

# TALKING ABOUT TOUCHING; A PERSONAL SAFETY CURRICULUM

## GUIDELINES (PRE K & KINDERGARTEN)

Here are some guidelines to help you when teaching a *\*Talking About Touching; A Personal Safety Curriculum* lesson. There are a total of 6 main concepts that are of utmost importance. The curriculum has been revised so that each lesson can be taught in 10 to 15 minute sessions. All of the sessions are outlined in the “Lesson Plans for Pre K & Kindergarten Religious Education Teachers”. Please become familiar with **all** of the cards in the kit, as a particular situation may arise (i.e. House fire) and you may find additional cards in the curriculum helpful in leading additional discussions with your students.

**Lesson Cards.** On the back of each lesson card are the following: Concepts, Objectives, Materials and Notes to Teacher. The body of each lesson contains the following: Warm-up/review (if applicable), Story and Discussion, Skill Practice, Activities and Summary. The final section of each card (at the end of the right column) presents ideas for reinforcement of the concepts and skills presented in the lesson. These include: Transfer of Learning & Additional Activity Ideas. These are optional and may be added if time permits.

**Teaching a Lesson. Warm-up/Review:** This section provides a brief review of the previous lesson. Since the curriculum will be taught in one or two sessions, this will be left up to your discretion.

**Story and Discussion:** Direct the students to look at the photograph on the front of the lesson card while you read the text of the story and discussion questions on the back. All of your prompts appear in **bold type**. The success of the program hinges on your ability to successfully facilitate classroom discussion. Use phrases like “What might happen if...?” or “How can you tell...?” (These are meant as suggestions, not absolutes-children will naturally generate additional ideas).

When responding to students, refrain from placing value judgments on their answers. Saying, for example, “That’s one idea. What is another?” encourages more participation than “That’s a good idea. Does anyone have another one?” The latter response may inhibit students who fear that their own suggestions may not be as “good.”

**Skill Practice/Role Play.** Without student practice of a skill, the positive effects of modeling are usually short-lived. Student skill practices provide an effective means for practicing behavioral skills (Gresham and Elliott, 1993). Suggested skill practice scenarios are listed on the lesson card. Students who perform with you or another student in front of the class should receive immediate feedback from you and the rest of the class. Phrase your questions to elicit constructive comments. For example: “Did Diane follow the safety rules?” “What did Diane do well?” “What could she do differently?”

Provide reinforcement in the form of encouragement when role-plays are done well. Make comments specific, such as, “You did a good job of looking right at me when you said that.”

Be sure that every student has a chance to participate in a skill practice with you or another child to ensure that they all learn the targeted skill. The emphasis should be on providing an opportunity for each student to participate in practicing the new skill, either individually or in groups.

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## LESSON PLANS FOR **PRE K & KINDERGARTEN** TEACHERS

Each session can be taught in 30 minute segments.

Please refer to the Teacher's Guide for additional information

### **Session 1: Personal Safety**

- Unit I Personal Safety Card 1

#### Lesson 1: Learning Car Safety

Do "Story and Discussion, Skill Practice, Summary"

- Unit I Personal Safety Card 2

#### Lesson 2: Learning Traffic Safety

Do "Story and Discussion, Skill Practice, Activity, Summary, Transfer of Learning"

- Unit I Personal Safety Card 3

#### Lesson 3: Learning Fire Safety

Do "Story and Discussion, Skill Practice, Activity, Summary, Transfer of learning"

### **Session 2: People Safety**

- Unit I Personal Safety Card 5

#### Lesson 5: Getting Found

Do "Story and Discussion, Skill Practice, Summary, Transfer of Learning"

- Unit I Personal Safety Card 6

#### Lesson 6: The Always Ask First Rule

Do "Story and Discussion, Skill Practice, Summary, Transfer of Learning"

### **Session 3: Touching Safety**

- Unit II Touching Safety Card 8

#### Lesson 8: Getting and Giving Safe Touches

Do "Story and Discussion"

- Unit II Touching Safety Card 9

#### Lesson 8: Getting and Giving Safe Touches (cont.)

Do "Story and Discussion, Summary, Transfer of learning"

- Unit II Touching Safety Card 10

#### Lesson 9: Dealing with Unsafe Touches

Do "Story and Discussion, Skill Practice, Summary"

- Unit II Touching Safety Card 12

#### Lesson 11: Learning the Touching Rule

Do "Story and Discussion & "Show picture", Questions 1-4"

- Unit II Touching Safety Card 13

#### Lesson 11: Learning the Touching Rule (cont.)

Do "Story and Discussion, Summary, Transfer of Learning"

### **Session 4: Assertiveness & Support**

- Unit II Touching Safety Card 14

#### Lesson 12: Learning the Safety Steps

Do "Story and Discussion, Skill Practice, Summary"

- Unit II Touching Safety Card 16 or 17

#### Lesson 14: Video/Joey Learns the Touching Rule or

Lesson 15: Book/Sam's Story