

## Introduction:

Dear Educator-

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

\*[www.childhelp.org](http://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 Teen 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](mailto: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 three lessons in the *MBF Teen Safety Matters*® program cover bullying, cyberbullying, the four types of abuse, relationship abuse, sexual assault, human trafficking, digital abuse and other digital dangers. 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 or Public Service Announcement (PSA) Contest**. Submit your favorite poster for a chance to win \$100 for your classroom and \$50 for the young artist. Or, have your students write and record a PSA for a chance to win \$100 for your classroom. 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](http://www.mbfpreventioneducation.org) for additional information and resources and visit Prevent Child Abuse Florida at [https://www.ounce.org/CAP\\_toolkit.html](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>	6-8		
<i>Lesson Length</i>	45 minutes		
<i>Lesson Objectives</i>	<ul style="list-style-type: none"> <li>• Students will identify what child abuse is and participate in Child Abuse Prevention Month activities.</li> <li>• Students will identify ways they can help adults keep them safe.</li> <li>• Students will learn the 5 MBF Teen Safety Matters Safety Rules and will identify ways to use them to help them stay safe.</li> </ul>		
<i>Key Terms</i>	Abuse Emotional Abuse. Inappropriate images. Neglect. Peer Physical Abuse. Porn Pornography Prevention. Safe Adult. - Sexual Abuse		
<i>Materials Needed</i>	<ul style="list-style-type: none"> <li>• A copy of the Think-Pair-Share worksheet for each pair of students or a piece of paper, and pen/pencil for the activity</li> <li>• Paper, drawing, coloring materials for Child Abuse Prevention Month Poster Contest (Optional)</li> </ul>		
<i>Related Florida Standards &amp; Related Florida Next Generation Sunshine State Standards for Health Education</i>	<p><b>6<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• LAFS.6.L.1.1</li> <li>• LAFS.6.L.2.3</li> <li>• HE.6.B.4.4</li> <li>• HE.6.B.5.1</li> <li>• HE.6.B.5.2</li> <li>• HE.6.P.7.1</li> <li>• HE.6.P.8.1</li> <li>• HE.6.P.8.3</li> <li>• HE.6.P.8.4</li> </ul>	<p><b>7<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• LAFS.7.L.1.1</li> <li>• LAFS.7.L.2.3</li> <li>• HE.7.B.4.1</li> <li>• HE.7.B.4.4</li> <li>• HE.7.B.5.1</li> <li>• HE.7.B.5.2</li> <li>• HE.7.P.7.1</li> <li>• HE.7.P.8.1</li> <li>• HE.7.P.8.3</li> </ul>	<p><b>8<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• LAFS.8.L.1.1</li> <li>• LAFS.8.L.2.3</li> <li>• HE.8.B.4.1</li> <li>• HE.8.B.5.1</li> <li>• HE.8.P.7.1</li> <li>• HE.8.P.8.1</li> <li>• HE.8.P.8.3</li> <li>• HE.8.P.8.4</li> </ul>
<i>Additional Resources (For teachers and parents)</i>	<p><b>Monique Burr Foundation for Children</b>  <a href="http://www.mbfpreventioneducation.org">www.mbfpreventioneducation.org</a></p> <p><b>Darkness To Light</b>  <a href="http://www.d2l.org">www.d2l.org</a></p> <p><b>Florida Department of Education – Child Abuse Prevention</b>  <a href="http://www.fldoe.org/schools/family-community/activities-programs/child-abuse-prevention.stml">http://www.fldoe.org/schools/family-community/activities-programs/child-abuse-prevention.stml</a></p> <p><b>Nemours Child Health – Child Abuse information for children</b>  <a href="http://kidshealth.org/parent/positive/talk/child_abuse.html">http://kidshealth.org/parent/positive/talk/child_abuse.html</a></p> <p><b>Prevent Child Abuse America</b>  <a href="http://www.preventchildabuse.org">www.preventchildabuse.org</a></p> <p><b>The Role of Educators Preventing and Responding to Child Abuse</b>  <a href="https://www.childwelfare.gov/pubs/usermanuals/educator/">https://www.childwelfare.gov/pubs/usermanuals/educator/</a></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.

**Know What's Up**

**Spot Red Flags**

**Make A Move**

**Talk It Up**

**No Blame | No Shame**

## Class 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 or teen 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 or teen 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. It could also be someone asking you to send them pictures of you without your clothes on.

Adults are responsible for keeping kids safe from abuse, but there are things you can do to help them. Let's start by talking about the **5 Safety Rules** from the *MBF Teen 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, don't get in a car with a stranger, 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 tries to force or manipulate you into doing something that breaks a rule or law.

Examples of Red Flags are:

- 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 images**, such as pictures, drawings, or cartoons of people without their clothes on, either in a magazine or on a computer or phone, this is also abuse. This is called **pornography** or **porn**.
- Controlling behaviors or emotional or physical abuse between partners in a relationship.

**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 or someone else's safety. Some examples of Safe Adults could be a parent, a teacher, a school counselor or a coach.

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.

## Class Activity:

*Think-Pair-Share - This activity is great for encouraging collaboration and sharing ideas. It is important for students to be able to **Spot Red Flags** or warning signs of abuse, and to have opportunities to practice responding to potentially dangerous situations.*

*Each pair of students will need a copy of the Thin- Pair-Share worksheet, or a piece of paper, and a pen/pencil for the activity. If students are using their own paper, have them divide the paper into three columns:*

<i>Possible Responses</i>	<i>Consequences</i>	<i>Best Safe Response</i>

- *Arrange students in pairs (teacher or student choice).*
- *Read a scenario from the list.*
- *Pause for “think time”.*
- *Partners do traditional think-pair-share, identifying Red Flags and brainstorming as many possible ways they can think of to respond to the situation, writing their answers down on the Think - Pair - Share worksheet, or a sheet of paper.*
- *Do the first scenario together as a group. Then allow the students to work in pairs on the last two scenarios. Have students share their responses to each of the scenarios.*

Let’s do a Think - Pair - Share activity to give you a chance to apply the **5 Safety Rules**. I am going to read three scenarios. You and your partner are going to brainstorm different ways you could respond to each situation. Think about the consequences of each response, and pick the response you think would be the safest, and that aligns with the **5 Safety Rules**.

### Scenario 1:

A new friend of your mom’s has been coming into your bedroom and taking pictures of you while you were sleeping at night. You do not know this person well, and you are uncomfortable with them coming in your room and do not like them taking your picture.

*What are some Red Flags? (If students do not see Red Flags in this situation, talk about invasion of privacy with someone entering their room, someone taking picture without permission, or someone taking pictures while they were sleeping.)*

Take a minute or two to think about some ways you could respond. Write them down on your worksheet/paper, and also include possible consequence(s) to your response. Keep in mind that there could be a lot of ways to respond, but not all may be safe or follow the **5 Safety Rules**.

*After 2-3 minutes ask the students to share some of their responses, AND the possible consequences. As a group, have them pick the best/safest responses that aligns with the **5 Safety Rules**.*

### Scenario 2:

An older teen keeps touching you in ways that make you feel uncomfortable. Sometimes they put their arm around you or hug you, and sometimes they touch your private body parts. They say “sorry, it was an accident”, but it doesn’t seem accidental.

Talk with your partner, and brainstorm different ways you could respond to the situation. Write everything down on your worksheet (or paper). Make sure to include possible consequences, and finally, pick the best/safest response.

*After 2-3 minutes ask students to share some of their responses, and possible consequences. As a group, have them pick the best/safest responses that aligns with the **5 Safety Rules**.*

### **Scenario 3:**

You are video chatting with a group of friends. Someone suggests playing Truth or Dare and taking off items of clothing. One of your friends is taking screen shots.

As you talk with your partner, keep in mind that any picture shared on the internet can become public and can be on the web permanently. Also, taking and/or sharing pictures of without their clothes on may be considered child pornography.

Talk with your partner, and brainstorm different ways you could respond to this situation. Make sure you include possible consequences, and finally, pick the best/safest response.

*After 2-3 minutes ask students to share some of their responses, and possible consequences. As a group, have them pick the best/safest responses that aligns with the **5 Safety Rules**.*

### **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 are concerned 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**
- Encourage students to create a Child Abuse Prevention Poster or a Public Service Announcement 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!**

**OR**

**Public Service Announcement Contest- Win \$100 for your classroom**

**April Child Abuse Prevention Poster Contest** - 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](mailto: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 30<sup>th</sup>! 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.**

**Public Service Announcement (PSA) Contest** – Have your students write and record a Public Service Announcement for Child Abuse Prevention Month. You can record it on your cell phone and send it to [nan@mbfpreventioneducation.org](mailto:nan@mbfpreventioneducation.org).

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

Make sure to include

- your name
- the grade(s), class of the students writing the PSA
- the name and address of your school

**\*Note: by submitting a PSA, you are giving MBF permission for use on social media, websites or other marketing materials.**

#### **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!

**Think - Pair - Share**

<i>Possible Responses</i>	<i>Consequences</i>	<i>Best Safe Response</i>

# 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](http://www.childwelfare.gov/organizations) for a list of state agencies and contact information. For more information and additional resources, visit [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org).