

Childhelp Speak Up Be Safe™ 5th Grade Curriculum

Lesson 2 Overview

Lesson Duration: 45 minutes

Lesson Goals:

- Students will verbalize important safety rules.
- Students will define a child's right to safety.
- Students will express 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 tricks, secrets, force, gifts, and bribes
- Students will identify the warning signs and strategies of bullying and cyberbullying.
- Students will distinguish between safe and unsafe situations.
- Students will recite the five Childhelp Speak Up Be Safe safety rules.
- Students will identify appropriate resistance strategies when faced with unsafe situations.
- Students will express 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:

- bully/bullying
- cyberbullying
- force
- Internet predator
- promise
- RESIST
- secret
- social networking sites
- trick

Materials:

- 5th Grade Lesson 2 Classroom Presentation
- Safety Check Activity handout
- Childhelp Speak Up Be Safe bookmark safety card
- Childhelp Speak Up Be Safe Certificate of Completion, one per student
- Childhelp Speak Up Be Safe safety rules poster for 5th Grade classroom
- Parent Information Sheet, 5th Grade Lesson 2
- Post-Survey for students

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 |
| G. Lesson 2 Wrap-up | 3 minutes | Slides 21 & 22, take-home materials and parent information sheets |

Lesson 2 Facilitator Preparation Checklist

After teaching Lesson 1

- Coordinate reinforcement activities for Lesson 1.
- If you are not the regular classroom teacher, connect with the teacher to
 - coordinate schedule for lesson 2
 - confirm student headcount and identify any need for accommodations for students with special needs
 - learn about students' responses to lesson 1 and identify any concerns or issues
 - 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 2 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, and if you will work with a different classroom teacher than you did for Lesson 1, discuss the following information with the teacher:
 - curriculum and lesson overview
 - length of the lesson and activities included
 - ecological approach of Childhelp Speak Up Be Safe
 - the role of the teacher during and after the presentation
 - classroom culture and discipline procedures
 - the post-lesson evaluation process
- 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 2

- Review the facilitator materials and practice the presentation and activities for Lesson 2, including transitions and timing. Print the script, or make notes on cards to follow during the presentation.
- 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 2 parent information sheet for distribution to students at the end of the lesson.

Lesson 2 Facilitator Preparation Checklist Continued

Day of Lesson 2

- Arrive at the classroom at least 30 minutes before the presentation to ensure technology is set up and working correctly.
- Access the Childhelp Speak Up Be Safe online learning management system (LMS) to open the Lesson 2 presentation slides.
- Coordinate with the classroom teacher to distribute handouts needed for activities during the lesson and take-home items and post-survey at the end of the lesson.
- Deliver Lesson 2 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-home items to students, including Lesson 2 parent information sheet.

On the next page are the reinforcement activities for Lesson 2. Coordinate ahead of time when and how the activities will be presented to students to reinforce and remind them about what they learned.

Lesson 2 Reinforcement Activities

“Online Safety Pledge” Worksheet Activity

The teacher or facilitator should print and distribute the worksheet titled “Online Safety Pledge,” which can be found in the 5th Grade curriculum on the Childhelp Speak Up Be Safe online LMS. Each student will need a copy of the worksheet.

Teacher or facilitator should work with the class to review the need for online safety and to complete the worksheet as a class with the appropriate safety guidelines. Encourage students to take the pledge home and discuss the online safety guidelines with their parents or caregivers. This worksheet helps students and parents/caregivers start a conversation about how children use the Internet and the risks children may encounter online.

“Bullying Public Service Announcement” Activity

To reinforce the resistance strategies learned in Lesson 2, have students work in groups of 3-5 to create a public service announcement (PSA) about bullying. Encourage students to role play a bullying scenario and then present strategies for how to respond using the RESIST strategies. Student should use vocabulary from the lesson such as force, bully, cyberbullying, and the RESIST actions of run, escape, scream, ignore, stay away, and tell.

Once all groups have created a short scenario or skit, they can present their PSAs to the class or to a group of younger students to help promote a bully-free school culture and reinforce the resistance strategies.

Name: _____

Online Safety Pledge

Complete the answers below with the help of your teacher, parent, caregiver or safe adult. Once you've written out some guidelines for online safety, sign the pledge and share it with your parent, caregiver, or other adult who can help keep you safe.

1. I will talk with my parent/caregiver to set up rules for how I use cell phones or the internet. The rules will include:

2. If someone I do not know tries to contact me online, I will:

3. I will keep my personal information private when I am online and never share it with someone I meet online. This information includes:

4. If I receive a message or picture that is mean, threatening, or that has inappropriate pictures or language, I will not respond. Instead, I will:

5. I will never agree to meet someone I have met online without first checking with a safe adult. If someone I met online wants to meet me, I will:

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Childhelp Speak Up Be Safe™ 5th Grade Curriculum

Lesson 2 (45 minutes)

A. Introduction and Safety Check Activity (5 minutes)



Slide 1

Good morning/afternoon, students! Thank you for inviting me back today. My name is _____, and you might remember that I'm here today to talk with you about personal safety. I'm also going to teach you the rest of the safety rules from the Childhelp Speak Up Be Safe program.

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 or your teacher or another safe adult. There are also friendly people you can talk to at the Childhelp National Hotline. They are there all the time, and you can call, text, or chat with any questions you have.

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



Slide 2



Pass out Safety Check Activity

We are going to complete a poem for safety. The kind of poem we are going to do is called an acrostic. It's where you use each letter of a word to start a new line. 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.

Each line of the poem should have a word or phrase beginning with the appropriate letter, like this example:

*S*afe adults
*A*lways help us
*F*eel special and safe.
*E*ven when I'm scared, I can
*T*ell someone.
*Y*es, I can be safe!



Who would like to share your poem 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.



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.

B. Internet Safety (10 minutes)



Slide 4

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

Raise your hand if you use the Internet.

Call on a few students to ask why they use the Internet.

Possible answers include doing homework, chatting with friends or family who live far away, watching videos, playing games online, etc.



The Internet can be a great thing. We can find out information or learn things, and we can talk with people who are far away. But there are also times that you can talk to people you don't really know who have things in common with you.



Slide 5

It's fun to find other people who share the same interests or hobbies, but it's also easy to forget that sometimes we're not even sure who we're talking to online.

The types of Internet sites where we talk to someone we don't necessarily know are called social networking sites, which include gaming sites where you can talk to other players.

Using the Internet for gaming, communicating, researching, and chatting can be fun and helpful, but there are times when the Internet and social media are unsafe to use. That is why there are rules for using these social media and gaming sites to protect children.

At school and at home, adults make safety rules for us. Sometimes adults may not have thought about making safety rules for the Internet. Sometimes children may know more than the adults do about the Internet, or maybe some of you don't have the Internet at home and use it in the library or at a friend's house.

If an adult isn't around, we need to know the rules so we can stay safe. These rules apply in a couple of different ways:

- if someone is harassing or teasing you online, which is called cyberbullying,
- and when people online try to trick you into trusting them.

Internet Safety Rules



Who knows some Internet safety rules and can share them?

Call on a few students to tell what rules they follow and to explain why those rules help to keep them safe.



Slide 6

Using the Internet for chatting and gaming is only fun and helpful if everyone is acting safely.

Building on student answers, make sure the following tips for being safe online are covered:

1. Never share personal information online, ever. That means never give personal information like a cell phone number, home phone number, your passwords, home address, or your location or any social networking or online site or through mobile apps. Use the privacy settings of social networking sites to protect yourself and your privacy.
2. Never meet in person with anyone you "met" on the Internet. This person is a stranger. If someone asks to meet you, tell your parents or caregiver immediately. Not everyone is honest about who they are when they are online. Tell a safe adult if you are ever in doubt.
3. Think about others. Are you treating them the way you would like to be treated? Never say anything hurtful, embarrassing, or personal about someone online or in a text message. These messages have the potential to spread quickly. Remember, no text or online post is ever really private.
4. Speak up right away if you are made fun of online or in texts or see others making fun of someone online or in texts. Take screenshots of texts and/or online threads so you can show them to a trusted adult if needed. Ignore anyone who is being mean online.

Internet Predators



Slide 7

Because there are so many young people your age who use online sites, and because so many are alone when they're on the Internet, dangerous things can happen. Abusers look for kids to contact on these sites.

There's a name for these abusers; they're called Internet predators. These are people who use the Internet to have illegal contact with children. They try to trick children into thinking of them as good friends, when they're actually strangers. They're strangers because the child has never met them in real life.

Sometimes these Internet predators might try to trick a child into thinking they're the same age, or they might lie about where they live. For instance, you might think you're talking to a 12-year-old boy from your own school, but it's really a 45-year-old man or woman a couple of towns away. Some Internet predators have even taken pictures from other children's sites and used them as their own pictures to make their Internet personality seem real.



Slide 8

When someone you're talking to online starts saying things that make you feel uncomfortable, this is a "red flag." A red flag is a warning sign that tells you something is not quite right. That "red flag feeling" could mean a situation is unsafe. It's time to stop and tell a safe adult about it.



Thinking about what we've just talked about, who wants to share some ideas of "red flags" you could watch out for when you are using the Internet?

Call on a few students and ask them to explain.

Possible answers include someone offering gifts, asking about problems or frustrations with parents or school teachers, asking you to meet them in person, paying you lots of attention, asking about or telling anything about private body parts.

Remember, you never know who you are really talking to or playing a game with when you're online.



Slide 9

There are a few strategies that Internet predators or abusers use when abusing children. We talked last time about force and tricks.

Force is making someone do something they don't want to do. It's when someone isn't given a choice about whether or not they're going to do something.

Abusers may tell you to keep your friendship secret. If someone online wants you to keep your relationship secret from your parents or caregiver, this is definitely a red flag! You need to tell a safe adult about it right away.

A trick is when someone says or does something to fool you. They might not be telling the truth about who they are.

Online abusers may send you gifts through the Internet or offer you special favors in an online game. Their goal is to make friends with you and gain your trust.

Internet predators might use bribes to get you to do something you don't want to do, like keeping a secret or meeting with them so they can give you a gift.

It's sad to think people would pretend to care about a child just to hurt the child, but remember to watch for those red flags! If something or someone makes you feel uncomfortable, tell a safe adult! Your safety rules can guide you in knowing what to do when you see red flags.

C. Resistance Strategies (6 minutes)



Slide 10

Our third safety rule will give you safe options when you see red flags.

The third safety rule is "I have choices."

The motion we do for the third safety rule is holding up three fingers and pointing at them as you say the rule. Say this rule with me as we practice the motion.

Demonstrate holding up three fingers on one hand and pointing at them with your other hand as you say, "I have choices." Practice this safety rule with the students a couple of times.



We use the acronym **RESIST** to remember choices or strategies you can use to keep you and others safe:

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



Group Discussion Activity

Let’s talk about how you might use the RESIST strategies in person and online to keep yourself and others safe.



Who can give me an example of when you might use Run?

Who can give me an example of when you might use Escape?

Who can give me an example of when you might use Scream?

Who can give me an example of when you might use Ignore?

Who can give me an example of when you might use Stay away?

Who can give me an example of when you might use Tell?

Great job! The RESIST strategies can help guide you now and as you get older.

D. Cell Phone Safety (6 minutes)



Slide 11

As you get older, there are more and more things you can do on your own, and more times adults might not be around. One tool children sometimes use to help stay safe when they're on their own is a cell phone.



How can you use a cell phone to help keep you safe?

Call on a few students. Follow up with the next question.

Responses may include calling 911 in an emergency, staying in touch with parents/caregivers, etc.



What else can cell phones be used for?

Call on a few students.

We all know there are plenty of things we can do with or on cell phones, like texting, calling friends or parents, sending pictures, and going online.

Sometimes people use cell phones for things that are NOT safe. One example is sending inappropriate messages or pictures of private body parts on their cell phone.

Pictures and texts can be sent to a lot of people. Sometimes these types of messages are sent out by accident, but they can also be sent on purpose to hurt and embarrass someone.

Once you send something, you will never be able to “unsend” the picture or text. It’s easy to think that you can just delete a picture or text that you’ve taken or sent to someone, or that they will delete it if you ask them. But, once you share it, you have no control over where it goes or who will see it, now or in the future.



Slide 12

One way to make sure your choices are safe is to ask yourself, “Would I say or show this in person?” and “How much would I mind if this was posted at school or online for everyone to read or see?”

Remember, once something is posted online, it can stay online forever.

If you would not show a person something or say something to a person to their face, you should not be putting it into a text or an email.

Remember, when in doubt, ask a safe adult for advice.



Slide 13

We talked about Internet predators, and I want to talk about another potential kind of abuser: the bully who use technology to hurt others.

Bullies do things over and over again to the same person to hurt them physically, emotionally, or both.

When someone is bullying someone on the Internet, over email, or on cell phones to hurt or embarrass that person on purpose, that is called cyberbullying, as we talked about earlier. Cyberbullies want to hurt people by writing, texting, emailing, and posting mean things. Some states have passed laws against cyberbullying because it has hurt children so badly.

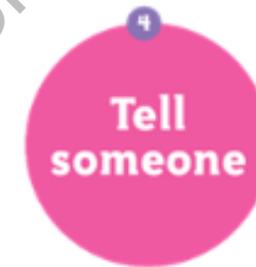


Slide 14

This brings us to our fourth safety rule: “tell someone.”

If you're being bullied or abused, or if you think you're in an unsafe situation, it's important to tell a safe adult rather than keeping it to yourself. Watch for those red flags and trust your own feelings, and if an unsafe situation arises, tell a safe adult - even if you are not sure. It's always best to talk with a safe adult rather than keep an unsafe situation to yourself.

The motion we do for the fourth safety rule is holding up your hands around your mouth like a megaphone, like you're yelling. Say this rule with me as we practice the motion.



Demonstrate holding your hands around your mouth as if you're yelling as you say, “Tell someone.” Practice this rule with the students a couple of times.

We can use this rule if we're unsafe or when we think or know that someone else is unsafe.



Slide 15

Sometimes it might be hard to tell others about unsafe situations or abuse.



Who can share some reasons why it might be hard to tell?

Call on a few students.

It is important that you tell until someone listens and takes what you say seriously. Telling someone doesn't always have to mean talking, either.

You can also write it down, draw a picture, or share a story with a safe adult.

E. Taking Care of Yourself and Others (3 minutes)



Slide 16

You have an important role in keeping yourself and others safe. It's important for you to help each other.

If you are on a social networking site, there might be people posting mean pictures or comments that make fun of someone. If you know about abuse or bullying happening around you, you need to Speak Up and Be Safe, even if it is not about you directly. If someone else is being hurt physically or emotionally, use the fourth safety rule to Speak Up and Be Safe: Tell someone.

Sometimes it might be hard to tell an adult about unsafe situations or abuse. It may take courage to speak up, but you could make a big difference! If you do tell a safe adult, remember they will know that it is never your fault for telling and that it's never too late to tell.



Slide 17

It takes a strong person to tell about abuse or being unsafe. That is why we have the fifth safety rule: "It's NEVER my fault!"

Offer the following answers if not given by the students:

- You or someone else might get in trouble.
- You might think that someone might not trust you or love you anymore.
- You might have been threatened - someone might have told you they would hurt you or someone you care about if you tell.
- You were told it was a secret and you shouldn't tell anyone - secrets are okay when they don't hurt someone, but when they are about someone getting hurt, it's important to tell. No one should keep a bad secret.
- You don't think anyone will listen or will believe you - it's helpful if you can identify a safe adult you could tell before you need them.
- You need more than one safe adult because sometimes one of them might not be available when you need them.



You might worry that you should have told someone sooner, or you shouldn't have been in a place or situation where abuse or something hurtful happened, or where you saw something happen to someone else. Remember, it's NEVER your fault, and it's NEVER too late to tell.

The motion we do for the fifth safety rule is holding up your arms in front of you to make an "X." Say this rule with me as we practice the motion.

Demonstrate holding your arms in an "X" shape you say, "It's NEVER my fault!" Practice this rule with the students a couple of times.

Abuse is NEVER the child's fault - not even if the child could have maybe stopped it sooner by telling, or didn't know the safety rules, or couldn't follow the safety rules.

It's important to remember that it's NEVER too late to tell. And it is never your fault!

F. Practicing Resistance Strategies (12 minutes)

Let's practice some of the safety rules and strategies we learned today. I'm going to show you some situations that may be unsafe. We will discuss what safety rules apply and what you could do to keep yourself or others safe.



Slide 18

Scenario 1: Every day this week when you and a friend are playing at the park, a bigger kid comes by and makes fun of how you are playing. He says mean things and even threatens to take your ball.

What safety rules apply?

What RESIST strategies could you use to be safe?

If needed, remind students of the safety rules and RESIST strategies.



Slide 19

Scenario 2: You are hanging out with your friends, and some older guys keep following you and eventually stop to talk to you. One of them asks for your phone number. What should you do?





What safety rules apply?

What RESIST strategies could you use to be safe?



Slide 20

Scenario 3: You and your friends are texting after school. Someone invites the new student at school to join in, and that person starts texting rude and mean comments about you to the group.



What safety rules apply?

What RESIST strategies could you use to be safe?



You have done so well in thinking through what you could do to keep yourself safe! Great job! I hope you can see how the safety rules can help you to decide what to do in a possibly unsafe situation and help you Speak Up and Be Safe.

G. Lesson 2 Wrap-up (3 minutes)



Slide 21

I've had fun spending time with you talking about personal safety. It's very important that you know the five safety rules so you can help adults help you stay safe.

Let's see if we can do all five of the safety rules together!

Repeat and practice the motions for each of the five safety rules with the class a couple of times.

Childhelp Speak Up Be Safe safety rules

1. "It's MY body!" (**hug yourself**)
2. "Ask an adult if I'm safe." (**put hands out and shrug**)
3. "I have choices." (**hold up three fingers on one hand, pointing at fingers with other hand**)
4. "Tell someone." (**cup hands around mouth like a megaphone**)
5. "It's NEVER my fault!" (**make an X in front of body with forearms**)

Excellent!

Now, on the bottom of your Safety Check handout, I want you to write the RESIST words out as well.

Give students a minute to complete the RESIST acronym. Go over the answers.

As we finish up today, I want to thank you for being such good listeners and learners. I have a few things I'm going to share with you to help you remember the lesson we've talked about and the safety rules.

The first thing is a bookmark safety card that has a phone number you can call if you ever need to talk to a safe adult and don't have one you can talk to right away, or if your safe adult needs some help, too. Our Speak Up Be Safe website address is on it. You can visit this website with your parent or safe adult to learn more about the safety rules, about child abuse, and how important it is to be safe. It also lists the five Childhelp Speak Up Be Safe safety rules and a reminder of the RESIST choices you have in an unsafe situation.

The second thing I want to give to each of you is a certificate to show that you have completed the Childhelp Speak Up Be Safe program. You can hang this certificate up on your wall or refrigerator or somewhere important to show that you know the safety rules and you know how to Speak Up and Be Safe.

The third thing I have is a thank-you gift for your teacher for letting me come talk with you again today. It's a poster of the five Speak Up Be Safe safety rules for your classroom to help you all remember them.

Finally, the last thing is an informational sheet for your parents or caregiver. This lets your parent or other adult who takes care of you know what you covered in the lesson today, and tells them some information they may want to know about child abuse. Be sure to talk with them about the information you learned to help Speak Up and Be Safe.

Thanks again for being a great class, and thanks to (teacher name) for letting me come talk to you today!

If a child indicated a need to Speak Up during the lesson, make sure you are available to be a safe adult and are prepared for any potential disclosures that may result from the lesson.

If a child needs to disclose abuse, find a space that allows you to respect their privacy without other students overhearing.

Lesson 2 Facilitator Post-Lesson Checklist

After Lesson 2

- Make note of students' reactions 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. Remember the support offered for you, students, and parents/caregivers at the [Childhelp National Hotline](#).
- Confirm that the classroom teacher has any needed handouts or instructions for Lesson 2 Teacher Reinforcement Activities.
- If you are not the regular classroom teacher, remind the teacher about post-lesson data collection and evaluation expectations.

Approximately 2-4 weeks after Lesson 2

- 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 2.
- Share all relevant data and evaluation feedback with Childhelp via speakupsupport@childhelp.org.

www.childhelp.org/SpeakUpBeSafe

1 (800) 4-A-CHILD

END OF LESSON 2