



MONIQUE BURR
FOUNDATION FOR CHILDREN, INC.
PREVENTION EDUCATION PROGRAMS

April 2018 – Child Abuse Prevention Month Lesson Plan (Grades K-2)

Dear Educator,

Did you know that 95% of child abuse is preventable through education? In our ongoing efforts to educate and empower students and adults to prevent abuse, the Monique Burr Foundation for Children is pleased to share the following lesson plan for you to use throughout the month of April, in recognition of National Child Abuse Prevention Month.

We ask that you please use this lesson as a reinforcement activity with students who have participated in the *MBF Child Safety Matters*[™] program, or as an introductory lesson with students who have not previously participated in our program. It has been developed to be used, and is equally effective, with both audiences. It is aligned with Florida Education Standards in language arts and health.

We hope you will help us educate and empower your young students with effective safety strategies by completing this brief, fun, and educational lesson with them. Through exposure to the 5 Safety Rules from *MBF Child Safety Matters*, students will learn and understand the importance of helping adults keep them safe. For additional information, ideas, social media graphics, and activities, visit https://www.ounce.org/CAP_toolkit.html for an April toolkit provided by Prevent Child Abuse Florida.

In addition to the lesson plans, we have also included our *Safety Brief: Identifying and Reporting Abuse* for your professional reference in the event that a student discloses to you after the lesson.

Students can learn more about this and other safety topics through your school's consistent use of the *MBF Child Safety Matters* program, provided at no cost to Florida public schools. Our program materials provide information and resources for parents as well as children on the different types of victimization suffered by children. However, if you would like more specific information for educating adults about preventing child sexual abuse, we partner with and recommend Darkness to Light's Stewards of Children training and their additional training module on the commercial sexual exploitation of children. Learn more about Darkness to Light at www.d2l.org. To learn more about our programs, visit our website at www.mbfpreventioneducation.org, or to order materials contact us at 904-642-0210 or info@mbfpreventioneducation.org.

Lesson Details:

Grade Level	K – 2		
Lesson Length	30 – 40 minutes		
Lesson Objectives	<ul style="list-style-type: none"> • Students will identify what child abuse is and participate in Child Abuse Prevention Month activities. • Students will identify ways they can help adults keep them safe. • Students will learn the <i>MBF Child Safety Matters</i> 5 Safety Rules and will identify ways to use them to help them stay safe. 		
Materials	<ul style="list-style-type: none"> • Lesson Plan/Instructions • 5 Safety Rules Visual Cards (printed with teacher script on back of each card) • Pencils and crayons for students • Bathing suit coloring sheet 		
Related Florida Standards & Related Florida Next Generation Sunshine State Standards for Health Education	<p>Kindergarten</p> <ul style="list-style-type: none"> • LAFS.K.L.1.1 • HE.K.B.4.3 • HE.K.B.5.2 • HE.K.C.1.1 • HE.K.C.2.4 • HE.K.P.7.1 	<p>1st Grade</p> <ul style="list-style-type: none"> • LAFS.1.L.1.1 • HE.1.C.1.1 • HE.1.B.3.2 • HE.1.B.4.3 • HE.1.B.5.2 • HE.1.P.7.1 	<p>2nd Grade</p> <ul style="list-style-type: none"> • LAFS.2.L.1.1 • HE.2.C.2.4 • HE.2.B.4.3 • HE.2.B.5.2 • HE.2.P.7.1
Additional Resources (For teachers and parents)	<p>Monique Burr Foundation for Children www.mbfpreventioneducation.org</p> <p>Darkness To Light www.d2l.org</p> <p>Florida Department of Education – Child Abuse Prevention http://www.fldoe.org/schools/family-community/activities-programs/child-abuse-prevention.stml</p> <p>Nemours Child Health – Child Abuse information for children http://kidshealth.org/parent/positive/talk/child_abuse.html</p> <p>Prevent Child Abuse America http://www.preventchildabuse.org</p> <p>The Role of Educators Preventing and Responding to Child Abuse https://www.childwelfare.gov/pubs/usermanuals/educator/</p>		

Classroom Discussion:

Good Morning/Afternoon Students,

Today we are going to discuss child safety and why it matters to all of us. Keeping kids safe is something we should encourage every month, but in April it's a very important topic, because it's Child Abuse Prevention Month.

Who knows what **prevention** means? To prevent something means to stop it from happening before it ever starts, to not let it happen. April is all about making sure you are safe and that kids are not abused or hurt. So, let's start by talking about how kids sometimes get hurt. What are some ways kids might get hurt? (*Elicit responses, such as skinning a knee, falling off a bike, being in a car accident, etc.*) There are also a lot of kids who get hurt from child abuse. In our country, there are over 3 million kids abused every year. That's a huge number, isn't it?

Who knows what **abuse** means? (*Elicit responses.*) Abuse is when an adult or older child hurts a child either physically, or with words, or if someone touches their private body parts. It is also abuse if parents/guardians don't take care of their kids and provide them with what they need to be safe and healthy. Abuse can happen by strangers, and it can also happen by people who we know, love, and trust.

I mentioned private body parts already, and I want to make sure that you know what I'm talking about. Private body parts are the parts of your body that are covered by a bathing suit, top and bottom and front and back. We keep these to ourselves and don't show others. Our bodies are special and we should respect our bodies, as well as respect others' bodies. There are only a few very rare times when it might be okay for someone to look at or touch your private body parts. For example, if you hurt yourself where you wear a bathing suit, and a doctor, or your parent, needs to look to be sure you are okay; or if you need help and your parent or guardian is helping you take a bath. If you are old enough to do those things for yourself, then parents or adults do not need to help you.

Who can tell the class what rules are? (*Elicit response that defines "rule" as something you are told to follow or do in certain situations.*) Today we are going to learn 5 Safety Rules from the MBF Child Safety Matters™ program that you can use to help keep yourself safe from abuse.

Let's learn the 5 Safety Rules. (*Use the Safety Rules Visual Cards to display each rule to the students. Read the script on the back of each card to explain the rule.*)

Classroom Activity:

Now that you know the 5 Safety Rules, I am going to tell you about some situations that could happen that could be unsafe. I want you to tell me what you would do using the 5 Safety Rules if this happened to you.

- Someone knocks on your door and your parent or guardian is in the shower. What would you do? (*Elicit responses, such as ignore the person, get your parent/guardian to answer the door.*)

- You are at a friend's house and your friend's older brother wants you to go into the basement with him. What would you do? *(Elicit responses, such as say "no thanks," stay with your friend, tell a Safe Adult.)*
- You are playing outside with a group of friends and a neighbor invites you into her house. What would you do? *(Elicit responses, such as say "no thanks," stay with your friends, ask your parent/guardian first for permission.)*
- You are walking to school with a group of friends and a car pulls up next to you and the driver asks you for directions to the school. What would you do? *(Elicit responses, such as don't go near the car, stay with your friends, or find and tell a Safe Adult.)*
- An older cousin wants to show you pictures of people without any clothes on the internet or in a magazine. What would you do? *(Elicit responses, such as get away and tell a Safe Adult.)*

(Scenarios adapted from Darkness to Light Stewards of Children "What If?" Game. Used with permission.)

Next, I'm going to tell you a story about a girl named Tamika. After the story, we'll talk about the 5 Safety Rules.

Tamika's aunt and uncle are staying with Tamika while her parents are out of town. Her aunt seems to get upset with Tamika a lot and has started hurting her. Tamika now has bruises on her arms from where her aunt has been grabbing her and shaking her.

Remember Safety Rule #2 – Spot Red Flags? Did you hear any Red Flags in that story? *(Elicit responses that include the aunt is hurting her body and leaving bruises.)*

Remember Safety Rule #4 – Talk It Up? Do you think Tamika should tell someone? *(Yes) Who should she tell? (Her parent/guardian or another Safe Adult.)*

Great job! Your answers were great examples of using the 5 Safety Rules! Let's review the Safety Rules one more time. *(Use the Safety Rules Visual Cards to review.)*

Individual Activity:

Remember I mentioned that we all have private body parts? Who can tell me what that means? *(Elicit responses that these are the parts of our bodies that a bathing suit covers.)* To help you remember, I'm giving each of you a coloring sheet with the outline of the front and back of a person's body. I want you to draw a bathing suit on the pictures, front and back. You can add hair, eyes, nose, mouth, and any other details you'd like, and then color your drawings.

Assessment Strategies:

Follow-Up Questions: Allow students time to ask any questions they may have regarding the lesson.

Snowball: Students may write down the Safety Rules they remember (or draw pictures representing the Safety Rules), each on a small slip of paper. Then they can ball up the pieces of paper and when the teacher gives them the designated signal, students can throw the “snowballs” up to the front. The teacher can then select snowballs and read the Safety Rules and ask students to explain what the rule means. Students can pick up snowballs left on the floor.

Additional or Alternate Activities:

1. Place a “Donation Jar” in your front office during the month of April. Have students and staff contribute change throughout the month of April and donate the funds to a child abuse prevention organization at the end of the month.
2. Pick one day in the month of April and encourage everyone in your school to wear blue to support Child Abuse Prevention efforts.
3. Partner with the art teacher to have students create posters for Child Abuse Prevention Month with the theme of keeping kids safe. Post them around your school, and/or ask local businesses to put them up. Do you have an awesome poster created by your student(s)? Let us know. We would love to use some student-created works on future materials! Contact us at info@mbfpreventioneducation.org.

Safety Rule #1:

Know What's Up



Teacher Script:

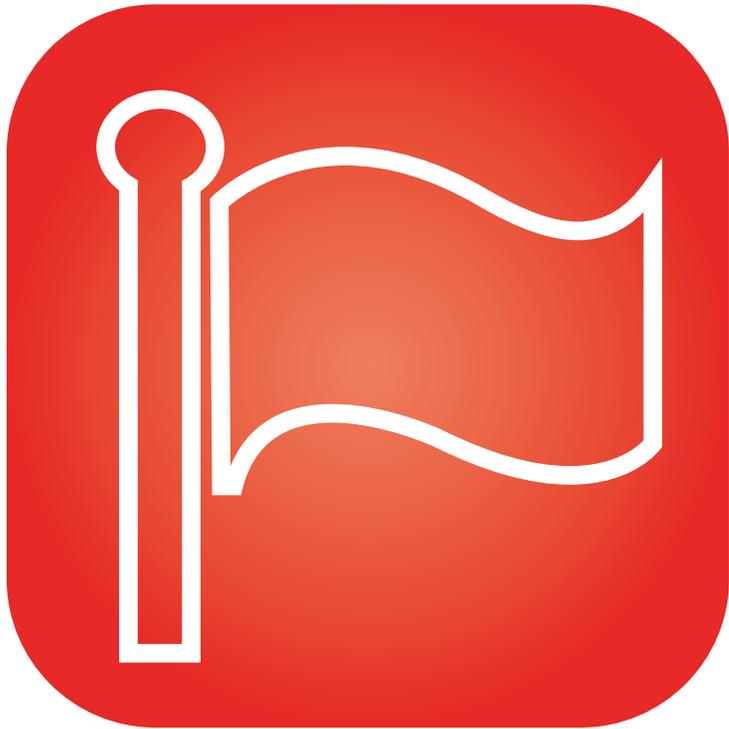
Safety Rule # 1 is Know What's Up.

This rule helps you to understand important safety information such as calling 911 and knowing safety procedures at school and home.

When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

Safety Rule #2:

Spot Red Flags



Teacher Script:

Safety Rule #2 is Spot Red Flags.

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop? (Yes or No)

When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions.

child:

Some examples of Red Flags, or warning signs, are when an adult or another

- uses mean or hurtful words

- uses hurtful touches

- touches your private body parts or asks you to touch their private body parts

- plays games about private body parts

- plays tricks to try to get you to do something unsafe, or something you do not want to do

- tells you that you have done something wrong or says you will get in trouble if you tell

- anyone about something they want you to do

- someone you don't know asking for your personal information

When you see these types of behaviors that are red flags, then you know you

can use the other Safety Rules to help.

Safety Rule #3:
Make a Move



Teacher Script:

Safety Rule #3 is Make a Move.

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move.

There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

Safety Rule #4:

Talk It Up



Teacher Script:

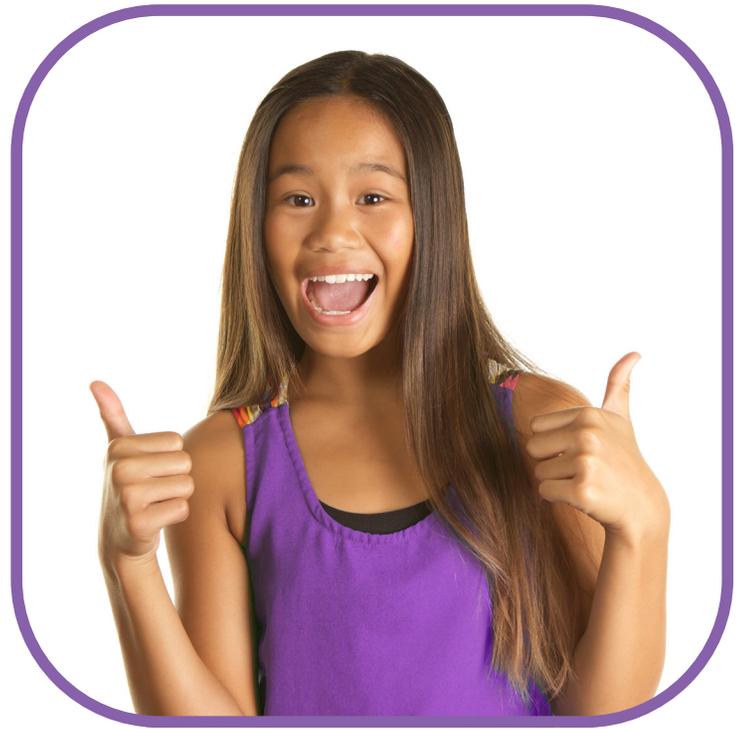
Safety Rule #4 is Talk It Up.

This rule tells you that you should talk to a Safe Adult to get help.

A Safe Adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

Safety Rule #5:

No Blame | No Shame



Teacher Script:

Safety Rule #5 is No Blame | No Shame.

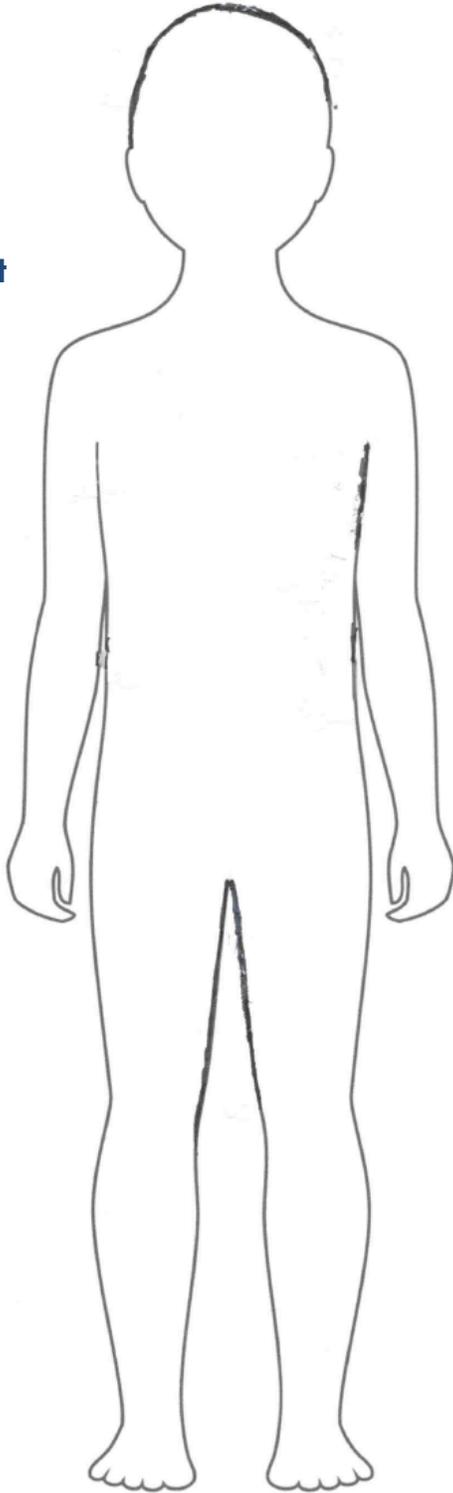
If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.

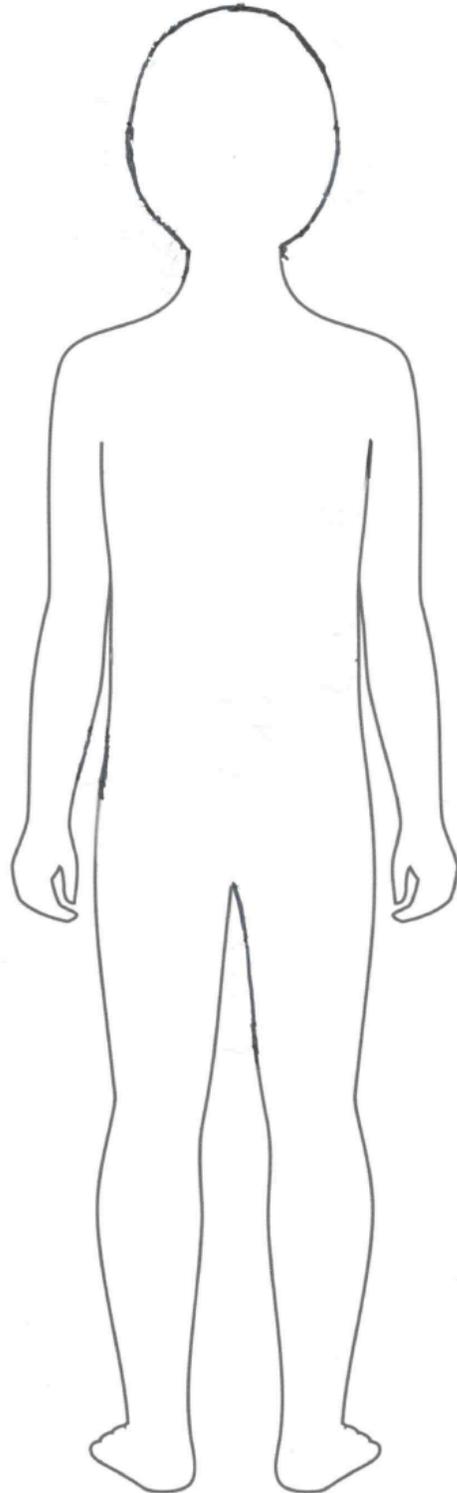
My Safety Matters

Directions: Draw your bathing suit where you would cover your private body parts on the front and the back of the figures below. Fill in, decorate, and color the figures.

Front



Back





IDENTIFYING & REPORTING CHILD ABUSE

Child abuse and neglect, which is defined by state statute, impacts millions of children every year in the United States. Therefore, it is important to recognize the indicators of abuse, and understand one's obligations to report abuse to protect children.

Indicators Of Abuse

- » Malnourished/Hungry
- » Tired/Lethargic
- » Chronic injuries
- » Bruises
- » Human bite marks
- » Untreated injuries
- » Head injuries
- » Non-accidental burns
- » Poor relations with peers
- » Poor academic performance
- » Change in behavior or attitude
- » Disruptive, impulsive, aggressive
- » Passive, depressed, withdrawn

Disclosure

Disclosure is often a process, not a one-time event.

- » Less than 1/4 of victims disclose immediately after abuse occurs.
- » Less than 1/4 may disclose from 1 month to 5 years later.
- » Over 1/2 may wait more than 5 years to disclose, if at all.

Ways children may attempt to disclose abuse:

- » **Hinted Disclosure** - "A neighbor is messing with me."
- » **Questioned Disclosure** - "What would happen if somebody was hurting a kid and they told someone about it?"
- » **Conditional Disclosure** - "I need to tell you something, but if I do, you have to promise not to tell."

Do...

- » Support, believe, and reassure the child
- » Understand your limits, you are not an investigator
- » Provide a quiet, safe environment
- » When you are done talking to the child, write down the child's exact words
- » Ask limited, open-ended questions
- » Respect the child's right to privacy
- » Seek help and advice
- » Report any suspicions of abuse/neglect

Don't...

- » Make assumptions or promises
- » Show shock or other emotions
- » Interrogate or investigate
- » Put words in the child's mouth
- » Be judgmental about the abuser; it is often someone the child loves/trusts
- » Assume someone else will report abuse

Reporting Abuse

In all states, professionals that work with children are **Mandatory Reporters**. In some states, **EVERY ADULT** is a **Mandatory Reporter**. You do not have to have proof abuse is occurring. If you have a **reasonable suspicion** that a child is abused, abandoned, or neglected, you **must report** it to your state's child welfare agency. Visit www.childwelfare.gov/organizations for a list of state agencies and contact information. For more information and additional resources, visit www.mbfpreventioneducation.org.