

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

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

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

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

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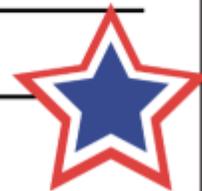
Title of Lesson: Patriot Day Mini Lesson

Standards Taught: History/Social Studies Review		
Materials: Red, white, blue, and black construction paper White chalk Worksheet on the following page (2 per page)	Preparation:	Implementing the Lesson: Point out that today is September 11 th , or Patriot Day. Ask your child to discuss the events from 2001 that made this a day of remembrance. Discuss the Twin Towers, Flight 93, the Pentagon and the emotions and challenges of that day. Remind your child of the days that followed and the reaction that the U.S. and the world had. Discuss how everyone was afraid, but they worked together to help where they could. Firefighters, police, and regular people worked to get victims out of the rubble for weeks, store owners let people in while the dust settled after the buildings fell, people on Flight 93 fought back, people across the county donated blood, said prayers, and sent supplies, other countries honored the U.S. by donating items, creating statues, and lighting memorials, teachers tried to help children understand what was happening while they were afraid themselves, flight attendants fought back against hijackers, search dogs showed up every day to look for survivors in the rubble, and people signed up in the military to protect America. Ask your child what they would call these people who worked hard to help others even though they were afraid themselves. Next, read some of the stories found on this website together and discuss why some of these people may be considered heroes. Give your child the worksheet on the next page and ask them to write their ideas about what a hero should be. This can be in paragraph form or bullet points. Discuss the characteristics that a hero may have that helps him/her serve others even when they are afraid, tired, or hurt themselves. Discuss with your child what may make heroes act the way they do. Finally, ask your child to use the construction paper to create an American flag with the Twin Towers on front. Glue their What Makes a Hero paper to their flag and display it, encouraging your child to treat today as a day of remembrance for those who were killed on 9/11 and those who displayed heroism.

A hero is....



A hero is....



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110m

Title of Lesson: Fire and Earthquake Safety Mini Lesson

Standards Taught: 5.SDP.1, 5.SDP.2, 7.H.I.SDP.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Explain that today, we will be discussing fire safety. Allow your child to remind you of what they know about fire safety. Then, visit this website (sparky.org/games) again and allow your child to explore and play the games and activities available. Ensure that your child plays the Kahoot game and reviews the following topics: what to do in case of a fire, family meeting place, minimizing fire risk, checking smoke alarms, stop, drop, and roll, how to properly exit a building in case of a fire.</p> <p>After playing, discuss what they've learned and answer any questions they may have. Together, check the smoke alarms in your home and practice your evacuation plan. Remind your child that being prepared helps us stay calm and know what to do if an emergency ever happens. Review trusted adults your child can talk to if they have any additional concerns or need help.</p> <p>Next, ask your child to share what they remember about earthquakes. Discuss how earthquakes happen (tectonic plates move and shake when built-up pressure is released), what earthquakes feel like (they can be so weak that we don't feel them or strong enough to knock down buildings), and what to do during an earthquake (drop, cover, hold on).</p> <p>Discuss steps you can take before an earthquake to be prepared if one ever occurs. Point out that, in Utah, earthquakes happen all the time. Most are too small to feel, but occasionally Utah has a large one. It's important to be prepared before an earthquake happens so that you know what to do if/when it does.</p> <p>Together, work through the following steps based in the information you read in the preparation section:</p> <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 property (show your older children how to shut off the gas after an earthquake)Step 5: Drop, Cover, and Hold On (Perform an earthquake drill in your home and discuss plans for different locations. This may include your child's extracurricular activity locations, the grocery store, in the car, playing outside, or at another house they frequently visit.) <p>Look for ways your family can be more prepared for an earthquake and practice a drill. Include ways your children can communicate with you after an earthquake. This will be different for each family and it's important that you have at least 2-3 methods of communication in case some don't work after an earthquake. Remind your child of trusted adults they can contact if they ever have questions or need help.</p>

Title of Lesson: Safe Choices Mini Lesson

Standards Taught: 5.SPD.2, 5.HF.2, 5.MEH.1, 7.H.I.SDP.2, 7.HI.HF.2, 7.HI.HF.2.a, 7.HI.HF.2.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Briefly review the fire/earthquake safety lesson from yesterday, allowing your child to tell you what they remember. Then, explain that today we are going to discuss safe choices.</p> <p>Ask your child to define a choice. We make a choice when we pick out the most appropriate or attractive idea, item, or method when presented more than one option. Our choices are always in our control and no one can force us to make certain choices. Parts of our community (parents, teachers, laws) implement rewards and consequences to help us learn to choose the right, or safe, options. Parents may take away privileges when we don't clean up after ourselves because they want us to learn how to stay clean, which keeps us healthy. Sometimes there are natural consequences, as well. For example, if we throw a ball upwards and it comes down and hits our head, the natural consequence is that our head hurts because the ball hit it when we made the choice to throw it up above us. No matter the rewards and consequences, however, choices are always our own. While others can guide us, we are responsible for what we choose and what happens because of our choices. As we grow, we should learn to have integrity. Integrity means making the right choices, even when no one else is watching or you think you may be able to get away with something that is wrong. A person who has integrity is honest, trustworthy, and responsible, even when facing a difficult choice.</p> <p>Ask your child to share some choices they've made that show integrity or responsibility. Point out that they make choices everyday (e.g. wearing a seatbelt, being careful crossing a road, helping their siblings, doing their schoolwork honestly) that show that they are learning to be trustworthy and responsible. Ask them why they make those choices rather than doing something differently. Then, point out that their answers show they are thinking through and choosing based on consequences and morals, rather than acting impulsively or hoping consequences don't come. This is how they are learning to make good choices.</p> <p>Next, ask your child to outline some of your house rules and how those rules help them make safe or good choices. Ask them to discuss what good consequences are happening or what bad consequences are not happening because of these safe choices. Examples include: wearing a car seat buckle, wearing a bike helmet, wearing knee/elbow pads, staying away from dangerous areas or items, screen time limits, swimming only when there is an adult present, using items like matches or knives responsibly, eating healthy foods, abstaining from harmful drugs or alcohol, getting enough sleep or working hard on school work. Point out that your household has rules for these aspects of life, but they choose to follow or not follow those rules. Sometimes there are natural consequences (e.g. a scraped knee when you fall without knee pads) and sometimes parents implement other consequences (e.g. not driving until everyone is in a seat belt, taking away privileges) to help children understand their actions and protect them.</p> <p>Finally, ask your child if there are any rules or laws that they don't understand or agree with. Discuss those rules/laws and explain the reasoning behind them, the consequences of breaking them, and your child's concerns. Allow them to understand that, while they make their own choices, they cannot control others or avoid consequences of their choices. They are responsible for themselves and their integrity and safety and, as they grow, more and more responsibility will transfer from parents to them. Ask them to discuss a time when they made a not-so-safe choice and what they learned from that mistake. Discuss what they do differently now.</p>

Title of Lesson: Get Help 3.0

Standards Taught: 5.SDP.1, 5.MEH.2, 5.HD.6, 7.HI.SDP.7, 7.HI.MEH.2.b

Materials:	Preparation:	Implementing the Lesson:
		<p>Review the previous lesson on mental health about how to get help by watching this video and discussing the fact that, though Thor and Loki are faking needing help, sometimes we do need to ask others for help. This is especially true if we are struggling with physical or mental health challenges.</p> <p>Point out that when we are little, it's easy to ask for help. For example, if we fall and scrape our knee, we run to our parents who help us clean the wound and dress it with a bandage. As we grow, however, it's sometimes more difficult to ask for help. We want to be independent and strong rather than bugging others with our own problems. We face new challenges that we don't always fully understand. At times, we don't know who to go to for help. However, in many situations, struggling alone with something very difficult makes the injury, illness, or challenge harder on us. If we are hurt, sick, or struggling, we should still ask for help.</p> <p>Point out that your child has several trusted adults that care about them in their lives. Parents, guardians, grandparents, aunts, uncles, teachers, coaches, doctors, and public servants (e.g. law enforcement, fire fighters, EMTs) work to keep them safe and help them feel cared for. While these adults are not perfect, they create a team of helpers. Emphasize to your child who their trusted adults are and point out that, no matter the challenge, they can always ask for guidance or assistance from these adults. Remind your child that you want them to be safe and healthy more than anything, and they can always come to you, even if they've made a mistake that they feel will get them in trouble. Point out that you will work to be understanding and help get them to a safer place, both physically and mentally.</p> <p>Next, point out that those trusted adults will not always be readily available. As they grow, they spend more time out in the community with friends, coaches, teachers, and others. If they need help in these situations, they may need to rely on phone communication with a trusted adult or community helpers (e.g. clinics, doctors, police, EMTs, helplines, or firefighters). These community helpers have expertise in certain areas and can be available to help in different situations. Doctors, for example, can help with physical or mental illness concerns. Police may help if you or your property is unsafe or harmed by others. EMT's may help in the event of a car accident or sudden injury. Helplines can help if you have a specific concern (e.g. poison control or mental health helpline). Point out that these resources are a part of the team of helpers and add to the trusted adults in their lives. In an ideal situations, these helpers work together to protect and help heal.</p> <p>Finally, share with your child resources you have in your community and information about accessing them. Together, create a list of helper phone numbers, addresses, or websites. This list will be specific to your child but may include family members, trusted family friends, trusted neighbors, your family doctor, specialist doctors, a family or individual therapist, trusted church/club/community members, teachers/coaches, local mental health crisis hotlines (988), domestic violence hotlines (1-800-799-SAFE), emergency phone number (911), your county sheriff non-emergency phone number, non-emergency police/fire phone number, poison control phone number (1-800-222-1222), utility numbers for your home, state road conditions phone number/website, the American Red Cross chapter in your area, your local hospital, your local urgent cares, your pharmacy, insurance numbers/information/cards, your local veterinarian, and animal control. Include any other numbers, contacts, or resources your child has access to that you feel are important. Allow your child to keep this list in a safe place where they can access it at any time (e.g. their wallet, bedroom, or vehicle). Discuss each resource and when it might be appropriate to use it. Remind your child once again that you are always there to help, too.</p>

Title of Lesson: Disease Transmission Prevention (2 pages)

Standards Taught: 7.HI.SDP.1, 5.SPD.5

Materials:	Preparation:	Implementing the Lesson:
Small spray bottle with water		<p>Review what your child knows about germs and how they spread. Allow them to share methods they use to prevent, reduce, or remove germs and protect their health. Discuss how germs can be bacterial or viral and some germs cause illness. Review methods like regular hand washing, good hygiene, cleaning high-touch surfaces, coving sneezes and coughs, staying home when ill, and sanitizing can help reduce illnesses.</p> <p>Explain that some germs can be spread by contact (touching the person or object with germs or something that came in contact with that person/thing). Show your child the water bottle and explain that you are going to use the water particles to represent germs. Ask your child what they do when they sneeze. Point out that they should cover their mouth with their elbow. However, some people use their hands. Spray water onto the palm of your hand to demonstrate this. Next, shake your child's hand with your now-wet hand and ask them to describe what is happening. Point out that the germs from your sneeze are now on your child's hand. Ask: What happens if you pick up food and put it in their mouth? What happens if you rub your nose or eyes? Point out that the germs will now spread from their own hand into their body where they can make them sick. Repeat the experiment again, spraying more water on your hand and touching a doorknob in your home to open a door. Ask your child to touch the doorknob. Point out that, though they didn't directly touch your wet, germy hand, they now have germs from contact with the doorknob. Explain that not everyone washes their hands after sneezing, using the restroom, or handling animals. They then go to stores, banks, schools, and other places where they touch doors, faucets, walls, desks, pens, and other items that you then come into contact with. This is why it's a good idea to wash your hands before eating or touching your face, where germs can enter your body.</p> <p>Next, explain that some germs can be spread through the air. These germs usually come from an infected person when they cough or sneeze and travel through the air where others may be. Other people then breathe these germs in and can become ill. Use your spray bottle to demonstrate a sneeze into the air. Ask your child to watch as the droplets travel through the air, land on surfaces, and are blown around by air currents. Point out that air purifiers and avoiding people who are sick can help protect them from these germs, though it's nearly impossible to avoid all of them.</p> <p>Finally, explain that germs can also travel through contact with bodily fluids, or liquids that come from the body. These can include mucus, urine, feces, discharge, vomit, or blood. Point out that doctors, who deal with sick patients all the time, come in contact with each of these fluids all the time. Ask your child what precautions they take to protect themselves and other patients. Point out that doctors wear gloves, masks, and sometimes gowns to prevent contact with fluids and their own body. They also wash their hands and sanitize between patients and after work. Finally, they clean their entire body each day in the shower, avoid touching their own face, and practice proper nutrition and hygiene techniques. Explain that if someone near them has exposed bodily fluids (e.g. they are bleeding, threw up, had a bathroom accident, or have a runny nose) your child should avoid contact with these fluids to avoid germs. They can ask a trusted adult for help, wear gloves to help with a bandage, talk to/comfort the other person, or avoid the area until it is properly cleaned up. As always, they should observe proper hygiene and keep their bodies healthy with exercise and proper nutrition.</p>

		<p>**For 7th Graders: Enroll your child in a CRP/First Aid class with the American Red Cross and allow them to earn their certificate, helping them to understand that this knowledge allows them to safely help in the event of an injury, illness, or accident until others can arrive.</p>
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Title of Lesson: Columbus Day Mini Lesson

Standards Taught: History/Social Studies Review

Materials:	Preparation:	Implementing the Lesson:
Varies, depending on what your child chooses		<p>Ask your child if they know what holiday is today. Explain that today is both Christopher Columbus Day and Indigenous People’s Day. Explain that Columbus Day honors the man who, with the funding of the Spanish queen and king, traveled to the Americas and took news of this land back to Europe. Columbus traveled to the Americas four times, landing in and exploring the areas around present-day Haiti. He and his crew were not always kind to those who already lived here, sometimes enslaving or killing tribes he came into contact with. They also faced challenges such as battles with natives, storms, sicknesses, and at times, a lack of food. However, there is no denying that after Columbus returned to Europe talking about a rich land, many countries began to send settlers, explorers, and colonists to the Americas. Though others had been to the American continents before, Columbus encouraged settlement and began events that would eventually lead to the founding of many new countries, including America. For this reason, we celebrate his accomplishments and contributions each year.</p> <p>Recently, many people have decided that, because of his actions towards the people already living on the land and his encouragement of colonization, Columbus should not be celebrated, but those who settled on the continents first should be. Thus, Indigenous People’s Day has come to replace Columbus Day in many areas. This holiday focuses on Native Americans and celebrates their cultures and histories. While controversial, many people choose to remember the people who settled the American continents long before Europeans came over on ships, including the history of enslavement, illness, battles, and death that came with these new settlers. Many who disagree with celebrating this holiday point out that each tribe has its own culture and history and should not be lumped together. They also argue that Native Americas had their own bouts with cruel treatment of each other and, if Columbus should not be celebrated, neither should these acts of conquest.</p> <p>Ask your child to discuss some of the things they know about these two subjects. Encourage them to share the good and the bad parts of both histories. Discuss why each is worthy, or unworthy, of celebrating. Next, have a discussion about why it might be important to remember people or groups of people, even if they did cruel things. What can we learn from studying all sides of history that we wouldn’t learn if we only listened to one side? How can that help us be better? Why should we not ignore the bad things?</p> <p>Finally, ask your child to create a presentation about one or both of these holidays. If needed, allow them to research more information from credible sources. Encourage them to include both the accomplishments and the bad actions and to discuss why it is important to remember both. Allow them to present their information to a friend or family member, and answer questions from their audience. Some presentation ideas are: a video, power point, poster board, spoken report, or written report.</p>

Title of Lesson: Substance Abuse Mini Lesson

Standards Taught: 5.HF.2, 5.SAP.1, 5.SAP.3, 7.HI.HF.2, 7.HI.HF.3.b, 7.HI.HF.4, 7.HI.SDP.2, 7.HI.SAP.1, 7.HI.SAP.3, 7.HI.SAP.4		
Materials: Blank Paper Pen/Pencil	Preparation:	Implementing the Lesson: <p>Review the safe choices mini lesson with your child and ask them to discuss how they make safe choices, how they can be influenced by others, and how they are the only ones who can make their choices. Discuss some of the safe choices you talked about then (e.g. wearing a seat belt, exercise, knee pads, etc.). Then, explain that today you are going to review safe choices about substances that can harm our bodies.</p> <p>Ask your child to remind you what they know about smoking, drugs, and alcohol. Remind them of previous lessons and information you have shared in the past. Discuss the fact that smoking or vaping can harm your body as you are inhaling chemicals and other dangerous substances into your lungs. Both can cause problems breathing, cancer, a weakened immune system, heart problems, and other health issues. Additionally, it can be addictive, cause anxiety and depression, and hurt your financial health. Next, discuss different types of drugs and alcohol and their effects on physical, mental, social, and financial health. Remind them that some drugs (e.g. alcohol, marijuana) are depressants, and slow the body down. They can reduce heart rate, cause depression, cause mood swings, and impair decision making. Others are stimulants (e.g. cocaine) and can increase blood pressure, cause anxiety, and cause heart problems. Hallucinogens can trick your brain into seeing things that are not real by affecting the way your brain processes sensory input. They can cause mood swings, anxiety, panic, high heart rates, and a loss of control over your own behavior.</p> <p>Remind your child of all that they have accomplished so far. Discuss how they accomplished those goals. Point out the good choices they made along the way. Then, ask them what some of their goals are for the future. Discuss what choices may help them complete those goals, why those goals are important to them, and what they will feel like when they accomplish them. Talk about long and short-term goals and ask your child to list a few of each on their blank paper. Under each goal, ask them to list what choices or actions can help them accomplish it.</p> <p>Finally, ask how substances like tobacco, vapes, alcohol, and drugs might hinder their goals. Talk about how physical, mental, social, and financial health can affect how hard they pursue their goals and how well they accomplish what they set out to do. Then, discuss the negative effects that substance abuse might have on these goals and actions and what the safest choice is to protect their physical and mental health and their future goals. Praise your child for their goals, their work to reach them, and their decision to abstain from dangerous substances. Discuss substance abuse regularly throughout the year, answering any questions your child may have and reminding them of your expectations of them, as well as their own.</p>

Title of Lesson: Prescription, Over the Counter, and Herbal Medications Mini Lessons

Standards Taught: 5.SAP.1, 5.SAP.3, 7.HI.HF.2, 7.HI.HF.3.b, 7.HI.SAO.1, 7.HI.SAP.3, 7.HI.SAP.4

Materials:	Preparation:	Implementing the Lesson:
		<p>Review the previous lesson with your child, discussing some of the effects of tobacco, alcohol, and illegal drugs. Remind your child that many of the drugs you discussed are illegal to use and users can be fined or put in prison for having, using, or selling them. Discuss how legal issues could impair their ability to reach their goals and remind them of their commitment to stay away from these substances.</p> <p>Next, ask your child to review what they've learned in the past about prescriptions medications, over the counter medications, and herbal supplements. Open your medicine cabinet and discuss some of the medications your child uses. Point out that each of these medicines has a specific purpose (e.g. acetaminophen helps with aches and pain and reduces fevers, anti-histamines help with allergies, vitamins help our body get the nutrients and minerals it needs). Then, ask your child what the procedure is in your home for taking medications like this. Point out that medications are out of reach for children and should only be taken with the help of an adult. Some medications can only be taken after a doctor prescribes them and a pharmacist checks and fills that prescription. Show your child the directions and dosage information on some of the medications and point out that you only give them a certain amount of medication and only at specific time intervals (e.g. one vitamin a day, 5 mg acetaminophen every four hours).</p> <p>Ask your child why they think there are so many rules for medications and supplements. Explain that a lot of medications act in the same ways other substances do once they are in our bodies. They can cause short and long-term problems if taken incorrectly. Scientists and doctors have spent years testing medications to get the correct usage, dosage, and time limits for medication. Taking medications in too large of doses or too often can affect our physical, mental, social, and financial health in the same ways as illegal drugs or alcohol do. Point out that, even in the correct amounts, medication carries risks. Before taking a medication you should talk with your doctor about the risks, benefits, and correct use of medications. Medications should only be taken when absolutely needed and should never be taken recreationally. Pharmacists can also answer questions and prevent you from taking medications that can interact with each other, that you may be allergic to, or that are unnecessary. They can also answer questions about dosage, timing, and how to reduce risks (e.g. some medications should be taken with food, others need to be refrigerated, etc.). Using your family's medicine cabinet, discuss some of the risks, procedures, and benefits to the medications you or your child use. Discuss the questions your asked and the reasons you decided these medications were beneficial. Some common examples of medications are: Adderall (a stimulant) to treat ADHD which can cause mood swings, heart issues, and urinary system issues but can also help some people focus better and stay calmer, Percocet (an opioid) to treat extreme pain but can cause addiction or withdrawal symptoms, and Xanax (a depressant) to treat anxiety,</p>

		<p>but can lead to drowsiness, dizziness, and nausea. Point out that it's always appropriate to discuss any side effects with your doctor and ask for a different medication if the risks and side effects are too dangerous or bothersome. It is also important to discuss over the counter medications with a doctor or pharmacist before starting something new as the medication could interact with food, drinks, or other medications you are taking.</p> <p>Finally, discuss herbal supplements with your child. Point out that supplements are sold in many stores and online. Many can be beneficial and are based on medications that have been around for thousands of years. However, like any medication or drug, supplements will affect your health in specific ways and should be considered with the same precautions as prescription or over the counter medications. Supplements can interact with other substances and may be harmful if taken incorrectly. Additionally, supplements do not go through the same testing as FDA approved medications. Always discuss supplements with a doctor and do your research with credible sources before taking them. If your family uses any supplements, point these out to your child and discuss the research you've done and the benefits that make this supplement beneficial to your family.</p> <p>Lastly, ask your child to review the rules in your home about medications and remind them that an adult should always help them. When they get older, they should always follow the correct dosage and timing and make sure they discuss medications with a doctor, get them from a pharmacist, and discuss any interactions or side effects that are bothering them with their doctor.</p>
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Title of Lesson: Peer Pressure, Media, and Culture Mini Lesson

Standards Taught: 5.HF.2, 5.SDP.2, 5.SDP.3, 5.SAP.1, 5.SAP.2, 7.HI.HF.2, 7.HI.HF.3.b, 7.HI.HF.4, 7.H.I.2, 7.HI.SDP.3, 7.HI.SAP.1, 7.HI.SAP.2, 7.HI.SAP.4,

Materials:	Preparation:	Implementing the Lesson:
		<p>Review the previous two lessons with your child, discussing the harmful effects of substance abuse. Remind them that they've decided to abstain from using illegal drugs, abusing medications, smoking, vaping, and underage alcohol use and the goals they've made that substance abuse may interfere with.</p> <p>Next, ask your child how they plan to abstain from substance abuse. Point out that, for many situations, it's best to have a plan in case the choice to use drugs, smoke, abuse medications, and drink alcohol comes up. A friend may offer a drink while they are at a party. Media may make vaping look interesting. They may live in a neighborhood where a lot of drugs are sold or used. They may have friends that offer medications to relax during stressful times, or recreational use of these substances may seem like a way to escape a difficult time. Explain that all these things can influence the choices they make, but the choice is up to them. They always have the ability to say no, walk away, and refuse to put harmful substances in their bodies.</p> <p>First, discuss peer pressure. Point out that sometimes kids and teens want to fit in or not be seen as different. Sometimes it seems like everyone else is doing something and they are missing out. Sometimes they feel weird saying no, or sometimes a friend of theirs will try to talk them into doing things they don't agree with. Explain that it is always better to trust their own knowledge and instinct than to give in because of pressure. Saying no, walking away, leaving a party, or refusing to put themselves in an environment where drugs or alcohol are being used takes strength and courage. The safe choice to abstain from substance abuse protects their health, sets a good example for others, and helps them continue towards their goals. Talk about ways they may say no to a friend or in a social situation. Make a plan that includes a way to contact you and ask for help without others knowing. Many families choose an emoji, single letter, or work that the child can text a parent which helps the parent think of an excuse to come and pick them up or make them come home. This puts the blame on the parent and allows the child a safe way out of a situation they are not comfortable with.</p> <p>Next, discuss media and cultural influences. Together, watch this video (https://www.youtube.com/watch?v=6ZeiLwHKlds&t=33s) and discuss the differences between what the commercials say about smoking and what they know to be true. Talk about why these commercials may want smoking to seem like a normal, or cool thing. Remind your children that people trying to sell something will always make it look better than it is and downplay the risks. Ask your child what they would think about smoking if you hadn't talked together about risks and they simply saw the commercials. Explain that there are also commercials for medications and alcohol. Point out that what they see on TV, online, and on social media can influence their choices. The teens talked about vaping commercials and shoe commercials and how that is</p>

		<p>affecting choices. Explain that before using a product they see in media, they should research and discuss the risks and benefits so that they can make the best choices for their physical and mental health.</p> <p>Finally, talk about culture and how that can influence decisions, including decisions about smoking, alcohol, drugs, and medications. Discuss some of your family's culture about these substances. Perhaps your family avoids herbal supplements, someone in the family smokes, the adults drink occasional alcohol, or you are very careful about medications. Talk about how the choices of the adults and older siblings have influenced what your children think about these substances. Use these examples to talk about whether watching others makes them feel more or less likely to use drugs, tobacco, alcohol, or abuse medications and why. Point out that they may have different, more, or less information than their friends because of the culture in your family. Talk about these lessons and why it's important to you that they have all the information they can get to help them make the best choices.</p> <p>Lastly, remind your child that they are in charge of their own choices and, no matter what influences are around them, they get to decide. Remind them that you work hard to support them in their health and goals and, as part of that, you try to give them information about how to stay away from harmful substances, you are there to support them in difficult times, and that they can always contact a safe adult for help if they find themselves in a bad situation.</p>
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Title of Lesson: Addiction Mini Lesson

Standards Taught: 5.SDP.2, 5.SAP.1, 5.SAP.3, 7.HLSAP.4, 7.HLSAP.5, 7.HLSAP.5.a, 7.HLSAP.5.b, 7.HLSAP.5.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Tell your child that this is the final lesson for Red Ribbon Week this year. Ask them to name 3-5 things they've learned and remember from the lessons. Then, explain that today we are going to discuss addiction. Explain that addiction is a physical and/or chemical dependence. It's a condition that causes your body and brain to feel as if you cannot stop, even if that substance or action is harmful. This can include taking substances into your body or actions.</p> <p>Explain that our brains have the ability to make and release certain chemicals that help us understand and react to the world. For example, if something makes us afraid, our brain will release a chemical that helps us focus, makes us ready to react quickly, and speeds up our hearts and breathing. This is one way our brain tries to keep us safe when we feel afraid. Our brain can also release a calming chemical when we feel safe, see something cute, or do something that is familiar. This chemical helps regulate our mood, can make us feel happy, and can help us sleep. Another chemical our brains release can help us to feel a good or happy feeling. This chemical helps us feel motivated, happy, and increases our ability to learn and remember. These, along with other chemicals help our brain regulate our how our body functions and can affect how we feel. During addiction, these chemicals get mixed up, and your brain can make too much of some chemicals or too little of others. With drugs, medications, tobacco, alcohol, or certain actions, this can lead to feeling like you need more and more of the thing that makes your brain feel happy. It can also cause you to feel depressed, anxious, or sick if you are not getting the thing that makes your brain feel happy.</p> <p>Addiction is a serious illness that affects brain chemistry as well as behaviors. A person can be addicted to drugs, alcohol, tobacco, medications, video games, television shows, exercise, food, sodas, and many other things. Some things take only one or two uses to cause an addiction while others build up over time. Addiction does not mean that you like to do something and want to do it more often. It is a feeling that you cannot stop and, often, it interrupts your other activities (e.g. work, relationships, school, self-care). It can cause you to ignore risks and crave more and more of the substance or behavior over time.</p> <p>Recognizing addiction is difficult, as many people do not see the signs in themselves or hide signs from others. At first, addiction shows as an inability to stay away from a substance or behavior. The person who is addicted won't, or can't stop, despite the desire to stop. They are always worried about the next fix, or the next time they can take the substance or engage in the behavior, and have little thought for other aspects of their lives. They make excuses or justify their use and may show personality changes. Eventually, this wears on relationships and they may become less social or start to spend time only with others who have the same</p>

addiction. Then they begin to ignore harmful things that are happening to them because of their addiction, whether physical, mental, financial, or social. They may experience withdrawal – feeling sick or anxious when they don't get the substance or can't engage in the behavior.

Next, explain that addiction can happen with a variety of things, but illegal drugs, alcohol, tobacco, nicotine, and prescription medications have a higher rate of addiction and more harmful effects. Some of these substances can cause addiction after just a single use, while others may cause it to build up over repeated uses. Additionally, genetic factors can also influence addiction and different people's bodies will react in different ways. No matter what, addiction is a serious and chronic illness. However, it is possible to treat and end the addiction with proper help and resources.

The first step of curing addiction is recognizing that it's a problem. Once an addict decides they are sick, they can begin to take steps to get better. There are several resources set up to help treat addiction that include the American Addiction Center, Substance Abuse and Mental Health Services Administration, DEA.gov, Recovery.org, and the National Council on Alcoholism and Drug Dependence hotline (1-800-NCA-CALL (622-2255)). These resources are national and can help you understand addiction and treatment paths, connect you with local clinics and centers, and answer questions you may have. Additional resources include discussing addiction with your doctor, visiting a clinic or urgent care, or booking a consultation with a rehab center near you, and asking a trusted friend or adult for help. While each of these resources will be limited in their abilities and resources, building a support team is the best way to get better and ensure success. This helps you surround yourself with those who know your goal to end addiction and will help you work towards that goal, rather than enabling continued substance use or other harmful behaviors.

Together, research more about resources in your area that can help treat addiction. Remind your child that the best choice is to stay away from substance abuse and other harmful behaviors, but that you are there to support and help them if they ever need it.

Title of Lesson: Election Day Mini Lesson

Standards Taught: 5.SS.3, 5.SS.3.1, 5.SS.3.1.b, 5.SS.3.1.c, 5.SS.3.1.e, 5.SS.3.1.f, 5.SS.3.2.c

Materials:	Preparation:	Implementing the Lesson:
		<p>Explain to your child that today is Election Day. Remind them that, in America the citizens get to choose representatives who vote on laws, enforce laws, and judge based on laws. Those representatives answer to the people they represent and can be voted out if they don't protect the rights of the people the way they are supposed to. Citizens in America get to vote each year for different representatives including local (major, city council, school board), state (legislators, governor), and federal (senate, house, president). While they don't for every office every year, representatives are regularly chosen and many have limits to how many terms they can serve to ensure that everyone's rights are protected and no one can gain too much power over others.</p> <p>Together, read the preamble below:</p> <p>“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”</p> <p>Discuss what they think the goals of creating America as a country were. Remind them that during the Revolutionary War, people fought for the ideas that they outlined in the preamble after the war was won. Discuss unity, justice, tranquility, defense, welfare, and liberty and what those words mean to your child and to you. Ask why they may have been important to those who fought for freedom and self-rule. Finally, point out that the writers of the constitution stated that these blessings should be for themselves and their posterity (or descendants). This meant that they felt these ideals were important to help their children, grandchildren, and others who came after, including your child.</p> <p>Next, review the three branches of government that were established by the U.S. Constitution using the image found here. Explain that the hat represents the executive branch, which is responsible for enforcing laws in America. This includes the president, governor, and police forces. The president, governor, and sheriff are all chosen by the people during elections. This branch can check and balance others by vetoing (or rejecting) certain new laws and nominating judges. The branch represented by the scales is the judicial branch, which can declare laws and certain actions to be in violation of the constitution, ensuring that the president and legislator cannot act as rules but have to abide by the rules of the constitution and protect the rights of every citizen. This branch includes judges at local, state, and federal levels, including the Supreme Court. Finally, the legislative branch has the responsibility to make laws. They are also able to impeach (or kick out) the president or judges that don't follow the constitution or violate the rights of the people. Representatives are chosen by the people and sent to both the House and the Senate at a state and federal level. Each of these branches works together to</p>

		<p>ensure that the rules in the Constitution are not violated, rights are protected, and that no one branch holds all the power.</p> <p>Finally, ask your child what type of person they would elect to fill a seat in each of the branches. Talk about qualities that would make a good president, governor, or police officer. Discuss the fact that they need to be fair, honest, brave, and show leadership skills. Discuss what a judge should be like. Point out that they should understand laws, be fair and ready to listen to all sides, and understand the ideals of America. Discuss what type of person they would elect to a legislative position. Point out that new laws should be made with feedback from the people and always protect, rather than restrict, rights. Ask your child to make their own chart or drawing that represents each of the branches, the aspects and ideals they should embody, and checks and balances that each one holds over the other.</p>
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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 today's holiday is meant to be full of gratitude and reflection, rather than one with parties or celebrations. Today is a set aside to remember and honor those who have served in the military.</p> <p>Watch this video (https://www.youtube.com/watch?v=CP40EFzPR5c&t=112s) with your child and discuss what they learned. Then, ask your child why they think someone might be in the military. Explain that preparing for war, fighting in a war, and protecting others requires bravery and sacrifice. Soldiers are often away from their families for long periods of time, they can be hurt or killed in battle or while protecting others, and they have to listen to those in command no matter what. Many decide to be in the military because they want to protect their families, stand up for American ideals and freedom, learn how to be a part of a well-trained and disciplined group, follow in the footsteps of their ancestors, or simply choose the military as a career path that supports their family or educational goals. No matter the reason, all soldiers make sacrifices to do their job, though some give more when required. Veteran's Day is a time to say thank you and honor those sacrifices.</p> <p>Today, ask your child to find their own way to honor veterans. You may donate time or money to a veteran charity, say thank you to the veterans in your life, visit a local ceremony, fly a flag in or around your home, watch videos or research to learn more about veterans, write a letter, visit a nursing home, or find your own way to honor this holiday.</p>

Title of Lesson: Nutrients Mini Lesson

Standards Taught: 5.N.1, 5.N.4, 5.SDP.2, 7.HI.N.1, 7.H.I.SDP.2

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

Fat- Fat is an essential nutrient that helps our bodies have enough energy, absorb certain vitamins, protect our organs, help cells function properly, maintain our body temperature, and regulate hormone production. In excessive amounts, fat can be harmful to our body. However, healthy fats, such as those found in avocados, nuts, salmon, or green vegetables, is essential to keeping us healthy.

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

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

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

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

Next, point to the calorie section of the label. Remind your child that calories are a measurement of how much energy a certain amount of a certain food will produce. Point out that the label includes a *Serving Size*. This is the amount of food you need to eat in order for your body to produce the amount of energy the calorie section

		<p>states. Measure out a single serving of each food. Then, ask your child to place the foods in order of least to most calories.</p> <p>Next, discuss why calorie count may be important. Point out that not enough calories each day would make us sleepy and not give our bodies the energy they need to work correctly or grow. Too many calories would cause our bodies to store the extra as fat.</p> <p>Explain that the amount of calories our bodies need changes throughout our lives. It can depend on our age, height, weight, and activity level. If we are busy and always doing physical activity, our bodies will need more calories. If we are sitting or lying down most of the day, our bodies don't need as much energy.</p> <p>Finally, explain that finding a balance of nutrients and calories so that our bodies are healthy and functioning properly is the most important part of a diet. We need to feed ourselves healthy foods, but ensure that we have the energy we need throughout the day. Remind your child of complex vs. simple carbohydrates and the effect they have on the body. Ask your child to make one goal that will help them give their body more of the nutrients they need and/or get closer to their recommended caloric intake.</p>
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Title of Lesson: Food and Exercise Mini Lesson

Standards Taught: 5.N.2, 5.N.3, 5.N.4, 5.SDP.2, 7.HI.N.2, 7.HI.SDP.2

Materials:	Preparation:	Implementing the Lesson:
		<p>Review the previous lesson, reminding your child that our bodies need a balance of different minerals and nutrients and the correct amount of calories to be healthy. Remind them that our energy needs are different when we are more or less active, and during different stages of our lives.</p> <p>Next, discuss the difference between hunger and appetite. Explain that we are hungry when our bodies need food for energy while appetite just means that we want food, but don't necessarily need it right then for energy. Discuss some of the cues that we are hunger (e.g. rumbling tummy, lightheadedness, feeling grumpy). Then, point out that sometimes we see or think of a food and, even though our body isn't giving us hunger cues, we think we want them. An example of this is driving by a favorite restaurant and starting to crave the food there. Though your body does not need for, your body begins to want the food because it makes you feel happy. This is appetite. Ask your child to give an example of hunger vs. appetite in their own experiences.</p> <p>Next, discuss the link between healthy foods and healthy physical activity. Remind your child that they should exercise each day by doing something active. Dancing, playing on the playground, running, sports, going for walks, or yard work are all examples of being active. Having an active lifestyle helps keep our bodies strong, protects us from illness, and can help regulate our hunger, sleep, and emotions. Eating healthy foods with the right nutrients and calorie levels can give our bodies the energy to stay active. Ask your child to make a goal to do something active every day for the next two weeks. Write that goal where they can see it and help them check off each day until the two weeks are up.</p> <p>Finally, ask your child to plan a balanced, healthy meal for your family. Use this chart (healthy-eating-tips-infographic-chart-food-balance-proper-nutrition-proportions-plan-your-meal-balanced-dieting-333970214.jpg (800x566)) as a guide. Help your child shop for, prepare, and serve the meal using proper food safety procedures and allow them to share with others how each part of the meal helps their bodies as you eat together.</p>

Title of Lesson: Diets, Fads, and Media Influences Mini Lesson

Standards Taught: 5.N5, 5.SDP.2, 7.HI.N.3, 7.HI.N.4, 7.HI.N.5, 7.H.I.SDP.2

Materials:	Preparation:	Implementing the Lesson:
		<p>**The information in this lesson should be tailored to your child’s age and maturity level.</p> <p>Review the types of nutrients and different caloric needs food for our bodies. Discuss what happens if we give our bodies too much of the wrong types of food or not enough nutrients. Point out that if our body does not get proper nutrition, we don’t feel good, don’t have enough energy, and can harm our bodies.</p> <p>Next, discuss some of the reasons we may choose to fill our bodies with foods that are harmful or not provide them with the nutrients they need. Some reasons are: poverty, don’t like the taste, addiction to unhealthy foods, no time to cook, easier to eat unhealthy foods, influence of family and culture on diet, or pressures from society such as marketing, diets, or fads. For those without ample financial resources, eating less nutritious foods may be their only choice. Healthier foods or the ability to prepare them may be too expensive. Places such as food banks, charities, and government programs can help make nutritious food more available. Sometimes, our bodies become addicted to junk food/drinks and we fill up our stomachs with things that are not nutritious. Perhaps, we simply like the taste of unhealthy foods better. These circumstances are best remedied by trying new foods and making conscious choices about what we put into our bodies. Cooking and food preparation take skill and time. Often, with so much going on in our lives, we don’t feel that we have the time to prepare and cook a healthy meal. Meal prep, planning ahead, planning around meals, and finding healthier options that are convenient or quick can help with these problems.</p> <p>Even with all the right resources, sometimes we don’t give our bodies the balanced meals and proper exercise. The culture and media around us can influence how we see and treat food and our own 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</p>

having a healthy body, rather than having a certain type of body. Proper nutrition and exercise can help us in staying healthy and making our body work its best.

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

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

Title of Lesson: Cultural Foods Mini Lesson

Standards Taught: 5.N.6

Materials:	Preparation:	Implementing the Lesson:
		<p>*Before this lesson, order a few foods from different countries. Universal Yums is a great resource for this and sells individual foods as well as subscription boxes. Try to include a variety of sweet, salty, healthy, and fun foods.</p> <p>Remind your child of the previous three lessons on nutrition, emphasizing balance and health over a certain body type or weight. Praise them for their work on their new goals and encourage them to keep going.</p> <p>Next, explain that everyone eats different types of foods. Ask them for an example of a time when they ate a food they were not used to. What was different about it? Was it good? Were there different flavors? New ingredients?</p> <p>Point out that people in different areas, cultures, and families eat different types of foods. These foods, like your own foods, can provide necessary nutrients though the ingredients may differ. Some foods may also contain unhealthy ingredients, just like the food you are normally around.</p> <p>Foods eaten vary by what grows locally, what can be transported and preserved, and what the local culture eats. Americans are known for pizza, hamburgers, and hot dogs. Mexico is known for tacos and salsa. Spain is known for empanadas. Italy is known for pasta and wine. Germany is known for sausage. Canada is known for their maple syrup. India is known for their curries. Culture affects the way we use and prepare foods and the flavors we are familiar with.</p> <p>Explain that it is a good thing to try food from different cultures. To maintain a healthy diet, you should research the ingredients and cooking methods for these foods. This will help avoid allergies and balance the nutrients you take in. T</p>

Title of Lesson: Internet Safety Mini Lesson

Standards Taught: 5.SDP.3, 7.HI.SDP.4, 7.HI.SDP.5

Materials:	Preparation:	Implementing the Lesson:
		<p>Explain that this week is White Ribbon Week, a time when we learn about the internet and how to be safe while using it. Ask your child to define <i>internet</i>. Discuss how it is a system of networks that link together and create a global place to share information, games, pictures, videos, and opinions. The whole world uses the internet. Discuss some reasons your child may use the internet including: school, research, gaming, talking, texting, emailing, video chats, social media, finding ideas, or sharing opinions. Ask your child what good things come from having the internet. Discuss the fact that they can easily communicate with others, learn about new things, play games with others, see images of faraway things, and save time online. Point out that the internet has changed the way we live, interact, and learn and given us several beneficial aspects.</p> <p>Next, discuss some of the dangers of using the internet. Explain that, just like with any other tool, the internet can be used for good or bad.</p> <p>Discuss stranger danger in terms of internet usage. Ask your child what rules you have about strangers in real life. Examples can include don't talk to strangers, don't follow strangers, get a trusted adult if a stranger approaches you, tell an adult if someone makes you feel uncomfortable. Point out that there are many ways to interact with others online. You may play games, share posts or videos, or chat with others. However, there are also strangers online. Explain that your child should never talk to someone online that they wouldn't talk to in real life and the same stranger rules apply. Many people lie about who they are, try to trick kids, and try to harm children online. If someone you don't know tries to talk to you, asks you for pictures or videos, or threatens to hurt you, your family, or your computer, tell an adult. Additionally, never share information like your full name, your school, your schedule, your address, your phone number, or your passwords with anyone online, even if it's just a form to fill out. People can use this information in harmful ways. Finally, discuss rules for social media. Explain that social media can be a great way to share with friends or family, but accounts should always be set to private to control who can see what you share.</p> <p>Next, discuss online bullying. Point out that, just like stranger danger, your child should observe the same rules online that they do in real life. Never say something online that you wouldn't say to someone's face. Bullying and mean comments are just as harmful online as they are in real life.</p> <p>Next, discuss harmful materials that can be online. In an age-appropriate way, explain that certain images, videos, and even text can have damaging and long-term effects. Opening ads, attachments, or pop-ups can infect your computer with a virus which can break the computer or steal information. Sharing or viewing</p>

		<p>inappropriate images or videos that show violence, nudity, or pornographic images can cause lasting damage to mental well-being, including addiction. Anything you share can be copied and, even if you delete it, others may have it on their own devices. If something is shared online, it won't ever fully go away. Discuss how your family uses parental controls, filters, and other methods to help prevent this from happening, but remind your child that their choices are what will protect them most from these situations.</p> <p>Finally, discuss any other rules your family may have for internet usage. Remind your child that these rules apply to computers, laptops, gaming systems, phones, tablets, and any other devices. Discuss reasons for each rule and consequences for breaking them.</p>
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Title of Lesson: Effects of Technology Misuse Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
		<p>Briefly review the rules discussed in the previous lesson and how those rules can help protect us online. Discuss how technology can be helpful when used correctly and ask your child to name a few ways it helps them in their daily life. Then, discuss the following effects of using the internet and other technologies incorrectly, answering any questions your child may have.</p> <p>Mental/Emotional: Many studies have shown that too much screen time can lead to anxiety, depression, and mood swings. You may lose your motivation to complete tasks outside of your devices and can get caught in comparisons between your life and the ones presented online, which are staged and seem perfect. Too much screen time can also lead to a form of addiction. In children and teens, it can affect how your brain develops and how you see yourself, reducing attention spans, problem-solving skills, and creativity.</p> <p>Physical: Spending too much time on screen and not enough time being active can affect your physical health. In addition to eye strain and headaches, your posture can suffer causing shoulder and back pain. Too many repetitive motions (e.g. typing, controller movement) can cause carpal tunnel syndrome and damage to the wrist and hands. Staying still in front of a screen can lead to muscle loss, weight gain, and heart and respiratory problems. The light from screens can affect your normal sleep cycles, leading to insomnia and affecting other aspects of your health when you don't get enough sleep.</p> <p>Social: Too much time on screens can also affect your social relationships. Spending time on screens rather than in-person with friends and family can harm your relationships and increase feelings of loneliness. Screen addictions can cause you to ignore important events, gatherings, and bonding opportunities. Excessive screen time can also make those around you feel that they are less important or abandoned.</p> <p>After discussing some of the effects technology misuse can have on well-being, ask your child what they can do to reduce these effects and use technology as a good tool rather than allowing it to be harmful in their lives.</p> <p>Cited Sources: https://pmc.ncbi.nlm.nih.gov/articles/PMC10852174/</p>

Title of Lesson: Family Internet Plan Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
Poster board /Computer Program for making flyers		Review the previous two lessons with your child, asking them to review the rules and reasons those rules are in place. Together, make a poster or flyer of your family internet rules and plans. Include rules about strangers, inappropriate materials, safety concerns (passwords, personal information, viruses), screen time limits, and correct care of devices. Include consequences for breaking the rules and allow your child to explain how each rule protects them. Hang this in an easy-to-see area of your home and follow through on enforcement.

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Title of Lesson: Personal Technology Plan Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson:
Poster board /Computer Program for making flyers		<p>Remind your child of the family internet plan you made yesterday and the reasons behind the rules. Point out that many of those rules protect their mental, physical, or social health and help them set appropriate limits. The rules also help them take responsibility for their choices, including consequences for bad choices.</p> <p>Next, ask your child to develop a personal technology plan. Like the family plan, it should include rules, reasons, and consequences. However, this plan should be catered to each child and age-appropriate. A teen, for example, may have their own email, longer screen times, or the ability to use different devices than a younger sibling. It can also include personal goals, such as using screens less and exercising or spending more in-person time with friends. Encourage your child to decorate their flyer and place in somewhere where they can see it often. Remind them that they still have to follow family rules, but these rules reflect their own commitment to keep themselves healthy and safe. Praise your child for taking personal responsibility and working towards healthy choices.</p>

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

Standards Taught: History Review		
Materials:	Preparation:	Implementing the Lesson: <p>Tell your child that today is Martin Luther King, Jr. Day. Ask them what that means to them and what they remember about MLK, Jr. from previous year's lessons. Then, watch this video (https://www.youtube.com/watch?v=FNxHI98XK78&t=94s) together.</p> <p>Next, use a dictionary to define and discuss the following terms and what they meant during the time that Martin was alive:</p> <p>segregation boycott protest Nobel Peace Prize</p> <p>Then, ask your child to use an online search to learn more about the following people who worked for the same goals as Martin:</p> <p>Rosa Parks Ruby Bridges</p> <p>Finally, ask your child what they think of the goals of desegregation, or bringing people together no matter what they look like. Ask them why they think it was wrong to separate people based on skin color and what has improved since then. Discuss the non-violent methods used by many civil rights leaders that changed the world around them. Print and copy the following page, asking your child to write a way they will follow in the shoes of these world-changers to make the world a better place.</p>



Title of Lesson: Because You're Awesome Mini Lesson

Standards Taught: 5.HF.3, 7.HI.HF.2, 7.HI.HF.3, 7.HI.HF.3.a, 7.HI.HF.3.b, 7.HI.HF.3.c

Materials:	Preparation:	Implementing the Lesson:
Treat or activity your child enjoys Blank paper Crayons/Markers /Color Pencils Photo of your child that they like Glue		<p>Explain that this week is Mental Health Week. Ask your child what mental health means to them and what actions they are already taking to protect and/or improve their own mental health. Share what mental health is to you, discussing the well-being of emotions, self-esteem, and feeling like you are in control of your own choices. Point out that it's normal to feel a range of emotions, but if one negative emotion (e.g. sad, hopeless, anxious, nervous) is what they feel all of the time, it is a sign that someone may need to work on healing mental health.</p> <p>Give your child the photo that you've printed and then list some things that you think are awesome about them. Discuss physical and personality traits that you have noticed and share ways you've seen them improve upon things over time and accomplishments you've seen them achieve. Explain that for these reasons, and many more, you think they are awesome.</p> <p>Next, give your child the glue, crayons, and blank paper. Ask them to glue their photo to the center of the page and use the crayons to list reasons why they think they are awesome. Encourage them to list as many aspects as possible, including physical and personality traits, as well as accomplishments and improvements that they are proud of. Point out that some of the things they are most proud of are things that they struggled with at first. With time, practice, and preservation, they proved to themselves that they could get better and better until they mastered that particular thing. They were strong enough to make mistakes, examine them, and learn to correct them, which made them better as time went on.</p> <p>Ask your child to hang their collage somewhere where they will see it often, pointing out that, when they are having a hard time, they can look at it to help remind them of how awesome they are and how much they've accomplished. Encourage your child during difficult times by reminding them of reasons you think they are awesome, past challenges they've overcome, and how they've used mistakes as learning opportunities in the past.</p> <p>Finally, give your child the treat or time to complete the activity they like. Point out that it's important to take care of this awesome person that they are. Sometimes that means enjoying a treat, doing something they enjoy, exercising, taking care of personal hygiene, cleaning up their room, taking a break, or finishing a task so they don't have to worry about it anymore. Encourage your child to take time for regular self-care to help this awesome person they are stay healthy.</p>

Title of Lesson: Respect and Boundaries Mini Lesson

Standards Taught: 5.HF.4, 7.HI.HF.4

Materials:	Preparation:	Implementing the Lesson:
		<p>Remind your child that this week is Mental Health Week. Explain that our mental health depends on several factors, including our physical health, how we see ourselves, and, at times, our social health. Humans need friends and family around them to be fully healthy. Surrounding yourself with people who build you up, support you and your goals, and respect your boundaries can help improve your mental health. Being a friend or family member who does those things for others can help you and them to feel loved and supported.</p> <p>Discuss the following with your child in an age-appropriate way:</p> <p>Build each other up: Your support group should always build you up. They can offer encouragement, show up to important events, comfort you when you are having a difficult time, and offer constructive criticism when needed. They should never bully you or make you feel like less than others. Likewise, to provide support you should follow the same rules with them.</p> <p>Support your goals: The people you choose to spend time with should help support your goals while you support theirs. This can include helping you with supplies or finances, reminding you of your obligations, respecting your choices in how you spend your time (even if its not always with them), and lending a listening ear when you need someone to talk to. It may also include more hands-on support (e.g. helping you move, learning a new skill with you, attending classes or presentations). Someone who supports your goals won't make suggestions that will take you further from your goals, but will encourage you to always work towards them.</p> <p>Respect your boundaries: A good support person will respect your boundaries and you will respect theirs. If you say that you are uncomfortable with something, they will stop asking you to do it. If you set up a rule for your relationship and explain why (e.g. please don't call me after 9 pm, I will be asleep) they will observe the boundary and do their best to honor your wishes. They will also observe the golden rule: don't do something to another person you wouldn't want done to you.</p> <p>Ask your child to give an example of each of these aspects that they've seen in their own lives. Encourage them to share a time when someone built them up, supported their goal, and respected their boundaries. Additionally, ask your child to share a time they did this for a friend or family member. Ask your child how it</p>

		<p>felt to be supported and now it felt to support others they care about. Encourage your child to reflect on how their actions and the actions of others encourages bonding and trust in a relationship.</p>
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Title of Lesson: Stress Management Mini Lesson

Standards Taught: 5.MEH.1, 7.HI.MEH.1

Materials:	Preparation:	Implementing the Lesson:
Blank paper Pen/Pencil		<p>Briefly review the previous two lessons with your child, encouraging them to share what they've learned so far this week. Give your child the blank paper and ask them to fold the paper in half. On one side, ask your child to describe calm. This may include how they feel when they are calm, what helps them stay calm, or times when they've had to calm themselves down. On the opposite side, ask your child to describe stress. Encourage them to include how they feel when they are stressed, things that make them stressed, and times when they've managed their stress.</p> <p>Explain that stress is a feeling of strain or tension on your mind or emotions. Stress can make you feel rushed, overwhelmed, sad, or angry. Sometimes we feel stressed when there is a large project that we need to do quickly. Sometimes something big is happening in our lives (e.g. moving, new school, conflict with friends or family, illness, death). Though we all feel stress sometimes, too much stress can affect our mental and physical health. Proper amounts of stress help motivate us to finish the tasks we need to do. Too much stress can increase our heart rates, make it difficult to sleep, lead anxiety or depression, impair our immune system, or affect our emotions and moods.</p> <p>Though we can't avoid all stress in our lives, as we grow, we can learn how to manage stress and use healthy levels of stress to reach our goals. Discuss the following stress management techniques, allowing your child to discuss a time when that technique worked (or didn't work) for them.</p> <p>Take a break – Take time away from the thing that is stressing you. Go for a walk, read a book, sit quietly, or work on a different task. Do anything other than that task. Changing what you're doing can help your brain relax and give you the ability to return to the task refreshed.</p> <p>Exercise- Get your body moving. Go for a walk, swim, do jumping jacks, stretch. This helps your body wake up and the movement can reduce tension.</p> <p>Eat a snack/Get a Drink- Healthy snacks are best, but a favorite treat can also help relieve stress. Sometimes your body just needs a little nourishment to keep going.</p> <p>Rest- Lay down for a short nap, make sure you get enough sleep at night, or simply do something low energy for a little while. Stress can be exhausting and ensuring proper sleep can help you recover.</p>

		<p>Cry- Give yourself time to feel overwhelmed, frustrated, sad, or angry. Process those emotions and then give yourself permission to keep going.</p> <p>Do Something You Enjoy- Work on a hobby, make a craft, play a video game, talk with friends. Taking time away from the “have to” list can help you feel less rushed and overwhelmed and help your body calm down.</p> <p>Push Through- Sometimes stress is caused by something that you simply have to endure. You can’t always change or walk away from something. Some things you just have to keep working through. This may mean treating yourself gently as you work (extra treats, rest, or a promise of a big reward at the end), or getting help from adults or friends (talking it out).</p> <p>Return to the paper your child filled out at the start of the lesson. Ask them to find things they listed that fit into the discussion you just had. Point out that some of the techniques or feelings they listed were ones you talked about. Ask them to add new information that they gained from this lesson to their lists.</p> <p>your own experiences with stress and what methods of management worked for you. Encourage your child to practice each technique in the future, working to find what works to help them feel calmer and complete their goals best. In the future, when you notice they are feeling stressed, ask them what method they would like to try to help them feel better. Walk them through the process and talk to them about what works and doesn’t work for that situation. Continue reminding them and supporting them as they learn to manage stress on their own. Remind your child that stress management takes practice and they will continue to get better at it as they grow.</p>
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Title of Lesson: Mental Illnesses Mini Lesson

Standards Taught: 5.MEH.2, 5.MEH.3, 5.SDP.1, 7.HI.MEH.2, 7.HI.MEH.2.A, 7.HI.MEH.2.b, 7.HI.MEH.3

Materials:	Preparation:	Implementing the Lesson:
		<p>In the final lesson for Mental Health Week, explain that our mental health can affect our physical health in many ways, just as physical health can affect our mental health. Both regular practice and work to maintain. Sometimes, no matter what we do, we can get sick or get hurt. When this happens for our physical health (e.g. flu, broken arm) we may visit a doctor, be prescribed medications, or take time to recover, abstaining from some of our normal tasks until we are healthy again. Sometimes we need to visit a hospital.</p> <p>Explain that we can become mentally ill (sick), need support, or need help with certain tasks until we heal. Sometimes we may need to visit a doctor or take medications to manage our mental health. At other times, we may need a friend to talk to, do something fun with, or cry with. Sometimes, we may just need others to be patient or kind to us until we heal. We may also need to visit a hospital for help with mental health.</p> <p>Ask your child about their experiences with seeing someone they knew who needed physical or emotional support. They may have had a friend with a broken bone, a sibling who had a surgery, a friend who was sad one day, or it may have been something more serious. Take the time to listen to your child and discuss the feelings they had when they saw that someone else needed help. Explain that they likely felt empathy for that person. Empathy is when you understand how someone feels. Though you may not have gone through the same thing, you can think about what it might feel like if you did. Empathy helps humans understand each other and motivates them to help.</p> <p>Next, ask your child how they knew someone else needed help. Did they simply see others struggling? Did someone explain the situation? Were they asked to help? What did they do?</p> <p>Point out that sometimes it's easy to see that someone is struggling. Maybe they can't reach something up high because they are in a wheelchair, lift something heavy because they are wearing a cast, walk without support because they are wobbly on their feet, or need pressure applied to a wound because they are bleeding. Explain that, unlike physical health, mental health struggles are harder to see. Someone may be feeling sad, afraid, or alone, but those feelings often stay hidden unless you spend time and talk with them. Sometimes, those feelings are hidden because they don't want people to worry about them.</p> <p>Explain that there are some signs for major mental illnesses that you can watch for in the people around you. Depression (feeling sad all the time) may cause people to change their behaviors. They may not want to do the</p>

things they used to think were fun. They may stay home, be quieter, or talk about sad things. They might not sleep well, may always be tired, or may be grumpy. In severe cases, they may discuss or think about suicide (ending their own life). They may begin to give away personal belongings or take steps to prepare others for their death.

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

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

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

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

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

A friend who self-harms may need someone to talk to and process feelings with. They may need reassurance, extra care, or time with others. They should never be encouraged to self-harm. They may need basic first aid for injuries. A medical professional or adult should be contacted to help with treatment.

Discuss the following mental illnesses and conditions with your child, as appropriate for their age:

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

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

Phobias: A phobia is an extreme fear, often irrational, of a situation, place, or thing. Phobias may seemingly have no cause or could be caused by trauma, substance abuse, or teachings of their parents. Often, a phobia is specific and focused on a certain thing, person, or situation. Symptoms usually only occur when faced with the subject of their fear and include: extreme anxiety or panic, rapid breathing and heart rate, desire to get away, panic attacks, and trembling. People suffering from a phobia go to great lengths to avoid the thing/person/place/situation they fear. Therapy and medication can help manage or cure phobias for some. Those close to someone suffering from a phobia can help by taking their fears seriously, communicating with them and trying to understand how they feel, not pressuring them, staying calm, and learning how to calm/help their friend in a panicked state.

PTSD: Post traumatic stress disorder occurs after a traumatic experience and results in flashbacks, hallucinations, intrusive thoughts, nightmares, anxiety, and avoidance of similar situations. It can be brought on by abuse, war, violence, death, or other serious situations. Many who suffer from PTSD have specific triggers that force them to feel as if they are re-living the trauma they experienced previously. They be

		<p>irritable, fearful, unable to concentrate, have difficulty sleeping, or experience feelings of guilt. Symptoms can cause a disruption to normal life, difficulty keeping a job or going to school, depression, substance abuse, or suicidal tendencies. PTSD can be treated through therapy and/or medication. To support those with PTSD, listen and validate their feelings, encourage therapy, encourage them in positives and as they work through struggles, don't push them to explain/re-live the trauma, ask them for specific ways they need to be supported and follow through.</p> <p>Finally, reinforce the fact that, like with physical health, our mental health may sometimes not be its best. Sometimes it is caused by our choices, at other times it just happens. It's important to know the warning signs so that we can help others, get help for ourselves, and contact outside resources if needed. Assure your child that if they ever feel overwhelmed with their health or their friends'/family members' they can always go to a safe adult for help.</p>
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Title of Lesson: President's Day Mini Lesson

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

Materials:	Preparation:	Implementing the Lesson: *Before the lesson, purchase and prepare the President Escape Room packet found here . (https://shop.learnincolor.com/products/escape-room-the-us-presidents) Take time today to celebrate U.S. presidents by completing the escape room tasks together. Ask your children to work together and solve each clue, reflecting on what they know about past presidents.
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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.