

Kindergarten Facing Guide

TOPIC: Self Esteem/Respect/Behaviors

SOL:

K.1 The student will experience success and positive feelings about self.

K.2 The student will experience respect from and for others.

K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Performance Objectives:

Materials:

Students will be able to:

Describe experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others.

Success in Schools K.1

Demonstrate respect for differences.

Venn Diagram K.2

Accept feelings and opinions of others.

Venn Diagram K.2

Demonstrate courtesy and good manners.

What could Sara say? K.3
Say Please K.4
How would you feel? K.5-6

Explain how behavior affects others positively as well as negatively.

What could Sara say? K.3
Say Please K.4
How would you feel? K.5-6

Explain the effects of others' behavior on him or her.

What could Sara say? K.3
Say Please K.4
How would you feel? K.5-6

Understand the concept of privacy, especially in the use of bathroom facilities; importance of avoiding gossip about others' personal or family problems and electronic privacy, such as not sharing your name and address over the internet.

Privacy K.7

SOL:

K.4 The student will recognize that everyone is a member of a family and that families come in many forms.

K.5 The student will identify members of his or her own family.

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

Performance Objectives:	Materials:
<p>Students will be able to:</p> <p>Describe family forms: traditional or two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and other blended families.</p> <p>Identify the adult and child members of the family.</p> <p>Understand words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing.</p> <p>Understand that rules are made for safety, and protection.</p>	<p>Families come in different forms K.8</p> <p>House and Family K.9</p> <p>Draw a picture of how your family shows love K.10</p> <p>Rules K.11</p>

SOL:

K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

K.8 The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.

Performance Objectives:	Materials:
Students will be able to:	
Understand the differences between appropriate and inappropriate expressions of affection.	Right Touch/Wrong Touch K.12-K.20
Understand elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member.	Right Touch/Wrong Touch K.12-K.20
Understand Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.	Right Touch/Wrong Touch K.12-K.20

SOL:

K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.

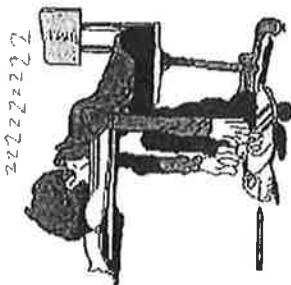
K.10 The student will identify "feeling good" and "feeling bad."

K.11 The student will find help safely.

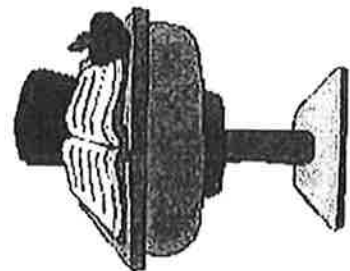
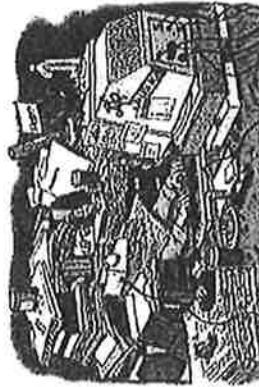
Performance Objectives:	Materials:
Students will be able to:	
Demonstrate how to say "no" in a loud voice while standing up and looking directly at the person.	Yell, Run and Tell K.21
Understand that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian and understand the need to continue telling about inappropriate approaches until someone listens and responds.	Yell, Run and Tell K.21
Use descriptive words to help identify pleasant and unpleasant feelings.	Discussion lead by teacher
Identify when they are in an unsafe environment.	Unsafe situations K.22
Use their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.	Identifying information K.23

Success in School

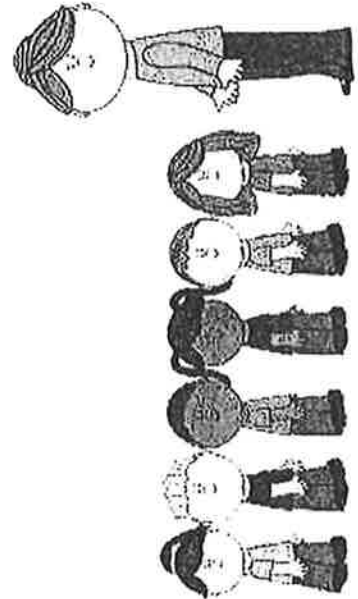
Circle the successes



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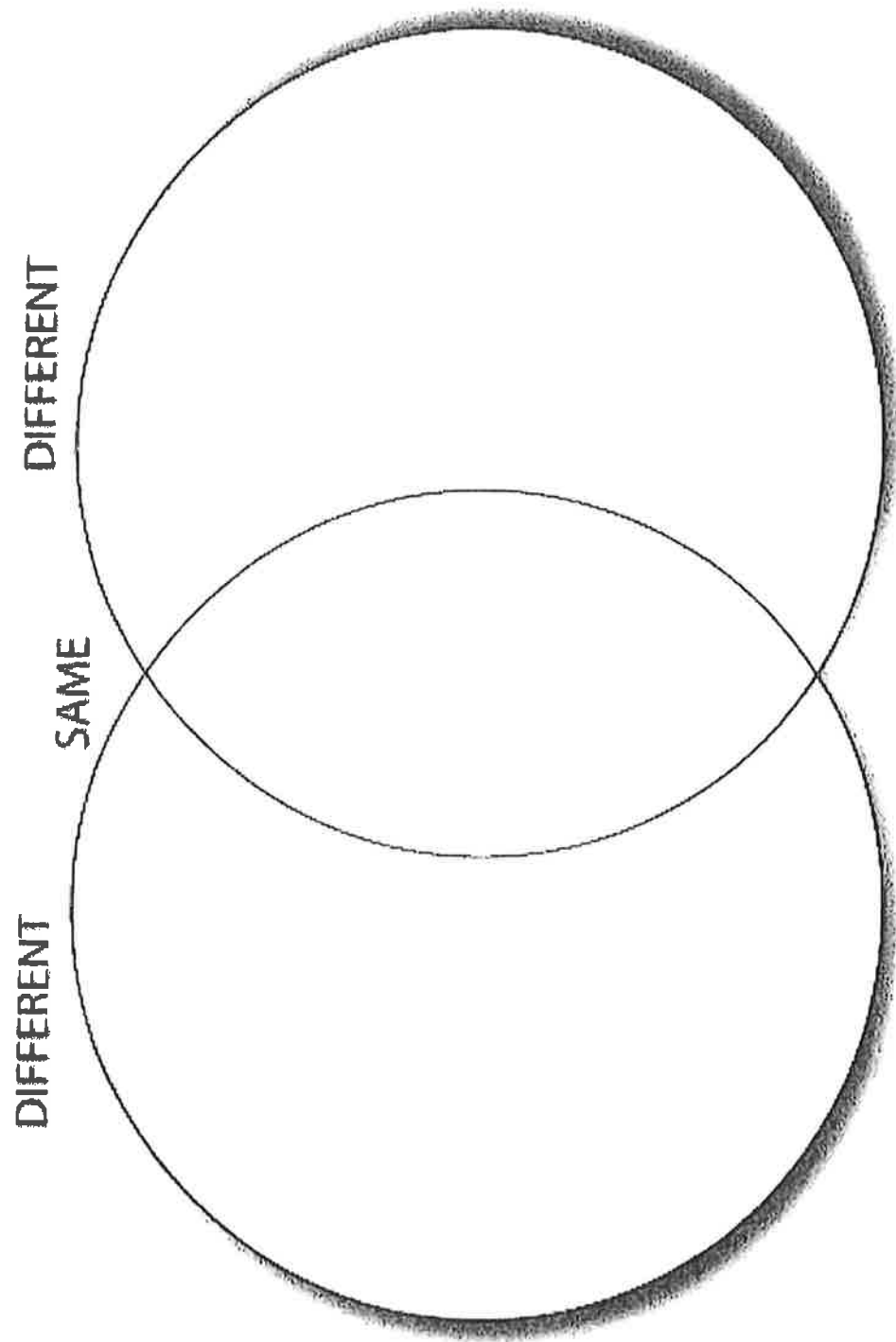


ClipartOf.com/438107



How we are alike and different

Venn Diagram



NAME _____

What Could Sara Say?








Read each story. Choose something that Sara could say from the box below.
Cut it out and paste it where it belongs.

1. Sara was with her friends.
She let out a big sneeze.
What could she say?

2. Sara wanted some bread.
It was at the other end of table.
What could she say?

3. Sara threw a ball.
It hit her friend.
What could she say?

NAME _____

Say Please



Write a sentence about each picture.

Each sentence must use the word **PLEASE**.

On the back of this page, draw a picture of one sentence.





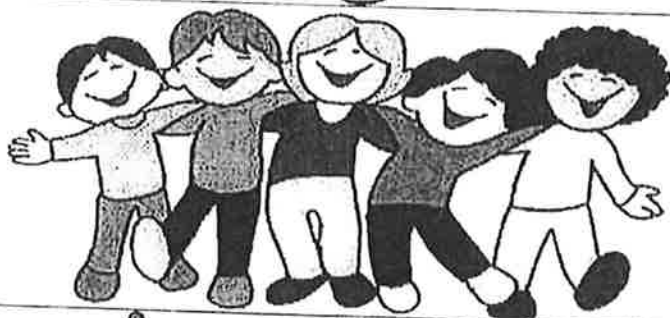


How would you feel?

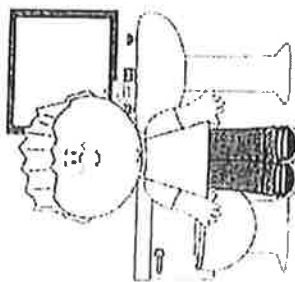




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Privacy



Bathroom



Personal/Family Problems



Electronic Dangers

Families come in different forms.
What does your family look like?



Traditional



Single-parent



Extended



Adopted

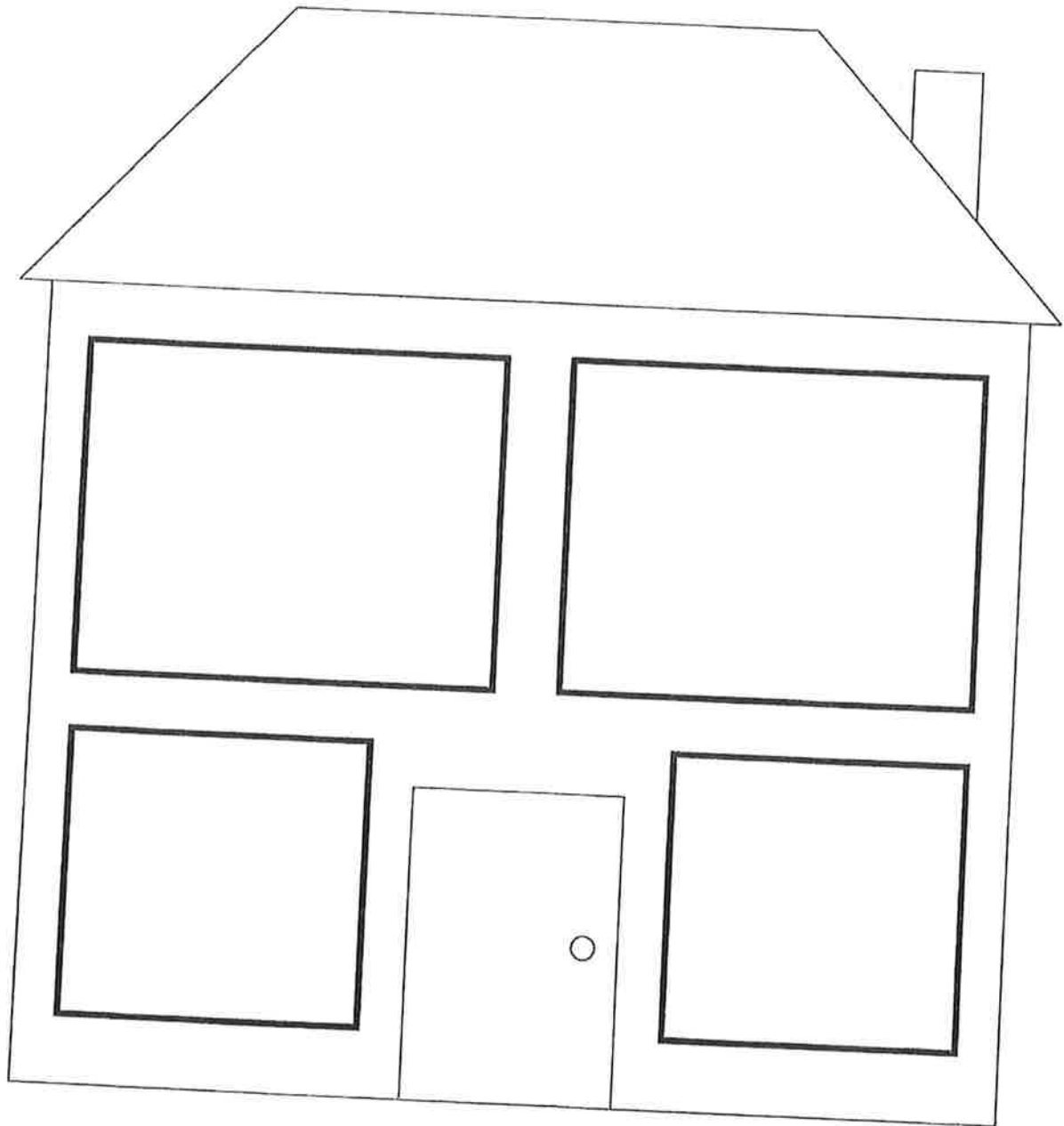


Blended

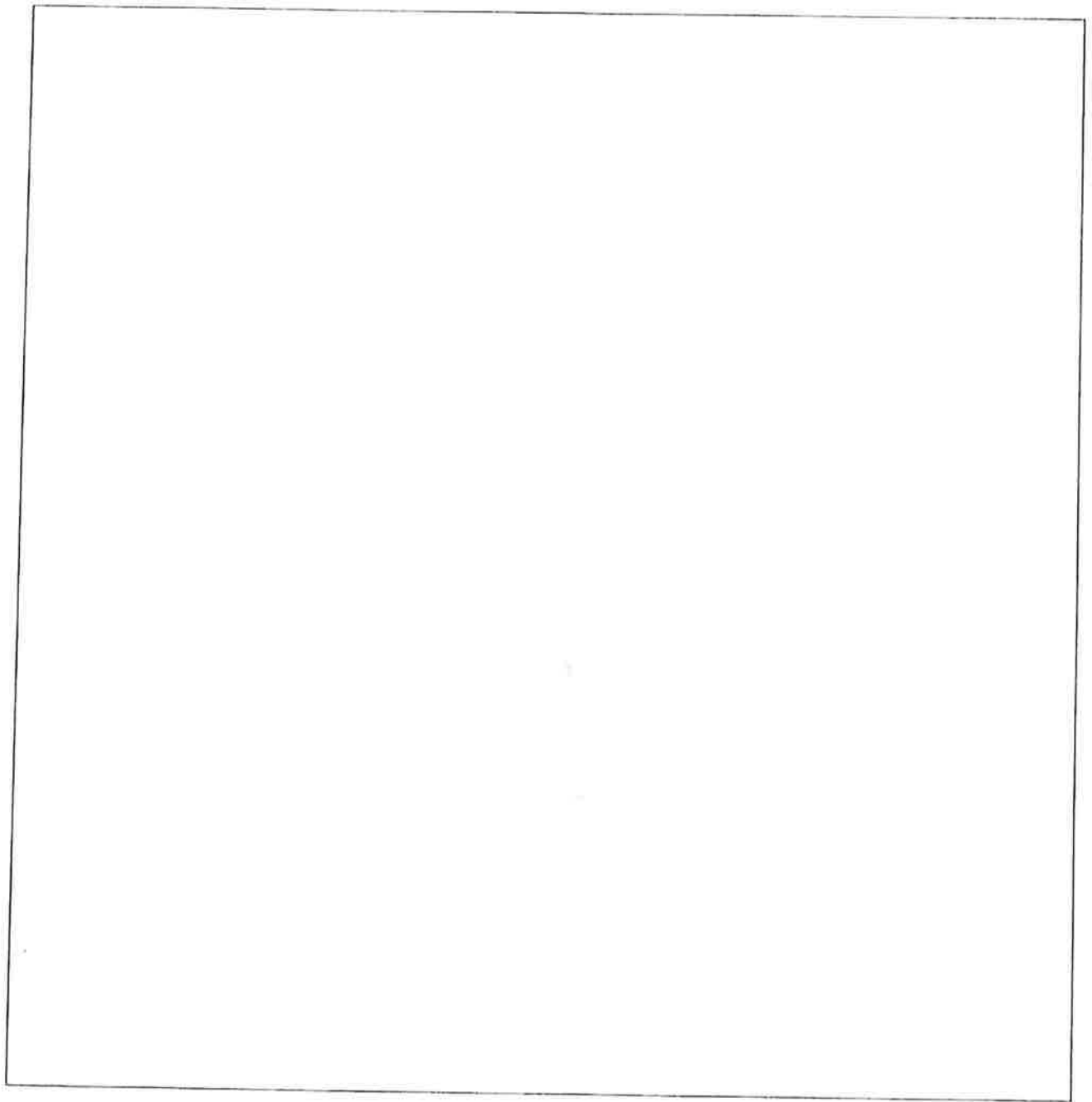
Name _____

House and Family Worksheet

Think about your home and the people in your family. Draw pictures of your family in the windows of the house below.



Draw a picture of how your family shows love.



Rules

Why are there rules?

What would life be like without rules?

What is one rule you like?

What is one rule you would change?

Right Touch, Wrong Touch

A child safety coloring book for
parents to do with their children



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Illustrations by Alicia Valenzuela

We know how good it feels when
someone touches us the right way,
the way nice people do.



Like when mommy or daddy
give us a nice hug,

or when grandma gives us a kiss,



or we hold hands with a good friend.



There are also touches that are good for us, but don't really feel good, like when you go to the doctor and may have to get a shot.



But there are touches that aren't right, and if someone touches us in a wrong way, we feel bad, sad, embarrassed, scared, yucky, or all those feelings.



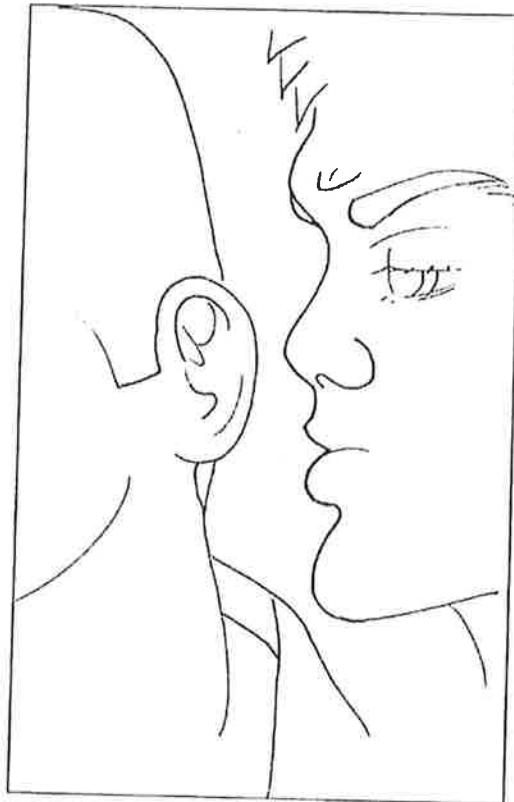
So what are some wrong touches?
Like when someone hits us,



or tries to touch us on our
private parts (the parts that
bathing suits cover),



or they ask you to touch
their private parts.



If someone EVER asks you to do a
wrong touch that makes you feel bad,
sad, scared, or yucky, there are things
you should do.....

Yell really loud, "NO! I won't do that!"



and run away as fast as you can to a grown-up you trust, like a police officer, a doctor, a teacher, or family member who loves you and always tries to keep you safe.

People who do wrong touching will
ask you to keep a secret about it

Remember:

NEVER keep a secret about wrong touches!
Tell a grown-up you trust,
right away!



The only good secrets are secrets about
parties and presents!

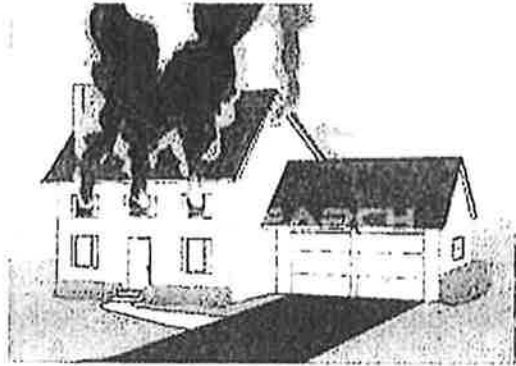
Rule #3:
IT'S OKAY TO YELL...
THEN GO RUN AND TELL!



If a stranger tries to touch you or take you with him or her, don't be afraid to yell out, "Leave me alone, you're a stranger!" Run away as fast as you can and tell a trusted adult, or run into the nearest store and get help. Color the picture above of the child running away from the stranger.



Unsafe Situations



house www.fotosearch.com





Name:



Address:



Phone Number: