

### 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 Pre-Kindergarten through 2<sup>nd</sup> 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 special 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 private body parts are those covered by a bathing suit.
- **Types of abuse** — Describe abuse in a general way.
- **Bullying** —Using abuse or threats, teasing, name calling, or hurting people on purpose on the outside or the inside by keeping them out of groups. Bullies can be adults or children.
- **Neglect** — Not having what we need to be healthy and safe, like food, a safe place to live, and someone to take care of us.
- **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!
- **RESIST Strategies** — In the lower grades (PreK-3rd) focus on: Use your words (Scream and Tell); Get Away (Run and Escape); Stay Away
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell

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- **Types of abuse** - Describe abuse in a general way
- **Bullying** - using abuse or threats, teasing, name calling or hurting people on purpose on the outside or the inside. Bullies can be adults or children.
- **Neglect** - not having what we need to be healthy and safe, like food, a safe place to live, and someone to take care of us.
- **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!
- **RESIST Strategies** - In the lower grades (PreK-3rd) focus on: Use your words (Scream and Tell); Get away (Run and Escape); Stay Away.
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell

# Childhelp Speak Up Be Safe™

## 2nd Grade Curriculum



### 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 Pre-Kindergarten through 2<sup>nd</sup> 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 special 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.
- **Types of abuse** - Describe abuse in a general way.
- **Bullying** - using abuse or threats, teasing, name calling or hurting people on purpose on the outside or the inside by keeping them out of groups. Bullies can be adults or children.
- **Neglect** - not having what we need to be healthy and safe, like food, a safe place to live and someone to take care of us.
- **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!
- **RESIST Strategies** - In the lower grades (PreK-3<sup>rd</sup>) focus on: Use your words (scream and tell); Get away (run and escape); Stay Away.
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell

### 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 grades 3<sup>rd</sup> through 5<sup>th</sup>, 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 private 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!
- **RESIST Strategies** — In the lower grades (PreK-3rd) focus on: Use your words (Scream and Tell); Get Away (Run and Escape); Stay Away
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell

# Childhelp Speak Up Be Safe™

## 4th Grade Curriculum



### 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 3<sup>rd</sup> through 5<sup>th</sup> 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 including bullying, cyberbullying and neglect.
- **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!
- **RESIST Strategies** - RESIST Strategies supplement the Childhelp Speak Up Be Safe Safety Rule #3, I have choices. They give specific examples of the choices children have when they feel scared.
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell

### 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 grades 3-5, 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) there are rules that can help keep you safe, (b) child safety is the responsibility of adults with help from children, (c) you have body parts that are private; these body parts are those covered by a bathing suit, (d) knowing and setting personal boundaries can help keep you safe, (e) keeping the whole person in balance means paying attention to what is happening emotionally, physically, mentally, and spiritually, (f) how to identify and talk about the types of abuse, including bullying and cyberbullying, and (g) who abuses children (usually someone the child knows).
- **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. Children this age take a more active role in their own safety as they become more independent.
- **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 BeSafe safety rules. Facilitators work with children to help them identify the safe adults in their lives.
- **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!

# Childhelp Speak Up Be Safe™

## 6th Grade Curriculum



### 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 6th grade, 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) there are rules that can help keep you safe, (b) child safety is the responsibility of adults with help from children, (c) you have body parts that are private; these body parts are those covered by a bathing suit, (d) knowing and setting personal boundaries can help keep you safe, (e) keeping the whole person in balance means paying attention to what is happening emotionally, physically, mentally, and spiritually, (f) how to identify and talk about the types of abuse, including bullying and cyberbullying, and (g) who abuses children (usually someone the child knows).
- **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. Children this age take a more active role in their own safety as they become more independent.
- **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.
- **Safe vs. Unsafe Situations** - This concept focuses on helping children learn it is important to listen to their “gut feelings” or intuition because these feelings often help them identify a safe vs. unsafe situation.
- **Prevention** - Along with being able to identify safe vs. unsafe situations, including Internet safety, prevention is discussed with a focus on teaching children how to assess situations for risk of abuse and to establish a safety net of people and pro-social activities to help avoid potentially dangerous situations.



# Childhelp Speak Up Be Safe™

## 7th and 8th Grade Curriculum



### 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 7<sup>th</sup> and 8<sup>th</sup> 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) there are rules that can help keep you safe, (b) child safety is the responsibility of adults with young adults taking more responsibility to protect themselves, (c) you have body parts that are private, (d) knowing and setting personal boundaries can help keep you safe, (e) boundaries include emotions and physical space, and they differ depending on the situation and the people you're with, (f) it's important to pay attention to what is happening emotionally, especially how moods and feelings change, (g) how to identify and talk about the types of abuse, including bullying and cyberbullying, and who abuses children (usually someone the child knows).
- **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. Children this age take a more active role in their own safety as they become more independent and take on more responsibilities and learn to protect themselves.
- **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.
- **Safe vs. Unsafe Situations** - It is important for children to listen to their instincts and intuition because often these feelings help them identify a safe vs. unsafe situation.
- **Prevention** - Along with being able to identify safe vs. unsafe situations, including Internet safety, prevention is discussed with a focus on helping children learn how to protect oneself, being in charge of one's body, assessing situations for risk of abuse, establishing a safety net of people and pro-social activities to help avoid potentially dangerous situations, and understanding the strategies used by abusers, including force, tricks, secrets, gifts, and bribes.



# Childhelp Speak Up Be Safe™

## 9th and 10th Grade Curriculum



### 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 9<sup>th</sup> and 10<sup>th</sup> 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) there are safety principles that can help teenagers stay safe, (b) recognizing healthy relationships with adults and others, (c) being more aware of the types of abuse experienced by adolescents, (d) understanding personal safety is both a right and a responsibility, and (e) understanding how to identify and talk about the types of abuse.
- **You deserve to be safe** - Adolescents 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.
- **Personal safety is an adult-adolescent shared responsibility** - This concept is repeated often, and in many contexts, in the high school lessons. Facilitators should reinforce this concept, in combination with helping adolescents identify safe adults.
- **There are safe adults** - A safe adult can be defined as an adult who is reliable, dependable, trustworthy, careful, and protective, and who follows the five Childhelp Speak Up Be Safe safety principles. Facilitators work with adolescents to help them identify the safe adults in their lives.
- **Five Childhelp Speak Up Be Safe safety principles** - These five principles are taught and reinforced from 9<sup>th</sup> through 12<sup>th</sup> grades, with an emphasis on how to make them a part of everyday living for adolescents.
  1. I decide what to do with my body.
  2. It's OK to ask for help to keep yourself and others safe.
  3. I have choices.
  4. Tell someone in authority.
  5. Abuse is never my fault.
- **RESIST Strategies** — Use your words (Scream and Tell); Get Away (Run and Escape); Stay Away and Ignore.
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell

# Childhelp Speak Up Be Safe™

## 11th and 12th Grade Curriculum



### 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 11th and 12th 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) there are safety principles, (b) recognizing the importance of healthy relationships with adults and others, (c) young adults take more responsibility to protect themselves and to secure help from adults and peers, (d) types of abuse experienced by adolescents, including bullying and cyberbullying, who abuses and where abuse can take place, (e) developing ways to promote personal safety, (f) advocating for others and breaking the cycle of abusive behavior.
- **You deserve to be safe** - Adolescents 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.
- **Personal safety is an adult-adolescent shared responsibility** - This concept is repeated often, and in many contexts, in the high school lessons. Facilitators should reinforce this concept, in combination with helping adolescents identify safe adults. Adolescents this age take a more active role in their own safety as they become more independent and take on more responsibilities, learn to protect themselves, help others who are experiencing abuse, and take an active role in preventing and stopping abuse.
- **There are safe adults** - A safe adult can be defined as an adult who is reliable, dependable, trustworthy, careful, and protective, and who follows the five Childhelp Speak Up Be Safe safety principles. Facilitators work with adolescents to help them identify the safe adults in their lives. Adolescents identify their safe adults, people whom they trust and believe in, when they need to talk or ask for help.
- **Five Childhelp Speak Up Be Safe safety principles** - These five principles are taught and reinforced from 9<sup>th</sup> through 12<sup>th</sup> grades, with an emphasis on how to make them a part of everyday living for adolescents.
  1. I decide what to do with my body.
  2. It's OK to ask for help to keep yourself and others safe.
  3. I have choices.
  4. Tell someone in authority.
  5. Abuse is never my fault.
- **RESIST Strategies** — Use your words (Scream and Tell); Get Away (Run and Escape); Stay Away and Ignore.
  - Run
  - Escape
  - Scream
  - Ignore
  - Stay Away
  - Tell