

*** 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: Patriot Day Mini Lesson

Standards Taught: History/Social Studies Review		
Materials: Dictionary	Preparation:	Implementing the Lesson: <p>Ask your child what is special about today. Allow them to discuss what they already know about 9/11 or Patriot Day and why it is observed. Point out that, though it is an annual holiday, it is not necessarily a happy one. Some days are set aside to remember and memorialize parts of our history. Days like Pearl Harbor Day, Memorial Day, or Good Friday help us remember people and events that shaped our world or our country and the sacrifices others have made. September 11, 2001 is a day that changed the United States.</p> <p>Discuss the events of Sept. 11, 2001. Explain that airplanes were hijacked by men who claimed to have bombs. These men then flew the planes into important buildings in America. Two hit the Twin Towers, a part of the World Trade Center, where people from around the world came to build their businesses. A building beside the Twin Towers also fell that day, Tower Seven. These buildings represented the American economy and prosperity. Next, the Pentagon was attacked. This building is the headquarters of the American military, a symbol of the strength and defense of the U.S. Finally, a fourth plane crashed into a field in Pennsylvania. Through messages from passengers on this plane, we have learned that it, too, was hijacked. The passengers had heard of the other attacks and decided to fight back. In the process, the plane crashed into a field, rather than its intended target, which would've killed many more people. The attacks on American buildings and planes that day killed thousands of people, many who were simply going to work. They showed Americans that our country was not safe or secure and that we could be hurt by terrorists. After the attacks, Americans were fearful, sad, and angry. Planes were grounded and the entire country stopped to watch what was happening. In school, children did nothing but watch reports and discuss the attacks. Together watch this video and discuss what you remember about 9/11. Point out how you felt, what you saw, and how the adults around you reacted.</p> <p>Explain that, in the days following 9/11, Americans began to realize exactly what the attack meant. Our country was vulnerable and there were people who wanted to attack us. However, rather than making US citizens afraid, Americans began to come together and help each other. In the aftermath, many people looked for ways to help others. Some went to church to pray, others donated blood, volunteered to search for survivors in the rubble, sent money and supplies to those affected, volunteered for military service, or supported first responders in different ways. Many wore patriotic clothing, flew American flags, and were proud to be a part of a country who responded to hatred and fear with unity. Some called for war against those who had attacked us, which eventually resulted in over 20 years of fighting. Most Americans, however, focused on how they could help the people around them and support their country through a difficult time. As a result, Patriot Day was established a year after the attacks. It was meant to remind Americans of the horrors of the day and the unity that came after while honoring those who died as a result of the attacks.</p> <p>Discuss what it means to be a patriot with your child. Look up the word in a dictionary and discuss the meaning. Point out that they are citizens of the United States and have certain rights and responsibilities because of this. They can vote and elect good, moral people. They enjoy freedoms many others in the world don't have. Explain that being free means</p>

		<p>that they are responsible to protect those freedoms. Point out that being patriotic in America means they are loyal to the Constitution and ideals that the country was founded on. Ask your child to tell you what being patriotic means to them. Finally, ask your child to honor Patriot Day in some way today. This may mean wearing red, white, or blue clothing, flying a flag, learning more about 9/11 and/or the people who died, serving someone else, listening to patriotic music, learning more about American ideals and symbols, or attending a memorial service.</p>
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Title of Lesson: Fire Safety Mini Lesson

Standards Taught: 4.SPF.2, 4.HD.3, 6.SDP.1

Materials:	Preparation:	Implementing the Lesson:
		<p>Explain that today, we will be discussing fire safety. Allow your child to remind you of what they know about fire safety. Then, visit this website (sparky.org/games) and allow your child to explore and play the games and activities available. Ensure that your child plays the Kahoot game and reviews the following topics: what to do in case of a fire, family meeting place, minimizing fire risk, checking smoke alarms, stop, drop, and roll, how to properly exit a building in case of a fire.</p> <p>After playing, discuss what they've learned and answer any questions they may have. Together, check the smoke alarms in your home and practice your evacuation plan. Remind your child that being prepared helps us stay calm and know what to do if an emergency ever happens. Review trusted adults your child can talk to if they have any additional concerns or need help.</p>

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Title of Lesson: Earthquake Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
	<p>Review the information found here</p>	<p>Explain that today we will be reviewing earthquake safety. Ask your child to share what they remember about earthquakes. Discuss how earthquakes happen (tectonic plates move and shake when built-up pressure is released), what earthquakes feel like (they can be so weak that we don't feel them or strong enough to knock down buildings), and what to do during an earthquake (drop, cover, hold on).</p> <p>Discuss steps you can take before an earthquake to be prepared if one ever occurs. Point out that, in Utah, earthquakes happen all the time. Most are too small to feel, but occasionally Utah has a large one. It's important to be prepared before an earthquake happens so that you know what to do if/when it does.</p> <p>Together, work through the following steps based in the information you read in the preparation section:</p> <p>Step 1: Secure your space Step 2: Create an emergency plan that includes communication Step 3: Organize emergency supplies Step 4: Organize documents, obtain insurance, and strengthen property (show your older children how to shut off the gas after an earthquake) Step 5: Drop, Cover, and Hold On (Perform an earthquake drill in your home and discuss plans for different locations. This may include your child's extracurricular activity locations, the grocery store, in the car, playing outside, or at another house they frequently visit.)</p> <p>Look for ways your family can be more prepared for an earthquake and practice a drill. Include ways your children can communicate with you after an earthquake. This will be different for each family and it's important that you have at least 2-3 methods of communication in case some don't work after an earthquake. Remind your child of trusted adults they can contact if they ever have questions or need help.</p>

Title of Lesson: Safety First

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

Materials:	Preparation:	Implementing the Lesson:
White board and marker or Blank paper and pen		<p>Ask your child to discuss some of the roles you have as a parent/guardian. List their ideas on you white board or paper. When they run out of ideas, ask them what their roles will be when they are responsible for their own children. Point out that many of these roles are the same. Ask your child what they think the three most important roles are on their list. Discuss each of these roles. Then, point out that keeping children safe is one of the most important things a parent/guardian can do. Without safety, children cannot effectively learn, grow, or become a responsible adult themselves. Explain that safety includes the protection of physical, emotional, mental, and spiritual health.</p> <p>Next, point out that, though safety is an important thing, it cannot be absolute. No matter how careful a parent is, children will get sick, obtain injuries, and struggle with difficult feelings and challenges. At times, these are unavoidable and just happen. Parents cannot control everything in their child’s life. At other times, a child will be encouraged to face a struggle in a guided way so that they can learn skills they need for the future. A parent cannot shelter a child from every bad thing or that child will not know how to care for themselves when they are on their own. Loving parents do their best to find a balance of protection and guidance through difficult things. As an example, explain that when your child first began learning to ride a bike, they often fell. Though you did not stop the falls, you encouraged them to continue trying AND wear a helmet and safety pads to protect them from the worst injuries. Many parts of life are like this, there is some risk, but there are ways to prepare and protect ourselves so that we can still learn despite the risk. Discuss the following situations with your child:</p> <p>Lockdown/Shelter in Place: Lockdowns or shelter in place orders are often given when something dangerous is near, but it is unlikely that that dangerous thing will harm you if you stay where you are. It gives emergency responders time to find and eliminate the threat while keeping those affected away from it. Lockdowns or shelter in place orders may occur if there is a violent person in the area, a chemical hazard, a tornado or hurricane, a disease outbreak, or in the event that another emergency is occurring and the inside of your home, school, or work is safer at the moment. These orders often only last until the threat is over. For example, the bad guy is caught, the tornado has passed over, or the disease has been cured. During many of these emergencies, it is safest to be away from doors and windows. At times, it may be beneficial to get low to the ground, have a supply of food stocked, or a way to defend yourself. Discuss the types of shelter in place/lockdown that are most likely in your area and the plans your family has in each circumstance.</p> <p>Evacuation: An evacuation is the opposite of a shelter in place and usually occurs when the danger in your area is too great and it is safer to leave. This may occur during a flood, wildfire, act of terrorism, act of war, or a hazardous materials leak. Evacuations empty an area of people and allow them to flee to safety while first responders deal with the hazard. They are usually temporary, include announcements from officials on when to leave and when it is safe to return, and may have a specified meeting place for those evacuated. It is important to have an evacuation plan so that, in the event that you have to leave, you aren’t scrambling for supplies and necessary items. Put together a 72-hour kit for each member of your family, make a list of items that will need to be taken in the event of an evacuation, and discuss how and where you family will evacuate.</p>

Risk Management: Managing risks is a part of life. Finding a balance between safety and growth is a difficult task that we must all face. Each activity we do during our lives carries some risk. For example, we ride in cars because they are an easy and quick way to get around. However, accidents happen each day and can end in injury or death. To mitigate the risk, we've created cars that protect the riders and seatbelts that save lives. We teach teens how to drive safely and create rules of the road meant to prevent accidents. Though the risk is not gone, many people decide that it is worth it to drive a car. Other activities that include risk include: going outside in the sun, riding bikes or motorcycles, zip lining, mountain climbing, using firearms, medical procedures, swimming, most jobs, and many hobbies. Discuss some of these activities with your child and ask them to name the risk(s), what we do to lessen the risk, and whether or not they think the risk is worth it.

Response Time: In many cases, accidents, injuries, and illnesses happen though we do all we can to avoid them. Sometimes, they happen due to a mistake, the actions of another person, or simply because we can't control certain things. If someone is ill, hurt, or involved in an emergency situation, response time is important. The quicker they get help the more likely the outcome will be good and they will heal. Knowing how to respond allows us to stay calm and get the person help more quickly. Discuss the following situations and the proper response in each. Point out how a quick response time can make a difference in the outcome. Remind your child of safe adults they can go to for help, of how to contact 911, and practice your address and phone number. Situations: a friend falls off their bike and can't walk on their leg due to an injury, a baby falls into a pool without an adult nearby, you find a firearm left out with no adult in the room, an adult is unconscious or having a seizure, an adult you don't know grabs your arm at the store, a stranger offers to show you their puppy and asks you to go with them, a friend is choking

Peer Pressure and Locus of Control: Remind your child that a parent wants to keep their children safe. However, there are times when a parent may not be present. In this case, it is the parent's job to teach their child how to make good decisions and keep themselves and those around them safe. Children have control over their own actions, too. They should make choices after thinking through the consequences. For example, a child who wants to go swimming should choose to ask an adult to come with them before jumping into the water. By making this choice, the child is showing that they thought about the risk (drowning), found a way to lessen the risk (having an adult present), and responsibility asked for help (went to get the adult). Discuss the following examples and guide your child in thinking through the consequences. Use your paper or white board to write down each situation, the possible choices, the possible outcomes, and what your child can do to show they are responsible enough to do the best thing in each situation.

1. A friend offers you a vape and tells you that you can't be friends unless you smoke it
2. A family member is asking you to do something you know is wrong
3. There is a challenge on social media that many of your friends claim to have done. It doesn't seem safe to you
4. Your best friend wants to hang out this afternoon but your chores aren't finished
5. You want your friend to play a game with you, but they've said they don't want to

Title of Lesson: Germs: Inside and Out

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

Materials:	Preparation:	Implementing the Lesson:
Dictionary White board and marker or Blank paper and pen Gloves	Take a basic first aid course here or refresh your previous experience	<p>Remind your child of what they've learned about risks, preparation, and keeping themselves safe. Point out that they've discussed how to make choices and consider the consequences of each choice before acting. Review this concept briefly and explain how making good, responsible choices can lessen risk to their physical, emotional, mental, and spiritual health.</p> <p>Next, explain that one of the best ways to protect their physical health is to practice good hygiene habits. Ask your child to look up the word hygiene in the dictionary and read the definition aloud. Then, ask them what types of things they think this is referencing. Add their listed things to the white board or blank paper as they say them. Be sure to include: washing hands, using a tissue, showering, cleaning up after using the restroom, wearing clean clothing, and (if old enough) wearing deodorant and/or using feminine hygiene products. With your child, discuss each item on the list in an appropriate way. Give proper instructions for each item and answer any questions your child has. For example, hands should be washed before and after touching food, after using the restroom, after touching pets, and after touching anything that may have germs. Hands should be washed for at least 20 seconds using warm water and soap. Hands should be dried on a clean towel after. Point out that doing these things protects your body from germs and illnesses. Explain that germs are microscopic organisms that can make us sick. They can enter our body through any opening, including our mouths, eyes, and nose or any cuts we may have in our skin.</p> <p>Next, explain that our blood can also carry germs. Diseases like HIV and Hepatitis B are known as blood borne pathogens, or illnesses that can spread if your body comes into contact with an infected person's blood and the germs are allowed in. To protect ourselves from these illnesses, we should never touch the blood of another person, even if we aren't sure they are sick. Point out that doctors wear gloves for every patient they check, especially if they may come in contact with blood. The gloves provide a barrier, or shield, to protect both the doctor and patient from sharing germs. Gloves are one way to protect ourselves from blood borne pathogens. Show your child this video and give them their own gloves. Allow them to practice proper glove removal and explain that this protects them from coming into contact with blood and other germs.</p> <p>Finally, review basic first aid techniques with your child and allow them to practice as you demonstrate proper techniques. This includes applying pressure to a bleeding wound, applying ice to a swollen injury, applying cold water to a burn, pinching the nose and facing the head downward during a bloody nose, recognizing shock, treating a bug sting or bite, rolling someone into recovery position, applying a bandage properly, identifying and treating hypothermia and heat exhaustion, calling 911 and asking for help. Additionally, ensure your child knows what to do in an event that may be more likely to happen in your family. For example, if someone in your family suffers from seizures, train your child in how to react if it happens. Keep this part of the lesson light and fun as possible, pointing out that this is just practice to help them be prepared if something happens. Then, they will know exactly what to do.</p>

Title of Lesson: Columbus Day Mini Lesson

Standards Taught: History/Social Studies Review

Materials:	Preparation:	Implementing the Lesson:
Art supplies (varies)		<p>Explain to your child that today is not one, but two, special holidays in the United States. Today is Columbus Day and Indigenous Peoples Day. Ask your child to tell you what they know about these holidays.</p> <p>Explain that Columbus Day is meant to celebrate the discovery of the Americas by Christopher Columbus. Watch this video together. Discuss what they've learned, including what Columbus was searching for, what his goals were, who helped him sail, where he thought he landed, and where he actually landed. Point out that Columbus returned to the Americas several times.</p> <p>Briefly discuss that new information has told us that Columbus was not the first European to discover the Americas. Leif Erikson, a Viking, had sailed to present-day Canada 500 years before. Settlements and other evidence that Vikings lived in the Americas have been found in recent years. However, unlike Columbus, the Vikings did not return to Europe with the news nor encourage settlement of the Americas.</p> <p>Additionally, evidence today suggest that Native Americans are descendants of people who traveled to the Americas from Asia. Some of these ancestors were established and living in the Americas before Columbus and the Vikings arrived. Though we don't know exactly how they made the journey, it is suggested that they followed herds across the Bering Land Bridge or, perhaps, sailed. When they arrived, they found an untamed land that and had to adapt and learn to support themselves on it. Native Americans had villages, their own religions, food, clothing, and a way of life in the Americas long before others came to settle on it. They are the ones we remember on Indigenous Peoples Day.</p> <p>Ask your child to review what they've learned about America's earliest people and explorers today. Then, ask them to create an art project that reflects what they've learned. Point out that they may need to do additional research online or look for ideas. They may want to celebrate Columbus and his discovery that brought many new settlers to the Americas, Native Americans who learned how to live on the land long before Columbus, or Vikings who tried to establish settlements on the continent. Encourage your child to be creative. Some ideas for an art project include: a clay figure, a poster, a painting, a model of a settlement, an item reflective of Native American culture or beliefs, a model ship, or a Norse ruin decoration.</p>

Title of Lesson: Smoke-Free Mini Lesson

Standards Taught: 4.HF.2, 4.SAP.1, 4.SAP.2, 4.SAP.3, 4.HD.3, 6.SDP.22, 6.SAP.1, 6.SAP.2, 6.SAP.3, 6.HD.3		
Materials:	Preparation:	Implementing the Lesson:
Duct tape 2 Straws 1 liter clear plastic bottle 4 Balloons Clay		<p>Explain to your child that this week is Red Ribbon Week. Red Ribbon Week is all about learning to keep our bodies and minds healthy by avoiding harmful substances. This includes avoiding using drugs, alcohol, and smoking products. These products can harm our physical, mental, social, financial, and emotional health. Today we will be learning about smoking, which includes all tobacco products (e.g. cigars, cigarettes, chewing) and vapes. If needed, define each of these items for your child.</p> <p>First, explain that many of these product contain a chemical called nicotine. Nicotine is produced by a plant, which is a part of the nightshade family. It is a stimulant, which means it makes our bodies speed up. It can increase our heart rate, cause muscle tremors, affect our insulin levels, cause digestive issues, disrupt sleep, increase our blood pressure, affect our breathing rate, and harm the baby if the user is pregnant. Nicotine is highly addictive and difficult to quit once you've started using it.</p> <p>Next, explain that cigars, cigarettes, chewing tobacco, and vapes all contain other chemicals that have been added to improve the flavor or effect. Each type is different, but all contain harmful materials. Cigarettes can contain up to 600 chemicals, many of which are known to cause cancer and other health problems. Vapes, cigars, and chewing tobacco also have added substances which are known to harm the brain, lungs, heart, digestive system, bones, and reproductive system. Breathing smoke and these chemicals into your lungs can cause shortness of breath, yellowing of teeth, weaker bones, a faster heart rate, blood clots, wrinkling of the skin, and several types of cancer.</p> <p>Next, complete the balloon activity found here with your child. Ask them to describe the difference between a healthy lung and that of a smoker. Discuss how the effects of smoking would make it difficult to reach specific goals they have for their lives (e.g. sports, academics, family, future job).</p> <p>Briefly discuss the effects of second-hand smoke. Explain that being around someone who is smoking puts you at risk for breathing in the smoke and chemicals, too. Second-hand smoke can create many of the same health issues. Point out that this is one reason it is important to be picky about who they spend time with. Friends or family who smoke near you, in the car with you, or in the same building as you are putting your health at risk, as well as their own.</p> <p>Finally, ask your child to name reasons why people may choose to smoke. Point out that most people know that it is not good for their bodies or minds, that it is expensive, that it wastes time, and that it can cause others to not want to be around them. So, why smoke? Discuss peer pressure, family influence, the desire to appear grown-up or fit in, addiction, media influence, and curiosity. Point out that, once you start smoking, it is often difficult to stop because the chemicals create an addiction in your brain. Ask your child: Are any of these reasons are good enough to start smoking. Why or why not? What would you do if your friend pressured you to smoke? Which of your goals would be affected and how? What if you or a friend is already smoking? How can you get help with quitting?</p>

Title of Lesson: Alcohol Free Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
White board and marker or Blank paper and pen		<p>Briefly review the lesson on staying smoke-free and ask your child to list reasons they want to stay away from cigarettes, chewing tobacco, cigars, and vapes. Then, introduce today’s topic: alcohol. Explain that alcohol is another substance than can affect our bodies and minds. It is a depressant, which means it slows down our thoughts and the systems in our body. Like tobacco, alcohol is a legal substance that adults can purchase in most of the United States. It is, however, illegal for anyone under the age of 21.</p> <p>Explain that alcohol has an especially strong effect on the brains of children. This is because, until the age of 25, our brains are still growing and developing. Alcohol can affect how the growth happens, leading to long-term issues with how we think. At any age, alcohol affects how our brain communicates with our body. It especially alters our balance, memory, speech, and decision-making. People who drink enough alcohol may fall down, not remember what happened, speak with a slur, and do things they normally would think were bad ideas. This can lead to injuries, dangerous situations, and consequences of bad decisions.</p> <p>Like any other drug, our bodies can only process so much alcohol at a time. The general rule for adults is that the body can filter through one drink per hour. Alcohol overdose can cause the body systems and organs to shut down, resulting in death. Alcohol also has addictive properties, meaning your body and mind can start to crave drinking in excessive amounts.</p> <p>However, any amount of alcohol use still causes adverse effects to our mental, physical, and emotional health. In any amount, our bodies experience a slow-down of communication between the brain and body. This makes our reaction time slower and can make us feel sleepy or dizzy. Our liver, which filters out toxins from the drink, can sustain damage if there are too many toxins to clean out. Alcohol can slow down our metabolism, causing us to gain weight and retain fat. Additionally, alcohol can affect the digestive system, heart rate and strength, inhibit our immune system, cause depression and anxiety, give you headaches and other symptoms of dehydration, and trouble concentrating. These issues will get worse the longer you use alcohol, the more frequently you use alcohol, and when you use larger amounts at a time.</p> <p>Some people still choose to consume alcohol. For anyone under the age of 21, this is illegal as well as harmful. Some adults consume alcohol in what is called <i>responsible</i> ways. They are careful not to drink too much or too often. They may have a drink every once in a while, but not every day. Though this reduces, but does not eliminate, the harmful effects, alcohol has no beneficial physical outcomes.</p>

Ask your child why they think people choose to drink alcohol. Write these reasons on a white board or blank paper. In addition to their ideas, discuss the following: peer pressure, wanting to look grown-up or cool, media and advertising, addiction, the relaxed feeling alcohol can create, dealing with stress, taste/flavor.

Next, go through the list with your child. Discuss each reason, talking about their experiences and your own. Point out examples of why these things may put pressure on someone to drink. Then, ask them what the consequences of drinking or not drinking are for each situation. Ask them if the reasons for drinking outweigh the reasons for abstaining. Have them explain their answer. Point out that their health is more important than what others think of them, discuss other items (e.g. candy, soda) that they don't use all the time because these items are bad for their health, discuss the long-term financial (it's expensive), mental (mental illness and addiction), physical (illness, damage to the body), and social (do stupid things, you won't look cool) outcomes that could happen.

Finally, discuss drunk driving. Point out that, because drinking can affect decision-making, people sometimes don't think they are as impaired as they are. Driving after drinking is not acceptable. Not only is it illegal, it puts you, everyone in your car, and other cars and pedestrians at risk. Driving is all about decision-making and reaction time and drinking impairs both, leading to accidents, injuries, and deaths. Discuss a family plan for your child to reach out to you or another trusted adult in the event that they need a ride home. This may be because their driver drank alcohol or they did. Discuss the fact that you would rather they be safe than hide it from you if they ever need help. They should never get into a car with a drunk driver, even if that driver only had one drink or thinks they are ok to drive. Drunk drivers should be reported to local law enforcement or by calling 911.

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Title of Lesson: Drugs and Medications Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
		<p>Briefly review the lessons on tobacco and alcohol with your child, reinforcing the negative effects and their goals to stay away from these substances. Then, introduce recreational drugs. Explain that recreational drugs are substances that some people take to get a feeling of being high. Depending on which type of drug is taken, the effects, feelings, and outcomes are different. Point out that recreational drugs are illegal to use and can be very harmful to the body.</p> <p>There are several different types of drugs: stimulants, depressants, opioids, hallucinogens, dissociatives, analgesics, and psychoactive. Discuss the following information:</p> <p>Stimulants- These drugs speed up the nervous system, often making you feel like you can act and think more quickly. They can increase your heart rate and make you more alert. Cocaine, methamphetamines, tobacco, and ecstasy are all stimulants. Stimulants can cause heart problems, breathing problems, anxiety, and liver damage.</p> <p>Depressants- These drugs slow down the nervous system and can make you feel sleepy and slow. They can affect your memory, concentration, and motivation. Alcohol, heroin, and many inhalants (substances you breathe in to get high- paint, certain markers, air fresheners) are examples of depressants. Depressants can cause poor decision-making, depression, and memory loss.</p> <p>Opioids/Analgesics- These drugs are painkillers and can give you a sense of happiness and peace while high on them. They include heroin, morphine, and opium. Opioids are highly addictive and can cause digestive issues, anxiety, insomnia, and muscle cramps. Analgesics are also painkillers, though less potent and often given to treat pain over the counter or by prescription. They can, however, be used recreationally and cause harmful effects if taken in excess.</p> <p>Hallucinogens/Dissociatives- These drugs affect how your brain processes input from your senses, often causing you to see, hear, or smell things that aren't there. This is called a hallucination. Dissociative drugs can cause you to feel disconnected to your body or like you are watching yourself outside of your body. Ketamine, LDS, and PCP are all hallucinogens. These drugs can cause anxiety, increased blood pressure, and PTSD-like symptoms.</p>

		<p>Psychoactive- These drugs affect your nervous system, changing the way your brain works and thinks. Caffeine, for example, makes your brain feel as if you are not tired, though you may actually be. Recreational psychoactive drugs include cannabis, magic mushrooms, and LSD. These can cause anxiety, increased heart rate, and hallucinations.</p> <p>After discussing each type of drug, point out that these are often portrayed in movies as harmless and fun. Many people begin using drugs to deal with stress, have fun at parties, or because of peer pressure. However, these drugs have serious consequences for your health and future. Ask your child to discuss how each type of drug may inhibit their ability to reach their personal goals.</p> <p>Finally, discuss prescription and over-the-counter medications. Explain that many of these medications fit into the same categories as recreational drugs and affect our bodies and minds in the same ways. Doctors, however, understand the risks and benefits for the medications they prescribe. Over years of research and testing, specific doses have been created to mitigate the risks and give patients the benefits needed. Taking medications only when needed and in the correct doses can help our bodies and minds. Like anything in life, however, there are risks. Taking too much, addiction, allergies, or side effects can happen. Likewise, interactions between different medications can affect how our body reacts to them. As a patient, we should understand the risks for all medications, ask questions, and weigh the risks and benefits. We should be aware of how medications we are prescribed may interfere with other medications we may be taking. Some common examples of medications are: Adderall (a stimulant) to treat ADHD, Percocet (an opioid) to treat extreme pain, and Xanax (a depressant) to treat anxiety. Discuss your family's plan for use of medications and point out the research you have done to ensure that these medications are necessary and worth the risk.</p> <p>Sources: https://www.addictiongroup.org/drugs/ https://www.health.gov.au/topics/drugs/about-drugs/types-of-drugs</p>
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Title of Lesson: Building Bridges and Fences

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

Materials:	Preparation:	Implementing the Lesson:
White board and marker or Blank paper and pen		<p>Discuss with your child what they have learned about tobacco, nicotine, alcohol, recreational drugs, OTC and prescription medications. Reinforce the idea that abuse of any of these substances can be harmful, and use of certain types will interfere with their health and life goals. Ask them to point out reasons why people may use these substances despite knowing the risks, and when certain types (e.g. prescription and OTC drugs) are appropriate. Remind your child that, though tobacco and alcohol are legal for most adults in the US, they are still harmful.</p> <p>Next, remind your child that, though they may choose not to use these substances, many people around them will choose differently. While they know it is harmful, they cannot force others to make a certain decision. They can only control their own choices and how they react to the choices of others. For example, your child may not be able to get a friend to stop drinking, but your child may choose not to get into a car with that friend. Remind your child that they can always say no and look for an adult to help.</p> <p>Draw an image of a fence on the white board. Ask your child to describe what a fence does. Point out that it blocks out unwanted things. Fences often have gates which can be opened or locked by the owners. Explain that fences create a protective barrier around something you want to keep safe, usually a house. Under the fence write the word <i>boundary</i>. Explain that a boundary is an imaginary fence that we build around ourselves to protect ourselves. A boundary establishes what we will and will not let in. For example, one common boundary is we will not allow our friends or family to hit us. It is not ok. We put up a fence and don't allow that behavior. If someone chooses to climb over our boundary, we can decide not to accept it. We may confront them, tell them it isn't ok, or even stop associating with them. Substance use and abuse can be a boundary. We will not let harmful things come into our bodies. Additionally, we may refuse to allow others to use substances around us. This may mean asking them to leave, walking away, or asking them to stop using around you. It's normal and healthy to have boundaries and those that care about you will respect them. Additionally, we should be respectful of other people's boundaries by listening and respecting them.</p> <p>Erase the fence and draw a bridge. Ask your child what the purpose of a bridge is. Explain that a bridge provides a way for things on two different sides to come together. Point out that, though we may have our boundaries, we can still associate with people who have different opinions than us. Perhaps they have a friend that drinks at parties. While the two may disagree about drinking, they can still be friends if boundaries are respected. For example, maybe you don't spend time with your friend when they are drinking, perhaps you</p>

		<p>don't attend parties together where alcohol is being served, or maybe you decide that you can still be friends at school but not associate outside of the classroom.</p> <p>Explain that children are learning to be adults and will need to decide where their fences and bridges are. It takes practice and mistakes will be made. They need to be patient with themselves and ask for guidance from adults when needed. Remind your child that adults went through this growing stage as well. Give your child an example of a fence and a bridge that you've built and explain why you made that decision. Ask your child to name one fence and one bridge they've already built. Encourage your child to protect themselves while respecting a difference in opinions or choices.</p> <p>Finally, point out that some boundaries are mandatory. A drunk driver should be reported to the police, for example, to protect others from their bad decisions. Someone who is using unsafe drugs should be reported to a trusted adult so they can get help. Your child should avoid using these substances at all times. Discuss any other mandatory boundaries your family has.</p>
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Title of Lesson: Election Day

Standards Taught: 4.SS.3, 4.SS.3.1, 4.SS.3.1.a, 4.SS.3.1.b, 4.SS3.1.e, 6.SS.4.3.b

Materials:	Preparation:	Implementing the Lesson:
<p>Image found here, printed for each child</p> <p>Red and Blue Markers/Color Pencils/Crayons</p> <p>Map here of Electoral Votes for Each State</p>		<p>Explain to your child that today is Election Day. On this day, adult citizens of the US vote for people who will represent them. We have representatives in our schools, cities, counties, states, and in our nation. Each election day, we choose vote for the people who we think will choose what is best for our area. This year, and every four years, we will be voting for president (among other offices). The person who wins the election for each office will spend time listening to constituents (people they represent) and helping their concerns be heard in meetings, where laws are made, enforced, and judged.</p> <p>Show your child the map of electoral votes for each state. Explain that the president is not chosen simply because most people vote for him. Point out the numbers on each state and explain that each of these represent how many votes that state has in the electoral college. Point out that some states have more votes, while others have very few. The number of votes each state gets is decided by how many people live in that state. The areas with more people get more votes. The candidate (or person who wants to be president) who gets the most electoral college votes (at least 270), wins the election. The electors (people who represent their area in the electoral college) may choose to vote the same as the majority of the people in their area or they may choose not to.</p> <p>Next, point out that the map shows different colors. These represent the political party that won that state in the previous election. California, for example, is blue because most of the electors there voted for the Democrat party. Likewise, Utah is red because most of the electors there voted for the Republican party.</p> <p>Explain that, throughout election day, votes are counted and the electoral college votes are cast. Some states finish before others. Media outlets often follow the votes in real-time and show a map like this as votes come in. This helps Americans see who is winning and what candidate was chosen in each state.</p> <p>Give your child the blank map and coloring utensils. Show them where to access current votes for this election. Discuss the two current candidates and why people like and don't like each one. Throughout the day, and tomorrow, help your child color in states as the votes come in. At the end, explain which candidate will be our president for the next four years.</p>

Title of Lesson: Veteran's Day Mini Lesson

Standards Taught: History/Social Studies Review, 4.SS.3, 4.SS.3.1, 4.SS.3.1.a, 4.SS.3.1.b, 4.SS3.1.e

Materials:	Preparation:	Implementing the Lesson:
Book: <i>Veteran's Day for Kids!- The Amazing Story of Veterans</i> by Ian D. Fraser		<p>Ask your child if they know what holiday is today. Explain that today is Veteran's Day. Veteran's Day is a solemn holiday set aside to remember and honor soldiers who served and fought for America and its ideals. Ask your child to state some American ideals, or things America believes in. Examples include freedom, liberty, justice, self-government, God-given rights, equality, unity, and morality. Discuss the ideals your child mentions and why they are important to American citizens.</p> <p>Next, explain that throughout history there have been people who don't believe in the same ideals as America. People have had to stand up against those who would tear apart those ideals. Ask your child to give an example of when someone has stood to protect America and its morals. Examples may include the Revolutionary War, Civil War, 9/11, or WWII. Point out that each time people from America stood up against things they believed were evil or dangerous to our country. They left their families and fought in dangerous ways.</p> <p>Next, read through parts of the book that your child is interested in learning more about. Emphasize the pages that they know less about. Allow them to share what they know with you.</p> <p>Finally, take time to allow your child to honor Veteran's Day in some way. This may include flying a flag, thanking a soldier, attending a service, or donating to an organization that supports families of soldiers. Point out that this is showing gratitude for Veterans' willingness to protect America and its citizens.</p>

Title of Lesson: Nutrients

Standards Taught: 4.N.1, 4.N.2

Materials:	Preparation:	Implementing the Lesson:
<p>An example of a food from each of the following categories: carbohydrate, protein, fat, vitamin, mineral, water</p> <p>A few foods that have a nutrition label on them</p>		<p>Explain to your child that this week is nutrition week. Nutrition is food our nourishment that is necessary for maintaining growth and life. It is the stuff we give our body so that it can function properly, grow, and have the energy to do daily tasks. Without the proper minerals, vitamins, and nutrients, our bodies can become unhealthy, not grow correctly, or lose energy.</p> <p>To be healthy, our body needs a balance of several different types of foods. Too many sweets and not enough fruits can make us feel sick. Too much fat and not enough protein can lead to weak muscles. Too much bread and not enough vegetables can interfere with our metabolism and digestive system. Eating the correct foods in the correct amount will ensure that our body works well and stays healthy.</p> <p>Discuss the following information with your child. As you discuss each nutrient, show your child the example you have:</p> <p>Carbohydrates- Carbohydrates are the nutrients that our body changes into energy. Starches, fibers, and sugars are broken down and converted into glucose (sugar) by our body. The glucose then travels through your blood and interacts with insulin, a chemical your body naturally makes, to push that energy into your cells. This glucose is used to power everything you do. If you have too much glucose, your body begins to store it as fat. There are two different types of carbs- Complex carbs are used slowly over time by your body, giving energy to cells for a longer duration. Simple carbs are used up quickly and can result in a crash in energy when they are gone. Fruits, vegetables, and whole-grain foods (bread, oatmeal, rice, etc.) are complex carbs. Sugar and high fructose corn syrup are simple carbs.</p> <p>Proteins- Proteins are found in foods like meat, beans, cheese, and peanut butter. Protein is found in every cell of every animal, including humans. It is created by plants through photosynthesis, but cannot be created by animals. Herbivores have to eat a large amount of plant material to get the necessary proteins. Carnivores and herbivores get their protein mainly from the products of others animals (e.g. meat, eggs, dairy). These products provide the most complete and easiest to digest sources of protein for the human body. Proteins contain molecules known as amino acids. Humans need 20 different types of amino acids to regulate digestion, reproductive health, hormone production, growth, muscle repair, and the immune system.</p> <p>Fat- Fat is an essential nutrient that helps our bodies have enough energy, absorb certain vitamins, protect our organs, help cells function properly, maintain our body temperature, and regulate hormone production. In</p>

excessive amounts, fat can be harmful to our body. However, healthy fats, such as those found in avocados, nuts, salmon, or green vegetables, is essential to keeping us healthy.

Vitamins- There are several different vitamins our bodies need and each type helps our body in different ways. Many of our vitamins come from the foods we eat, and eating a healthy, balanced diet is the best way for our bodies to get them. Some people also take vitamin supplements, which is more difficult for our bodies to break down. We need 13 essential vitamins: A (for cell development), B1 and 8 (for metabolism and digestion), B2 (for energy and vision), B3, (for growth), B5 (to regulate blood sugar), B6 (for nerve function), B9 and 12 (to create DNA, RNA, and red blood cells), C (for immune function, healing, and iron absorption), D (for calcium absorption), E (to aid muscle and red blood cell development), and K (to aid in blood clotting).

Minerals- Minerals also come from our food and can be taken as supplements, though supplements are not as easily absorbed by our bodies. There are several essential minerals for our bodies to function properly, and we need different regular amounts of each. Calcium helps our bones and teeth and regulates muscles contractions and nerve impulses. Chloride and sodium help with fluid regulation in cells. Chromium helps with digestion, copper helps the nervous system and heart, and iron helps deliver oxygen to cells through blood. Iodine and selenium hormone production. Magnesium helps with bone tissue growth. Manganese and phosphorus help with metabolism, energy, and growth. Potassium regulates blood pressure and zinc boosts the immune system and boy repair. We also need cobalt and molybdenum. The best way to get the correct minerals for our body is to eat a variety of foods.

Water- Water is essential for all life. Our bodies need water in order to function properly. Cells, organs, and body systems begin to fail without water. In addition to helping regulate temperature, aid in digestion, and replace liquids lost when we sweat, water helps our bodies transport vitamins, minerals, and oxygen to each cell.

Finally, show your child the nutrition label on the foods you've gathered. Point out that these labels tell us what types of mineral, vitamins, and nutrients are in the food. Ask them to examine the label, looking for some of the nutrients they've just learned about. Point out that no one food has all of the things our body needs each day so we should eat a variety of foods. Emphasize that foods without labels, (fruits, vegetables, meats, grains) also contain nutrients. Non-processed foods like this are easiest for our bodies to break down and get what they need. Processed foods should be a very small part of our diet, if possible.

Title of Lesson: Food for Energy

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

Materials:	Preparation:	Implementing the Lesson:
<p>A few foods that have a nutrition label on them (from previous lesson)</p> <p>This website</p> <p>Blank paper</p>		<p>Review the previous lesson with your child, asking them to remind you of some of the nutrients our bodies need to function and grow properly. Ask them to point these out on the nutrition labels again.</p> <p>Next, point to the calorie section of the label. Explain that calories are a measurement of how much energy a certain amount of a certain food will produce. Point out that the label includes a <i>Serving Size</i>. This is the amount of food you need to eat in order for your body to produce the amount of energy the calorie section states. Measure out a single serving of each food. Then, ask your child to place the foods in order of least to most calories.</p> <p>Next, ask your child why calorie count may be important. What would happen to our bodies if we did not have enough energy? What if we ate too many calories? Point out that not enough calories each day would make us sleepy and not give our bodies the energy they need to work correctly or grow. Too many calories would cause our bodies to store the extra as fat.</p> <p>Explain that the amount of calories our bodies need changes throughout our lives. It can depend on our age, height, weight, and activity level. If we are busy and always doing physical activity, our bodies will need more calories. If we are sitting or lying down most of the day, our bodies don't need as much energy. Use the website to calculate the recommended caloric intake of your child. Then, use the calculator to find the recommended intake for each family member. Write these numbers on a blank paper and point out differences in the recommendations.</p> <p>Gather several different foods and measure out the amount of food your child should eat based on their caloric recommendation. Don't forget to count calories in drinks. Show the difference between a sweet food full of sugar and a whole grain. Point out that to get the correct amount of calories and nutrients, we should eat healthy foods first and sweet or fatty foods only every once in a while.</p> <p>Finally, explain that finding a balance of nutrients and calories so that our bodies are healthy and functioning properly is the most important part of a diet. We need to feed ourselves healthy foods, but ensure that we have the energy we need throughout the day. Remind your child of complex vs. simple carbohydrates and the effect they have on the body. Ask your child to make one goal that will help them give their body more of the nutrients they need and/or get closer to their recommended caloric intake.</p>

Title of Lesson: A Healthy Balance

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

<p>Materials:</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Remind your child that this week, we are learning about nutrition. Ask them to remind you of a few things they've learned so far and of their new goal.</p> <p>Next, point out that diet is only one part of a healthy body. Without physical activity and proper sleep, our bodies cannot function properly either. Point out that a healthy person balances these things together. The allow time for healthy foods, the proper amount of exercise, and enough sleep. This helps their body have the energy, strength, endurance, and rest needed. Too little of any one of these things can be detrimental to your health.</p> <p>Review the chart found here for recommended sleep times by age. Calculate the hours your child usually sleeps and ask them to help you make a plan to correct their sleep schedule if needed.</p> <p>Next, review the information here about physical activity by age. Point out that recess, playing outside, sports, dance, gymnastics, and other physical activities count. Together, make a plan for your child to get the correct amount of physical activity each day.</p> <p>Explain that your child now knows how to balance food, activity, and sleep to keep themselves healthy and have goals to help them. However, sometimes outside influences can make us feel like we aren't doing enough. Movies, edited images, fad diets, and marketing may mislead us and cause us to forget our goals and progress.</p> <p>Many people feel that their bodies are not perfect. They have things they want to change. At times, this can motivate us to be healthier as we make small, safe changes to our behaviors. Eating less candy, for example, is a goal that will get us closer to a healthier lifestyle.</p> <p>However, when these feelings cause us to choose unhealthy actions, we can actually harm our bodies. Certain diets, eating disorders, and excessive workouts can harm our health. Marketing may make unhealthy foods or behaviors seem appealing. Trying to fit in or keep up with others may make us forget that each of us has a different body type, different needs, and different goals. Before changing your diet, exercise, or sleep schedule we should always check with a parent and/or doctor. Before comparing our body to that of others, we should consider whether or not we are following healthy practices. Discuss body image and self-esteem with your child, emphasizing that healthy is always better than trying to replicate someone else's body with unhealthy practices. Staying healthy takes confidence and hard work.</p>
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Title of Lesson: Food Culture

Standards Taught: 4.N.6, 6.N.5

Materials:	Preparation:	Implementing the Lesson:
		<p>Remind your child of the previous three lessons on nutrition, emphasizing balance and health over a certain body type of weight. Praise them for their work on their new goals and encourage them to keep going.</p> <p>Next, explain that everyone eats different types of foods. Ask them for an example of a time when they ate a food they were not used to. What was different about it? Was it good? Were there different flavors? New ingredients?</p> <p>Point out that people in different areas, cultures, and families eat different types of foods. These foods, like your own foods, can provide necessary nutrients though the ingredients may differ. Some foods may also contain unhealthy ingredients, just like the food you are normally around.</p> <p>Foods eaten vary by what grows locally, what can be transported and preserved, and what the local culture eats. Americans are known for pizza, hamburgers, and hot dogs. Mexico is known for tacos and salsa. Spain is known for empanadas. Italy is known for pasta and wine. Germany is known for sausage. Canada is known for their maple syrup. India is known for their curries. Culture affects the way we use and prepare foods and the flavors we are familiar with.</p> <p>Explain that it is a good thing to try food from different cultures. To maintain a healthy diet, you should research the ingredients and cooking methods for these foods. This will help avoid allergies and balance the nutrients you take in. Over the next week, try at least 5 new foods from different cultures with your child. These may be snacks, drinks, or complete meals. Ensure that these are age-appropriate and provide at least some nutrients that you and your child can identify.</p> <p>Finally, encourage your child to eat at least 3 foods that were grown locally. You can help them identify these foods by visiting a farmer's market, you-pick farm, or local butcher. Many grocery stores also identify Utah-grown foods. Ask your child to identify the nutrients provide by these foods, too. If needed, help them research nutrients specific to those foods online.</p>

Title of Lesson: Using Technology

Standards Taught: 4.SDP.4, 4.HD.3, 6.SDP.3, 6.HD.3

Materials:	Preparation:	Implementing the Lesson:
		<p>Explain that this week is White Ribbon Week, a time when we learn about the internet and how to be safe while using it. Ask your child to define <i>internet</i>. Discuss how it is a system of networks that link together and create a global place to share information, games, pictures, videos, and opinions. The whole world uses the internet. Discuss some reasons your child may use the internet including: school, research, gaming, talking, texting, emailing, video chats, social media, finding ideas, or sharing opinions. Ask your child what good things come from having the internet. Discuss the fact that they can easily communicate with others, learn about new things, play games with others, see images of faraway things, and save time online. Point out that the internet has changed the way we live, interact, and learn and given us several beneficial aspects.</p> <p>Next, point out that the things found on the internet are put there by people. Ask your child if all people are good, honest, and moral. Point out that, just as bad things happen in the world, bad things can happen on the internet. People lie, post inappropriate images or videos, bully, encourage violence, and share opinions that may not be correct online just as they do in the real world. There are people online who do bad things, just like in the world.</p> <p>Ask your child to name some of the rules your family has to keep them safe when they go out into the world. Examples may include: don't talk to or go with strangers, don't run across the street without checking for cars, don't tell people who are not safe adults where you live, don't go certain places alone, and ask an adult for help if needed. Explain that these rules are meant to keep you safe from the choices and mistakes of others.</p> <p>Next, explain that the internet has rules, too. Just like in real life, you shouldn't talk to someone you don't know, share your personal information, go to certain websites, view certain types of media, stay online for too long, bully others, or do something alone that you should get an adult to help you with. Briefly discuss how these rules protect your child online and in real-life. Ask your child to discuss some personal rules they have for themselves when they are online and explain the benefits of these rules.</p>

Title of Lesson: Social Media

Standards Taught: 6.MEH.3, 6.SDP.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Briefly review the previous lesson with your child, reminding them that there are rules, both online and in person, that protect them and their personal commitment to protect themselves online.</p> <p>Next, explain that one popular part of the internet is social media. This is any website or app that allows users to post and share content. Content simply means the stuff people say or show. It includes text, photos, website links, and videos. Social media is a popular way to stay in touch with friends and family, keep up with current events, share opinions and information about specific topics, and market businesses. The things found on social media are created by people (and robots) that use the platform, rather than by the people who own it. Anyone can share content they find interesting or useful. Discuss some of the social media platforms your child may be familiar with (e.g. TikTok, Facebook, Pinterest, Reddit, Instagram, YouTube, Snapchat, X, WhatsApp).</p> <p>Ask your child to point out some of the benefits of social media. Discuss how it has helped make the world more connected, brought people with common interests together, and made marketing easier.</p> <p>Next, ask your child to identify some of the downfalls of social media. They may discuss the fact that many people are addicted to it, people can spread lies more quickly, people get into their own groups and refuse to hear differing opinions, or that much of what is on social media doesn't reflect real-life.</p> <p>Point out that many images online are edited or filtered, showing only what the content creator wants you to see. Most of the time, content is posed, staged, and shows you only a finished product instead of the hard work and behind-the-scenes mess that got them there. This had led many to feel unsatisfied with their own looks, activities, or lives. Comparing yourself or your life to those picture-perfect images, videos, and stories online is not a fair comparison. Using social media with an understanding that it doesn't show the whole story can help combat feelings of inadequacy or jealousy.</p> <p>Finally, discuss the fact that social media is known for spreading "challenges" or dares, especially among teens. These challenges seem fun and silly, but can sometimes be dangerous. They have led to poisonings, burns, injuries, and even deaths. Seeing someone else do a challenge online, or being tagged to do one yourself, does not mean it is safe or that you should do it. Remind your child that content is often edited and not everything is as it seems. Just because it looks safe online doesn't mean its ok. Before doing a challenge, it's important to consider the consequences and check with an adult to ensure your safety.</p>

Title of Lesson: Family Safety Plan

Standards Taught: 6.SDP.4, 6.SDP.2, LM.ME.8. LM.ME.8.1, LM.ME.8.2

Materials:	Preparation:	Implementing the Lesson:
Poster board /Computer Program for making flyers		<p>Review the previous two lessons mini lessons with your child. Together, create a Family Internet Safety Plan. Use the poster board, flyer, or computer software to create a poster of your family plan and post it in your home. Allow your child to have an input on rules, consequences for breaking rules, and how the poster is decorated and displayed. Ask your child to remind you of the reason for each rule. Some basic rules include:</p> <p>Close and Tell (advertisements, viruses, pop-ups, pornography)</p> <p>Screen Time Limits and Offline Activities</p> <p>Stranger Danger (don't talk to people you don't know in real life)</p> <p>Social Media Limits</p> <p>Rules for Appropriate Sharing Online (e.g. no videos, pictures, addresses, phone numbers, etc.)</p> <p>Rules about Cyber-Bullying and Challenges</p> <p>Age Limits for Personal Accounts (social media, email, games)</p> <p>Virus and Parental Controls Settings</p> <p>Items your Child Should Not Open (e.g. unknown email attachments)</p> <p>If your family already has an internet safety plan, update it together and make it age-appropriate to your child.</p>

Title of Lesson: Truth or Lie

Standards Taught: LM.ML.10.5, LM.ML.11.1, LM.ML.11.2, LM.ML.12.1, LM.ML.10.2, LM.ME.8.2.a, LM.ME.8.2.b, LM.ME.8.2.c

Materials:	Preparation:	Implementing the Lesson:
		<p>*This lesson is a review of a previous year's lesson.</p> <p>Review the rules you created with your child in the previous lesson and the reasons behind them. Then, explain that, for the final day of White Ribbon Week, you will be learning about finding and citing accurate sources. Remind your child that anyone can put things online. They can make them look official and present themselves as experts. However, it is difficult to know who is lying and who is telling the truth sometimes. Not everything on the Internet (or in other media forms) is true.</p> <p>Show your child this image and this image. Ask them to point out the differences between the Before and After. Explain that the left part of each image is the real photograph while the one on the right is the one likely to be presented online. Ask your child which images they think are real and which are not. How can they tell? What clues are in the photographs that show them reality or falsehood?</p> <p>Explain that the internet has fake pictures, videos, and posts. Articles that look official may be exaggerated or completely false. It is important to learn how to tell the difference between truths and lies online, just as it is in real-life. Like in the pictures, there are clues that can help us tell if information is accurate or not.</p> <p>First, use common sense. Instead of just accepting what you see or hear as truth, ask questions. Does this make sense? Is there any missing information? What else do I need to know? Am I hearing both sides of the story?</p> <p>Secondly, don't rely upon any single source for information. If we only watch one news station, we are only going to hear what they want us to hear. If we watch different stations with different points of view, we will hear more of the complete story. This doesn't ensure that we will get the whole truth, but it helps us piece together more than one view. Ask yourself if any information presented matches or if any is contradictory to other sources. Look for evidence (e.g. studies, graphs, experiments, or original documents) that can prove one side or the other.</p> <p>Third, look for credible sources. Has the person who is presenting the message been truthful in the past? Have they given as much information as they could? Were they there or did they talk to someone who was there? Do they act like they want me to believe a certain point of view or are they just giving information? Are</p>

there documents or unedited images to back up what they are saying? Do others say the same thing? Do they know what they are talking about because of experience or education?

Finally, there are times in today's world where there is no way for us to know the truth completely except by trusting our instincts. If it feels wrong, trust your gut and continue searching out new sources that provide more proof. Accept that sometimes we can't know for certain an answer to a question. We simply do the best we can with the information we have.

Next, 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.

Review the proper citation methods in APA style using the information on this [website](#). Practice citing a source (book, movie, website) with your child.

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.

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.

Title of Lesson: Martin Luther King, Jr.

Standards Taught: History Review, 4.HF.4, 6.HF.5, 4.SS.3, 4.SS.3.1, 4.SS.3.1.a, 4.SS.3.1.b, 4.SS.3.1.c, 4.SS.3.1.d, 4.SS.3.1.e, 6.SS.3, 6.SS.3.1, 6.SS.3.1.a, 6.SS.3.1.b, 6.SS.3.1.b, 6.SS.3.2, 6.SS.3.1.a		
Materials:	Preparation:	Implementing the Lesson:
Blank Paper Art Supplies		<p>Explain that today is Martin Luther King, Jr. Day. Ask your child to discuss what that means to them and why we celebrate the holiday. Review the Civil Rights Movement, explaining that it was a time in American history when many people came together to protect each other. Americans with dark skin were not treated equally during this time, and had to stay separated from Americans with white skin by law. During this movement, people came together to protest and speak against these laws. Those who spoke up were often put in jail, threatened, or harmed for standing against the law. However, they believed that all people should be equal and that skin color didn't make you better or worse than another person. A man named Martin Luther King, Jr. was in this group. He stated that people should be judged by their character, not their skin color. Martin was put in jail, hurt by others, threatened, and eventually killed for his beliefs. The Civil Rights Movement eventually was successful, changing laws and bringing Americans of all races together. Today we celebrate Martin and the other heroes that risked so much to make that happen.</p> <p>Read the following quote from Martin Luther King, Jr. aloud to your child:</p> <p>The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.</p> <p>Ask your child what they think he meant when he said this. Underline any words your child does not understand and look up the meaning in a dictionary. Discuss the fact that Martin Luther King, Jr. was a preacher and often spoke about moral issues he saw around him. Not only did he speak, he stood up and fought back when he felt that others were being treated unfairly or badly. Point out that this quote shows how Martin lived his life. It states that it's easy to stand up for what is right sometimes, anyone can do it when others agree with you and there are no risks to you. However, only a good person stands up for the right thing when others disagree or when there is danger in standing. Sometimes groups of people forget or ignore what is right. America did this when they made laws that created inequality between skin colors. The people who stood against these laws had scary things happen to them. However, they didn't give up or stop fighting for the right thing. They stood strong and kept working to make it right.</p> <p>Ask your child to describe a time they stood up for the right thing or protected someone else. Ask them to explain why it may have been scary or difficult. Then, ask them if it was worth it. How did they feel after? How do they think those around them felt? How would they feel if someone was being mean to them and another person stood up to protect them? Point out that there are everyday heroes who do this. A kid who becomes friends with someone who is alone, a teen who stands up to a bully, a police officer who protects someone from a bad guy, someone who stands up against laws that are unfair, or even someone who chooses to help someone when they have other things they need to be doing. Martin Luther King, Jr. knew it was important to always stand for the right thing, especially when it was hard. Ask your child how they can do this in their own life in the future. Then, ask them to copy and decorate the quote and hang it somewhere they will see it often.</p>

Title of Lesson: Can You Hear Me Now?

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

Materials:	Preparation:	Implementing the Lesson:
<p>Two phones or cell phones (do not have to be working)</p>		<p>Give your child one of the phones and keep one for yourself. Explain that today we are going to pretend to talk on the phone. Hold your phone up to your ear and pretend to talk to your child. Say only nice things. Complement them, praise them for working hard lately or a big accomplishment, or tell them what you like about them. Allow your child to respond to in their own pretend phone.</p> <p>Next, discuss your plans for the day. Point out some task that your child needs to do or can work on improving since yesterday. Be kind, but firm. Allow your child to respond in your pretend conversation.</p> <p>Next, tell your child that your favorite color is the best one. Make sure you choose a color that does not match your child's favorite color. Proceed to explain why this is the best color and all the other colors aren't as good. Continue to use your phone, playing pretend. Allow your child to disagree with you or state their own opinion. Then, say goodbye and "hang up" your pretend phone conversation.</p> <p>Discuss the conversation with your child. Point out that you honestly talked about things you admire about them. Ask them how they felt when you said those things. Point out that it likely made them feel proud or happy. Then, point out that you gently pointed out what needed to be done and a change that needs to happen. You weren't mean, you were simply having a discussion. Ask your child how that part of the conversation felt. Perhaps they weren't happy about it, but they appreciated the reminder. Finally, remind your child that you stated an opinion that did not match their own. You both respectfully had a conversation, presented your points, and agreed that different opinions were ok. Point out that this is the type of conversation that happens in a healthy relationship. You may not always agree or talk about things you really want to, but you are honest, respectful, and listen to each other.</p> <p>Tell your child that you are going to have another pretend phone conversation. Explain that this one is just for the lesson, you don't really mean the things you are going to say. In this conversation, begin to gently critique or tease your child. Bring up a situation that they may have found a little embarrassing, discuss how you don't like their hair or clothing, or tell them that their favorite color is stupid. Be gentle and don't go too far, but make sure the conversation isn't as kind as the first. "Hang up" on your child without allowing them to respond.</p> <p>Ask your child how they felt during that pretend conversation. Point out that they probably didn't like it very much. It may have made them sad or angry. They may have wanted to hang up the phone so you would stop. Remind them that it was a pretend conversation. Then, point out that a friend or family member who talks to them like that probably doesn't really care about them. That conversation was not respectful, not kind, and did not help anyone. It didn't let one person (your child) respond or talk at all. Relationships like this are not good for either person and, unless you are able to talk and make changes (and the other person changes their behavior) you probably don't want to be in them.</p>

		<p>Next, discuss some of the friends/relationships you've had in your life. What made them a good? What made them bad? Give specific examples. Point out that you cannot control the choices of others, but you can choose what words and behaviors you will accept. If someone is being rude or mean to you, you can always explain your feelings or ask them to stop. If they don't listen or won't let you talk, you may need to consider not being around that person anymore. If someone is trying to pressure you into something you are not comfortable with or know is wrong, you can always walk away.</p> <p>Finally, explain that if they are having a hard time with someone they can always ask a trusted adult for advice or help. Adults have had many friendships and relationships and probably know how you feel. They can offer advice and tips for helping you identify good vs. bad relationships and help you say no, if needed. If something dangerous is happening, you should always ask an adult for help.</p>
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Title of Lesson: Time Management

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

<p>Materials:</p> <p>Highlighters in various colors</p> <p>Tables on the next page, printed</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Remind your child that this week is Mental Health Week. This week is all about keeping your mind and emotions healthy. Just like your body certain things to stay healthy, you can do certain things to keep your mind healthy, too.</p> <p>One of the biggest factors in feeling calm and in control is time management. This is the skill of planning and using your time efficiently to get everything you need to do done when you need to do it. Time management is a skill that you use in school, when doing chores, when preparing meals, and in many jobs.</p> <p>Explain that proper time management means understanding your tasks, the amount of time you have, and how long each task will take. It also means understanding what needs to be done first, and what can wait until later. Additionally, time management leaves room for stress reduction, physical care, and learning.</p> <p>One the paper below, ask your child to write out each of the tasks they need to complete today in the second column of the table. This can be in any order. It should include sleep, eating, school, chores, lessons, and a stress-reduction activity (i.e. hobby). Then, ask your child how long it usually takes them to complete each task. Help them fill in the third column of the table. Next, ask them what the deadline is for each task. When does this task need to be finished? Perhaps chores should be done by bedtime, school is over at 3 pm, or a lesson is from 10-11 am. Add this information for each task in the fourth column. In the final column, ask your child to rate the importance of each task on a scale of 1-5. School may be a 5 (very important) while video games may be a 2 (semi-important). Point out that this will change from day-to-day and some tasks that are very important today may not be as important tomorrow. This a part of managing time.</p> <p>Next, ask your child to read through their list. Use one color to highlight their most important tasks. Use another color to highlight the tasks that must be done at a certain time (e.g. a lesson from 10-11 am). Help your child decide what order they need to do tasks in to get them done efficiently and meet all deadlines. In the first column, label each task with its order on the list (first task to be done gets a 1, the next gets a 2, etc.).</p> <p>Finally, help your child use the second table to create a schedule for their day based on their first table. Point out that they should plan normal meals and snacks, add normal school times and lessons, and put in their most important and urgent tasks first. Explain that time management is a skill that takes practice and, sometimes, help from an adult. Encourage them to follow their schedule today and make another one tomorrow. Point out that this may be a schedule like today's, a to-do list, or a mental list. Encourage them to try different methods until they find what works best for them.</p>
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Title of Lesson: Stress Management

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

Materials:	Preparation:	Implementing the Lesson:
		<p>Remind your child of the time management lesson from yesterday and encourage them to work to find a method that helps them better use their time. Remind them that rest and fun should be a part of their plan. Then, explain that having a hobby they enjoy doing, an activity that they can learn from, proper sleep and nutrition, chores, and regular exercise can help them reduce stress.</p> <p>Explain that stress is a feeling of strain or tension on your mind or emotions. Stress can make you feel rushed, overwhelmed, sad, or angry. Sometimes we feel stressed when there is a large project that we need to do quickly. Sometimes something big is happening in our lives (e.g. moving, new school, conflict with friends or family, illness, death). Though we all feel stress sometimes, too much stress can affect our mental and physical health. Proper amounts of stress help motivate us to finish the tasks we need to do. Too much stress can increase our heart rates, make it difficult to sleep, lead anxiety or depression, impair our immune system, or affect our emotions and moods.</p> <p>Point out that, like time management, stress management takes practice and trying different methods to find what works for us. It will be different for each situation and at different times in our lives. However, a few techniques work well for many people:</p> <p>Take a break – Take time away from the thing that is stressing you. Go for a walk, read a book, sit quietly, or work on a different task. Do anything other than that task. Changing what you’re doing can help your brain relax and give you the ability to return to the task refreshed.</p> <p>Exercise- Get your body moving. Go for a walk, swim, do jumping jacks, stretch. This helps your body wake up and the movement can reduce tension.</p> <p>Eat a snack/Get a Drink- Healthy snacks are best, but a favorite treat can also help relieve stress. Sometimes your body just needs a little nourishment to keep going.</p> <p>Rest- Lay down for a short nap, make sure you get enough sleep at night, or simply do something low energy for a little while. Stress can be exhausting and ensuring proper sleep can help you recover.</p> <p>Cry- Give yourself time to feel overwhelmed, frustrated, sad, or angry. Process those emotions and then give yourself permission to keep going.</p>

		<p>Do Something You Enjoy- Work on a hobby, make a craft, play a video game, talk with friends. Taking time away from the “have to” list can help you feel less rushed and overwhelmed and help your body calm down.</p> <p>Push Through- Sometimes stress is caused by something that you simply have to endure. You can’t always change or walk away from something. Some things you just have to keep working through. This may mean treating yourself gently as you work (extra treats, rest, or a promise of a big reward at the end), help from adults or friends (talking it out), or</p> <p>Discuss a time in your child’s life when they felt stress. Talk about what they did to manage the stress. Share your own experiences with stress and what methods of management worked for you. Encourage your child to practice these techniques in the future. In the future, when you notice they are feeling stressed, ask them what method they would like to try to help them feel better. Walk them through the process and talk to them about what works and doesn’t work for that situation. Continue reminding them and supporting them as they learn to manage stress on their own.</p>
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Title of Lesson: How Can I Help?

Standards Taught: 4.MEH.3, 4.MEH.4, 4.HD.3, 6.MEH.4, 6.MEH.5, 6.HD.3

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to remind you of what they've learned so far during Mental Health Week. Discuss the importance of caring for your mind and body, pointing out that they both affect each other. Briefly discuss healthy vs. unhealthy relationships, time management, and stress management.</p> <p>Point out that, though they are different, both physical and mental health take regular practice and work to maintain. Next, explain that sometimes we need help with our physical health. For example, if we are really sick we may ask a doctor for medication. Sometimes we need to visit a hospital. Other times (e.g. broken arm) we need help with some tasks until we heal. Sometimes it's easier to maintain an exercise schedule if a friend does it with us. Other times, we may simply need a kind word or encouragement to keep working towards health goals.</p> <p>Compare mental health to physical health. Tell your child that sometimes we need help with our mental health, too. We can become mentally ill (sick), need support, or need help with certain tasks until we heal. Sometimes we may need to visit a doctor or take medications to manage our mental health. At other times, we may need a friend to talk to, do something fun with, or cry with. Sometimes, we may just need others to be patient or kind to us until we heal.</p> <p>Ask your child about their experiences with seeing someone they knew who needed physical or emotional support. They may have had a friend with a broken bone, a sibling who had a surgery, a friend who was sad one day, or it may have been something more serious. Take the time to listen to your child and discuss the feelings they had when they saw that someone else needed help. Explain that they likely felt empathy for that person. Empathy is when you understand how someone feels. Though you may not have gone through the same thing, you can think about what it might feel like if you did. Empathy helps humans understand each other and motivates them to help.</p> <p>Next, ask your child how they knew someone else needed help. Did they simply see others struggling? Did someone explain the situation? Were they asked to help? What did they do?</p> <p>Point out that sometimes it's easy to see that someone is struggling. Maybe they can't reach something up high because they are in a wheelchair, lift something heavy because they are wearing a cast, walk without support because they are wobbly on their feet, or need pressure applied to a wound because they are bleeding. Explain that, unlike physical health, mental health struggles are harder to see. Someone may be feeling sad, afraid, or</p>

alone, but those feelings often stay hidden unless you spend time and talk with them. Sometimes, those feelings are hidden because they don't want people to worry about them.

Explain that there are some signs for major mental illnesses that you can watch for in the people around you. Depression (feeling sad all the time) may cause people to change their behaviors. They may not want to do the things they used to think were fun. They may stay home, be quieter, or talk about sad things. They might not sleep well, may always be tired, or may be grumpy. In severe cases, they may discuss or think about suicide (ending their own life). They may begin to give away personal belongings or take steps to prepare others for their death.

People with anxiety (feeling worried all the time) may seem nervous and jittery. They feel nervous all the time. Their heart-rate and sweating may increase and they may have trouble calming down, sitting still, or sleeping. They may have trouble concentrating or feel sick to their stomachs.

People who self-harm (hurt their own bodies) may have depression, anxiety, or trauma. They may feel guilty, be in intense emotional pain, or be very lonely. Their brains have re-wired to tell them that physical pain may help get rid of the difficult feelings they have. Others may notice injuries on their arms, legs, or other areas of the body. They may notice that person is engaging in risky or dangerous behaviors, lying about where injuries come from, or being very secretive.

Explain that these mental illnesses are real and your child or one of their friends will likely feel one or more of them at some point. Knowing the warning signs can help you recognize it in others or yourself. This allows you to get or give help, just as you would if your friend (or you) had a physical injury.

A friend with depression or suicidal thoughts may simply need someone to talk to, to invite them to activities (even if they don't come), or to sit with them as they process their feelings. They may need encouragement to go out and do things or understanding when they are simply too overwhelmed. They may need encouragement or support to reach out to a doctor for treatment. If a friend is showing warning signs of suicide, an adult should be contacted and/or 988 can be called to get immediate help.

A friend with anxiety may need someone to talk to, reassure them, or to simply be an example of calm behavior. They may need extra help getting through tasks. In the event of a panic attack, they will need support and guidance through breathing exercises or grounding. They may need encouragement or support to reach out to a doctor for treatment. In severe cases, asking an adult for help can ensure a bigger support system and help you both find the resources they need.

		<p>A friend who self-harms may need someone to talk to and process feelings with. They may need reassurance, extra care, or time with others. They should never be encouraged to self-harm. They may need basic first aid for injuries. A medical professional or adult should be contacted to help with treatment.</p> <p>Reinforce the fact that, like with physical health, our mental health may sometimes not be its best. Sometimes it is caused by our choices, at other times it just happens. It's important to know the warning signs so that we can help others, get help for ourselves, and contact outside resources if needed. Assure your child that if they ever feel overwhelmed with their health or their friends'/family members' they can always go to a safe adult for help.</p>
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Title of Lesson: President's Day

Standards Taught: Review of Health and History/Social Studies Standards

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child if they know what holiday today is. Explain that today is President's Day, a day set aside to honor presidents like George Washington and Abraham Lincoln. Allow your child to share what they know about these two men and share some things you've learned about them, too.</p> <p>Explain that they are known as two of the best presidents America has ever had. George Washington fought for freedom from Great Britain during the Revolutionary War. He led the nation as it began and fought for equality and liberty. Abraham Lincoln led the nation during the Civil War, fighting to protect everyone in America from slavery and keep the country together.</p> <p>Next, share the following quotes with your child.</p> <ul style="list-style-type: none">-Most folks are about as happy as they make up their minds to be (Abraham Lincoln)- Make sure you are doing what God wants you to do—then do it with all your strength (George Washington) <p>Point out that these men were great presidents, not just because of when they lived and what was happening around them, but because of who they were. Both men worked hard, tried to do the right thing, gave up things they wanted to help others, and found things in life to be happy about. Ask your child what they think these quotes mean. Re-read them if needed and discuss each one. Give your own interpretation, too.</p> <p>Finally, ask your child to choose a way they can follow the advice of these two men today. Give an example of your own goals to find something that makes you happy and commit yourself to something you think is right. Discuss these goals and how your child plans to reach them. Place their new goals on their goal chart and encourage your child to work towards these new goals. Reflect on how that advice helped them after a month.</p>

Title of Lesson: Firearm Safety

Standards Taught:		
Materials:	Preparation:	Implementing the Lesson: <p>*This lesson is intended to be taught several times and in a way your family is comfortable with. The fact is even if you do not own a firearm, your child will likely see a firearm at some point. Teaching them a healthy respect (not fear) will protect them and help them to feel prepared. If you do have firearms in your home, please make a safety plan that your family is comfortable with in regards to how you use and store them. As your children grow review the rules outlined in this lesson and teach them how to properly use a firearm in ways that are developmentally appropriate for each child.</p> <p>Ask your child to tell you what they know about firearms (guns). Where have they seen them? What do they do? How do we act around guns? Allow your child to answer in their own words but correct any fallacies that may come up.</p> <p>Tell your child that a firearm is nothing more than a tool. The way it is used is dependent upon who is using it. A hammer, a saw, and a knife are all tools as well. A hammer can build a house or break a window. A saw may help build a table or cut it apart. A knife may help make a wonderful meal or it could cut our fingers. Like all tools, firearms are meant to be used to good: to protect us and provide food. Guns, like other tools, can be dangerous if we don't understand how to properly use them.</p> <p>There are five rules of firearm safety. Go through each one with your child in an age-appropriate manner.</p> <ol style="list-style-type: none">1. Never touch a firearm without the permission of a trusted adult. If you see a firearm anywhere, do not touch it. Find an adult and tell them where you saw the firearm. (This one is the only rule a child needs to know at young ages. The following rules apply as your child is learning to handle firearms with adult supervision)2. Always treat a firearm as if it is loaded. Remember that guns are tools and can be dangerous if not used properly. Never point a gun at anything or anyone you do not want to shoot. You should never think that a firearm does not have a bullet in it.3. Know your target and what's beyond it. Always know what you are shooting at. Remember that a bullet can travel through or around a target. You need to be sure that it will not travel anywhere that it can hurt someone.4. Don't put your finger on the trigger until you are ready to shoot. Demonstrate and guide your child in proper techniques for holding a firearm. Remind them that their finger should only be on the trigger after they have lined up the sights and are ready to shoot. This can help prevent accidental discharges.5. We should always use hearing and eye protection when practicing with a firearm.

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

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

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