

Mobile County Public School System

Personal Safety Curriculum



A Training Guide for Preventing, Detecting and Reporting

Child Abuse and Neglect

Pre-K – Grade 5

Revised October 2016

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PREFACE

The Mobile County Public School System has had a Personal Safety Curriculum in place for the last twenty-five years. In response to the Alabama Legislature's passage of Erin's Law (HB197) in July 2015, a committee has worked diligently to revise the current curriculum to meet the guidelines set forth by the Alabama State Department of Education for a Child Sexual Abuse Prevention Program for students in grades Pre-kindergarten through twelfth. This curriculum will be consistent with techniques to teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report their abuse.

The curriculum guide is divided into four teaching units. The concepts are the same for each grade; however, the vocabulary and lesson plans are appropriate for each grade. Each unit will add to previous skills taught. Although several lessons may be presented per unit, the counselor/teacher is obligated to teach only one lesson per four units to each grade level. The classroom teacher will support the school counselor throughout the lesson. The lessons may be incorporated into the existing Science, Health, Physical Education and/or Language Arts Curricula.

Teachers will be provided training prior to implementation of the program. A thorough awareness and understanding of child sexual abuse will be presented. In addition, skills pertaining to identification, handling, and reporting child abuse cases will be covered. Most importantly, teachers/counselors will be provided information to implement the curriculum with confidence.

Materials will also be provided to assist parents. Included will be information related to keeping their child safe from abuse as well as proper use of cell phones and other technology. Prior to the implementation of the curriculum, a letter will be sent to parents.

During the lessons, it is important to take note of students' behaviors. During or after the lesson, the student may share sensitive incidents or concerns with the teacher/counselor. Most importantly, students should be listened to, believed and feel cared for by the counselor/teacher.

INTRODUCTION

BEFORE YOU BEGIN TO TEACH PERSONAL SAFETY

Teachers are frequently the caring, compassionate and consistent adults with whom students share their concerns about abuse. Few adults have the same opportunity as a teacher to identify abused children and start a process that will restore safety in a child's world. However, many teachers have not been adequately prepared to deal with the complex social issues that have so strongly affected abused children. When properly trained, a caring, open teacher who knows and listens to his/her students will often be the adult to whom the student discloses sexual, physical and/or emotional abuse.

Prior to 1975, no laws existed in Alabama to protect children from child sexual abuse. In 2013, Alabama amended the law relating to the mandatory reporting of known or suspected child abuse or neglect. The amendment expands the persons required to report suspected child abuse and/or neglect to include all employees of both public and private K-12 schools and requires that the person who hears the disclosure make the necessary report. The amendment also provides that any public or private employer who disciplines or penalizes an employee for reporting suspected child abuse and/or neglect is guilty of a Class C misdemeanor.

In 2015, the Alabama legislature passed Erin's Law, which mandates that each school system provide a personal safety curriculum. Age appropriate sexual abuse awareness and prevention education in grades pre-kindergarten through twelve is required to be implemented immediately.

YOUR PERSONAL PREPARATION IS IMPORTANT

Guidelines and lesson plans are included to be used with the students. Background information about child sexual abuse and procedures to follow in the event of student disclosures are also included in the curriculum. It is also necessary to consider the well-being of the counselor/teacher in the event of disclosures of abuse.

Take time to become thoroughly familiar with the materials. Choose the lesson format that best fits your class. Although it is the responsibility of the school counselor to teach the lesson, the classroom teacher must remain to assist as needed. During the lesson, the teacher should be observant of the students' behaviors and report those to the counselor for follow-up.

It is vital that each teacher/counselor assess their own personal comfort level and be mindful of biases regarding abuse, including child sexual abuse, physical abuse, or emotional abuse. Included in the curriculum are resources to assist teachers, counselors and students in the healing process. Unfortunately, abuse is still prevalent in our society and often remains a secret. With the help of this personal safety curriculum, we hope to help victims of abuse become survivors.

ACKNOWLEDGEMENTS

The team members, who revised this guide, are to be commended for their capable and dedicated leadership. This team recognizes that classroom teachers and school counselors have a unique opportunity to identify abused children. They realize that probably no adult is more trusted by children who have been abused, than a beloved and caring teacher.

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OVERVIEW OF THE PERSONAL SAFETY CURRICULUM

The Personal Safety Curriculum has been taught in Mobile for twenty-five years. In fact, Mobile County Public School System is one of the few school districts in Alabama with written guidelines, objectives and activities in which school personnel provide instruction to students. The program goal and the corresponding student learning objectives are intended to help students achieve, maintain and enhance their well-being. Over the years, this curriculum has provided a framework for students to report all forms of abuse and/or neglect.

Erin's Law, which was passed in Alabama in 2015, has prompted the MCPSS to reevaluate their curriculum and to make revisions to accommodate the new state guidelines. The broad goal of the Personal Safety Curriculum is to help prevent and address child sexual abuse. The overall goal of Erin's Law is to create a safe and engaging environment where students learn about and become aware of the signs of child abuse.

Included in the learning process of child sexual abuse, students learn the difference between appropriate and inappropriate touches. A unit on recognizing safe/good secrets and bad/unsafe secrets will be presented. Empowering students to find their voice, the confidence to speak up, and the ability to recognize potentially dangerous situations is vital to the well-being of all students.

To accomplish these goals, children require the following:

1. Knowledge and ability to identify abuse and an understanding of the problem
2. An understanding that everyone has the right to control their own body, especially during exchanges of physical affection
3. Effective communication skills and assertive techniques for telling someone not to hurt them
4. Knowledge of whom to tell when abuse is occurring
5. Confidence that their family or community support system will believe and protect them
6. Perseverance to tell their story until the child abuse stops
7. The understanding that: **IT IS NEVER THE CHILD'S FAULT!**

Mobile County Public School System

Personal Safety Curriculum



Erin's Law

The Mandate

Revised October 2016

WHAT IS ERIN'S LAW?



Erin's Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn, who is the founder and President of Erin's Law, which is registered with the State of Illinois and the IRS as a 501 (c)(4) non-profit social welfare organization.

After Erin introduced the legislation in her home state of Illinois, the bill was named "Erin's Law" after her by legislators and it has caught on nationwide.

"Erin's Law" requires that all public schools in each state implement a prevention-oriented child sexual abuse program which teaches:

1. Students in grades preK – 12th grade, age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
2. School personnel all about child sexual abuse
3. Parents & guardians the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families

Mobile County Public School System

Personal Safety Curriculum



Mandatory Reporting Procedures for Child Abuse and Neglect

Revised October 2016

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM
DIVISION OF STUDENT SUPPORT SERVICES**

PROTOCOL FOR REPORTING CHILD ABUSE AND NEGLECT

Revised 10/16

New Law Effective August 1, 2013

Section 26-14-3, Code of Alabama 1975, was amended by Alabama HB 301 which relates to the mandatory reporting of known or suspected child abuse or neglect. The amendment expands the persons required to report suspected child abuse and/or neglect to include **ALL EMPLOYEES** of both public and private K – 12 schools. The amendment also provides that any public or private employer who disciplines or penalizes an employee for reporting suspected child abuse or neglect is guilty of a Class C misdemeanor.

Mandatory Reporters

All employees of public school systems **PERSONALLY** shall report suspected abuse or neglect of children according to the Alabama Code. The employee who obtains knowledge of suspected abuse or neglect is required to report verbally to the Department of Human Resources (DHR), followed by a written report to DHR using Form # DHR-FCS-1593. The code provides immunity from liability for persons reporting suspected abuse or neglect.

Definitions

1. **Serious Harm** is defined as *significant* physical injury; sexual abuse; *severe* impairment in a child's functioning; *permanent* disability or disfigurement; or death. "Severe impairment in a child's functioning" is a *serious* deficit in a child's behavior or cognition.
2. **Abuse** occurs when **serious harm** is inflicted non-accidentally on a child/children by any person age fourteen (14) years or older.
3. **Neglect** occurs when parents or primary caregivers negligently fail to protect children from risk of **serious harm**. This includes incidents of "blatant disregard" where children are placed in harmful and dangerous situations that require precautionary measure to protect them.
 - a. **Blatant disregard** is defined as incidents where the risk of harm to children is so imminent and apparent that it is unlikely a parent or primary caregiver would have exposed the children to such danger without exercising precautionary measures to protect children from harm.
4. **Child Abuse or Neglect Policy** – Reports to DHR must be made for all children *under* the age of eighteen (18) who have allegedly been abused or neglected.

Reporting Procedures

1. All employees of Mobile County Public School System are mandatory reporters of suspected child abuse or neglect. The employee who obtains knowledge of suspected child abuse or neglect is required by law to report verbally to the Department of Human Resources (DHR), followed by a written report using Form # DHR-FCS-1593. Employees are cautioned not to delve too deeply into the situation. The school employee's role is that of reporting suspected child abuse or neglect, not investigating. The investigative role is undertaken by DHR or an appropriate law enforcement agency. If the reporting employee needs assistance in completing the written report, he/she will contact the school counselor, nurse and/or principal/designee.
2. The employee should immediately call DHR, Child Protective Services, Intake Department at 251-450-7018 or 251-450-7001 to report the suspected abuse or neglect.
3. The following information should be provided:
 - Name of child/children, sex, ethnicity, date of birth/age, address and telephone number;
 - Name of other persons living with the child/children, date of birth/age, ethnicity and relationship to the child/children;

- If additional space is needed to describe the incident, the employee may attach a statement to the Form # DHR-FCS-1593 and write “see attached statement” under the “Other Pertinent Information” section;
 - Name of person(s) allegedly responsible for the abuse or neglect, sex, ethnicity, date of birth/age, relationship to the child/children, address and telephone number;
 - Written description of the suspected abuse or neglect, including what happened, how it affected the child/children, when it occurred, did the employee witness the abuse or neglect, and/or how did the employee obtain knowledge of the abuse or neglect;
 - Name of reporter (employee), address, telephone number, title/agency/relationship to child/children
4. Following the verbal report, the employee making the report should immediately fax a written report of the incident to DHR (251-450-7299 FAX) using the “Written Report of Suspected Child Abuse/Neglect” form, DHR-FCS-1593. A copy of this report should be retained at the school and a copy should be sent through interoffice mail to the Division of Student Support Services to be filed.
 5. The employee reporting suspected child abuse or neglect should then immediately report to the principal (or designee in absence of principal).
 6. If the suspected child abuse or neglect occurs when DHR offices are closed, a report must be made to the local law enforcement agency. (Non-emergency numbers: Mobile Police Department – 251-208-7211 or Mobile County Sheriff Department – 251-574-8633).
 7. Additional Information:
 - Information regarding the investigation is not to be released to anyone except persons authorized to investigate the matter. Confidentiality is most critical in cases of suspected child abuse or neglect.
 - Employees filing reports are granted civil and criminal immunity from liability.
 8. If a Mobile County Public School System employee is suspected of child abuse or neglect, the above procedures must be followed and then the principal (or designee in absence of principal) must immediately report to the Superintendent’s Office at 221-4394.

Alabama State DHR Mandatory Reporting Interactive Training

The DHR Mandatory Reporter Training may be located at <http://training.dhr.alabama.gov/>.

The DHR Mandatory Reporter Training provides a certificate at the conclusion, which is the best method of documenting an individual’s attendance. For protecting the participating school from liability, it would be best practice for the school to maintain thorough documentation of each individual that is trained.

STATE OF ALABAMA DEPARTMENT OF HUMAN RESOURCES
WRITTEN REPORT OF SUSPECTED CHILD ABUSE/NEGLECT

Please print or type all known information. The Child Abuse/Neglect Reporting Law and instructions are explained on the back of this form.

SECTION I – CHILDREN ALLEGEDLY ABUSED OR NEGLECTED

	NAME (First, Middle Initial, Last)	SEX	ETHNICITY	DATE OF BIRTH/AGE
1.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
2.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
3.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
4.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
5.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____
6.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____

ADDRESS _____
Street Address City State Zip Telephone Number

SECTION II – OTHER PERSONS LIVING WITH THE CHILDREN (Include parents/custodians and other children in the home)

	NAME (First, Middle Initial, Last)	DATE OF BIRTH / AGE	ETHNICITY	RELATIONSHIP TO THE CHILDREN
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

SECTION III – PERSON(S) ALLEGEDLY RESPONSIBLE FOR THE ABUSE OR NEGLECT

	NAME (First, Middle Initial, Last)	SEX	ETHNICITY	DATE OF BIRTH / AGE	
1.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____	_____
	<small>Street Address City State Zip Telephone Number</small>				<small>Relationship To Children Allegedly Abused/Neglected</small>
2.	_____	<input type="checkbox"/> M <input type="checkbox"/> F	_____	_____	_____
	<small>Street Address City State Zip Telephone Number</small>				<small>Relationship To Children Allegedly Abused/Neglected</small>

SECTION IV – ABUSE OR NEGLECT ALLEGATIONS (Describe what happened, how it affected the children, and the date(s) occurred, if known.)

Did you see the abuse or neglect when it occurred? Yes No If no, how did you find out about it? _____

Please identify other people who witnessed the abuse/neglect or who may have information about the child's or family's situation.

	Name	Address	Telephone #	Relationship to Children
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

SECTION V - OTHER PERTINENT INFORMATION

SECTION VI - REPORTER

Name	Address	Telephone Number	Title/Agency/Relationship To Children
_____	_____	_____	_____
Did you verbally report the allegations to the Department of Human Resources or law enforcement? <input type="checkbox"/> Yes (specify to whom in section below) <input type="checkbox"/> No			
Signature _____	Name of County DHR, Police Department, or Sheriff's Department _____	Date Reported _____	Date _____

For DHR Use Only County _____	Case # _____	Date Report Received _____
--------------------------------------	--------------	----------------------------

EXPLANATION OF CERTAIN PROVISIONS OF THE CHILD ABUSE/NEGLECT REPORTING LAW
(Code Of Alabama 1975, Sections 26-14-1 through 26-14-13)

In order to protect children whose health and welfare may be adversely affected through abuse and neglect, this law provides for the reporting of such cases to appropriate authorities. The law also contains **immunity** provisions so that any person making a report pursuant to the statute is immune from any civil or criminal liability that might otherwise be incurred or imposed.

The following institutions and persons are **required by law** to report **known or suspected** child abuse or neglect **under a penalty of a misdemeanor, fine or sentence**: hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, or any other person called upon to render aid or medical assistance to a child when that child is known or suspected to be abused or neglected. In addition, any other person may make a report if that person has reasonable cause to suspect that a child is being abused or neglected.

INSTRUCTIONS

Print or type all known information.

SECTION I - CHILDREN ALLEGEDLY ABUSED OR NEGLECTED

Enter identifying information (name, sex, ethnicity, date of birth or approximate age) for each child in the family who is suspected to be abused or neglect. If the report is for more than one (1) child and they are not all members of the same family, a separate report (1593) must be completed. This includes if the children live in separate households or are a separate family within the same household.

Enter the child(ren)'s address and telephone number.

SECTION II - OTHER PERSONS LIVING WITH THE CHILDREN

Enter identifying information (name, date of birth or approximate age, ethnicity, and relationship) for each person living in the home with the child(ren) named in Section I.

SECTION III - PERSON(S) ALLEGEDLY RESPONSIBLE FOR ABUSE OR NEGLECT

Enter identifying information (name, sex, ethnicity, date of birth or approximate age, and relationship to the child(ren) named in Section I) for each person believed to be responsible for the suspected abuse or neglect.

SECTION IV - ABUSE OR NEGLECT ALLEGATIONS

Describe the alleged abuse or neglect; how it affected the child (physical injury; behavior exhibited by the child due to the suspected abuse/neglect); and provide the date(s) the abuse or neglect occurred, if known.

Provide information on how you became aware of the suspected abuse or neglect.


Enter the name, address, telephone number and relationship of anyone who may have knowledge of the abuse or neglect or the child's/family's situation. If the child(ren) received treatment or evaluation by a doctor or hospital due to the abuse or neglect, provide identifying information on the doctor or hospital (if not the reporter).

SECTION V - OTHER PERTINENT INFORMATION


Enter any other information which may be helpful (e.g., prior abuse/neglect; name of child's school; parents' employment or working hours; safety concerns for DHR staff who visit the child/family).

SECTION VI - REPORTER (Information is confidential and not released unless required by a court order)


You are requested to enter your name, address, telephone number and agency or relationship to the children identified in Section I. Indicate whether you made a verbal (telephone or in-person) report to either the local Department of Human Resources or a local law enforcement agency. If a verbal report was made, identify the specific person, agency, and date the report was made. Sign and date the form.



State of Alabama
**Department of Child Abuse
and Neglect Prevention**



**The ABC's of Mandatory Reporting
of Child Abuse and Neglect for
Alabama School Personnel**
*Learning your legal obligations to reporting the signs of suspected child
abuse*



Overview

- History and Mission of the Alabama Department of Child Abuse and Neglect Prevention (ADCANP) & Prevent Child Abuse Alabama (PCAA)
- Define and identify the signs of suspected child abuse and neglect
- Role of a Mandatory Reporter
- Impact of Abuse
- Prevention of Abuse
- Questions



History

- The Martin-Aldridge Child Abuse and Neglect Prevention Act adopted by Legislature in 1983
- Established the Department of Child Abuse and Neglect Prevention “The Children’s Trust Fund”



Community-Based Child Abuse Prevention Programs

- Parent Education & Support
- Fatherhood
- Home Visitation
- Community Awareness
- Respite Care
- School based
- Non-school based after school
- Mentoring



Department of Child Abuse & Neglect Prevention

- Community-Based Prevention Programs
- Public Policy Advocacy
- Public Education
- Network of Grantees
- Affiliated with National Organizations
 - National Alliance of Children's Trust & Prevention Funds
 - Prevent Child Abuse America



What is a Mandatory Reporter?

Any person whose profession brings them in contact with children on a daily basis is legally obligated to report signs of suspected child abuse or neglect.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Employees at hospitals, clinics and sanitariums • Social Workers • Child Care Employees • Clergy • School Teachers/Officials • Dentists • Law Enforcement • Peace Officers • Mental Health Professionals • Pharmacists | <ul style="list-style-type: none"> • Nurses • Podiatrists • Chiropractors • Optometrists • Osteopaths • Coroners • Medical Examiners • Surgeons • Physician • Doctors |
|--|---|



Added to Mandatory Reporter Law

- Physical Therapists
- **Public and private K-12 Employees**
- Employees of public and private institutions of postsecondary and higher education



Other Changes to Mandatory Reporter Law

- The statement “or cause reports to be made of the same” has been eliminated from the law.
- It is the responsibility of the mandatory reporter to make the report and follow up with a written report to the county DHR.



What is Child Abuse?

Harm or threatened harm to a child's health or welfare which can occur through non-accidental physical or mental injury, sexual abuse or attempted sexual abuse, sexual exploitation or attempted sexual exploitation.



Different Types of Child Abuse

- Physical
- Sexual
- Emotional
- Neglect/ Failure to thrive





Physical Abuse

Abuse means harm or threatened harm to the health or welfare of a child through:

- Non-accidental physical injury
- Sexual abuse or attempted sexual abuse
- Sexual exploitation or attempted sexual exploitation
- Hitting
- Kicking
- Biting
- Burning
- Pushing
- Shaking
- Any other physical act that can cause injury to a child

Citation: Ala. Code § 26-14-1(1)



Signs to Look for with Physical Abuse

- Bruises
- Marks in the shape of an object
- Unexplained bruises, burns or cuts
- Fear of adults
- Destructiveness toward self or others
- Poor social skills
- Aggression
- Defiance
- Clothing that may be inappropriate



Sexual Abuse

- **Sexual abuse includes:**

- The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in or having a child assist any other person to engage in any sexually explicit conduct
- Any simulation of the conduct for the purpose of producing any visual depiction of the conduct
- The rape, molestation, prostitution, or other form of sexual exploitation of children
- Incest with children

Citation: Ala. Code § 26-14-1(1)

- **Sexual exploitation includes:**

- Allowing, permitting, or encouraging a child to engage in prostitution
- Allowing, permitting, encouraging, or engaging in the obscene or pornographic photographing, filming, or depicting of a child for commercial purposes

Citation: Ala. Code § 26-14-1(1)



Signs to Look for with Sexual Abuse

- Inappropriate displays of affection
- Unusual interest in or inappropriate sexual knowledge
- Over-compliance
- Pain during urination
- Difficulty walking or sitting
- Frequent vomiting
- Wetting pants



Erin's Law

- Erin Merryyn – child sexual abuse victim turned advocate to pass legislation in each state
- Alabama passed Erin's Law 2015 legislative session and signed into law by Gov. Bentley on June 11, 2015
- Establishes Governor's Task Force on Child Sexual Abuse Prevention
- CTF working closely with SDE & DHR with task force appointees



Recent Headlines – Student/Teacher Inappropriate Sexual Contact

- Pinson teacher arrested on charges of inappropriate sexual contact with student
- Pell City teacher accused of having sexual contact with high school student
- Alabama leads nation in inappropriate student-teacher relationships, study says
- Teacher, 37, who is charged with sexual relationship with a student gets **MARRIED** to her now that she is 18
- Affidavit: Opp teacher's sexual contact with students started in 2013
- Former Stanhope teacher convicted of sexual contact with student



Emotional Abuse

- Emotional Abuse includes non-accidental mental injury.
 - Belittling
 - Terrorizing
 - Lack of nurture
 - Rejecting
 - Inconsistent parenting
 - Violent environment

Citation: Ala. Code § 26-14-1(1)



Signs to Look for with Emotional Abuse

- Depression or withdrawal
- Lack of emotion
- Lack of interest
- Speech, sleep or eating disorders
- Repetitive actions, such as rocking, sucking or biting
- Increased emotional needs



Neglect

Neglect means negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

Citation: Ala. Code § 26-14-1(1)

- Physical neglect
- Educational neglect
- Emotional neglect



Signs to Look for with Neglect

- Clothing that is dirty, torn, poorly fitting or inappropriate for the weather
- Sleepiness
- Poor hygiene
- Untreated medical or dental problems
- Inappropriate responsibility for younger siblings
- Frequent tardiness or absences from school
- Apparent lack of supervision



A Child's Basic Needs

- Nutrition
- Sleep
- Shelter
- Cleanliness
- Medical care
- Safety
- Supervision
- Socialization



If you suspect abuse, what should you do?

- Trust your instincts
- Take notes
- Look at the facts
- Make a report using form:
DHR-FCS-1593 available at your county DHR office or available online.
http://dhr.alabama.gov/services/Child_Protective_Services/Written_Report_MandatoryReporters.aspx



What is your liability?

All persons reporting suspected child abuse or neglect (whether required by law or not) are presumed to be acting in good faith. Alabama law provides immunity from liability for actions by mandatory reporters.

Citation: Ala. Code § 26-14-9

It is not necessary to prove that the abuse or neglect happened. You must have a reasonable suspicion.



Is your job protected?

“A public or private employer who discharges, suspends, disciplines, or penalizes an employee solely for reporting suspected child abuse or neglect ... shall be guilty of a Class C misdemeanor”

Citation: Ala. Code § 26-14-3(g)



How to File a Report

- Phone the Alabama Department of Human Resources (DHR) in your county
 - Montgomery (334) 293-3305
 - Birmingham (205) 423-4850
 - Mobile (251) 450-7018
 - Huntsville (256) 427-6200



Reports can also go to the DHR State Family Services Division (334) 242-9500

If a life-threatening situation exists - DIAL 911



What information should you include in a Report?

- Child's name & location
- Names & addresses of parents or guardians
- Type and extent of child's injuries
- Information about previous injury that might be related
- Your name and the name of organization, school or agency
- Name of person or persons responsible for the abuse



Penalties for Failure to Report

“Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than 6 months’ imprisonment or a fine not more than \$500.00.”

Citation: Ala. Code § 26-14-13



How Common is Child Abuse & Neglect Nationally?*

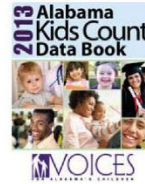
- 3.9 million reports of child abuse or neglect were reported in 2013
 - Approximately 7 complaints per minute per day
- 679,000 children classified as being maltreated (estimate)
- 1,520 children died in the United States in 2013 from abuse & neglect
- 16.1% of children experience some form of maltreatment

*NCANDS – Children's Bureau



Alabama's Kids

- Alabama is ranked 44th in the nation based on 10 key indicators of child well-being
 - Low-birth weight babies
 - Infant mortality rate
 - Child death rate
 - Teen death rate
 - Teen birth rate
 - High school drop out rate
 - Teens not attending school & not working
 - Children living in families where no parent has a full time/year round job
 - Children in poverty
 - Children in single parent families



Source: Alabama Kids Count 2013 Data Book



The Alabama Story

- 9,013 cases (2013)
- 39% Neglect
- 49% Physical Abuse
- .5% Psychological Abuse
- 22% Sexual Abuse



Most indicated abuse victims in Alabama are under the age of four.



Long term effects of child abuse

- Learning disorders or speech deficits
- Dropping out of school
- Sexually transmitted diseases
- Teenage pregnancy
- Substance abuse
- Unemployment
- Crime and violence
- Brain damage
- Suicide
- Depression, anxiety or low self-esteem



Risk Factors for Abuse

- Living at or below the poverty level
- Lack of high school diploma
- Mental Illness
- Abuse during childhood
- Lack of knowledge of effective parenting techniques
- Lack of understanding child development
- Substance abuse
- Past unplanned or premarital pregnancy
- Abuse from their partner
- Unemployment



Community Action and Prevention

- Promote community awareness
- Educate parents
- Educate children
- Provide role models and dependable child care
- Work with community leaders
- Support special programs
- Support children's legal rights



What Child Maltreatment Means to Society

- Annual cost of child abuse and neglect is \$124 Billion
- A child who is abused or neglected is 59% more likely to be arrested as a juvenile than other children
- An estimated one-third of abused and neglected children will eventually victimize their own children



“The best way to prepare for the future is to create it. Prevention is the process of proactively cultivating positive cultures, leading to a better future for children and their families.”

Dr. Jeff Linkenbach
Director of the Center for Health and Safety Culture
Montana State University



Contact Information

Department of Child Abuse and Neglect Prevention
Executive Director
Sallye R. Longshore
sallye.longshore@ctf.alabama.gov
334.262.2951

Prevent Child Abuse America
www.preventchildabuse.org



National Alliance of Children's Trust & Prevention Funds
www.ctf.alliance.org

Mobile County Public School System

Personal Safety Curriculum



Pre-K – Grade 2

Revised October 2016

UNIT 1: PERSONAL SAFETY

Grade Level: Pre-K, K, 1st, 2nd

Lesson Plans

ASCA Student Standards (Domain/Standard/Competencies):

- **PS:A1.7:** Recognize personal boundaries, rights and privacy needs.
- **PS:C1.3:** Learn about the differences between appropriate and inappropriate physical contact.
- **PS:C1.4:** Demonstrate the ability to set boundaries, rights and personal privacy.
- **PS:C1.6:** Identify resource people in the school and community, and know how to seek help.
- **PS:C1.7:** Apply effective problem-solving and decision-making skills to make safe and healthy choices.

Learning Objective:

- The students will be able to demonstrate an understanding of personal safety rules.

Materials/Resources:

- **Activity 1:** “*What Tadoo*” video (18 minutes), *What Tadoo?* Puppet-popsicle sticks, paper bags, stapler
- **Activity 2:** *I Can Play It Safe* by Alison Feigh, “No, Go, & Tell” handout, “Check First” handout
- **Activity 3:** Pre-cut smiley face (green) & sad face (red), popsicle sticks, glue or stapler, chart paper
- **Activity 4:** *Safety Land* Map (Display on Smart Board)
- **Activity 5:** One circle of green construction paper and 1 circle of red construction paper for each child to make Stop and Go signs. A tongue depressor for each child. Pre-cut circles for younger children.

Introduction:

Tell students, *for the next few days we will be discussing personal safety. We have discussed fire safety, bicycle safety, and playground safety, and now we are going to study one more kind of safety...personal safety. When you were a very small child, your parents and family always watched out for you and made sure you were safe. Now that you are a little older, we need to learn how to be more responsible for our own safety.*

Your life is so important and we want to make sure that you know what it means to be safe. Personal safety means following the safety rules, being aware of what is going on around you, making good decisions in potentially dangerous situations, and asking for help from a trusted adult.

Personal safety also means preventing abuse. Most adults would never hurt children, but sometimes adults do hurt children. Child abuse is when an adult or someone older or stronger hurts a child. Abuse is not the child’s fault, and the child is not to blame. Abuse can and does happen to lots of boys and girls, and that is why it is so important for us to learn about personal safety.

Activity 1: What Tadoo?

1. Introduce the video by telling students, *Today we are going to watch a video about a young boy that takes a fantasy trip to the “Land of Lessons” where Professor Sir Hillary Von Carp and two frogs named What and Tadoo teach him how to protect himself from strangers with four basic rules: Say No, Get Away, Tell Someone and Sometimes, Yell.*
2. Watch *What Tadoo?* Video. Stop throughout the video to ask questions and check for understanding.

3. Ask students, *what are the three main rules to follow when you get a funny feeling? What is “uh-oh” feeling? Who are the people that can help you when you have an “uh-oh” feeling?*
4. Model for students how to create a *What Tadoo* Puppet. Tell students that it can be used as a reminder to help children understand that they have the right to protect themselves from abuse.
5. Students will create their own puppet.

Activity 2: Safety with People We Know and Strangers

1. Read and Discuss: Read the book *I Can Play It Safe* and discuss the concepts on each page: check first, trust “uh-oh” feelings, tell adults about “uh-oh” feelings, secrets and touches, and adults you trust keep you safe. Explain that sometimes it can be hard to say “no,” and it’s okay if kids can’t say “no”. Next, give examples of ways to say or show “NO” assertively such as moving away, or saying you have to go do something, etc.
2. Practice: “No, Go, & Tell” and “Check First” concepts by posing scenarios to the whole group.
3. Activity: Students will color “No, Go, & Tell” and “Check First” handouts.

Activity 3: Good and Bad Secrets

1. Tell students, *In today’s lesson, we will talk about secrets. Secrets can be “good” or “bad”. We know that personal safety means keeping yourself from getting hurt. Sometimes people may touch you in a way that makes you feel sad or my even hurt you, it could be an adult, someone bigger, someone stronger, or someone older than you. Sometimes they may do things with you or to you that makes you feel sad. When they do this, they may tell you that you should never tell anyone because it is a secret. Today, we will learn how to tell the difference between secrets that are “good” and secrets that are “bad”. When you know how to tell the difference, you will know what to do so that you can be safe.*

Sometimes it is fun to have a secret and keep a secret. For instance, if you are helping your family decide on a present for your mother, you might be told to keep it a secret. This would be a “good” secret to keep. Raise your hand if you have a secret like this.

Sometimes there are secrets that are “bad” secrets that you should tell a trusted adult. For instance, if a grown-up or someone that is older or bigger than you asks you to go get ice-cream, and you go with that person, and when you get back the person tells you not to tell anyone, that is a “bad” secret. Why do you think this would be a “bad” secret? (At this point you would discuss and make sure that the students understand that if anyone asks him/her to keep a secret from their parent or guardian, a red flag should go up and they should tell that kind of secret).

2. Discuss: As a class make a list of examples of “good” and “bad” secrets on chart paper.
3. Activity: Have the students glue a happy (green) smiley face to a popsicle stick, then glue a sad (red) face to another popsicle stick. Review the chart of secrets and have students hold up the correct popsicle stick for each secret, then share the reason why each secret is good or bad.

Activity 4: Safetyland

1. Tell students, Max lives in a town called Safetyland, and today he’s walking to school for the first time. Max has a lot of questions about how to stay safe on the way. Let’s see if we can help him by answering his questions:
 - “*Other kids who live near me are walking to school, too. Should I go with them?*”
 - “*If someone I don’t know well offers me a ride, should I say yes? What if it’s raining and I don’t have an umbrella? Should I say yes then?*”
 - “*If I’m late, is it OK to take the shortcut through the woods?*”
 - “*If someone makes me feel scared, should I be quiet or scream and yell?*”

Now let’s take a look at the map that shows Max’s way to school. First, we’re going to read the safety rules at the bottom. Then, when we get to the right spot on the map, we’re going to draw a shape. The colored shape we draw should match the safety rule that Max should

follow. Once all the shapes are in the right places, we'll know that Max made good decisions and got to school safely! [Note to teacher: Younger students may complete this activity as a class, with you reading the rules aloud. Older students may complete it individually.]

2. Extension: Play a game called "Not Even If" to make students aware of some common tactics used by child predators. Start by saying, "If you're playing outside and a stranger asks you to go with him, you should never go. Not even if ...". Then have students volunteer as many responses as they can ("he offers you candy," "he wants to show you his puppy," "he needs help finding his kitten," "he knows your name," "he says he's lost and needs directions," "he says your Mom sent him to pick you up"). Write down all answers on a large sheet of paper or on the board.

Activity 5: Safety Game

1. Give out one red circle and one green circle to each child. Glue circles at one end of the tongue depressors, one circle on each side, allowing room for the child's hand to grip the depressor.
2. "Boys and girls, we will now play a safety game. This is the way to play the game. If I tell you a safety story that is safe, show me the green sign for GO to say it is OK. If I tell you a safety story that is not safe, show me the red sign for STOP to say it is not OK."
3. "Do you understand how to play? Let's begin:"

"A child came running into the classroom and ran into a desk. Is this being safe?" (*Children hold up their signs after each story. You will know who does/does not understand.*)

"A child is holding an adult's hand while crossing the street. Is this being safe?"

"A child is playing ball outside and the ball rolls into the street. The child goes after it. Is this safe?"

"It is after school and a child's mom is waiting in the car. The child sees the car and runs in between the parked cars to mom. Is this safe?"

"Can anyone share a safety story?" (*Have children share stories...*)

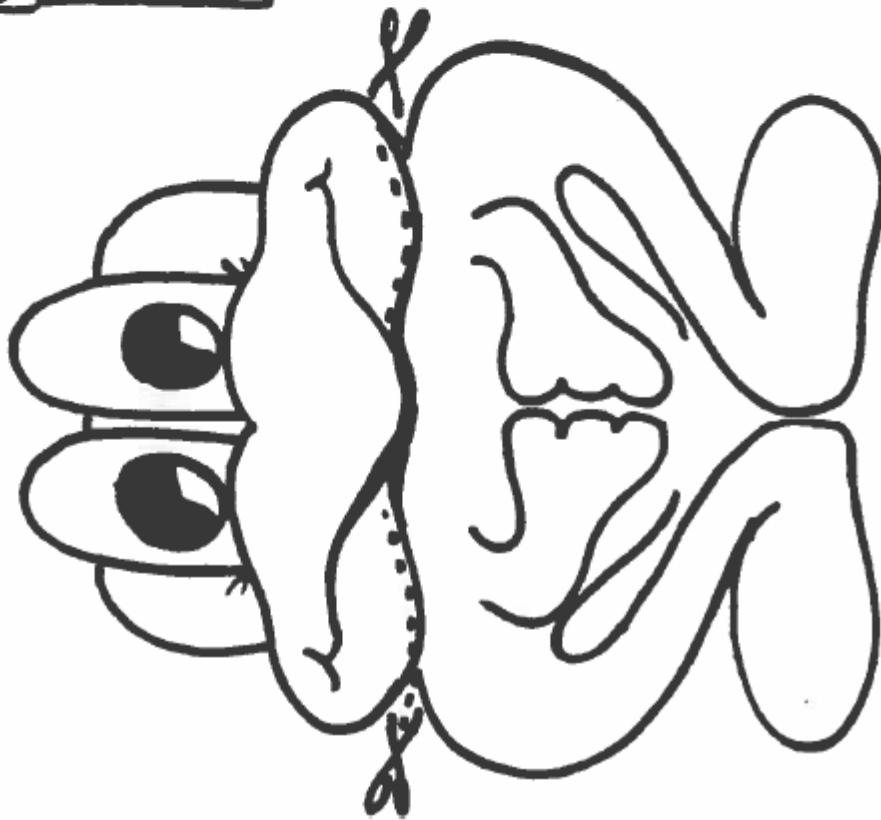
Lesson Evaluation: teacher observation, student responses, completion of activity

ACTIVITY 1: What Tadoo? Puppet

What Tadoo Puppet

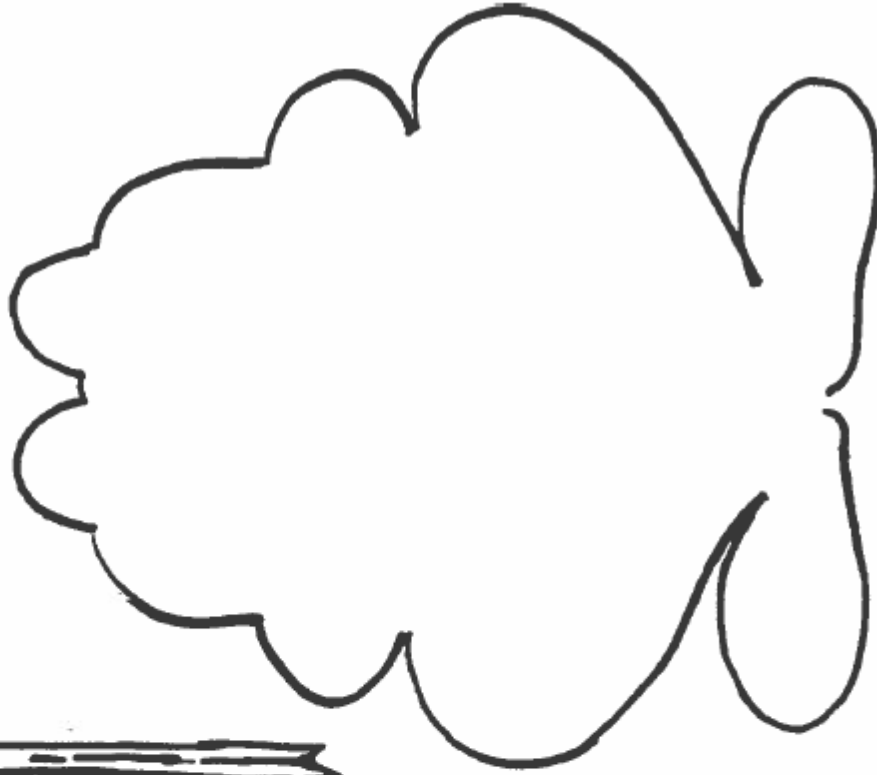
FRONT

(Cut-out and glue to the front of a small lunch bag, or staple to a popsicle stick)



BACK

(Cut-out and glue to the back of a small lunch bag or staple to a popsicle stick)



Name _____

Date _____

Say or show:

NO

be
assertive
if you can



GO

to a safe place
with other people



and

TELL

an adult
you trust

Name _____

Date _____



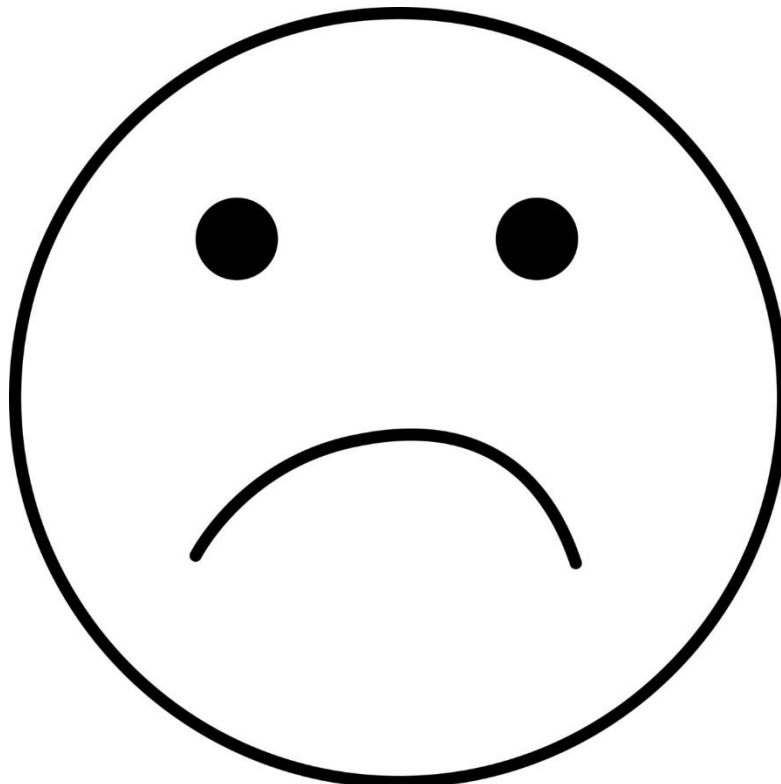
Before you go anywhere with anyone,
EVEN someone you know . . .



Check

First!

ACTIVITY 3: Smiley Face & Sad Face



ACTIVITY 4: Safety Land



Personal Health Series

Strangers and 911

Name: _____

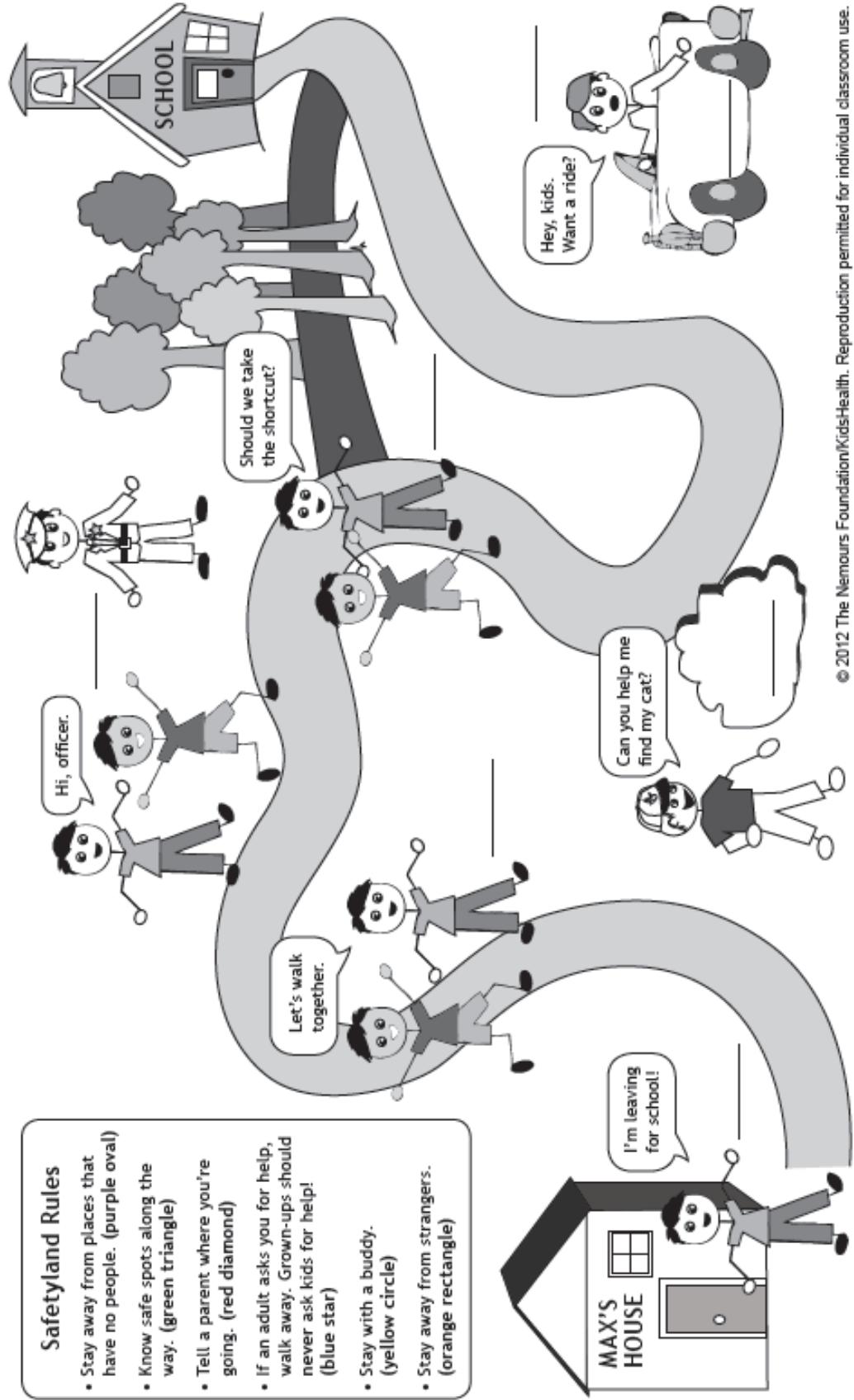
Date: _____

Safetyland

Instructions: Help Max get to school safely. At the correct spot on the map, draw the colored shape from below that tells which Safetyland rule Max is following.

- Safetyland Rules**

 - Stay away from places that have no people. (purple oval)
 - Know safe spots along the way. (green triangle)
 - Tell a parent where you're going. (red diamond)
 - If an adult asks you for help, walk away. Grown-ups should never ask kids for help! (blue star)
 - Stay with a buddy. (yellow circle)
 - Stay away from strangers. (orange rectangle)



ACTIVITY 5: Safety Game



UNIT 2: APPROPRIATE AND INAPPROPRIATE TOUCHING

Grade Level: Pre-K, K, 1st, 2nd

Lesson Plans

ASCA Student Standards (Domain/Standard/Competencies):

- **PS:A1.7:** Recognize personal boundaries, rights and privacy needs.
- **PS:C1.3:** Learn about the differences between appropriate and inappropriate physical contact.
- **PS:C1.4:** Demonstrate the ability to set boundaries, rights and personal privacy.
- **PS:C1.6:** Identify resource people in the school and community, and know how to seek help.
- **PS:C1.5:** Differentiate between situations requiring peer support and situations requiring adult professional support.

Learning Objectives: The students will be able to:

- Identify which areas of their body are private.
- Identify whether a touch is “wanted” or “unwanted.”
- Understand how to refuse uncomfortable touches.
- Understand that they should tell an adult about any uncomfortable touch.
- Understand how to tell an adult about any touch that makes them feel uncomfortable.

Materials/Resources:

- **Activity 1:** *Your Body Belongs to You* by Cornelia Maude Spelman and Teri Weidner; bathing suit coloring pages
- **Activity 2:** *Do You Have A Secret?* by Jennifer Moore-Mallinos, Secret Cards, Secret Box (any box with a lid)
- **Activity 3:** 2 Puppets

Introduction:

Define and explain to students the meaning of private (*private means belonging to one person or to a group of people; not being touched by people who do not own it; not being used by others to whom it does not belong*). Tell students, *Private things are not public, they are not to be touched, used, or seen by others. An example of something private might be your toothbrush, and example of something public would be a park or a library.* Explain that, *Private parts are the parts of the body that are covered by a bathing suit and underwear.*

Activity 1: Your Body Belongs To You

1. Read: *Your Body Belongs to You*.
2. Discuss: Tell students, *Private parts are the parts of our bodies that are covered by a bathing suit. No one should touch the private parts of your body unless it's to check quickly, to help you clean up, or if your private parts hurt. This would be a grown-up like a parent, a doctor, or nurse. If a doctor or nurse was checking you, your mom or dad or whoever usually takes you to the doctor would be there.*
Tell an adult you trust if anyone: touches the private parts of your body, tries to touch the private parts of your body, makes you touch the private parts of their body, or tries to make you touch the private parts of their body.
3. Share: Each student identifies a grown-up they would tell if someone tried to touch their private parts.
4. Discuss: Tell students, *Always tell a grown-up about touching private parts, even if the person touching: tells you not to tell, says you'll get in trouble, says that no one will believe you, says they will hurt you. If the grown-up you tell doesn't believe you, tell another grown-up.*
5. Pass out coloring sheets and tell students, *Now look at your paper and find the sign with the boy and girl figures. Notice that the boy and girl are dressed in bathing suits. Those parts covered by a bathing suit are private. Private means something that belongs to one person. It is not seen or used by anyone else. A grown up or bigger person should not force or trick you into touching his/her private parts. This is a bad touch. A good touch is any touch that is made to help you keep clean and safe. A doctor gives you a shot on your bottom. This is a good touch because it helps you stay healthy. Grandma bathes you and may touch your private parts. This is a good touch because it keeps you clean."*
6. Activity: Students color the bathing suit coloring pages. Tell students *they are doing this activity to help them remember that bathing suits cover the private parts of their bodies*. Check for understanding by asking students why they are coloring pictures of children in their bathing suits. Students should respond, "Because they cover the private parts of the body." Ask them what they should do if someone tries to touch the private parts of their body. Students should respond, "Tell a grown-up that I trust" – mom, dad, teacher, etc.

Activity 2: Do You Have A Secret?

1. Discuss: *Good/happy secrets are secrets that make you and others (like your teacher or mom) happy. Good/happy secrets are only secrets for a little while. Bad/sad secrets give you a yucky or "uh-oh" feeling and would make others upset). All secrets about private parts or threats are bad/sad secrets. You ALWAYS have to tell about bad/sad secrets.*
2. Read: *Do You Have a Secret?* by Jennifer Moore-Mallinos
3. Review by telling students, *"A good secret is a secret that will be told later. An example is a surprise birthday party for your mom that she will find out about on her birthday. This is a good secret. A bad secret is something someone tells you to keep a secret from your mom and dad and they tell you never to tell them. This is a bad secret. Remember that bad secrets can harm us, so we always tell our parents, a family member, or another trusted adult."*
4. Activity: Individually call on students to take a secret scenario card. Read the card aloud, if it is a bad/inappropriate secret they practice telling the counselor or teacher the secret. If it is a good/happy secret they put the secret in the *Good Secret* box. The good secrets come out of the box at the end of the class, because good secrets are only secret for a little while.

Activity 3: You Are in Charge of Your Body

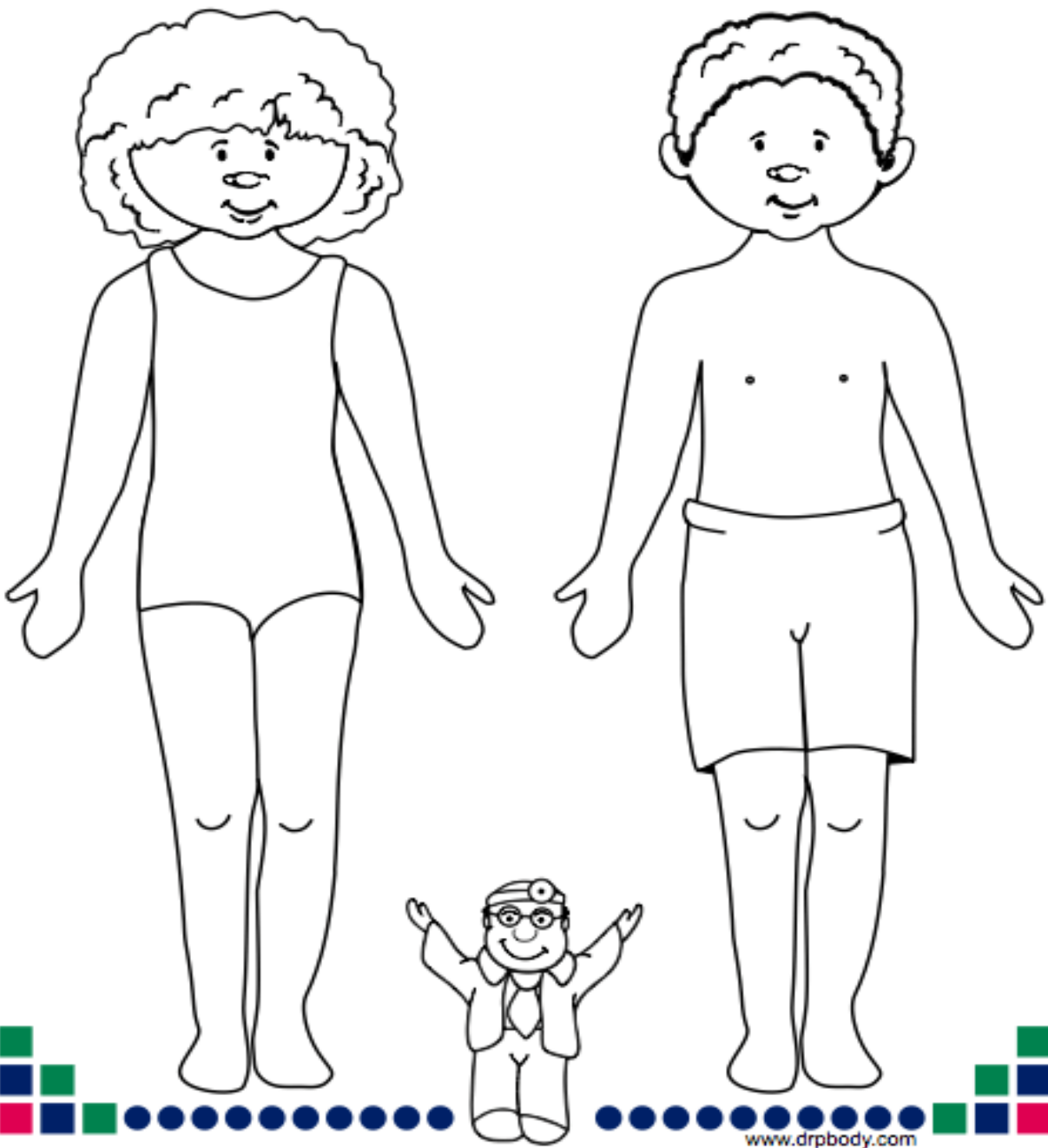
1. Discuss: “Appropriate” touches make us feel happy; “Inappropriate” touches make us feel uncomfortable, sad, weird, or yucky.
2. Ask: *What kind of face does someone make when a touch makes them feel happy?* (Smile or laugh – you can tell they like it.) *What kind of face does someone make when a touch makes them feel uncomfortable?* (Sad, weird, or yucky – you can tell they don’t like it.)
3. Model: Use puppets to model “appropriate” and “inappropriate” touches – holding hand/gripping hand; high five/hitting; tagging/pushing; hugging/restraining; etc. After a few examples have students label modeled touches as “appropriate” or “inappropriate.”
4. Discuss: *If someone is touching you in a way you don’t like you need to say, “Stop, I don’t like it!” Use puppets to model uncomfortable touches again and have puppet on receiving end say, “Stop, I don’t like it!” and then tell you (the adult) that it happened.*
5. Practice: All students practice, modeling in front of group: counselor/teacher pretends to give good (high five, hand holding, pat on the back, etc.) and uncomfortable touches (hit, kick, pull hair, holding, hugging, etc.) to each student. *For inappropriate touches: Tell them first what you are going pretend to do, that it won’t be real, and that you won’t actually touch them, then show on yourself. Then ask, “Is it okay with you if we pretend this?”* Students practice saying, “Stop, I don’t like it!” Have students show with their facial expression whether or not they like the touch. Ask classmates how they can tell whether the touch was appropriate or inappropriate.

Lesson Evaluation: teacher observation, student responses, completion of activity

ACTIVITY 1: Bathing Suit Coloring Page

Name _____ Date _____

Bathing suits cover the parts of your body that are private. People should keep these parts of their body to themselves. You should not touch someone else's private parts and they should not touch yours. Find the bathing suits in the picture below and color them your favorite color.



www.drpboddy.com

ACTIVITY 2: Secret Cards

Someone tells you to keep a secret about: flowers for your teacher	Someone tells you to keep a secret about: looking at pictures on the computer
Someone tells you to keep a secret about: a surprise party	Someone tells you to keep a secret about: them touching your private parts
Someone tells you to keep a secret about: a birthday present	Someone tells you to keep a secret about: hitting
Someone tells you to keep a secret about: where they hide for hide and seek	Someone tells you to keep a secret about: a gun or sharp knife
Someone tells you to keep a secret about: a Mothers' Day card you made	Someone tells you to keep a secret about: punching
Someone tells you to keep a secret about: hurting	Someone tells you to keep a secret about: a special handshake
Someone tells you to keep a secret about: a touching game	Someone tells you to keep a secret about: a threat
Someone tells you to keep a secret about: bullying	Someone tells you to keep a secret about: taking off your clothes
Someone tells you to keep a secret about: wrestling	Someone tells you to keep a secret about: hugging
Someone tells you to keep a secret about: them making you touch their private parts	Someone tells you to keep a secret about: watching a grown-up movie
Someone tells you to keep a secret about: tickling	Someone tells you to keep a secret about: looking at private parts
Someone tells you to keep a secret about: playing a grown-up game	Someone tells you to keep a secret about: a present they gave you

UNIT 3: ASSERTIVENESS

Grade Level: Pre-K, K, 1st, 2nd

Lesson Plans

ASCA Student Standards (Domain/Standard/Competencies):

- **PS:A1.7:** Recognize personal boundaries, rights, and privacy needs.
- **PS:A2.6:** Use effective communications skills.
- **PS:B1.4:** Develop effective coping skills for dealing with problems.
- **PS:B1.5:** Demonstrate when, where, and how to seek help for solving problems and making decisions.
- **PS:C1.4:** Demonstrate the ability to set boundaries, rights, and personal privacy.
- **PS:C1.5:** Differentiate between situations requiring peer support and situations requiring adult professional support.

Learning Objective:

- The students will be able to demonstrate assertiveness skills.

Materials/Resources:

- **Activity 1:** Print out pictures of children looking passive, aggressive, and assertive so as you discuss what each word means the students can have a visual. (However, this is not required.) **Optional:** Create a story with each kind of person. Create short scenarios that could be cut and placed in a jar for students to draw and role-play.
- **Activity 2:** *Howard B. Wigglebottom Learns about Bullies* by Howard Binklow on the Smartboard (www.wedolisten.org) or the book. Bag with enough Unifix Cubes for everyone in the class. 7 should be one color the rest should be another color.

Introduction:

Explain to students that today they will be learning a really big word...ASSERTIVE! *When you are being assertive you use "I statements" to explain how you feel. People who are being assertive keep a calm and low tone of voice. Use good eye contact to show that you are listening calmly to the other person. This is the best behavior to use to keep yourself safe.*

Practice being assertive by playing the "Sausage Game". Rules: *Everyone sits in a circle. The person who is "IT" stands in the center of the circle. Each person asks the person who is "IT" an appropriate question. The only answer to every question can be "Sausage". The first person to make the center person laugh wins a try in the middle. The Object of the game is for the person in the center to stay calm, keep good eye contact, and answer assertively.*

Activity 1: Being Assertive

1. Discuss: Discuss with children what each word means: passive, aggressive, and assertive. Explain what each looks like and have them to think about how they would handle a bully situation. At this point you can use stories or pictures to show examples.
2. Role Play: Role play with the students how each type of person would react to a bully. If in a classroom, ask the teacher to come to the front and ask them to be the bully. If in a group or individual counseling, a student can be the bully. Act out one of the scenarios with the "bully" by modeling how to react in a passive, aggressive, and assertive way (assertive being the goal).
3. Discuss: Discuss with students different methods of being assertive: walking away, walking away towards an adult, actively ignoring/talking with someone else - use of the bystander, talking with students about how they can be bystanders and help another by taking them out of the situation)

4. Practice: Ask for volunteers: bully, victim, bystander. Have one draw a scenario and have the victim act out passive, aggressive, and assertive. Practice with the actors and the group. Have the actors switch roles and/or call for new volunteers.

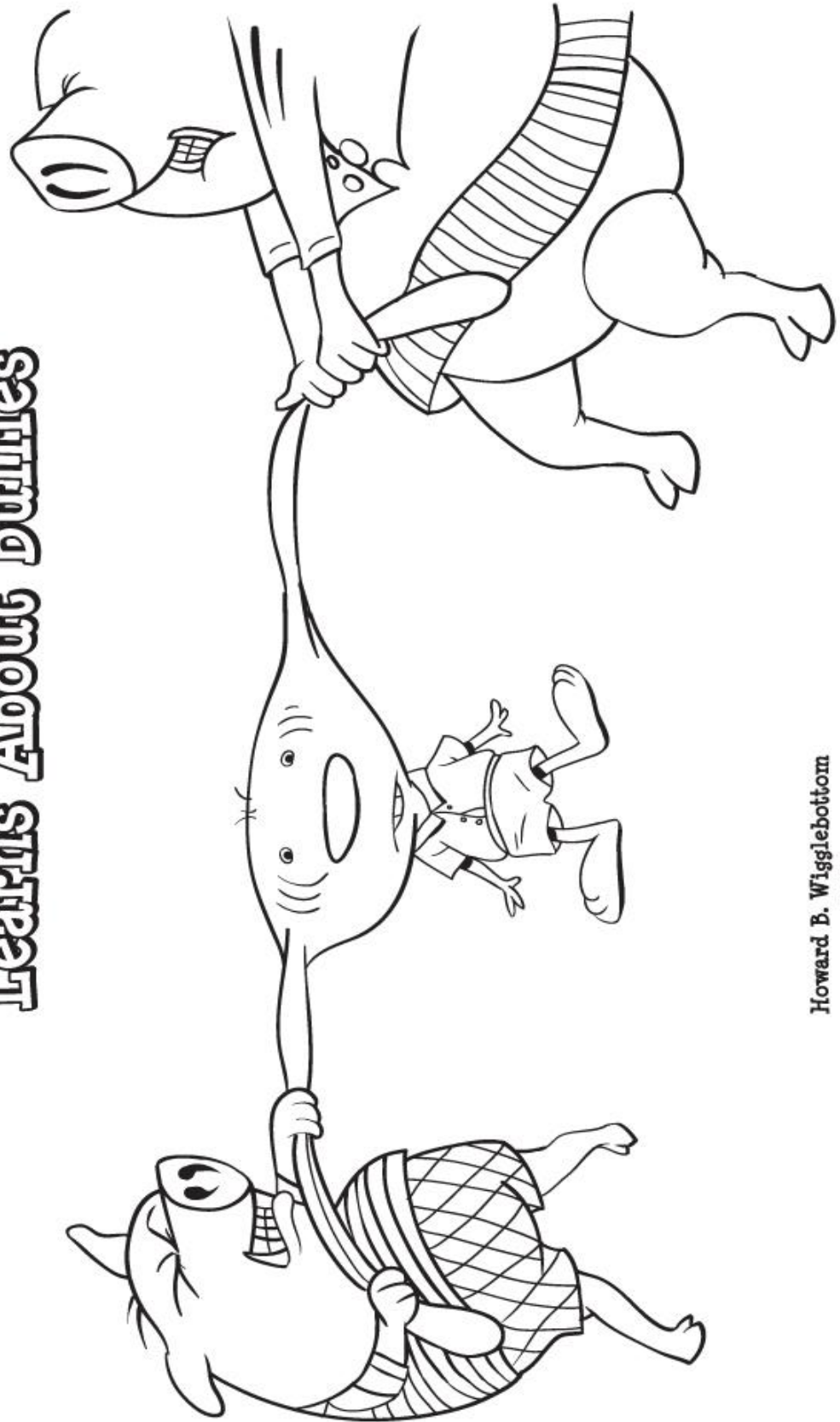
Activity 2: Be Brave, Be Bold

1. Ask students, “*What is bullying?*” This will give you a sense of how close their current concept of bullying is to the definition you are going to work with. This also gives you information to use when assessing their learning at the conclusion of the unit.
2. Explain to them that *bullying is different than being mean. Both are unfriendly, and neither one is nice or feels good, but when someone is being mean you can usually handle it yourself by asking the person to stop, telling them how you feel, or walking away. Bullying is bigger than meanness and you always have to tell a grown-up. Kids can’t handle bullying by themselves!*
 - It is important to clearly differentiate between mean and bullying behavior, because if you don’t, kids are likely to: (1) fail to report bullying, or (2) tell an adult about everything, and stop using the strategies they already know how to use to handle conflicts and isolated mean behaviors. Failing to make the distinction between mean and bullying will undermine their ability to solve their own problems and drive you crazy.
3. Read *Howard B. Wigglebottom Learns About Bullying* by Howard Binklow.
 - For each situation ask: *How can you tell that it is bullying? Will Howard’s strategy work?*
 - Whenever the refrain comes up, recite together: Be Brave, Be Bold, A Teacher Must Be Told!
 - Ask: *How did Howard solve the bullying problem?* (Told his teacher).
4. Pass out blocks, the students with the yellow blocks will come to the smartboard to answer the questions about the book online. The kids touch the correct answer and we discuss. You can find the discussion at www.wedolisten.org then go to lessons/discussion. Scroll down to HBW learns about Bullies. Click on discussion questions.
5. The kids that didn’t get to come to the Smartboard can come up to play the *Finding Howard* game. www.wedolisten.org and go to games. Or you can dance to the Be Brave, Be Bold song (kindergarten likes this).
6. Close with a review of what, how and when to report. If time permits they can color the handout.

Lesson Evaluation: teacher observation, student responses, completion of activity

Howard B. Wigglebottom

Learns About Bullies



Howard B. Wigglebottom
www.wedolisten.org

Colored by:

UNIT 4: SUPPORT SYSTEMS

Grade Level: Pre-K, K, 1st, 2nd

Lesson Plans

ASCA Student Standards (Domain/Standard/Competencies):

- **PS:C1.5:** Differentiate between situations requiring peer support and situations requiring adult professional support.
- **PS:C1.5:** Differentiate between situations requiring peer support and situations requiring adult professional support.
- **PS:C1.6:** Identify resource people in the school and community, and know how to seek their help.

Learning Objective:

- The students will be able to identify specific family and community resources they can turn to for help.

Materials/Resources:

- **Activity 1:** *People We Trust* Chart, *Who Would You Tell?* activity sheet (TheMamaBearEffect.org)
- **Activity 2:** *Someone I Can Trust* activity sheet
- **Activity 3:** *Very Important People* Book
- **Activity 4:** *Don't Squeal Unless It's A Big Deal* by Jeanie Franz Ransom, *Am I Tattling or Reporting?* Cut/paste activity (Options: display on Smartboard, give each student a copy, or create a chart)

Introduction:

Explain to students that, *In today's lesson we will talk about people you feel are safe to talk to and people that you trust to tell about something that might be happening to you. A trusted adult is someone you can count on to keep you safe. When someone does something wrong, you must tell someone you trust.* (Enforce that it is important to know the specific name of the person and not just grandma, aunt, friend, etc.)

Activity 1: Who Would You Tell?

1. As a class, make a chart listing people you can trust using family members, friends, and adults.
2. Give each student a copy of the Who Would You Tell? Activity Sheet. Read the poem together, then have students to draw pictures of people they trust. (For 1st and 2nd graders have them to write the names of the people they trust alongside their pictures.)

Activity 2: Strangers

1. Define the word "stranger" for children. A stranger is anyone they have never met before and do not know. Ask students to describe what a stranger may look like. Remind students that strangers can be men or women, young or old, short or tall, thin or fat, pretty or unattractive. Tell students that most strangers are kind but some can be dangerous.
2. Explain that most people they know are kind, but some are not. Tell students that they can't tell whether a person is kind or not just by looking at him or her. People are kind because of what they do. Tell students that there sometimes a person may hurt someone else.
3. Talk to students about dangerous situations they might encounter when out playing. Stress that these situations may happen with people they know or people they don't know.

4. Remind students that before they go anywhere with anyone, they need to ask a parent or caregiver first. If anyone they don't know asks them for help or makes them feel scared, they should get to a safe place and tell an adult they trust.
5. As a class or independently, have students to list safe places where they could go if they are scared. The list could include a neighbor's house, library, school, police station, or other public place.
6. As a class or independently, have students to list as many adults as they can think of who could help them if they ever have a problem or are feeling scared. The list could include parents, relatives, teachers, coaches, and neighbors.

Activity 3: *Very Important People* Book

The book is titled *Very Important People*. It contains 13 pages of pictures to color and drawing prompts, as well as a note to parents. It can be used in classroom lessons, as a whole book or by using selected pages, and as a resource to share with parents. It covers the topics of:

- Your body belongs to you
- Private parts are covered by your bathing suit
- Trust your feelings
- Happy/contented/safe touches
- Adults you trust at home and school
- Touch should never be a secret
- Tell an adult you trust about uncomfortable touches
- Uncomfortable touches are not your fault
- Tricky words that might be used to try to stop you from telling
- Ways you can tell about uncomfortable touches
- Telling makes you feel better (real words from real kids)




Activity 4: Tattling vs. Reporting

1. Introduce lesson by explaining to students what it means to be responsible and how we have to take responsibility and work out problems by ourselves, and other times we have to report the problem to an adult. But sometimes children tattle when they think they are reporting. *Children tattle because they see rules being broken, or because they are having conflicts with other children. Sometimes children tattle just to get attention. If a behavior is dangerous, children need to tell an adult. That is not tattling- it is being responsible. We should report actions that might be harmful to people and property.*
2. Introduce the book *Don't Squeal Unless It's A BIG Deal* by telling student that today we are going to recognize the difference between behavior that should be reported to an adult and behavior that they can resolve themselves. While reading the book, stop at various points to check for understanding.
3. After reading the book, complete the "Am I Tattling or Reporting?" activity whole group or independently.

Lesson Evaluation: teacher observation, student responses, completion of activity

ACTIVITY 1: People We Trust Chart

People We Trust

Family	Friends	Adults
		

ACTIVITY 1: Who Would You Tell?

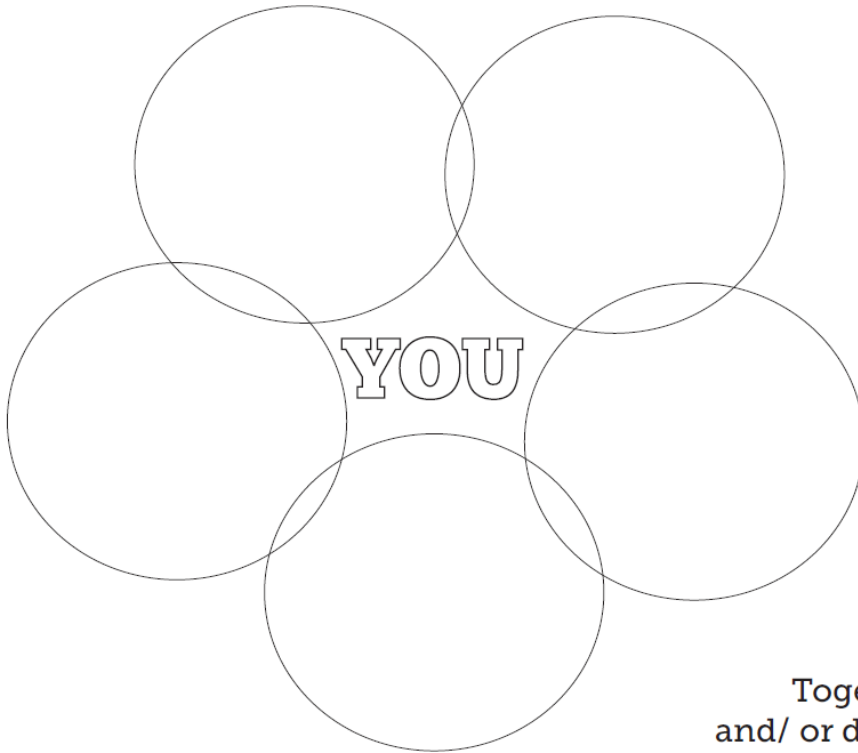
Who Would You Tell?

If you ever feel sad and blue,
and need someone to talk to,
you'd need someone to lend an ear,
who'd let you talk - who'd want to hear.

Even if it was really hard to say,
they'd never turn you away.
No matter what you had to tell,
they'd stay calm - they wouldn't yell.

They'd be there to help you out,
they'd stand by you - without a doubt.

It is a big person's job to keep
your body safe & sound,
so if you ever need a helping hand
to come around,
Who would you tell? Who would it be?
who is in your circle of body safety?



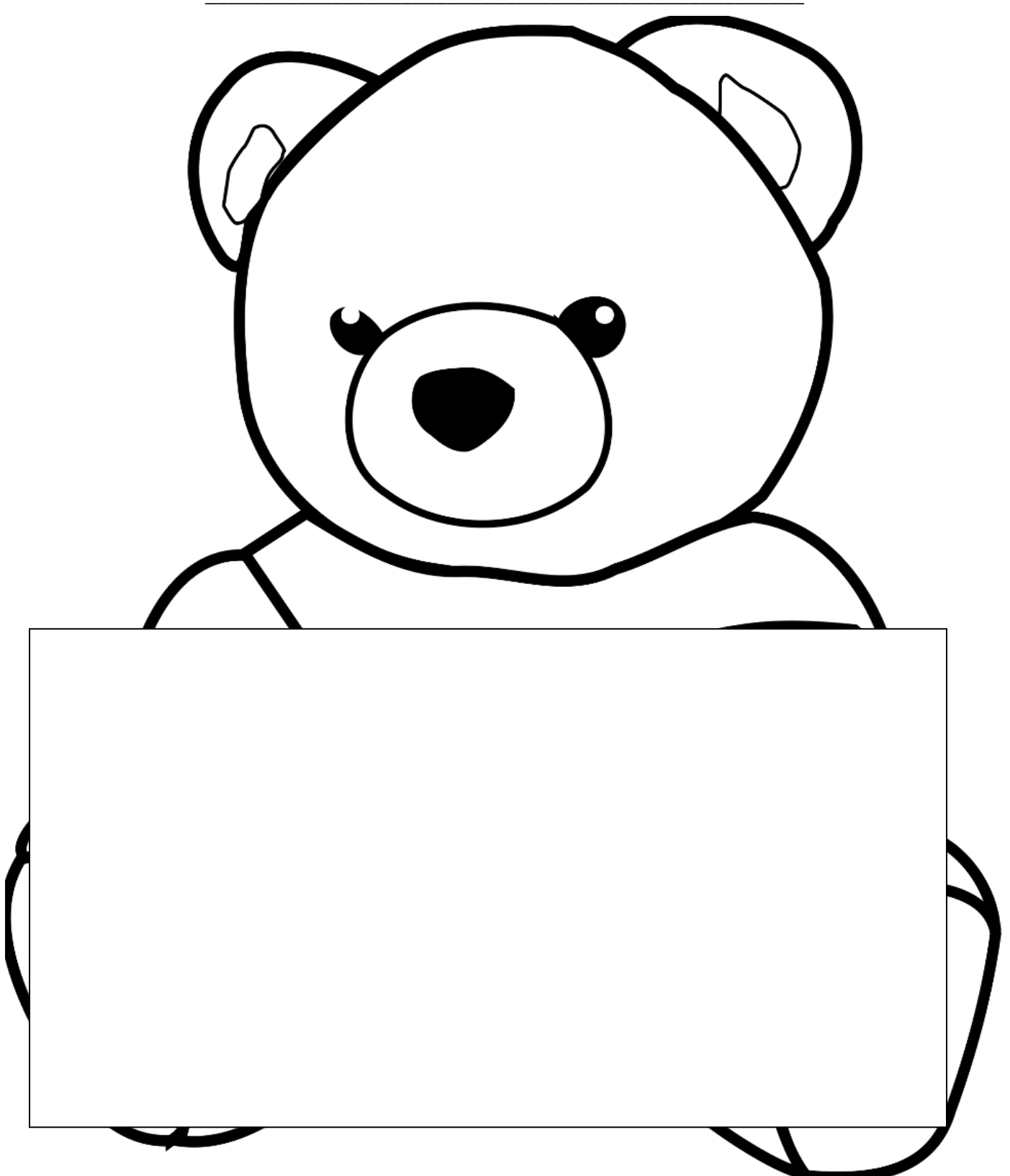
Lets talk about who you
could trust to help you if
you ever needed help
keeping your body safe.

Together, write their names,
and/ or draw their faces in the circles.

ACTIVITY 2:

Someone I Can Trust!

Draw a picture of a grownup you trust. Who is it?





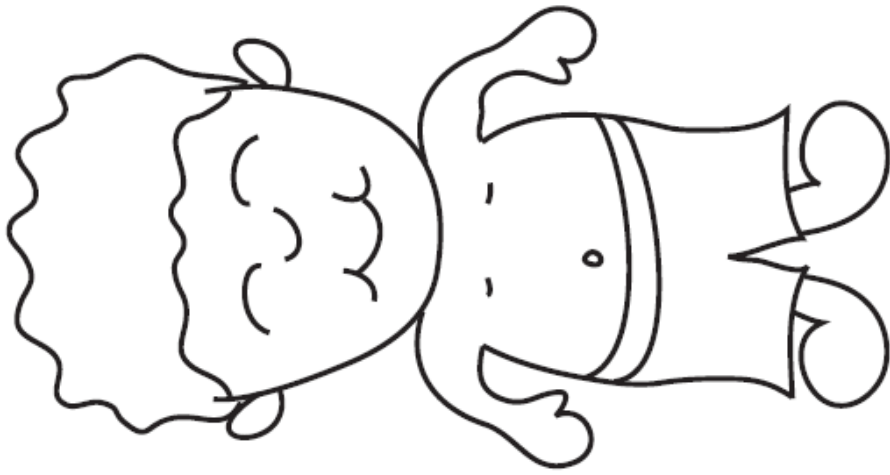
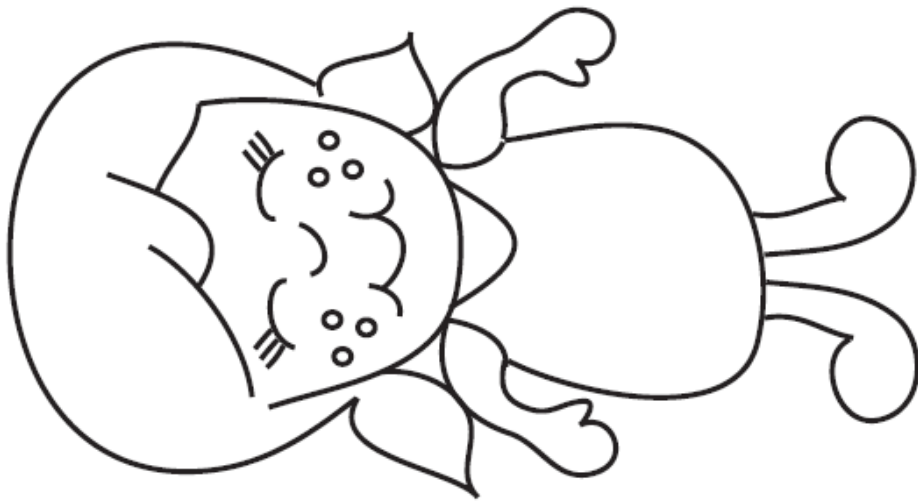
Draw something about you that makes you important.



Your body belongs to



Private parts are the areas covered by my bathing suit.



My private parts belong to me!

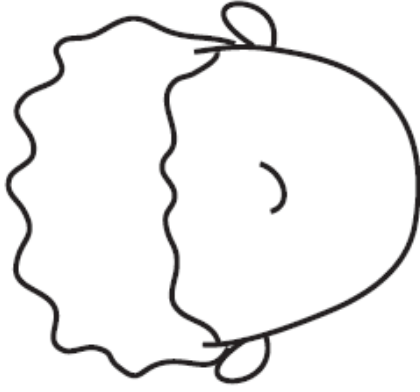
Draw the feeling listed below each face.



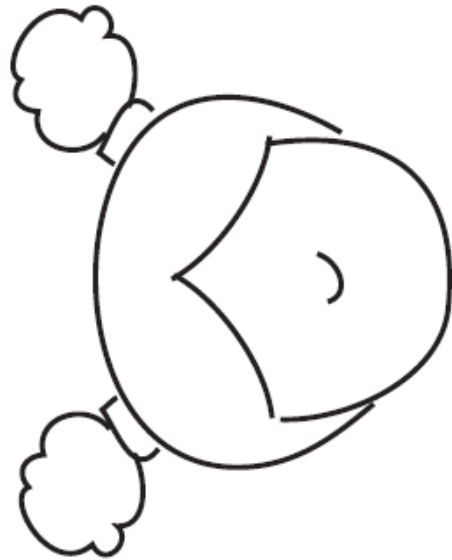
Confused



Mad



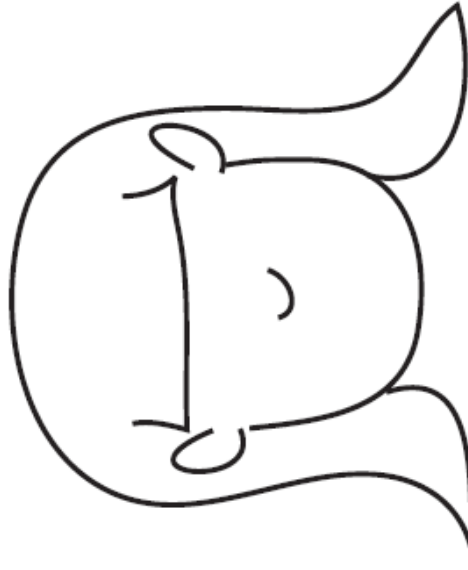
Happy



Shy



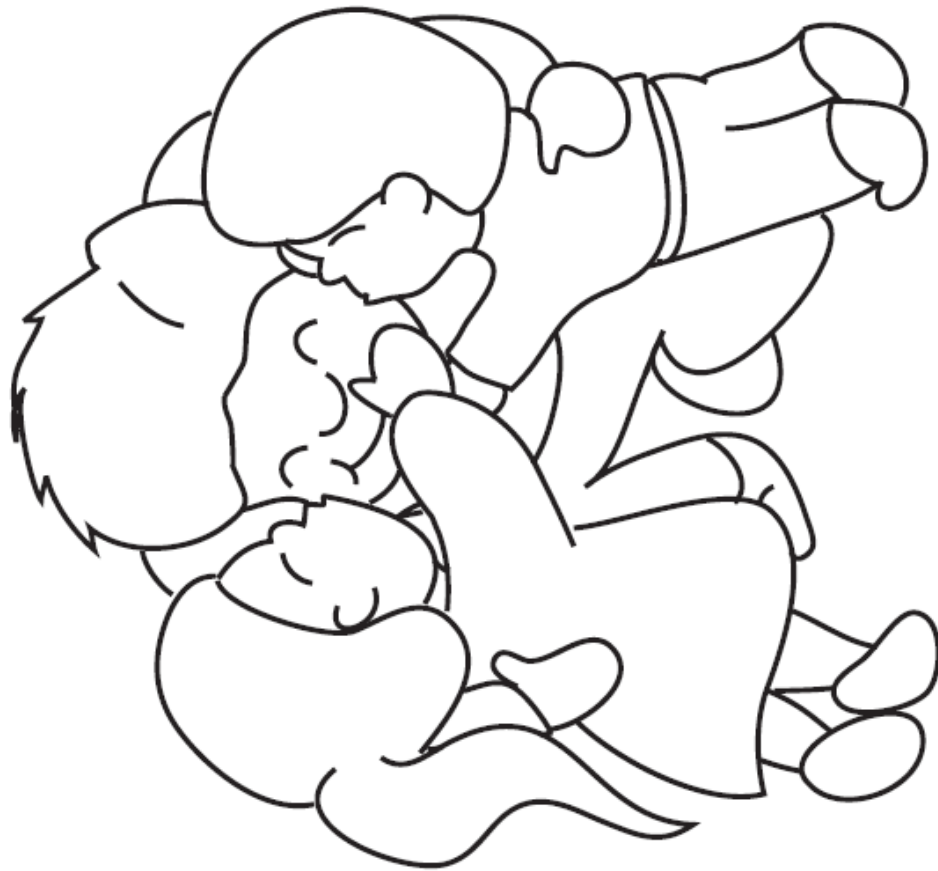
Sad



Content

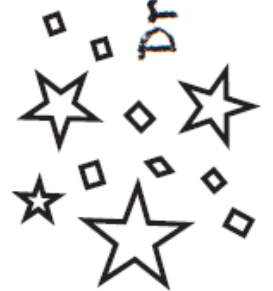
Trust your feelings!

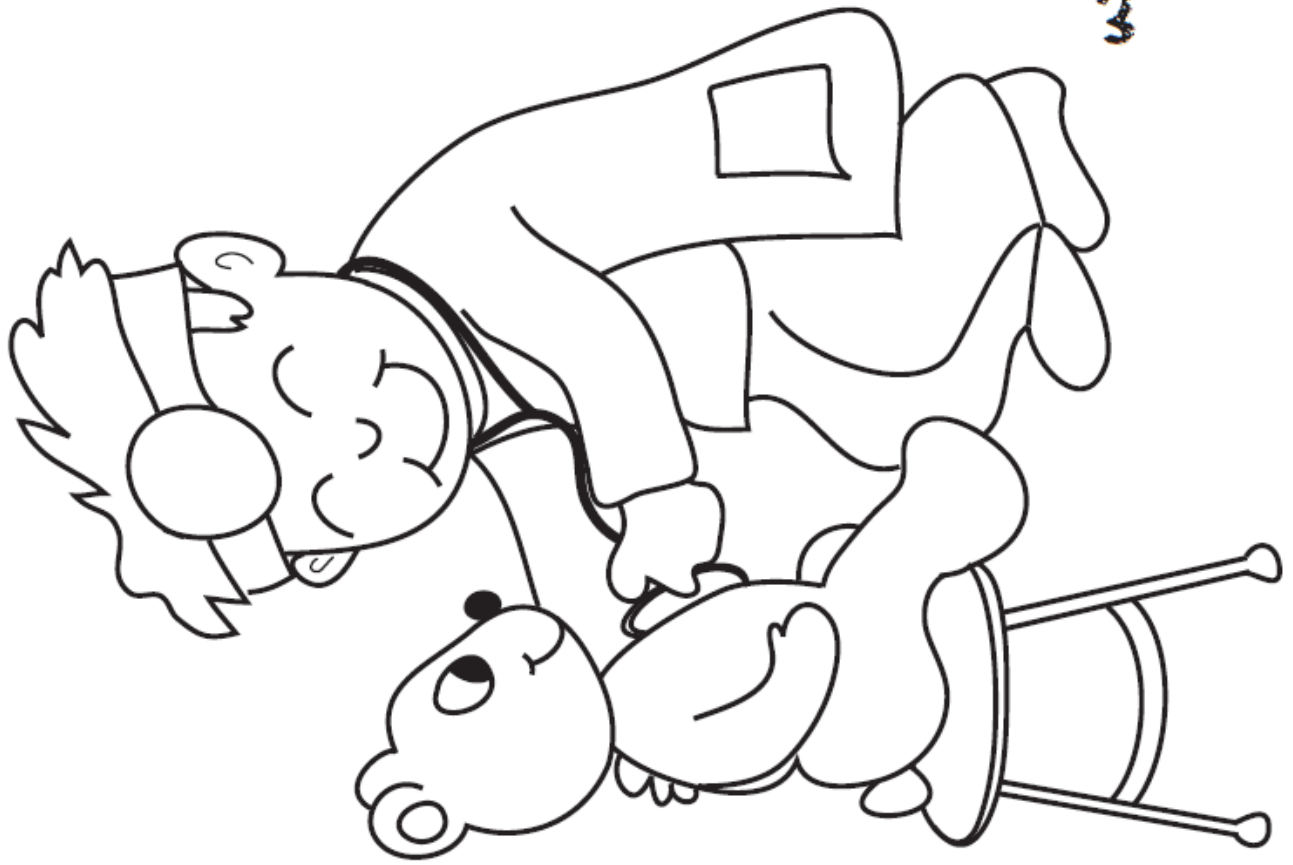
Here are some examples of touches that may make you feel happy, content or safe.





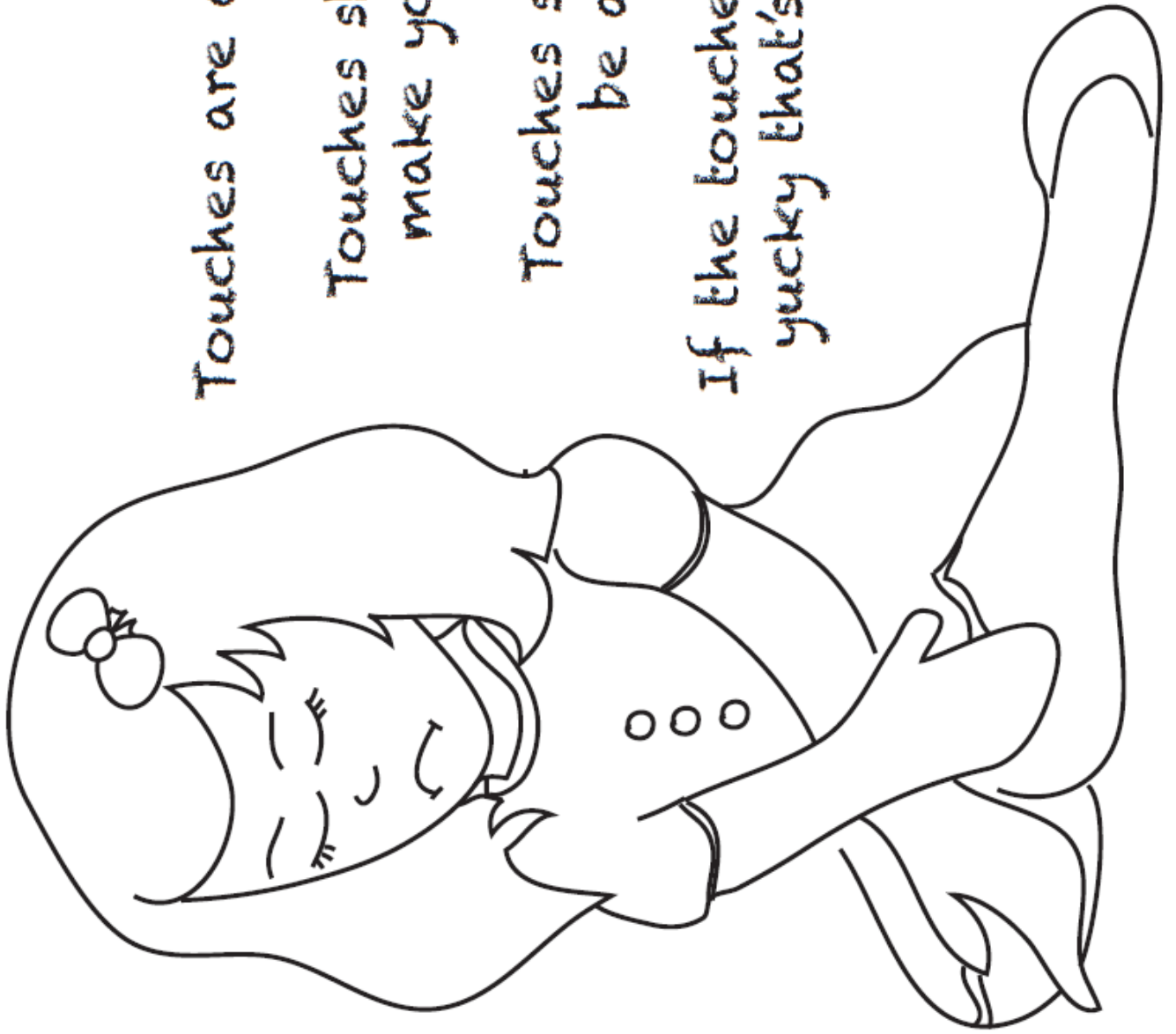
Draw the people at home and at school that you trust.





Sometimes a doctor
may need
to check your
private areas to
keep you healthy.

A doctor's touches
will never be a secret!



Touches are always up to you!

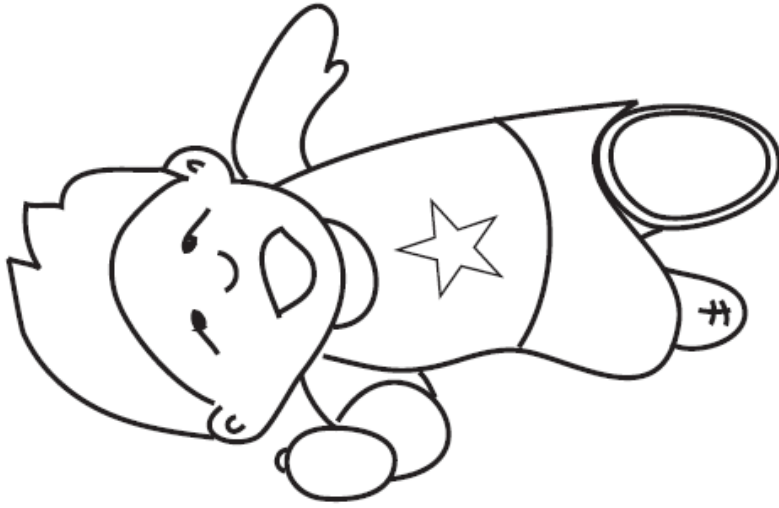
Touches should always
make you feel safe.

Touches should never
be a secret!

If the touches make you feel
yucky that's your clue to.....

NO!

Just say no!



GO!

Get out of there!

TELL!

Tell someone you trust!





It's not your fault.

Practice ways you might tell someone you trust;
draw a picture, write a note or a conversation you
might have.



Real Words from Real Kids



Now I know that I can stick up for myself.



I feel relieved because I actually got away from the person who was abusing me.



I went from not feeling brave to feeling REALLY brave!



I was surprised that I got safe so quickly!



I feel happy because I don't have to worry any more that something is going to happen.



I found that people are there for me and will make sure I'm safe.

ACTIVITY 4: Tattling vs. Reporting

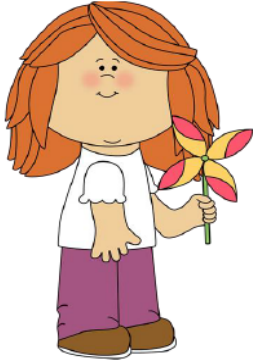
Name _____ Date _____

Am I Tattling or Reporting?

- Tattling is when I get someone in trouble.
- Reporting is when I get someone out of trouble.



Tattling	Reporting



Cut out each example and decide whether it is tattling or reporting. Give the example under the correct column.

Michael keeps making faces at me.

Mr. Cobb, Jason isn't getting in line.

Heather scratched me when I didn't do what she said.

During recess, Callie pushed Dana down on purpose.

Jerome is drawing in his notebook when he's supposed to be doing his math.

Brandon picks on Kayla everyday during lunch.

Some boys are bullying Joshua in the bathroom.

Ms. Long, Devin isn't reading the right story.

Meghan isn't walking on the right side of the hallway, Mrs. Jones!

Cooper said he's going to punch Conner after school.

Mobile County Public School System

Personal Safety Curriculum



Grade 3 – Grade 4

Revised October 2016

Unit: 1 Personal Safety

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives:

1. The learner will recognize the different types of abuse.
2. The learner will understand that hiding abuse does not end the problem.

Materials/Resources: Teacher Information Pages, Picture Card # 9, Video: "Spider-Man: Don't Hide Abuse" (11 minutes), Personal Safety Pre-Test

Lesson Procedures- Introduce the topic. You might say, "For the next few days/weeks we are going to be talking about personal safety. When you were one year old, your parents and family watched out for your safety. Now that you are older, you can take more responsibility for your own safety. YOU ARE VERY IMPORTANT! Because you are so important, we want to make sure you can help yourself to be safe. Personal safety means following safety rules, being aware of what is going on around you, making good decisions in potentially dangerous or risky situations and asking for help from those whose job it is to keep you safe when needed."

Lesson Activity-

1. Discuss the different types of abuse.
2. Show picture card #9 to the students while explaining sexual abuse.
3. Video: "Spider-Man: Don't Hide Abuse." Introduce the video using "Before Viewing Questions" to generate class discussion. Use the "After Viewing Questions" to extend and stimulate follow-up discussion.
4. Personal Safety Pre-Test

Evaluation- Teacher Observation

PERSONAL SAFETY

Pre-Test

NAME _____ GRADE _____

1. Do kids need to know about bicycle safety? yes no
2. Do kids need to know about water safety? yes no
3. Do kids need to know how to stay safe? yes no
4. Does anyone have the right to harm your body by causing bruises, burns, bleeding, broken bones, or bites? yes no
5. Does anyone have the right to call you "stupid"? yes no
6. Would you tell someone if physical abuse happened to you? yes no
7. Are strangers the only people who sexually abuse children? yes no
8. Is it the child's fault if he or she is abused? yes no
9. Do you have the right to tell an adult to stop if he or she is touching you in a way you don't think is okay? yes no
10. Would you tell someone if sexual abuse happened to you? yes no
11. Would you tell someone if a person was constantly yelling or calling you names? yes no

TYPES OF ABUSE

DISCUSSION INFORMATION

The different types of abuse are:

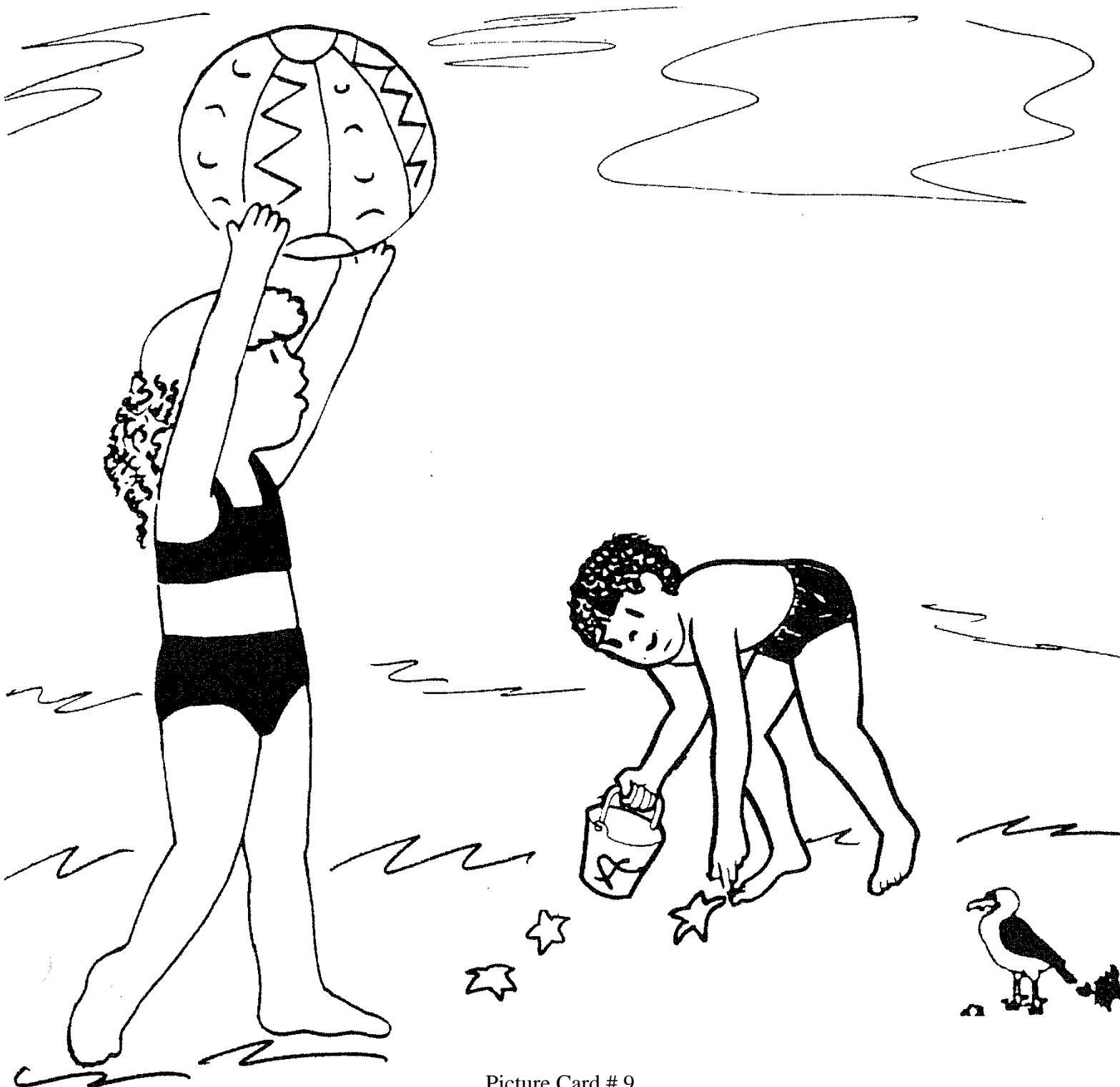
Physical Abuse- Is maltreatment that harms the body. You will know if physical abuse has occurred by the Five "B's"--- bruises, broken bones, burns, blood, or bites.

Emotional Abuse- Includes excessive yelling or criticizing. It involves name calling, (i.e., "stupid" or statements such as, "I wish you never had been born"). It can also include locking a child in a room, threatening physical harm, or abandonment.

Sexual Abuse is when a grown-up or someone touches the private parts of your body; like parts covered by a swim suit, (show picture card # 9) or forces, tricks, or confuses you into touching the private parts of his/her body. This kind of sexual abuse is sometimes called rape or molestation. There is another kind of sexual abuse which doesn't involve touching. It is when you get an obscene telephone call, someone peeps into your windows, or someone shows his/her private parts to you. Sexual abuse happens to many boys and girls.

Neglect- Is when a child is not provided proper food, clothing, shelter, medical care, and personal hygiene. Neglect also includes the lack of supervision and emotional support (i.e., love, appropriate attention).

PRIVATE PARTS are those parts of your body that are covered by your bathing suit and underwear.



Picture Card # 9

VIDEO

SPIDER-MAN: DON'T HIDE ABUSE

Questions Before Viewing

- What kind of secrets are good to keep? What kind of secrets are bad to keep?
- If you have a problem, who can you talk to about it? Have students generate a list of trusted people. Record the list for future reference.
- Have the class define physical and sexual abuse.

Questions After Viewing

- Why is Maria afraid to tell anyone about her secret?
- Why does Maria's father hit her? Is he punishing her? Is this a fair punishment?
- If you know someone who was being abused, how could you help?
- Should child abuse be a secret? Explain. Should a victim of abuse tell someone about the situation? Who should be told? How would talking about the problem help? Would you give the same answers if you were the victim?

Additional Lessons for Unit 1

Unit: 1 Personal Safety

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will demonstrate knowledge of personal safety.

Materials/Resources: Video: “Spider-Man: Smart Kids Play It Safe” and “What If” Situations Story Worksheet #11- #15

Lesson Procedures: Review the Safety Rules with students on page #10. Follow the directions on the “What If” Worksheets. For example, "Do Not Open the Door to Stranger" and discuss.

Lesson Activity:

1. Discuss the safety rules outlined on page #10
2. Discuss the “What if” Situations Worksheets #11- #15 (shortcuts, answering the door, answering the telephone, child at the mall, and entering a house). Read aloud each situation to the class, then ask them questions about how they would handle the situation, then allow them to discuss with their peers.
3. View the Video: “Spider-Man: Smart Kids Play It Safe”

Evaluation:

Teacher Observation

SPIDER-MAN: SMART KIDS PLAY IT SAFE VIDEO

SAFETY RULES

1. Don't walk home from school alone. Always walk with a friend. It's called the "Buddy System."
2. Construction sites and vacant lots are not playgrounds. You could get hurt.
3. Don't get into a car with a stranger. If an adult asked you for any kind of help, you should tell them to ask another adult even if you know the answer.
4. If you have to go home alone, work out a plan with your parents to keep a house key. Pick a place where you won't lose it and no one else will figure out that you are going home to an empty house.
5. When you get a call from someone you don't know, don't tell them that you are home alone. Just tell them that your mother or father can't come to the phone. Take a message for them.
6. Don't answer the door to a stranger.
7. If someone you don't know is picking you up from school or taking you to baseball practice, ask for a password.
8. Always let your parents know where you are.

“WHAT IF” SITUATIONS WORKSHEETS

SHORTCUTS

BACKGROUND: Be sure to emphasize that students should think through alternatives before taking action. Then have children predict consequences of each alternative.

STORY: Jenny is supposed to be home before dark. She is late and is afraid her mother will be really mad at her. If she takes a shortcut through the vacant lot she will get home faster. Her mom has told her never to go through the lot alone and she remembers her friend told her she saw a man who exposed himself.

Divide the class into groups of 4 or 5 students. Select a recorder for each group. Give each group one question to discuss. Then have the group brainstorm solutions to Jenny's problem. After 7 minutes have the groups share their responses.

1. How do you think Jenny felt when she realized that she was late?
2. Why did her mom tell her not to go through the vacant lot alone? What are the dangers? What is an exposer?
3. What do you think her mother will say when she gets home? Will using the shortcut help?
4. Have you ever been late? What happened?

Follow-up Discussion: Discuss with the students the outcomes of being late or taking the shortcut. Is it worth the risk of taking the shortcut? What would you say to your mother if you got home late?

“WHAT IF” SITUATIONS WORKSHEET

ANSWERING THE DOOR

BACKGROUND: This is another situation where it is very hard not to appear rude. Children do not have control over the type of lock on a door or whether there is a peep hole, but all need to practice responses for their particular home situation. Saying "Who is it?" Is not enough. Children must learn to decide whether or not to open the door. It would be good if children were never left alone, but it is unrealistic not to prepare them for the eventuality that they may have to answer the door when there are no adults around. Parents might instruct children not to open or answer the door at all. The child may say, "My mom doesn't allow me to open the door. She is busy. May I take a message?"

STORY: Juanita is home alone. The doorbell is ringing.

1. Should Juanita open the door?
2. Why or why not?
3. What should she do?
Peek through the hole and Say, "Who is it?"
Ignore the bell
4. What if it is the next door neighbor?
5. What if it is a repair person? How would you know it was a repair person?
6. How do you decide who to let in?

“WHAT IF” SITUATIONS WORKSHEET

ANSWERING THE TELEPHONE

BACKGROUND: It is very important for children (and adults) not to answer questions when people ask for information in a polite way. We are often afraid of hurting someone's feelings. Children need to learn that they can and should refuse to give out personal information. Have children role play responses to requests for personal information.

STORY: Jane was home alone when the phone rang. The person on the phone asked for her parents. Then when the caller learned that neither of them was home, he said her mother had ordered a magazine over the phone and the address had been lost.

1. Should she give him the address? (NO)
2. Should she have told the man her parents weren't home? What else could she have said?
3. Why is it important not to give out this kind of information over the phone?
4. When would it be okay to give out personal information?

DISCUSSION: Children who are baby-sat often get calls. What kind of information should they give out? (Practicing the appropriate kinds of responses would be helpful.)

14

“WHAT IF” SITUATIONS WORKSHEET

CHILD AT THE MALL

STORY: Cathy's mother is shopping at the mall. Cathy is sitting on the bench waiting for her. A strange lady approaches Cathy and tells her that her mother is ill and needs her. She tells Cathy to come with her so she can help her mother. If you were Cathy, what would you do?

Have students role play the situation.

15

ENTERING A HOUSE

STORY: Cindy is going door to door in her neighborhood selling Girl Scout Cookies. The person answering the door has asked Cindy to come in while she gets the money.

1. Should Cindy go in the house?
2. Why? Why Not? (Teacher can list reasons on the board.)
3. If she does not choose to go in, what should she say?

DISCUSSION: Bring into the discussion competition forces and unwise decisions. Cindy may be in competition with peers in the organization.

Unit: 2 Appropriate and Inappropriate Touching

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A2.6 Use effective communications skills

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will be able to determine when a touch is appropriate or inappropriate.

Materials/Resources: Video: “My Body Belongs to Me”

Lesson Procedures:

Read aloud the short story to discuss with the class, along with the story questions. View the video, hold a discussion about the video.

Lessons Activity:

Read Aloud the short story and discuss the questions with the class.

STORY: Every time Barbara's grandfather comes to visit, he makes her sit on his lap. She doesn't like it. Sometimes he touches her in a way she doesn't like.

What kind of touch is this? Why?

What sense is she using?

What feelings does she have?

Is it okay for Barbara to tell her grandfather that she doesn't want to sit on his lap?

What words could she use?

If she didn't know what to do, who could she talk to about this?

Who else could she talk to?

View the Video: “My Body Belongs to Me,” and discuss

NOTE: Remember that it is very hard for children to stand up for their right not to be touched, particularly against adult members of their own family. These are the people, however, who are most likely to molest children. Have the children practice saying “NO” in a situation like this. Explore a variety of resource people for the child to tell if this has happened to them. **Often a grandfather who molests his grandchild may have also molested his daughter.**

Evaluation:

Teacher Observation

Additional Lessons for Unit 2

Unit: 2 Appropriate and Inappropriate Touching

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A2.6 Use effective communications skills

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will be able to determine when a touch is appropriate or inappropriate.

Materials/Resources: Situation Sheet #16

Lesson Procedures: This lesson emphasizes positive touching. We all need and want nurturing touches. In talking with the children about sexual abuse, one fear is that children will be frightened of all touches. Children must learn to judge if a touch is okay by the feeling they get. Children sense if a touch is not appropriate or if they are being tricked.

Lessons Activity:

1. Divide the children into groups. Disperse copies of the Situation Sheet #16. Direct each group to select a situation and plan a skit to role-play the positive touch example.
2. Share skits with the entire class. Discuss.

Evaluation:

Teacher Observation

POSITIVE SITUATIONS SHEET #16

1. Jennifer is going to bed. Her dad and mom are tucking her into bed.
2. Grandmother and grandfather have come to visit. How would you greet them?
3. Jimmy has just gotten back from camp. He is happy to see his parents.
4. Billy was riding his bike and fell. He scraped his arm and ran home crying to his mom.
5. The basketball game was tied. Jeff made the winning shot. His teammates were so excited.

Additional Lessons for Unit 2

Unit: 2 Appropriate and Inappropriate Touching

Grade Level- 3rd and 4th Grades

ASCA National Standards:

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A2.6 Use effective communications skills

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objective: The learner will recognize that abuse is not something to joke about.

Materials/Resources:

Story- "The Boy Who Cried Snake"

Situation Sheet #17

Paper for Journal writing

Journal topics

Lesson Procedures: This lesson will emphasize the seriousness of abuse and the consequences that might follow. It will also emphasize that abuse is not something to joke about.

Lesson Activity:

1. Read and discuss "The Boy Who Cried Snake" to emphasize the importance of telling the truth.
2. Pass out copies of the situation sheet. Discuss situations and possible consequences.
3. Have students respond to given situations in their journals.

Evaluation-Teacher Observation

THE BOY WHO CRIED SNAKE

Once there was a boy who was playing in the backyard. He decided to play a joke on his parents. He kept running and crying, "A snake is in the backyard!" Each time the parents ran out they found no snake. The boy laughed so hard he fell to the ground. Then one day while playing in the backyard with his new pet rabbit, he noticed something under the bush. His rabbit hopped towards the shaking bush. When the boy looked under the bush, he was terrified. Creeping towards his pet rabbit was a BIG snake. He ran screaming, "Snake, snake!" But this time his parents ignored him because they thought he was playing another joke. What do you think happened next?

MORAL: Don't play with truth, I tell you true, or truth in turn will play with you.

Naomi Lewis

"Cry Wolf" and other Aesop Fables

SITUATION SHEET #17

1. Your friend, Joey, tells you he touched Mary's body in an area covered by a bathing suit and thought it was funny.
2. Jenny was upset with Lisa's father because he would not let her spend another night with Lisa. To get back at him, she told her other friends that Lisa's father had tried to kiss her, which was not true. How would Lisa feel? How would Lisa's father feel?

JOURNAL TOPICS

1. I feel uncomfortable when . . .
2. If someone touches me in an area covered by the bathing suit, I should . . .
3. When I'm blamed for something I didn't do, I . . .
4. I will never joke about abuse because . . .

Unit 3: Assertiveness
Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will become familiar with assertive techniques to use in potentially dangerous situations.

Materials/Resources: Assertive Model Chart

Lesson Procedures: Saying no to someone you like is hard for children and adults alike. Children need to know it is okay to reject some types of request. Emphasize that if someone says no to you, you don't need to be angry or hurt, but realize that you can accept their refusal.

Lessons Activity:

1. Explain assertive behavior (verbal and non-verbal)
2. Read the following story aloud:

Cindy just got a new jacket for her birthday. Her best friend Jennifer wants to borrow it. Cindy doesn't want to loan it to Jennifer since it is brand new and she hasn't worn it yet.

Have the students participate in a class discussion using the following questions.

- a. Should Cindy let Jennifer borrow her new jacket? Why? Why not?
- b. What should Cindy say to Jennifer?
- c. Do you think Jennifer will be mad?
- d. Is it okay for Cindy to refuse her?
- e. Does Cindy's saying no mean she doesn't like Jennifer anymore?
- f. In what situations do you find it difficult to say no?

Evaluation: Teacher Observation

Assertive Model Chart

	DOUBTFUL, WEAK "NO"	DEFINITE, STRONG "NO"
Body Posture	Slumped, turned away	Square shoulders, straight back
Facial Expressions	Smile	Firm Face
Eye contact	Look away	Eye to eye
Say word, "No"	"I don't think so"	"No"
Head	Turned away	Held high, shaking. "NO"
Excuses	Offers excuses	No excuses
Repetition	Offers no excuses	Persistent, "No"

Ryerson, Ellen. A Curriculum for Developing an awareness of sexual exploitation and Teaching Self-Protection Techniques. Seattle:University YMCA Rape Relief, 1979. (Adapted for use by Mobile schools with special permission.)

Additional Lessons for Unit 3

Unit 3: Assertiveness

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will demonstrate knowledge of assertive techniques.

Materials/Resources: Assertiveness Teacher Information Sheet

Lesson Procedures: Review "Assertive Behavior Techniques" with students.

Lessons Activity:

Have students write a short story describing a situation about saying, no.

-to an adult

-to a teenager

-to a friend

Additional Lessons for Unit 3

Unit: 3 Assertiveness

Grade Level: 3rd Grade and 4th Grade

ASCA National Standards:

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will express assertive ways to avoid being bullied.

Materials/Resources: Key Terms page 42, Mechanics of being Assertive or saying “NO” page 36 and 37, student hand prints

Lesson Procedures:

Define/discuss key terms on page 42. Also discuss the meaning of bullying.

Bullying - To treat someone abusively by means of verbal or physical force

Lesson Activity:

1. Have students role play assertive responses to bullying situations.
2. Discussion - Provide opportunities for children to talk about bullying, perhaps when watching a video together, reading aloud, playing a game, or going to the park.

BULLYING SITUATIONS

1. One girl wants you to lie for her.
2. When walking in from P.E. every day, someone threatens you. (Walk with a buddy, etc.)
3. A student gives other students money or gifts in return for friendship.
4. Someone calls you a name if they don't get their way. (borrowing crayons or skipping in line)
5. Someone pushes or shoves you to be first in line.

As students share assertive actions (pg. 36 and 37) in response to bullying situations, have them to write their assertive response on handprints. The handprints can be displayed on the wall or bulletin board.

Unit: 4 Support Systems

Grade Level: 3rd & 4th Grades

ASCA National Standards:

PS:A2.6 Use effective communications skills

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will be able to identify specific family and community resources for support.

Materials/Resources: Activity Discussion Sheets #18 and My Support System Worksheet #19

Lesson Procedures:

Explain support systems.

- Family
- Friends
- Students

This lesson emphasizes that there is a family support system to whom children can go for help. The support group is not limited to immediate family, but may also include extended family and close friends. Sometimes problem resolution occurs with intervention from outside sources. The children should become acquainted with their community support systems, and identify agencies and people to whom they can go for discussion of problems or emergencies.

Lesson Activity:

Discussion

1. Who are the people who make up a family?
(Don't forget stepfather, stepmother, grandmothers, and grandfathers, etc.)
2. Can you think of some different kinds of families?
(Single-parent, grandparent, foster and group homes. Explain what a foster home or group home is.)
3. If something is bothering you, who do you usually talk to in your family?
4. If that person isn't there, or doesn't have time to listen to you, who else in your family can talk to?
5. Sometimes there are problems that come up when you need to talk someone outside the family. Can you think of any of these? (Problems at school, reporting a fire, wanting to run away)
6. Have students complete Worksheet # 19.

FRIEND SUPPORT SYSTEM ACTIVITY

Read the story aloud.

Story: When Celeste stayed overnight at her aunt's house last weekend, her uncle came into the bathroom to shave while she was in the bathtub. She was embarrassed, but didn't know what to say. Celeste decided to tell her friend Andrea about it.

1. Why do you think Celeste told Andrea instead of her mother about this?
2. If you were Andrea what advice would you give Celeste?
3. Should Celeste talk to someone else too? Why? (Her uncle may need counseling. He might do it again.)
4. Who else could Celeste tell?

MY SUPPORT SYSTEM

Family and Friends

Name of Family Member or Friend	Phone Numbers

Community

Community Agencies	Phone Numbers
Mobile Fire Department (or DEPT. your area)	
Mobile Police Department (or DEPT. your area)	
Child Advocacy Center	

School

School Personnel	Phone Numbers
Principal (name)	
Teacher (name)	
Counselor (name)	
Nurse (Name)	

Additional Lessons for Unit 4

Unit: 4 Support Systems

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:A2.6 Use effective communications skills

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: The learner will acquire the staying safe skills when confronted with fear.

Materials/Resources: Video: "What Tadoo With Fear" / Video Discussion Guide, Personal Safety Post-Test

Lesson Procedures: Teacher and students will view the video. After viewing the video the teacher and students will then discuss the video.

Lesson Activity:

1. Discuss the "Before Viewing Questions," listed in the discussion guide
2. Show video: "What Tadoo With Fear" (18 min.)
3. Discuss the "After Viewing Questions," listed in discussion guide
4. Complete Personal Safety Post-Test

PERSONAL SAFETY

Post- Test

NAME _____

Grade Level _____

After each question, you are to circle YES or NO.

1. Do kids need to know about bicycle safety? yes no
2. Do kids need to know about water safety? yes no
3. Do kids need to know how to stay safe? yes no
4. Does anyone have the right to harm your body by causing bruises, burns, bleeding, broken bones, or bites? yes no
5. Does anyone have the right to call you "stupid"? yes no
6. Would you tell someone if physical abuse happened to you? yes no
7. Are strangers the only people who sexually abuse children? yes no
8. Is it the child's fault if he or she is abused? yes no
9. Do you have the right to tell an adult to stop if he or she is touching you in a way you don't think is okay? yes no
10. Would you tell someone if sexual abuse happened to you? yes no
11. Would you tell someone if a person was constantly yelling or calling you names? yes no

Mobile County Public School System

Personal Safety Curriculum

Additional Lessons

for

Grade 3 and Grade 4

Unit 1: Personal Safety

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A2.6 Use effective communications skills

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: Students will be able to:

1. Understand that “yucky” or uncomfortable feelings are an indication that a situation is potentially unsafe, that they should leave if possible, and tell a trusted adult about it.
2. Tell a trusted adult about any uncomfortable, confusing, scary, manipulative, or dangerous situations they have experienced.
3. Recognize that their body belongs to them and they have the right to say when and how someone else can touch it.
4. Identify that secrets and/or threats about touching should be told to a trusted adult.
5. Recognize that it is not a child’s fault if someone touches them inappropriately.
6. Understand that sexual abusers may use tricks, bribes, or threats to gain and maintain trust and secrecy.

Materials/Resources: For these lessons you will need the books *No More Secrets for Me* by Oralee Wachter, *My Body is Private* by Linda Walvoord Girard, and *Mia's Secret* by Peter Ledwon and Marilyn Mets. You will also need some drawing/coloring pages that you will find linked below. It will be helpful for you to familiarize yourself with the foundational information about how to teach sexual abuse prevention by reading the posts **Teaching Kids How to Tell About Sexual Abuse**, **Teaching Kids to Recognize Grooming**, and **Preparing Students (and Yourself) for Sexual Abuse Prevention Lessons** before you teach the lessons. You can link to all my posts about sexual abuse prevention lessons and resources by visiting **A Collection of Sexual Abuse Prevention Resources**. The objectives and ASCA National Standards addressed in this unit are listed at the end of the post.

Lesson Procedures: My sexual abuse prevention unit for third grade is comprised of three lessons, which focus on **body safety, trusting “yucky” or uncomfortable feelings, recognizing grooming behaviors, and the importance of telling about uncomfortable, scary, or dangerous situations**. These lessons revisit and build upon skills and concepts that I cover in previous grades, but prior knowledge is not necessary, so you can use them as a starting place even if your students haven't already had lessons about safe touch.

Lesson #1 highlights the importance of **trusting “yucky” or uncomfortable feelings, removing yourself from the situation if at all possible, and telling an adult that you trust**. The lesson consists of reading the story “Just in Case” from *No More Secrets for Me*, discussion, and a drawing activity.

“Just in Case” tells the story of Nickie, who loves to spend time at the local arcade. Gus, a man she and her friends know from the arcade, encourages her in her quest to get the highest score in a game competition. When Nickie feels discouraged after losing, Gus buys her a soda and sits down with her. At first Nickie is happy to have his company, but when Gus sits too close to her, puts his arm around her, and tells her he's her favorite of all the kids, she feels uncomfortable. Nickie responds to her “yucky” feeling by telling Gus “No,” getting away from him, and going home, where she tells her mom about what happened.

I particularly like this story because it clearly and directly illustrates several important concepts, which our class discussion centers around:

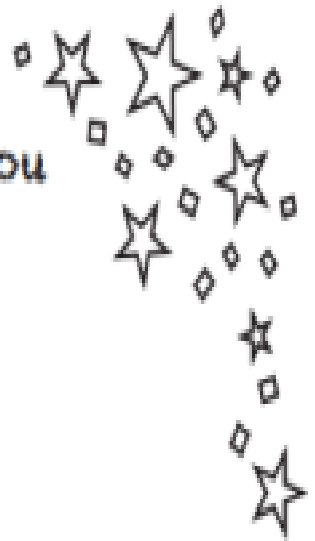
- a seemingly friendly person may not actually be your friend.

- even though the “yucky” feeling is often accompanied by a “freeze” response of not knowing what to do, it is a clear signal that you have to get away and tell a trusted adult about it as soon as possible.
- even though nothing “bad” happens, Nickie was right to trust her “yucky” feeling, say no and move away, and tell her mom *just in case*. Doing so helped her feel better and ensured her safety.

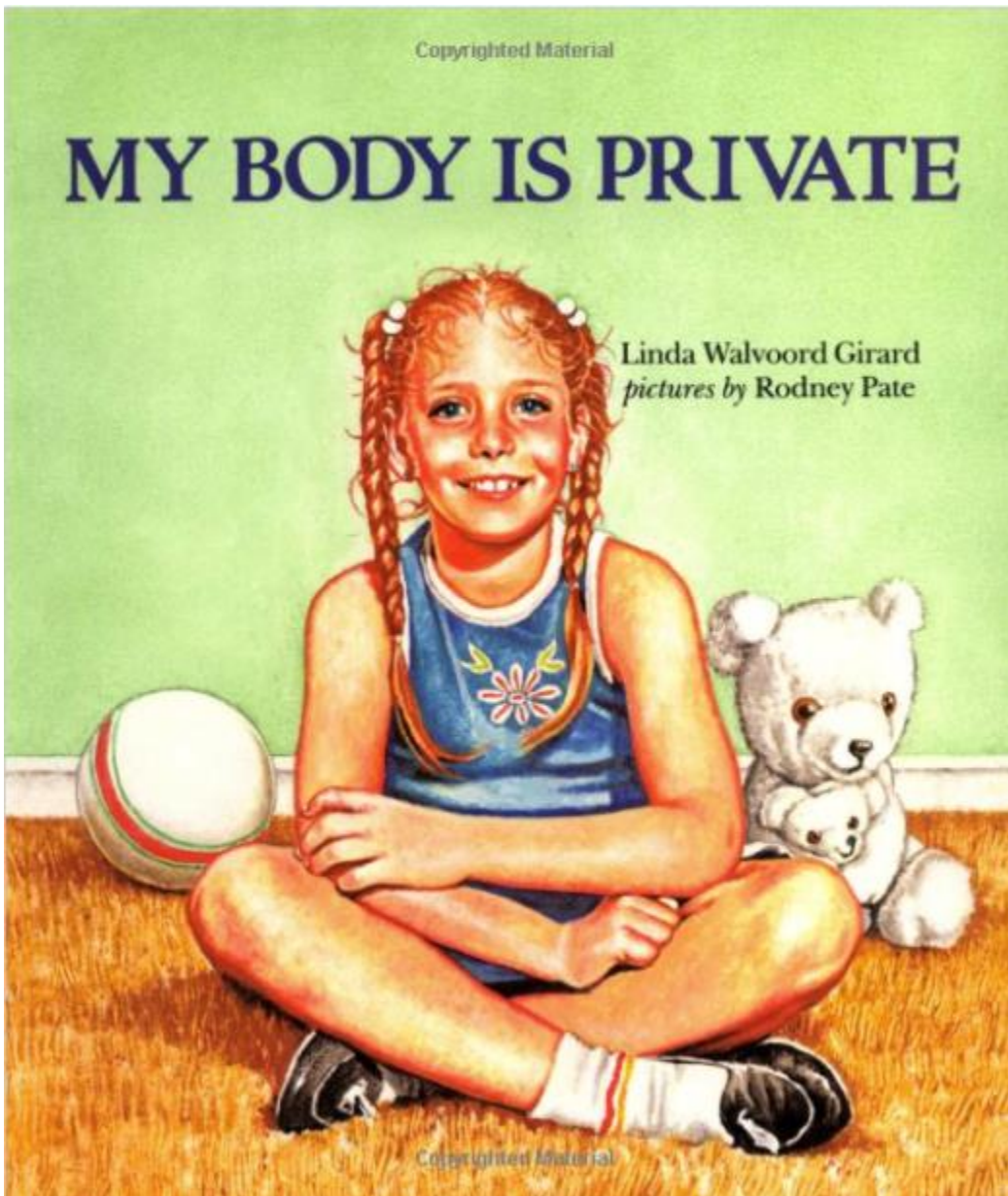
We also discuss what Nickie could have done if her mom didn’t believe her or if she told Nickie that it was no big deal because nothing had happened. This is a great opportunity to reinforce the concepts that kids should keep telling until someone believes them and does something about it and that telling will potentially help other kids as well as yourself.

To conclude the lesson, students **draw a picture of themselves telling an adult they trust that they had a “yucky” feeling** about something. You can use the “Practice ways you might tell” page from the Very Important Person coloring book or blank drawing paper. For some reason my third graders just love the No, Go, and Tell and Check First coloring pages that they did in first and second grades, so I provide them with copies to take home and color. (Some of them still actually have the previous years’ papers hanging up at home!)

Practice ways you might tell someone you trust;
draw a picture, write a note or a conversation you
might have.



Lesson #2 specifically focuses on **safety related to private parts of the body**. The lesson consists of reading the book *My Body is Private*, discussion, and a coloring activity.



My Body is Private covers concepts about:

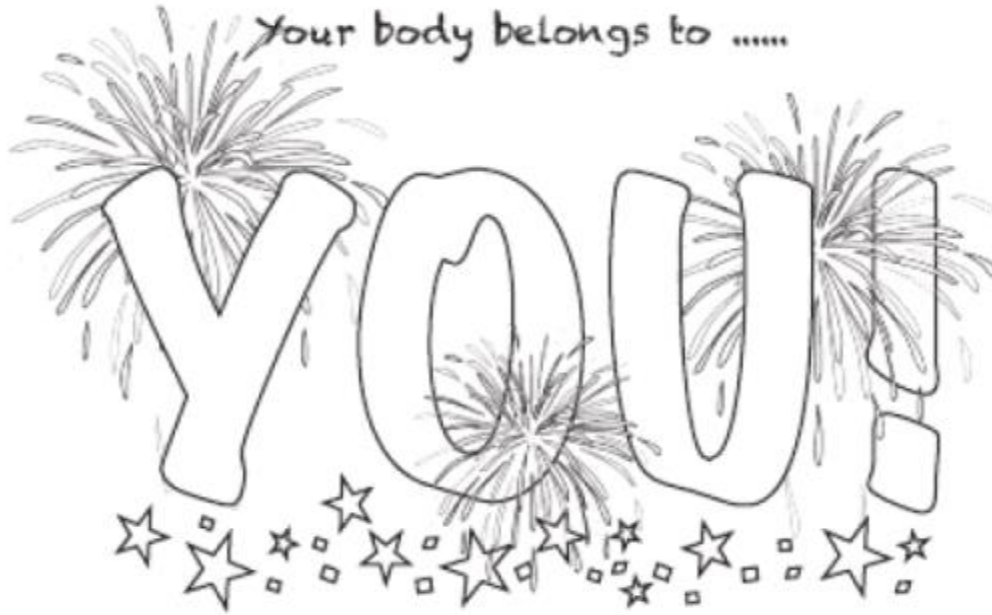
- privacy
- your body belongs to you and you can speak up if you don't want or like a touch
- trusting "yucky" feelings
- what to do if someone touches your private parts or makes you touch their private parts (say no, get away if you can, and tell)

- how abusers might try to use tricks to get you not to tell

The comprehensive story is gently told with separate vignettes of very true to life situations:

- Julie’s brother tickles and wrestles with her beyond what she is comfortable with and when he doesn’t stop when she wants him to, her dad steps in to remind him that in their family “Stop” means stop.
- When Julie’s uncle visits, he has her sit on his lap, just like he has ever since she was little. Julie doesn’t like it, but is worried that it will hurt his feelings if she tells him no. Her mom encourages her to tell him no, the uncle is fine with it, and Julie realizes that he didn’t understand that she felt uncomfortable until she told him.
- Julie and her mom have a heartfelt and loving conversation about what to do if someone ever tries to touch her private parts. The mom explains that it might be hard to get the person to stop and that the person might try to trick or scare her by saying it is a game, scaring, or threatening. She tells Julie that she should tell, no matter what, even if she is scared, and reassures her that any touching would not be her fault and that she won’t get in trouble. *Julie’s mom is a wonderful model for parents about how to have this kind of conversation!*

There are a lot of great discussion points in this book, so we talk about them as we work our way through the book, relating back to the examples from “Just in Case” from Lesson 1 of how Gus used some tricks to try to get Nickie to stay close to him and be his “special” friend and how Nickie trusted her “yucky” feeling, got away, and told. To conclude the lesson, students **color the “Your Body Belongs to You” page** from the Very Important People coloring book.



Lesson #3 focuses on **recognizing grooming and the importance of telling a trusted adult about uncomfortable touch even if you are scared or don't quite know how to tell.** You will need the book *Mia's Secret* and the "Tricky Words" and "Real Words from Real Kids" coloring pages from the Very Important People Coloring Book.



Mia's Secret tells the story of a young girl who is groomed by her mom's friend, who plays with her and gives her a board game as a gift. After a while he asks her to play another kind of game with him – the abuse – and then during subsequent events when she tries to resist, he uses the groomer's tricks of cajoling by saying things like "But I played your game . . . I thought we were friends," making her promise to keep the game a secret, and finally threatening her. The abuse stops when Mia figures out that she can get around her promise not to tell by telling her stuffed bear, Tikki, who then "tells" her mom. The book is beautifully done – it never gets too scary, and the abuse is treated very carefully without being pictured or described in detail.

Before reading *Mia's Secret* I introduce the word *grooming*:

"Grooming means '*getting something ready.*' Usually people use the word '**grooming**' when they are talking about making yourself look clean and neat. On school picture day, you **groom** yourself by fixing your hair and straightening your clothes so that you are **ready** to have your picture taken. The word '**grooming**' is also used to describe what a person who wants to sexually abuse a kid does to **trick** the kid, or get him/her **ready** to abuse. Usually a sexual abuser doesn't abuse a kid right when they first meet. They pretend to be nicer than they are, they trick the kid – and sometimes the kids' parents – into trusting them and thinking that they are friends.

This book is about a girl named Mia, who gets groomed by a man who is pretending to be friends with her and her mom. It's not too scary, because it doesn't tell exactly what actually happens to her, and it has a safe and happy ending, because Mia figures out what to do. While I'm reading I want you to notice what kinds of ***grooming*** or tricks the man tries, and also the clever thing that Mia does to help make herself safe. ”

After reading the book I have the kids **identify the grooming tricks that the abuser used**. We talk about how you can't always tell at first if someone is trying to trick you, and we look back at the book to see when we think Mia might first have started having yucky feelings. We also discuss how Mia managed to tell and **other ways that kids can tell if they're not sure how to:**

- write a note
- draw a picture
- use a stuffed animal or puppet
- say “I have something to tell you but don't know how to say it”
- say “I've been having a yucky feeling about something

To end the lesson, students **color the “Tricky Words” and “Real Words from Real Kids” pages** from the Very Important People coloring book.

Color the tricky words that might be used to keep you from telling someone you trust.



"Let's keep this our little secret."
"No one will believe you!"
"All the popular kids do it."
"It's your fault." "If you tell it will ruin your family."
"Don't be a tattle-tale" "I will hurt you if you tell."

Real Words from Real Kids



Now I know that I can stick up for myself.



I feel relieved because I actually got away from the person who was abusing me.



I went from not feeling brave to feeling REALLY brave!



I was surprised that I got safe so quickly!



I feel happy because I don't have to worry any more that something is going to happen.



I found that people are there for me and will make sure I'm safe.

Evaluation: Teacher Observation and Student completion of the assigned activities

Lessons taken from the website: www.schoolcounselingbyheart.com

Unit 1: Personal Safety

Grade Level: 3rd and 4th Grades

ASCA National Standards:

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A2.6 Use effective communications skills

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Learning Objectives: Students will be able to:

1. Understand that “yucky” or uncomfortable feelings are an indication that a situation is potentially unsafe, that they should leave if possible, and tell a trusted adult about it.
2. Tell a trusted adult about any uncomfortable, confusing, scary, manipulative, or dangerous situations they have experienced.
3. Recognize that their body belongs to them and they have the right to say when and how someone else can touch it.
4. Identify that secrets and/or threats about touching should be told to a trusted adult.
5. Recognize that it is not a child’s fault if someone touches them inappropriately.
6. Understand that sexual abusers may use tricks, bribes, or threats to gain and maintain trust and secrecy.

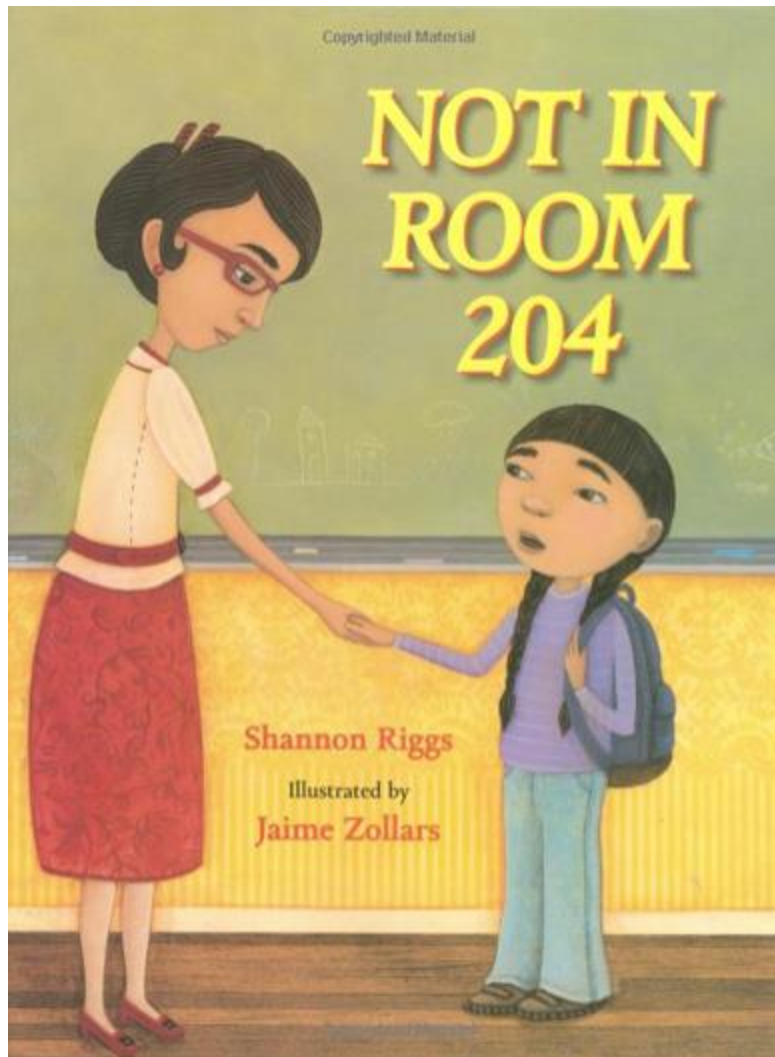
Materials/Resources: For these lessons you will need the books *Not in Room 204: Breaking the Silence of Abuse* by Shannon Riggs and *No More Secrets for Me* by Oralee Wachter. You will also need some activity pages that you will find linked below. The lessons as written take 45 minutes. It will be helpful for you to familiarize yourself with the foundational information about how to teach sexual abuse prevention by reading the posts **Teaching Kids How to Tell About Sexual Abuse**, **Teaching Kids to Recognize Grooming**, and **Preparing Students (and Yourself) for Sexual Abuse Prevention Lessons** *before* you teach the lessons. You can link to all my posts about sexual abuse prevention lessons and resources by visiting **A Collection of Sexual Abuse Prevention Resources**. The objectives and ASCA National Standards addressed in this unit are listed at the end of the post.

Lesson Procedures: My sexual abuse prevention unit for fourth grade consists of two lessons that focus on how to recognize and report about grooming and sexual abuse. Each lesson begins with a read-aloud story in which a child grapples with **complex uncomfortable feelings** and how to tell about what has happened. Follow up activities help students **think about why it might be hard to tell; understand how telling can change how a kid is feeling; figure out ways to tell, even when you're feeling very uncomfortable; and practice telling about unsafe or uncomfortable situations.**

These lessons revisit and build upon skills and concepts that I cover in previous grades, but prior knowledge is not necessary, so you can use them as a starting place even if your students haven't already had lessons about safe touch.

Lesson #1 begins with reading *Not in Room 204*, a story about Regina Lillian Hadwig, a sad, quiet girl in Mrs. Salvador's class, Room 204. ***You are going to love Mrs. Salvador! She is pretty much a school counselor disguised as a classroom teacher!*** Mrs. Salvador consistently provides safety in her classroom, where students keep their desks neat, work hard, respect others, speak kindly, and keep their bodies to themselves. When her expectations are not met, she gives gentle but firm consequences and reminders that, **unsafe things may happen elsewhere, but "not in Room 204."** Regina is very quiet, but she watches and listens to Mrs. Salvador very carefully. Something unspecified, but upsetting, has been happening to Regina: "There were things her father did that Regina Lillian Hadwig kept so quiet about, not even her mother knew."

When Mrs. Salvador reads a book about Stranger Danger to the class, she tells them **"It's not always strangers who touch children in ways they shouldn't be touched. Usually it's someone the child knows."** She goes on: "If someone told me this happened I know *exactly* what to do." The next morning Regina arrives at school early and tells Mrs. Salvador what has been happening. Mrs. Salvador knows exactly what to do. On the very last page, for the first time, Regina smiles.



The story and illustrations in *Not in Room 204* offer **a lot of information and many great discussion starters**:

- What did Regina do to help herself be safe?
- How can you tell that Mrs. Salvador is an adult who can be trusted to help kids if they're not safe?
- Why do you think Regina is so sad and quiet?
- Why do you think Regina didn't tell right away?
- How did Regina's feelings change after she told?
- Who is someone like Mrs. Salvador that you know? Is that a person you could trust to tell if something was making you feel uncomfortable, yucky, or scared?

Although what has happened to Regina remains unspecified, there is a picture of her at bedtime, with a shadowed man outside her door. When someone inevitably asks what actually happened to Regina, I tell them that we can't be sure, but that it seems like it was sexual abuse. I re-read the quote "There were things her father did that Regina Lillian Hadwig kept so quiet about, not even her mother knew," and point out that that shows

that there is an uncomfortable secret. The bedtime pictures, Regina’s deep sadness, and her **conflicting desire to tell and feelings of fear** are other clues that the situation is probably sexual abuse.



After the discussion we do a group activity in which kids take turns reading statements about how kids feel after telling about abuse. You can read more about this at “I Got Safe So Quickly!”: How Kids Feel After Telling About Sexual Abuse. The statements are on small pieces of paper, folded into quarters. You can download a copy of these statements [here](#).

<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I feel relieved because I actually got away from the person who was abusing me.</p>	<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>Now I know that I can stick up for myself.</p>	<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I am so proud that I was so brave!</p>
<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I went from not feeling brave to REALLY feeling brave!</p>	<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>It was a little hard telling but I think it was definitely a good thing because it was for my safety.</p>	<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I was surprised that I got safe so quickly!</p>
<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I found out that people are there for me and they will make sure I'm safe.</p>	<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I feel happy because I don't have to worry any more that something is going to happen.</p>	<p>I TOLD AND MADE THE ABUSE STOP!</p> <p>I feel proud. I told and I really am happy that I did what I did!</p>

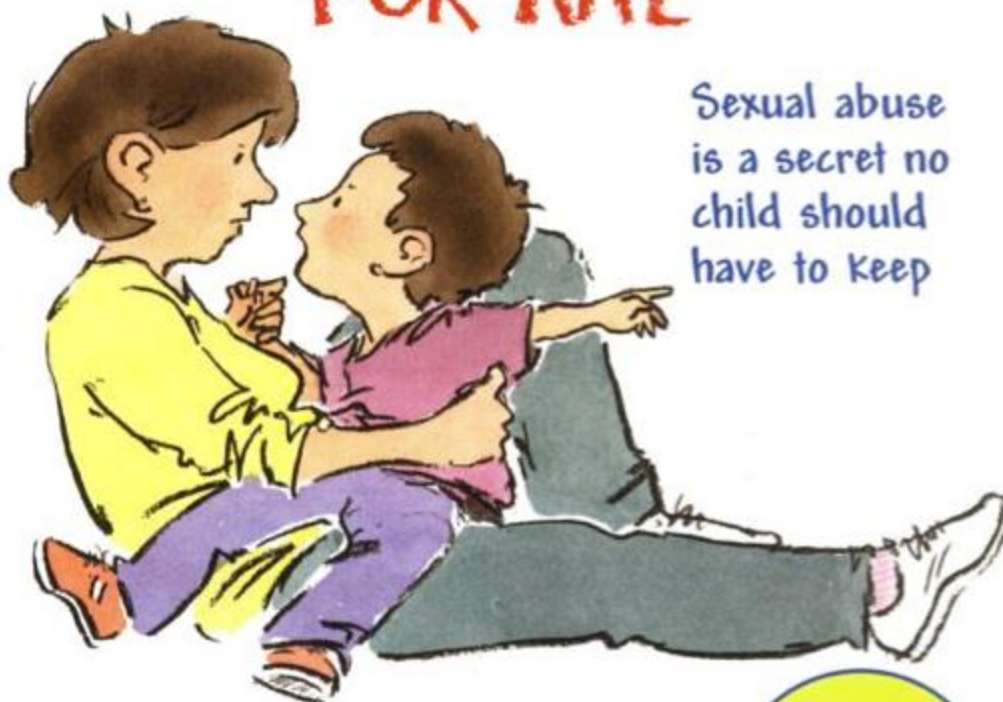
I explain to students that the notes contain the words of real (but unidentified) kids who made the abuse stop by telling an adult who they trusted about it. I distribute one note to each student, then have them unfold and read their notes, one by one, without commenting in between. I ask them to read the heading first and then the statement, so **the message “I told and made the abuse stop” gets repeated** as many times as there are kids. Depending on the number of kids in the class, some of the notes are duplicates, but the repetition doesn’t hurt. (I let the kids know this in advance so that it doesn’t distract them while they’re sharing them.) After all the notes have been read I ask the kids what they noticed. They generally are quite struck by the positive thoughts and feelings that result from telling. I ask them what they think Regina would have written in a similar note. To wrap up the lesson I tell them that next time we will continue to talk about ways to tell if something uncomfortable or unsafe has happened.

Lesson #2: begins with reading the story “What If” from *No More Secrets for Me*. (Sadly, this book is out of print, but it is still available from third party sellers on Amazon. Get a copy! This and the other stories in it are really helpful!) Before we read it, I review the definition of “grooming” and I remind them about a third grade lesson about grooming using the book *Mia’s Secret*, in which Mia was groomed by her mom’s friend, who later abused her.

The Pathbreaking *New York Times* bestseller
Over 400,000 copies sold!

New Revised Edition

NO MORE SECRETS FOR ME



Sexual abuse
is a secret no
child should
have to keep

by Oralee Wachter

Illustrated by Jane Aaron

"No home with a
child between the ages
of 2 and 14 should be
without this book."
— "Dear Abby"

A Book for Adults to Share with Children

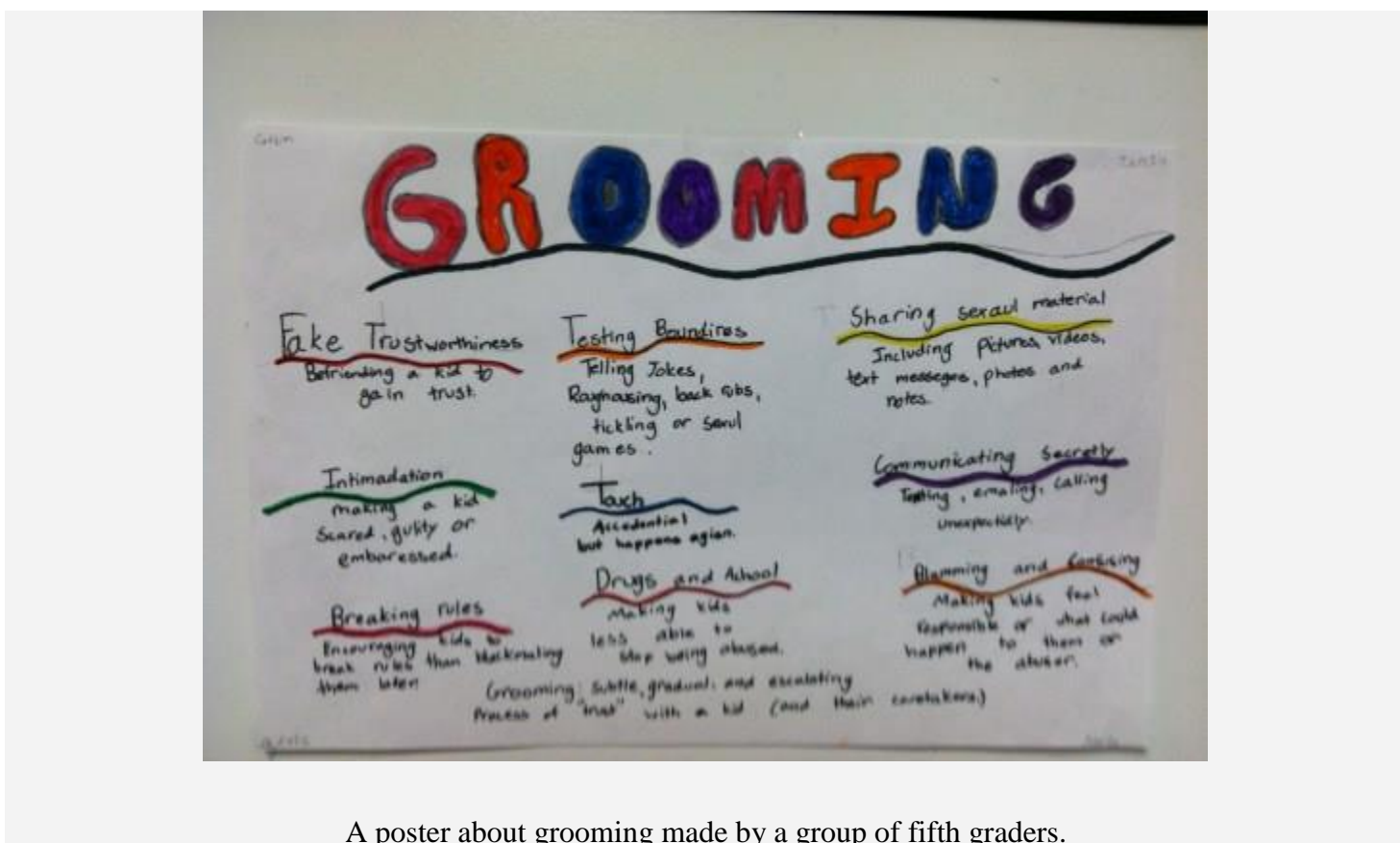
This book is about a boy named Greg, who gets **groomed** by a camp counselor named Marty. It's not too scary, because Greg figures out what to do to avoid being abused. While I'm reading I want you to notice what kinds of **grooming** or tricks Marty tries, and also the things that Greg does to help keep himself and other kids safe. "

In "What If," Greg has to figure out what to do when Marty, a camp counselor who he really likes, tries to get him to take off his clothes to play a game. **Greg's situation is confusing** – by staying in his tent instead of going to swimming lessons, he has broken camp rules, but Marty is understanding, and says he won't report him.

Marty uses lots of tricks, one after another to try to gain Greg’s trust and compliance – befriending, pointing out their similar feelings of homesickness, teasing (“What are you afraid of?”), cajoling, and threatening. Greg refuses to do what Marty wants, gets away, and tells another camp counselor what happened.

“What If” provides clear examples of the strategies (“tricks”) that perpetrators use to get kids to comply with and keep silent about sexual abuse. It shows how even a previously well-liked person who, based on their role, should be trustworthy, could also be an abuser. It accurately portrays the confusion and conflicting feelings of a targeted child. And it deftly illustrates how kids have the ability to persevere and navigate in the face of a confusing and scary situation to avoid or stop abuse.

Here are some discussion questions that I use after reading the story:



A poster about grooming made by a group of fifth graders.

- What did Greg do to help himself be safe?
- Did Greg telling help other kids stay safe? How?
- What are some ways that Marty tried to groom Greg?
- What was Marty trying to get Greg to think and feel with each of his grooming tricks?
- How are grooming and sexual abuse related to bullying?
- What helped Greg stay safe throughout the time he was in the tent with Marty?

- What should Greg have done if the counselor he told about Marty didn't believe him or didn't do anything about the situation?
- What advice would you give to a kid in a similar situation?

Following our discussion we do a **group brainstorming activity**. I ask students to imagine that a kid is experiencing (or has experienced) an unsafe or uncomfortable situation. The kid knows that s/he needs to tell, but isn't sure how to start telling. I let the kids know that it is my job to help them talk about hard things, and I know how to do that, but they just need to know how to start telling. I tell them that other trusted adults might know how to help them talk too, but if they don't, **kids can always tell me or any other counselor they have, because we are trained to know how to listen and help kids talk.**

Here are some ideas that one of my fourth grade classes came up with:

- Say "I feel uncomfortable being around this person."
- Use a stuffed animal to talk for you.
- Write it down and give it to someone to read.
- Just tell.
- Make a scene so someone knows something is wrong.
- Say "Something is happening."
- Write it while you're sitting with a safe adult.
- Say "I'm having trouble saying this."
- Say "Help me. Something happened to me but I can't say it."
- Act it out with dolls from the dollhouse.
- Ask to read books about safety with the school counselor.
- Draw a picture.
- Use colors to show how you feel.
- Use a rubber band to show how stressed you feel.
- Rip or crumple up paper to show how you feel.
- Ask "Do you know what to do if a kid is getting touched inappropriately?"
- Whisper it.
- Ask "Can I have a time to see you?"
- Say "I have something important to tell you."

After we finish brainstorming, the kids complete the above “Practice” page from the VIP Coloring Book to show a way that a kid could start telling about an uncomfortable/unsafe situation. The directions on the page say “Practice ways you might tell a person you trust; draw a picture or a note or a conversation you might have.” I tell them that they do not have to share any private information, or anything that really happened, but just need to **show or tell at least one way that a kid could start telling about an uncomfortable/unsafe situation such as abuse or bullying**. They can choose to write or draw, whichever they prefer, and can refer to the brainstormed list if they need ideas.

At the end of the activity I give kids the opportunity to share, if they wish, which strategy they chose. I collect the papers so that I can assess their learning and check to make sure if anyone has shared any private information.

To finish the lesson we talk about *which trusted adults* kids could tell, and have the class share some ideas. I remind them that different kids will have different feelings about which adults they trust, and that’s okay. I let them know that sometimes kids feel more comfortable telling *someone outside of school*, like a parent, other relative, or family friend and sometimes they feel more comfortable telling *someone at school*. I also let them know that sometimes people outside of school don’t know what to do to help a kid feel safe, but **a counselor, teacher, nurse, principal, or anyone else at any school will always know what to do to get help**.

Evaluation: Teacher observation and student completion of lesson activities.

Lessons taken from the website: www.schoolcounselingbyheart.com

Additional Resources

A Must-Have Video: Real Kids Tell How to Stop Abuse

by schoolcounselingbyheart | Jan 22, 2013 | abuse, classroom lessons, personal safety | 1 comment



There is nothing like kids teaching kids – it is engaging, powerful, and another kid’s words can often be more meaningful than an adult’s. It’s great to have role models visit a classroom to talk about how they learned to solve conflicts or stop bullying, but this kind of presentation is not possible when it comes to abuse prevention. Here, though, is a way to provide meaningful kid-to-kid teaching about this important topic. The video, *Break the Silence: Kids Against Child Abuse* is an **amazing, must-have resource**. In it, four real kids tell their stories and share the importance of telling an adult about physical and sexual abuse, and how doing so ends the abuse and brings them to safety. *See below for suggestions about how you can get a copy.*



credit: JohnCanemaker.com

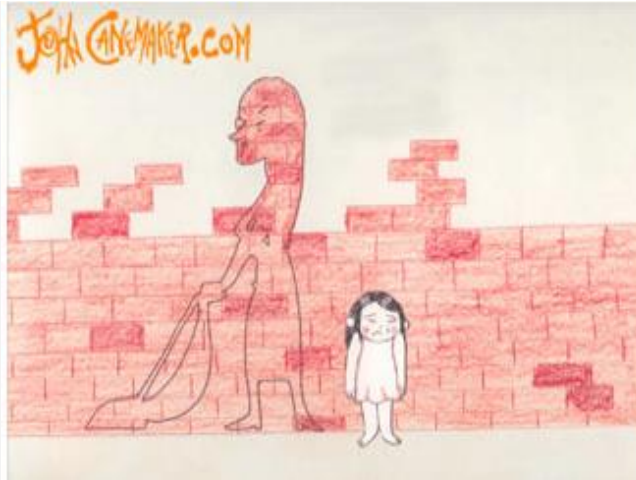
The Kids and Their Stories

Curt and his sister were physically abused by their father, whose drinking contributed to the abuse. The abuse stopped when Curt's sister told a friend, who told her school counselor. They were removed from their home and went into foster care for a while while their parents did the work they needed to do to ensure their children's safety. In the video the family has been reunited and are shown in a home visit family meeting with a social worker. The parents speak about how they needed to learn how to parent in a way that is safe and loving. As the segment concludes, they are shown bowling together as a family, celebrating and encouraging each other.



Curt and his dad from Breaking the Silence

Xochitl was sexually abused by her stepfather. When she finally told her mother, her mother did not believe her. She told her father, and then went to live with him and her stepmother and little sister. Xochitl's story provides a clear example of grooming and the confusion that it causes, because even though she didn't like what her stepfather was doing, he gave her many presents and treats that she did like. It is also a great illustration about how kids need to keep telling if they are not believed or listened to. Xochitl is shown working with her therapist in a play therapy setting and with her very loving family in the restaurant that they own. We watch this video after the lesson described in Teaching Kids to Recognize Grooming, and I have the kids watch for signs of grooming in Xochitl and Anthony's stories.



credit: JohnCanemaker.com

Anthony was also sexually abused, by the son of his mom’s friend/client. His mother happened upon the scene right after an instance of abuse, but Anthony was not able to tell her what had been happening. He was, however, able to tell his stepfather, who called the police. Anthony is shown as a “counselor-in-training,” assisting his therapist at a therapeutic self-defense class from which he previously graduated. At the end of the segment, he and his mom and stepdad are playing pool together.

Anthony tells about how he testified in court, which resulted in the perpetrator being put in prison. I talk to my students about this before we watch the segment, and tell them that in our state it is very unusual for kids to have to go to court, since judges and people who work to keep kids safe know that that would be intimidating to a lot of kids. Afterwards we talk about how empowered and strong the smiling Anthony is when he talks about how his testimony contributed to the perpetrator being sent to jail.

Rachel was neglected for several years, starting when she was very young. Her mother left her home alone without enough food and eventually abandoned her. She was taken in by her grandmother, who drank a lot, and Rachel had to do the shopping, cooking, and other adult tasks even though she was little. When her grandmother died she was passed from relative to relative, then was homeless for a time until she told her school counselor what was happening. Rachel initially lived in a group home, but now lives in a family setting with a foster mother. Rachel is shown working with her therapist and social worker, and having fun on the beach with her foster mom, social worker, and therapist, who she describes as her three moms.

I explain to my students that in our state we do not have group homes, and that if kids can’t stay at home with their family, the people who keep kids safe try to arrange for them to live with another relative, but if that doesn’t work, then they live in a foster home like Rachel. We talk about how nice Rachel’s foster mom is and I

tell the kids that I've known lots of foster parents and they have all been nice and caring to the kids who have lived with them. Often a student will volunteer that they know someone who is a foster parent, so we have more opportunity to talk about how foster homes are safe and loving places for kids to be when it's not safe for them to be with their parents.

Break the Silence is beautifully and masterfully done. The animations by John Canemaker are evocative but gentle – I wish I had been able to find more of them to share with you! The featured kids are well spoken, relateable, and resilient; you cannot help but like and feel proud of them. The stories make the importance of telling about abuse – and the how-to-do-it – so clear. This alone makes the video outstanding, but there are some additional aspects that turn it into a real gem:

The kids, parents, and service providers are racially and ethnically **diverse**. Based on their accents and environments, they hail from different regions of the country – Anthony lives in the city, Curt is from a more rural environment, and Xochitl and Rachel are from somewhere in between.

To counterbalance the uncomfortable truth that these kids were hurt by people who should have protected them – in three cases a family member and in the fourth a trusted family friend, viewers are **ultimately reassured that these kids do have safe, loving, and protective parents**. Although Xochitl's stepfather was a perpetrator, Anthony's stepfather was a protector. Rachel's mother abandoned her and Xochitl's mother didn't believe her, but Anthony's mom was a strong support to him throughout, Xochitl's stepmom and Rachel's foster mom are loving mothers to their girls, and although she initially failed to protect him, Curt's mom has done the work she needed to do to become a better parent and reunite her family.

Curt and Rachel's stories offer stark examples of how dangerous and harmful **substance abuse** can be, not only to users, but also to their family members, especially children. Our students are always eager to make connections between these stories and what they have learned in our substance abuse lessons.

Breaking the Silence is a **must-have for everyone who works to help children learn about sexual abuse prevention!** It is not cheap – \$99.95 here – but perhaps you can share a copy between schools within your district or encourage a local child advocacy or parent-child center to purchase a copy that they could lend. You might also want to check to see if your state has a Health Education Resource Center (HERC) that loans materials to schools – maybe they have a copy or have funds to purchase it. Want to find it in a library so you can request an interlibrary loan? Check here. ***You want this video!!!***

When I was looking for the purchasing information, I came across a Teacher's Guide for *Breaking the Silence*. Who knew?! It looks pretty good, and could help you gather more information that you can use to talk someone into getting a copy for your program. *Have I mentioned that you want this video?* 😊

A Collection of Sexual Abuse Prevention Resources

by schoolcounselingbyheart | Jan 1, 2013 | abuse, children's literature, classroom lessons, personal safety | 2 comments



It has been deeply gratifying to hear from so many people about how they have used the sexual abuse prevention lessons and resources that I have written about in various blog posts. I am passionate about the topic of sexual abuse prevention – I have seen such amazing changes in children who are able to report and avoid abuse – and am so glad to be able to help others as they do this important work. To make it easier for people to more easily locate all the posts I've written about sexual abuse prevention, I've put them all together, with a little help from a friend.

The wonderfully organized Vanessa at Savvy School Counselor recently collected links to all of her National Board Certification Process in one blog post. What a great idea! It's not the first of Vanessa's ideas I've adopted! *What did I ever do before there was all this wonderful sharing of ideas between school counselors????!!*

Here is a collection of links to help you more easily locate all the posts I've written about sexual abuse prevention. I'll keep adding to this list as I write more on this topic.

Teaching Kids How to Tell About Sexual Abuse

Teaching Kids to Recognize Grooming

Preparing Students (and Yourself) for Sexual Abuse Prevention Lessons

Using Data to Teach About Sexual Abuse Prevention

“I Got Safe So Quickly”: How Kids Feel After Telling About Sexual Abuse

Shrinking the Hurt

I've Got a Secret . . .

Kindergarten Lessons for Sexual Abuse Prevention

First Grade Lessons for Sexual Abuse Prevention

Second Grade Lessons for Sexual Abuse Prevention

Third Grade Lessons for Sexual Abuse Prevention

Fourth Grade Lessons for Sexual Abuse Prevention

Coloring Book Helps Kids Learn About Sexual Abuse Prevention

A Must Have Video: Real Kids Tell How to Stop Abuse

Mobile County Public School System

Personal Safety Curriculum



A Training Guide for Preventing, Detecting and Reporting

Child Abuse and Neglect

Grade 5 – Grade 6

Revised October 2016

Unit 1 - Personal Safety

Grade Level: 5th /6th

ASCA Standards:

- PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- PS: C1.4 Demonstrate the ability to set boundaries, rights and personal safety.
- PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.

Learning Objective:

Identify behaviors and boundaries in different situations.

Identify/maintain appropriate Internet rules and guidelines.

Materials/Resources:

Activity 1- The “What If...Game”. **Discuss** the scenarios with the class.

Activity 2- “What Would You Do”

Lesson 1: (complete activities 1 and 2

1. Introduce the topic of Personal Safety. Brainstorm with students about what personal safety means to them. Write the student responses on the board. Provide definition of personal safety for students after eliciting student responses.
2. Discuss who is responsible for personal safety. Who was responsible when they were toddlers, at the age of five, and who is responsible for them at this at this moment? As students get older, discuss with them the importance of becoming more and more responsible for themselves. Ask students to provide examples of how they are becoming more responsible for themselves.

Personal Safety means taking responsibility for our person, following safety rules, being aware of what is going on around you, making good decisions in potentially dangerous or risky situations, and asking for help when needed.

3. Discuss that one aspect of personal safety is prevention and protection from abuse. Explain and provide examples of the four types of abuse:
 1. **Sexual Abuse**- when an adult or someone older than you forces or tricks you into any sexual contact. Examples: touching of private parts that are covered by your bathing suit.
 2. **Physical Abuse**- maltreatment that harms the body. Examples: shaking, beating, or burning.
 3. **Emotional Abuse**- maltreatment that involves assault in a non- physical way. Examples: intense or excessive yelling or criticizing.
 4. **Neglect**- maltreatment that involves lack of proper care and guidance. Examples: not providing the child with proper food and shelter, medical care, or clothing.

4. Complete “What If” scenarios with students. Discuss how students would feel if placed in these particular situations.

5. Complete “What Would You Do?” activity with students aloud. Have various students read selection and provide an answer. Students will then decide if this is a proper way to handle the specific situation.

Reinforce concepts, vocabulary, what personal safety means throughout the lesson. Make sure that students understand that they are not too blame for any abuse that they may experience. Let students know that the purpose is for them to gain an awareness of ways that they can better protect themselves and how to be more responsible for their own personal safety.

Evaluation: Students written or verbal ability to define what personal safety is.

Additional Lessons for Unit 1

Unit 1: Personal Safety

Grade 5th /6th

ASCA Standards:

PS: C1.2 Learn about the relationship between rules, laws, safety and the protection rights of the individual.

PS.C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

Learning Objective:

Identify/maintain appropriate Internet rules and guidelines.

Materials/ Resources:

Handout- “Netiquette”

Activity 3- Internet Vocabulary Matching Game Sheet for each child.

Activity 4- Internet Safety Sheet for each child.

Lesson 2: Internet Safety (complete activities 3 and 4)

1. Hand out the Internet Safety Sheet. **Discuss Internet Safety Rules.**

2. **Discuss with the class how each of the following could be considered internet danger:** Briefly discuss each point with the students.

- Giving out personal information over the internet;

- Communicating with strangers;
 - Agreeing to meet strangers you have met on the internet;
 - Not telling your parents about messages or pictures that may make you feel uncomfortable;
- (You may discuss additional internet dangers as well)

3. Ask the students to review the internet safety rules with their parents and to decide with them the names of three adults, in addition to their parents, that they can talk to if they need help being safe. Direct students to keep this paper in a special place in their homes so that they can periodically review the rules and the list of trusted adults.

5. Have students complete the internet vocabulary matching game individually. Discuss the positive and negative aspects of using the internet. Divide the students into groups of three or four students. Each group will be asked to come up with three rules that they think would be good to follow when using the internet.

Evaluation: Students will be able to verbally answer questions pertaining to proper internet safety rules.

Activity 1

Instructions: Read each scenario to class. Discuss possible solutions for each scenario.

The If...Game

This game helps you to stay safe by practicing what to do in different situations. Decide what you would do if the following events happened.

What if ... You are at a family reunion and a relative pulls you on his lap and starts tickling you.

- Does this make you feel comfortable?
- Does this make you feel uncomfortable?
- If uncomfortable, what can you do?

What if ... You are at a friend's house and your friend turns on an R-rated movie for you to watch together.

When you say your parents do not want you watching this kind of show, your friend tells you not to worry because they will not find out about it.

- Does this make you feel comfortable?
- Does this make you feel uncomfortable?
- If uncomfortable, what can you do?

What if ... Your coach asks you to stay after practice so that she can work with you on a certain sports skill. She doesn't do this with anyone else on the team and sometimes while talking with you, you feel uncomfortable with how close she sits or stands by you.

- Does this make you feel comfortable?
- Does this make you feel uncomfortable?
- If uncomfortable, what can you do?

What if ... An adult has become very friendly with you. He has begun giving you gifts and asks you not to tell your parents because they would not understand this special friendship.

- Does this make you feel comfortable?
- Does this make you feel uncomfortable?
- If uncomfortable, what can you do?

Activity 2

“What Would You Do?” Safety Questions

Discuss the three personal safety rules: 1. Say NO! 2. Get away. 3. Tell someone.

This game is used to help children feel competent and successful in handling problems.

1. What if someone called you a name, what would you do?
2. What if you got lost in the mall, what would you do?
3. What if a stranger was following you, what would you do?
4. What if you got locked out of your house, what would you do?
5. What if someone touched your private parts or made you feel uncomfortable, what would you do?
6. What if someone offered you \$10.00 to run an errand, what would you do?
7. What if you were walking your dog and someone asked you for directions, what would you do?
8. What if you saw someone playing with matches, what would you do?
9. What if someone you didn't know tried to pick you up from school, what would you do?
10. What if someone called your house and made a prank phone call, what would you do?
11. What if there was a fire in your house, what would you do?
12. What would you do if an adult you know, a friend or neighbor, asked you to come into their house for a cookie, and you hadn't asked your mom or dad if it was okay? What would you do?
13. You are at a neighbor's house playing with your friend. Your friend wants to play a game that makes you feel uncomfortable. What would you do?
14. An older person tells you to keep a secret, and the secret makes you feel scared, confused, or worried. What would you do?
15. You fell off your bike and hurt your private parts. Your mom or dad takes you to doctor who examines your private parts. Is it okay for the Doctor to look at your private parts if you your mom or dad is in the room with you? Remember the clean and healthy rule!!!
16. Your parent's friend comes over and always gives you a hug that is so hard you can hardly breathe. What would you do?
17. Your older cousin is wrestling with you and you think you might get hurt. What would you do?
18. Someone you know asks you to rub their back. You don't want to. What would you do?
19. One person in your class is always pushing and shoving you around. You want that person to stop. What would you do? What if you tried saying “no” and moving away and that didn't help, what would you do?
20. What would you do if you saw a stray dog on the playground?
21. What would you do if the weather became really stormy while you were walking home from school?
22. What would you do if you broke a glass bottle in the kitchen?
23. What if you received a text or instant message that made you feel uncomfortable?
24. What would you do if your nose started bleeding during school?
25. What would you do if the tornado siren went off and you were home alone while your parents were next door or at the store?
- 26. Formulate your own “What if?” questions.**

Netiquette

The Internet is another place that can pose many dangers for children. Discuss the Internet vocabulary below. After your discussion hand out the *Internet Vocabulary Matching Game* sheet and have students complete it.

- **Blog** – A Web site that contains an online personal journal that is accessible to anyone.
- **Chat room** – A place in a Web site where people can type messages to one another. The messages are displayed on the screen for all in the chat room to view.
- **Instant Messaging** – A way of communicating instantly with others online by exchanging text messages.
- **Netiquette** – Polite, courteous behavior practiced on the Internet.
- **Personal Contact Information** – Information such as telephone numbers and addresses which allows an individual to be contacted or located.
- **Inappropriate material** – Messages, pictures or words on the Internet that make you or others feel uncomfortable, afraid or that degrade a person or persons.
- **Predator** – Someone who uses the Internet to obtain personal information about others with the intent to do harm.

Internet Vocabulary Matching Game

Word Bank

- A. Blog
- B. Chat Room
- C. Inappropriate Material
- D. Instant Messaging
- E. Netiquette
- F. Personal Contact Information
- G. Predator

- _____ Someone who uses the Internet to obtain personal information about others with the intent to do harm.
- _____ Polite, courteous behavior practiced on the Internet.
- _____ A way of communicating instantly with others online by exchanging text messages.
- _____ Messages, pictures or words on the Internet that make you or others feel uncomfortable, afraid or that degrade a person or persons.
- _____ A Web site that contains an online personal journal that is accessible to anyone.
- _____ A place in a Website where people can type messages to one another. The messages are displayed on the screen for all in the chat room to view.
- _____ Information such as telephone numbers and addresses which allows an individual to be contacted or located.

Children's Rules and Guidelines for Internet Safety

- Never give out personal information such as your address, telephone number, parents' names and phone numbers, the name of your school or your grade level.
- Never assume someone is who they say they are.
- Treat everyone that you encounter online as a stranger, using the same rules for dealing with strangers online as you would for strangers you see on the street.
- Never agree to meet someone that introduced themselves on the Internet without a parent's approval.
- Never send a picture or anything else to someone on the Internet, especially if it contains behaviors you would not want your parents, teachers or administrators to see.
- If you come across information on the Internet that makes you feel uncomfortable, tell a trusted adult immediately.
- Never respond to any messages or send any messages that are mean, threatening, or make anyone feel uncomfortable.
- Follow the rules established by your parents for computer and Internet usage.
- Never download or install software or do anything that could jeopardize a family's privacy.
- Keep your Internet password secret and change it regularly.

Dear Parents,

The above information was included in the Child Protection lesson taught to your child today. In addition to this information, we would like you to determine with your child the names of three trusted adults (other than you) to whom your child can go for help. This is a very important step in your child's safety plan.

Three names:

Please keep this paper in a special place so that you can periodically review it with your child.

Source: Archdiocese of Mobile

Unit 2 - Appropriate/ Inappropriate Touch

Grades 5th/ 6th

ASCA Standards

PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.

Learning Objective: Students will define and describe healthy boundaries by being able to distinguish between appropriate touch and inappropriate touches.

Estimated Lesson Time: 30-45 minutes

Materials/ Resources: Board

Handouts “Private Body Parts”/ “Ground Rules For Group”

Lesson 1:

Procedure

1. Introduction: Inform students that we will be discussing physical space and touch and the personal safety rules to maintain healthy boundaries. Although this is a difficult conversation for many of us, it remains clear that we must all be able to identify healthy and unhealthy behaviors.

Learning about personal boundaries helps children and teens to develop a sense of individual responsibility and control. Developing a sense of personal autonomy and respect for self and others leads to increased self-esteem.

2. Provide students with the list of ground rules. Have students develop their own ground rules for the group. (see example ground rules below)

3. This discussion will help students to understand privacy and respect for the body as well as others. Learning about the concept of privacy becomes more important as children enter puberty. Understanding that “My body is private” can help students develop skills that keep them and others safe.

4. Ask your students:

- Who is the owner of your body? – You own your body! Your body is unique and special and everybody is different.
- What can you do with your body? – run, jump, dance, clap, laugh, and eat
- How do you take care of your body? – eat healthy foods, hygiene, and exercise.

Taking care of your body includes saying who can touch you and come into your personal space. Everybody deserves to be treated with respect. Your body is private and some parts are more private than others.

Activity:

5. List the three types of touch on the board. Have the students state the feelings that accompany these touches. Emphasize these feelings and encourage students to stop or question a touch that they are uncomfortable with.

Evaluation: Student will verbally or written, identify the difference between appropriate and inappropriate touches

Private Body Parts

- These are parts that are covered by a bathing suit or underwear.
- Private parts should be covered when you are in public places.
- If you want to touch or scratch your private parts you should wait until you are in a private place.
- No one can touch your body without your permission.
- No one can see your body without your permission.
- Your body should not be shown to anyone who does not want to see it.

Ground Rules for Group

- No put downs.
- No personal questions.
 - It's OK to pass.
- All questions are good questions.
 - Use correct terms.
- Listen when others are speaking.
- Classroom discussions are confidential.
 - Speak for yourself.

Additional Lessons for Unit 2

Unit 2- Appropriate/ Inappropriate Touch

Grades 5th/ 6th

ASCA Standards

PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact.

PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.

Lesson Objective: Students will define and describe healthy boundaries by being able to distinguish between appropriate touch and inappropriate touch.

Estimated Lesson Time: 30 minutes

Materials/ Resources: Board

Lesson 2: APPROPRIATE AND INAPPROPRIATE TOUCH

Touch provides us with a method of communication and is important for our wellbeing. Learning about inappropriate touch can help children learn strategies to help them stay Safe including when to ask an adult for help.

Procedure:

1. Write “Appropriate Touches” on the board. Ask your students to describe what appropriate touching means to them. (The term appropriate can be difficult to understand so you may want to describe appropriate touches as respectful, kind and caring. They are “thumbs up” touches – use your hand to gesture thumbs up.)
2. Then write “Inappropriate Touches” on the board and ask your students to describe what inappropriate touching means to them. (Inappropriate touches are disrespectful, confusing, scary, and / or hurtful. They are “thumbs down” touches – use your hand to gesture thumbs down.)

Activity:

3. Draw a chart with two columns to discuss examples of appropriate and inappropriate touch.

Evaluation:

Students will be able to distinguish between appropriate and inappropriate touches as evidence by his/ her ability to identify appropriate and inappropriate touches verbally.

Appropriate Touch or Inappropriate Touch

Hugs and cuddles	_____
Holding hands	_____
Giving a back rub	_____
High five	_____
Shaking hands	_____
Gentle pat on the shoulder	_____
Receiving help with hygiene when needed	_____
Visit to a health care professional	_____
Hitting	_____
Kicking	_____
Biting	_____
Pushing	_____
Slapping	_____
Pinching	_____
Unwanted touch that starts as fun e.g., play fighting/rough housing, tickling	_____
Being forced to touch someone	_____
Touching of private body area – breasts, buttocks, vulva, penis, testicles that is not for hygiene or examination by a health care professional	_____

Unit 3 - Assertiveness Grades 5th/ 6th

ASCA Standard:

PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.

Learning Objective: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in the school and across the lifespan.

Estimated Lesson Time: 30-45 minutes each lesson

Materials/ Resources: “Assertiveness Role Plays”

Assertiveness Training- “Passive, Aggressive or Assertive?”

“Tips for Being Assertive”

Lesson

Procedures:

1. Discuss/define with the class the differences in being passive, aggressive, and assertive.
2. Read “Assertiveness Training” to or with the class. Allow the students to provide feedback as you progress through the information.
3. Have student complete handout “Passive, Aggressive, or Assertive” with a partner.
4. Assess students understanding being passive, aggressive, or assertive by providing specific examples of each behavior.

Activities:

1. Discuss/ review students understanding of what is being passive, aggressive, or assertive.
2. Provide students with a copy of their personal rights. Have students read aloud and discuss as a group.
3. Complete role play activity using several students from the whole group.
4. Finally, direct students to get into groups of three to four students. Student will be provided a note card which has passive, aggressive, assertive. Students will be directed to complete a role play situation representing their card. Have each group present in front of the class. The classmates must guess if the situation is representative of passiveness, aggressiveness, or assertiveness.

Evaluation: Students will independently define, passive, aggressive, and assertive behaviors within a small group or within their whole group.

Assertiveness Training

Do you ever feel that you are being taken advantage of, walked on, and abused? Would you like to learn how to feel better about yourself and maybe even get your way sometimes?

Being **assertive** is about standing up for yourself. It's about expressing your thoughts, your feelings and your needs. If we look at behavior on a continuum: assertive behavior sits in between being passive and being aggressive.

There are plenty of times in your daily life that assertive skills can come in handy. You'll use these skills at home, at work, with friends, with family and with your significant other. When should you not be assertive? Well, if a police officer is giving you a ticket, I'd advise you to just sit back and take it - don't practice your assertiveness skills in that situation, being passive may be called for. When should you be aggressive? Well, possibly when you are physically threatened, but usually I think it's better to just get out of there!

You might find that you are pretty **assertive** in some situations, that there are other times when you are passive, and still others when you are aggressive. This mini lesson will help you to improve in the areas that you are weaker in. Take notice of how you act at work, with your parents, etc. You might note differences. Lots of people have a tendency to act like they are five years old when they are with their parents, or with their siblings, yet are perfectly assertive with coworkers. Take an inventory of your behavior in all your interpersonal relations and then get to work on being more assertive where appropriate.

We can all learn to be assertive. Most of us weren't born with these skills. Let's look at where some of our **passive behavior** comes from. You may have learned to be somewhat passive. Maybe you were told to be seen and not heard, or that it's selfish to ask for what you want in life. Perhaps you consider it rude or disrespectful to say "no" to people when they ask you to do something or go somewhere. Maybe you don't know how to set limits. You let people make decisions for you and take advantage of you. Is this what you want to be doing?

Maybe you don't readily express your opinions, you go along if someone asks you to go somewhere (even if you don't want to) and you most likely end up regretting that you did, but you don't know what else to do. You are definitely not in control of your life.

On the other hand if you use the aggressive style, you are able to speak up for yourself, but at the expense of others' feelings. You blame others, you make them feel guilty, etc. In the end you make others resent you and you end up losing. An assertive person expresses his or her thoughts, feelings and needs directly, while taking into account the rights and feelings of others. You are able to say "yes" or "no" to the offers of others. You are able to accept rejection of your offers without taking them personally. You state your desires, but don't necessarily get what you want. Being assertive doesn't guarantee that you get what you ask for, but you have the satisfaction of having asked, and having made yourself clear.

Your Personal Rights

- You have a right to say No!
- You have the right to say "I don't know".
- You're allowed to make mistakes.
- You're allowed to change your mind.
- Your feelings matter.
- You're allowed to have your own opinions. You don't have to agree with others all of the time.
- You have a right to be alone sometimes.
- It's ok to ask for help or support. You don't have to do it all alone. You're not necessarily bothering others if you ask for help. It's ok to let others know that you are in pain, are hurting, or if you just require some assistance.
- You don't have to take the advice of others.
- It's ok to want some recognition for your achievements and good work. It's not necessarily showing off.
- You don't have to justify your decisions to others.

Assertiveness Role Plays

What Would You Do?

- * Teacher scored your test incorrectly and you want it corrected.
- * You have an important test on Monday but your best friend wants you to join them for a movie and dinner on Sunday night.
- * Your parents are concerned about your grades. You would like for them to provide you with a reward for making better grades.
- * You need a quiet place to take tests and want to approach the teacher about getting out of the classroom and take your tests somewhere quieter.
- * You are to be at your club meeting and let the group know what your concerns, needs, and wishes are to help you to be successful in school.
- * Your best friend has been helping you with your math, but tends to give you the answers rather than explain things and then allow you to work it out on your own.
- * You want to talk to your friend about this situation, as you want to figure things out so you do better on tests. You also want your friend to know that you appreciate their help and assistance.

Passive, Aggressive, or Assertive?

For each situation listen below, write whether the response is passive, aggressive, or assertive.

Situation #1: Your teacher made a mistake averaging your grade.

_____ “My grade is different from what I think it should be. Would you mind averaging it again?”

_____ “Do nothing about the mistake.”

_____ “You didn’t average my grade right.”

Situation #2: Your best friend asks you to do something that you think is wrong.

_____ “I don’t feel comfortable doing that. I’d rather not.”

_____ “Maybe, I’ll think about it.”

_____ “No way! You are crazy and you’re going to get in trouble!”

Situation #3: The cashier in the cafeteria gives you the wrong change.

_____ “You’re trying to cheat me!”

_____ “Excuse me, I don’t believe you gave me back the right amount of money.”

_____ “Say nothing about the mistake.”

Situation #4: A friend asks you to copy your homework assignment.

_____ “I don’t feel comfortable doing that because I spent a lot of time on this, and I don’t want to get into trouble for cheating.”

_____ “No way! You shouldn’t be so lazy. Do your own work.”

_____ “I guess it will be all right for you to copy it.”

Mobile County Public School System

Personal Safety Curriculum



Teacher Resources

Revised October 2016

Indicators of Child Abuse

These are possible indicators and do not necessarily mean sexual abuse. They were developed with information compiled through the resources of the Louisiana Council on Child Abuse, Baton Rouge, LA.

Type of Abuse	Physical Indicators	Behavioral Indicators
Physical Abuse	unexplained bruises or marks, unexplained burns, unexplained fractures, lacerations or abrasions	self-destructive, behavioral extremes, uncomfortable with physical contact, seems to be afraid to be at home, wears clothing inappropriate to weather to cover body, chronic runaway (adolescents), complains of soreness or moves uncomfortably
Physical Neglect	abandonment, unattended medical needs, poor supervision, consistent hunger, inappropriate dress, poor hygiene, lice, distended stomach, emaciation	regularly appears fatigued or listless, falls asleep in class, steals or begs from classmates, reports that no caretaker is at home, frequently absent or tardy, self-destructive, school drop-out (adolescents)
Sexual Abuse	torn, stained, or bloody underclothing, pain or itch in genital area, difficulty walking or sitting, bruises or bleeding in external genitalia, venereal diseases, frequent urinary or yeast infections, excessive masturbation	withdrawal, chronic depression, excessive seductiveness, role reversal, overly concerned for siblings, poor self-esteem, self-devaluation, lack of confidence, peer problems, lack of involvement, massive weight gain, attempts at suicide (adolescents), unable to control emotions, inappropriate sex play, premature understanding of sex, intimidated by physical contact
Emotional Abuse	speech disorders, delay in physical development, substance abuse, some physical illnesses	delinquent behavior (adolescents), habit disorders, antisocial, exhibits neurotic traits, extreme passive aggressive behavior

Note: Spanking by a parent is not abuse. Poverty should not be confused with neglect.

Appropriate and Inappropriate Contact with Minors

1. Appropriate affection is important for a child's development and is a positive part of Church life and ministry. There are forms of affection between Church personnel and minors that are regarded as appropriate examples for most Church sponsored and affiliated programs:
 - Shoulder to shoulder or "temple" hugs
 - Pats on the shoulder or back
 - "High-fives" and hand slapping
 - Verbal praise
 - Touching hands, faces, shoulders and arms of minors
 - Holding hands while walking with small children
 - Sitting beside small children
 - Kneeling or bending down for hugs with small children
 - Holding hands during prayer
 - Pats on the head when culturally appropriate (Example: This gesture should typically be avoided in some Asian communities.)

2. No form of physical discipline is acceptable and is prohibited as a way of behavior management of minors as directed by the Archdiocese.

3. Some forms of physical affection have been used by adults to initiate inappropriate contact with minors. In an effort to provide the safest possible environment for minors, the following examples of affection are not to be used in Church sponsored and affiliated programs:
 - Inappropriate or lengthy embraces
 - Kisses on the mouth
 - Holding minors over two years old on the lap
 - Touching bottoms, chests or genital areas
 - Showing affection in isolated areas of the program such as bedrooms, staff only areas, or other private rooms
 - Sleeping in bed with a minor
 - Touching knees or legs of minors
 - Wrestling with or tickling of minors
 - Piggyback rides
 - Any type of massage given by minor to adult
 - Any type of massage given by adult to minor
 - Any form of unwanted affection
 - Compliments that relate to physique or body development

3. When working with minors keep in mind two very important points: a) focus on meeting the needs of the minor/s, not on meeting your own needs and b) establish and keep very clear boundaries between yourself and the minor/s. Adults must be cautious in their ministry settings and need to be aware of their behavior.

4. The following behaviors are considered inappropriate when working with minors.
 - a. Sharing of one's personal life; telling adolescents **your** problems
 - b. Exclusivity, spending an inordinate amount of time with a particular minor
 - c. Social trips outside the ministry setting and tutoring in the home setting
 - d. Keeping confidentiality in cases that threaten health and safety
 - e. Wearing immodest or provocative attire

5. A person who habitually lacks the use of reason is to be considered equivalent to a minor and is therefore protected under the Archdiocese of Mobile Child Protection Policy.

Cell Phone Safety Tips for Parents

- Take the time to teach your child how to use the cell phone. Learn its features so that you can occasionally check the child's cell phone usage. Discuss with your child the rules that you expect him/her to obey.

- Set a time limit for the use of your child's cell phone. Be sure that cell phones do not interfere with family time, homework, or sleep time. It can be beneficial to take the child's phone at night.

- Be aware of and teach your child about the expenses of cell phone ownership and usage, especially text messaging, games and sharing photos.

- Explain to your child that there are risks involved with cell phones. Let them know that they should not answer calls or messages from unknown numbers. Watch out for prank calls and for sexting. Sexting is the sending or receiving of inappropriate pictures and videos of self or others.

- Be aware that cell phones may offer complete internet access with e-mail, web browsing, and instant messaging, and that your child is at risk of receiving calls, text messages, and e-mail from the outside world as well as from friends.

- Make sure that your child is ready to accept the responsibilities that come with owning a cell phone. They should be expected to follow the rules of usage at school, assemblies, sporting events, etc. In most cases your child will be able to use a regular phone or the cell phone of an adult who is supervising the activity.

Parent Checklist

Protecting Your Children from Internet Pornography

The Internet is full of both opportunities and pitfalls. Kids today have more information at their fingertips than we could have dreamed of just twenty years ago. On the other hand, they also have access to more inappropriate content than we could have feared.

Chances are, if your child uses the Internet, he/she has seen pornographic content whether he/she wanted to or not. As parents, it is important that we talk with our kids about who they are hanging out with and what they have seen online. Internet “incidents” can be a great opportunity to talk to your child about important issues like sex, alcohol and drugs, and relationships. Do not miss the opportunity to connect with your child on these important issues.

- Keep the computer in a family common space, making it easier to see what sites the child is visiting online.
- Talk to your child about where he/she has been and what he/she has seen online.
- Talk to your child about how you feel about online pornography and your family values.
- Talk to your child about what to do if he/she ends up on a site that makes him/her feel uncomfortable or receives messages that are inappropriate.
- Establish Internet house rules so that your child understands the expectations and consequences.
- Become familiar with the way the Internet works and with popular teen sites.
- Check into and use filtering or tracking software and parental controls.
- Limit the amount of time your child spends on the Internet.
- Use Internet “incidents” as opportunities to communicate – not as platforms for endless lectures.
- Expect some exploration from your child – do not be surprised if your child has deliberately or accidentally seen pornography online.
- If you find that your child has been to a site with pornography, initiate a conversation with your child about why they went to the site, what they saw when they got there and how they felt about it. Rembert to LISTEN first!
- Young people are curious. Don’t let websites provide the only answers to their questions or curiosity. Let them know that they can talk to you.
- Review with them what they should do when they see something that makes them feel uncomfortable – turn off the monitor and tell you about the incident.
- Make sure your child has a clear understanding of how you feel about online pornography and your expectations for responsible Internet use.

Understanding the Grooming Process: Preventing Inappropriate Behavior and Sexual Misconduct with Children

In most cases of sexual misconduct with children, offenders use a subtle and gradual process known as grooming to put children and their families at ease. Grooming is typically done over weeks, months or years to slowly lure and manipulate children into abuse. On the surface, grooming behaviors can appear quite innocent, and may even give the perception that the individual is good with children.

Over 90% of sexual offenders are individuals known and trusted by the child and family. Notoriously friendly and likable, they insinuate themselves into a child's life through his/her family, school, house of worship, sports and hobbies.

Secrets typically play a significant role in the grooming process. Teach children early on that there should be no secrets from parents, even seemingly innocent ones. Secrets often lay the groundwork for future abuse.

Most incidents (81%) of child sexual abuse occur in **one-on-one situations**. Therefore, limit opportunities for individuals to be alone with your child. Adults who must spend one-on-one time with children should be within sight and earshot of other adults. Question the motives of adults who want to spend the majority of their time with children.

Abusers come from all walks of life. Both men and women offend, although men offend more often. Notably, **juvenile offenders** (abusers under the age of 18) are responsible for over 30% of child sexual abuse. Average onset of juvenile sexual assault behavior is 12-14 years old. For safety's sake, supervise children whenever possible, especially during sleepovers and gatherings involving multi-aged youth. Abuse often occurs while adults are socializing and youngsters are playing unsupervised in separate areas.

By being aware of the Grooming Process, adults can interrupt behaviors that may lead to inappropriate or sexual misconduct with children, thus allowing youngsters to grow up healthy and safe.

Grooming Behaviors:

How Offenders Build Familiarity & Trust

- Befriending the youngster and their family to slowly gain trust.
- Giving gifts, money, trips, and/or performing special favors for youngster.
- Promoting the notion that the relationship with the boy or girl is special.
- Encouraging harmless secrets, laying the foundation for future sexual secrets.
- Taking pictures/video of the child.
- Communicating with the boy or girl excessively; texting, emailing or calling.
- Desensitizing the child through nonsexual touching, "accidental" touching of privates and/or walking in on bathroom or dressing time.
- Testing a child's boundaries by using inappropriate language and/or telling dirty jokes.
- Playing body contact games with children; tickling, backrubs or wrestling.
- Making alcohol/drugs available to the boy or girl.
- Introducing pornography to initiate sexual interest or to normalize the behavior.
- Offering to carpool and babysit, including overnight trips or sleepovers.

Dear Parent,

Today we completed the **MCPSS Personal Safety Curriculum** training for students. Please go over the Safety Sheet that your child has brought home to you. Talk to your child about the points we covered in class. These points are on the sheet. Also, please talk to your child about the trusted adults in their lives. Help him/her generate the names of three adults (in addition to parents) that he/she can talk to when he/ she needs help in being safe.

Listed below are some safety tips to help your child remain safe in his/her home and school environments. Please read and discuss them with your child.

Thank you.

Sincerely,

(Teacher's name)

Know the Rules...General Tips for Parents and Guardians to Help Keep Their Children Safer

While many parents and guardians feel they are faced with new and unprecedented challenges when trying to keep their children safer in today's fast-paced and increasingly global society, the National Center for Missing & Exploited Children[®] offers these commonsense, general safety tips to help families put these challenges into perspective.

- 1. Make sure you know where each of your children is at all times.** Know your children's friends and be clear with your children about the places and homes they may visit. Make it a rule for your children to check in with you when they arrive at or depart from a particular location and when there is a change in plans. You should also let them know when you're running late or if your plans have changed to show the rule is for safety purposes and not being used to "check up" on them.
- 2. Never leave children unattended in a vehicle, whether it is running or not.** Children should never be left unsupervised or allowed to spend time alone or with others in vehicles as the potential dangers to their safety outweigh any perceived convenience or "fun." Remind children to never hitchhike, approach a vehicle or engage

in a conversation with anyone within a vehicle they do not know and trust, or go anywhere with anyone without first getting your permission.

3. **Be involved in your children's activities.** As an active participant you'll have a better opportunity to observe how the adults in charge interact with your children. If you are concerned about anyone's behavior, take it up with the sponsoring organization.
4. **Listen to your children.** Pay attention if they tell you they don't want to be with someone or go somewhere. This may be an indication of more than a personality conflict or lack of interest in the activity or event.
5. Notice when anyone shows one or all of your children a great deal of attention or begins giving them gifts. **Take the time to talk to your children** about the person and find out why the person is acting in this way.
6. Teach your children they have the right to say **NO** to any unwelcome, uncomfortable, or confusing touch or actions by others and get out of those situations as quickly as possible. If avoidance is not an option, children should be taught to kick, scream, and resist. When in such a situation, teach them to loudly yell, "This person is not my father/mother/guardian," and then immediately tell you if this happens. Reassure them you're there to help and it is okay to tell you anything.
7. **Be sensitive to any changes in your children's behavior or attitude.** Encourage open communication and learn how to be an active listener. Look and listen to small cues and clues indicating something may be troubling your children, because children are not always comfortable disclosing disturbing events or feelings. This may be because they are concerned about your reaction to their problems. If your children do confide problems to you, strive to remain calm, noncritical, and nonjudgmental. Listen compassionately to their concern, and work with them to get the help they need to resolve the problem.
8. **Be sure to screen babysitters and caregivers.** Many states now have a public registry allowing parents and guardians to check out individuals for prior criminal records and sex offenses. Check out references with other families who have used the caregiver or babysitter. Once you have chosen the caregiver, drop in unexpectedly to see how your children are doing. Ask your children how the experience with the caregiver was, and carefully listen to the responses.
9. **Practice basic safety skills with your children.** Make an outing to a mall or park a "teachable" experience in which your children practice checking with you, using pay telephones, going to the restroom with a friend, and locating the adults who may be able to help if they need assistance. Remember, allowing your children to wear clothing or carry items in public on which their name is displayed may bring about unwelcome attention from inappropriate people looking for a way to start a conversation with your children.
10. **Remember there is no substitute for your attention and supervision.** Being available and taking time to really know and listen to your children helps build feelings of safety and security.

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