

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 Teen 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 Teen 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 Teen 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	6-8		
Lesson Length	45 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 5 <i>MBF Teen Safety Matters</i> Safety Rules and will identify ways to use them to help them stay safe. 		
Materials	<ul style="list-style-type: none"> Lesson Plan/Instructions Paper or card stock 3 Signs for Human Barometer Activity (Agree, Disagree, Undecided) Optional Word Cloud Activity: Paper, Markers, or Colored Pencils 		
Related Florida Standards & Related Florida Next Generation Sunshine State Standards for Health Education	6th Grade <ul style="list-style-type: none"> LAFS.6.L.1.1 LAFS.6.L.2.3 HE.6.B.4.4 HE.6.B.5.1 HE.6.B.5.2 HE.6.P.7.1 HE.6.P.8.1 HE.6.P.8.3 HE.6.P.8.4 	7th Grade <ul style="list-style-type: none"> LAFS.7.L.1.1 LAFS.7.L.2.3 HE.7.B.4.4 HE.7.B.5.1 HE.7.B.5.2 HE.7.P.7.1 HE.7.P.8.1 HE.7.P.8.3 HE.7.P.8.4 	8th Grade <ul style="list-style-type: none"> LAFS.8.L.1.1 LAFS.8.L.2.3 HE.8.B.4.4 HE.8.B.5.1 HE.8.P.7.1 HE.8.P.8.1 HE.8.P.8.3 HE.8.P.8.4
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>		

Lesson Preparation:

Prior to the activity, place the three Barometer Cards on the wall in different areas of the room.

Objective: Students will have an opportunity to reflect on and share personal values and/or beliefs about social issues and topics of national concern. They will also have an opportunity to share why these issues are important to them (and society) by sharing their rationale for choosing a particular stance.

For this activity, you will read a statement and students will stand up and move to a place in the classroom marked with one of the following signs: Agree, Disagree, or Undecided that reflects their opinion. After you read each statement, allow students to think about their response, then have them move to the sign that reflects their opinion. Ask a few students to explain why they chose that position. At the end of the activity allow them to change their position if they feel the need.

Classroom Activity:

At the beginning of the lesson, reinforce classroom expectations for respectful discussions (i.e. listen before responding, don't interrupt, respect the opinions and voices of others). Remind students to use "I" language rather than the more accusatory "you" when responding to others.

Good Morning/Afternoon Students. April is Child Abuse Prevention Month, and today we are going to talk about abuse and 5 Safety Rules that can help keep you and others safe.

To start, who knows what a barometer measures? (*A barometer measures atmospheric pressure.*)

So, what would a human barometer measure? (*A human barometer measures people's opinions about social issues.*)

I'm going to read several statements. Some of the statements may sound silly. But, after each statement, I want you to take a minute to think about your opinion and then decide if you:

- ⇒ **Agree** with the statement
- ⇒ **Disagree** with the statement, or
- ⇒ are **Undecided** if you are unsure

When I say go, you will move to the sign on the wall that reflects your opinion.

Read several prompts to get students involved in the activity. After reading each prompt ask one or two students why they made their decision.

- ⇒ Every middle school student should own a dog because dogs are the best pets.
- ⇒ School days should start earlier.
- ⇒ Adults are responsible for keeping kids safe, but kids can help adults keep them safe.

After the discussion, allow the students to return to their seats, but let them know you will do this activity one more time at the end of the lesson.

Classroom Discussion:

How many of you have heard of the term abuse? (*Raise hands*)

Abuse is when an adult or another child or teen hurts you on purpose. Abuse can happen by strangers, and it can also happen by people who you love and trust.

There are actually four types of abuse:

- **Neglect** is when a child is not given things they need to be healthy and safe, such as food, clothing, shelter, medicine, and even love.
- **Physical Abuse** is when someone intentionally hurts a child leaving injuries like bruises, broken bones, burns, and scratches.
- **Emotional Abuse** is when a child is repeatedly told hateful things, like an adult calling them “stupid,” or telling them “I never want to see you again.” Emotional abuse is repeated, and it’s hurtful and hateful.
- **Sexual Abuse** can happen in different ways and can involve the touching of private body parts, inappropriate pictures, and sexual activity. The perpetrator can be an adult, or it could be a peer.

There are things that you can do to help adults keep you safe from abuse. Let’s talk about the 5 Safety Rules from the *MBF Teen Safety Matters™* program that can help you identify abuse and help you know what to do if abuse ever happens to you or someone you know.

Safety Rule #1 is Know What’s Up. Knowing What’s Up means you are aware of what abuse is. It also means knowing important safety procedures when you are at school, out in public, and at home.

Safety Rule #2 is Spot Red Flags. Spotting Red Flags means knowing if someone’s behavior or a situation is unsafe or inappropriate. For example, is someone asking you to do something that may put you or others in danger? Or is someone asking you to do something that breaks rules or laws and is bad or unsafe?

What might be some other examples of Red Flags? (*Elicit responses such as:*)

- *Bullying, cyberbullying, or other inappropriate online and offline behavior.*
- *Adults or other teens trying to trick, force, or manipulate you into unsafe or inappropriate situations.*
- *Controlling behaviors, or emotional or physical abuse between partners in a relationship.*

Safety Rule #3 is Make a Move. Making a Move means getting away or staying away from unsafe situations or people. Can any of you think of an example when you, or someone you know, made a move to keep themselves safe?

Safety Rule #4 is Talk It Up. Talking It Up means using an assertive voice if you or others are in an unsafe situation. It can also mean talking to a Safe Adult about unsafe situations or people, and talking to your peers to be a role model for creating a culture of kindness and safety. Who can share who a Safe Adult would be? (*Answers will vary, but encourage students to think of someone in their home and outside their home, who they can easily talk to and can trust to help them.*)

Safety Rule #5 is No Blame | No Shame. The last Safety Rule means 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.

Let's do a quick Activity to see if you can spot red flags related to abuse.

1. Someone gets physically close or touches you in a way that make you uncomfortable. This can include hugs, pats, kisses or "accidentally" touching you in ways that don't really seem accidental.

What could you do? (*Make A Move to get away and stay away from the person, and talk to a Safe Adult.*)

2. Someone you don't know very well wants to give you a gift.

What is a red flag? (*A stranger wanting to give you a gift.* What could you do? (*Get away and stay away from the person, and talk to a Safe Adult.*)

3. You are walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school.

What is a red flag? (*A stranger approaching you, an adult asking kids for directions.*) What could you do? (*Get away from the car, stay with your friend, and report what happened to a School Resource Office or other Safe Adult.*)

4. You are online and someone asks for your personal information, like your full name, address, or what school you go to, or they ask you to go into a private chat room.

What is a red flag? (*Someone you do not know asking for personal information.* What could you do? (*Don't share personal information or better, don't respond, and tell a Safe Adult.*)

Group Activity:

Break students into small groups to talk about hashtags they could create as part of a campaign for preventing child abuse.

There has been a lot in the media over the past few months about harassment and abuse. How many of you have heard of the #MeToo movement? (*Raise hands*)

The #MeToo hashtag began appearing in social media last fall to demonstrate the widespread prevalence of inappropriate sexual behaviors. It started as a focus on sexual harassment in the workplace, then became a public platform for people to share that they had been abused, and to increase awareness of how prevalent the problem really is.

Why do you think people posted #MeToo? (*Elicit responses such as:*)

- *They wanted to show empathy, or support, for someone who had been abused.*
- *They wanted people to know that something had happened to them.*

So, I want you to think about how we can move from **#MeToo** to **#NoMoreMeToo**?

How could we change the culture of our school to support **#NoMoreMeToo**?

How could you use the 5 Safety Rules to move from **#MeToo** to **#NoMoreMeToo**?

Have students work in their small groups to brainstorm hashtags related to abuse prevention. After 5-10 minutes, allow each group to share their ideas aloud, or have them write their #hashtags on the board or a piece of chart paper. Encourage students to be advocates for abuse prevention and to post/share appropriate hashtags on social media.

Classroom Activity:

Finish lesson with the Human Barometer Activity by reading the following prompt:

The **#MeToo** movement has recently spotlighted the prevalence of sexual abuse and harassment. As a teen, there are things I can do to change **#MeToo** to **#NoMoreMeToo**.

Assessment Strategies:

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

Additional or Alternate Activities:

1. If time allows, or as a follow up activity, allow students to make a word cloud. This could be done individually or in small groups. Word clouds are like a picture, but with words. (See attached sample word cloud.) Allow students to generate a list of words or phrases that they think of when they think of stopping child abuse and keeping kids safe. A word/phrase or #hashtag bank can be created on the board or on chart paper.

Encourage students to include the 5 Safety Rules:

- Know What's Up
- Spot Red Flags
- Make A Move
- Talk It Up
- No Blame | No Shame



Have students use some of these words, or their own words, phrases or #hashtags to create a Word Cloud about preventing child abuse and being safe. Encourage them to use different colors and different types of writing for each word to make it more interesting. Their creations could be displayed around the classroom or around the school.

If your students have access to computers, there are a number of free word cloud programs:

<https://elearningindustry.com/the-8-best-free-word-cloud-creation-tools-for-teachers>

<https://www.educatorstechnology.com/2012/06/best-10-free-word-cloud-tools-for.html>

<https://www.educatorstechnology.com/2017/01/some-of-best-word-cloud-generators-for.html>

2. Create a 1-2-minute Public Service Announcement (PSA) promoting child abuse prevention month. Consider adding the 5 Safety Rules to your PSA. Have students share their PSAs on morning announcements or with classmates throughout the month of April.
3. Create a poster/collage about Child Abuse Prevention Month or create an original Song/Rap about Child Abuse Prevention. Here is a link to our “Safety Matters” Music Video for inspiration.
<https://www.youtube.com/watch?v=efjIR3dok30&feature=youtu.be>
4. Write 1-3 paragraphs explaining why child abuse prevention is important, why teen safety matters, or what kids can do to stay safe. You may want to have a contest or choose one or several essays to publish on your website or in your school newsletter.
5. Create an informational display about Child Abuse Prevention Month in the front hall or office.
6. Research local Child Abuse Prevention resources.
7. Research Tarana Burk, founder of the #MeToo movement, or someone else who has been part of the #MeToo movement.
8. Read the Time Magazine article the “Silence Breakers” <http://time.com/time-person-of-the-year-2017-silence-breakers/>.
9. 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 local child abuse prevention program at the end of the month.
10. Pick one day in the month of April and encourage everyone in your school to wear blue to support Child Abuse Prevention efforts.

If your students create an awesome poster, song or rap about child abuse prevention, let us know! We would love to use some student-created artwork in future materials or social media. Contact us at info@mbfpreventioneducation.org.

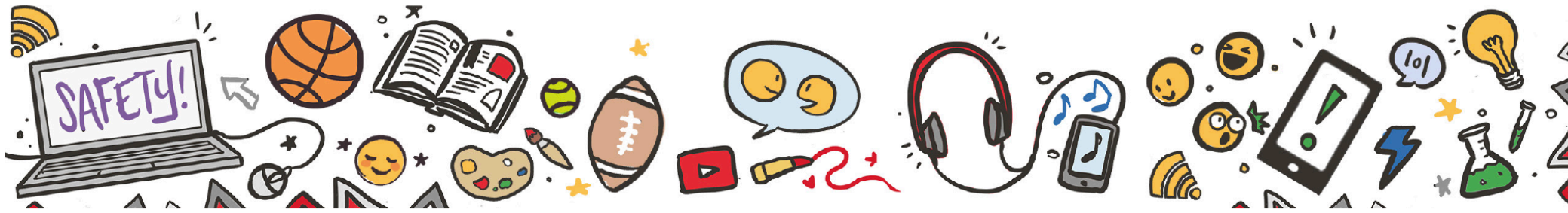
AGREE



DISAGREE



UNDECIDED



A vibrant word cloud with the word "happy" as the central focus. The word "happy" is rendered in a large, bold, multi-colored font. Surrounding it are numerous other words in various sizes and colors, including: "memory", "family", "accomplishment", "success", "money", "health", "work", "friend", "live", "smile", "honesty", "hope", "nature", "power", "play", "ideas", "profit", "vacation", "today", "excurs", "on", "dream", "solution", "satisfaction", "recess", "profession", "aim in tife", "love", "finances", "time", and "smile". The words are arranged in a circular pattern around the central "happy", creating a sense of completeness and joy.

happy

memory

family

accomplishment

success

money

health

work

friend

live

smile

honesty

hope

nature

power

play

ideas

profit

vacation

today

excurs

on

dream

solution

satisfaction

recess

profession

aim in tife

love

finances

time

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.