



## READY To Stand Curriculum

### Elementary Level 2 - 90 Minutes

#### 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 what makes someone a trustworthy person
- 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 Activity  
Trustworthy Person Activity  
Aim-Y  
Upstander Activity

#### MATERIALS NEEDED:

Flower ( construction paper flower)  
Painter's Tape/Masking Tape (optional)  
AIM Toothpaste  
Paper Towel & Paper Plate  
Upstander Worksheet

## Slide 1- Introduction

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

Say: We are an organization dedicated to keeping children safe, and today we hope to give you tools and tips to do just that. Safety is important in every part of their lives, whether in-person or online.

Ask: Why is it so important for us to help them stay safe – we've never met them before, and we don't really know them. 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.

## Slide 2- Safe Space

Potential transition statement: We are here to have a conversation. We are here to talk about “real life stuff” and YOU are in a safe space to 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? Let's talk about what we expect from each other. Let's set some ground rules for the group. What are some of the expectations that you want to establish in this room?

For example:

- Respect
- Confidentiality
- 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?

Take responses from as many students as time allows.



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

Ask: What is something that has value?



Say: Alright, look everyone, I brought you a flower because I'm so excited to be hanging out with you. How many of you like flowers? Why?

(This part could vary depending on how you want to do the activity. Could use fake flowers and tear off the petals; make a paper flower and tear off petals).

Say: I think flowers have so much value; they make people happy just because they are around. And they are an important part of nature.

Ask: Have you all ever done the "They love me, they love me not" game with a flower? You know, every time you say it, you tear off another petal. We're going to do that, but a bit differently. Now, what happens if I take a petal off the flower? That's not really nice to the flower, is it? But sometimes we feel like that, don't we? Like a beautiful flower and we get hurt, sad, or upset, and we feel like a flower with the petals removed.

Continue until you run out of petals.

Ask: What happens to a flower when you tear off all its petals? Does it crumple away and stop smelling sweet? No. If you tear off the petals of a flower, it's still a flower.

If I have a rosebush planted in my backyard, and I pull off all the petals of the biggest rose, will the whole bush die? No, it won't. That particular flower was just one part of the plant and other blossoms will continue to grow. Even if a solo flower loses all of its petals, bees will still take pollen from it to make more flowers. That plant is not defined by a few things that have happened to it. Its value comes from within. The petals will always find a way to come back on that plant or on another flower planted from it. The value of a flower in nature is always going to be there, even if it's been torn apart.

And you all are the same. Sometimes, you might lose petals, or someone you might even try to tear them off; but even if you think all of your petals are gone, that thing that gave you value, your amazing uniqueness, will always remain. Like the flower, the value you have doesn't change. And I want each and every one of you to recognize that. And there is nothing, and I mean NOTHING, anyone else can do to change your value. There isn't a thing anyone can do to you, no bad choice you can make, that will ever detract from your value. Every time you see a flower, I want you to remember the same goes for you. It doesn't matter how many of your petals you feel like you've lost. You have value.



Every time you see a flower, I want you to remember the same goes for you. It doesn't matter how many of your petals you feel like you've lost. You have value.



*Some educators use this opportunity to look into the eyes of each audience member, depending on the size of the crowd, letting them know they have an intrinsic, unique value. If you're not comfortable with this approach, use whatever means you feel works better for you. Just drive home that point.*



Handout Safety Strategy Worksheet - Write or draw the 3 ways you have value! Give examples: I'm really funny, I'm really good at math, I'm my brother's best friend, etc.



#### **Slide 4- "Trustworthy Person" Video**

Potential transition statement: Knowing that we each have intrinsic (inner) value that can never be changed or taken from us helps us when we have choices to make. One of the most important choices we make every day is deciding who we can and cannot trust – whether in real life or on-line.

Ask: What makes someone trustworthy? Take answers.

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.)
- 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.



On your Safety Plan Worksheet - I'm a trustworthy person because... (ex. I am nice to people even ones I don't like, I listen when someone says No,)

Say: I want you all to close your eyes and think about a trusted adult who you know you could go to for help. This could be your mom or dad, or grandparents, or your teacher or neighbor, etc.

Now, imagine that person isn't around. Picture a second person. Okay, open your eyes. These people are your support system, right? They always want what's best for you. If anything ever makes you uncomfortable or upset, no matter how small, tell them



Now write down those 2-3 adults you know in real life that are trustworthy.

## Slide 5 - Trustworthy Person Activity

Potential Transition Statement: How do we make those choices when we are online?  
Let's practice!



Say: I have some friend requests that have been piling up in my inbox, and I need your help to decide which ones to accept. I want you to brainstorm questions/guidelines/parameters for how you think I should determine whether or not to accept the request.

Write their answers on the whiteboard.



*To record student responses, use the notes/annotate tool in Zoom, or screen share as you type on a Google Doc.*

Responses may include (but are not limited to):

- Do you know this person?
- Have you met in real life?
- How do you know/how did you meet this person?
- How long have you known them?
- Do you have friends/family members in common?
- Are you surprised to receive a friend request from this person?
- Are you comfortable sharing anything you post on social media with this person?
- Is there anything about this person that makes you feel worried/scared/unsafe?

Friend request scenarios:

- A friend from school just got a new phone and has been sending friend requests to everyone in your grade. Do you “friend” this person?
- Your 20-year-old cousin in Florida, who you haven’t seen since the family reunion 3 years ago, sends you a friend request. Do you “friend” this person?
- The guy you met at the away football game 3 weeks ago sends you a friend request. (At least you think it’s him – his profile pic is blurry). Do you “friend” this person?

Discuss answers using the guidelines they came up with to advise the educator whether or not to accept the friend request.

## Slide 6 - “Be Aware Of What You Share” - Video

Potential transition statement: Knowing who we can and cannot trust is one very important part of being safe online. It's not just other people we need to watch out for, though, we have to make sure that we are watching out for ourselves too, especially in what we're posting.

Ask: What about the things we're sharing? Is there stuff we shouldn't be putting on social media?

Take answers as time allows.

Say: Let's watch a video and see if we can pick up any additional tips.

Play video

Ask: What additional tips did you pick up in that video? Take answers as time allows.

### **Slide 7 - Be Aware Of What You Share**

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

Say: Anything we share online travels almost instantly and never disappears! And not everyone who you meet online, or who can see what you post, is trustworthy. So, if you're making a post about going to the movies with your friends later, they may not be the only ones seeing that. And remember! If there's ever something you're not sure if you should say, post, or share: ask a parent, guardian, or safe adult before you do.



On your Safety Strategy Worksheet: Write down things that you will never, ever share when you're on the internet. Even if it's snapchat, or video games or anything else on the internet.

### **Slide 8 - Posting Something Inappropriate**

Discuss how inappropriate content affects you? What can it affect? Discuss with the students that they make a choice right before something is posted.

They can ask themselves, will this:

- Ruin my reputation
- Get me in trouble with my parents, school or the law
- Damage my future opportunities such as getting into college or getting a job

Say: I know getting a job, and going to college and all those other adult things, is way way in the future. I'm not telling you to start thinking about that now, that'd be crazy! But in 15 or 20 years, you guys may not remember what you posted, but the internet will. That never goes away.



### **Slide 9- Always Be READY**

Potential transition statement: But we know it's not just what we post that we need to be aware of, but what other people are posting too. Raise your hand if you've ever gotten a message gaming or on social media that made you uncomfortable. What should you do if someone is making you feel uncomfortable or unsafe online? How can you be READY?

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. Its 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.





*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 10 - Consent**

Potential Transition Statement: Consent is also important when talking about trustworthy people and being READY.

Ask: What do you think the word consent means? What do you think of when you hear that word?



### **Slide 11- “Consent and Communication” Bear Video**

Discuss video, guided by the following key concepts:

- Consent should always be asked for directly: “Is it okay if I...?”
- Consent should always be given directly – an active, visible, enthusiastic, undeniable “yes.”
- Consent should always be asked for – in every situation, with every person, every time.
- Consent can be given or removed at any time during a relationship or Interaction.

Saying “no!” is always allowed – to peers AND adults – it is always your choice!

Ask: Do you think consent applies to social media? How do you use consent online?  
Discuss answers.

Say: The need for consent doesn't go away just because you can't see the person. What if you're posting a picture of them that they don't want you to post? Or if someone tags you in a post that makes you uncomfortable? Sometimes it feels like it's hard to know what's okay to do, because we all feel comfortable about different things.

Say: Maybe you love to post pictures of all your friends, but they don't really want to be in pictures online, and those are both okay! But we have to let other people tell us what they want, so always ask first, in person and online. And never be afraid to tell someone "no." It's your choice!

## Slide 12- Be Safe

Say: That choice means that you get to decide what makes you comfortable or not. Let's practice that now! I'm going to get you all up and moving!



Need painter's/masking tape. With painter's/masking tape, place a line across the center of the floor. Line up all participants along the line that you have placed on the floor. (Can be an imaginary line as well).

Say: I'm going to tell you all some different scenarios. If you are comfortable with what I read, if you think it's an okay thing to do, I want you to step in front of the line. If you're

not comfortable with it, step behind the line. I really want to see what you guys think, so you can't stay on the line. You have to move.



*In-Person Social Distancing Option: Perhaps, instead of using tape and grouping them together, have them stand up or sit in their chairs for the prompts.*

Once everyone has stepped forward or backward from the line, ask students if they would like to share their reasons for taking the steps they did. Repeat this process with other prompts.



Virtual Option: Students can use the Zoom reaction tools to respond to the prompts. Use the "thumbs up" to indicate they are comfortable with the situation, and the "hand/wave" reaction to represent a hand held up to stop/show discomfort with the situation.

Prompts:

- Your mom gives you a hug
- Your dad's work friend asks to follow you on social media
- Your grandma asks to see the picture you just posted
- Your grandpa gives you a kiss on the cheek
- Your friend gives you a high-five
- Your best friend has a follower you don't know and they ask to follow you on social media
- Your mom looks through your phone without asking
- Your sister does/doesn't knock before entering your room
- Your friend sends you a funny video
- Your cousin sends you a meme that is suggestive or inappropriate
- Your friend calls you by a certain nickname
- Your dad buys you a present.
- A family friend you don't know very well buys you a present

- Your parents tell you “I love you”
- Your brand new boyfriend/girlfriend tells you “I love you”

Ask: What would you do if you found yourself in a situation that made you uncomfortable or upset? What would you say? What would you do? How/from whom would you get help?

### **Slide 13- Cyberbullying**

Potential transition statement: we know that when you're online people might make you feel uncomfortable or upset. raise your hand if someone has ever made you feel that way online. What's that called? Cyberbullying

Say: The way we treat people on and offline is really important. How are you supposed to treat someone? Do you think that's any different when you're Online?



You will need Aim toothpaste, paper plate, and paper towels.

Say: Think about who you connect with online and what they typically send, comment, and post. Remember, when you are online and/or using social media, there is always someone (someone with value, deserving of respect, just like you) on the other side of the screen, and there is NO “delete” button. Once you’ve posted something online about or even to another person, it's a part of them forever. Good and bad.

#### Ask for a volunteer

Say: This is my friend Aim-y. It's her first day at your school, and you've all decided to give her a hard time and see what she'll do. I want you to tell me some mean things that you have heard people say to you or someone else.

Every time you say something mean, your classmate will give Aim-y a squeeze, I'll hold the paper plate.

After the tube is emptied, Say: Oh no! Look what you've done – you've hurt Aim-y. Your words changed her, squeezed her, and emptied her out. Let's put Aim-y back to the way she was. Go ahead, volunteer's name, put it all back in the tube.

After the student attempts unsuccessfully to replace the toothpaste, explain: We need to remember that our words can hurt, deeply. In fact, bullying of any kind can change who a person is.



*Virtual Option 1: We can do this same activity, with just a piece of paper and wrinkle it with each negative comment. Each student can participate by wrinkling their own paper and then try to fix it as we do.*

*Virtual Option 2: Educator will squeeze Aim-y and attempt to replace the toothpaste. Students can unmute themselves to be mean/kind to Aim-y.*

How do you want to be treated by others on or off-line? Sometimes, we forget that there is another real person on the other side of the screen. Just like us, that person has value and deserves to be treated kindly and with respect.

### **Slide 14- How To Be An Upstander**

Potential Transition Statement: What if Aim-y had been a real person, with thoughts and feelings, instead of just toothpaste? If Aim-y were real, she would have as much value and as worthy of kindness and respect as any of you in the class today.

Ask: If you saw Aim-y, on her first day at your school, being treated meanly/being bullied, what would you do? Would you help Aim-y or not?

Say: What does it mean to be an upstander?

- a. A person who stands up, speaks out, and/or takes action in help someone who is being bullied or hurt.



Hand out UPSTANDER worksheets to students. Ask for a volunteer to read the Worksheet.

Say: Brainstorm and write down what you would do if this had been a real scenario. If students are comfortable and time allows, they can share their ideas.

### **Slide 15- Let's Review!**

Potential Transition Statement: Let's review!

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

- Say: Be Aware Of What You Share!
  - 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.
- **READY**
  - **R**- Report anything dangerous
  - **E**- End the communication
  - **A**- Ask for help
  - **D**- Don't engage
  - **Y**- Your safety first
- Consent
  - Saying "no!" is always allowed – to peers AND adults – it is always your choice!
  - Consent should be practiced and respected online and in real life.
- Be an Upstander! Be kind to others online and in real life and look out for your friends.

Remember! Discuss with the students the importance of making good digital choices, being aware of what they share, and being kind to people on the other side of the screen. Discuss the importance of taking care of their friends and watching out for each other. If you see anything happening to one of your friends that is dangerous or inappropriate, or that is happening to you, talk to a trusted adult.

### **Slide 16- Questions?**

Ask: Do you have any questions? Answer as needed.

Say: Thank you for welcoming me into your classroom and learning with you today!