

*** 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:	Preparation:	Implementing the Lesson: Explain that today is Sept. 11th, or Patriot Day, and ask your child to share what they know about why this is an important day. Then watch this video (https://www.youtube.com/watch?v=QGXRZsX_1fU) together. Review the events of the day and why it is important to remember. Next, discuss the values that the video said were at odds and why they are important. America was founded on the idea that all men and women should be free to live according to their morals and follow God. It was created in a way that should allow us to work hard, build a good life that we can pass on to our children, and enjoy the freedom that comes from those things. Point out that those ideas were the ones attacked on 9/11, and what we sought to protect afterwards. Discuss how those ideals are being protected today, and how they aren't. Finally, ask your child to create an art piece, poem, or short essay about why freedom is important and how they can help preserve it. Talk about what their life would be like without the ability to follow God, build their own life, and help others. Discuss some of the people that have defended that right (e.g. George Washington, soldiers, people teaching about the rights of Americans, etc.). Ask them to reflect these things in their piece.

Title of Lesson: Fire and Earthquake Safety Mini Lesson

Standards Taught: 5.SDP.1, 5.SDP.2, 8.H.I.SDP.2, 5.HD.6		
Materials: Art supplies, varies	Preparation:	Implementing the Lesson: Today, take time to review your family’s fire evacuation plans by doing the following: practice getting out of the house, stop, drop, and roll, crawling, feeling doors before opening, finding two exits for every room, checking smoke detector batteries, learning about other fire safety devices you have (e.g. fire blankets, fire extinguishers, fire escapes, ladders), and discussing basic fire safety rules in your home (e.g. don’t play with matches, etc.). Next, review your earthquake procedures and find places your children can safely go in each room of the house in the event of an earthquake. Discuss going to an open place if they are outside, far away from buildings, trees, and powerlines. Practice duck, cover, hold on and evaluate your home for items that may fall and what you can do to prevent that. Finally, discuss your family communication plan and meeting place for both these emergencies.

Title of Lesson: Safe Choices and Boundaries Mini Lesson

Standards Taught: 5.SPD.2, 5.HF.2, 5.MEH.1, 5.HD.6, 8.HI.SDP.2, 8.HI.HF.2, 8.HI.HF.3.b, 8.HI.HF.4,		
Materials: Blank paper and pen	Preparation:	Implementing the Lesson: Explain that today we are going to talk about safe choices and boundaries. First, ask your child to name some of the things they do each day to keep themselves safe- both physically and mentally. Examples may include: brushing their teeth, taking a shower, wearing a seatbelt, wearing a helmet, looking both ways when they cross the street, obey certain rules, never swimming alone, not playing with fire, locking the doors on the house, not taking certain risks, getting rest, asking for help, or eating healthy foods. Point out that, when they were a baby, all these choices were made by mom and dad and many of the actions were done by mom and dad. As they grew, however, some of these things became their responsibility. They brush their own teeth, buckle their own seatbelts, and are starting to choose how to spend their time. This is a part of growing up. Explain that this doesn't happen all at once, however. Each skill and rule are learned over time. Perhaps mom and dad still remind you about it, or give pointers, or even help you do certain things still. Point out that mom and dad probably let them do things that they weren't allowed to do when they were babies (e.g. cut veggies with knives, ride a bike, go to a friend's house). Explain that, as they grow, mom and dad will make less of these choices, and they will make more. Eventually, they will be responsible for their own safety, and that of their own family. In order to do this, they need to learn to make safe choices, even when mom and dad aren't there. Discuss how we make safe choices. Explain that, before doing something, we should think about the potential outcomes. What may happen if I do this? For example, if I touch the stove, it may burn me. If I eat healthy, my body may feel better. Point out that every choice to do something comes with consequences, some good and some bad. We can assess the risk of bad consequences because of what others have taught us and what we have experienced. For example, we know the stove will burn us if it's on, because we've burned our hands before. We know that healthy foods help our body, because we have felt better after healthy foods and because scientists and doctors have learned about how it works and taught us. Talk about this hypothetical situation and ask your child to identify the potential consequences and what they would do: You are at a friend's house. They want to play outside and you are excited. When you go outside, your friend wants you to play in the street, rather than in the backyard. Point out that your child may choose to play in the street, say they'd rather play in the yard, or call a parent to go home. Playing in the street may be ok, but it also may lead to an accident with a car. Playing in the yard may turn out ok, may anger their friend, or may end up in a scratched knee. Going home may end up ok, my anger their friend, or may make them sad to leave. Discuss which of these consequences is most dangerous (a car accident) and how to avoid it. Then, discuss some of the other bad consequences and the outcomes that may happen. For example, if a friend is mad at them for suggesting something else, the friend may choose not to play with them anymore or may get over being mad eventually.

		Explain that this is an example of a child growing up and making safe choices, even if someone else makes a different choice. Point out that in this story, the friend isn't making a safe choice, your child's parents are not there to make the choice, and neither are the friend's parent. They are the only one who can control their own actions. Explain that, as they grow, more and more choices will be in their control, and it is their job to keep themselves safe- even if others don't approve. Point out that it takes courage to keep themselves safe, especially when others are pressuring them to do something they know is not good for them. Finally, discuss boundaries with your child. Point out that, because they are in charge of their own safety, they need to establish boundaries with others and themselves. As they grow and learn, they will decide which things they will absolutely not do or be ok with. In the example above, a boundary would be- I do not play in the street. That is their rule for their own safety. They don't break it, even if pressured. Point out that a good friend will understand a boundary as a way their friend is keeping themselves safe, even if they don't agree. They won't pressure, tease, or force boundary breaking. Boundaries may also include- never getting into a car with a drunk drive, not allowing people to touch, hug, or kiss them when they are uncomfortable, not using alcohol, drugs, or tobacco, or not viewing harmful materials in video games, videos, or online. Ask your child to write down three choices they have made in the last week that show their control over their safety. These may include personal boundaries they've defended, rules they've kept, or actions they have taken. Beside each item, ask your child what consequences (good or bad) came from the choice and how they felt about the outcome. Praise your child for their growth and commitment to safe choices and remind them that you are always there if they need more information or help in any situation.
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Title of Lesson: Get Help 4.0 Mini Lesson

Standards Taught: 5.MEH.2, 5.SDP.1, 5.MEH.2, 5.HD.6, 8.HI.SDP.7, 8.HI.MEH.2.b, 8.HF3.c		
Materials: Computer and Printer	Preparation:	Implementing the Lesson: Briefly review yesterday's lesson, reminding your child that they are the most important decision-maker when it comes to keeping their body and mind safe. Then, ask them what the last thing you told them was in the previous lesson. Point out that you were always there to offer advice, share knowledge, or help in any situation. Explain that sometimes, as we grow, we make mistakes. We go somewhere we aren't supposed to, do something we shouldn't, get sick and feel like it may be our fault, or feel like we may get into trouble if we ask for help. Tell your child that you have been in situations like this before, if you have. It is a part of growing up and learning to make the right choices. The important part is- when you understand that you are unsafe you need to ask for help, even if it's scary. Getting help will make the situation end quicker, bring in others who know more or can support you in fixing the mistake, and help you get back on the right track. If your own safety, or the safety of others is on the line, the right choice is always- Get Help. Remind your child that you will always be available to help. They can ask in person, in writing, text, or call you anytime they need to and you will be there. Then, explain that they can also use the following resources for help: 911- This is an emergency number and should be used for emergencies only. It will connect you with dispatch, who can send fire, EMT, and police to help in emergency situations. Some examples of when to call 911 are- someone is unconscious, suffering from a serious injury or illness, in extreme pain, bleeding a lot, can't breathe, or is in shock, someone is threatening to harm themselves or others, a serious accident has occurred, there is a house fire or large, uncontrolled fire, there is a gas leak, you see a drunk driver on the road, or a crime is happening. Any phone can call 911, even cell phones with no service. The person who answers will need to know your name, your location, and what is happening. They will ask questions and continue talking to you while calling and sending help. When calling 911, try to remain calm and answer questions as accurately as you can. This will help dispatch know who to send, and help responders get to you more quickly and be prepared to help. Non-Emergency- Non-emergency numbers can be used for things that do not require immediate response. Police stations have a direct non-emergency line where citizens can report minor crimes (e.g. vandalism, lost property, noise complaints), request more information about laws and who may best help in a situation, ask questions about safety and local issues, and discuss past incidences. Fire stations have a non-emergency line where you can call and ask about fire safety tips and risks. Additionally, urgent care clinics and doctor's offices can be used for illnesses and injuries that are not life-threatening. ER- The local emergency room can be used for illnesses and injuries that need to be treated quickly. This is where an ambulance will take someone after calling 911 if they need to see a doctor. However, chest pain or pressure, difficulty breathing, severe injury, sudden and severe headaches, sudden numbness, weakness, or paralysis, serious bleeding, rapid

	or irregular pulse, coughing or vomiting blood, poisoning or overdose, severe pain, unconsciousness, or a severe mental health crisis warrant a trip to the ER. You can arrive at the ER either by ambulance, or if someone healthy is driving you. Poison Control- Poison control should be called if anything potentially unsafe (e.g. too many or the wrong medications, chemicals, cleaners, drugs, poisonous bug bites, ingesting unknown or unsafe plants, or inhalation of a gas) is taken into the body. This does not include medical emergencies. If the person is having a seizure, collapses, is unconscious, or has trouble breathing, call 911 instead. However, if the person is having a minor reaction or none at all yet, poison control is a resource that can recommend proper treatment. The person who answers the phone will need to know who you are, the age, gender, and approximate weight of the person in danger, what was taken into the body, the time it was taken in, and the amount that was taken. From this, they may recommend observation, certain at-home actions, or a trip to the ER. Poison Control can be called at this number 1-800-222-1222 Animal Control- Local animal control can be called for any non-violent animal encounter. If an animal is acting aggressively or is wild and near people (but not yet attacking), call animal control. Animal control can also help with strays, lost pets, injured or sick wildlife, animal bites or attacks (you can also call 911 if an attack is occurring), suspected animal abuse or neglect or animals that act strangely (e.g. rabies). Mental Health Hotlines- In a mental health crisis where someone is threatening to harm themselves or others call 911. However, if someone shows signs of being currently safe, but needing help with mental health, a mental health hotline can provide resources, advice, and someone to talk to. Calling 988 will connect you to someone who can direct you in making decisions about support, local places that can help, and emergency care, if needed. Today, make a list of these numbers on a computer, print them and display them in a place in your home that everyone can see. You may want to include your local doctors, utility lines, your address, and family/safe adults phone numbers as well. Remind your child that they can call for help for themselves, or if they need help for others.
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Title of Lesson: Basic First Aid, CPR, and Disease Transmission Prevention Mini Lesson

Standards Taught: 8.HI.SDP.1, 5.SPD.5, 5.MEH.2, 5.SDP.1, 5.SDP.2, 5.HD.6

Materials:	Preparation:	Implementing the Lesson: This lesson is a review of previous years. If your child hasn't done the lessons from before covering these topics, they will need additional information, which you can find in Year 1-6 mini lessons. First, review basic first aid with your child by watching the video here (https://www.youtube.com/watch?v=0JHNvpQ9JW8&t=10s). Discuss what you've learned and point out that getting an adult to help or double-check is always a good idea. Remind them of yesterday's lesson and ask them to give examples of times they can provide first aid, times when they can start first aid and get more help, and times when they should immediately call for help. Point out that minor injuries may be treated at home while more serious ones require a doctor, EMT, or ER. Next, if your child has taken CPR classes (in 7th grade), review this video (https://www.youtube.com/watch?v=yYvAIW1zJcM&t=43s) with them. Answer any questions they may have and reemphasize keeping themselves safe and getting help as soon as possible. Finally, review basic hygiene rules for preventing disease transmission. Examples include: washing your hands after using the bathroom or touching animals, washing hands before preparing food or eating, sneezing and coughing into the inside of the elbow, staying home when sick, not sharing drinks, wearing gloves when exposed to blood, using a tissue to clean their runny nose, cleaning up after vomiting, or regularly cleaning high-contact surfaces.
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Title of Lesson: Columbus Day Mini Lesson

Standards Taught: History/Social Studies Review		
Materials: This image of the paths of Columbus's voyages	Preparation:	Implementing the Lesson: Explain that today, in the U.S., is Columbus Day. Today we celebrate the man who is credited with discovering and bringing others to America. With your child, talk about the fact that, when Columbus came, others had already found the American continent. Native Americans lived in both North and South America at the time. Many of their ancestors are believed to have come from Asia over a land bridge that is now under the ocean. Additionally, we have found evidence that Leif Erikson, and other Viking explorers visited North America before Columbus came. However, Columbus took news of his discovery back to Europe, which triggered the colonization of the Americas. This allowed many people to come to North America, build a life here, and eventually fight for the freedom that created our nation. Show our child the image of Columbus's voyages and ask your child to remind you of what they already know. Discuss the fact that Columbus came several times. The first time, he was looking for a faster trade route to India. He sailed the Nina, Pinta, and Santa Maria, given to him by the king and queen of Spain. He didn't find India, however, but landed near present-day Haiti and began to map and explore the areas around it. When he returned to Spain, he reported a rich land to the king and queen. Additional voyages meant that Columbus and his crews were able to explore further inland, make maps, learn about the climate, work with (and against) the local people, and gather resources to return to Spain. Over time, Spain, England, and France sent explorers and settlers using the information that Columbus brought back from his voyages. New maps were made, areas settled, and resources found. Eventually, this led to the settlement of the 13 colonies in North America. Today, ask your child to write a paragraph about what they think the journey was like for Columbus. Remind them that Columbus was trying to find a way to India to improve trade and make money. Explain living conditions on the ships (e.g. cramped, stuck inside a lot, limited food, stormy seas), the few resources he had, and how excited he must've been to finally get funding for his exploration. Ask your child to reflect on what he may have felt, hoped for, or been afraid of.

Title of Lesson: Smoke-Free Mini Lesson

Standards Taught: 5.SAP.1, 5.SAP.3, 8.HI.SAP.1, 8.HI.SAP.4, 8.HI.SAP.4		
Materials: Posterboard Markers/Crayons	Preparation:	Implementing the Lesson: Explain that this week is Red Ribbon Week. During Red Ribbon Week, we learn about keeping our bodies safe from certain substances, including tobacco, alcohol, and drugs. Ask your child to remind you what they already know about smoking, drugs, and alcohol. Remind them of previous lessons and information you have shared in the past. Review 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. Review the meaning of addiction- a chemical dependence upon a substance that makes your body feel like it needs it to survive and can make you sick if you stop. Discuss the addictive properties of smoking and how starting to smoke can lead to addiction. Ask your child to create a poster that teaches the truth about smoking or vaping. Discuss some reasons people may choose to smoke (e.g. family history, they think it makes them look grown-up) and why no one should smoke/vape. Encourage them to create a poster outlining the health effects and other reasons not to smoke/vape. Allow them to use the internet to research harmful effects of smoking/vaping, if needed. Save this poster for later in the week. Finally, discuss with your child some of the things they can do because they've kept their bodies safe from smoking/vaping and how continuing to be smoke-free will help them accomplish goals in the future. Discuss the physical health benefits, the mental health benefits, the benefits of not being addicted to a substance that harms health, the legal and financial benefits, and any other benefits they may see.

Title of Lesson: Alcohol Free Mini Lesson

Standards Taught: 5.SAP.1, 5.SAP.3, 8.HI.SAP.3, 8.HI.SAP.4

Materials:	Preparation:	Implementing the Lesson: Remind your child that this is Red Ribbon Week and explain that today we will be discussing alcohol. Point out that, like vapes and cigarettes, alcohol can be legally purchased in the U.S. after a certain age. However, that doesn't mean either are good for us. Ask your child to remind you what they know about alcohol use. Then, review this video (https://www.youtube.com/watch?v=LPJgLWHLd5Y&t=6s) together and discuss the effects of alcohol on the body. Point out that the liver filters out alcohol, like other harmful substances, from the body. However, over time the liver can become damaged by alcohol use. Next, discuss reasons people may drink. Review the lesson on safe choices, consequences, and risks and ask your child if the risk to their health outweighs these reasons. Talk about how important it is to keep their bodies alcohol free so that they can grow, learn, and stay focused on their goals. Finally, discuss this poster (https://asklistenlearn.org/materials/school-nurse/) and the effects that alcohol has on the young brain, specifically. Point out that a developing brain is more susceptible to damage because it is still growing, but alcohol can affect the brain and body at any age. Answer any questions your child may have and remind them often that alcohol and smoking are not good choices.
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Title of Lesson: Drugs, Medications, and Supplements Mini Lesson

Standards Taught: 5.HF.2, 5.SDP.2, 5.SAP.1, 5.SAP.2, 5.SAP.3, 8.HI.HF.2, 8.HI.SAP.3, 7.HI.SAP.4

Materials:	Preparation:	Implementing the Lesson: Continue Red Ribbon Week by discussing the following with your child today: Drugs- A drug is a substance that changes how the brain or body (or both) work. It may be something that is eaten, swallowed, smoked, injected, inhaled, or absorbed through the skin. Drugs may be illegal substances (e.g. methamphetamine, cocaine, fentanyl), available through prescription (e.g. certain opioids, cannabis), or sold as a supplement. Generally, we refer to a substance as a drug when it is used in a way that is not healthy or helpful to the body. Stimulants: Stimulants speed up the body's systems. Caffeine is a popular stimulant that people use in sodas or coffee to wake them up. Stimulants increase heart rate, breathing rate, increase blood pressure, and awareness. Cocaine is an example of a powerful stimulant and illegal drug. Stimulants can cause long-term damage such as heart damage, insomnia, anxiety, overheating, and addiction. Depressants: Depressants slow down the body's systems, relax the body and can cause drowsiness. Alcohol is a depressant, as is marijuana. Depressants can cause slower reaction times, poor coordination, reduce your ability to concentrate or make good decisions, slow breathing, and vomiting. Opioids: Opioids can reduce pain and are often prescribed after serious medical procedures or traumas. However, they can be abused and used as a drug. Like depressants, opioids can slow down the body systems and make it difficult to concentrate or make decisions. They can cause breathing to slow or stop, extreme drowsiness, and confusion. Morphine is one example of an opioid. Hallucinogens: Hallucinogens alter how the brain processes sensory input and can cause auditory or visual hallucinations. They can make someone extremely anxious or paranoid, alter their mood, or cause the inability to react to certain sensory input. This can lead to high heart rates and extreme feelings of fear, which can cause them to act out and even attack those around them. LSD is a well-known hallucinogenic drug. Cannabinoids: Cannabinoids, the most common being THC found in marijuana, can alter perception, memory, mood, and coordination. It can cause drowsiness, increased heart rate, poor reaction time and coordination, and permanently alter the brain's ability to process and retain information.
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		Prescription Medications- Some medications are available at the store for over-the-counter use (e.g. ibuprofen, allergy medications, etc.). Others are only available by prescription from a doctor and through a pharmacist. These medications have strong effects on the body and can interact with each other. For this reason, a doctor and trained pharmacist will evaluate your health, need, and risk before giving you prescription. Prescriptions come with instructions for proper dosage and timing so that patients don't take too much or too little. They also allow the chance for patients to ask questions, research, and decide if what their doctor suggests is right for them. Patients, doctors, and pharmacists should work together to decide what, if any, medications a patient needs, if the risk is worth taking the medications, and the correct dosage and timing. However, some people choose to misuse prescription medications. As many of them have a drug-effect on the body and brain, they can be used to get high. Using a medication like this is just as dangerous as taking illegal drugs, and can be illegal as well. Taking medications that were not prescribed to you, taking too high a dosage, taking medications too often, or taking medications that you do not need can lead to the same harmful effects on your body and brain as illegal drugs and, in many cases, addiction. Supplements- Supplements are available at stores, gas stations, and in many pharmacies. They include vitamins, minerals, herbs, certain teas, protein products, and other substances that claim to support health in some way. They are often bottled like other over-the-counter medications. However, supplements, like other medications, affect the body and brain, can interact with each other, and should be understood before you use them. Supplements can provide benefits such as increased nutrition, treatment for certain conditions, or overall support of body systems. However, they can still be abused, misused, and cause harmful outcomes if used incorrectly. Before starting any supplement, do your research. Understand the risks, interactions, and proper dosages. Talk to a doctor and/or pharmacist to ensure it is safe for your body. Research the company making them and look for safety procedures, materials used, and dosage control. Due to the lack of regulation in supplements, many are dangerous to use and provide no health benefits. However, working with doctors, safe companies, and your own research can increase the odds that any supplements you do choose will benefit your health rather than harming it. Ask your child to review each of the categories above. Then, discuss ways and reasons to stay drug-free, when it is appropriate to take certain medications, and what they should know and do before starting any supplements.
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Title of Lesson: Marketing, Addiction, and Saying No Mini Lesson

Standards Taught: 5.SDP.2, 5.SDP.3, 5.SAP.1, 5.SAP.2, 5.SAP.3, 5.HD.6, 8.HI.SAP.1, 8.HI.SAP.2, 8.HI.SAP.3, 8.HI.SAP.5, 8.HI.SAP.5.a, 8.HI.SAP.5.b, 8.HI.SAP.5.c		
Materials: Posterboard from previous lesson	Preparation:	Implementing the Lesson: 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, review the following information: Addiction: 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. 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. 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. 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 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. Marketing: Briefly review what you’ve taught in the past about marketing. Explain that things like cigarettes, alcohol, prescription medications, over-the-counter medications, and supplements are made because companies are making money from selling them. While many of them are helpful, a lot of them are marketed. Commercials, information, and (at times) even studies are skewed to make these substances look more beneficial or less harmful than they are to make money. Marketing may also make these things look popular, cool, or luxurious and ignore the risks associated with their use. Remind your child to always be wary of anything that is marketed- as those selling it are motivated by money. No matter the source, you should always do your own research and decide what is right for your body. Saying No: Together, watch this video (https://www.youtube.com/watch?v=rqz4dO2LEdc&t=4s). Talk about the fact that Neville stood up to his friends. Then point out that later he was awarded points for his bravery, with Dumbledore mentioning that it takes far more courage to stand up to your friends than it does to stand up to your enemies.
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		Point out that, most likely, it will be someone they trust that will bring up drugs, alcohol, prescription medications, or supplements. It may be a doctor. It may be a friend. Most likely, it won't be a stranger. Remind your child that their health and choices are in their control. While others can make recommendations, share information, and tell them their own experiences, they cannot make the decision for them. However, to make good decisions, we need to be informed. When others make a recommendation, it is always acceptable to ask questions, do research on your own, or take time to think it through. Finally, ask your child to flip their posterboard to the blank side and create a new poster. This time, ask them to show the benefits they enjoy from keeping their body healthy, staying away from drugs, alcohol, and tobacco, and being careful about what they put into their bodies.
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Title of Lesson: Election Day Mini Lesson (Review)

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: 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. Together, read the preamble below: "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." Next, ask your child to choose a figure from history that was elected to represent the people in some way. This may be a president, judge, sheriff, senator, or county or city official. Ask them to write a paragraph about this person and what made them a good representative.

Title of Lesson: Veteran's Day Mini Lesson

Standards Taught: History/Social Studies Review

Materials:	Preparation:	Implementing the Lesson: Explain that today is Veteran's Day, a day 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. Together, watch this video (https://www.youtube.com/watch?v=K8vbOqG3rII) and ask your child what they learned. Then, ask your child why they think we celebrate and thank veterans. Point out that protecting our country can be hard, mean long time periods away from home and family, and can be very dangerous. However, many veterans choose to do so because they believe in America's ideal of freedom. Explain that there will always be those who try to take freedom and it will require sacrifices to protect it. Finally, attend a local Veteran's Day ceremony. Remind your child that Veteran's Day is a serious, quiet day rather than one of parties. Ask them to reflect on why they are thankful to those who protect their freedom.
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Title of Lesson: Nutrients and Food Labels Mini Lesson

Standards Taught: 5.N.1, 5.N.4, 5.SDP.2, 8.HI.N.1, 8.H.I.SDP.2

Materials:	Preparation:	Implementing the Lesson:
A few foods that have a nutrition label on them (from previous lesson)		(Much of this lesson is a review of different nutrients and information on food labels) 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. 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. Discuss the following information with your child. As you discuss each nutrient, show your child the example you have: 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. 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.

		Fat- Fat is an essential nutrient that helps our bodies have enough energy, absorb certain vitamins, protects our organs, helps cells function properly, maintains our body temperature, and regulates 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 muscles contractions and nerve impulses. Chloride and sodium help with fluid regulation in cells. Chromium helps with digestion, copper helps the nervous system and heart, and iron helps deliver oxygen to cells through blood. Iodine and selenium- hormone production. Magnesium helps with bone tissue growth. Manganese and phosphorus help with metabolism, energy, and growth. Potassium regulates blood pressure and zinc boosts the immune system and 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 <i>Serving Size</i>. This is the amount of food you need to eat in order for your body to produce the amount of energy the calorie section
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		states. Measure out a single serving of each food. Then, ask your child to place the foods in order of least to most calories. 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. 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. 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.
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Title of Lesson: Health Benefits of Balanced Meals Mini Lesson

Standards Taught: 5.N.2, 5.N.3, 5.N.4, 5.SDP.2, 8.HI.N.2, 8.H.I.SDP.2

Materials:	Preparation:	Implementing the Lesson: (This is a review of lessons from previous years) 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. 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. 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. Finally, ask your child to write a list of or paragraph about the mental, physical, social, and financial benefits eating healthy, balanced meals and remaining physically active. Then, ask them to set a goal (or goals) that will help them improve in these areas and stick to it for at least a month.
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Title of Lesson: Media and Food Mini Lesson

Standards Taught: 5.N.5, 5.SDP.2, 8.HI.N.3, 8.HI.N.4, 8.HI.N.5, 8.HI.SDP.2

Materials:	Preparation:	Implementing the Lesson: (This lesson is a review of previous years) **The information in this lesson should be tailored to your child's age and maturity level. 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. 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. 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
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		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.
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Title of Lesson: Regional Foods in the U.S. Mini Lesson

Standards Taught: 5.N.6

Materials: This regional map of the US	Preparation:	Implementing the Lesson: Briefly review the concepts taught so far this week with your child. Point out that there are many different foods that can fulfil nutritional requirements for our bodies. Ask your child to name some of their favorite foods. Discuss why they like those foods, how they know about them, and who else eats them. Then, ask your child if they've ever eaten at a friend's house, distant family member's house, or cultural restaurant. What kinds of foods did they have there? Were they different than what they eat at home? Were there any ingredients that were new or unfamiliar? Point out that, in different areas and different cultures, the foods that are eaten regularly and the ingredients used in them may be different than what they are used to. Certain recipes use foods that are available locally, a part of their culture, or what grows best in the area. Show your child the map of the U.S. regions. Name each region and ask them the following questions about each region. If they don't know, do a quick online search to find answers. What is the weather like in this region? What natural resources are here? What cultural influences are present? What kinds of foods do you think are eaten in this area based on this information? Next, discuss the following information, using the map as a reference point: In the Northeast, it is common to eat a lot of sea food, including clam chowder, lobster, clam, and crab. It is also easy to grow sweet apples and maple syrup here. They live in a cold climate, and near the sea making these items a great local source for nutrients and vitamins. In the Midwest, farming is common and many of the popular foods come from that fact. Corn, beef, pork, potatoes, and cheese are abundant in an area that grows livestock and plants crops in fertile soil. Here, many people make casseroles, which combine several different ingredients cooked into one dish that serves several people. In the South, many people eat collard greens, black-eyed peas, cornbread, shrimp, gumbo, and barbeque. Here, the food is a mixture of a long growing season, Native American, African, and American traditions, and living on a coastline. The South has an abundance of locally grown and hunted foods, with several different cultural traditions working together to make different dishes. The south is also known for preserved goods- pickles, salted meat, or canned vegetables.
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		The Southwest is known for its farming, as well. However, the climate is warmer here allowing crops like beans, corn, peppers, squash, and tomatoes. It also has influences from Mexican and Native American cultures, giving us foods like tortillas, tacos, salsa, and fry bread. On the West Coast, we find fertile land, ocean access, and a climate that allows for warm-loving crops. Here they grow strawberries, avocado, dairy cattle, salmon, berries, citrus, and a variety of nuts. A variety of salads, avocado toast, burritos, and salmon dishes that emphasize freshness. In the north, it is cool enough to grow crops like apples and mushrooms. Finally, discuss the nutritional benefits of each of these diets. Point out that, though the foods may be different, eating locally and in-season helps bodies get the nutrients they need most. Then, ask your child to choose a new dish from a different region to prepare and try. Gather the ingredients and try it together.
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Title of Lesson: Internet Rules Mini Lesson

Standards Taught: 5.HF.2, 5.MEH.2, 5.SDP.2, 5.SDP.3, 5.HD.6, 8.HI.MEH.2.B, 8.HI.SDP.4, 8.HI.SDP.5

Materials:	Preparation:	Implementing the Lesson: Explain that this week is White Ribbon Week, a time when we learn about the internet and how to be safe while using it. First, 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. 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. Just like in real life, there are violent, graphic, unkind, untrue, and unnecessary things on the internet. Some people choose to use the internet to hurt others, lie, or get you to waste time and/or money. Point out that, during in-person activities, there are rules that we follow. There are boundaries in sports, for example, that you can't go out of or you lose points or get penalties. There are rules about how we treat each other (no kicking or pushing people), how much time we spend on certain things (a game only lasts so long), and what kinds of actions we avoid or encourage (good sportsmanship) to keep ourselves and others safe and ensure everyone has a good time. Just like in sports, the internet has rules. Following these rules can help keep us safe from the bad things and use the internet correctly. Discuss the following with your child and add any of your own rules about internet usage: Stranger Danger: In-person activities have this rule, too. Don't talk to people you don't know. Don't follow or go with people you don't know. Get a trusted adult if a stranger talks to you. Online, this can be tricky. 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
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	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. Don't Share: 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. Some people look for kids to hurt online and, when they know where that child is, it makes it easy for them to find them in real life. Sharing a little bit of information gives someone what they need to search through the internet and find out more about you. Sharing this information includes during chats, emails, messaging, in online posts, and through videos and pictures. A picture of you standing at school with an award can give someone the chance to find out which school you go to, which they can look up online and find an address. 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. Close and Tell: Just like many things in the world, the internet is made by people. This means that things online can be created by good and bad people. It also means that content can be good or bad. Some of the bad stuff can cause physiological harm, trick you into believing lies, or convince you to harm yourself. 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 inappropriate images or videos that show violence, nudity, or pornographic images can cause lasting damage to mental well-being, including addiction. If you see something online that shows someone getting hurt, someone who is not dressed appropriately, or something that makes you uncomfortable- close that page and tell a trusted adult who can help filter out that content so it doesn't show up again. 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. Additionally, remember that anything you share online 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. Never share images or videos of yourself to strangers. Never share images or videos of yourself with anyone that show you in inappropriate or no clothing. Never share images or videos of yourself that you wouldn't want everyone to see. If you do, the people you are sending them to can use them any way they want, including to get you to do things you normally wouldn't, to embarrass you, or to threaten you. Bullies are Bullies, Even Online: 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, though sometimes people forget they are talking to a human when they are looking at a screen. It is easy to
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		bully someone online because you don't have to see the person you are being mean to. If you see someone else being bullied, tell a trusted adult, especially if that bullying includes threats to harm someone. 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.
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Title of Lesson: Screen Time Limits Mini Lesson

Standards Taught: 5.SDP.2, 5.SDP.3, 5.HF.2, 8.HI.HF.2, 8.HI.SDP.3

Materials:	Preparation:	Implementing the Lesson: 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. Next, discuss screen time rules you have in your family. Using the sports analogy from the previous lesson, point out that both practice and games have time limits. Talk about what would happen if they played their favorite sport all day and did nothing else. Discuss how their bodies would be tired, they wouldn't get school or chores done, they would miss out on time doing other fun things, and they wouldn't spend much time with their family. Next, ask what would happen if they played late into the night- they would be tired, they wouldn't get enough rest, their bodies and minds would be unhealthy. Explain that time on screens is like this. It should not be the only activity we do. Watching TV, playing video games, looking for ideas online, or learning something new online can be fun. However, it can be addictive. Screen time can easily take over other parts of our lives, waste our time, take us away from real-life friends and family, harm our health, or interfere with our sleep if we let it. For these reasons, everyone should be aware of how much time they spend on a screen and set limits that keep them healthy and safe. Many houses have screen-time limits to help children learn how to do this. Discuss your family's screen time rules and things children can do when they are not on a screen. Encourage your child to use screens responsibly and balance them with other aspects of their lives. If needed, make a written list of things they can do when they are away from screens, acceptable times to be on screen, time limits, content limits, and rules about mindlessly scrolling vs. being productive. Finally, remind your child that they are in charge of their actions and can always put down or turn off a screen if they feel they should be doing something differently. They are the ones that need to learn to regulate their screen usage, though you will help guide them with rules.
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Title of Lesson: Health Effects of Screens Mini Lesson

Standards Taught: 5.SDP.3, 5.HF.2, 8.HI.SDP.3, 8.HI.SDP.4, 8.HI.SDP.5

Materials:	Preparation:	Implementing the Lesson: Review the following information from previous year's lessons with your child, discussing the negative health benefits that too much time online or on screens can have on them. 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, decrease your attention span, and make it more difficult for you to understand things outside of short videos. In fact, short-form videos can actually reduce your brain cell function. Excessive screen time can also provide comparisons between your life and the ones presented online, which are staged and seem perfect. Filters, edits, and AI can make every one else seem better than what you see in your own life. While this is a lie, it tricks your brain into feeling inadequate and can lead to severe mental illness. 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. 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 should 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. Screen time may also cause your body to create a chemical called dopamine, which makes you feel happy. This is a normal reaction your body has when it exercises, does something fun, or eats a yummy treat. It is meant to encourage you to do those things again. However, choosing dopamine only from screens and not from other sources can increase the chances of addiction or overuse. 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. Additionally, some content online can make you compare your relationships with the picture-perfect or unrealistic ones online,
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		making it difficult for you to get along with people in real life. These comparisons are never fair, and can lead to harmful attitudes about others, which affect how you treat people in real life. After discussing some of the effects technology misuse can have on well-being, ask your child to start thinking about ways to reduce these effects and control technology, rather than allowing it to be harmful in their lives. Cited Sources: https://pmc.ncbi.nlm.nih.gov/articles/PMC10852174/
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Title of Lesson: My Technology Goals Mini Lesson

Standards Taught: 5.SDP.3, 5.HF.2, 7.HI.SDP.3, 7.HI.SDP.4, 7.HI.SDP.5.c		
Materials: Cardstock /Computer Program for making flyers	Preparation:	Implementing the Lesson: Briefly review the lessons from White Ribbon Week and ask your child what they have been thinking about their own screen usage. Ask them to identify some of the weaknesses they have when it comes to screens and work together to make a plan for helping them get better at controlling their technology use. Then, ask them which rules they are good at following and how those rules have helped them to be healthier and happier. Finally, ask your child to create a poster by hand or online that outlines their new goals and rules they have for themselves for screen time. Post this where they are on screens the most, reminding them of their commitment to be healthier.

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

Standards Taught: History Review		
Materials: Cardstock and Markers	Preparation:	Implementing the Lesson: 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. Ask your child if they remember listening to Mr. King's <i>I Have a Dream</i> speech and, if so, what they remember about it. If needed, review the speech together by watching a video of it here . Point out that one of the most famous parts of this speech is: <i>"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."</i> Discuss the last four words of that quote with your child. What does <i>content of their character</i> mean? Explain that content means the pieces that make a thing. The content of a book, for example, is the words inside of it. Without the words, there would be no book. Character means the moral choices and actions a person takes. Is a person honest, or do they lie? Are they kind, or do they hurt others? Are they responsible or lazy? Are they brave or a coward? Do they do what is right no matter what or follow the crowd? Are they respectful, disciplined, thoughtful, resourceful, wasteful, self-centered, unorganized, or mean? Content of character, then, is the choice and actions a person takes that makes them who they are. Read the following examples to your child: Person 1 visits a restaurant. Here, they speak to the waiter rudely when ordering and never say <i>thank you</i> . Person 1 gets mad because their food isn't right, and yells at the waiter. After being given a new meal, they eat and leave a mess behind at the table and on the floor. They leave without paying and laugh when they get to the car. When they get home, they lay down and watch TV, even though the house is a mess and the kids need help with homework. Person 2 visits the same restaurant. Here, they order politely and thank the waiter when drinks and food are brought. Person 2's order isn't right either. They let the waiter know in a calm way and patiently wait for a new meal. They eat, helping the kids cut their food into bite-sized pieces as they go. When they are finished, they encourage the kids to help clean up and stack the dishes on their table neatly. They pay, leave a tip, and quietly leave the restaurant, picking up litter they see nearby and throwing it in the trash on the way out. When they get home, Person 2 makes the kids a snack, sits down at the table with them, and helps with homework. Then, they help the kids get ready for bed on time and go to bed themselves once everyone is settled. They need to wake up early for work the next day.

		After reading the examples, ask your child to judge Person 1 and Person 2 by the content of their character. What traits did Person 1 show? Are these good or bad traits? Why? What traits did Person 2 show? Are these good or bad traits? Why? Point out that they know nothing else about Person 1 or 2. You don't know if they are girls or boys, what their skin, hair, or eye color is, where they are from, how they talk, or what their life is like. However, their actions speak loudly as to what type of person they are. Next, ask your child what they think Person 1's home is like and compare it to Person 2's home. How do they think Person 1's kids do in school? What about Person 2's kids? What do you think Person 1's kids will act like? What about Person 2's? Finally, ask your child: What makes certain traits good or bad? Discuss the fact that certain traits are moral, or right, while others are not. Most of the time, moral choices make the world better, even if it means they are difficult. They help others, teach others to be kind, and keep things working so everyone has what they need. Certain actions (e.g. not paying for food) are unfair because it means that working people (like the waiter, chief, and hostess) don't have the money they need to survive despite working. Immoral actions take advantage of others and harm everyone. Ask your child to make a list of character traits that are important to them and decorate it any way they like. As they work, talk about why these traits are important and should be a part of their character content. When it's finished, display the poster in your child's room where they will see it often and remind them how proud you are of them for building a good character content.
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Title of Lesson: Self-Image Mini Lesson

Standards Taught: 5.HF.3, 8.HI.HF.3.a

Materials:	Preparation:	Implementing the Lesson:
Mirror		Today, go through old pictures with your child. Start with pictures from when they were a baby. Talk about how excited you were to meet them for the first time, what kind of baby they were, and any funny or sweet stories you remember about them. Work through pictures by age, talking about all the things they've done, how proud you were when they did certain things, and how much they've grown. As the pictures become ones they remember, ask them to share stories about how hard they worked on certain project, how much fun they had, how they worked through difficult times, and how they've grown. Let them brag about themselves and be proud of themselves for how far they've come already. Finally, go through memories of the last year. Ask your child to list a few things they've accomplished in that year. This may be awards they've gotten, goals they've met, grades they've finished, something difficult they've overcome, or certain activities they've done. Point out that, a year ago, they didn't know those things were going to be accomplished yet. They just worked hard and did their best. Sometimes there were difficult days where it seemed impossible. Other days seemed easy. Looking back, the feeling of pride and accomplishment makes it worth it, but in the moment sometimes it's hard. Next, ask your child to list attributes they've developed over the years- hard worker, honesty, courage, patient, strong, kind. Ask them if baby (your child's name) could've done those things as well as they do them now. Point out that years of practice, discipline, and determination helped them grow those skills and ethics. Tell your child how proud you are of their commitment, work, and value of those traits. Then, ask them to list 5 things that make them unique, awesome, or amazing. If needed, help with some ideas of your own. Finally, talk about this amazing person you know (your child) and how you work hard to keep them safe, give them what they need, and help them continue to grow. Point out that you do this because you love them, and you expect them to treat this amazing person the same way. Explain that taking care of themselves and allowing room to learn and grow is important. Its is what helped them go from baby to now and what will help them be unique, amazing, and awesome adults. Ask them to start thinking of ways they can take care of themselves and how those actions will help them accomplish future goals.

Title of Lesson: For Future Me Mini Lesson

Standards Taught: 5.HF.3, 8.HI.HF.2, 8.HI.HF.3

Materials:	Preparation:	Implementing the Lesson:
		Briefly review yesterday's mini lesson and ask your child to list 10 ways they can take care of themselves over the next week that they've thought of. This may include going to the doctor for a checkup, eating healthy foods, stopping a bad habit, steps in working towards a goal, getting more sleep, less screen time, drinking more water, exercising, taking time to relax, spending time with family or friends, or improving a certain skill. Remind them of toddler-them from the pictures they looked at yesterday. Explain that when they were toddlers, they wanted so badly to do things themselves. They worked hard to learn how to feed themselves, how to walk, how to go up and down stairs, how to brush their teeth, and how to talk in ways others understood. Point out that, because of the work of past-them, they can now eat foods on their own without making amess, walk anywhere they want, and communicate well with friends and family. They also have a healthy body that they can use to do the things that they like doing- dance, video games, theater, etc. All because a past-them worked hard. Without that hard work, present-day-them would have to work even harder to learn and grow. Then, ask your child if they've recently done something for future-them. For example, did they lay out their clothes for the next day? Then future-them didn't have to stress when getting ready. Did they brush their teeth really well or exercise so future-them was healthy and strong? Did they organize their room so future them could relax and be comfortable in a cozy place? Next, ask your child what they want to be like in the future. They may want a certain job, have specific goals, or just want to be generally happy and kind. Whatever their goal for future-them, ask your child to list things that need to be done today in order to get to the point that they are ready to be future-them. Discuss how these things will make life easier for future-them and how it would be more difficult to reach their goals if they didn't start the work now. Add these things to their original list of 10. Then, go through the original 10 and discuss how self-care helps future-them in social, mental, financial, or physical ways. Encourage your child to consider future-them when making decisions about how to spend their time, how to take care of their bodies, and how they build-up their mental health. Point out a time when these practices may have helped past-you build up future-you and how grateful you were for your decisions.

		Finally, ask your child why some of these things may be difficult to do now. Talk about how future-them is sometimes far away and it's difficult to see the good that will come in the present day. Point out that some of their goals are challenging, they will make mistakes, and they will probably fail at times. Then, point out that past-them fell down when they learned to walk, got food everywhere when they learned to use a spoon, and make funny noises when learning how to speak. They made mistakes. However, they kept pushing through, tried again and again, and eventually it became easy to do things that were once very difficult. Point out that present-day them may feel like giving up at times, but future-them will be so thankful they kept trying and learned from the things that didn't work until finding the ones that did. Ask your child to give you their own example of a time when something was difficult for them but they stuck with it. Then, ask them to discuss how they felt when they finally got it figured out. Point out that all the frustration and mistakes went away and they were proud of themselves. You were proud, too. Encourage them to continue to work towards their goals and take care of their amazing selves even in difficult moments because they are stronger than they know. Encourage them to stop saying- <i>I can't do this</i> and replace it with <i>I'll figure this out</i>.
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Title of Lesson: Stress Busters Mini Lesson

Standards Taught: 5.MEH.1, 5.HD.6, 8.HI.MEH.1

Materials:	Preparation:	Implementing the Lesson: Review the previous lesson with your child and ask them to remind you what they learned about being resilient and trying again. Then, ask them how they feel when they are in a frustrating time. What does their mind do? Does it race? Stop thinking? Do they panic or feel overwhelmed? What does their body do? Does their heart race? Their hands shake? Do they have a hard time sticking to something? Do they get mad or afraid? Point out that everyone has times where they are frustrated, overwhelmed, or stressed. Many people feel those types of things in these situations. It's normal. Next, explain that even though it's normal, too much stress can be harmful to their health. 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). While 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. When we know how to respond to feelings and reactions to stress, and what works for us, we can better regulate the ways we take care of ourselves and treat others when we feel stressed. Review the following stress management strategies and encourage your child to find what works for them by trying them during times of stress. Together, make a plan to help them learn to regulate their emotions and manage stressful situations or frustrating moments. 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. 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.
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		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. 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. Cry- Give yourself time to feel overwhelmed, frustrated, sad, or angry. Process those emotions and then give yourself permission to keep going. 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. 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). Remind your child that they are working hard to build up future-them while taking care of present-them. Encourage them to use these strategies as they work towards their goals. Remind them that you, and other trusted adults in their lives, are there to help if needed.
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Title of Lesson: Mental Illness Mini Lesson

Standards Taught: 5.MEH.2, 5.MEH.3, 5.SDP.1, 5.HD.6, 8.HI.MEH.2, 8.HI.MEH.2.a, 8.HI.MEH.2.b, 8.HI.MEH.3

Materials:	Preparation:	Implementing the Lesson: Briefly review the previous lessons. Explain that, just like our bodies sometimes our minds can get sick. Sometimes this is because we didn't take care of it like we should and sometimes it just happens even when we are doing our best. Point out some examples of both situations with physical health that your child has experienced. For example, a tummy ache after eating too much candy or getting sick after going to a party despite washing their hands and taking care of themselves. Discuss the steps taken during a physical ailment-go to the doctor, rest, take time to get better, take medicine, patiently wait for healing, stop doing certain activities. Just like our bodies, our minds may have times when it suffers from mental illness. 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 (or ourselves) to be patient or kind to us until we heal. We may also need to visit a hospital for help with mental health. Explain that protecting and healing physical and mental health helps future-them. At times, they may be able to take care of themselves, like during certain stressful times. However, there are times when we all need help. Asking for help with mental illness, stress, or big emotions doesn't mean they are weak, it means they are strong enough to build up future-them. Explain that there are some signs for major mental illnesses that you can watch for in the people around you and in yourself. Discuss the following in age-appropriate ways and talk about how these are some of the times that people may need help with mental illness in the same kinds of way they might need help if they were physically hurt or sick. Depression (feeling sad all the time) may cause people to change their behaviors. They may not want to do the things they used to think were fun. They may stay home, be quieter, or talk about sad things. They might not sleep well, may always be tired, or may be grumpy. In severe cases, they may discuss or think about suicide (ending their own life). They may begin to give away personal belongings or take steps to prepare others for their death. 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.
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		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. 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. 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. 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
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		overwhelmed/stressed, or constantly move. They are at higher risk for anxiety and depression and often have low self-esteem. ADD/ADHD can be treated with medications, changes in diet, exercise, and therapy but it cannot be cured. Many learn how to manage their symptoms and excel in high-stress careers due to their ability to multitask. Friends of those with ADD/ADHD can support them by pointing out the positives, learning more about how they feel through communication and research, listening to them when they struggle, helping them stick to a routine, and considering how their own actions may affect their friends. Phobias: A phobia is an extreme fear, often irrational, of a situation, place, or thing. Phobias may seemingly have no cause or could be caused by trauma, substance abuse, or teachings of their parents. Often, a phobia is specific and focused on a certain thing, person, or situation. Symptoms usually only occur when faced with the subject of their fear and include: extreme anxiety or panic, rapid breathing and heart rate, desire to get away, panic attacks, and trembling. People suffering from a phobia go to great lengths to avoid the thing/person/place/situation they fear. Therapy and medication can help manage or cure phobias for some. Those close to someone suffering from a phobia can help by taking their fears seriously, communicating with them and trying to understand how they feel, not pressuring them, staying calm, and learning how to calm/help their friend in a panicked state. PTSD: Post traumatic stress disorder occurs after a traumatic experience and results in flashbacks, hallucinations, intrusive thoughts, nightmares, anxiety, and avoidance of similar situations. It can be brought on by abuse, war, violence, death, or other serious situations. Many who suffer from PTSD have specific triggers that force them to feel as if they are re-living the trauma they experienced previously. They be irritable, fearful, unable to concentrate, have difficulty sleeping, or experience feelings of guilt. Symptoms can cause a disruption to normal life, difficulty keeping a job or going to school, depression, substance abuse, or suicidal tendencies. PTSD can be treated through therapy and/or medication. To support those with PTSD, listen and validate their feelings, encourage therapy, encourage them in positives and as they work through struggles, don't push them to explain/re-live the trauma, ask them for specific ways they need to be supported and follow through. 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. With any illness, it's best to have a team: doctors, nurses, parents, friends, siblings. That way they get support and don't try to carry it alone. Encourage them to protect their future-self and remind them that they are loved and have so many people who want to help if they ever need it.
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Title of Lesson: President's Day Mini Lesson

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

Materials: Blank paper and pen/pencil	Preparation:	Implementing the Lesson: Explain that today is President's Day, a day to celebrate George Washington and Abraham Lincoln, both of whom have February birthdays. George Washington was our first president, fought in the Revolutionary War, and helped to create the American government. Abraham Lincoln was our 16 th president during the Civil War, and helped to preserve the union between all American states. Ask your child to share any stories or facts they may know about these two men. Next, point out that we still elect a president today. The president is responsible for leading the country in many ways, but he is not a king. He is head of the executive branch, which is supposed to enforce our laws. Under this title, he can also veto any laws that legislature passes that he does not feel are right for the country. He is commander-in-chief and controls military actions. He appoints certain government officials (supreme court justices, administrators, etc.). He represents the American people during meetings with foreign governments, state governors, and other officials. He negotiates with them, signs treaties, and sends helps as needed throughout the nation. The president is also tasked with preparing the national budget and spending tax money for the benefit of the American people. Finally, the president is meant to support unity and cooperation between the states, ensuring that we are a strong, safe country. Discuss some of these duties and the type of person you would have to be in order to do those things correctly. Point out that each of these responsibilities could be abused. What if a president vetoed all laws? What if he refused to enforce laws for certain people? What if he used our military, guns, and bombs to hurt innocent people? What if he appointed his friends, instead of people who do what is best for America? What if he made deals with other countries that hurt America? Spent more and more money on projects we didn't need? Or told us to fight each other? Allow your child to think about and discuss these ideas and why it is important to vote for and elect a president that has integrity, honesty, and protects freedom. Then, discuss some ways in which Washington or Lincoln upheld or abused these morals and obligations. Finally, ask your child to draw a picture of their ideal president. Around their picture, have them list qualities this president should have to ensure the safety, freedom, and future of America. Ask them to explain why these ideals are important. Remind them that, as adults, they will vote for presidents, governors, and other representatives. It will be their responsibility to choose people who uphold these important ideals.
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Title of Lesson: Firearm Safety

Standards Taught:		
Materials:	Preparation:	Implementing the Lesson: *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. 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. 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. There are five rules of firearm safety. Go through each one with your child in an age-appropriate manner. 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, and 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.
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