

*** All standards begin with the grade number they represent.**

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

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

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

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Title of Lesson: 9-11 Mini Lesson

Standards Taught: History/Social Studies Review		
Materials:	Preparation:	Implementing the Lesson:
American Flag Book: <i>The Survivor Tree</i> by Cheryl Somers Aubin (found here)		<p>Ask your child to note the date today. Point out that today is September 11th. Explain that this date is known as Patriot Day in the United States. Ask your child what they remember from previous lessons about September 11th and the terrorist attacks that occurred 9/11/01. Briefly describe your own experience and an explanation of the events of the day. Discuss the attacks on the Twin Towers, the Pentagon, and actions of those on Flight 93. Point out that some men, who wanted Americans to be afraid, used weapons to steal airplane that had passengers on them. They then flew these airplanes into buildings which represented America’s power and prosperity. This resulted in the death of thousands. Americans were very sad and afraid after the attacks. However, something else also happened. Americans began to look for ways to help each other. People volunteered to help search for survivors and clean up the mess. Blood banks were full of donors who wanted to provide help to those who were hurt. Churches were open through the nights, allowing people to come and pray. Citizens began to wear patriotic clothing to show that, no matter what, Americans would stand together. Donations of money and other items were given to those who had family members that were lost. Though Americans were very sad, and some were scared, they showed bravery by standing together through this difficult time.</p> <p>Next, read the book to your child. In an age-appropriate way, discuss the fact that this tree was hurt by the attacks, too. However, it survived and now stands as a reminder that we can be strong, even if we are hurt when bad things happen to us. Discuss the fact that we can’t always control what happens, but we can choose to be strong and kind to those around us. Point out that, sometimes, we can also choose to accept help from others when we need it. Ask your child to share a time when they were sad or afraid. Discuss what happened and allow them to share their emotions and reactions. Point out examples of help they gave or received during this time. Ask your child how it made them feel to be able to help others or to know others where there to help them. Point out that the tree probably didn’t feel strong or brave as it was healing, but it worked hard to keep growing. People came to help protect it after it was found. Now, the tree is strong and provides shade to others. Explain that there are times when we don’t feel strong, but if we keep trying, someday we can feel better and help others.</p> <p>Finally, ask your child to look for a way to honor the spirit of Patriot Day today. They may want to wear patriotic clothing, fly a flag in your yard, or perform a small act of service for someone. Encourage your child to try to be strong and kind, to keep trying even when it’s difficult, and to choose to brave, even if those actions seem very small in the moment. Remind them that even small actions can make a difference.</p>

Title of Lesson: Fire Safety Mini Lesson

Standards Taught: 3.SDP.1, 5.SDP.1

Materials:	Preparation:	Implementing the Lesson:
This booklet This video		<p>Ask your child to remind you what they have already learned about emergency preparedness. Remind your child that, though things like fires, earthquakes, attacks from bad guys, and power outages rarely happen, it's always good to be prepared. Being prepared, or ready, means having supplies and a plan that will help us know what to do in the event that an emergency occurs. It helps us to be less afraid and rushed because we know what to do and have what we need if an emergency ever does occur. Ask your child to discuss some of the things your family has done to prepare for emergencies. Examples may include: 72-hour kits, lessons and family plans, back-up power sources, fire alarms, family rules, supplies, etc. Point out a few they've missed to demonstrate the fact that you are prepared. If you aren't prepared, make a list together of things you can do to actively work towards preparedness.</p> <p>Next, discuss the fact that one emergency that people sometimes encounter is a fire. This may be a house or business fire, where a building is burning, or a wildfire, where a forest or other outdoor area is burning. This two emergencies can result in evacuation (when you have to leave your home), smoke in the air, warmer temperatures, and/or injuries. Point out that, though we cannot control fire, there are things we can do to prevent it.</p> <p>Discuss the following: Wildfires can be prevented by being careful with campfires and other sources of sparks. Lighting fireworks only in areas that are clear of plants and debris, putting campfires in a clear and enclosed area, and ensuring that fires are put out before leaving camp (douse with water, stir, and douse again) are all ways to prevent wildfires. In our homes, we can prevent fires by not playing with matches or lighters, carefully and correctly using heaters, stoves, candles, and other items that can ignite, and having smoke alarms and fire extinguishers can help prevent fires or prevent injury if a fire occurs.</p> <p>Watch the video together. Then, ask your child to help you check the batteries in your smoke alarms and the locations and condition of fire extinguishers. Walk through the house, pointing out potential risk areas (e.g. stove, fireplace, matches, lighters, candles, etc.) and discuss what rules are in place to prevent fires.</p> <p>Next, read through the booklet with your child, allowing them to comment on your own family plans and/or ask questions. Then, discuss your family plan in the event of a fire. Practice evacuation for a wildfire (and print and post the plan somewhere in your home). Then, practice getting out of the house in the event of a house fire. Remind your child to feel doors before opening them, crawl under the smoke, find two different exits, move quickly, accept help from police or firemen, and where your meeting place is. For older children, remind them that that 911 should be called in emergencies so help can come. If possible, they should use a phone outside of the home (e.g. cell phone, neighbor's phone) to call 911. Practice questions 911 will ask them (e.g. address, what is the emergency, how many family members/pets, flammable items in the home, how many are at the meeting place/who is missing, directions to your home, etc.).</p>

Title of Lesson: Earthquake Mini Lesson

Standards Taught: 3.SDP.1, 5.SDP.1

Materials:	Preparation:	Implementing the Lesson:
<p>This video</p> <p>Information found on this website</p> <p>Your family plan and disaster supplies</p>		<p>Briefly review the previous lesson with your child. Ask them to tell you the family plan in the event of a fire and discuss how they feel about being more prepared for an emergency. Point out that this plan and preparation likely helps them feel more comfortable with knowing what to do. Then, explain that today your family is going to plan, prepare, and practice for another emergency event: earthquakes.</p> <p>Ask your child to review what they know about earthquakes. Talk about preparations you have already made and practices you have had previously. Discuss why earthquakes happen and what they may feel like. Point out that earthquakes can vary in intensity. Then, watch the video together, answering any questions your child may have.</p> <p>Review the information found on the website with your child, emphasizing the steps to take to prepare for an earthquake. Point out the steps your family has already done. The steps are as follows:</p> <ul style="list-style-type: none">Step 1: Secure your spaceStep 2: Create an emergency plan that includes communicationStep 3: Organize emergency suppliesStep 4: Organize documents, obtain insurance, and strengthen propertyStep 5: Drop, Cover, and Hold OnStep 6: Improve safety after an earthquakeStep 7: Reconnect and Restore after an earthquake <p>Use the website to discuss each step and make a list of items your family has done well and those that may need improvement. Hold a practice drill, asking your child to participate by showing what they should do in the event of an earthquake. If inside, they should drop (not stand), cover (get under a sturdy item and cover their heads and neck), and hold on (hold onto a sturdy item). If outside, they should ensure they are in an open area, away from anything that can fall on them, drop, and cover.</p> <p>Finally, ask your child to help you review and/or update your family plan. This plan should include a collection of disaster supplies (earthquakes can cut power, gas, and water), several methods of communication, and a meeting spot for family members. Remind your child how to contact 911 for help if needed and discuss some situations in which this may be required for an earthquake (e.g. fire, injury, etc.). Briefly discuss other emergencies that can occur and your family plans for each (e.g. lockdown, active shooter, evacuation).</p>

Title of Lesson: Rules, Risks, and Getting Help

Standards Taught: 3.SDP.2, 5.HF.2, 5.SDP.2, 5.SDP.1, 8.HI.HF.2, 8.HI.HF.2.b		
Materials: Blank paper and/or chalkboard Examples of safety devices from your home (e.g. helmet, seat belt, smoke alarm, gun safe/lock, stair railing, etc.)	Preparation:	Implementing the Lesson: <p>Together with your child, make a list of family rules, writing each on the blank paper and/or chalkboard in one color. Then, discuss each rule, asking your child why they think this is a family rule. Point out that family rules are meant to protect each person in the family. Parents, teachers, and communities create rules to keep people safe. For example, a rule that states children cannot play with matches reduces the risk of fire. A rule stating that no one should swim alone reduces the risk of drowning. Point out that rules find high-risk activities and create a safer way to do them. In a new color, write reasons for the rule beside each one. Ask your child if they agree that good rules help protect them and others from harm. Discuss their feelings about each rule (they may not like following it) and why you think it is important (it keeps them safe from specific risks).</p> <p>Next, ask your child what else they do to prevent or lessen risk in their daily life. Use the safety devices you've gathered to start the conversation. Point out that your child wears a helmet when riding a bike, a seatbelt in a car, and a jacket in the cold. They hold onto the rail when going down the stairs, put on sunscreen when outside, and wear closed-toe shoes when hiking. Ask your child to give their own examples and point out ways these things help us safely do activities each day. Then, ask your child what rules and/or safety equipment can protect people during the following activities: using the internet, playing at a park, playing a sport, camping, lighting fireworks, and building a house. Point out that nearly every activity we do has some risk, but there are ways to lessen it and make activities fun and safe. Next, point out that some activities are too risky and should be avoided (e.g. running in the road, talking to strangers, meeting someone you met online in real life, etc.).</p> <p>Finally, point out that your child chooses to follow the rules and/or use safety devices. Though there are consequences for breaking rules which may include punishments and/or injuries, one day they will grow up and decide for themselves whether or not to follow the rules. These choices will affect how safe they and their family are. Understanding the risks helps you make better choices. For example, if you know falling while riding a bicycle can result in you hitting your head and getting seriously hurt, you are more likely to wear a helmet to protect yourself in case of a fall. Learning about the risks for each activity, the rules, and the safety devices surrounding it, can help you make safer choices. Discuss some good and bad choices your child has made in regards to safety and point out the consequences (good or bad) of each choice. Remind your child that we all make mistakes and we get better at making choices as we grow and learn more.</p> <p>Finally, remind your child that they have people who can help them make good choices. Parents, teachers, doctors, emergency personnel, and other trusted adults have more experience and understand the risks better. Asking for help in making a choice, preparing for an activity, understanding the rules, or using a safety devices is one way to make better decisions. If your child is unsure about a decision, or doesn't know the risks, they can always ask an adult they trust. That adult wants them to be safe and will do their best to offer advice or explain the risk. Ask your child if they have any questions now and remind them that they can always come to you if they need help. Additionally, remind them that if they make a mistake, an adult can help them work through the consequences of that mistake (e.g. they got hurt) and make a better choice next time. Emphasize that your child should never be afraid to ask for help if needed.</p>

Title of Lesson: Hygiene and First Aid

Standards Taught: 3.SAP.1, 3.HD.1, 5.SDP.5, 8.HI.SDP.1, 8.HI.SDP.2

Materials:	Preparation:	Implementing the Lesson:
<p>Fine glitter</p> <p>Soap and warm water</p> <p>Examples of hygiene supplies (e.g. toilet paper, shampoo, body wash, sanitizer, tissues, etc.)</p> <p>Latex (or other) gloves for your child</p> <p>This video</p>		<p>Place glitter on your hands and rub it into your palms. Then, explain to your child that this glitter represents germs. Germs are tiny organisms that we cannot see without a microscope. They can be bacteria or viruses. Some germs help our bodies work correctly. Other germs can make us sick or cause infections. Ask your child to tell you about a time they were sick or had an infection. Point out that an injury is not usually caused by germs, but germs can make it worse. Discuss how they felt while they were sick and what symptoms they had. Point out that most people don't like being sick.</p> <p>Explain that good hygiene can help our bodies stay healthy. Hygiene means the habits we have to wash off and prevent contact with germs. Show your child the glitter on your hands again. Remind them that this glitter represents germs. Explain that you don't want to wash your hands, though your child always washes their hands after using the restroom and before eating. Then ask your child to shake your hand. Point out that some of the glitter germs transferred from your hand to theirs, causing them to become covered in germs. Discuss ways to get rid of germs. Allow your child to wash their hands, using warm water and soap and washing for at least 20 seconds. Point out that washing their hands cleaned many of the germs off their hands. Wash your own hands. Shake hands again and point out that this hygienic practice protects you and others from germs that may make them sick.</p> <p>Next, discuss other hygienic practices using the example products you've gathered. Point out that wiping with toilet paper after using the restroom protects them from germs that may be in their waste (pee or poop). Waste should never be touched by their hands. Washing their bodies in the bath or shower with soap and shampoo washes germs from their whole bodies. Eating from a plate and with a fork reduces food contact with germ-covered surfaces like the floor and/or table. Sanitizer can help kill germs on their hands when washing is not available. Tissues protect their hands from contact with mucus, though they should also wash hands if they blow their nose or sneeze, too. Not touching their face, refraining from licking high-touch surfaces, and keeping a clean home can also help reduce germs in their body.</p> <p>Finally, show your child the gloves. Explain that blood can also contain germs and we should never touch someone else's blood. However, it's common for people to get hurt and bleed. If someone is bleeding, it's important to keep the wound clean and covered until it can heal. Wearing gloves creates a barrier or shield between an injured person and someone who is trying to help, protecting them both from each other's' germs. Gloves are worn by doctors and nurses when helping a patient. They can also be worn by a teacher or a friend if an injury is less severe. The wound should be carefully cleaned and then bandaged, preventing more blood from coming in contact with others. Bandages also help prevent exposure of the wound to germs. After bandaging, gloves should be properly removed to avoid contact with germs. Watch the video with your child. Then, help them practice proper glove removal a few times. Remind them that they can always ask an adult for help when someone is injured as well.</p> <p>*For older children: Review the basics of CPR and First Aid from the lesson last year, encouraging your child to practice the skills they learned.</p>

Title of Lesson: Columbus Day Mini Lesson (2 pages)

Standards Taught: History/Social Studies Review

Materials:	Preparation:	Implementing the Lesson:
Construction paper: green, blue, light blue, white, red, brown Glue Map of the world/Globe		<p>Ask your child if they know what today is. Explain that today is known as Christopher Columbus Day. Ask your child to remind you what they know about Christopher Columbus. Then, present the following information.</p> <p>Explain that Columbus was born in Italy. Point out this area on a map/globe. He loved to sail and explore the ocean. This often took him to different areas in Europe. During this time, many places traded with India (point it out on a map/globe). India had lots of spices, which were expensive, and could make traders very wealthy. However, there were only two ways trade between Europe and India. One was through the spice route, a long road that went across land. The other was to sail down from Europe, around Africa, and back up to India. Both of these routes were slow and dangerous. Many people wanted a better way to travel between the two. (Show these two routes on the map/globe as you talk).</p> <p>Columbus wanted to find a new way to sail to India. A faster and safer route would allow people to trade better and make more money. However, Columbus didn't have the money to fund such a journey. He asked many people to help him, but they all said no. Then, he met with the King and Queen of Spain. They gave Columbus three ships: the Niña, the Pinta, and the Santa Maria. They also gave him supplies and a crew. In 1492, Columbus sailed the ocean blue. He left Spain and traveled west, hoping to sail around the world all the way to India. (Show Spain on the map and the path Columbus took across the Atlantic Ocean). Explain that Columbus didn't know that two continents stood in his way. He thought he would sail straight through (show the intended route on a map/globe). However, Columbus ran into a new place as he sailed. He landed in present-day Haiti (show on the map/globe). Thinking he had made it to India, he called the people he found there Indians. At times, Columbus and his men were kind to the natives. Other times, however, they were not. Many were taken as slaves and harmed by the newcomers. In remembrance of these actions, today is also known as Indigenous Peoples Day, a day to remember the people who originally lived on these continents.</p> <p>Columbus took news of his discoveries back to Spain. Many people heard of this land, which had abundant resources. Eventually, Columbus returned 3 more times. However, his news also brought new explorers and settlers to the new continents. They were mapped and it was discovered that this was a new land, not India. This discovery eventually led to the creation of the United States, as well as other countries.</p>

		<p>Allow your child to create a mural using the construction paper representing some part of the story. This may be an image of the ships Columbus used, a representation of native people, a map of the journey, or an image of Columbus. Allow your child to be creative and praise them for their work in remembering our history, both the good things and the bad.</p>
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Title of Lesson: Smoke-Free Mini Lesson (2 pages)

Standards Taught: 8.SAP1., 8.SAP.2, 8.SAP.4, 3.SAP.2, 3.SAP.3, 5.SAP.1, 5.SAP.3

Materials:	Preparation:	Implementing the Lesson:
This video		<p>Tell your child that this week is Red Ribbon Week and explain that this week we will be learning about smoking, alcohol, drugs, and prescription medications and their effect on our bodies. Ask your child to remind you of what they've learned in the past. Then explain that today we will be focusing on smoking and tobacco. Allow your child to tell you what they remember learning about cigarettes, chewing tobacco, and/or vaping in past years.</p> <p>Next, ask your child to watch the video listed in the Materials section. Discuss the effects smoking can have on the body, including shortness of breath, decreased blood flow, cancers, yellowing of fingers and teeth, bad smell, wrinkles, and other diseases. Remind your child that vaping, or using an e-cigarette, can cause many of these outcomes too. Vaping means breathing a substance into your body, just like smoking. Though it may be different chemicals, air that is not clean can harm their bodies if breathed in. Briefly discuss chewing tobacco, which is made from the same plant as the tobacco in cigarettes. This is a substance that can be chewed, rather than smoked. Explain that it can also cause cancer, yellowing of the teeth and fingers, and issues with blood flow and breathing. Point out that one way to keep their bodies and minds safe is to never smoke, vape, or chew tobacco.</p> <p>Next, explain the concept of addiction. Tell your child that our brains can sometimes get confused by the chemicals that are involved when we smoke, drink alcohol, or use drugs. Some chemicals can make us feel calm or happy. Others can make us feel sad. These chemicals help our bodies understand what is happening and how to react. For example, if we give someone we love a hug, our brain released chemicals that help us feel happy and loved. This helps our bodies release stress, our muscles become less tense, and we feel safe. However, if we experience something scary, our brain makes chemicals that help us pay attention to what is happening, run away, and/or fight back if we need to. This is why our hearts race, our breathing speeds up, and our muscles become tense.</p> <p>However, when our bodies are given substances such as tobacco, the signals to our brain can get mixed up. Instead of protecting us and helping our bodies react correctly, the brain can release the wrong chemicals, causing us more harm. When someone smokes, our brain releases dopamine, or happy chemicals. This helps us feel calm and happy instead of sad or afraid. This signals to our body that this substance is something our bodies need, though it is actually harming us. Many people like this happy feeling and become addicted to it, or want to feel it over and over again. Tobacco is a substance that is very addictive and many people feel this mix-up in chemicals, making it very hard to stop smoking once they've started. Though smoking is bad for our bodies, addiction causes our brains to become confused. Quitting is very difficult because of this chemical reaction and the longer someone smokes, the worse their health will be.</p> <p>Finally, ask your child the following question: If smoking is so bad for our bodies and brains, why do people do it? Allow them to answer on their own, pointing out the good examples they give. Then discuss some of the following: parents/family members smoke, friends pressure them, they think it looks cool to smoke, they tried it and became addicted, they wanted to use it to lose weight, media encouraged it. Discuss why these reasons are not good reasons to</p>

		<p>smoke/use tobacco and what your child can do to make sure they never allow these harmful chemicals and substances into their bodies. Remind your child of goals they have and how smoking/vaping/chewing can hinder those goals.</p> <p>For older children: Watch this video together, discussing how media and tobacco companies promote smoking. Explain that this ad shows several examples of tobacco advertisements from the past. These companies are selling a product that is harmful to their customers, but the companies still want to make money. They show smoking as a trait of hard-working, popular, or unique. However, these ads covered up the truth- that smoking is harmful and can cause sickness and death.</p>
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Title of Lesson: Alcohol Free Mini Lesson (2 pages)

Standards Taught: 3.SAP.2, 3.SAP.4, 5.SAP.1, 5.SAP.3, 8.SAP.1, 8.SAP.2, 8.SAP.4, 8.SAP.5, 8.SAP.5.a, 8.SAP.5.b, 8.SAP.5.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Briefly review the previous lesson with your child. Remind them that this week is Red Ribbon Week, a time when we focus on how different substances can affect our bodies and brains. Explain that today we are going to discuss alcohol. Ask your child to tell you what they know about alcohol. Point out that many products with alcohol are used every day, maybe even in your own home. Hand sanitizer contains alcohol, which is what helps kill the germs on their hands. Alcohol is sometimes found in cleaning products as well. Some people use certain types of alcohol for pest control in their gardens.</p> <p>Next, explain that some people also consume beverages with alcohol in them. Drinks like beer, margaritas, wine, cocktails, champagne, and liqueurs contain alcohol. These drinks are fermented, or allowed to break down over time, using yeast and sugars. As the yeast breaks apart the sugars, it creates ethanol, making the drink alcoholic. Any drink with a yeast and sugar in it can become alcoholic over time. Alcoholic drinks have been created by humans for thousands of years. In the United States, alcohol is legal to consume if you over the age of 21.</p> <p>However, like smoking, alcohol usage can affect your body and brain in negative ways. Ask your child to discuss some of the effects of alcohol they remember from previous lessons. Point out that alcohol can slow down your heart, making it difficult for blood to travel around your body and deliver oxygen and nutrients to your cells. It can also affect your digestive system, causing cysts or cancers to develop. Alcohol use greatly affects the liver, an organ which filters out the bad things taken into your body so that it doesn't harm other areas. A liver that has to process too much alcohol can be damaged or even fail. Finally, alcohol affects your brain by interfering with several different areas. Like tobacco, it can lead to addiction because it confuses the chemicals in your brain. It also can decrease motor skills (you feel dizzy or fall down), reaction time (you react slowly things happening around you), and inhibit decision making skills (you may make bad decisions because your brain doesn't function the same as it does without alcohol). Over time, alcohol use may also kill brain cells, shrinking certain parts of the brain and making it difficult to remember or learn new things. These harmful outcomes affect children and teens more than adults because younger brains are still growing and developing.</p> <p>Ask your child to repeat some of the negative effects alcohol can have on their bodies and brains and how this may hinder some of their goals. Discuss the fact that alcohol can be legally and responsibly used by some adults but should never be used by children/teens. Point out that even adults can be harmed by alcohol use,</p>

especially when it is excessive. Discuss your family rules and beliefs about alcohol and encourage your children to discuss why these rules are important safety precautions.

For older children: Ask your teen to watch this [video](#) and discuss what they learn. Remind them that alcohol affects young brains to a higher degree. Briefly discuss reasons teens decide to drink (e.g. peer pressure, recreation, to look grown-up, rebellion, to deal with emotions, etc.). Then, discuss why these reasons are not worth the risk to their health. Point out that many of the media tactics used for tobacco are used for alcohol as well. Then, discuss the following warning signs of addiction and how to get help if needed:

1. Drastic mood swings
2. Disinterested in things they used to be excited about
3. Poor hygiene
4. Disregard for relationships
5. Money problems
6. Excessive weight loss/gain
7. Defensive about use of substance
8. Physical signs (e.g. bloodshot eyes, insomnia, shortness of breath, etc.)
9. Behavior changes
10. Withdraw symptoms

Source: Hansen, T. (2019, June 20). *Am I an addict? 10 warning signs of drug addiction - guidelines health.* Guidelines Health - <https://www.guidelineshealth.com/10-signs-of-drug-addiction/>

Explain that addiction is a mental health disorder and, like a broken bone or cold, can be lessened or cured with the right help. Hiding or denying the problem does not allow someone who is addicted to get help. Asking for help can be scary but it is always the right choice if you suspect addiction. Talking to a trusted adult, seeking out therapy or rehab services, or discussing options with a healthcare provider can begin the road to recovery and help your body and mind begin to heal. Encourage your child to be open with you (or other trusted adults) if they ever need help, reminding them that your first priority is to help them be healthy and have the best life they can. Many teens are afraid of punishment or disappointment from the adults in their lives and will not ask for help. Continue to have an open dialogue about substance abuse with your teen as they grow and encourage them to talk with you if they ever need to.

Title of Lesson: Drugs and Medications Mini Lesson (2 pages)

Standards Taught: 3.SAP.2, 3.SAP.3, 3.SAP.4, 5.SAP.1, 5.SAP.3, 8.SAP.1, 8.SAP.3, 8.SAP.4, 8.SAP.5, 8.SAP.5.a, 8.SAP.5.b, 8.SAP.5.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to review what they've learned about substance abuse so far. Point out that this week we've talked about alcohol and tobacco already. Explain that you would like to discuss illegal drugs and prescription medications today.</p> <p>Remind your child that illegal drugs (e.g. marijuana, cocaine, heroin, LSD, methamphetamine, ecstasy, spice, etc.) are separated into two categories: stimulants and depressants. Stimulants speed up the body's systems and can cause a fast heartrate, quick breathing, and anxious feelings. Depressants slow down the body and brain and can affect reaction time, thought processing, and mood. These drugs are harmful to the brain and body and can be addictive. Use this image to discuss some of the health risks of drug users. Ask your child to remind you of any others they remember learning about before. Have a discussion about how drug use and these health problems may affect the life of a drug user.</p> <p>Next, explain that some prescription medications act like drugs in the body. Doctors sometimes prescribe medications for specific illnesses or injuries. However, medications need to be carefully monitored. They should never be taken more often than the instructions on the label and only in the proper doses. Some medications can be addictive and cause mental and physical health issues, just as illegal drugs can. Some are stimulants (which give patients more energy), others are depressants (which give patients the ability to calm down), and others are known as opioids. In the body, opioids attach to the nervous system, blocking pain receptors so that the brain never processes the feeling. This can help patients with serious short-term or chronic pain, allowing them to function in daily life despite injury or serious health issues. However, like all chemicals that affect the body in this way, prescription medications can lead to addiction and cause other health problems.</p> <p>Ask your child why they think people may use illegal drugs or prescription drugs recreationally. Discuss some reasons (they like the feeling the drugs give them, they use drugs to avoid emotional or traumatic issues, addiction, social pressures, etc.). Point out that some people believe these things will help with a problem in their life. However, the mental and physical effects of drugs led to new problems and only temporarily avoid the original problem.</p> <p>Finally, ask your child to list 3-5 long-term goals. What do they want to do with their life? Do they want to go to college? Tech school? Play a sport? What job would they like to have? Would they like to have their own family one day? Travel? Discuss these goals and what it takes to achieve them. Then, ask your child what could happen to these goals if they chose to use alcohol, tobacco, drugs, or abuse medications. Point out that</p>

		<p>the health issues they would likely face would hinder their ability to finish. Their mental health would be at risk, as well. Explain that, though recovery from addiction is possible, it is difficult and does not erase all the health issues that drug use can present. Encourage your child to avoid tobacco and other drugs altogether. Remind them that medications should be monitored by a doctor and taken as directed only. Encourage your child to do everything they can to accomplish their goals, including abstaining from these chemicals that can harm their body and mind.</p> <p>For older children: Remind them that addiction recovery is possible, even if it is difficult. Physical and mental health always benefits from stopping substance abuse and help is available. Discuss local resources which can help and ensure your child knows how to find help for themselves or others if needed. Trusted adults, teachers, medical professionals, and the Utah Substance Abuse Hotline (866-395-8903) are all resources that can be used.</p>
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Title of Lesson: Boundaries and Saying No Mini Lesson (2 pages)

Standards Taught: 3.SAP.1, 3.SAP.2, 3.SAP.3, 3.SAP.4, 3.HD.3, 3.HF.2, 3.HF.3, 3.HF.4, 5.SAP.1, 5.SAP.2, 5.SAP.3, 5.HD.6, 5.HF.4, 8.SAP.1, 8.SAP.3, 8.SAP.4, 8.SAP.5, 8.SAP.5.a, 8.SAP.5.b, 8.SAP.5.c

Materials:	Preparation:	Implementing the Lesson: <p>With your child, have a brief discussion to review what they've learned this week. Emphasize the harmful effects of substance use and the positive benefits of avoiding them. Remind your child of their goals and how the benefits of abstaining from these substances will aid in their completion. Ask your child to remind you of reasons people may use these chemicals and why those reasons are not worth the emotional, financial, physical, and mental risks that come with use. Explain that, at some point in their life, they will likely have to choose to say no to drugs/tobacco/alcohol. For most people, an offer comes from someone they already know (e.g. friend, family member).</p> <p>Point out that, no matter who is asking, your child should always give the same "no" answer. However, the way they say no will depend on the situation and/or their relationship with the person. If it is a friend, they may simply say, "No thanks", shake their head, or gently encourage their friend to stop use by saying, "No, that stuff is bad for you." The same response may be appropriate for a family member, as well. However, at other times the "No" should be more firm. They may simply say, "No" and leave the area to an area where they feel safer. They may need help from a trusted adult, especially if approached by a stranger. They also may need to avoid certain situations (e.g. parties where drugs or underage drinking are a problem, getting into a car with someone who is under the influence, friends who don't respect their boundaries, etc.). Discuss non-verbal communication as well, pointing out that they can shake their head or walk away in order to say no. Briefly role-play scenarios which you think are likely in your child's life, allowing them to practice various ways of saying no. Remind them that they are smart and healthy and that you trust and believe in them. Then, remind them of adults they can talk to if they ever need help.</p> <p>Review the signs of a healthy relationship and remind your child that the people that really care about them will consider their thoughts, feelings, and boundaries and respect their choices. Healthy relationships (good friends) listen and act in a way that shows they care. In a healthy relationship no one tries to control the other person, but lets them make their own choices. They discuss disagreements and try to work out a way to make both people comfortable, build each other up, support each other, and allow each other time and space to do things both together and as individuals. Healthy relationships have boundaries.</p> <p>Explain what a boundary is. Explain that it is like a rule, or a line that is not crossed in a relationship. Give the example of a fence built on a property line. Explain that the fence is a boundary, or line that others cannot cross, except with permission from the property owner. It is healthy for relationships to have boundaries, too. These may be physical boundaries, emotional boundaries, or behavioral boundaries. Physical boundaries include touch and physical contact. For example, no relationship should allow physical abuse (e.g. hitting,</p>
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kicking, or throwing items). Touch boundaries may also include rules on hugs, kisses, personal space, or when and where a person allows their body to be touched. Remind your child that they are in control of their bodies. No one (except in medical circumstances) should be touching their body without their permission. No one should touch areas their swimsuit covers, as these are private areas. If they don't want a hug, kiss, or other physical contact with a person, they are always allowed to say no. Practice ways your child can set physical boundaries (e.g. I don't want a hug right now, please give me some space, I would like my parent to be here, No, I will not leave with (stranger), etc.). Point out that in some cases, such as abuse or kidnapping, they may need to scream and/or fight back. Teach your child the phrase *I do not consent* and basic self-defense and remind them of adults they can trust to help in any situation. Finally, remind children that, no matter the reason, if they are uncomfortable they can always say no, leave the situation, or look for help. If someone does not respect their boundaries (e.g. does it anyways, pressures them, tells them to keep contact a secret), they are not in a healthy relationship and the other person does not respect them.

Next, discuss emotional boundaries. This may include sharing feelings or information, or the level of closeness they feel with another person. Point out that they may tell a friend things they wouldn't discuss with a teacher. Likewise, a parent may need certain information about their lives that a cousin or uncle doesn't need to know. Some information is private and should only be shared with those closest to them. Ask your child to give an example of different emotional boundaries they have created in their own life. Give your own example (e.g. you tell your spouse things you don't tell people at work). Point out that your spouse may need to know that a child is struggling with a certain rule to support the child, but telling people at work the same thing may cause embarrassment for the child. It may also simply be a matter that your co-worker doesn't need to know about. Give some examples of situations (e.g. your child is hurt while playing at the park, they see a home on fire, they got an A+ on an assignment, your family is going on vacation, someone is harming them, they learned something new). Ask your child to discuss who they may want to share that information with and who it may be inappropriate to share with and why. Remind your child that there are always trusted adults they can go to in any situation.

Finally, explain that there are behavioral boundaries. These are rules about what they can and cannot do. Remind your child that each environment has different rules. Rules are formed to keep people safe in different situations. While it may be appropriate to run and jump on a playground, it is dangerous to do so in the middle of the road. Behavioral boundaries should be respected in relationships, too. Rules should be created to keep each other safe and establish mutual trust. Discuss some rules of different relationships such as: parents are responsible for their child(ren), children should do chores in the home, friends shouldn't say bad things about each other, no one should hit/kick/throw, items should be properly used and stored to protect them, spouses shouldn't have a romantic relationship with other people, extended family shouldn't try to get around rules of parents, children shouldn't talk to strangers, police should work to keep children safe, etc. Discuss how each of these boundaries works to keep both people in the relationship safe. For older children more mature relationships (e.g. boyfriend/girlfriend, co-workers, teacher/student), should be discussed.

Title of Lesson: Election Day

Standards Taught: History/Social Studies Review

Materials:	Preparation:	Implementing the Lesson:
<p>Images of current elected officials (local, state, and federal)</p> <p>This image</p>		<p>Show your child the images you have collected of current elected officials. Ask them to remind you what they know about these people and/or their roles. Discuss the role of government (to protect the rights of citizens and run the country). Then, point out that, in America, citizens choose who fulfills these positions. We do not have a king or queen. We have elected officials with a limited amount of power. This helps the government run correctly and ensures that no one person can take our rights. This is one of the aspects of American government that protects freedom for citizens. Discuss the role of each elected official that you have an image of, explaining that the executive branch is supposed to enforce the law (e.g. governor, president, sheriff), the legislative branch is supposed to make the law (e.g. Congress, Senate), and the judicial branch is supposed to make sure the law is fair and constitutional and give out punishments to law-breakers (e.g. judges, Supreme Court). Each of these branches is filled by people that were elected, or voted for by American citizens. People chosen should be fair, understand the Constitution, and show good moral character.</p> <p>Before they are elected, candidates (or people who want to be elected) campaign. This allows them to tell citizens why they deserve a vote from them. They give speeches, show what they've done, and explain their viewpoint on different issues. They tell people why they would be good for the job they are seeking. Then, on Election Day, each citizen has the opportunity to vote for the person they think would do the job best. Show your child the image of a sample ballot and ask them to point out where a person may mark their vote. Explain that votes are counted and the winner is given the position. Some positions come with terms, or time limits. This means that if someone who is elected is not doing a good job, another person can be voted in later to replace them. In this way, elected officials are held accountable by the American people. Explain that, on different years, we vote for different positions. For example, we vote for a new president every 4 years.</p> <p>Point out that today is Election Day. Explain your plans for voting and why you think it is an important responsibility of being a free citizen. Then, tell your child that, in honor of Election Day, they will be preparing their own campaign speech. Ask your child to choose a government job they believe they would be good at. Point out that normal citizens running for positions in government is a part of the process. Once your child has chosen a position, discuss the roles and responsibilities of that position, and ask your child to form a short speech explaining why they would be good at it. Ask them to point out their views on relevant issues, their moral characteristics that would help them, and past experiences they've had that relate. Finally, ask your child to deliver their speech, just as a candidate would.</p>

Title of Lesson: Veteran's Day Mini Lesson

Standards Taught: History/Social Studies Review

Materials:	Preparation:	Implementing the Lesson: <p>Ask your child if they know what holiday is today. Explain that it is Veteran's Day, or a day where we remember and honor those who have served in the military. These men and women may be a part of the Army, Coast Guard, Air Force, Navy, or Marines. They are soldiers who work to protect American citizens. This may mean fighting in wars, helping after natural disasters, and protecting the Constitution. Their goal is to protect freedom and safety of all citizens.</p> <p>Watch this video with your child about the history of Veteran's Day. Then, discuss different ways American citizens celebrate the holiday. Explain that Veteran's Day is a time to show gratitude to those who risk their lives and safety so that everyone in America can be free and safe. Many veterans spend time away from their friends and family, leave their home, and go into dangerous situations in order to protect others. Often times, they don't even know the people they are protecting, they simply want to keep our country safe and free. There are many different ways honor Veteran's Day. Some people attend special ceremonies, visit veterans, donate money or time to veteran charities (e.g. Wounded Warrior) that support Veteran's and their families, teach children why Veteran's Day is important, support a veteran-owned business, purchase treats, meals, or small gifts for veterans, or simply say "thank you" to veterans they know. Together with your child, decide how your family will honor Veteran's Day and carry out your plan. Remind your children that veterans made sacrifices to ensure the safety and freedom of each American citizen, including them.</p>
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Title of Lesson: Daily Meals (2 pages)

Standards Taught: 3.N.1, 3.N.2, 3.N.3, 5.N.3, 5.N.4, 8.N.1, 8.N.2, 8.G.3.7, 8.G.3.8, 8.G.3.9, 8.G.3.10

Materials:	Preparation:	Implementing the Lesson:
Foods from your home		<p>Ask your child to name some of the things they do every day. Discuss which activities they enjoy and which they don't. Point out that each of these activities requires energy. Then, ask your child where they get the energy to do these things. Discuss sleep, keeping their bodies healthy, and food. Point out that food is what our bodies break down in order to have energy. Briefly review the digestive system (food is chewed in our mouth, where it also comes into contact with saliva which breaks it into smaller pieces, swallowed down the esophagus, enters into the stomach where acid breaks it down, and sent through the intestines, the things our bodies need from food is then delivered to cells through the blood while waste exits the body). Next, ask your child about a time when their body was very hungry. How did they feel? Strong or weak? Energetic or tired? Happy or grumpy or sad? Was the feeling different than just having an appetite (want, but not need the food) for something? How?</p> <p>Point out that without food, our bodies can't work correctly and we have no energy. Each day we start with breakfast, a meal that gives our body food after a long time without it (we were sleeping). This meal helps our body have the energy it needs before the next time we eat. Lunch, dinner, and snacks are regular times when our bodies need more food.</p> <p>Next, discuss different types of foods. Ask your children to pull some of their favorite foods from your refrigerator and/or pantry. Have your child explain what they like most about their choices. How do they feel after eating the food? Does it make them feel happy? Full or still hungry? Do they stay full for a long time or a short time? Does their body feel better or worse after eating it?</p> <p>Explain that some foods are healthy for our bodies, fueling the activities we need to do each day. Other foods are not good for our bodies and fill it with things it does not need or cannot use. These foods take up space in our stomachs, decreasing the amount of good foods we eat. Though an occasional treat is not going to hurt our bodies, not eating healthy foods over time can make our bodies store fat, harm parts of our body systems, affect our mood, and even become an addiction. This is why it is important to only eat when we are hungry, not when we simply want a certain food.</p> <p>Ask your child to separate the foods they chose into healthy and unhealthy piles. Then, explain that our body needs six food groups to function properly: carbohydrates, proteins, fat, vitamins, minerals, and water. Each of these food groups give our body the things it needs to correctly grow, move, and work. Describe each food group to your child and ask them if the foods they have chosen include an example of this type of food. If not, ask your child to find an example in your home. Carbohydrates are the main sources of energy. They may</p>

contain sugar, starch, or fiber. Carbohydrates (or carbs) are found in grains, nuts, seeds, honey, dairy, and fruits and vegetables. Proteins build our tissues and help our bodies grow and heal. Protein is found in meat, dairy, peas, nuts, and seeds. Fat is how our bodies store energy for later. It helps our bodies stay warm and protects areas that may be injured by a fall or other contact. Much of our brain is fat and our bodies cannot function without a small amount of it. Healthy fat can be found in meats, dairy, oils, and olives or avocados. Many junk foods also have a high, and unhealthy, amount of fat. Vitamins help our bodies process food, protect us from sickness, grow, develop, and work correctly. There are several different types of vitamins and most foods contain a variety of vitamins. One example is citrus fruits, which are high in vitamin C and helps our immune system. Minerals are elements that help our bodies process food and energy, build body systems, and function correctly. One example is milk, which is high in calcium and helps our bones stay strong. Finally, water makes up most of our body. It helps our organs function and helps regulate temperature. In our blood, it helps to carry nutrients and oxygen to the entire body. Water is found in different foods and drinks, but a cool, clean glass of simple water is the best way to get this nutrient.

Finally, ask your child to choose one item from the healthy pile and another from the unhealthy pile. Point to the calorie part of the label. Explain that a calorie is a measurement of the energy inside of the food. On average, humans need about 2000 calories a day, though kids need more and adults may need less. Ask your child to tell you the amount of calories on each label. Then, point out the serving size. Explain that this tells us there are that many calories in every serving. Measure out a serving of each chosen food. Point out that you must eat much more of lower-calorie items to get the same amount of calories as you would from higher calorie items. Point out that portions, or how much food you eat at once, can affect caloric intake. Finally, show your child this [image](#) and discuss how quickly 2000 calories add up. Point out that calories can be in drinks, too. Sodas, coffees, teas, smoothies, and milkshakes all have calories. Explain that balancing healthy food and the correct amount of calories ensures that their bodies have the nutrients and energy they need without giving their body too much food and causing health problems. Also point out that their bodies need the proper amount of exercise to stay healthy.

For older children: Ask your 8th grader to use the sheet below to keep a week-long food log. This should simply be a record of all the food and drink they eat for the week (including snacks, drinks, and meals). At the end of the week, ask your child to examine their eating habits. Ask them to highlight items that are healthy in green and unhealthy in another color. Then, ask your child to identify an alternative, healthier items to replace each unhealthy item. Encourage your child to make small changes to their diet in order to improve their health.

Food Log

Monday	Tuesday	Wednesday	Thursday	Friday

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Title of Lesson: Food around the World (2 pages)

Standards Taught: 5.N.6, 8.N.2

Materials:	Preparation:	Implementing the Lesson:
<p>Foods from your home</p> <p>Ingredients for 3 meals and 2 snacks and/or a subscription like this</p>		<p>Briefly review the previous lesson with your child. Discuss the difference between appetite and hunger, the six basic nutrients their bodies need, what a calorie is, and the need for healthy foods and physical exercise.</p> <p>Next, ask your child to name some of the foods they have seen grown locally. A trip to the local farmer's market is a great way to teach this. Discuss some of the foods from your area that your child likes and their nutrition levels. Then, ask your child to name some foods they've tried as you travel. Point out that the ingredients are different than those you use when cooking with local food. Point out a few foods from your home that were not grown in your area. Bananas may be from South America, watermelons from Mexico, certain cheeses may be French or Italian, milk may have come from another state, rice may be from India or the Ukraine, wheat could be from Russia, pineapple from Hawaii, and apples from Europe.</p> <p>Point out that different areas around the world have soils, weather, and technology that help them grow specific foods. Discuss the fact that almonds grow well in parts of California, but not in Utah. Utah only has almonds because the places that grow them ship them around the world. However, being able to move food long distances is a relatively new technology. For a long time, people cooked with the foods that grew in their area. As technology improved (e.g. refrigerators, preservatives, trucks) and people met others from different places, foods changed to incorporate new ingredients that were able to travel to them.</p> <p>Discuss some of the meals you regularly enjoy in your family that have origins in other area. Pasta from Italy, tacos from South America/Mexico, empanadas from Spain, borsch from Russia, baklava from Eastern Europe, macarons from France, chicken tikka masala from India, kimchi from Korea, or chocolate from Belgium. Point out which ingredients these foods have in them that grew in the area they are from.</p> <p>Next, explain that local produce influences recipes, which influences diet and nutrition. While someone in America may get most of their calcium from dairy products (because there is enough land to raise cattle), in many Asian countries rely upon certain vegetables and sea food for their calcium intake (because that is what they have locally).</p> <p>Finally, point out that there are many different cultures in the world. Culture includes food and celebrations, two things that often go together. Ask your child to name some of the foods they eat at celebrations (e.g. birthday cake, cookies for Christmas, Easter eggs/candy). Together, learn about some of the foods that other cultures eat at celebrations (yule logs, minced pie, latkes, corned beef, etc.). Discuss how local produce and</p>

		<p>customs influence these choices. Point out the fact that food and celebrations create a social atmosphere and allow people to come together. Even sharing a meal (BBQ, friends over for dinner, etc.) can help improve social health.</p> <p>Throughout the day, prepare meals and snacks from around the world. Discuss the ingredients and customs behind these foods and help your child find their origin on a map.</p>
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Title of Lesson: Media and Food (2 pages)

Standards Taught: 3.N.4, 5.N.5, 8.N.3, 8.N.4, 8.N.5

Materials:	Preparation:	Implementing the Lesson: <p>Ask your child to review some of the things that influence what we eat (e.g. nutrition requirements, local customs, what is grown locally, technology, celebrations, etc.). Then, point out that media can also influence what we eat.</p> <p>Advertisements for certain foods and companies may influence what we choose to eat. Many people know that fast food is usually unhealthy, but people still eat there. They like the taste and are reminded of past experiences through commercials, posters, and flyers they see. Discuss some of the logos your child easily recognizes (or drive around town) and help them identify healthy and unhealthy foods offered there. Discuss some of the ways to resist unhealthy offers and substitutes for healthier alternatives.</p> <p>For older kids (5th and 8th): Point out that marketing and societal influences can also affect the way we see our bodies. Often models, actors, and influencers have a certain body-type that creates unrealistic expectations for healthy bodies. Bodies come in several shapes and sizes and what is healthy for one person in terms of looks or weight may not be healthy for another. Ask your child to name a few people in your family/friends that have different body types. Point out that some make very healthy choices and still don't look overly skinny or exactly like the people they see in media. Point out that others make unhealthy choices, though it does not always show in their physical characteristics. Then, explain that many of us are a mixture of the two, trying to make healthy choices but not always getting it right. Ask your child to explain their relationship with this person. Point out that their interactions would likely not be different if that person had a different body type and that physical characteristics have little influence on how your child feels about that person. Explain that media often makes it look like only certain body types are successful or well-liked, but it simply isn't true. The focus should be on having a healthy body, rather than having a certain type of body. Proper nutrition and exercise can help us in staying healthy and making our body work its best.</p> <p>8th Graders: Next, explain that media and marketing often use the fact that we don't all look alike and many of us have things we wish we could improve/change about our bodies to push fads and diets for a profit. Special supplements, foods, powders, or diet plans promise to make you thinner or quickly and easily make the changes you desire for your body. However, many of these fail to provide your body with the nutrition and exercise it needs, making you unhealthier, even if they produce the promised results. Some can be harmful to your body and cause long-term issues. The best thing to do is consult a medical professional before changing your diet and exercise plan. This could be a nutritionist, family doctor, or professional trainer. Together, you can make the best decisions for healthy eating and proper amount of exercise.</p>
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		<p>Finally, discuss eating disorders, illnesses that can cause your brain and body to misinterpret the things or ways you eat. Common eating disorders include anorexia nervosa (not eating enough to maintain a healthy body because of a drive to stay thin), bulimia nervosa (eating and then vomiting to induce weight loss), and binge eating (consuming large amounts of food with little or no control over what/how much you eat). Eating disorders are not simply choosing to eat too little or too much. They are a type of mental illness that need treatment from medical professionals to cure. They can cause long-term issues because they deny (or provide too much) your body of essential nutrients which help with development, growth, and function. Some symptoms of an eating disorder are: hiding what one is or is not eating, eating a set quantity of food at set times and in certain places, refusing to eat with others, vomiting after meals, eating past being full on a regular basis, excessive exercise, obsession with physical characteristics, hiding/hoarding food, low self-esteem, fatigue, weight fluctuations, weakness, dizziness, pain, or regular dehydration. Those with eating disorders often focus on the food or their physical characteristics rather than on proper nutrition and healthy eating. Visiting a doctor, checking into a treatment center, or talking with a trusted adult can help start the process of recovery.</p>
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Title of Lesson: Cooking a Healthy Meal

Standards Taught: 5.N.2

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

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Title of Lesson: Technology: The Good, the Bad, and the Ugly (2 pages)

Standards Taught: LM.ML.14.1, LM.ML.14.2, LM.ML.8.1, LM.ML.8.2, 8.HI.SDP.5

Materials:	Preparation:	Implementing the Lesson:
		<p>Tell your child that this week is White Ribbon Week and we will be talking about internet safety. Explain that, like other activities, using certain technologies comes with risks and benefits. Technology is using scientific knowledge to improve how we do things. The internet is one type of technology. Others include the use of electricity, tractors and tools, and medications. Technology helps humans use what we know about the earth to make our lives easier or better.</p> <p>Ask your child to name some of the benefits (the good) of the internet. Point out that it has made communication easier, allowing us to talk with people far away quickly. In the past, letters and phone calls were the main communication tools. It allows us to play games, socialize, and learn new things. It helps connect businesses with each other and with customers far from them, giving us better access to what we need. It allows for creative projects to be shared and worked on together, even if people cannot meet in person. It also increases the amount of recreational activities we have (e.g. games, movies, streaming, etc.)</p> <p>However, not everything about this technology is good. The Internet, and various devices we use to connect to it, also has risks that come with it. Ask your child if they can name any of the downsides or dangers of Internet or device usage. Discuss the following (the bad): over-usage can lead to physical, mental, and social health issues, addiction can occur, many people waste time on screens, bullying can occur on social media or through messaging, content may be untrue or misleading, it is easier to steal information and/or money, virus attacks can ruin computers causing a loss of work, and some content may be inappropriate. Talk with your child, asking them to discuss some examples of these things that they've seen in their own lives and how they might deal with them in the future.</p> <p>Next, explain that there are some things on the Internet that are, not only bad, but dangerous (the ugly). Throughout this conversation, adjust the language to your child's age and developmental level. Explain that, because anyone can post content and say/do anything, some images, videos, and posts are violent, pornographic, or harmful to others. Bullying is an example of harmful content that can affect the mental health of users. Cyber bullying is inappropriate and can lead to a decrease in self-esteem, depression, and even suicide. It should never be tolerated. Discuss what your child might do avoid becoming a cyber bully (say kind things online, don't say things you wouldn't say in person), what they should do if someone else is being bullied (tell an adult, provide encouragement to the victim, ask the bully to stop), and how they should react to others bullying them (tell an adult, remember that the bully is probably wrong, build positive self-esteem). Violence is another type of content that can be dangerous to share online. Images, videos, or stories that</p>

		<p>portray graphic or extreme violence can affect those who see it causing anxiety and/or trauma. Violent content should be avoided and, if seen, reported to a trusted adult. Pornography is another type of content that can be, especially for children's developing brains, dangerous. This content depicts people in a sexually suggestive way (e.g. naked, performing sexual acts, etc.). These images affect how the brain views certain feelings, even sometimes creating good feelings. However, they can be highly addictive and lead to self-esteem issues, relationship issues, and connection to real-life people. It is always inappropriate for children to view pornography. However, images and videos sometimes come onto the screen accidentally through ads or certain links. If this occurs, close and tell is the best policy. Close the window and tell an adult. This way, adults can help protect children from harmful images with the use of filters, parental controls, and by blocking certain websites/content.</p> <p>Ask your child to review some of the benefits and downsides of the Internet and devices. Point out that, though there are risks, the Internet can be a powerful tool that helps us learn, stay connected, accomplish tasks, and have fun. It is important to avoid the bad and the ugly things, however.</p>
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Title of Lesson: Effects of Technology (2 pages)

Standards Taught: LM.ML.14.1, LM.ML.14.2, LM.ML.8.1, LM.ML.8.2, LM.ML.8.2.c, 8.HI.SDP.3, 8.HI.SDP.4,

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to briefly review the previous lesson. Explain that today we will be talking more about how some of the bad and ugly things online can affect our bodies, brains, relationships, and money. Point out that understanding the risks can help us to be prepared and avoid harm as we use this technology. Compare the Internet to using a saw. When cutting something, we wear safety equipment (e.g. safety glasses, ear protection) and follow certain safety rules (e.g. only with an adult, don't touch the blade) in order to minimize risk and still use the tool effectively.</p> <p>Discuss the following in an age-appropriate way:</p> <p>Physical: Screen usage can lead to certain physical risk such as a decrease in physical activity, increased weight, a lower attention-span, eye strain, injuries from repetitive motions (carpel tunnel), and headaches. It can also make it more difficult for your body to go to sleep. Monitoring and limiting screen time, ensuring a proper diet and exercise, proper posture, and protective glasses can help minimize these risks. The body produces a chemical that helps it go to sleep. Exposure to screens near bedtime may decrease the amount of this chemical, making it harder to fall asleep. Screen time should stop 2 hours before bed.</p> <p>Mental: Too much time on screens or time doing the wrong things on screens can lead to a decrease in mental health. Screen usage can be addictive, leading to time wasted playing too many games or scrolling through social media. Bullying, violence, and pornography can re-wire the brain and cause several mental health disorders. The immediate gratification of getting what you want with just a click can decrease patience and attention span, leading to problems with focus or waiting. Images and videos online often show the best of others or filtered and edited images, giving the false impression that they have no problems and leading to false comparisons. Screen usage can lead to depression, anxiety, decreased focus, and even eating disorders. It is important not to compare yourself to what you see online, monitor screen time, balance screen usage with real, in-person work, play, and socialization, and avoid harmful materials. If you suspect a mental health problem in yourself or others, it is important to speak with a trusted adult and get help so that you can heal.</p> <p>Social: Though the Internet has created new ways of interacting with others (e.g. social media, email, messaging, video calls), one of the main concerns with over usage is loneliness. Many people feel more isolated than previous times in history. Connections made online cannot be a replacement for in-person connections. Online friendships can lack honesty (as you cannot see and interact with the other person), trust, and tangible aspects of in-person relationships. Additionally, comparing your life to what you see others do online can increase feelings of unworthiness or jealousy. Many images/videos show a false front that can lead</p>

		<p>to high expectations that are always disappointed with real-life (including pornographic material). This may lead to a lack of satisfaction or considerations of reality when interacting in person.</p> <p>Financial: Financial risks online vary and may include scams (people stealing your money or information), overbuying (online shopping with a credit card), stolen or damaged work (hacking), or an increase in impulsive purchasing (e.g. game credits). These risks can be mitigated by monitoring online spending, delaying impulsive buys, not sharing personal or financial information, protecting accounts with a password, installing antivirus and firewall protections, and disabling certain features on your screen (e.g. location, pop-up ads, autopay/autofill).</p> <p>*Sources used: <i>What are the disadvantages of the internet</i> . www.javatpoint.com. (n.d.). https://www.javatpoint.com/what-are-the-disadvantages-of-the-internet</p>
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Title of Lesson: Online Rules

Standards Taught: Review of Media and Health Standards, 5.SDP.3		
Materials: Poster board/Flyer/ Software and Printer	Preparation:	Implementing the Lesson: Review the previous two 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: Close and Tell (advertisements, viruses, pop-ups, pornography) Screen Time Limits Stranger Danger (don't talk to people you don't know in real life) Social Media Limits Information that Shouldn't be Shared Cyber-Bullying Rules Age Limits for Personal Accounts (social media, email, games) Virus and Parental Controls Settings Items your Child Should Not Open (e.g. unknown email attachments)

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Title of Lesson: Finding and Using Accurate Information (2 pages)

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>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 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?</p>

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: Similarities and Differences

Standards Taught: 3.HF.3, Review of History/Social Studies and Health Standards

<p>Materials:</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Ask your child if they know what holiday is today. Discuss Martin Luther King, Jr. Day, explaining that it is a holiday set aside to remember and honor a man of the same name. Explain that Mr. King was an African-American who fought for equal rights for people of all skin colors and backgrounds. In the past, Americans who had skin colors that were not white (black and brown), were looked down on. Black and white Americans were not allowed to go to the same schools, eat in the same restaurants, swim in the same pools, sit together, or shop in the same stores. Many black Americans had to wait outside shops and events while white Americans were permitted to go inside. If a white person wanted a seat on a bus, African-Americans had to move to make them room. People with darker skin were treated very differently than those with white skin.</p> <p>Martin Luther King, Jr., and others, thought this was unfair. They knew that it didn't matter what color your skin was. What mattered is how you treated others and what choices you made. They knew that people with all different skin colors should be judged on their character, not their skin color. That every American should have the same opportunities and rights. They began to protest, or speak up against, unfair treatment. Marches were held, people began to enter stores or restaurants and refuse to leave, some refused to give up their seat for someone with a different skin color. Many people wrote letters to representatives in the government, gave speeches, wrote songs, and even were arrested for suggesting that all people should be equal. Slowly, laws changed, allowing people of all skin colors to live, work, play, and spend time wherever they wanted. Everyone was equal under the law, allowing people with dark skin to stand up to those who treated them unfairly. As people began to come together, they learned that Martin Luther King, Jr. was right. People with different skin colors could be friends, work together, and enjoy activities together. They weren't very different from each other. Everyone had the same feelings, many shared experiences, and they could learn from and help each other.</p> <p>Other heroes helped to win fairness and equality for all Americans. Rosa Parks was a famous Civil Rights hero that was arrested after she refused to leave her seat on a bus when a white person wanted it. Ruby Bridges was only six years old when she became the first black child to go to an all-white school. Kids and parents yelled at her, called her names, and tried to anger her. She was guarded by police as she bravely entered the school for her first day. Thurgood Marshall was a lawyer who worked to create and fight for laws that protected rights of African-Americans. Many people, both black and white, fought in the Civil Rights Movement. Some were arrested for breaking unfair laws, others were hurt by those angry with them, some had homes burned or rocks thrown through their windows. Some were even killed.</p> <p>Despite the violence and fear that Civil War Movement heroes faced, Martin Luther King, Jr. encouraged people protesting and working for change to be peaceful and not physically fight back. He used speeches and kind actions to show that it was possible to face hatred and anger while being calm and simply speaking against it. He spent time in jail and patiently talked about how the laws were unfair. His family was threatened and attacked, but he asked those who listened to him not to react. Martin Luther King, Jr. was killed by one of the people angry about his work. However, his example is honored each year.</p> <p>Discuss some of the feelings Civil Rights protestors may have had as they faced yelling, threats, violence, and arrest. Then, ask your child to list some of the attributes these brave men and women shared on the Venn diagram below. Ask your child to list some of the physical characteristics of these heroes, as well. Finally, ask your child to write down some of their physical and characteristic attributes and goals, placing them in the correct section of the diagram. Point out that they have much in common with the heroes who fought for equal rights.</p>
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Civil Rights Movement

Me

Civil Rights
Heroes

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Title of Lesson: Locus of Control (2 pages)

Standards Taught: 3.MEH.3, 5.MEH.2, 5.HF.3, 5.HF.2, 8.SDP.3, 8.MEH.3, 8.HF.2, 8.HF.3.a, 8.HF.3.b

Materials:	Preparation:	Implementing the Lesson:
<p>Eggs</p> <p>High, flat surface (table)</p> <p>Smooth, flat ball</p> <p>Pillow or other cushioned item</p> <p>This flip chart (or one like it)</p> <p>This video</p> <p>Blank paper for each family member</p> <p>Markers/Crayons</p>		<p>Place the egg on the floor. Ask your child why the egg is not moving. Discuss the fact that a force has to act on the egg in order to allow it to move. Something has to control it. Push the egg across the floor. Ask your child what is controlling the egg. Point out that you controlled it because you decided to push it. You could have pushed it in any direction, not acted, or even broken the egg, but you choose to push it that direction and with that much force. This caused the egg to go a certain way at a certain speed. Next, place the egg on the table. Point out that the egg had no choice in its circumstances. Being on the table is dangerous because it might fall and crack. Then, push the egg off the table, allowing it to crack. Point out that the egg was harmed because of the circumstances and your choice to push it. Then, repeat the experiment, this time placing a cushioned item below the egg to slow its fall. Point out that the egg is still in the same circumstances, it is on top of the table. However, this time, you chose to do things to protect it from the fall, resulting in little to no damage. Repeat the experiment again, this time catching the egg gently before it hits the ground. Point out that this choice, too, resulted in little or no damage.</p> <p>Explain that this experiment shows the importance of controlling what you can. In life, our choices are what make us who we are. They help us or hurt us. They can also help or hurt those around us. They point us in certain directions, help us accomplish goals, or hold us back. We cannot always control the circumstances (being on the table), but we can always choose how we react. Watch the video with your child. Point out that the cat tells Alice it doesn't matter what direction she goes if she doesn't care where she ends up. This is why it is important for us to understand what goals we have before making a choice. In the experiment, the goal was to keep the egg unbroken. Certain choices helped (pillow, push on the ground, catch) or hindered (push the egg off the table with no precautions) that goal. Explain that choices are made before an action is taken, even if we don't know we've made the choice. It is important to take time to listen to the voice in our head, think things through, and take the time to really decide what to do.</p> <p>Explain that, in life, outside influences can affect and act upon us. Someone put the egg on the table, it didn't jump up there on its own. Gravity pulled it downwards and, no matter what I did, the egg always fell. Sometimes difficult things happen to us. Other people may be mean, lie to us, use images to influence us, or make us feel angry, sad, or hurt. We cannot control other people or make choices for them. However, we can control ourselves. We can decide not to listen to mean things people say, not to say mean things ourselves, not to hit or kick others, not to throw a fit, or not to believe what is said. Emotions are normal parts of life, but each emotion gives us a chance to choose our reactions. Sometimes we need to take precautions (e.g. stay away from a bully, ask an adult for help, take time to calm down) before we act. However, our actions are always our own choice and in our control. Use the flip chart to discuss some appropriate reactions to different</p>

emotions. Ask your child to also name and inappropriate reaction and discuss why it may not be the best choice. Point out that every choice, good or bad, has a consequence.

Next, discuss how things like diet, sleep, and mental health can affect how well we make choices. Sometimes it is difficult to stay calm and think about how we will react when we are hungry, tired, or not feeling well. Mental illnesses, too, can affect the chemicals in our brains, making us feel sad, happy (dopamine), anxious, hopeless, or angry. During these times, we should be extra patient with ourselves and others. Taking a break, resting, eating a healthy food, walking outside, or asking for help from a trusted adult can help manage these challenges. (For teens children, discuss where they can find help for anxiety, depression, and suicidal thoughts and how they can best support friends).

Finally, discuss positive self-talk with your child. Explain that everyone has a conscience, which can help them feel what is right and wrong. Everyone has emotions and feelings, and not all of those feel good. Everyone makes mistakes sometimes. However, a mistake does not make you a ruined or bad person. Point out that we are not eggs, we don't break when we fall down. When we make a mistake, we can work to fix it and do better next time. Just like when we fall on a bike and get a bandage and try again, we can keep learning and getting better and better as we learn. It is important to remind ourselves of all the good actions we have taken, and forgive ourselves for mistakes we've worked to fix. It is also important to allow ourselves to look back and see how much we've improved. (Optional: Discuss positive mantras and how they can help us feel good about ourselves, accomplish goals, and improve our outlook. Help your child choose a mantra to hang in their room).

Give each family member a blank paper and markers/crayons. Ask them to write their name at the top of the paper any way they'd like. Then, pass the papers around the family asking each person to write a characteristic or action that the person whose name is at the top of the paper has. Write positive things, things you are proud of, things you admire, or things about that person that help them be better. After everyone has written on each paper, hang each one in an appropriate place in your home.

Title of Lesson: Stress Management and Resiliency (2 pages)

Standards Taught: 3.MEH.1, 3.MEH.2, 5.MEH.1, 8.MEH.1, 8.HF.3, 8.HF.3.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Remind your child of the previous lesson on choices, emphasizing the fact that they can control their own actions and beliefs. Then, ask them to name some of the things in life they cannot control. Point out that they cannot control other people, the weather, some medical issues, or some of the things they need to do in life. Sometimes the things they cannot control can cause them to feel happy, excited, or hopeful. Maybe rainbows help them feel calm, hugs from a friend help them feel loved, or an upcoming event helps them feel excited. At the same time, maybe thunder makes them feel afraid, a missed party due to illness brings feelings of disappointment, or the death of a family member brings grief.</p> <p>Explain that some feelings are very big. They can make it difficult to control our actions because they feel overwhelming. Sometimes these are happy feelings (e.g. jumping around due to excitement). However, many times big emotions do not feel good. Disappointment, grief, anger, and sadness may feel overwhelming at times. Learning to deal with big emotions takes more work than dealing with feelings that are easier to manage. Remind your child that everyone feels these emotions throughout life and discuss some examples from your own life. Point out the choices you made and the people or things that helped you work through them. Emphasize the fact that big emotions may take time to get through and that feeling emotions we don't like is a part of life. If we are kind to ourselves and others, patiently care for ourselves, and try our best to make good choices even when it is difficult, those overwhelming emotions fade in time and positive emotions can return.</p> <p>Explain that one big emotion is feeling anxious or stressed. Stress makes us feel like the things we need to do are too big for us. We feel like it will never get done, we aren't good enough, or there is simply too much going on. Stress can impact our health, but everyone feels it a times. It is important to find ways to manage stress. Working through big emotions in healthy ways helps us be more resilient. Just as eating healthy and exercising helps our muscles to grow stronger, our brains can become better at coping with emotions as we practice.</p> <p>Finally, discuss the following methods to help with big emotions and stress management with your child. Draw on your child's own experiences as much as possible.</p> <p>Try again: Sometimes big emotions or stressful situations can cause us to feel inadequate. We may feel that we can't do a task or handle what is in front of us. However, many things in life come through practice, problem solving, and patience. Trying again or in a new way can help us learn to trust ourselves and show us</p>

that we are smarter, stronger, and more brave than we think. Unless the task is too dangerous, we should always try more than one time to work it out.

Take a break: When big emotions come, it is sometimes difficult to control them. Sometimes people get frustrated, angry, or sad when trying to accomplish something. This can show through tears, yelling, or grumpiness. Rather than giving up, allow yourself to take a break. Eat a snack. Take a nap. Do something you enjoy. Finish a different task. Allow your brain time to process the emotions and calm down. When you are ready, return to the task and try again. Many times this allows you to see and fix the problem.

Talk it out: If something feels overwhelming or you have an abundance of negative emotions, it can help to find someone to talk to. You may simply need someone to understand how you are feeling so that you feel less alone. Sometimes others have gone through the same things and may have ideas that can help. You may also want to ask for help. Taking the time to talk about and process how you are feeling can help you calm down and choose how to react. It can also allow you to connect with help you need.

Push through: Sometimes there are things in life that we don't like and we never will. Some things are simply hard and unpleasant but we cannot control them. Either way, we will have to simply push through at times. One example of this is a medical procedure that we do not want to have. It may be scary or even hurt (like getting a shot) but it is necessary for our health. Courage is required to do things that we are afraid of and, if we know they are the right thing, we should do our best to get through. Courage doesn't mean we get rid of fear, it just means we are tough enough to face it and do what we need to anyway.

Title of Lesson: Mental Health Disorders (2 pages)

Standards Taught: 5.MEH.2, 5.MEH.3, 8.MEH.2, 8.MEH.2.a, 8.MEH.2.b, 8.MEH.3

Materials:	Preparation:	Implementing the Lesson:
		<p>*Though this lesson can be taught to any age, it should focus on children in 5th grade and above. It is a review lesson and should be covered in age-appropriate ways</p> <p>Explain that, at times, our brains can become sick, just like our bodies can. In these instances our emotions may become very big and start to control everything. Emphasize that, though this mental illness makes it more difficult, we are still in control of our actions and have a choice in how we act. Sometimes diet, exercise, genetics, addiction, lifestyle choices, or health issues can affect the way our brains work. Chemicals in our brains may become imbalanced, with too little or too much of certain chemicals. At other times, mental illness just happens.</p> <p>Anxiety: Anxiety is an overwhelming feeling of fear. There are different types of anxiety and the fear may come from a number of different things. More than being nervous, anxiety is a fear so strong that it can affect how you act and think. A person suffering from anxiety may be overly afraid of a certain thing or event (trigger) or have a feeling of extreme worry about something coming up. For example, a person with anxiety may hate public speaking, even becoming physically sick or freezing when their turn comes. More than being nervous, this fear is disproportionate to the trigger. These fears can affect their lives in school, at home, and at work. It can make them unable to enjoy the things they once did and make it very difficult to live a normal life. Anxiety can cause the heart rate to rise, breathing difficulties, an increase or decrease in different hormones in the body (causing several different illnesses), and a weaker immune system.</p> <p>Depression: Like anxiety, depression is an overwhelming and very strong feeling. Depression brings feelings of sadness and lack of hope that persist for a long time. It may also simply make it difficult to be excited about or interested in things you once loved to do, creating a mental cloud that makes everything feel dull. These feelings can lead to anger, insomnia, feelings of worthlessness or guilt, slowed actions and reactions, trouble staying focused, or even self-harm or suicidal thoughts. Explain that self-harm is when a person thinks that physically hurting themselves will help release the intense emotions they feel and make them better. They may also believe that the physical pain will break through the numbness that can come with depression and make them feel something. Suicidal thoughts are thoughts of ending your own life. Many times these thoughts come, not as a way to make things better, but as a way to make feelings of depression end or a way to make it easier on family or friends. Many people with depression feel like they are a burden to others. Depression can also cause physical issues like unexplained pains, heart problems, breathing problems, or fatigue. It can affect your school work, life with family and friends, hobbies, and work. It may also result in a person wanting to be alone all the time, an unhealthy coping mechanism called isolation. Like anxiety, depression is likely caused by</p>

an imbalance of chemicals and hormones in our bodies or genetic traits. It can be triggered by life events, medications, or changes in body chemistry.

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

Title of Lesson: Mental Health and Physical Health

Standards Taught: Review of Health Standards

Materials:	Preparation:	Implementing the Lesson:
		<p>Ask your child to describe the types of things they can do to protect their physical health. Point out that a healthy diet, exercise, taking safety precautions, avoiding certain behaviors, and visiting a doctor can help them to stay healthier. Then, ask your child to describe a time when their body was sick or injured. Ask them how it felt, what they did, if they got help, and what happened. Did they recover or are they still managing symptoms?</p> <p>Next, explain that there are certain things we can do to help maintain our mental health, just like we take care of our physical health. Point out that certain rules (e.g. no bullying, limited screen time, social media) help protect our brains from mental health issues. Likewise, practicing positive self-talk, spending time with loved ones, building our self-esteem, taking necessary breaks, and focusing on what we can control can help our brains stay healthy. However, like our bodies, sometimes our mental health suffers an illness. Just like when our bodies get sick, there are steps we can take to help us recover or manage the symptoms. We may need to go to a doctor, ask an adult for help, take certain medications, or commit to certain actions to help us regain our health.</p> <p>Mental and physical health are both important individually. However, they can also affect each other. When our bodies are sick, many times our mental health can suffer. We may feel sad, lonely, or anxious as we face a physical illness. Likewise, depression may cause a decrease in exercise or a lack of motivation. Anxiety can cause our heartrate to increase, causing issues with breathing and circulation. Both physical and mental health can affect sleep, which leads to physical effects such as exhaustion, or mental affects like depression. When experiencing an illness or injury of any kind, it is important to reflect on both mental and physical health and allow time for both to heal. It is also important to talk with an adult or medical professional about both aspects of your health if you need more help. Sometimes diagnosis, treatment, and recovery can take time and patience as you and your doctor try different things until you find what works for you.</p>

Title of Lesson: President's Day Mini Lesson: Leadership

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

<p>Materials:</p> <p>Blank Paper</p> <p>Markers/Crayons</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Briefly review the Election's Day Mini Lesson with your child. Discuss the fact that Americans choose representatives through voting. Ask your child to name some of the positions that represent ivies are elected to and discuss the voting process. Remind your child that each of these positions has a different job and that those elected are held accountable to the people. Then, ask your child to describe the responsibilities of the president of the U.S. Point out that he is a part of the executive branch, which enforces the laws. Presidents command the military, work with Congress to make new laws, talk with other countries, visits with governors to help states, protects the rights of the people, ensures the government runs according to the Constitution. The president is a leader and example to others in the country and around the world.</p> <p>Explain that today is President's Day, which celebrates two great American presidents: George Washington and Abraham Lincoln. Ask your child to tell you what they know about these two men. Then, ask your child to describe how they were leaders. Point out that George Washington fought in the American Revolution and was the first president. He worked hard to ensure that Americans would be free, commanded armies, helped build laws, ensured the Constitution protected the rights of all citizens, and fought for equality. Abraham Lincoln was president during the Civil War. He commanded the military when the nation was fighting against itself. He worked to free all American citizens and end slavery. He advocated for the rights of everyone, brought the nation back together, and worked to stop the fighting.</p> <p>Point out that both of these men showed leadership skills. Ask your child to name some traits of great leaders. Discuss the fact that they are aware of what is happening to those they are leading, they are honest and try to do what is right, they admit to mistakes and take responsibility, they are hopeful and try to make things better, they communicate with those around them, they find creative solutions to the problems they face, they are confident and try hard (even if they are afraid it won't work), and they work with those they lead rather than thinking they are above them. Real leaders are hard-workers and want to build others up.</p> <p>Ask your child to create a mural of examples of great leaders on one half of their paper. This could be written names or printed images. As they work, ask your child to describe the accomplishments and traits of these men and women. Encourage your child to find at least 5 examples. On the other half of the paper, ask your child to list the traits of great leaders using markers or crayons. Ask your child to point out the traits they share with these leaders and which traits they can work on developing. Point out that being a leader is difficult and it doesn't happen overnight. Great leaders learn from mistakes and become better every day.</p>
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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 our cut it apart. A knife may help make a wonderful meal or it could cut our fingers. Like all tools, firearms are meant to be used to good: to protect us and provide food. Guns, like other tools, can be dangerous if we don't understand how to properly use them.</p> <p>There are five rules of firearm safety. Go through each one with your child in an age-appropriate manner.</p> <ol style="list-style-type: none">1. Never touch a firearm without the permission of a trusted adult. If you see a firearm anywhere, do not touch it. Find an adult and tell them where you saw the firearm. (This one is the only rule a child needs to know at young ages. The following rules apply as your child is learning to handle firearms with adult supervision)2. Always treat a firearm as if it is loaded. Remember that guns are tools and can be dangerous if not used properly. Never point a gun at anything or anyone you do not want to shoot. You should never think that a firearm does not have a bullet in it.3. Know your target and what's beyond it. Always know what you are shooting at. Remember that a bullet can travel through or around a target. You need to be sure that it will not travel anywhere that it can hurt someone.4. Don't put your finger on the trigger until you are ready to shoot. Demonstrate and guide your child in proper techniques for holding a firearm. Remind them that their finger should only be on the trigger after they have lined up the sights and are ready to shoot. This can help prevent accidental discharges.5. We should always use hearing and eye protection when practicing with a firearm.

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

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

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