies or should apply to technology use. This may be on computers, tablets, phones, televisions, or gaming systems. Help your child neatly record each rule. Include family standards for: who you can and who you should not communicate with, proper use of social</p>

		<p>media, what is and is not allowed to be posted, rules for sharing personal information, images, and videos, rules for creating online boundaries, rules for treating others kindly, what to do if you or someone else is bullied, time limits, and limits on types of media that can and cannot be consumed.</p> <p>Finally, allow your child to decorate your family plan and place it in a prominent area in your home. Help the entire family review this plan often, reminding your child that these rules help everyone stay healthy and safe.</p>
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**Title of Lesson:** Close and Tell Mini Lesson (2 pages)

**Standards Taught:** 2.SDP.2, 2.HD.2, 4.HF.2, 4.SDP.4, 4.HD.3, 7.HI.SDP.3, 7.HI.SDP.5

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
		<p>Briefly review your family safety plan for technology use and ask your child to outline the ways this helps them control and properly use the tools available to them.</p> <p>Then, remind your child of the lesson they had previously about nutrition. Remind them that our bodies need different nutrients (e.g. protein, carbs, water) to be healthy. Eating junk food or unhealthy things can fill our stomachs with food, but not necessarily give us the things we need. Explain that technology is like this. There are aspects that can help our bodies and minds, and things that can harm them.</p> <p>Ask your child to tell you about one of their favorite movies, programs, games, or ways to use technology. Ask them what they are learning from this tool. How is it helping them? Point out other ways technology can help us become healthier or learn new things (e.g. exercise videos, educational shows, math games, etc.).</p> <p>Next, ask your child to identify something they've seen through technology use that isn't good for their body or mind. Point out examples of violence or inappropriate things your child may be familiar with. Explain that using technology to watch or participate in violent, inappropriate, unkind, or graphic things can hurt our brains and bodies, just like junk food can. We are in control of how we use technological tools and can choose what we allow ourselves to spend time watching, playing, or listening to.</p> <p>Discuss the following situations with your child and ask them how they would respond to protect their minds and bodies:</p> <p>They are playing a game, but realize it has lots of violence and blood. (turn off the game, tell a parent about it, play something else)</p> <p>They see someone being unkind or bullying a friend on social media (ask the bully to stop, message the friend to support them, tell an adult)</p> <p>They see a picture or video of people showing private areas on their bodies (close the picture or video, tell an adult, install filters to prevent it from happening again)</p> <p>A pop-up asks for information about an account (close the pop-up, install a pop-up blocker, don't add your information)</p>

		<p>You get a message or email asking what school you go to (don't respond, tell a trusted adult)</p> <p>Point out that, in many of these situations, it is best to close the dangerous media and tell an adult they trust. This will help them avoid harmful media and prevent it from occurring in the future.</p> <p>7<sup>th</sup> Graders: Remind your child of the scenario of a picture/video of someone showing private areas on their bodies and the appropriate response to it. Ask your child how they feel about immodest images/videos. Explain that the internet has made it easy for people to share photos and videos like this, as well as those of sexual acts. These images/videos are known as pornography. Remind your child that sex is a natural act for reproduction and bonding between a husband and wife. However, sharing and viewing private images/videos is inappropriate and can be harmful. Porn can be as addictive as certain drugs for some people, can lead to trouble with in-person relationships, and cause unrealistic expectations of sexual relations in real life. At times, porn also depicts violence or control from one or both parties, showing a dangerous and immoral inequality between partners. Though porn may produce strong feelings, even some that you make like, it is not an accurate representation of real sexual relationships and should be avoided because of its potential for harm. At times, porn and inappropriate images pop up even when you are doing your best to avoid them. Magazines, websites, emails, and social media content may expose you to inappropriate content. If this happens, it is best to close the media and tell an adult what happened to help modify filters, parental controls, and other tools that can help avoid porn in the future.</p>
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**Title of Lesson:** Online Citizenship Mini Lesson

**Standards Taught:** 2.SDP.2, 4.HF.2, 4.SDP.4, LM.ML.11.5, LM.IR.8.1.c, 7.LM.5.2.f, 7.LM.6.1.e

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Paint, various colors  Blank papers  Paint brushes  Small labels cut from paper		<p>Briefly review what you've learned so far this week with your child. Then, give them the paper, paint, and paintbrush. Ask your child to work hard on a beautiful picture. They can paint anything they like, but do their very best. Give your child as much time as they need. Then, display your child's artwork in a prominent area or post it on social media, but label it as artwork by another family member. Give credit for their work to a sibling or parent.</p> <p>When your child notices that their work was credited to another, ask them how it makes them feel. Sad? Angry? Frustrated? Why do they have these feelings? The artwork is still pretty. Why do they need credit? Point out that your child worked very hard on their artwork and should be proud of their work. Explain that it doesn't feel good, and it isn't fair, to give the credit for their work and skill to someone else. Help your child correct the label by their artwork, showing proper credit going to your child.</p> <p>Then, explain that the things we see online, in books, in magazines, in images and photographs, and in videos are the result of someone else's hard work. Many of these things are published (or shared) to help others see, enjoy, and learn from the work they have done. If we use part of their work in something we are writing, share it with others, or quote it, we need to put the proper label on it. This is called citing sources.</p> <p>Review the proper citation methods in APA style using the information on this <a href="#">website</a>. Practice citing a source (book, movie, website) with your child.</p> <p>Next, discuss copyrights, trademarks, and creative commons with your child. Explain that images and works that have copyrights or trademarks are legally protected and cannot be used without the permission of the person who created them. Often company slogans, books, photographs, and movies are protected by copyrights. You cannot use them to make money and you can be held legally responsible for using them in part or in whole without citing them. Trademarks are often images, such as company logos, and cannot be used without permission from the people who own them. However, some works are licensed to use under the term Creative Commons, meaning anyone can use them.</p> <p>Point out that proper citation is a way to give credit to the person who worked hard to create something, just as your child worked hard on their art project. It is polite and, in many cases, legally required.</p>

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

<b>Standards Taught:</b>		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>This <a href="#">website</a> or a list of quotes by MLK</p> <p>Paper, poster board, cardstock, and/or construction paper</p> <p>Glue</p> <p>Markers, pens, pencils, crayons</p> <p>Other art supplies as needed</p>		<p>Ask your child to remind you what they know about Martin Luther King, Jr. Show them this <a href="#">image</a> and tell them that Martin lived not long ago. When Martin was alive, it was against the law in the U.S. for people with different skin colors to spend time together. They could not be friends, sit beside each other, play games together, or even drink from the same water fountain. Laws were passed saying that people with black skin and people with white skin had to be separated at all times. This was called segregation. Sometimes, people with white skin thought that people with black skin were not as good as white-skinned people. The idea that someone is better or worse based on their skin color is called racism, and it is wrong. The color of your skin does not make you a good person or a bad person, your choices do. Martin knew that people with all different skin colors could be kind to each other and learn from each other. He fought against the laws by protesting, speaking up, and even breaking some of the immoral laws (like sitting next to a white person). He helped lead others in asking the government to accept everyone, no matter their skin color, as equals, with no one better or worse than others because of how they looked. Today, we celebrate Martin and his teachings that we can all be friends, we can all be judged by our actions rather than our skin color, and we can all work together to make the world a better place. Martin helped change the laws and bring people together.</p> <p>Visit the website and read some of the quotes from MLK to your child. Ask them to choose one quote they like the best.</p> <p>For younger children: Help your child write their chosen quote in the center of a blank paper, poster board, or piece of cardstock poster-style. Ask your child to tell you what MLK was teaching when he said this and what they think he meant. Discuss the meaning you see behind the words and give an example of how it can be applied in your own life. Then, allow your child to decorate and display their poster in a prominent place in your home.</p> <p>For older children: In addition to their poster, ask your child to write a ½-1 page paper, explaining what the quote means to them, how it is applied in today's world, how society can improve on its implementation, and how they can personally implement it in their life.</p>

**Title of Lesson:** All about Me Mini Lesson (2 pages)

**Standards Taught:** 7.HI.HF.3, 7.HI.HF.3.a, 7.HI.FH.3.b

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Paper Pen/Pencil Photo of your child Glue	Fold the paper into four equal rectangles (fold in half both ways) and glue your child's photo in the center. Add one of the following labels to each square: Strengths, Weaknesses, Likes, Don't Likes	<p>Show your child the paper and tell them that today's lesson is all about them. They should be honest and think hard about each category listed. Ask your child to add their strengths (things they are good at), weaknesses (things they struggle), likes (things they like about themselves or are proud of ) and don't likes (things they don't like about themselves or want to change). This may be physical, mental, emotional, or personality characteristics. Assure your child that they don't have to share their answers unless they want to. Some areas may have little or no information listed when your child is finished.</p> <p>After your child is finished making their lists, ask them if they would like to share what they wrote. If they answer yes, take time to listen to your child's view of themselves. If they'd rather not share, point out a few strengths and/or weaknesses that you've seen in your child. Focus on strengths more than weaknesses. Point out that you probably noticed things they did not.</p> <p>Ask your child to look at their paper and explain that this is their self-image, or how they see themselves. Is it mostly positive? Or overly negative? This can be answered privately to themselves. Explain that our self-image, or how we see ourselves, can affect what we do, how we learn, and the ways in which we interact with the world and others. A person who sees themselves as good at quite a few things, for example, may be more willing to try new things, learn new skills, or share what they know with others when compared to someone who sees a lot of weaknesses in themselves. Likewise, a person who sees no weaknesses will have little motivation to learn or improve. Someone who likes who they are is confident enough to be a friend to others while asking for their own boundaries to be respected. Someone who has more dislikes may feel that mistreatment by others is justified or have low self-esteem. Point out that everyone has each of these four things in their own self-image. The trick is to balance them.</p> <p>Ask your child how they might turn a weakness into a strength or a don't like into a like. Point out that some things we cannot change. However, by learning new skills, perusing new interests, or correcting our actions we can control or change the way we see ourselves. For example, I may be horrible at math but, with study, I can learn new concepts and try to improve. Alternatively, I may have a health condition that I cannot change and which hinders my abilities in some way. I cannot change the condition, but perhaps I could improve my health in others ways or look for a strength I have because of what the condition has taught me.</p>

		<p>Ask your child to look at their weaknesses and don't like lists and choose one thing that they will spend the next three weeks working to improve upon, correct, or think about in another way. At the end of the three weeks, ask your child to re-assess their self-image list and make changes as needed. Discuss whether or not they now have a better self-image (more balanced) and why they think that is.</p>
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**Title of Lesson:** Emotions and Stress Management Mini Lesson

**Standards Taught:** 2.HF.2, 2.MEH.1, 2.MEH.2, 4.MEH.1, 4.HD.3, 7.HI.MEH.1,

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
		<p>Remind your child of yesterday’s lesson on self-image and how self-image can affect how we interact with the world and others. Point out that, with a more balanced self-image, we make choices that are healthier, allow us to learn and improve, and help us to value ourselves for the unique person we are.</p> <p>Next, ask your child to tell you about their past week. What did they do? Did anything special happen? Did they do something that was difficult? Was there anything sad? Exciting? Frustrating? Silly? Comforting? Point out that these are all normal emotions and that we feel them all the time. Throughout our normal life, we will feel several different emotions. Some make us feel good (happy, excited, comfortable, calm) while others make us feel bad (anxious, afraid, angry, sad). Point out that we cannot control our emotions. Different situations make our bodies react in different ways. Our emotions often help us to stay safe and connect with other people. We know that other people feel emotions just like us, which helps us understand what they say and do.</p> <p>Explain that we cannot control how we feel, but we can always control how we react. Ask your child to discuss one of the experiences that they shared about their week that was a positive emotion. Were they happy, silly, excited, calm, or confident? What did they do because of that feeling? How did it help them? What decisions did they make? Point out that this positive emotion probably helped their day easier. It likely led them to choose to be kinder, more patient, or more loving to those around them. Then, ask your child about an experience with a negative emotion. How did they choose to respond? What actions did they take? How did those actions affect those around them and their own day? Point out that they still had the ability to choose how to act, even if they weren’t feeling so good. Praise your child for working to control their actions and the correct choices they made while feeling something uncomfortable. Then, discuss how they could’ve improved the situation by making a different choice, reminding them that they always are able to choose their reactions, even if they can’t choose their emotions.</p> <p>Finally, discuss the feeling of stress. Stress is a feeling of physical or emotional strain. Stress often makes you feel overwhelmed, frustrated, or like you can’t handle what’s in front of you. Stress can make you grumpy, tired, or even physically ill. It can inhibit your ability to think, sleep, or relax. It often comes when you are facing something very difficult or scary. However, like many emotions, stress can be managed and you get to choose how to react to it. Stress can be managed by eating healthy, exercising, getting enough sleep, and making manageable goals. It is helpful to consider your personal levels of energy, time, and motivation to help avoid situations where you feel overwhelmed or constantly anxious. Relaxation techniques, such as meditation, prayer, time alone, social activities, hobbies, rest, slowing your breathing, exercising, organization, taking a</p>

		<p>break, talking to others, asking for help, or even eating a small treat can help calm stress and make your challenge more manageable.</p> <p>Research stress management techniques with your child. Discuss things they've tried or things you've seen that work for them. Help your child make a list of ideas to try when feeling stressed. Ask your child to keep that list in their room or journal and try different techniques until they find a few that work for them. Encourage open communication and help your child learn when and how to implement these techniques when they are stressed.</p>
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**Title of Lesson:** Try Again Mini Lesson

**Standards Taught:** 2.MEH.2, 2.MEH.3, 7.HI.HF.2, 7.HI.HF.2.a, 2.HI.HF.2.b, 2.HI.HF.2.c

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
String Tape Blank paper Pen	Tape string across the hallways to create a laser-type maze that is difficult to get through without touching a string	<p>Briefly review yesterday’s lesson with your child. Ask them what they learned about stress and emotions and encourage them to continue implementing their stress-management techniques.</p> <p>Next, ask your child to tell you about a time they were stressed because they had to do something very difficult. Ask them how their body felt and what their mind was thinking. Did it feel like you would never finish? Were you worried about messing up? Did you think, even for a moment, that you couldn’t do it? Allow your child to discuss those feelings of frustration, anger, sadness, and being overwhelmed.</p> <p>Then, ask your child how it ended. Did they finish the project? Were any of the steps messed up and in need of correction? Were they happy with the ending? Did they feel proud of themselves for sticking with it? Point out that, if they continued to work even when it was hard, they were showing resiliency. This is the ability to keep trying, even when you are frustrated or things don’t work out right the first time.</p> <p>Show your child the strings course and ask them to run through as quickly as they can without touching the strings. Point out that their first try may not have been perfect, they may have tripped or touched a string, but they kept trying and made it through. Then, ask your child to try a few more times until they can quickly go through without making a mistake. Point out that the first time they were learning the correct ways to get through. Each time they got a little better and a little faster until they had it mastered. Explain that most things in life take trying again and again before we are perfect at it.</p> <p>Next, hand your child the blank paper and a pen. Ask them to make a crazy scribble on the paper before you count to 3. Point out that this first attempt may be seen as a failure in art. It likely doesn’t look like anything and they probably didn’t plan it out with no mistakes. Then, ask your child to look at their scribble and turn it into something amazing. Add lines, colors, and details that make this not-perfect scribble into something they like. Point out that, once again, they are practicing resiliency by trying again and improving each time.</p>

**Title of Lesson:** Friends, Bullies, and Mental Health Disorders Mini Lesson (4 pages)

**Standards Taught:** 2.HF.3, 2.HF.5, 2.MEH.3, 2.HD.2, 4.HF.3, 4.HF.4, 4.MEH.2, 4.MEH.3, 4.MEH.4, 4.HD.3, 7.HI.HF.4, 7.HI.MEH.2, 7.HI.MEH.2.a, 7.HI.MEH.2.b, 7.HI.MEH.3

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
		<p>Ask your child to describe a good friend of theirs. What makes this person a good friend? Why do they like spending time with them? In what ways has this person helped them? How have they helped their friend?</p> <p>Next, ask your child if their friend always agrees with them? What things do they have in common? What differences do they have? How may their friend's opinions be different than their own? Point out that these differences don't mean they can't be friends. It simply means that they disagree and still respect each other.</p> <p>Remind your child of the discussion on boundaries and tickling. A good friend respects your choices and will not push you to do things you don't want to do. They may disagree with you, but they will respect your opinion and allow you to make your own choices. Ask your child to discuss how they handle disagreements with friends.</p> <p>Good friends help each other by listening, taking care of, and seeking out help when needed. Ask your child to tell you about a time when they needed to help their friend or get help from an adult for their friend. Discuss the events and feelings and tell your child how proud you are of them for being able to do the right thing.</p> <p>Friends are not bullies. They will not make hurtful comments or physically harm each other. Discuss some methods for dealing with bullies (avoidance, ignoring, reporting to a trusted adult, defending and supporting others when they witness bullying, appropriate times to fight back, etc.).</p> <p>Ask your child to name ways they can help and support their friends and ways they expect their friends to treat them. Praise your child for choosing and being a good friend.</p> <p>For 7<sup>th</sup> graders: Explain that, as we grow, our relationships with others change, too. When they were little, a friend was someone who shared their candy and came to playdates at their house. Now a friend is probably someone who spends time with them, listens and talks with them, shares and celebrates with them, and helps them when they are having a hard time. Point out that, when you care about someone, it is natural to want to help them when they are struggling. While you can provide and receive support from friends, you cannot fix or change someone. It's important to understand your own boundaries and ask that they be respected, as well as respecting the boundaries of friends.</p>

As you grow, it's also important to understand mental health disorders and mental illness so you can monitor symptoms, help support, and find outside help for yourself and your friends as needed.

Review the following mental health conditions with your child:

OCD: Obsessive compulsive disorder, or OCD, is characterized by consistent thoughts that lead to fears and repetitive actions. The actions and the fears behind them interfere with daily life and normal tasks and become obsessive. Some examples include fear of germs or dirt that lead to little physical contact or ritualistic and excessive washing and/or sanitizing, an obsessive need to maintain organization and order and an inability to function unless everything is perfectly placed, repeated and ritualist checklists (mental or written), repeated violent or inappropriate behavior, especially in public, avoidance of triggers, or inability to change routine. People with OCD often are perfectionists and cannot function without order and routine. Medication, therapy, healthy foods, exercise, and stress-management techniques can help manage OCD. Friends and family of those with OCD should be patient with those suffering with OCD and help provide a balanced environment, following the advice of medical providers. Ask about and validate feelings, openly communicate, and assure them you support them.

ADD/ADHD: Attention Deficit Disorder (ADD) and Attention-deficit hyperactivity disorder have similar symptoms and support needs. Both are characterized by inability to pay attention for long periods of time, impulsiveness, and/or excessive activity and movement. People with ADD/ADHD often hyper fixate on certain topics or hobbies, paying attention to only one thing, and then grow bored with it and move on. They often show signs of fatigue, act without regard to consequences, have difficulty in school, be forgetful, be overwhelmed/stressed, or constantly move. They are at higher risk for anxiety and depression and often have low self-esteem. ADD/ADHD can be treated with medications, changes in diet, exercise, and therapy but it cannot be cured. Many learn how to manage their symptoms and excel in high-stress careers due to their ability to multitask. Friends of those with ADD/ADHD can support them by pointing out the positives, learning more about how they feel through communication and research, listening to them when they struggle, helping them stick to a routine, and considering how their own actions may affect their friends.

Phobias: A phobia is an extreme fear, often irrational, of a situation, place, or thing. Phobias may seemingly have no cause or could be caused by trauma, substance abuse, or teachings of their parents. Often, a phobia is specific and focused on a certain thing, person, or situation. Symptoms usually only occur when faced with the subject of their fear and include: extreme anxiety or panic, rapid breathing and heart rate, desire to get away, panic attacks, and trembling. People suffering from a phobia go to great lengths to avoid the thing/person/place/situation they fear. Therapy and medication can help manage or cure phobias for some. Those close to someone suffering from a phobia can help by taking their fears seriously, communicating with

them and trying to understand how they feel, not pressuring them, staying calm, and learning how to calm/help their friend in a panicked state.

**PTSD:** Post traumatic stress disorder occurs after a traumatic experience and results in flashbacks, hallucinations, intrusive thoughts, nightmares, anxiety, and avoidance of similar situations. It can be brought on by abuse, war, violence, death, or other serious situations. Many who suffer from PTSD have specific triggers that force them to feel as if they are re-living the trauma they experienced previously. They be irritable, fearful, unable to concentrate, have difficulty sleeping, or experience feelings of guilt. Symptoms can cause a disruption to normal life, difficulty keeping a job or going to school, depression, substance abuse, or suicidal tendencies. PTSD can be treated through therapy and/or medication. To support those with PTSD, listen and validate their feelings, encourage therapy, encourage them in positives and as they work through struggles, don't push them to explain/re-live the trauma, ask them for specific ways they need to be supported and follow through.

**Self-harm:** Self-harm is a disorder in which a person feels the need to ease mental/emotional pain by causing physical harm to themselves. This may come in the form of cutting, burning, biting, scratching, or hitting themselves. Usually those who self-harm are not suicidal but have difficulty finding healthy ways to deal with extreme emotions. After harming themselves, many feel guilt or shame and seek to hide the injuries or scars with makeup, long sleeves/pants, or avoidance of social activities. They may explain injuries was accidental. To provide support to a friend or family member who self-harms calmly discuss the situation with them, refrain from judging them, encourage them to visit a medical doctor and/or therapist, listen and reassure them of their worth, follow through and support self-help plans, monitor them for serious injury and seek immediate help if necessary (e.g. life-threatening injury, talk of suicide)

**Suicide:** Severe mental illness can lead to thoughts of suicide and, at times, attempts to take one's life. If a friend mentions suicide it should always be taken seriously, even if it seems like a joke. Many who attempt suicide give signs before taking action in the hopes that someone will notice and help them. Others never show signs and privately struggle. If someone mentions suicide, ask questions about their emotional health, feelings of hopelessness, how they feel about dying, and access to things that could cause them harm. Watch for signs of withdraw, mood swings, signs of substance abuse, changes in sleeping habits, excessive risk-taking, or seeming to say goodbye to loved ones or part with belongings. Feelings of extreme hopelessness, darkness, worthlessness, or of being a burden to others almost always accompany suicide attempts. To support someone with suicidal tendencies, be willing to openly communicate, praise and point out the good they are doing, encourage medial help and/or therapy, be willing to listen anytime they want to talk, and monitor them for signs that an attempt may be made. If you are concerned about an attempt, contact a trusted adult, call 911, encourage your friend to get help, or contact a suicide hotline (1-800-273-8255 or 988) if you are concerned for a friend or in need of help yourself.

		<p>Like physical illness, mental illness cannot always be prevented, treated, or cured. However, having someone who listens, seeks to understand, and supports them can increase the ability of someone suffering to manage their illness/disorder. Though you may be able to offer support, you should never consider the mental health of friends or family to be solely your responsibility. Personal choices, medical issues, trauma, and life experiences all factor into how someone handles being mentally ill. If you are suffering from mental illness/disorders, remember that its normal to need help and find someone you trust to talk to or seek medical help. Just as you would want to help a friend/family member who is suffering, your loved ones would want the chance to help you if needed.</p>
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**Title of Lesson:** President's Day Mini Lesson

<b>Standards Taught:</b>		
<b>Materials:</b>  Blank paper  Crayons/Marker	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  Ask your child if they know what holiday is today. Explain that today is President's Day, a day when we celebrate George Washington and Abraham Lincoln. Ask your child to tell you what they know about these presidents. What were their accomplishments (i.e. Revolutionary War, winning freedom, working under Constitution, Civil War, freeing slaves, ensuring unity)?  Next, ask your child what they think these men were like. What helped them to do all the hard things they did? What decisions did they have to make? What did they sacrifice? Who supported them? Why didn't they do something easier? Share some stories you know about these men (or look up a few), pointing out characteristics and personality traits that likely helped them in their accomplishment.  Finally, point out that these two men stood for freedom, safety, and equality for all Americans, making them two of our best presidents. Tell your child that every four years the adults in America vote to choose a new president. Voters try to find a person who stands for freedom, safety, and equality and displays certain traits. In choosing a president, we need to be very careful to elect a moral person who will follow in the footsteps of these men.  Ask your child to list five character traits they would like to see in our next president and explain how each one would help Americans. Help younger children write their list and illustrate it with someone they feel shows these traits. Older children should type/write a paragraph or two, describing their chosen traits and expected outcomes.

**Title of Lesson:** Firearm Safety

<b>Standards Taught:</b>		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b> <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"><li>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)</li><li>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.</li><li>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.</li><li>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.</li><li>5. We should always use hearing and eye protection when practicing with a firearm.</li></ol>

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.