

CHILDHELP®

Speak Up Be Safe

PREVENTION EDUCATION CURRICULUM

5th Grade Curriculum

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Childhelp Speak Up Be Safe™ 5th Grade Curriculum



Acknowledgements

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Founded in 1959 by Sara O'Meara and Yvonne Fedderson
PREVENTION and TREATMENT of CHILD ABUSE

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5th Grade Curriculum



Foundation and Program Overview

In 2014-2015, the Childhelp Speak Up Be Safe curriculum was revised for current best practices in learning and child abuse prevention, including revisions for Common Core State Standards, as required by some states, and an emphasis on both physical and emotional safety. Formative assessment of the vocabulary and safety rules has been increased to ensure understanding of the concepts and increase students' ability to more accurately communicate concerns related to potential abuse. Throughout the program, descriptive vocabulary is modeled and encouraged through repetition and practice. The primary goal of the program continues to be the safety of children and adolescents.

The 5th grade curriculum was developed for presentation over two 45-minute sessions with groups of approximately 25 to 30 children. The content and delivery is based on several areas of research including child development, learning styles, social psychology, and child abuse and neglect prevention. It is written to promote broad student participation and critical reflection by engaging 5th grade students in visual, auditory, and physical learning.

The curriculum addresses the increasing responsibility of pre-adolescent children for their own personal safety and the safety of other children, while reinforcing the knowledge that adults still have primary responsibility for the safety of 5th grade students. Take home materials, such as the parent/caregiver consent form and lesson summaries, encourage increased communication with parents and caregivers, with an understanding that the parent/caregiver engagement materials may or may not be utilized. The student component of the curriculum incorporates child abuse prevention strategies in a way that can stand alone as an effective preventative effort.

Developmental characteristics typical of the 5th grade child are presented to help the facilitator understand the different emphases and activities included in the curriculum and to prepare the facilitator to enter the classroom.

Every lesson across all grade levels of the Childhelp Speak Up Be Safe curriculum reinforces the same primary ideas through age-appropriate instruction and interaction. The big ideas included in each lesson are:

- Safety, both as a general term and with specific safety concepts such as how to identify and talk about the different types of abuse
- All children and young adults deserve to be safe
- Children and young adults are not solely responsible for keeping themselves safe; child safety is an adult's responsibility
- Safe adults are those who are reliable, dependable, trustworthy, and who follow the safety rules
- Explanation and application of the five Childhelp Speak Up Be Safe safety rules

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Schools and facilitators will receive:

- Access to an interactive virtual campus offering curricula, facilitator training, continuing education opportunities and guest speaker presentations
- New graphic-look facilitator script that is easier to read and present and an updated digital flipchart for classroom presentation
- Streamlined lessons, two per grade level, with interactive and engaging activities for students
- Increased bullying, cyberbullying and technology safety information
- Enhanced best practice and research support for program concepts

Training options include:

- Online training - An independent, interactive, on-demand, web-based facilitator training that educates facilitators about the issues facing children today, how the Childhelp Speak Up Be Safe curriculum addresses those issues and that guides facilitators on delivering the program in the classroom.
- Live webinar training - A live webinar option will be available for those wishing to be trained in a group setting. Using online technology, groups or individuals can attend the live training to watch a live presentation and be able to ask questions and interact with a Childhelp Speak Up Be Safe certified trainer. Live webinars will be offered both as public options with dates advertised for open registration and as group trainings arranged on a specific date for a private group.
- Live training - In-person training may be available on a limited basis for groups needing large numbers trained or where live webinars or online learning options are not practical. Live trainings are arranged on a case-by-case basis. Travel reimbursement may be required.

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Curriculum Big Ideas

Every lesson across all grade levels of the Childhelp Speak Up Be Safe curriculum reinforces the same primary ideas through age-appropriate instruction and interaction.

- **Safety** - For 3rd through 5th grades, safety can be defined as care, security, protection, shelter, well-being, welfare, and absence of danger. In addition to defining safety as a general term, lessons also introduce specific safety concepts. Those concepts are (a) you are unique and deserve to be safe, (b) there are rules that can help keep you safe, (c) adults are responsible for keeping you safe, (d) you have body parts that are private; these body parts are those covered by a bathing suit, and (e) how to identify and talk about the different types of abuse.
- **You deserve to be safe** - Children have a right to be kept safe because they are not physically, emotionally, or cognitively prepared to deal with harmful, potentially risky, or dangerous situations or people.
- **Child safety is an adult's responsibility** - This concept is repeated often, and in many contexts, throughout all lessons of the curriculum. Facilitators should reinforce this concept, in combination with helping children identify safe adults.
- **There are safe adults** - A safe adult is described as an adult who is reliable, dependable, trustworthy, careful, and protective, and who follows the five Childhelp Speak Up Be Safe safety rules. Facilitators work with children to help them identify the safe adults in their lives.
- **Five Childhelp Speak Up Be Safe safety rules** - These five safety rules are taught and reinforced at every grade level, with an emphasis on how to make them a part of everyday living for children.
 1. It's MY Body.
 2. Ask an adult if I am safe.
 3. I have choices.
 4. Tell someone.
 5. It's NEVER my fault!

Expectations for Adults

Because a core lesson throughout the Childhelp Speak Up Be Safe curriculum is that adults have the primary responsibility to keep children safe from abuse and unsafe situations, the facilitator, teacher, parents and other caregivers should be aware of the following guidelines to provide necessary support to children and teens.

Facilitators and Teachers Should:

- Create a safe and nurturing environment
- Teach students new knowledge and skills pertaining to the Childhelp Speak Up Be Safe curriculum
- Promote healthy habits, including emphasizing and encouraging healthy, descriptive communication
- Create engaging classroom activities
- Enhance multicultural awareness
- Inspire independent and logical thinking
- Create responsible and confident leaders
- Foster socio-emotional development
- Engage parents in their child's involvement with program

Parents, Caregivers and Teachers Should:

- Increase their knowledge on issues related to
 - Abuse types and warning signs
 - Prevention best practices
 - Bullying
 - Internet safety
- Demonstrate an increased ability to communicate with children regarding abuse and unsafe situations
- Understand and reinforce the five Childhelp Speak Up Be Safe safety rules with their children

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5th Grade Lesson 1



Lesson 1 Overview

Lesson Duration: 45 minutes

Lesson Goals:

- Students will verbalize important safety rules
- Students will understand a child's right to safety
- Students will understand that adults are responsible for keeping children safe, and what a child's role is in helping the adult
- Students will demonstrate age-appropriate knowledge of child abuse, including:
 - Types of child abuse
 - Who abuses children
- Students will demonstrate the ability to distinguish between safe and unsafe situations
- Students will understand and recite the first two Childhelp Speak Up Be Safe safety rules
- Students will understand what makes an adult a safe adult and identify at least two safe adults

Key Terms, described within the lesson and defined in the Glossary:

- Abuse
- Emotional abuse
- Force
- Neglect
- Personal boundaries
- Personal safety
- Physical abuse
- Private body parts
- Respect
- Safe adults
- Tricks

Materials:

- Digital flipchart, 5th Grade Lesson 1
- Safety Check activity handout, 5th Grade Lesson 1
- Childhelp Speak Up Be Safe bookmarks for safe adults, two per student
- Childhelp Speak Up Be Safe wristbands, one per student
- Parent information sheet, 5th Grade Lesson 1

Childhelp Speak Up Be Safe™

5th Grade Lesson 1

Lesson 1 Layout

Section	Timing	Slide/Activity/Materials
A. Introduction and Safety Check Activity	6 minutes	Slides 1 & 2, Safety Check activity handout
B. Defining Safety and Safe Adults	6 minutes	Slides 3-5, Turn & Talk activity
C. Personal Boundaries	7 minutes	Slides 6-8, group activity
D. Types of Abuse—Physical, Private Body Parts, Emotional, and Neglect	9 minutes	Slides 9-14
E. Introducing Force and Tricks	4 minutes	Slides 15-18
F. Practicing Assessing Safety	9 minutes	Slides 19-22
G. Lesson 1 Wrap Up	4 minutes	Slides 23 & 24, bookmarks, wristbands, parent information sheets

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5th Grade Lesson 1



Lesson 1 Facilitator Preparation Checklist

At least one month before Lesson 1

- Ensure that all needed curriculum materials have been ordered. Contact the school or school district administrator to confirm, or contact support@childhelp.org to order additional materials.
- If you are not the classroom teacher, connect with him/her to:
 - Coordinate schedule for Lesson 1
 - Confirm student headcount and identify any need for accommodations for students with special needs
 - Confirm access to necessary materials and equipment:
 - Computer or laptop for presentation
 - Internet access
 - Projector and screen or wall
- If you will not have access to any of the above equipment, plan to print the Lesson 1 presentation slides either for display or distribution to students during the lesson as appropriate for the age group.
- If you are not the classroom teacher, discuss the following information with him/her:
 - Curriculum and lesson overview
 - Ecological approach of Childhelp Speak Up Be Safe
 - Classroom culture and discipline procedures
 - What the teacher should expect from the lesson (activities, length)
 - The role of the teacher during and after the presentation
 - The post-lesson evaluation process

At least 2 weeks before Lesson 1

- Coordinate with the classroom teacher to confirm that Parent Consent/Opt Out forms have been sent home.
- Review curriculum and identify any lesson-specific handouts that may need to be printed.
- Review materials in online facilitator training as needed on how to respond to possible disclosures of abuse. Be prepared to be a safe adult for students to approach after the lesson.

At least 1 week before Lesson 1

- Print and review the facilitator script. Practice the presentation and activities for Lesson 1, including transitions and timing.
- Share any post-lesson teacher reinforcement activities with the classroom teacher.
- Print and prepare any lesson-specific handouts needed for activities within the lesson, including the Lesson 1 parent information sheet for distribution to students at the end of the lesson.

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5th Grade Lesson 1



Lesson 1 Facilitator Preparation Checklist Continued

Day of Lesson 1

- Arrive at classroom at least 30 minutes before presentation to ensure technology is set up and working correctly.
- Access Childhelp Speak Up Be Safe virtual campus to open Lesson 1 presentation slides.
- Coordinate with the classroom teacher on distributing handouts needed for activities during the lesson and take away items at the end of the lesson.
- Deliver Lesson 1 with fidelity to the script, lesson goals, and program objectives. Engage with students, respect their contributions to discussions, and validate their experiences as appropriate.
- Distribute lesson-specific take away items to students, including Lesson 1 parent information sheet.

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FACILITATOR NOTES

In your introduction, you may want to include a few sentences about why you feel being safe is important and why it is important for you to come teach the safety rules.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.SL.5.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.

RELATED SLIDES

Slide 1: Title Slide, 5th Grade Lesson 1

FACILITATOR SCRIPT

Lesson 1 (45 minutes)

A. Introduction and Safety Check Activity (6 minutes)



Slide 1

Good morning/afternoon students! My name is _____ and I'm here today to talk with you about personal safety. I'll be teaching you a couple of safety rules from the Childhelp Speak Up Be Safe program today, and I'll come back another day to teach you the rest of the rules that will help you Speak Up and Be Safe.

Before we get started learning the safety rules, let's talk about some rules you already know, like the classroom rules.



Who would like to share one of your classroom rules and explain why it's important?

Call on a few students.

Examples include raising your hand to speak, listening quietly when someone is speaking, taking turns, not interrupting, etc.

These rules are used to help your teacher be able to teach the lessons you need to learn every day, and they help you and your classmates learn.

Following these rules is a way to show respect to your teacher and your classmates, and we'll talk about some other ways to show respect later.

We're going to use your classroom rules for today's lesson, too.

FACILITATOR NOTES

The questions on the Safety Check Activity handout are:

1. Personal safety means _____.
2. Who are two people who are responsible for keeping you safe?
3. What are two things you can do to keep yourself safe?
4. What would you do if you felt unsafe?

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion, and elaborate on the remarks of others.

RELATED SLIDES

Slide 2: Safety Check Activity handout

Slide 3: Child and adult wearing seatbelts

FACILITATOR SCRIPT

Some of the things we'll discuss today might cause you to think of a story about yourself or someone you know. After the lesson you can "Speak up" to me, your teacher or another safe adult. You can tell us your story and we will help you.

The first thing I want to do is to check to see what you already know about safety. I'm giving you a Safety Check handout with some statements for you to complete.



Slide 2



Pass out Safety Check Activity

Right now, take a few minutes to answer the safety questions the best you can. This is not a test, so don't worry too much if you don't know the answers. We'll talk about the answers more as we go through the rest of the lesson.

Give students about 3 minutes to complete the handout.

As we go through today's lesson, I'll ask you to share your answers.

b. Defining Safety and Safe Adults (6 minutes)



Slide 3



Let's start with by looking at your answer to the first question on the Safety Check. What did you say about personal safety?

Call on several students.

Potential answers might be following rules, obeying laws, be aware of unsafe situations, etc.

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5th Grade Lesson 1



Lesson 1 Facilitator Post-Lesson Checklist

After Lesson 1

- Make note of students' reaction to the overall program, activities, and Childhelp Speak Up Be Safe safety rules. Discuss any student-specific concerns with the classroom teacher privately.
- Be mentally and emotionally prepared to be a safe adult for any student who may wish to disclose abuse after the lesson.
- Confirm that the classroom teacher has any needed handouts or instructions for Lesson 1 Teacher Reinforcement Activities.
- Remind classroom teacher of post-lesson data collection and evaluation expectations.

Approximately 2-4 weeks after Lesson 1

- Coordinate with the classroom teacher or school/volunteer facilitator to collect information needed on post-lesson data form.
- Collect any additional feedback, concerns or information about Lesson 1.
- Share all relevant data and evaluation feedback with Childhelp via support@childhelp.org.

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5th Grade Lesson 2



Lesson 2 Overview

Lesson Duration: 45 minutes

Lesson Goals:

- Students will verbalize important safety rules
- Students will understand a child's right to safety
- Students will understand that adults are responsible for keeping children safe, and what a child's role is in helping the adult
- Students will demonstrate age-appropriate knowledge of child abuse, including:
 - Types of child abuse
 - Who abuses children
 - Strategies used by abusers to hurt children, including:
 - Secrets
 - Tricks
 - Force
 - Gifts
 - Bribes
- Students will understand the warning signs and strategies of bullying and cyberbullying
- Students will demonstrate the ability to distinguish between safe and unsafe situations
- Students will understand and recite the five Childhelp Speak Up Be Safe safety rules
- Students will demonstrate knowledge in using appropriate resistance strategies when faced with unsafe situations
- Students will understand what makes an adult a safe adult and identify at least two safe adults

Key Terms, described within the lesson and defined in the Glossary:

- Bribes
- Bully/Bullying
- Cyberbullying
- Gifts
- Force
- Internet predators
- RESIST
- Secret
- Social networking sites
- Trick

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5th Grade Lesson 2



Lesson 2 Overview Continued

Materials:

- Digital flipchart, 5th Grade Lesson 2
- Safety Check activity, 5th Grade Lesson 2
- Childhelp Speak Up Be Safe safety cards – I Have Choices When I Feel Unsafe!
- Childhelp Speak Up Be Safe certificate of completion, one per student
- Childhelp Speak Up Be Safe safety rule poster for 5th Grade classroom
- Parent information sheet, 5th Grade Lesson 2

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5th Grade Lesson 2



Lesson 2 Layout

Section	Timing	Slide/Activity/Materials
A. Introduction and Safety Check Activity	5 minutes	Slides 1-3, Safety Check activity handout
B. Internet Safety	10 minutes	Slides 4-9
C. Resistance Strategies	6 minutes	Slide 10, group discussion activity
D. Cell Phone Safety	6 minutes	Slides 11-15
E. Taking Care of Yourself and Others	3 minutes	Slides 16 & 17
F. Practicing Resistance Strategies	12 minutes	Slides 18-20
I. Lesson 2 Wrap Up	3 minutes	Slides 21 & 22, safety card, certificate of completion, classroom poster, and parent information sheets

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FACILITATOR NOTES

In your introduction, you may want to include a few sentences reminding students why you feel being safe is important and why it is important for you to come teach the safety rules.

The Safety Check Activity includes an acrostic poem for the word SAFETY. Each line of the poem should have a word or phrase beginning with the appropriate letter. For example:

Safe adults
 Always help us
 Feel special and safe.
 Even when I'm scared, I can
 Tell someone.
 Yes, I can be safe!

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.SL.5.2
 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RELATED SLIDES

Slide 1: Title slide, 5th Grade Lesson 2

Slide 2: Safety Check Activity handout

FACILITATOR SCRIPT

Lesson 2 (45 minutes)

A. Introduction and Safety Check Activity (5 minutes)



Slide 1

Good morning/afternoon students! I am glad to be back today to be able to share more with you about safety rules. In case you need a reminder, my name is _____. I am here today to talk with you about personal safety and to teach you the rest of the Childhelp Speak Up Be Safe safety rules.

But before we get started talking about the safety rules, let's quickly see if you can remember what you learned about safety last time.



Slide 2



Pass out Safety Check Activity

We are going to complete an acrostic poem for safety.

On your Safety Check handout, write a word or phrase about safety for each letter of the word. For example, for the letter S, you might write "safe adult."

Give students about 3 minutes to complete the handout.



Who would like to share your acrostic with the class?

Call on a few students and thank them for their participation.

That's a great start to reviewing what we learned about safety last time I was here. Now let's review the two safety rules we learned that will help us Speak Up and Be Safe.

FACILITATOR NOTES

Having the children both say the rule out loud, and showing them a visual representation of the rule accommodates multiple learning styles, which is particularly important in reinforcing the learning of the personal safety rules.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

RELATED SLIDES

Slide 3: First two safety rules

Slide 4: Child using computer

FACILITATOR SCRIPT



Slide 3

Rule #1 is “It’s MY body.” Remember, you deserve to be safe. This means your body deserves to be safe and respected, too.

Rule #2 is “Ask an adult if I’m safe.” Remember, if you are scared or confused about something, you don’t have to make a decision by yourself. It’s an adult’s job to keep children safe, and you can talk to a safe adult if you know of abuse that is happening to you or to someone else.

Let’s say these rules together with the motions we learned last time.

Repeat the rules with the appropriate motions a few times with the class.

Great job! In today’s lesson, we’re going to learn three more rules that will help us Speak Up and Be Safe. But before we get to those rules, let’s talk a bit about staying safe when we’re online.

5. Internet Safety (10 minutes)

Adults are responsible for keeping children safe, but they may not always be around. One of these times is when children use the Internet.



Slide 4



Who here uses the Internet?
Why do you use the Internet?

Common Core State Standards Alignment

Lesson 1

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Lesson 2

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Glossary of Key Terms

Key Terms are identified in the lessons as underlined words. These words or phrases are important to the lesson concepts and are defined in the context of the lessons. Definitions are also provided in this glossary to give a developmentally-appropriate explanation of the words that ties back to the lesson content and activities.

Abuse - when someone does something on purpose to harm someone else or says that they are going to hurt someone else.

Bribes - often used to get you to do something you don't want to do like keep a secret.

Bully - someone who uses abuse or threats, teasing, or name calling on the same person over and over again to hurt them physically, emotionally, or both.

Cyberbullying - when someone does things on the Internet, cell phone, or via social media to hurt or embarrass someone on purpose. Cyberbullies hurt people by writing, texting, emailing, and posting mean things about a person.

Emotional abuse - when someone hurts you on the inside. This can happen when someone tells you bad or mean things over and over again, like calling you mean names or putting you down. This type of abuse hurts feelings and the way you feel about yourself.

Force - making someone do something they don't want to do or don't understand; when someone isn't given a choice about whether or not they're going to do something.

Gifts - something that an Internet predator or unsafe adult might give you to earn your trust.

Internet predators - people who use the Internet to have illegal contact with children. An internet predator tries to trick children into thinking they are really good friends when they are actually strangers. Internet predators may try to send you gifts on the Internet in a game or make special favors for you in a game to make friends with you and try to earn your trust.

Neglect - when a child is not getting what is needed to be healthy and safe. For example, not being fed or having proper clothing, not having a place to live, being left alone for long periods of time, or being left with adults who are unsafe.

Personal boundary - is the personal space or the area around our bodies. We usually like to choose who's allowed within that space.

Personal safety - doing our best to stay away from danger and situations where we may get hurt.

Glossary of Key Terms Continued

Physical abuse - when someone hurts another person's body on purpose. This can happen from hitting, punching, kicking, biting, or twisting an arm or a leg. Physical abuse can leave bruises, broken bones, and scratches.

Private body parts - the parts of our bodies that are covered up by a bathing suit.

RESIST - when you try to stop or keep from doing something. The letters in the word resist represent six choices that the student can do if they feel unsafe or in danger. Resist stands for

R – **Run** (if possible, or as soon as possible, run to some place that is safe)

E – **Escape** (if you cannot get away immediately, do so as soon as safely possible)

S – **Scream** (scream “no” or “stop” and threaten to tell)

I – **Ignore** (if someone is trying to engage you in conversation or calling you over to a car or house, ignore them and move on)

S – **Stay away** (avoid all future contact, at least contact where you would be alone with the person who is threatening or harmful)

T – **Tell** a safe adult

Respect - when we have a feeling or understanding that someone or something is important and should be treated in an appropriate way.

Safe adult - someone who you can talk to, who listens to you and helps you feel safe, who believes the things you tell him or her, and who follows the safety rules.

Secrets - something that people don't tell others. There are good secrets and bad secrets. Sometimes abusers will try to get children to keep a secret. This is a bad secret.

Social networking sites - includes Internet sites where we might talk to someone we don't necessarily know, like Facebook, Instagram, and Twitter, but there are also gaming sites like Minecraft or Clash of Clans that let you talk to other players.

Trick - when someone tells you something or does something to fool you. It might be a lie, it might be called a game, or it might even be someone offering to give you something like candy, money, or a gift to get you to do something.