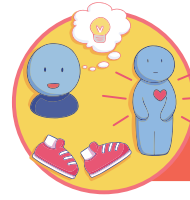




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Stay KidSafe!

Grade 1 - Think, Feel, Do

Lesson Plan

Topic:

Think, Feel, Do

Overview:

Students are introduced to **Think, Feel, Do** concepts. **Thinking** uses the mind (Inner Safety Voice) to identify a problem. **Feelings** are the body's reactions to those thoughts. **Doing** are the actions taken to resolve the situation.

Learning Objective(s):

- Students will recognize how to use Think, Feel, Do in various situations.
- Students will apply Think, Feel, Do to make safe and smart choices.

Essential Question(s):

- How do the concepts of Think, Feel, Do apply to keep oneself safe?
- How do we use Think, Feel, Do to make safe and smart choices?

Content Standards /Benchmarks:

National Health Ed. Benchmarks:

- 1.2.1 Identify that healthy behaviors impact personal health.
- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

Florida Health Ed. Benchmarks:

- HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school and community settings.
- HE.1.C.2.1 Identify how children learn health behaviors from family and friends.
- HE.1.C.2.4 Recognize health consequences for not following rules.
- HE.1.B.5.2 Identify healthy options to health-related issues or problems.

Vocabulary:

Think	Circle of Safe Adults
Feel	Clues
Do	Choices
Safety Voice	Dangerous
Inner Safety Voice	

Material List:

Think, Feel, Do Animation Lesson Guide



Estimated Time Frame: 30 minutes

Technology Tools:

Think, Feel, Do Animation
Computer
Large Monitor

Lesson Description:

1. Introduce the Lesson of Think, Feel, Do. (See Lesson Guide)
2. Show Think, Feel, Do Animation. (2 minutes)
3. Discussion about safe choices. (See Lesson Guide)
4. Teach “Think.” (See Lesson Guide)
5. Teach “Feel.” (See Lesson Guide)
6. Teach “Do.” (See Lesson Guide)
7. Activity: “What Should I Do?” (See Lesson Guide)
8. Closing Statement. (See Lesson Guide)

Teacher Notes:

The concept of Think, Feel, Do is important in decision making. Encourage students to make safe and smart choices in the classroom on a regular basis by applying Think, Feel, Do.

Prior Knowledge/Lessons

Safety Voice
Circle of Safe Adults

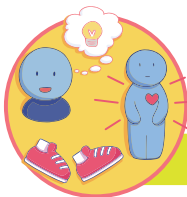




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Grade 1 - Think, Feel, Do

Lesson Guide

1 Introduce the Think, Feel, Do lesson with a discussion about making choices

- *Why is it important to make safe choices?*
- *How do we know if something is a safe (or unsafe) choice?*
- *Do you think your body can help you make safe choices?*

Let's watch the Think, Feel, Do Animation and see how the children listen to their minds and bodies to help them make safe choices.

2 Show the Think, Feel, Do Animation

- *What were some of the choices that children had to make in the animation?*
- *How did the children use their Inner Safety Voice (minds/thoughts) and bodies to make a safe choice?*

Possible answers: Birthday Candle —

Think: "I could get hurt."

Feel: Queasy stomach, fast heartbeat

Do: "No, let's do something else."

Inappropriate Video —

Think: "This makes me feel uncomfortable."

Feel: Anxious, fast heartbeat

Do: "I am going to tell Dad."

* (You can reinforce the Think, Feel, Do steps with physical movements. Think: Put a finger to your temple to indicate thinking. Feel: Put a hand over your heart. Do: Give a thumbs-up.)

3 Discussion

- *What are some safe choices that you have made before?*

At home?

At school?

With your friends?

At recess?

Playing outside?

In a public place?



4 Teach “Think”



To make a safe choice, we can listen to our thoughts, our Inner Safety Voice.

- *What are some things your Inner Safety Voice might tell you if something is unsafe or dangerous?*

Possible answers*: “I could get hurt.”
“I should check first with my grown-up.”
“This is not for kids.”
“I shouldn’t do this alone.”
“This makes me feel uncomfortable.”
“I need help with this.”
“This does not seem right.”

*(Invite students to share their own examples to add to the list.)

5 Teach “Feel”



To make a safe choice, we can listen to the clues in our bodies.

- *What are some clues your body might give you that something is unsafe or dangerous?*

Possible Answers*: Queasy stomach
Fast heartbeat
Sweaty palms
Need to go to the bathroom
Wobbly legs or limbs
Body shakes

*(Invite students to share their own examples to add to the list.)

6 Teach “Do”



If you Think something is unsafe and you Feel clues that your body is giving you, the next step is deciding what to Do!

We can use Think, Feel, Do to make choices that will keep us safe.





- *What are some choices you can Do to help keep you safe?*

Possible Answers*: Use your Safety Voice
Walk away
Go to a safe place
Find your grown-up
Tell someone in your Circle of Safe Adults

*(Invite students to share their own examples to add to the list.)

7 Activity: What Should I Do?

Now we are going to practice the steps, just like the children in the animation. We are going to pretend that we are in a situation together, and use Think, Feel, Do to decide on a safe choice.

Remember, you can always use your Safety Voice and your Inner Safety Voice to help you decide.

*(You may choose to go through each situation as a whole group or, have small groups role-play the vignettes.)

- **Situation #1:** *Your friend wants to ride bikes together, but you don't have a helmet.*

What might you Think? "I want to go for a ride, but I could get hurt. This is not safe."

What might you Feel? Nervous, queasy stomach, etc.

What could you Do? "Let's play something else."

- **Situation #2:** *You need to reach something near the stove, but you think the stove may be hot.*

What might you Think? "I know I should not go near the stove because I could get hurt"

What might you Feel? Nervous, fast heartbeat, etc.

What could you Do? Ask a grown-up for help.

- **Situation #3:** *You and your friend find some colorful bottles that you've seen grown-ups use for cleaning. Your friend wants to play with them.*

What might you Think? "Those are not toys." "That could be dangerous."

What might you Feel? Nervous, fast heartbeat, etc.

What could you Do? Find something else to play with.



TIP

Recognize and validate to the students that they are capable of having many feelings at one time and this could be confusing. They might feel both curious and scared at the same time. Or they might feel excited and uncomfortable. This is the time to slow down and listen to their Inner Safety Voice to help them make a safe choice.





- **Situation #4:** You need to take your medicine, and your babysitter tells you to take it by yourself.

What might you Think?

"I shouldn't take medicine by myself." "I'm not sure how to measure it."

What might you Feel?

Nervous, fast heartbeat, worried, etc.

What could you Do?

Use your Safety Voice. Ask the babysitter to give you the medicine. Never take medicine without an adult.

What else can you do?

Wait till your grown-up gets home and tell them what happened.

- **Situation #5:** You start to play a new video game your friend told you about, but it does not seem like it was made for kids.

What might you Think?

"This makes me feel uncomfortable."

What might you Feel?

Afraid, uncomfortable, queasy, etc.

What could you Do?

Turn it off, and ask a grown-up for help.

8

Closing Statement

Today we talked about **making safe choices**. We learned that we can use clues from our minds and bodies to keep us safe. We can use the steps: **Think, Feel, Do** to help us make safe choices.

