



CANADIAN CENTRE *for*
CHILD PROTECTION™



Be SMART, STRONG & SAFE



GRADE 5&6
LESSON PLAN 1

LESSON 1

WHAT MAKES US STRONG?

Outcome

- Students will understand that being strong also refers to knowledge, and not just physical strength.
- Students will understand that anyone, no matter their physical strength, can be strong.

Required Materials

- **Be Smart, Strong & Safe** Booklet
- Modified KWL Chart (3 posters) *
 1. What Makes Us Strong: What We Know (prior knowledge)
 2. What Makes Us Strong: What We Want to Know
 3. What Makes Us Strong: What We Have Learned (acquired knowledge)
- Markers*
- Sticky Notes*
- 7 Root Safety Strategies
- 4 Root Safety Environments
- Pens / Pencils
- Paper

Note: Materials with an (*) are not supplied.

Suggested Time: 50 minutes

Presentation

ACTIVATE PRIOR KNOWLEDGE (5 minutes)

Ask:

"If we want to be strong, what do we need to do? What makes us strong?"

- Write the students' answers on the chart paper entitled: *What Makes Us Strong: What We Know*
- Typical answers you might receive from your students may include:
 - Exercising
 - Eating healthy
 - Getting adequate sleep

Ask:

"What do you think we need to learn about how to be strong?"

- Write the students' answers on the chart paper entitled *What Makes Us Strong: What We Want to Know*
- Typical answers you might receive from your students could include:
 - How much exercise it takes to be strong
 - How to get stronger in sports
 - Foods we should eat

Guided Practice

ACQUIRING NEW INFORMATION

Questions to Guide a Class Discussion (15 minutes)

Ask:

1. "Is being able to lift heavy objects the only way we can be strong?"

"Can someone be strong if they do not have physical strength? Explain."

Think-Pair-Share

- Give students a minute to process the questions.
- Give students a few minutes to turn to a partner and share their ideas.
- Ask the class to share their ideas.

Discuss:

- Yes, a person who is not physically strong can be a strong person.
- Everyone can be strong at heart and have a strong mind.

Ask:

2. "What does it mean to be strong at heart or have a strong mind?"

- As a class, discuss how you can believe the following strongly in your heart or have a set of beliefs:
 - A topic or an idea (guides our values and beliefs)
 - That it is important to respect others (guides the way you treat others)
 - That it is important to respect yourself (guides the way you treat yourself)
 - That knowledge is important (knowledge is essential for ongoing learning)
- Review 7 Root Safety Strategies
- Review 4 Root Safety Strategies

These strategies can be obtained at www.kidsintheknow.ca.

Ask:

3. "How can having knowledge about safety strategies keep you safe?"

- Understanding you have the right to say no if you feel uncomfortable, scared, or confused empowers you in difficult situations.
- Understanding that if you feel uncomfortable, unsure, or uneasy that you have a *safe adult* to talk to. This knowledge gives you the personal strength of reassurance.
- Understanding how to handle and avoid uncomfortable situations builds confidence.

Record Answers:

Record student responses on the *What Makes Us Strong: What We Have Learned* chart paper.

STICKY NOTE ACTIVITY:

WHAT MAKES US STRONG (15 minutes)

Revisiting the Focus Question:

Ask:

"What makes you strong?"

- Hand out a sticky note to each student.
- Using their newly acquired knowledge from the class discussion, have students write a word or phrase that comes to mind when they hear the word strong.
- Explain to students their responses should reflect how they are strong in ways other than physical strength and eating healthy (knowledge strong).
- Have students draw a personal symbol (such as a star, heart, etc.) in the bottom right-hand corner of the sticky note. (This way students will know which sticky note is theirs but others will not).
- Once students are done drawing their symbol, have them attach their sticky note onto the *What Makes Us Strong: What We Have Learned (acquired knowledge)* chart paper.

CLASS DISCUSSION: What Makes Us Strong

Ask:

“Would anyone like to share their word or phrase?”

“Are there any words or phrases that occur more than others?”

- As a class, move the sticky notes that reflect the same message together on the chart paper.

“Are there any words or phrases that stand out for you?”

- As a class, move around the sticky notes according to the value the class places on the words and/or phrases.

“Are there any words or phrases that need to be added to the poster?”

- Add any words or phrases that have been raised in the discussion that are not already on the What Makes Us Strong: What We Have Learned (acquired knowledge) chart paper.

Closure

APPLYING NEW INFORMATION

Write a story: Acquired Knowledge (15 minutes)

Write a one page story or letter to someone about a person or a character you know or make up who is strong at heart. Use the information learned during the lesson to show that the character(s) in your story is strong. (One page)

Presentations

Have students share their stories in a carousel. (Arrange half the students in a circle facing outwards. Arrange the remainder of the students in an outside circle with each person facing a student in the inside circle. Ask students to share their stories with the person they are facing. Then ask the outside circle to rotate clockwise to the next student and repeat.

Follow-Up

Reinforce positive behaviours throughout the year.

Additional Resources

- Visit www.kidsintheknow.ca for additional resources and information about child safety.
- We welcome your feedback at feedback@kidsintheknow.ca.

