

CL-01C

Meet Your Counselor

Grades 4–5

Personal Health and Safety

Speaking Up for Myself

Students learn the Speak Up Steps, tell assertive requests from aggressive ones, and practice knowing when to get a trusted adult right away.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Speak Up Script

BIG IDEA

Speak up calmly, clearly and respectfully. If someone could get hurt, get help now.

1 I CAN

- ☐ say what speaking up for yourself means: asking for what you need in a calm, clear and respectful way.
- ☐ tell an assertive request from an aggressive one.
- ☐ use the Speak Up Steps and know when to get a trusted adult right away.

KEY WORDS / PALABRAS CLAVE

speak up for yourself	hablar por ti mismo(a)
assertive	asertivo, asertiva
aggressive	agresivo, agresiva
respectful	respetuoso, respetuosa
trusted adult	adulto de confianza
urgent	urgente

3 STANDARDS

Texas Model
5th ed., 2018

Personal Health and Safety

ASCA Standards
Mindsets & Behaviors, 2021

B-SS 3 Positive relationships with adults to support success · B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary

Health TEKS
Gr 4 §115.16(b)(3)(H), (14)(C)

(3)(H) explain the difference between assertive behavior and aggressive behavior · (14)(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues

Health TEKS
Gr 5 §115.17(b)(3)(D)

analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others

ELA TEKS
Gr 4 §110.6(b)(1)(A) · Gr 5 §110.7(b)(1)(A)

listen actively, ask relevant questions to clarify information, and make pertinent comments (Gr 4) / listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments (Gr 5)

PE TEKS
Gr 4 §116.16(b)(13)(B) · Gr 5 §116.17(b)(13)(B)

identify effective communication to enhance healthy interactions while settling disagreements (Gr 4) / identify and describe effective communication ... (Gr 5). Used in worksheet Part 2.

Character traits
TEC §29.906(b)(1), (4)

courage · respect and courtesy

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Speak Up Script cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the cards apart.
- Practice reading the three Hook choices in three voices: very quiet, harsh and calm.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. I’m Mrs. Handy, your school counselor. Valeria is a fifth grader. In math, she didn’t understand step 2. Here are three things she could do.”

CHOICE A Valeria says nothing and guesses on every problem.

CHOICE B Valeria slams her pencil down: “This makes no sense! You explained it wrong!”

CHOICE C After the lesson, Valeria says, “Excuse me. I didn’t understand step 2. Could you explain it another way?”

ASK “Which choice will help Valeria learn step 2? Why?” Take two answers, then say: “Choice C is speaking up for yourself. Speaking up for yourself means asking for what you need in a calm, clear and respectful way.”

TEACH 5 min

DO Show the projector page. Point to the two panels, then to the Speak Up Steps.

SAY “Choice C was **assertive**: calm, clear and respectful. Choice B was **aggressive**: mean or pushy, like yelling or insults. Choice A was too quiet, so no one knew Valeria needed help. Use the Speak Up Steps: 1. **Know what you need.** 2. **Pick the right adult and a good time.** 3. **Say it clearly and respectfully.** 4. **Listen and say thank you.**”

SAY “One exception: if someone could get hurt, don’t wait for a good time. Get a trusted adult right away. Telling to keep someone safe is not tattling. A trusted adult is a grown-up who listens and helps keep kids safe. Teachers, coaches, the nurse, the principal and I are trusted adults.”

SAY “Want to talk with me? Tell your teacher, or ask me in the hall. A grown-up will help. Talking with the counselor is not a secret from families. I work with your family too. Some things I share so grown-ups can help you.”

PRACTICE 9 min

DO · 2 MIN Right now or a good time? Teach two signals. **Right now**: raise your hand high. **Good time**: tap your wrist like a watch. Read each one; students show a signal. For good-time items, partners agree on what to say.

RIGHT NOW 1. At recess, Emiliano sees kids throwing rocks near the swings.

GOOD TIME 2. Lucía wants to ask her teacher about a grade on last week’s test.

GOOD TIME 3. Owen wants a quieter seat during reading time.

RIGHT NOW 4. Daniela sees a classmate fall off the monkey bars. He isn’t getting up.

Sample scripts: 2 “Excuse me. Could we look at my test together after class?” · 3 “Excuse me. Could I sit somewhere quieter during reading?” · 1 and 4: any trusted adult nearby, right away.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 on their own. For Part 2, partners talk for one minute first. If they disagree, they use the frame “I see it differently because ____.” Then each student writes.

Answer key. Part 1: Assertive 1, 4; Aggressive 2, 3, 5. Part 2: a good time (after the game, when the coach isn’t busy) and a calm request, such as “Excuse me, Coach. I think our team only got two turns. Could you check?”

WRAP-UP 3 min

SAY “Remember Valeria? She knew what she needed, picked a good time, asked clearly and said thank you. That’s speaking up for yourself.”

CHECK “Make it assertive: Leonardo yells at the librarian, ‘You never let me get the good books!’ What could he say instead?” (Any calm, clear, respectful request: “Excuse me. Could you help me find a good book?”) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 2 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Speak Up Script. Groups of 3 each draw one card from page 6. Roles: the character, the adult and the Step Checker. Rule: use the names on the card, never a classmate's name.

- 1 Read the card. Plan the script: what the character needs, the right adult and time, and the words (3 minutes).
- 2 Practice a 30-second scene. The Step Checker holds up a finger for each Speak Up Step and listens for an assertive voice: calm, clear and respectful. Switch roles if there is time (4 minutes).
- 3 Two or three groups show their scene. The class names the steps they saw and says why it was assertive, not aggressive (3 minutes).

Act out only the speaking-up part; on card 4, students play only the character getting the adult. No time to act it out? Groups write their script on a sticky note, so the cards stay clean.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *asertivo, agresivo, respetuoso, urgente*. Partners may plan in Spanish first. Frames: "Excuse me. I need ____." "Could you ____?" and "I see it differently because ____."

EXTRA SUPPORT

Read the Part 1 items aloud and do items 1–3 with a partner. In Part 2, students may copy the script frame from the projector page and fill in one blank.

STRETCH

Ask: "Why does a good time matter, and when does it not matter?" Early finishers rewrite the aggressive lines in Part 1 as assertive ones on the back.

7 QUICK CHECK

During practice: listen for a good time and a calm request. If many partners skip the time, model one more with Lucía's test.

After class: I collect the worksheets and sort Part 2 into "good time + assertive" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 1

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Speak up for yourself today: know what you need, pick a good time, and ask in a calm, clear and respectful way. If someone could get hurt, get a trusted adult right away."

ES "¡Buenos días, Yellow Jackets! Hoy, hablen por ustedes mismos: piensen qué necesitan, escojan un buen momento y pidan con calma, claridad y respeto. Si alguien podría lastimarse, avísenle a un adulto de confianza de inmediato."

8 PICTURE BOOKS (OPTIONAL)

The Boy, the Mole, the Fox and the Horse by Charlie Mackesy (HarperOne, 2019). Spanish edition: *El niño, el topo, el zorro y el caballo*. Choose 2–3 short pages about asking for help (preview first). Talk about what the boy and the horse say about why asking for help takes courage.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a "Yellow Jacket Speak Up Scripts" poster near the 4th and 5th grade rooms with the Speak Up Steps and three frames, such as "Excuse me. Could you explain it another way?"

TEACHER TIP

Name it when you see it: "You waited for a good time and asked calmly. That was assertive."

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Valeria could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Speak up for yourself.

Speaking up for yourself means asking for what you need in a calm, clear and respectful way.



Assertive

Calm, clear and respectful.



“Excuse me. I didn’t understand step 2. Could you explain it another way?”



Aggressive

Mean or pushy, like yelling or insults.



“This makes no sense! You explained it wrong!”

Speak Up Steps · Be assertive, not aggressive.

1



Know what you need.

2



Pick the right adult and a good time.

3



Say it clearly and respectfully.

4



Listen and say thank you.

Piensa qué necesitas · Escoge al adulto y el momento · Dilo con claridad y respeto · Escucha y da las gracias



Someone could get hurt? Don’t wait.

Get a trusted adult right away.

Script: “Excuse me. I need _____. Could you _____?”

Speaking Up for Myself

Speaking up for yourself means asking for what you need in a calm, clear and respectful way.

Part 1 Assertive or aggressive? Circle ASSERTIVE or AGGRESSIVE.

- | | | | |
|---|---|--|---|
| 1 | Renata: "Excuse me. I can't see the board from my seat. Could I move closer?" | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 2 | Bruno: "Move! I can't see! I always get the worst seat!" | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 3 | Chloe yells at the coach, "That's not fair! You're cheating!" | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 4 | Sam: "I think I turned in my homework. Could you check the tray with me?" | ☒ ASSERTIVE | ☒ AGGRESSIVE |
| 5 | Liam rolls his eyes and snaps, "Explain it AGAIN. You're so confusing!" | ☒ ASSERTIVE | ☒ AGGRESSIVE |

Part 2 Speak up! Talk with a partner. Then write.

In P.E., each team gets three turns at the target. When the coach blows the whistle, Valeria's team has had only two turns. A teammate shouts, "No fair! Cheaters!" Valeria wants to speak up in an assertive way.



When is a good time for Valeria to speak up? What can she say to the coach?

A good time is _____

Excuse me, Coach. _____

Could you _____

Why is that assertive and not aggressive?

It is assertive because _____

Speak Up Script

✂ Cut on the dashed lines.

1. Read your card. 2. Plan the script with the Speak Up Steps. 3. Practice a 30-second scene. 4. Show the class. Act out only the speaking-up part.

SPEAK UP #1



Explain it again. Tomás doesn't understand the science directions. The teacher is walking around the room.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #2



See the board. Nayeli sits in the back row. She can't read the small words on the board.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #3



Seems unfair. Ethan's group made a poster together, but his name was left off when it was hung up.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #4



Someone could get hurt. At recess, Camila sees kids pushing at the top of the slide.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #5



Missing book. Ruby's library book is missing from her desk. It's due today.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #6



Too loud. Julián's group is so loud that he can't finish his writing.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #7



Score mix-up. Óscar's spelling test says 7 out of 10, but he counts 8 right.

What do I need?

Who + when?

Say it clearly

Listen + thanks

SPEAK UP #8



See the counselor. Isaac has a problem he can't solve on his own. He wants to talk with Mrs. Handy.

What do I need?

Who + when?

Say it clearly

Listen + thanks

Meet Your Counselor

Conozca a la consejera escolar

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **speaking up for yourself** with the school counselor. Speaking up for yourself means asking for what you need in a calm, clear and respectful way. We practiced being assertive (calm, clear and respectful), not aggressive (mean or pushy, like yelling or insults).

SPEAK UP STEPS

1. Know what you need. · 2. Pick the right adult and a good time. · 3. Say it clearly and respectfully: "Excuse me. Could you explain it another way?" · 4. Listen and say thank you. If someone could get hurt, don't wait: get a trusted adult right away.

TRY THIS AT HOME

1. Practice a speak-up script together, such as asking a librarian for help finding a book or asking a coach to explain a rule again.
2. When your child asks for something in a calm, clear and respectful way, name it: "That was assertive. Nice job speaking up."

TALK ABOUT IT AT HOME

"What is the difference between assertive and aggressive?"

I'm Mrs. Handy, the school counselor. Students can ask to see me by telling their teacher or by asking me in the hall. Talking with the counselor is not a secret from families; I work with families too. Ask your child what Valeria could say to the coach. Questions? Call the school office and ask for Mrs. Handy.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo hablar por uno mismo** con la consejera escolar. Hablar por uno mismo es pedir lo que se necesita con calma, claridad y respeto. Practicamos cómo ser asertivos (tranquilos, claros y respetuosos) y no agresivos (hirientes o prepotentes, como gritar o insultar).

PASOS PARA HABLAR POR UNO MISMO

1. Pensar qué se necesita. · 2. Escoger al adulto indicado y un buen momento. · 3. Decirlo con claridad y respeto: "Disculpe, ¿me lo puede explicar de otra manera?" · 4. Escuchar y dar las gracias. Si alguien podría lastimarse, no hay que esperar: hay que avisarle a un adulto de confianza de inmediato. (En clase usamos el nombre en inglés: *Speak Up Steps*.)

PARA PRACTICAR EN CASA

1. Practiquen juntos cómo pedir algo, por ejemplo, pedirle a la bibliotecaria ayuda para encontrar un libro o pedirle a un entrenador que vuelva a explicar una regla.
2. Cuando su hijo(a) pida algo con calma, claridad y respeto, dígaselo: "Eso fue asertivo. ¡Qué bien que hablaste por ti mismo(a)!"

PARA PLATICAR EN FAMILIA

"¿Cuál es la diferencia entre ser asertivo y ser agresivo?"

Soy la Sra. Handy, la consejera escolar. Los estudiantes pueden pedir verme diciéndole a su maestro(a) o preguntándome en el pasillo. Hablar con la consejera no es un secreto para la familia; también trabajo con las familias. Pregúntele a su hijo(a) qué le podría decir Valeria al coach. ¿Tiene preguntas? Llame a la oficina de la escuela y pregunte por la Sra. Handy.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar