

Introduction:

Dear Educator-

A report of child maltreatment is made every 10 seconds in the United States*

*www.childhelp.org

At the Monique Burr Foundation for Children (MBF) we want to “pull back the curtain” on child abuse. There are many factors that may increase a child’s risk of being victimized. These include, but are not limited to: a child with special needs, financial stress, divorce, death, illness, care giver substance abuse, and domestic violence. If a report of child victimization is made every 10 seconds, how often does an event go unreported? Every adult can help prevent abuse by being aware of the problem, and alert to the signs.

April is Child Abuse Prevention Month.

MBF’s mission is to educate and empower students and adults to help keep children safe. We are providing these supplemental lesson plans for use in classrooms during the month of April. In addition to the lesson plans, we have also included our *Safety Brief: Identifying and Reporting Abuse* as a professional reference in the event a student discloses abuse after the lesson.

If your school is using the *MBF Child Safety Matters*® program, the 5 Safety Rules and Safe Adults referenced in this lesson will be a review of concepts presented in the program. If your school is not using our prevention education programs, please contact us at info@mbfpreventioneducation.org or 904-642-0210 to find out how **Florida public schools can receive our prevention education program and other resources at NO COST.** The two lessons in the *MBF Child Safety Matters*® program cover bullying, cyberbullying, the four types of abuse, digital safety and digital citizenship. Materials and resources are also provided to help educate parents and school staff on child victimization and ways to help keep children safe.

We hope you will encourage your students to participate in our **Child Abuse Prevention Poster Contest.** Submit your favorite poster for a chance to win \$100 for your classroom and \$50 for the young artist. The rules and timelines are listed in the lesson plan.

For more information about child abuse, please review the attached Safety Brief. You can also visit our website, www.mbfpreventioneducation.org for additional information and resources and visit Prevent Child Abuse Florida at https://www.ounce.org/CAP_toolkit.html for information and activities for April, including their Pinwheels for Prevention campaign.

Lesson Details:

<i>Grade Level</i>	3-5		
<i>Lesson Length</i>	45 minutes		
<i>Lesson Objectives</i>	<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 MBF Child Safety Matters Safety Rules and will identify ways to use them to help them stay safe. 		
<i>Key Terms</i>	Abuse Emotional Abuse Neglect Peer Physical Abuse Prevention Safe Adult Sexual Abuse		
<i>Materials Needed</i>	<ul style="list-style-type: none"> • Copies of <u>either</u> Option 1 or Option 2 small group worksheet (one copy for each group) • If using Option 1, 1 copy of each of the 4 scenarios • Copies of the Safety Rules Coloring Sheet (one for each student) • Coloring supplies • Paper and drawing/coloring materials if students are participating in the Child Abuse Prevention Month Poster Contest (Optional) 		
<i>Related Florida Standards & Related Florida Next Generation Sunshine State Standards for Health Education</i>	3rd Grade	4th Grade	5th Grade
	<ul style="list-style-type: none"> • LAFS.3.L.1.1 • LAFS.3.SL.1.3 • LAFS.3.SL.2.6 • HE.3.C.1.1 • HE.3.B.4.4 • HE.3.B.5.2 • HE.3.P.7.1 • HE.3.P.8.1 	<ul style="list-style-type: none"> • LAFS.4.L.1.1 • LAFS.4.L.1.2 • LAFS.4.L.2.3 • HE.4.C.1.1 • HE.4.B.4.4 • HE.4.B.5.2 • HE.4.B.5.4 • HE.4.P.7.2 • HE.4.P.8.1 	<ul style="list-style-type: none"> • LAFS.5.L.1.1 • LAFS.5.L.1.2 • HE.5.C.1.1 • HE.5.B.4.4 • HE.5.B.5.2 • HE.5.B.5.4 • HE.5.P.7.2 • HE.5.P.8.1
<i>Additional Resources (For teachers and parents)</i>	<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 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:

Prepare materials for the lesson. (See Materials Needed-page 2)

Prior to starting the lesson, write the **5 Safety Rules** where students can see them or print and post a copy of the **5 Safety Rules** pager (attachment).

Know What's Up

Spot Red Flags

Make A Move

Talk It Up

No Blame | No Shame

Classroom Discussion:

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 what abuse is and how you can use 5 Safety Rules to help keep you and others safe.

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

Who can share what they think abuse means? (*Elicit several responses*)

Abuse is when an adult, or another child, hurts a child on purpose. Abuse can happen by a stranger, but it can also happen by an adult you love and trust. A **peer**, someone who is your own age, can also hurt and abuse you.

There are 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, or 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 hurtful 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 someone touching your private body parts, or showing you inappropriate pictures of people without their clothes on.

Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help them. Let's start by talking about the **5 Safety Rules** from the *MBF Child Safety Matters*® program that can help you identify what abuse is, and help you know what to do if you or someone you know is ever hurt.

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

What are some safety strategies you already know? *(Elicit several responses such as don't talk to strangers, follow the rules during fire drills, look both ways before you cross the street, don't share your personal information online with strangers.)*

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, if someone is asking you to do something bad or unsafe that may put you or others in danger. Or, if someone asks you to do something that breaks a rule or law.

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

- *Bullying, cyberbullying, or other inappropriate online and offline behavior.*
- *Adults or other students trying to trick or force you into unsafe or inappropriate behaviors.*
- *Inappropriate pictures in a magazine or on a computer or phone.*

Safety Rule #3 is Make a Move. If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.

Can anyone think of an example when you, or someone you know, made a move to keep themselves safe? *(Elicit responses)*

Safety Rule #4 is Talk It Up. Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation. It can also mean talking to a **Safe Adult**, someone you know and trust to keep you safe, about unsafe situations or people, or talking to your peers to be a role model for creating a culture of kindness and safety.

Let's talk a little more about **Safe Adults**. A **Safe Adult** is an adult you can go to when you have been hurt or you are worried about your safety. What characteristics would you want in that person? *(Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.)*

You should try to choose at least two Safe Adults, one in your home and one outside of your home.

Who would like to share one of your **Safe Adults**? *(Answers will vary, but encourage students to think of someone in their home and someone outside their home, in case there is not a **Safe Adult** in the home.)*

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.

Small Group Activity:

For the small group activity that follows the class discussion there are two options:

Option 1-Allows students to move about the room.

- *Post the four scenarios in different parts of the room.*
- *Divide students into 4 groups. Assign each of the 4 groups to start at a different scenario.*
- *Have each group select a Recorder and a Reporter.*
- *Provide each group with a copy of the **What Would You Do** worksheet #1.*
- *Allow each group to move around the room spending 3-5 minutes discussing each scenario, have them list Red Flags they spotted, and possible ways to respond to each situation.*

Option 2-Allows students to work in small groups, but remain seated.

- *Divide students into 4 groups.*
- *Have each group select a Recorder and a Reporter.*
- *Provide each group with a copy of the **What Would You Do** worksheet #2*
- *Allow the groups 10-15 minutes to discuss the scenarios. Have them list Red Flags they spotted, and possible ways to respond to each situation.*

*You will need to divide the class into 4 group for this activity. Decide if you want to do **Option 1** (that allows the group to move around the room), or **Option 2** (which keeps the students seated). You will need to print the appropriate handouts for the Option you choose. Research says it is important for students to think about how to respond to dangerous situations before they actually encounter the situation, this activity will allow them to think about this process and practice responding to Red Flags.*

Let's do an activity to see if you can Spot Red Flags related to abuse, and practice safe ways to respond to potentially dangerous situations. Each group needs to pick a group member to be a Recorder, the person who will write down your answers. Remember to use the 5 Safety Rules we just talked about in your answers if you can. Your group also needs to pick a Reporter, the person who will share your answers with the rest of the class at the end of the activity.

Option 1 Directions:

Each group will start at one of the scenarios that are posted on the wall. Read the scenario and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. In about 4 minutes I'll ask you to move to the next scenario. We will repeat this process until you have talked about each of the scenarios.

Option 2 Directions:

Find a spot in the room where your group can work together on this activity. Read each scenario from the worksheet and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. You have about 12-15 minutes to talk about the four scenarios.

When time is up, ask the Reporter from each group to share the Red Flags they noticed in each scenario, and the safe ways their group came up with to respond to each situation.

Scenarios:

1. *Someone sends you an inappropriate picture online, and asks you to forward the picture to others. (Red Flags: someone sending inappropriate pictures, encouraging students to forward the picture.)*
2. *You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room. (Red Flags: Someone you do not know asking for personal information. Note: students need to be very careful about any personal information they share online: their full name, school, age, address, even pictures that show what school they attend.)*
3. *Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental. (Red flags: someone invading personal boundaries, touching, tickling, or kissing in a way that makes a child uncomfortable. Predators often groom children over time, often by slowly breaking down boundaries.)*
4. *Someone you don’t know very well wants to give you a gift. (Red Flag: A stranger wanting to give a child a gift.)*

Follow Up:

April is Child Abuse Prevention Month, but prevention should be a priority throughout the year. Every child deserves to be safe, and no child ever deserves to be abused. You can use the **5 Safety Rules** if you ever feel unsafe or worry that someone else is unsafe. You can also talk to a **Safe Adult** to get help for you or for someone else.

- *Allow students time to ask any questions they may have regarding the lesson.*
- *Have students do a quick review of the **5 Safety Rules***
 1. **Know What’s Up**
 2. **Spot Red Flags**
 3. **Make A Move**
 4. **Talk It Up**
 5. **No Blame | No Shame**
- *Give each student a copy of the **5 Safety Rules Coloring Sheet***
- *Encourage students to create a Child Abuse Prevention Poster for our contest. This could be done during class time, or as an activity outside of school.*

April Child Abuse Prevention Poster Contest - Win \$100 for your classroom and \$50 for a young artist!

Have your students create a Child Abuse Prevention Month Poster! It could include the **5 Safety Rules**, slogans or tips for prevention/safety, pictures or collages of happy children with prevention slogans...encourage them to be creative! These can be used as a bulletin board for your classroom, or around the school to promote awareness and prevention.

If one of your students creates an amazing poster for Child Abuse Prevention month please scan or email us a picture to info@mbfpreventioneducation.org, or mail the poster to

Monique Burr Foundation for Children
7807 Baymeadows Road East, Suite 202
Jacksonville, FL 32256

All entries must be received by April 30th! Winners will be notified in May.

Make sure to include

- the name, age and grade of the student
- your name
- the name and address of your school

***Note: by submitting a poster, you are giving MBF permission for use on social media, websites or other marketing materials. Posters will not be returned.**

Additional or Alternate Activities:

- If your school does morning announcements, have your students create a short Public Service Announcement (PSA) promoting Child Abuse Prevention Month. Encourage using the 5 Safety Rules in the PSA. PSAs can be shared throughout the month of April.
- Decorate and place a “Donation Jar” in your front office during the month of April. Let students, parents and staff contribute change throughout the month of April and donate the funds to a local Child Advocacy Center(CAC) or other nonprofit at the end of the month. Not sure where a CAC is located? Check this directory <https://www.fncac.org/cac-directory>.
- April 5th is Wear Blue Day. Encourage everyone in your school to wear blue (the color associated with Child Abuse Prevention) to support the cause. Post a picture on social media, and tag us @MBFChildSafety!
- Have your students create Safety Scenarios to present to younger students at your school to help them practice identifying Red Flags and responding to different situations.

What Would You Do Worksheet (Option 1)

Directions: As your group moves to the different scenarios, list any Red Flags you spot in the scenario, and as a group, decide how you could respond to each situation. Record your answers so you can be share them with the class.

Scenario 1 - Red Flags:

What could you do?

Scenario 2 - Red Flags:

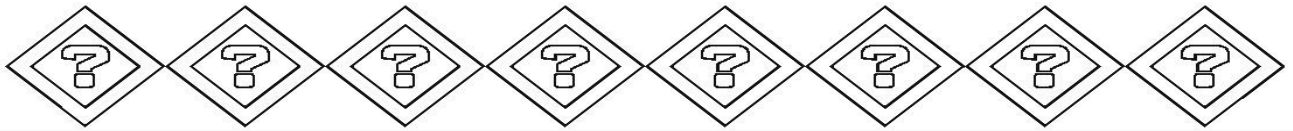
What could you do?

Scenario 3 - Red Flags:

What could you do?

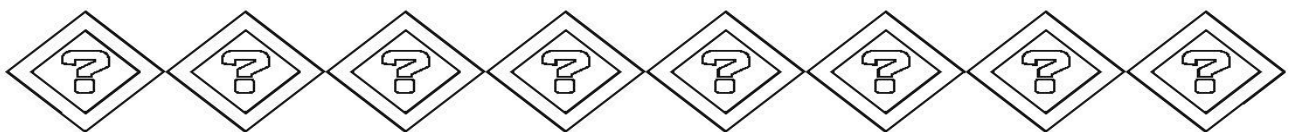
Scenario 4 - Red Flags:

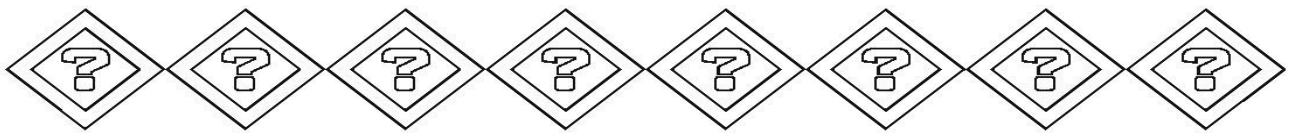
What could you do?



Scenario #1 (Option 1)

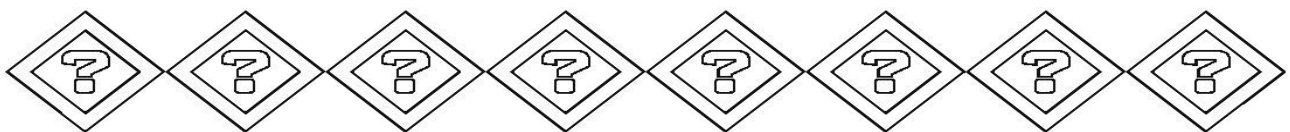
Someone sends you
an inappropriate picture
online, and asks
you to
forward the picture
to others.

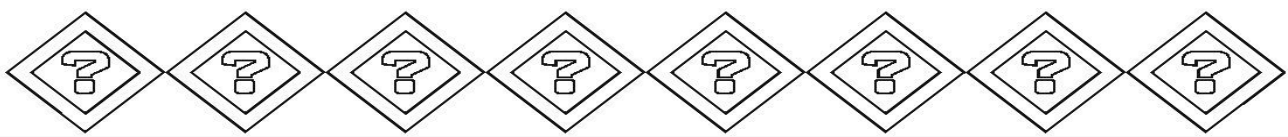




Scenario #2 (Option 1)

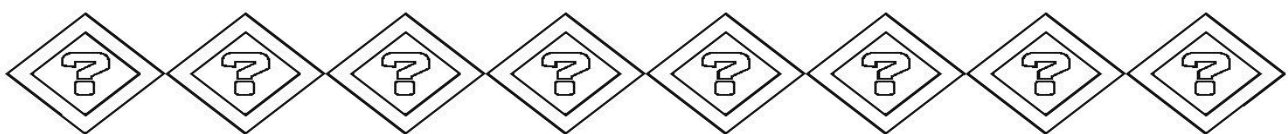
You are online and someone asks for your personal information, like your full name, address, or where you go to school, or they ask you to go into a private chat room.

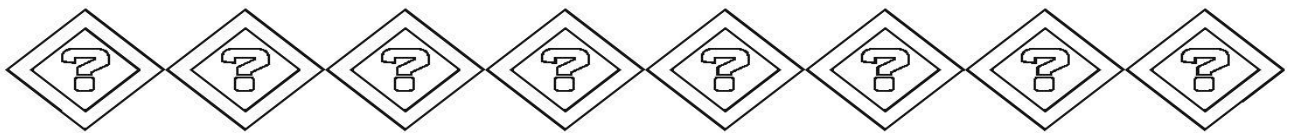




Scenario #3 (Option 1)

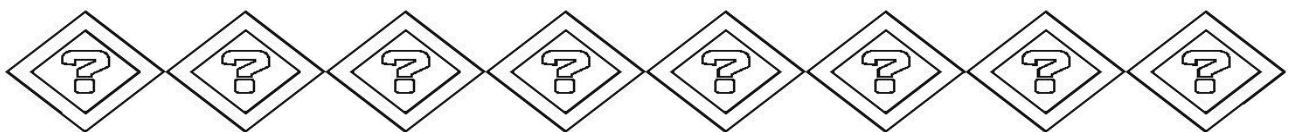
Someone gets physically close to you or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses, or “accidentally” touching you in ways that don’t really seem accidental.





Scenario #4 (Option 1)

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



What Would You Do Worksheet -Option 2

Directions: As a group, discuss each scenario. List any Red Flags you spot in the scenario and, decide how you could respond to each situation. Record your answers so you can share them with the class.

Scenario 1 - Someone sends you an inappropriate picture online, and asks you to forward the picture to others.

Red Flags and Responses:

Scenario 2 - You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room.

Red Flags and Responses:

Scenario 3 - Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental.

Red Flags and Responses:

Scenario 4 - Someone you don’t know well wants to give you a gift.

Red Flags and Responses:

I follow the Safety Rules!



Know What's Up



Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame



www.mbfpreventioneducation.org



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.