

## READY To Stand Curriculum

Elementary Level 1 - 60 Minutes

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### ABOUT THIS CURRICULUM:

This curriculum is designed to be open-ended, easily customizable, and flexible for students' and teachers' needs. Activities, PowerPoints, and videos should all be used to guide discussion, while allowing specific group and/or student needs and interests to lead the way.

### CURRICULUM GUIDE KEY:



Important Message



Suggested Stopping Point



Note to Educator



Activity



Social Media Discussion



Virtual Option



Story

### OBJECTIVES:



- Students will be able to explain the concept of value (their own and that of others).
- Students will be able to identify a trustworthy person and identify what a trustworthy person is not.
- Students will be able to state the importance of real world and online safety, as well as online choices.
- Students will be able to understand the READY concept (to report, end dangerous communication, ask for help, don't engage, and "your safety").

### ACTIVITIES:

Value/Fingerprint Activity  
The Pizza Problem Activity  
Trustworthy Person Activity

### MATERIALS NEEDED:

Fingerprints and Value Worksheets  
The Pizza Problem Worksheets



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Writing/drawing implements (use whatever is available/accessible in the classroom)

Trustworthy Person Activity (Scenario List)

### Slide 1 - Introduction

Introduce yourself as an educator with The Set Me Free Project.

Gauge the students mood and comfort level to decide how to begin and set the stage.

Say: Our goal and our hope is that everything we will talk about will help you to stay safe and healthy. Safety is important in every part of your lives, whether in person or online.

Ask: Why do you think it's so important for us to help you stay safe? Take just a few responses.

Say: In our organization, we know that every single person in the world has the right to feel safe and live safely, because every person in the world has value.



*Don't discuss value here. You will go more in depth on Slide 3.*

### Slide 2 - Safe Space



Potential Transition Statement: We are here to have a conversation. We are here to talk about “real life stuff,” so we want to make sure each of YOU feels you are in a safe space where you can be open.

Discuss the “Safe Space Rule.” Ask the students what they think this rule might mean. What are some components that make a safe space?

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Examples may include:

- Treat each other well - Respect
- Do not share what others say
- Raise hands when you want to speak



*Promote a sense of intellectual, emotional and physical safety in the classroom. Gain students' buy-in and promote greater participation from all students. Smooth and enrich group discussions throughout the course.*



### Slide 3 - Value

Potential Transition Statement: While I'm chatting with you today, we're going to talk a lot about this idea of value. So let me ask you, what do you think the word value means?

Ask: But let me ask you, what do you think the word value means? Take responses from as many students as time allows.

*Note to Educator: Elementary students will likely associate the word "value" with money, so be sure to guide the discussion towards the Social Emotional Learning concept of value.*



Define value -The definition of value is the importance or worth of something.



Say: Although we often think of "value" as having to do with money or things, the value of a person can never be measured or have a price put on it. You are uniquely you! No one is like YOU!



### Slide 4 - Fingerprints Activity

Handout the Fingerprints and Value worksheet.

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Say: Take a minute and look at the fingerprints on the worksheet. Now look at your own. Examine the unique lines and swirls of your fingerprint and compare it to the ones on the worksheet.. Now draw your own fingerprint. You can use one color or many colors, try to draw all the lines and swirls and patterns you see.



*Alternative Option: Students could draw on their finger with pencil and press it to paper to see their fingerprint. Do it with a couple of fingers to see the difference.*

Potential Transition Statement: Would you like to see how 'uniquely you' you are? Each one of us has our very own fingerprints that are only our own. Let's take a look.



*Even twins have different fingerprints! Even though they may look very similar to one another.*



*Take your time and allow students to find as many similarities and differences as they can.*

*Have students show their neighbor or table groups so that that can compare.*

Ask: What is the same? What is different?

Answers may include: big/small fingerprints, short/tall fingerprints, thick lines, looks like a flower/rose, some lines are thicker. The swirl is higher or lower. Fingerprint shape is like a circle or more like an oval.

Say: Every single person sitting in the classroom right now has fingerprints that are completely unique and unchanging. That means that no one in the entire world has, or will have the same fingerprints – every person has prints that are completely different from anyone else's, and no one's fingerprints can be changed or taken away from them by any other person.





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Say: You are just like your fingerprints – only you have your own special unique thoughts, talents, ideas – You have so much value and you need to know that. because there is only one, unique YOU – and only you can bring your unique value to the world.

If every person in the world is unique and has value how should we all treat each other?

How should you treat other people?

How should you expect others to treat YOU?

### **Slide 5 - Slice of Internet Safety Video**

Let's watch a video about internet safety.

Say: You are going to be watching a video about a kid named Taylor, who has a "Pizza Problem".

After the video, engage students in a brief discussion.

Discussion questions may include:

- How do you think Taylor was feeling at the beginning of the video?
- Why do you think Taylor felt comfortable talking to Charlie?
- Why do you think Charlie wanted to find out more information about Taylor?
- Do you think Charlie was telling Taylor the truth?
- Do you think Charlie was Taylor's friend? Why or why not?
- Why did Taylor's parents tell him not to chat with Charlie again?
- Why do you think Taylor believed/trusted the information he found on the Pizza Planet website?
- What are some clues that the information on the Pizza Planet site isn't trustworthy?
- How do you know if a site is trustworthy?
- Why might someone put the wrong information online?



### **Slide 6 - The Pizza Slice of Internet Safety**



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Hand out A Pizza Problem worksheet to each student. Instruct students to use whatever drawing/coloring materials are easily available/accessible to them in the classroom.

Individual student variation:

- Following viewing and discussion of “The Pizza Problem”, hand out the accompanying worksheet.

Say:

- Raise your hand if you’ve ever had a “personal pizza”? A personal pizza is a pizza that is made for just one person, and is topped with exactly the ingredients they choose.
- Now that we’ve watched “The Pizza Problem”, it’s your turn to make a slice of pizza. but instead of pepperoni and mushrooms, you’ll be topping it with all the different ways you can think of to stay safe online!
- Grab your pencil/pen/crayons/markers/colored pencils/etc., then write and draw as many different ways as you can think of to stay safe on your computer, tablet, phone, smartwatch, laptop, TV, etc.
- Remember, this is a *personal* slice of pizza, so think about the technology *you* use and the best ways for *you* to stay safe online!

Whole class variation:

- Draw a large circle on the white board/smart board.

Say:

- Now that we’ve watched “The Pizza Problem”, it’s our turn to make a pizza. but instead of pepperoni and mushrooms, we’ll be topping it with all the different ways we can think of to stay safe online!
- We’re going to brainstorm and write/draw on our pizza as many different ways as we can think of to stay safe on your computer, tablet, phone, smartwatch, laptop, TV, etc.
- Think about all the different types of technology you use every day, and raise your hand to share your safety plans and ideas!

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- Record student responses on the “pizza” and recall/review them at the end of the activity.



Tell them to draw a triangle. Make it as big as you want and that is going to be your slice of pizza.



*This can be a stopping point for the day or a quick stand and stretch break.*

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*If you are returning on day two for the next half of the presentation, take a few moments and check the students memory about the previous day. This will give you an opportunity to see what they retained and what you might need to cover again. Ask questions about the important items discussed.*

### **Slide 7 - What is a Trustworthy Person**

Potential Transition Statement: If sometimes there are people in the world like Charlie who are not trustworthy people, how can you decide if someone is trustworthy or not?



*Don't take responses here, go into the next question to discuss further.*

Ask: Who do you trust?

Take several responses.

Ask: Why do you trust them?

Take several responses.

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*Make mental or physical notes of these responses to share with parents if the school has scheduled a parent night.*



### Slide 8 - A Trustworthy Person Video

Potential Transition statement: You all had some great answers! There are 4 easy things to remember to help you determine if someone is trustworthy.

Play Trustworthy Person Video

Discuss:

There are 4 characteristics that differentiate a trustworthy person from an untrustworthy person.

1. A trustworthy person will never ask you to do something to get you in trouble.
2. A trustworthy person will never ask you to do something that you don't feel good about.
3. A trustworthy person will never ask you to keep a secret from mom/dad/guardians.
4. A trustworthy person always wants the best for you.

Apply this to adults and their peers: are they being a trustworthy friend and do you have trustworthy friends?

Someone who is trustworthy means you NO HARM.

Someone who is trustworthy will always seek your GREATEST GOOD.

Someone who is trustworthy will NOT:

- Put you down
- Call you names
- Harm you physically, mentally, emotionally
- Ask you to do things you are not comfortable with
- Lie to your parents/guardians, steal something, etc.)



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- Talk about your friends behind their backs

Someone who is trustworthy will RESPECT:

- Your thoughts and feelings
- Your values, what you think is right or wrong
- Your right to say NO!

And what about you? Are you a trustworthy person?

- Do you call people names?
- Be mean to them?
- To your hurt people?
- Hit, slap pinch
- Do you respect people when they say no?
- Do you make a new friend at school feel comfortable on their first day?
- If you ask someone to do something and they say no, do you keep asking them?

Be advocates- good friends for each other. If you have a friend who is being hurt or doing something unsafe, go to them, a safe adult, and be a trustworthy friend.

Say: Now on your slice of internet safety, think about those situations that you might need help from an adult, write down 2 or 3 adults you really do trust that you know in real life!

Allow time.

### Slide 9: Trustworthy Person Activity



Say: Everyone stand up. I'm going to read through a list of things that might happen to you online or in person. If you think this person isn't being trustworthy, sit down. If you think they are, stay standing up. If it's ok, stay standing up.



Say: Does everyone know how to use emojis online? If you think this person isn't being trustworthy, thumbs down. If you think they are, thumbs up. Or you could have them sit and stand, this helps get them moving and awake again.

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*Have the teacher help you with this. After each one, ask students why they responded the way they did.*



*Use the above discussion points as time allows and allow the responses you receive to guide the discussion. Reaffirm what the students have right and talk out the pieces they need more information on.*

Ask: Can you even really trust someone you meet online?

Answer: NO!

### **Slide 10: Consent for Kids Video**

Potential Transition Statement: When we are talking about trustworthy people we also want to talk about what consent means.

Ask: What does consent mean to you? Allow answers to gauge understanding.

You gave great examples. Let's watch a video and see if we can learn more about consent.

Play Video then discuss.

What else did you learn in that video?

Who gets to decide what happens to your body?

How do you give consent or what do you do if you don't want to give consent about your body?

### **Slide 11: Always Be READY!**



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Potential Transition statement:: What do you do if someone who isn't trustworthy is talking to you, online or in real life? Take responses.

Say: Great! You guys are really smart! Here's an easy way to remember what to do:

Are you ready to be safe online?

**R-** Report anything dangerous

Report anything that someone else does to make you uncomfortable, feel bad, or anything that feels dangerous. Trust your instincts.

**E-** End the communication

Stop talking or responding to them. Block them on social media.

**A-** Ask for help

Tell someone you need help. Go to a trustworthy adult and let them help you.

You're not alone.

**D-** Don't engage

You don't even have to put energy into it. It's not about just stopping the communication, it's also about stopping your part in playing the game.

**Y-** Your safety first

Always be looking out for yourself. Your safety comes first. Not only physically but emotionally as well.

Not everyone you encounter online will be trustworthy. And it's important to know that information you share online travels almost instantly and never disappears!

### Slide 12 - Video Amaze.org

Potential Transition statement: Lets watch another video and see what additional tips you can pick up about being safe online.

### Slide 13: Discuss video: Be Aware Of What You Share

Potential Transition Statement: What additional tips did you pick up in that video?



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Take as many answers as you have time for.

Say: Be Aware Of What You Share!

Discuss: Go through the list of personal info they should never share online.

- Name
- Age
- Address
- Phone Number
- Email
- School you attend
- Photos
- Anything that might embarrass you later - Think about the Grandma Rule - If you wouldn't want your grandma to see it, DON'T POST IT!
- Bullying online is called Cyberbullying - Refer back to READY acronym we've already talked about.

### **Slide 14 - Let's Review**

Potential Transition Statement: Let's review!

Value - You are UNIQUE and that means you have value!

Slice of Internet Safety

Trustworthy Person:

- will never ask you to do something that will get you in trouble.
- will never make you do something you don't feel good about.
- will never ask you to keep a secret from your parents or grandparents.
- A trustworthy person always wants good things for you.

Consent - Only YOU get to decide what happens with your body.

Be READY



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Quickly Go through the list:

R Report anything dangerous

E End the communication

A Ask for help

D Do NOT engage

Y Your Safety First

Be Aware of What You Share

Quickly go through the list:

Name, Age, Address, Phone Number, Email, Address, School you attend, Photos, Grandma Rule, Cyberbullying

### **Slide 15 - Questions**

Ask students if they have any questions, and answer as necessary. Thank your teacher and students for welcoming you into their classroom and learning with you today!