



ACCOMMODATION RESOURCE GUIDE

Meeting the Needs of All Learners





DEAR EDUCATOR:

As you know well, children with disabilities have unique gifts and unique needs – but one need universal to all children is the need for developmentally appropriate personal safety education.

Unfortunately, child abuse occurs at every socioeconomic level, across ethnic and cultural lines, within all religions and at all levels of education. And 90% of the time a child is being harmed it's at the hands of someone they – and their parents – know, love and trust.

Sadly, 1 in 3 girls and 1 in 5 boys will become victims of child sexual abuse before their 18th birthday. 1 in 5 children are solicited sexually through the Internet before the age of 18. More than 90% of individuals with a disability will be sexually assaulted at least once in their lifetime.

The stats are staggering, but the solution is clear: 95 percent of child sexual abuse IS preventable through education and awareness. And while we can't prevent every instance, we can help children in unsafe situations access help.

The purpose of the *Safer, Smarter Kids* curriculum and this accommodation resource is to empower all children with the ability to recognize, communicate, and protect themselves in potentially unsafe or abusive situations by arming them with a few basic protective principles:

- The understanding of the concepts of safe and unsafe; being able to recognize safe and unsafe situations for themselves and others, and recognizing warning signs, such as secrets, touches, or threats, help children recognize and communicate unsafe situations
- Children need to have Grown-Up Buddies or Trusted Adults, adults they trust, whom they can

go to whenever a situation arises that makes them feel scared or uncomfortable

- Children have the right to be part of any decision that affects them... “Nothing about me, without me.” Children have a say in their care
- Children have the ability and right to use their voice to stop an unsafe situation, that it is ok to report any situation that makes them feel unsafe, and they have the right to be heard and helped
- The private parts of our body and our body boundaries and personal space are to be respected
- A trusted adult must know where a child is, what they are doing and who they are with at all times

This curriculum gives children the tools they need to avoid victimization without dealing explicitly with the issue of sexual abuse or scaring them.

Children with developmental delays sometimes do not have the cognitive ability or the learned strategies to handle difficult situations they may encounter, so it is important to help to develop these safety tools and strategies.

Children with emotional and behavioral disabilities may have already experienced considerable trauma, and therefore need additional support to learn safety and protective principles. Be sure to visit SaferSmarterSchools.org for additional classroom and professional development resources to help keep the children in your classroom safe from harm. Thank you for playing a vital role in delivering this vital information to our children.

Sincerely,

Lauren Book, M.S.Ed.

**SAFER,
SMARTER
KIDS!**

**FIFTH
GRADE**



WELCOME

HOW TO USE THIS GUIDE

The *Safer, Smarter Kids Accommodation Resource Guide* has been created to facilitate the implementation of this important safety curriculum to meet the needs of all learners. Use of this guide is appropriate for the following educational settings within a school:

- Self Contained ESE classroom
- ESE Resource classroom
- Mainstreamed students within a general education classroom setting
- ESE teacher push-in to a general education classroom setting
- Small group instruction within a general education classroom setting

In preparing for instruction, teachers will refer to the *Safer, Smarter Kids Teacher's Guide* in their kit. This guide provides the step-by-step sequence for teaching the lesson. **The *Safer, Smarter Kids Accommodation Resource Guide* will also be used in preparation for the lesson, so that teachers can readily see the parts of the lesson that require adaptation for their students.**

These adaptations include a detailed pacing guide that is structured to provide for the learning needs of students who require accommodations to successfully meet the goals of this important safety curriculum. The pacing guide will supply teachers with a detailed plan with points to pause the video, provide reinforcement, repetition of important concepts, and teacher tips to provide additional support.

As you know, the needs of individual exceptional students vary greatly and some children may have suffered some form of trauma related to sexual abuse. Your expertise in further adapting some of the more sensitive topics in the curriculum is critical as you teach the important safety messages in *Safer, Smarter Kids*.

LESSONS

- 1 Finding the Courage Within You
Peer Pressure
- 2 Cyber Bullying
- 3 Privacy
- 4 Body Boundaries
- 5 The Courage to Change

DID YOU KNOW?

More than 90% of child sexual abuse is committed by someone known to the victim:⁴

- 34.2% were abused by family members.⁵
- 58.7% were abused by acquaintances, e.g., neighbors, friends of the family, teachers, and the like.⁶

FIFTH GRADE

LESSON 1

FINDING THE COURAGE WITHIN YOU PEER PRESSURE

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 1, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson introduces the concepts of peer pressure, or the need to agree with or fit in with a group. Also introduced is how students need to find the power within to do the right thing or demonstrate the courage to make safer, smarter, choices to protect themselves and others. As students get older and acceptance into peer groups becomes more important to them, this can sometimes lead them into situations where they are faced with difficult choices. Sometimes they can feel the pressure to make a decision that is not right for them. The emphasis on finding one's courage, facing something that is intimidating or that makes them feel unsafe or uncomfortable, begins in this lesson and continues throughout the curriculum. Students will observe several scenarios where they see a group of students who are faced with a situation that requires them to find their courage and make a decision that is the right thing to do.

| For Use with Students with Developmental Disabilities | For Use with Students with Emotional and Behavioral Disabilities |
|---|---|
| <p>Lesson 1 Pacing Guide</p> <p><i>Teacher Tip: Lessons begin on the back page of the Learning Log.</i></p> <p><i>Teacher Tip: Pause at the beginning and throughout the video to check for questions and understanding.</i></p> <p><i>Teacher Tip: Use the board or chart paper for the Rights Concept Frame.</i></p> <p><i>Teacher Tip: DD students will need repetition of this video for comprehension and retention.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> | <p>Lesson 1 Pacing Guide</p> <p><i>Teacher Tip: Lessons begin on the back page of the Learning Log.</i></p> <p><i>Teacher Tip: Pause at the beginning and throughout the video to check for questions and understanding.</i></p> <p><i>Teacher Tip: Use the board or chart paper for the Rights Concept Frame.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed. Lesson 1 Pacing Guide.</i></p> |

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| <p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the Video • Review the vocabulary: Peer Pressure, Courage | <p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the Video • Review the vocabulary: Peer Pressure, Courage |
| <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. | <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. |
| <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary. | <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary. |
| <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/Complete the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary. | <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/Complete the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary. |
| <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> | <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> |
| <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> | <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> |

Pausing for Understanding (Continued)

Pause at 2:59 for Courage– After Lauren says, “It takes courage to stand up and say you feel pressure, and it doesn’t make you feel comfortable or safe.”

- Review the definition of Courage.

Pause at 7:49 for story telling- After Lauren says, “I’m sure you can all think of situation where you had to be courageous.”

- Have students share stories.

Teacher Tip: Share a story that you may have about a situation where you had to be courageous. Tell yours first to make the students more comfortable sharing.

Pause at 8:58 for story sharing- After Lauren says, “Does anyone else want to give an example of someone who has shown courage?”

- Have students tell stories of others who have shown courage.

Teacher Tip: You may want to have some books from the library that tell the story of courage in others to read to the students.

Pausing for Understanding (Continued)

Pause at 2:59 for Courage– After Lauren says, “It takes courage to stand up and say you feel pressure, and it doesn’t make you feel comfortable or safe.”

- Review the definition of Courage.

Pause at 7:49 for story telling- After Lauren says, “I’m sure you can all think of situation where you had to be courageous.”

- Have students share stories.

Teacher Tip: Share a story that you may have about a situation where you had to be courageous. Tell yours first to make the students more comfortable sharing.

Pause at 8:58 for story sharing- After Lauren says, “Does anyone else want to give an example of someone who has shown courage?”

- Have students tell stories of others who have shown courage.

Teacher Tip: You may want to have some books from the library that tell the story of courage in others to read to the students.



FIFTH GRADE

LESSON 2

CYBER BULLYING

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 2, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson reinforces the concepts of finding the courage to stand up to bullying by using your voice to stay safe and the dangers of Cyber Bullying. A bully is defined as someone who says untrue or unkind things, just to be mean. Students learn that when someone uses the internet or social media to do this, it is called Cyber Bullying. Students see how a person is teased and bullied when an embarrassing picture is posted online and continues to be reposted by others. Students see how an embarrassing picture is posted online and continues to be reposted by others. Students see how they have to find their courage to stand up to bullies and not contribute to the bullying of others.

| For Use with Students with Developmental Disabilities | For Use with Students with Emotional and Behavioral Disabilities |
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| <p>Lesson 2 Pacing Guide</p> <p><i>Teacher Tip: Use the board or chart paper make a classroom P.L.A.N.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> | <p>Lesson 2 Pacing Guide</p> <p><i>Teacher Tip: Use the board or chart paper, make a classroom P.L.A.N.</i></p> <p><i>Teacher Tip: Remind students that they can always change the adults in their Safety NETwork. However, if anyone in their Safety NETwork harms them, they need to report it to another trusted adult.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> |
| <p>Day 1</p> <ul style="list-style-type: none">• Complete the Building the Background (Pre) on the back of the Learning Log.• Watch the video.• Review vocabulary, Cyber Bullying, Cyber P.L.A.N., and Harassment | <p>Day 1</p> <ul style="list-style-type: none">• Complete the Building the Background (Pre) on the back of the Learning Log.• Watch the video.• Review vocabulary, Cyber Bullying, Cyber P.L.A.N., and Harassment |

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| <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Write your classroom P.L.A.N. | <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Write your classroom P.L.A.N. |
| <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review vocabulary. | <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review vocabulary. |
| <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. • Continue/complete the Building the Background on the back of the Learning Log. | <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. • Continue/complete the Building the Background on the back of the Learning Log. |
| <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> | <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> |
| <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 1:16 for Cyber bullying- After Lauren says, "How we can protect ourselves and others by standing up to Cyber Bullying."</p> <ul style="list-style-type: none"> • Review the definition of Cyber Bullying. <p>Pause at 1:50 for P.L.A.N.- After Lauren says, "It's important to have a P.L.A.N., a plan!"</p> | <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 1:16 for Cyber bullying- After Lauren says, "How we can protect ourselves and others by standing up to Cyber Bullying."</p> <ul style="list-style-type: none"> • Review the definition of Cyber Bullying. <p>Pause at 1:50 for P.L.A.N.- After Lauren says, "It's important to have a P.L.A.N., a plan!"</p> |

Pausing for Understanding (Continued)

- Define what a P.L.A.N. is and how it keeps them safe
- Discuss each step of P.L.A.N. and its importance

Pause at 5:32 for reflection- After Rodney says, “They are just participating in Cyber Bullying, and being mean to a friend, or someone you don’t know.”

- Ask the students how they’d feel if someone was using the internet to bully them.

Pause at 5:42 for Safety NETWORK- After Lauren says, “Then report the picture to an adult in your Safety NETWORK.”

- Review what the Safety NETWORK is, how to use it, and why it is important in keeping them safe.

Pause at 5:55 for Voice- After Lauren says, “Use your voice to tell someone what they are doing is wrong.”

- Review what your Voice is and why it is important to use it to keep you safe.
- Remind students that using their Voice to tell and keep telling until they are Heard and Helped is the most important safety tool.

6:03- Ask students to raise their hand after Lauren says, “Who here has shared a photo?”

Pause at 6:14 for TFA- After Lauren says, “But if you know something is mean or embarrassing, don’t share it. Use your TFA.”

- Have students say what TFA is, when to use it, and how it keeps them safe.

Pause at 7:52 for clarification- After Lauren says, “They can take action against that person, whether it’s a kid or an adult.”

- Stress that you can get in trouble with the law as a kid.
- Impress upon your students that they are really not anonymous on the Internet.

Pausing for Understanding (Continued)

- Define what a P.L.A.N. is and how it keeps them safe.
- If a student says the person with whom they live doesn’t care about what they do, remind them they have many trusted adults in their Safety NETWORK.

Pause at 5:32 for reflection- After Rodney says, “They you are just participating in Cyber Bullying, and being mean to a friend, or someone you don’t know.”

- Ask the students how they’d feel if someone was using the internet to bully them.

Pause at 5:42 for Safety NETWORK- After Lauren says, “Then report the picture to an adult in your Safety NETWORK.”

- Review what the Safety NETWORK is and why it is important in keeping them safe.

Pause at 5:55 for Voice- After Lauren says, “Use your voice to tell someone what they are doing is wrong.”

- Review what your Voice is and why it is important to use it to keep you safe.
- Remind students that using their Voice to tell and keep telling until they are Heard and Helped is the most important safety tool.

6:03- Ask students to raise their hand after Lauren says, “Who here has shared a photo?”

Pause at 6:14 for TFA- After Lauren says, “But if you know something is mean or embarrassing, don’t share it. Use your TFA.”

- Have students say what TFA is, when to use it, and how it keeps them safe.
- EBD students may need extra time to sort through their emotions. Explain if something feels wrong in any way or if someone makes them feel uncomfortable, tell a trusted adult in their Safety NETWORK.

Pause at 7:52 for clarification- After Lauren says, “They can take action against that person, whether it’s a kid or an adult.”

- Stress that you can get in trouble with the law as a kid.
- Impress upon your students that they are really not anonymous on the Internet.

FIFTH GRADE

LESSON 3

PRIVACY

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 3, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson introduces the concept of privacy. Privacy is defined as keeping others from seeing, hearing, and touching things that shouldn't. Students learn that the right to privacy includes everything that is part of them, such as their body, property, thoughts, and feelings. Students learn the difference between keeping something private and keeping an unsafe secret. An unsafe secret is a secret that involves a student's safety and should always be shared with someone in the student's Safety NETWORK. Students learn that when privacy refers to their body boundaries, it means no one should touch them in a way that makes them feel uncomfortable. Anything that involves inappropriate touching, seeing their private parts or confused, is not safe. If this happens, then students need to report it to an adult in their Safety NETWORK. Students will see what happens when a student's privacy is violated when classmates read her journal, and how that situation is handled.

| For Use with Students with Developmental Disabilities | For Use with Students with Emotional and Behavioral Disabilities |
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| <p>Lesson 3 Pacing Guide <i>Teacher Tip: Use the board or chart paper for the Classroom Privacy Puzzle. Post throughout the lesson.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> | <p>Lesson 3 Pacing Guide <i>Teacher Tip: Use the board or chart paper for the Classroom Privacy Puzzle. Post throughout the lesson.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> |

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| <p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Privacy and Private Parts. | <p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Privacy and Private Parts. |
| <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Classroom Privacy Puzzle. This activity will require you to define each part of the puzzle and explain why certain information should or should not be shared. | <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Classroom Privacy Puzzle. This activity will require you to define each part of the puzzle and explain why certain information should or should not be shared. |
| <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Continue the Classroom Privacy Puzzle. | <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Continue the Classroom Privacy Puzzle. |
| <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Continue/complete the Classroom Privacy Puzzle. | <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Continue/complete the Classroom Privacy Puzzle. |
| <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> | <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> |
| <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> | <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> |

Pausing for Understanding (Continued)

Pause at 1:12 for Cyber Bullying- After Lauren says, "Last time we talked about how you can use your courage to stop Cyber Bullying."

- Review the definition of Cyber Bullying.
- Review ways to prevent Cyber Bullying

Pause at 1:56 for Safety NETWORK- After Lauren says, "It needs to be reported to a parent, or an adult in your Safety NETWORK."

- Review what a Safety NETWORK is, how to use it, and why it is important.

Pause at 2:56 for Reporting- After Lauren says, "But if you're keeping something private, and it deals with your safety, then it's not okay to keep that secret to yourself."

- Review the difference between Tattling and Reporting. Reporting involves the safety of yourself or others.

Teacher Tip: Some students with disabilities are overly affectionate and it needs to be reinforced that hugs from others are not always safe. Also, remind students that unwelcomed hugs from them to others can be misread and they can get into trouble.

Pause at 3:59 for reflection- After Maria says, "Haha, you guys have got to see this."

- Review why it is not okay to read someone's journal.

Pause at 6:03 for Respecting Privacy- After Lauren says, "We obviously need to talk about privacy and what it means to respect someone's privacy."

- Review how to respect the privacy of others.

Pause at 6:06 for Privacy- After Lauren says, "Let's review what Privacy means."

- Review the definition of Privacy.

Pausing for Understanding (Continued)

Pause at 1:12 for Cyber Bullying- After Lauren says, "Last time we talked about how you can use your courage to stop Cyber Bullying."

- Review the definition of Cyber Bullying.
- Review ways to prevent Cyber Bullying

Pause at 1:56 for Safety NETWORK- After Lauren says, "It needs to be reported to a parent, or an adult in your Safety NETWORK."

- Review what a Safety NETWORK is, how to use it, and why it is important.

Pause at 2:56 for Reporting- After Lauren says, "But if you're keeping something private, and it deals with your safety, then it's not okay to keep that secret to yourself."

- Review the difference between Tattling and Reporting. Reporting involves the safety of yourself or others.
- Remind students that "snitching" is reporting if someone is being hurt or is in an unsafe situation. Reporting is courageous and the right thing to do.

Pause at 3:59 for reflection- After Maria says, "Haha, you guys have got to see this."

- Review why it is not okay to read someone's journal.

Pause at 6:03 for Respecting Privacy- After Lauren says, "We obviously need to talk about privacy and what it means to respect someone's privacy."

- Review how to respect other peoples' privacy.

Pause at 6:06 for Privacy- After Lauren says, "Let's review what Privacy means."

- Review the definition of Privacy.

FIFTH GRADE

LESSON 4

BODY BOUNDARIES

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 4, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

In this lesson, students will learn about protecting their body boundary. Body Boundaries are defined as the space that surrounds someone and includes private parts of the body. Students learn that when someone makes them feel uncomfortable, unsafe, threatened, or is just too close to them, that person has violated their body boundary. The idea is that while students should always be aware of strangers, they can also be hurt by people they know well and trust. The warning signs are introduced to help students recognize that a relationship is just not right, it could become harmful and it may be the process of grooming. Grooming is a process in which an adult gives a child extra attention that isn't normal, healthy, or appropriate, in an effort to gain the child's trust and the trust of their family. This kind of inappropriate behavior can lead to that adult harming the child. Students see what happens when a body boundary violation occurs and how that situation is handled. The message is stressed that it is okay to find your courage to report body boundary violations, and that you should tell someone until you are both heard and helped.

| For Use with Students with Developmental Disabilities | For Use with Students with Emotional and Behavioral Disabilities |
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| <p>Lesson 4 Pacing Guide</p> <p><i>Teacher Tip: Use the board or chart paper for a Classroom Concept Map that you can keep posted in the classroom throughout the lesson.</i></p> <p><i>Teacher Tip: This lesson is very hard for students who are overly affectionate because they don't realize that people may perceive them as inappropriate, and they are not likely to report an unsafe touch or a violation of their privacy. Make sure you are repetitive with the instructions to report any unsafe touches; and your students need to be careful how they touch others.</i></p> <p><i>Teacher Tip: Allow students to draw their Journal responses, if needed.</i></p> | <p>Lesson 4 Pacing Guide</p> <p><i>Teacher Tip: Use the board or chart paper for a Classroom Concept Map that you can keep posted in the classroom throughout the lesson.</i></p> <p><i>Teacher Tip: Repeat the instructions for reporting anything that is unsafe.</i></p> <p><i>Teacher Tip: Remind students they need to be careful about how they touch others. EBD students may have issues with respecting the personal space and body boundaries of others.</i></p> <p><i>Teacher Tip: Allow students to draw their Journal responses, if needed.</i></p> |

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| <p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Go over the new vocabulary, Violated, Body Boundary, Grooming, and Trust. | <p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Go over the new vocabulary, Violated, Body Boundary, Grooming, and Trust. |
| <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Begin the Classroom Concept Map. | <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Begin the Classroom Concept Map. |
| <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. | <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. |
| <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. | <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. |
| <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> | <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> |
| <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> | <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> |

Pausing for Understanding (Continued)

Pause at 1:13 for Respecting Privacy- After Lauren says, “During our last time together we talked about the importance of your privacy being respected.”

- Have students explain how to respect someone’s privacy.

Pause at 1:33 for Body Boundaries- After Lauren says, “Protecting your Body Boundaries.”

- Have students define Body Boundaries.

Teacher Tip: Many students with disabilities are overly affectionate and do not recognize unsafe situations easily. Remind them that touches that make them feel confused or scared from people they do not know well, or even those they do, are not safe. Remind students if they are overly affectionate and don’t respect the body boundaries of others, someone may misread their actions and they could get into trouble.

Pause at 2:20 for Grooming- After Lauren says, “But sometimes extra attention is called Grooming.”

- Have students define Grooming.

Teacher Tip: Remind students that receiving gifts after someone has hurt you in any way is another form of Grooming or bribery.

Pause at 7:52 for reflection- After Lauren says, “But remember that it’s always okay to tell.”

- Have students review Maria’s story to make sure they understand why what her coach was doing was unsafe.

Pausing for Understanding (Continued)

Pause at 1:13 for Respecting Privacy- After Lauren says, “During our last time together we talked about the importance of your privacy being respected.”

- Have students explain how to respect someone’s privacy.

Pause at 1:33 for Body Boundaries- After Lauren says, “Protecting your Body Boundaries.”

- Have students define Body Boundaries.
- Remind students their Body Boundaries are to be respected with people they know well or even live with. Also, that it is okay to report people that live in your home if their actions create an unsafe situation.

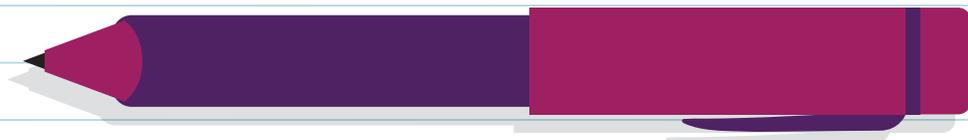
Pause at 2:20 for Grooming- After Lauren says, “But sometimes extra attention is called Grooming.”

- Have students define Grooming.

Teacher Tip: Many EBD students may have been exposed to adults or others who are grooming them with the intent to harm them. Students should understand, too, that receiving gifts after you have been hurt in any way is a form of Grooming and bribery.

Pause at 7:52 for reflection- After Lauren says, “But remember that it’s always okay to tell.”

- Have students review Maria’s story to make sure they understand why what her coach was doing was wrong.



FIFTH GRADE

LESSON 5

THE COURAGE TO CHANGE

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 5, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

In this final lesson Lauren reviews all of the safety concepts, while applying what students have learned to address concerns they may have as they face transitioning from elementary school to middle school. As Lauren addresses these concerns, she continues to stress the strategies that the students have learned in this curriculum and how these strategies empower them. Students are reminded of the power of their voice as an important safety strategy, as well as the trusted adults in their Safety NETWORK. The theme of finding your coverage continues to be reflected as each lesson's scenario is revisited.

| For Use with Students with Developmental Disabilities | For Use with Students with Emotional and Behavioral Disabilities |
|---|--|
| <p>Lesson 5 Pacing Guide <i>Teacher Tip: Use the board or chart paper for the Teacher-Led Activity and My Turn activity.</i></p> <p><i>Teacher Tip: Because many DD students frequently try to appease and please others, they will need repeated practice with strategies in dealing with peer pressure.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> | <p>Lesson 5 Pacing Guide <i>Teacher Tip: Use the board or chart paper for the Teacher-Led Activity and My Turn activity.</i></p> <p><i>Teacher Tip: Many students who are labeled EBD will need repetition of safety strategies especially with Peer Pressure because they frequently try to appease others in order to find a place to fit in or appear cool.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p> |
| <p>Day 1</p> <ul style="list-style-type: none">• Complete the Building the Background (Pre) on the back of the Learning Log.• Watch the video.• Review vocabulary: Courage, Peer Pressure, Body Boundary, Voice, and Safety NETWORK | <p>Day 1</p> <ul style="list-style-type: none">• Complete the Building the Background (Pre) on the back of the Learning Log.• Watch the video.• Review vocabulary: Courage, Peer Pressure, Body Boundary, Voice, and Safety NETWORK |

| | |
|---|---|
| <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. | <p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. |
| <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. | <p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. |
| <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> | <p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p> |
| <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Distribute Certificates of Achievement. | <p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Distribute Certificates of Achievement. |
| <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 1:19 for Peer Pressure and Bullying- After Lauren says, "You've learned how to be courageous and use your voice to stand-up to Peer Pressure and Bullying."</p> <ul style="list-style-type: none"> • Have students define Peer Pressure. • Have students define Bullying. | <p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 1:19 for Peer Pressure and Bullying- After Lauren says, "You've learned how to be courageous and use your voice to stand-up to Peer Pressure and Bullying."</p> <ul style="list-style-type: none"> • Have students define Peer Pressure. • Have students define Bullying. • Discuss outside groups (gangs) trying to pressure your students. |

Pausing for Understanding (Continued)

Teacher Tip: Many students with disabilities are at higher risk for pressure from peers and they are more likely to be the victims of bullying. Remind students that they do not need to do what others ask of them in order to have friends, and to report when they aren't being treated well or are in an unsafe situation.

Pause at 5:28 for Strategies for Peer Pressure- After Lauren says, "And those were the people she chose to spend her time with."

- Ask students give a strategy for dealing with peer pressure
- Ask students explain what safe decisions and safe choices are.

Pause at 6:24 for Strategies for Privacy- After Lauren says, "If they don't see or hear about it, be sure to report it because they are a part of your Safety NETWORK and can help."

- Ask students how they can use their Voice as a strategy for guarding their privacy.
- Ask students to demonstrate how to use their Voice.

Pause at 6:45 for Strategies for Bullying- After Lauren says, "How do you approach a bullying situation?"

- Ask students how courage is a strategy for combating bullying.
- Ask students to describe acts of courage.

Pause at 7:47 for Strategies for Respected Boundaries- After Zoe says, "Yeah, sometimes we can be pressured into something that is not appropriate."

- Ask students how using TFA and their Safety NETWORK can be important when respecting the body boundaries of your self and others.
- Have the students define TFA and when and how to use it.
- Have students define a Safety NETWORK and when and how to use it.

Teacher Tip: Students with disabilities need to be reminded that no one is allowed to touch them without their permission, and they cannot touch others without their permission. Unsafe touches always need to be reported to a trusted adult in one's Safety NETWORK.

Pausing for Understanding (Continued)

Pause at 5:28 for Strategies for Peer Pressure- After Lauren says, "And those were the people she chose to spend her time with."

- Ask students give a strategy for dealing with peer pressure
- Ask students explain what safe decisions and safe choices are.

Pause at 6:24 for Strategies for Privacy- After Lauren says, "If they don't see or hear about it, be sure to report it because they are a part of your Safety NETWORK and can help."

- Ask students how they can use their Voice as a strategy for guarding their privacy.
- Ask students to demonstrate how to use their Voice.

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- Ask students how courage is a strategy for combating bullying.
- Ask students to describe acts of courage.

Pause at 7:47 for Strategies for Respected Boundaries- After Zoe says, "Yeah, sometimes we can be pressured into something that is not appropriate."

- Ask students how using TFA and their Safety NETWORK can be important when respecting the body boundaries of your self and others.
- Have the students define TFA and when and how to use it.
- Have students define a Safety NETWORK and when and how to use it.
- Remind students that they can change who is in their Safety NETWORK at any time. However, they need to report to another trusted adult why they are removing someone from their Safety NETWORK.



LAUREN'S KIDS

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