



Teacher Guide **STAY SAFE, BE COOL (6TH GRADE)**

This companion to the online course provides questions and topics for classroom discussion and activities.



Stay Safe, Be Cool Outline

- Course Stuff
- Your Safety Starts With You
- There's Harm Out There
- Is Harm Only Done by Adults?
- Safety is For Other Kids, Not Me!
- Here Are the "TRAC" Skills You Need
- Whodunit? Help Solve the Mystery

Section I:

STAYING SAFE AROUND ADULTS

- Matching Game: What are the Kids Feeling?
- Feelings that Warn of Danger
- Butterfly Feelings
- Role Play: The Feelings Meter
- Respect Yourself and Others
- Understanding Self-Respect
- Holding on to Self-Respect
- Saying "No" to Harm
- When "No" Doesn't Work
- Role Play: Danger Outside the Home
- Helping to Prevent Abuse
- Pick the Right Answer and Dunk EZ!
- Whodunit? Getting the Facts
- Clue No. 1

Section II:

IDENTIFYING ABUSIVE RELATIONSHIPS

- Bullying—"Elena's Friends"
- Disagreements—Understanding Different
- Points of View
- Puzzle Game
- Preventing Bullying—Care About Othe
- Sorting Game
- Whodunit? More Facts
- Clue No. 2

Section III:

AVOIDING HARM TO YOURSELF

- Your Safety—When Making Choices
- Peer Pressure—What Does it Look Like?
- Role Play: Peer Pressure
- When Feelings are Too Big to Handle
- Real Life: When is it Time to Ask for Help?
- Asking for Help—Who, What, Where When?
- Whodunit? Final Facts
- Clue No. 3
- Solving the Mystery: Who Harmed Jason?
- You're on TRAC!
- Certificate of Completion



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■ Discussion Topics & Questions

Below are questions and topics related to Stay Safe, Be Cool that may be useful to start classroom discussion or create assignments. They are designed to encourage self-reflection and self-expression.

You might ask the students to express themselves as they reflect on the contents of the course through journal writing, art projects, role plays, or other creative ideas.

For example, students could make a collage from magazine images or other media to illustrate the TRAC skills or you might have them draw or paint pictures that reflect their feelings about abuse.

BREE'S IDEAS...

Stay Safe, Be Cool's interactive activities are a good starting point for discussion. A few examples:

- [Ups and Downs—Holding Onto Self-Respect](#)
- [“Elena’s Friends”](#)
- [“The Blob”—When Feelings Get too Big to Handle](#)

Ask students how these facts make them feel about the issue and the importance of learning more about it?

DO YOU KNOW...

Babies, little kids, teenagers—all can be victims of child abuse. There are over 900,000 confirmed cases of child abuse or neglect every year in the United States, involving kids age 0-18. How does this make the students feel about the problem and the importance of learning about abuse?

Introduction

- What is physical abuse? How does it differ from punishment like having to go to your room or being “grounded?” How does it differ from other physical gestures like hugging or patting someone on the back?
- What is emotional abuse? How does it differ from “joking around?”
- What is sexual abuse? What does it mean for someone to use “unsafe touches” or touch your “private parts?”
- What is neglect? How does it differ from not getting things you want, like a new iPod?
- To give “life” to the TRAC skills, have students give examples of when they’ve used them (trusting their feelings; respecting others; asking for help; and caring about others) in their daily lives, whether or not it was in a dangerous situation.
- Discuss: Are the TRAC skills foolproof?
- Discuss safety facts. Why is it relevant that all kinds of kids suffer abuse? Why does abuse happen more often by family members and people know and trust, than by strangers?

Section One

STAYING SAFE AROUND ADULTS

- How do you know what you're feeling? Do you feel things in your body, head?
- Give examples of when you've followed (trusted) feelings of being confused or uncomfortable.
- How do you know if you are being harmed? Should you tell a trusted adult or ask for help even if you're not sure?
- Does asking for help or telling someone about a problem mean you're weak or unable to handling things like other kids?
- You've been harmed. Should you keep it a "secret" because the person tells you to? Because the person is a relative or family member?
- How do you get the courage to tell someone you've been harmed? Have kids think about other times they were courageous. What helped them get over their fear?
- What happens if a child does not tell someone they've been abused? Will an adult stop harming a child if no one tells?
- If a friend is being harmed, what should you do? How can kids help other kids?



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Section Two

STAYING SAFE AROUND KIDS

- How would “caring” or “telling” help prevent harm in Elena’s Friends?
- What are more examples of “nip it in the bud?” Why is it important in the bullying context?
- What is cyberbullying? Is cyberbullying just as harmful as bullying face-to-face?
- Have students talk about “self-respect,” like in “Ups and Downs.” When do they feel self-respect? Have they ever lost their self-respect? Why? What does it mean to “stay positive?” Can they think of examples when staying positive helped them?
- Discuss different points of view. What are examples of different points of view in Elena’s Friends? What happens when kids focus on their differences? When they focus on things they have in common?
- Have kids talk about peer pressure they experience. What are strategies for doing the right thing? Examples: walking away, blaming parents (“my mom says I can’t do it”), persuading the group (“come on guys, let’s go”).



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Section Three

AVOIDING HARM TO YOURSELF

- Discuss self-harm. Does it always mean physical harm? How can a bad choice be harmful? Have students give examples.
- Have the students talk about their experiences in public places, doing activities, making choices. Have they ever felt uncomfortable or scared? If so, what did they do?
- Using “The Blob” as a jumping off point, have the kids discuss when they’ve felt a feeling grow, e.g. you got mad at someone and then later even madder. Have the kids tried to ignore a feeling that wouldn’t go away?
- Have the kids give examples of peer pressure they’ve experienced at school. Have they ever resisted peer pressure? How did they resist the pressure and why?
- Should you care about a classmate who is not eating enough or cutting or doing something else harmful? Why? How could you show you care?
- Have the students apply the TRAC skills in response to “what if” situations?
- What if you’re sad about something and it won’t go away? What if a friend offers you a cigarette; tells you to lie for them?
- If you could take only one TRAC skill with you on a trip, which one would it be? Why? Which one would you give to a friend? Why?



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