



MONIQUE BURR
FOUNDATION FOR CHILDREN, INC.
PREVENTION EDUCATION PROGRAMS

Dear Educator,

April is Child Abuse Prevention Month, a time to educate and empower communities to protect children from victimization. There are many factors that increase a child's risk, including family conflict, financial stress, divorce, mental health, disability, illness, death, substance abuse, domestic violence, and none of us could have imagined the effects of a pandemic. And abuse, social isolation, grief or other trauma increase concerns for risk of mental health problems in children, such as depression or anxiety. Trauma-informed care and resilience have been mentioned as possible solutions, but what does that mean?

The Monique Burr Foundation for Children (MBF) is providing the attached supplemental lesson plans for use in classrooms to help educators teach students developmentally appropriate strategies to promote resiliency and personal safety and to prevent victimization.

The lesson plans are based on key principles in trauma-informed care and Dr. Michele Borba's new book, ***Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine***. Dr. Borba is an Educational Psychologist, International Speaker and Author, and MBF partner, and in her book, she shares that resilience is a teachable trait that will help children succeed now and later in life.

The lesson plans also include a review of the **5 Safety Rules** from the ***MBF Child Safety Matters***[®] and ***MBF Teen Safety Matters***[®] prevention education programs. If your school is using MBF Prevention Education Programs, the 5 Safety Rules will be familiar to students. If you are not, the 5 Safety Rules are important concepts that will be introduced to help keep students safe. We encourage you to learn more about our comprehensive, evidence-based/evidence-informed, fun, and easy-to-use lessons.

Known benefits of consistent prevention education implementation, such as that provided by **MBF Prevention Education Programs**, include:

- Lower dropout rates
- Improved attendance
- Improved school culture
- Increased test scores and grade point averages

If you are new to MBF, we want you to know that **Florida public schools receive our prevention education programs and resources at NO COST**. If you've ordered in the past, but haven't ordered this year, it's not too late. There's still time to order and implement lessons this school year. Additionally, the lessons can be delivered virtually, and we also have mental health and substance abuse supplemental lessons. **To learn more about our programs, or to order program materials for students in grades K-12, visit www.mbfpreventioneducation.org.**

To learn more about Dr. Michele Borba's newest book, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* Thrivers, visit www.micheleborba.com. Additional resources include 7 Essential Character Traits to Help Kids Thrive, Parent Resources, and a FREE Educator Discussion Guide.

Please help us better protect children and create Thrivers by teaching your students these brief lessons. For additional information or assistance, email us at info@mbfpreventioneducation.org or call 904-642-0210.

Sincerely,
The MBF Team

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Grade Level	K-2		
Lesson Length	30 minutes		
Lesson Objectives	<ul style="list-style-type: none"> • Students will participate in Child Abuse Prevention Month activities. • Students will increase their awareness of resilience, coping skills, and character strengths relating to resilience. • Students will identify Safe Adults and 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. 		
Key Terms	<ul style="list-style-type: none"> • Abuse • Healthy • Prevention • Safe Adult • Safety Buddy • Unhealthy 		
Materials Needed	<ul style="list-style-type: none"> • MBF Safety Rules Poster (optional) • Piece of drawing paper • Pencil • Markers, colored pencils, or crayons • White board or chart paper 		
Related Florida Standards & Related Florida Next Generation Sunshine State Standards for Health Education	Kindergarten 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	1st Grade 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	2nd Grade LAFS.2.L.1.1 HE.2.B.3.2 HE.2.B.4.3 HE.2.B.5.2 HE.2.C.1.4 HE.2.C.2.4 HE.2.P.7.1

<p>Additional Resources (For teachers and parents)</p>	<p>Monique Burr Foundation for Children www.mbfpreventioneducation.org</p> <p>Dr. Michelle Borba, author of <i>Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine</i> www.micheleborba.org</p> <p>Centers for Disease Control and Prevention Essentials Framework Resources https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials.html https://www.cdc.gov/violenceprevention/pdf/essentials-for-childhood-framework508.pdf</p> <p>Darkness To Light - Resources on child sexual abuse www.d2l.org</p> <p>Institute for Responsible Online and Cellphone Communication – Resources for parents and educators including tip sheets and a contract for families for online usage www.iroc2.org/149.html</p> <p>National Center for Missing and Exploited Children (NCMEC) www.missingkids.org/</p> <p>NCMEC Cyber Tipline https://report.cybertip.org/</p> <p>National Child Traumatic Stress Network - Resources on resiliency https://www.nctsn.org/search?query=resiliency</p> <p>Prevent Child Abuse Florida - Child Abuse Prevention Month Toolkit https://www.ounce.org/CAP_toolkit.html</p> <p>Prevent Child Abuse America www.preventchildabuse.org</p> <p>The Role of Educators Preventing and Responding to Child Abuse www.childwelfare.gov/pubs/usermanuals/educator</p> <p>U.S. Department of Health and Human Services Protective Factors to Promote Well-Being https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/</p>
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Prior to the Lesson:

- Print and display the MBF Safety Rules Poster. If you don't have a poster, write the following information where students will be able to see it during the lesson: on the board, on an overhead, or on a sheet of chart paper.
 - **The MBF 5 Safety Rules**
 - Safety Rule #1 - Know What's Up
 - Safety Rule #2 - Spot Red Flags
 - Safety Rule #3 - Make a Move
 - Safety Rule #4 - Talk It Up
 - Safety Rule #5 - No Blame | No Shame
- Note: Bolded and underlined words in the script are key terms that students need to understand. Write the Key Terms on the board to refer to throughout the lesson. The definitions of these terms are explained throughout the lesson. Please explain their meaning as you present the lesson to ensure comprehension.

Begin the Lesson:

- *At the beginning of the lesson, reinforce classroom and small group expectations for respectful discussions (i.e. listen before responding, don't interrupt, respect the opinions of others). Remind students to use "I" language rather than the more accusatory "you" language when responding to others. If they have personal stories to share, remind them to wait and share at the end of the lesson if there is time.*
- Good Morning/Afternoon students. April is Child Abuse Prevention Month. Before we get started, I want to make sure we all understand the words used to describe the month of April.
- How many of you have heard the word abuse? *(Raise hands)*
- **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 know and trust.
- Does anyone know what **prevention** means? *(Elicit responses)*
- To prevent something means to stop it from happening. So, if we prevent abuse, we stop it from happening. That's why we are doing this lesson today. We want to try to prevent abuse. One way we can help prevent abuse is by talking about it.
- Today, we are going to talk about what to do when things go wrong or don't go our way and making healthy choices. We are also going to talk about 5 Safety Rules that can help keep you and others safe.
- How many of you have heard the term healthy? *(Raise hands)*
- Does anyone know what healthy means? *(Elicit responses)*

- **Healthy** means being healthy physically, with your body, such as no fever, cough or stomachache, and also with your brain or mind.
- Does anyone know what unhealthy means? (*Elicit responses*)
- **Unhealthy** means not well or sick. It also refers to something that is harmful to your body or mind, something that could be dangerous or unsafe.
- When we choose to make healthy choices, we are being smart and safe. When we make unhealthy choices, we are making a harmful or possibly unsafe choice.
- Let's do a Thumbs Up/Thumbs Down activity to better understand healthy vs. unhealthy choices. When I read a choice, if you think it's healthy, show me a Thumbs Up. If you think it's unhealthy, show me a Thumbs Down.
 - Eating fruit at lunch (*Thumbs Up/Healthy*)
 - Wear a helmet when riding a bike, skateboard, or scooter (*Thumbs Up/Healthy*)
 - Pigging out on cookies and ice cream (*Thumbs Down/Unhealthy*)
 - Exercise or playing outside (*Thumbs Up/Healthy*)
 - Staying up past your bedtime (*Thumbs Down/Unhealthy*)
 - Watching TV/videos all day long (*Thumbs Down/Unhealthy*)
 - Brushing your teeth at least two times a day (*Thumbs Up/Healthy*)
- We all have people in our lives that help us and encourage us to be safe and make healthy choices. It's important because these are the people we count on when things don't go our way.
- But we may also come into contact with people who could harm us or encourage us to make unsafe or unhealthy choices.
- Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help, like following rules about safety.
- Let's talk about the **5 Safety Rules** from the **MBF Child Safety Matters®** program that can help you stay safe.
- **Safety Rule #1 is Know What's Up.** Knowing what's up means knowing your personal information and knowing what to do in an emergency.
 - Knowing What's Up also means you know the difference between safe and healthy choices and unsafe or unhealthy choices.
- **Safety Rule #2 is Spot Red Flags.** Spotting Red Flags means you can see warning signs that might tell you that a person or situation is unsafe. One way to think of it is like a stoplight and the red light means do not go. They are not really red flags, but

they are warning signs that let you know that you, or someone you know, might not be safe. Red Flags may include:

- mean or abusive words, hurtful touches, someone who plays games about private body parts, asks you to keep an unsafe secret.
 - adults or other kids trying to trick, force, or manipulate you into making unsafe or unhealthy choices.
- **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. This means:
 - getting away from an unsafe situation or person if you can, or
 - staying away from unsafe or inappropriate people and situations.
 - making safe and healthy choices.
 - **Safety Rule #4 is Talk It Up.** Talking It Up means that you have a voice and you can use it to help keep you and others safe. Here are some ways you can **Talk It Up**:
 - use a strong voice to say “No” to any person not respecting your space or telling you to make unsafe or unhealthy choices.
 - and if you **Spot a Red Flag**, you should always talk to a Safe Adult.
 - Let's talk about Safe Adults for a minute. What do we mean by a Safe Adult? (*Elicit responses*)
 - A **Safe Adult** is someone you know and trust to keep you safe, someone you can talk to if you ever feel unsafe.
 - What should you look for in a Safe Adult? (*Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the Safety Rules and does not encourage them to break the Safety Rules, and someone who would know how to get you help.*)
 - Think for a minute if you have someone with these qualities who is old enough to take care of you. I want you to try to think of at least two Safe Adults with these qualities, one who lives in your home with you and one who lives 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.*)
 - Even if you cannot think of someone right now, you can always talk to a Safe Adult at school. Examples of Safe Adults at school could be a teacher, a school counselor, or the Principal.
 - You can also talk to a Safety Buddy. A **Safety Buddy** is a good friend that you trust and feel comfortable talking to. You can tell them what is happening and ask them to help you talk to a Safe Adult. You should never tell a Safety Buddy about being

hurt or being unsafe INSTEAD of a Safe Adult. A Safety Buddy is someone to help you talk to a Safe Adult, but you ALWAYS need to talk to a Safe Adult.

- **Safety Rule #5 is No Blame | No Shame.** This 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 if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell a Safe Adult.
 - Even if the person who hurts you tells you that what happened is a secret, or that you did something wrong, or that you will get in trouble if you tell, you should still tell a Safe Adult.

Activity:

- *This activity is meant to be done individually.*
- Next, we are going to do an activity to allow you to think about the safe and healthy things that you like to do. I want you to create a self-portrait, or draw a picture of ways you stay healthy and safe. I'd like you to also include at least one Safe Adult in your picture.
- *Allow 10 minutes for the activity.*
- Who wants to share some of the safe and healthy things they like to do? (*Elicit responses*)
- There are many different ways to deal with things when they don't go our way. What's important is to make smart, safe, and healthy choices to make us feel better when we're sad, upset, or things are going wrong.

Wrap-Up:

- Great work today. Thank you for participating in the lesson to recognize Child Abuse Prevention Month. It's important to remember that adults are responsible for keeping children safe. We also learned that the 5 Safety Rules can help keep you safe and make healthy choices.
- To finish up today, let's all say the **5 Safety Rules** together.

Safety Rule #1 – Know What's Up

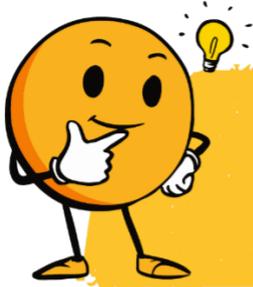
Safety Rule #2 – Spot Red Flags

Safety Rule #3 – Make a Move

Safety Rule #4 – Talk It Up

Safety Rule #5 – No Blame | No Shame

THE 5 SAFETY RULES[®]



Know What's Up



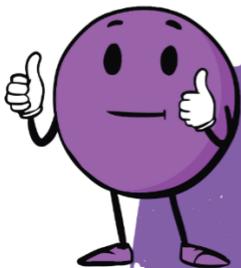
Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame

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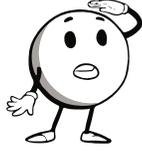
ADDITIONAL RESOURCES

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I follow the Safety Rules!



Know What's Up



Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame



**Child Safety
Matters®**

www.mbfpreventioneducation.org

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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 abuse in sports organizations, report to the U.S. Center for SafeSport. For more information and additional resources, visit www.mbfpreventioneducation.org.

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PREVENTION EDUCATION PROGRAMS

Social Isolation and Mental Health during the COVID-19 Pandemic

Many students have been or continue to be isolated at home during the Covid-19 pandemic. Most have also been exposed to frightening information about the pandemic on TV and online. Some have been directly impacted or even suffered the loss of a loved one as a result of Covid-19. These experiences, along with the anxiety of the unknown, can result in grief and trauma. "Since the start of the pandemic, the National Alliance on Mental Illness has heard from many young adults experiencing anxiety and depression, which the organization attributes partly to social isolation. The group has cautioned parents and teachers to look for warning signs, including severe risk-taking behavior, significant weight loss, excessive use of drugs or alcohol and drastic changes in mood."

Source: <https://www.nytimes.com/2020/11/12/health/covid-teenagers-mental-health.html>

What is Social Isolation?

Social Isolation is a lack of social connections and an absence of relationships with family, friends, neighbors, peers and/or society at large. When socially isolated, children and adolescents are more likely to experience high rates of loneliness, depression, and anxiety.

Why is it a problem?

- Studies have found established links between loneliness and mental health problems such as anxiety and depression.¹
- There has been a 22% decline in college enrollment from 2019 to 2020.²
- Teens between 14 and 17 years-old that spend 7+ hours a day online are twice as likely to be diagnosed with depression.³

Recognizing Youth Experiencing Problems

Whether students are attending school traditionally or virtually, students may have difficulty focusing on their schoolwork or completing assignments. To effectively address students' academic needs, their social-emotional needs must be met to help avoid feelings of depression and/or hopelessness. It is important to pay close attention to changes in student's participation level in class or drastic grade changes.

Using Trauma-Informed Principles

Key principles in trauma-informed care state that students benefit from opportunities to regain a sense of personal safety and may need help or assistance with self-regulation. While it is important for students to have structure and hold them to high academic standards, it is also important for students to build relationships, make connections, and know that others care about their well-being. Being flexible and empathetic is key when holding students accountable. A student's distractibility and inability to complete assignments may be due to a personal or home situation; however, sharing this can be difficult. Students may feel vulnerable and embarrassed to share, which then perpetuates their isolation.

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1. Teens in Covid Isolation: <https://www.nytimes.com/2020/11/12/health/covid-teenagers-mental-health.html>
 2. National Student Clearinghouse. <https://www.studentclearinghouse.org/blog/high-school-class-of-2020-college-enrollments-decline-22-compared-to-2019-class/>
 3. Twenge, J. M. & Campbell, W. K., *Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study*. Preventive Medicine Reports, Volume 12, 2018, Pages 271-283, ISSN 2211-3355. <https://doi.org/10.1016/j.pmedr.2018.10.003>.

Resiliency and Relationships

For students to cope with trauma and to overcome feelings of social isolation, it is critical for them to find ways to connect with others. It is important to allow students opportunities to see, hear, and interact with each other and their teacher. Here are some ways educators can connect with students:

- Take turns sharing one tough moment and one hopeful moment of the day.
- Create conferencing sessions for students and/or opportunities to connect privately with School Counselors or other Safe Adults.
- Schedule a virtual scavenger hunt that allows students to see, hear, and interact with each other and their teacher.
- Assign groupwork or start a book club to provide students the opportunity to collaborate.
- Find the positive and share inspirational stories with students to help foster hope.
- Have students share positive affirmations and/or things that they are grateful for each day.
- Encourage spreading Kind Vibes to others.
- Provide students with healthy coping strategies.

Supporting Students at Home

When children are stressed, they may have difficulty controlling their emotions and communicating effectively, especially with adults. However, connections with adults at home are more important than ever during difficult or stressful times. Encourage parents or guardians to make time each day to be available to talk, play, do an activity together, or just be in the same room and help them understand signs of stress to watch for. Signs of stress look different based on age and developmental level, but may be displayed as:

- Changes in sleeping, eating, or other normal habits/behaviors
- Headaches, stomach aches, weight loss, or other physical complaint.
- Risk-taking behavior, use of drugs or alcohol, or drastic changes in mood.
- Spending large amounts of time alone.

Additional Resources

In addition to concerns about youth mental health, many children have been isolated at home with an abuser. Many organizations report a decrease in child abuse reports since the pandemic began and children were out of school. Now more than ever, it is critical that all youth be provided with personal safety education. **MBF Prevention Education Programs** educate and protect children and teens from all types of bullying, abuse, and victimization. MBF also provides *MBF Mental Health Matters*, supplemental lessons for *MBF Child Safety Matters*® and *MBF Teen Safety Matters*® that address mental and emotional health and substance use and abuse. They are developmentally appropriate, trauma-informed, and include the same MBF 5 Safety Rules to educate and empower students to develop coping skills, recognize mental health issues, prevent substance abuse and learn how to seek help for themselves or a friend. For additional information, support, and resources, visit www.mbfpreventioneducation.org.

Resources for Educators

<https://www.mbfpreventioneducation.org/learn-more/online-training/>
<https://www.mbfpreventioneducation.org/resource-type/educator-resources/>
https://onlinelearningconsortium.org/news_item/ten-ways-overcome-barriers-student-engagement-online/
https://www.nctsn.org/sites/default/files/resources/resource-guide/trauma_informed_school_strategies_during_covid-19.pdf

Resources for Parents

<https://www.mbfpreventioneducation.org/learn-more/online-training/>
<https://www.mbfpreventioneducation.org/resource-type/parent-resources/>
<https://parentandteen.com/coping-skills/>
<https://www.nimh.nih.gov/health/education-awareness/shareable-resources-on-coping-with-covid-19.shtml>
<https://kidshealth.org/en/parents/stress.html>