

3 Day
Rotation

2009-2010 HEALTH LESSON PLANS

May
2010

ROTATION WEEK # 7

GRADE 2 HOMEROOM Timony, Seok, Butler

DAY 1

MAIN IDEA:

Personal Safety Lesson

LESSON:

Need - Teaching Materials, DVD, Parent letter and Family Resource papers in an envelope w/ child's name on it

Don't send home an envelope w/ a child who was NOT in the presentation

DAY 2

MAIN IDEA:

Computer Day

LESSON:

Get small speakers from Dorothy
1. www.Ode.com - show the many songs, games, recipes, word puzzles & more they can do @ home. Video - Put for Barbara - hand out words to sing to put in their folder: Yes I Can: Fit! Play 2 levels of Vending Machine game @ www.kidshealth.org

DAY 3

MAIN IDEA:

Last Day of Health

LESSON:

- Pass out folders

- Hand-out for Health websites sheet

DAY 4

MAIN IDEA:

for each child

LESSON:

- Hand-out Bike Safety 2-sided paper
From State of IL

DAY 5

MAIN IDEA:

LESSON:

Watch DVD - "Staying on Your Saleside" again. A great DVD w/ many valuable lessons

THE END 😊

From: Joan Sheldon <sheldonj@hawthorn73.org>
Subject: **personal safety presentation**
Date: May 14, 2010 10:41:40 AM CDT
To: aspen-staff@hawthorn73.org

TO teachers who on Monday have the classes of: Johnson, Garrison, Earhart, Anderson, Timony, and Neville.

During health class on Monday the children in the above classes will be having a mandated personal safety lesson. If a child is pulled out during that specific health class, could they please be at this presentation?

Each child will be going home with an envelope with their name on it. Inside is a letter to the parents and family resource papers with more information for the parents.

Thank you for your help with this sensitive subject.

Joan Sheldon
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Vernon Hills, IL 60048
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"No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved."

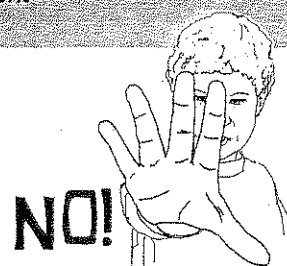
LESSON 4

Staying Personally Safe

Student Learning Objectives:	National Health Education Standards:
1. Identify appropriate and inappropriate touch.	• Core Concepts
2. Explain that a child is not at fault if someone touches him or her in an inappropriate way.	• Core Concepts
3. Describe strategies to avoid personally unsafe situations.	• Self Management
4. Describe how to ask a trusted adult for help.	• Accessing Information
5. Demonstrate strategies to get away in cases of inappropriate touching or abduction.	• Self Management

Lesson Synopsis

Review the previous safety lesson. Watch a video that discusses personal safety. Explain how to avoid unsafe situations. Discuss safety strategies. Practice saying, "No." Identify helpful adults. Review strategies for avoiding or reporting bad touch.



Activity	Time in Minutes	Materials Needed
Introduction	1	• None
Teacher Input	28	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Video [VHS or DVD]: <i>Believe Me</i>, J. Gary Mitchell Film Co. (20 minutes) <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Teacher Reference: "Teaching Personal Safety" • Teacher Reference: "What to Do If a Student Discloses Abuse" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • AV equipment • Art Supplies (Extension Activity)
Application or Skill Practice	4	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Video [VHS or DVD]: <i>If You Feel Danger</i>, Marsh Media (12 minutes; Extension Activity) <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Personal Safety" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • AV equipment (Extension Activity)
Closure	2	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Poster: "Say, NO!" Educational Materials Center <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Teacher Reference: "Sample Family Letter Following the Personal Safety Lesson" • Family Resource Sheet: "Child Sexual Abuse: What Every Family Should Know" • Family Resource Sheet: "What You Can Do to Protect Your Child From Sexual Abuse"
TOTAL	35	

Preparation

Prior to the Lesson:

- **Send** a letter to parents two weeks before teaching this lesson notifying them of the plans for this lesson and Lesson 5. This will give them the opportunity to preview the video(s) if they wish. A sample letter is located in Lesson 1 of this unit.
- **Decide if you want to assess** student skill development. A checklist is provided for you to use at the end of this lesson, "Assessment Checklist for Skill Development: Personal Safety." You can use the checklist with Lessons 4 and/or 5.
- **Read** the teacher references, "Teaching Personal Safety" and "What to Do If a Student Discloses Abuse."
- **Preview** the video(s).

For Closure:


- **Display** the poster, "Say, NO!"
- **Personalize and then duplicate** the teacher reference, "Sample Family Letter Following the Personal Safety Lesson," for students to take home.
- **Duplicate** the family resource sheets, "Child Sexual Abuse: What Every Family Should Know" and "What You Can Do to Protect Your Child From Sexual Abuse," for students to take home.

LESSON PROCEDURE

Introduction: Review the Internet safety lesson. Introduce the topic of personal safety.




Internet, Good Touch/Bad Touch, Play Alone

Approximately 1 minute

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review strategies for Internet safety.	<p><i>In our last health lesson, we talked about safe Internet surfing. What is one Internet safety rule you remember?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • Follow all your family's safety rules. • Tell an adult if you break a rule. • Tell an adult if something feels "wrong." • Do not tell other people about yourself without permission from a parent or trusted adult. • Do not give out your passwords without permission. • Do not download anything without permission. • Be kind to other people online. • Do not meet online strangers in person. <p><i>Following these rules will help keep you safe when you use the Internet.</i></p>	 <p>As a classroom teacher, you are a resource and support for students on a daily basis and the best person to teach this lesson and Lesson 5 on child sexual abuse. If you are uncomfortable teaching this topic, see if the counselor or another teacher would help you. Children need this information and will respond best if it is presented in a reassuring manner.</p>
State the focus of the lesson.	<p><i>Today we will talk about how you can stay safe from a kind of harm that we call "bad touch."</i></p>	

Teacher Input: Watch and discuss a video that talks about the importance of telling trusted adults about incidents of inappropriate touching until someone believes and helps the child. Explain how to avoid unsafe situations, including abduction.

Approximately 28 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Talk about caring touch.	<p><i>First, let's talk about the opposite of bad touch, which is caring touch. When people care about each other, touching is natural and positive. It's important that we enjoy good types of touch with people we care about.</i></p> <p><i>What are some examples of positive, caring touch?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • hugs • kisses from parents • pats on the back • cuddles • touches on the arm or shoulder • gentle tickles <p><i>How do you feel when someone you care about touches you?</i></p> <p>Answers: loved, happy, safe</p> <p><i>Most adults care a lot about children and want to help them feel loved and safe.</i></p> <p><i>However, some people are unkind. They may do things that are not good for children, like hurting children or touching them in a harmful way.</i></p>	 <p>Have students draw pictures of people expressing love and affection through caring touch, including hugs, kisses, pats on the back, cuddles, and gentle tickles.</p>  <p>It is unlikely a child will disclose abuse during a classroom presentation. However, if this occurs, remain calm, acknowledge the disclosure, resume the lesson, and follow up with the student after the lesson. See the teacher reference, "What to Do If a Student Discloses Abuse," for more information.</p>
Talk about bad touch.	<p><i>Sometimes bad touch is clearly harmful, like hitting or slapping. Sometimes it might be a hug that feels too tight or tickling that won't stop.</i></p> <p><i>Other times, you may feel uncomfortable about how someone is touching you, but you may not know why. The other person might say it's okay, but still it doesn't feel right to you. This is a sign of bad touch.</i></p>	

Show the video,
Believe Me.

Discuss the video.

Explain that abusers
are more often
someone the child
knows, rather than a
stranger.

Identify private areas
of the body.

Emphasize telling
trusted adults
about bad touch
and continuing to
tell until someone
believes and helps.

I have a video that tells the story of Todd, a boy about your age who had a secret involving bad touch. Let's watch the video and see how Todd got help to stop the hurting. We'll talk after the video.

Play the video.

*Let's talk about this video and what it taught us. **What was Todd's secret?***

Answer: His grandfather made him play secret touching games that Todd didn't like.

Here is a good rule to remember: Say, "No!" to any touch that doesn't seem right.

We often think that adults who hurt children are strangers. Sometimes strangers do hurt children. However, often an adult who touches a child in a bad way is someone the child knows, such as a neighbor or a family member. That's what happened in Todd's case.

Todd's teacher said that you should always tell an adult if someone touches your private parts. Those are the parts of the body covered by a bathing suit.

No one should touch your private parts, except for a doctor or nurse who is helping you while a parent or guardian is in the room. Parents and other caring adults might help you take care of your body if there is something you can't do for yourself yet.

No matter who a person is, if he or she touches you in a way that feels bad or uncomfortable, tell an adult you trust. Also tell if someone asks you to touch his or her private parts.

Even if the person makes you promise not to tell, tell anyway. It's more important to get help than to keep a bad secret.

In the video, what happened when Todd told his mother about the secret touching games?

Answer: She didn't believe him. She told him he was making things up, and she got angry with him.

Sometimes adults don't know what to do or say if you tell them about bad touch. This is because a secret like this hurts them, too. As the Grindelsnitch said, if someone doesn't believe you, it's for reasons of his or her own. You didn't do anything wrong.

What should you do if you tell an adult about bad touch but he or she doesn't get help for you?

Answer: Tell another adult. Keep telling until you find an adult who can help you.



Using a video for this content area is often the most comfortable approach for students and the teacher. However, finding an appropriate video is challenging. An extensive search was conducted for recent videos that met our criteria prior to the revision of the *Michigan Model*®. This video was selected. If you know of media that you would like us to consider, please review the criteria on the Educational Materials Center website and respond to the webmaster with your suggestion.

www.emc.cmich.edu/videos



Some students may feel uncomfortable or embarrassed during this lesson. Acknowledge that many people feel uncomfortable when talking about their bodies and touching. While these feelings are normal, this topic is an important one to discuss.

Reinforce that bad touch is not the child's fault.

Todd kept telling until someone believed him. The school nurse helped Todd so he didn't have to feel bad and alone anymore. Because Todd kept telling, his grandfather finally got help for his own problem that caused him to hurt Todd.

Remember that if someone touches you in a way that feels bad or uncomfortable, it is never your fault.



If time allows, discuss what happened in the video in more detail. For example, ask students to recount what happened when Todd talked with his grandfather, the trolls, his mother, his father, his sister, and the nurse. Emphasize the importance of continuing to tell people what's happening until someone gets help to stop the abuse. Talk about the analogy used in the video about a fire in the kitchen—as long as it continues, keep telling until someone believes and gets help. Just like a fire, bad touch is a serious problem that requires adult help.



If you suspect a child in your classroom is being abused or if a student discloses abuse, including sexual abuse, you are responsible for reporting it to Child Protective Services. Review your legal obligations on the teacher reference, "What to Do If a Student Discloses Abuse."

Explain how to avoid personally unsafe situations.




*Your feelings can help you stay safe. **How might you feel if you were in danger?***

Answers: bad, sick, scared, clammy or sweaty, with a stomach ache or racing heart

If you feel like this around someone who gets too close to you or touches you, trust your feelings. Avoid being alone with this person.






Ask students to also describe how they feel when they are safe and loved. Help them recognize the difference so they can use their feelings as signs of possible danger.

Explain what to do if students can't get away.	<i>If you can't get away from someone who starts touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "No!" and trying to get away. Once you get away, tell an adult what happened. Keep telling until someone helps you.</i>	 Discuss how Todd could have tried to use these strategies in the video.
Explain how to avoid abduction.	<p><i>Never get into a car with someone you don't know or trust, no matter what he or she says.</i></p> <p><i>Don't play in empty playgrounds, parks, or woods. Stay with a parent, a trusted adult, or a buddy when you're in public. If you get lost or separated, ask someone for help. Look for a family with children or someone like a police officer, security guard, or store worker.</i></p> <p><i>If someone tries to grab you, yell as loud as you can, "No! I don't know you! Let me go!" Or, you might say, "No! You aren't my mother/father." Kick or punch them as hard as you can, and run toward where other people will be.</i></p> <p><i>If someone does get you into his or her car, don't put on your seatbelt. Keep making as much noise as you can. Notice how to unlock the door if the person locked it. Be ready to jump out of the car when the car has to stop, for example, at a traffic light. Yell, "Help! This person is hurting me!"</i></p> <p><i>Remember, if you can't get away, it isn't your fault. You tried your best. If something bad happens, it's important to tell a trusted adult as soon as you can afterward.</i></p>	 Tell students safe behaviors are the best ways to avoid being hurt, but unfortunately they don't work every time. It is still important to keep saying, "No!" and trying to get away. Afterward, students should tell a trusted adult about what happened.  Have students pair up and tell each other what they would tell a friend about personal safety if the friend missed this lesson.

Application or Skill Practice: Practice saying, "No." Identify specific adults who would help students resolve personal safety problems.


Approximately 4 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Practice saying, "No!" loudly and clearly.	<p><i>When someone tries to touch you in a bad way, always say, "No!" as loud as you can. Sometimes it may feel strange to say, "No!" to an adult. However, you don't need to be polite to someone who is trying to hurt you. You need to say, "No!" and get help from a trusted adult.</i></p> <p><i>Let's practice saying, "No!" right now. Stand up straight and tall. Now let's hear your strong, clear "No!"</i></p> <p>Praise students for their efforts.</p>	 Use the checklist provided at the end of this lesson if you want to assess students' skill development. You may use the checklist with this lesson and/or Lesson 5. 

<p>Identify adults who would help with personal safety problems.</p>	<p><i>Each of you knows some adults who care about you. They would like to help you if you needed help with a problem like the ones we've discussed today. Think of who those adults are. Turn to your neighbor and name three adults you could ask for help.</i></p> <p>Ask a few students to share their ideas with the class. Reinforce telling adults such as parents, trusted neighbors, doctors, nurses, teachers, and so on.</p> <p><i>Remember that if one adult isn't able to help you with a problem, keep telling other adults until someone gives you the help you need.</i></p>	 <p>To reinforce safety concepts related to weapons, inhalants, and deceptive adults, show the video, <i>If You Feel Danger</i>.</p>
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Closure: Review safety strategies to avoid bad touch.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the main points of the lesson using the poster, "Say, NO!"</p>	<p><i>Today's lesson is an important one. You have the right to say, "No!" to any touch that doesn't seem right. If you are ever in a situation that feels uncomfortable this way, follow these rules:</i></p> <ul style="list-style-type: none"> • Say, "No!" loudly. • Get away quickly. • Tell a trusted adult what happened. • Keep telling until you get help. <p><i>Remember that if someone does touch you in a way that bothers you, it is NOT YOUR FAULT!</i></p>	
<p>Distribute copies of the teacher reference, "Sample Family Letter Following the Personal Safety Lesson," and the family resource sheets, "Child Sexual Abuse: What Every Family Should Know" and "What You Can Do to Protect Your Child From Sexual Abuse."</p> 	<p><i>Here is some information for you to take home to your family, including a letter from our principal. Please share with your family what you have learned today.</i></p> <p>It is critical to send home the family letter and resources to inform families of the content of this lesson in case a child wishes to discuss the lesson at home.</p>	
<p>Reinforce the fact that it is best to know what to do in case something happens.</p>	<p><i>Most of the time you won't run into scary situations like the ones we talked about today. But it's good to be prepared so you know what to do in case something does happen.</i></p>	
<p>Preview the next lesson.</p>	<p><i>In our next health lesson, we'll have a chance to practice the rules we learned today.</i></p>	



Teaching Personal Safety

The Extent of the Problem

The U.S. Department of Health and Human Services, Administration for Children and Families, reported that 45.9 per 1,000 children, or a total of 3,353,000 children, received an investigation or assessment for possible abuse or neglect in 2003. An estimated 906,000 children, or 31.7% of those investigated, were found to be victims. The national rate of victimization is 12.4 per 1,000 children. These figures include all forms of abuse and neglect. Child sexual abuse represents 10% of the total number of abused children. Clearly, this problem needs to be addressed.

The Department of Health and Human Services also reported that the number of investigations had increased since 1990 while the rate of victimization had decreased. This represents a positive trend in responsiveness to complaints of child abuse and the rate of reported abuse. Research indicates these trends may be due to changes in reporting procedures, the heightened awareness of the problem, and the number of prevention programs available to young people.

To update these statistics, visit the Child Welfare Information Gateway at www.childwelfare.gov/.

Despite increases in reporting, prevention programs, and the availability of treatment services for survivors of sexual abuse, many abused children do not reveal their victimization. When they do, families are often reluctant to seek assistance. The statistics may reveal only the tip of the iceberg.

While the reported trends are positive, the numbers of children and adults who pay prices for this form of victimization must continue to be reduced. Educators, families, and communities must remain vigilant in their efforts to address the problem through prevention and treatment.

Prevention Works

Programs to prevent the sexual exploitation of children are increasingly being incorporated into health and safety curricula across the country. The rationale for prevention programs rests on a number of realities about child sexual abuse.

- The incidence and prevalence of child sexual abuse remains alarmingly high.
- Adults who were victimized as children often report they could have been spared if they had been provided with basic information on how to reject and report the perpetrator's inappropriate behaviors.
- Prevention programs are a contributing factor to the increase in reporting suspected cases and to the decrease of the rate of victimization.
- Research indicates that children are able to discriminate between appropriate and inappropriate touches and can use safety rules in an abuse situation, such as saying, "No," getting away, and telling adults.
- Schools, with their consistent and longitudinal contact with children and their families, are the most promising institution for the delivery of preventive efforts.



The National Center for Missing and Exploited Children states that if we can improve the knowledge, self-confidence, and assertiveness skills of children:

- They will be safer because they will be better able to recognize danger and resist potential offenders.
- We will be able to deter many offenders who look for and prey on vulnerable children.
- We can break the "cycle of victimization" in which some of those who have been victimized later become offenders.

The goals for any personal safety program should include the following:

- Enhance a child's ability to avoid victimization.
- Enhance a child's self-esteem.
- Reduce feelings of guilt and blame that often are associated with victimization.
- Promote disclosure of abuse and victimization.
- Enhance and coordinate community response.
- Enhance communication between parents and children about personal safety.
- Reinforce adult supervision and protection.
- Deter offender behavior.

In order for sexual abuse to occur, Finkelhor (1984) suggests that four preconditions must be met.

1. The potential perpetrator must have some motivation to sexually abuse a child.
2. The potential perpetrator must overcome internal inhibitions against acting on such motivations.
3. The potential perpetrator must overcome external inhibitions to sexually abuse a child.
4. The potential perpetrator must overcome the child's possible resistance to be sexually abused.

Sexual abuse prevention programs address the fourth precondition. One key variable in preventing abuse is the child's capacity to avoid or resist sexual exploitation. Children who lack knowledge about inappropriate contact and who are deficient in personal safety skills would likely be at high risk for sexual abuse.

Sexual abuse prevention programs are designed to teach children three basic safety skills:

1. How to distinguish between appropriate and inappropriate touch
2. How to assertively say, "No," and get away
3. To tell parents or other trusted individuals if they have been abused

Main Concepts to Be Taught

The following concepts are the heart of this personal safety lesson and are reinforced at each grade level that covers this topic.

1. Everyone needs to be touched. We all need warmth and affection.
2. Sexual abuse prevention is not something children need to worry about 24 hours a day. It is another area of safety, like bicycle or water safety.
3. Some touches are not positive. These touches can scare, confuse, or hurt a child. If anyone is touching a child in a way she or he doesn't like or understand, the child should talk to a trusted adult.
4. Children have a right to their own bodies and their own feelings. Children also have a right not to be inappropriately touched on the private parts of their bodies.



5. Children need to trust their senses. If their feelings tell them something or someone is not okay, they need to talk to a trusted adult about what they are feeling.
6. Children have a right to **say, “No,” get away, and tell someone** they trust if anyone is touching them in ways they don’t understand or ways that make them feel uncomfortable.
7. Children should keep telling until someone believes them and takes some action. It is never too late to tell.
8. Children are not to blame if someone touches them inappropriately. The person who touched them is responsible.
9. Children need to know who to tell. It is helpful to have students identify several people to whom they could turn for help. Generally, these people include family members, school personnel, and other trusted individuals.
10. Sexual abuse happens to many boys and girls. There is help for families where sexual abuse is occurring.
11. This is teaching personal body safety, not sex education.

Suggestions for Teaching

The following guidelines will help you present the material of the personal safety lesson in the most helpful way for your students.

1. Set a comfortable tone for discussion.

- Present the topic and lesson in a calm, reassuring manner. While child sexual abuse tends to be an emotional topic for most people, remind yourself that you are teaching young people how to keep their bodies safe, just as you do when you teach them how to ride a bicycle safely.
- Expect some students to be uncomfortable or embarrassed. Acknowledge that many people, children and adults, are uncomfortable talking about their bodies. Reassure them that their feelings are normal and that the topic is important to discuss.
- Reinforce respectful interaction during the discussion and enforce classroom rules related to listening and avoiding teasing or ridicule.
- Conduct the lesson in a comfortable setting. You may want to have younger children sit in a circle, on a rug, or in whatever structure you feel is comfortable and will encourage discussion.

2. Clearly introduce the topic.

- The script in the lesson will help you.

3. Define all terms.

- Do not assume students understand all of the words, such as “private parts,” which means the body parts covered by a swim suit.

4. Answer all questions clearly and simply.

- Take the time you need to think through an appropriate response to a question. Tell the class, “That’s a good question. Let me think about it for a while, and we can talk about it later.”
- Be sure you return to the question and provide an answer.



5. During presentation and discussion, follow these guidelines:

- Balance discussions of “not okay” or hurtful touch with discussions of positive, nurturing touch.
- Keep students focused on the personal body safety objective.
- Be sure to give information in a way that fits the developmental level of your students.
- Repeat material in different ways so all concepts are understood.

6. Be aware of students’ behaviors.

- You may observe signals of problems or possible abuse. Pay particular attention to students who act out, avoid eye contact after the discussion, sink down in their chairs, or become ill midway through the discussion. Also note those who ask specific questions or give specific answers that indicate more knowledge than typical for their age.
- You may want to talk with these students privately or consult with the principal about them. While these behaviors don’t necessarily signal abuse, they should be taken seriously and followed up.

7. Be aware of your feelings.

- Your feelings will affect the way you present the material. Feelings of anger, guilt, denial, and confusion are normal reactions to this topic, especially when a child discloses abuse to you.
- Reactions of those closest to the child set the tone for how quickly the child recovers. Children can experience trauma from both the sexual abuse and the subsequent investigation.
- You may need to talk to someone about what a child has shared, but be aware of the child’s right to confidentiality.

Portions of this teacher reference were adapted from
Personal Safety Curriculum for Prevention of Child Abuse,
Maryln Olson, Ed.D., Tacoma School District, Tacoma, Washington

Resources

Crimes against Children Research Center: www.unh.edu/ccrc/.

Finkelhor, D. *Child Sexual Abuse: New Theory and Research*. New York: Free Press, 1984.

National Center for Missing and Exploited Children: www.missingkids.com.

Child Welfare Information Gateway: www.childwelfare.gov/.

U.S. Department of Health and Human Services, Administration for Children and Families:
www.acf.hhs.gov.



What to Do If a Student Discloses Abuse

Handling Disclosures During or After a Lesson

Teachers are frequently concerned that a student may disclose abuse during a classroom presentation. Most abused children will talk to you about it privately, not in front of others. Rather than fear disclosures, view them as a positive step in the direction of getting help for abused children. You are not responsible for the investigation, intervention, or therapy, but you are required by law to report any disclosures about abuse.

If a disclosure does occur during a lesson or privately, the following tips will help you handle the situation.

1. Remain calm.

- Remember that your reaction will have an impact on how the student feels about what he or she has disclosed.

2. Acknowledge the comment and resume the lesson.

- If the disclosure occurs during a lesson, resume the lesson after acknowledging the comment.
- Be sure to tell the student, "It's good that you told me. I'd like to talk with you more about that privately." Set a time that is realistic, and be sure to follow up.
- Keep the lesson moving along, still allowing for questions and answers but redirecting story-telling.

3. Talk with the student.

- Find a place to talk privately.

This helps remove distractions and gives the child a feeling of safety and confidentiality.

- Show respect and understanding.

Invite the student to speak. You can begin the conversation like this:

- "Now we can talk privately. Tell me more about. . ."
- "I'm not sure what you meant by [use child's words or phrase]. I want to listen if you would like to talk about it."

While the student talks, maintain eye contact and an open, understanding facial expression. Do not show shock, disapproval, or disbelief.

- Ask open-ended questions.

Ask open-ended questions as needed to help the child share his or her ideas, feelings and concerns. For example, ask, "What did you want to tell me about today's lesson?" rather than "Did someone in your family do something bad to you?"

Get just enough information from the child to determine whether you need to make a report.

Remember what the child says so you can include that information if a report is necessary.



- Reassure the student.

The student needs your support while telling you about the abuse and afterward.

- Tell the student you believe him or her. Experience in treatment and reporting indicates that children seldom make up such stories.
- Emphasize that this problem is not the student's fault and that he or she is not to blame for what happened or will happen as a result of the abuse.
- Reassure the student that you will assist him or her with this problem and get help.

4. Report as required.

Once you feel you have enough information to file a report, tell the student, "We need to get more help." If the student expresses concern that someone he or she cares about might get into trouble because of the report, explain that the person needs help to stop hurting children. Explain that it is important to keep children safe, and reporting problems like the one the student described is one way to do that. Immediately follow the school's procedure for reporting abuse. It is your responsibility to make sure the report is made.

Reporting Child Abuse and Neglect in Michigan

School teachers, counselors, and administrators are among the professionals required to report actual or suspected child abuse and neglect, as specified in Michigan's Child Protection Law. **If a child tells you of abuse or neglect, or if you have good reason to suspect such a problem, you must report the disclosure or suspicion immediately** to Children's Protective Services (CPS) by phone and then follow up with a written report within 72 hours.

Remember that your role as a mandated reporter is just to report your concerns, not to investigate them. The reporting form requires you to describe why you suspect abuse or neglect, for example, because of suspicious physical or behavioral indicators or because the child told you about abuse. You have no responsibility for proving what may have happened or who may have harmed the child. If you have suspicions, but aren't sure whether they're solid enough to warrant reporting, you can call a CPS office for consultation or talk with a school administrator or counselor.

If you have any questions about your school's procedure for reporting abuse, ask the appropriate people for clarification. They can also help you complete the oral and written reports.

You may find it helpful to read the "Mandated Reporter's Resource Guide," which the Michigan Department of Human Services (DHS) published in May 2005 to help professionals understand their reporting responsibilities. Your school might have copies of the guide, or you can download its PDF file from the DHS website at www.michigan.gov/dhs. Enter the guide title in the Search box to find the correct link for the file download.

You may also participate in an online Mandated Reporter Training course at www.carehouse.org. This course is sponsored by the Child Abuse and Neglect Council of Oakland County.

If you would like to read the Child Protection Law (Public Act 238 of 1975), contact a local office of the Michigan Department of Human Services, or visit www.michigan.gov/dhs to search for the law's text online or request a copy. Below are excerpts of some of the parts pertinent to educational professionals.



Excerpts of Michigan Child Protection Law: Public Act 238 of 1975

Definitions [Section 722.622]

"Child" means a person under 18 years of age.

"Child Abuse" means harm or threatened harm to a child's health or welfare that occurs through nonaccidental physical or mental injury, sexual abuse, sexual exploitation, or maltreatment, by a parent, a legal guardian, or any other person responsible for the child's health or welfare or by a teacher, a teacher's aide, or a member of the clergy.

"Child Neglect" means harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any person responsible for the child's health or welfare which occurs through either of the following:

- (i) Negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care.
- (ii) Placing a child at an unreasonable risk to the child's health or welfare by failure of the parent, legal guardian, or any other person responsible for the child's health or welfare to intervene to eliminate that risk when that person is able to do so and has, or should have, knowledge of this risk.

"Department" means the family independent agency (recently changed to the department of human services).

"Sexual Abuse" means engaging in sexual contact or sexual penetration as those terms are defined in section 520a of the Michigan penal code, 1931 PA 328, MCL 750.520a, with a child.

"Sexual Exploitation" includes allowing, permitting, or encouraging a child to engage in prostitution, or allowing, permitting, encouraging or engaging in photographing, filming, or depicting of a child engaged in a listed sexual act as defined in section 145c of the Michigan penal code, 1931 PA 328, MCL 750.145c.

Reporting [Section 722.623]

(1) An individual is required to report under this act as follows:

(a) A physician, coroner, medical examiner, nurse, a person licensed to provide emergency medical care, audiologist, psychologist, family therapist, certified social worker, social worker, social work technician, school administrator, school counselor or teacher, law enforcement officer, or regulated child care provider, who has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report, or cause an oral report to be made, of the suspected child abuse or neglect to the department. Within 72 hours after making the oral report, the reporting person shall file a written report as required in this act. If the reporting person is a member of the staff of a hospital, agency, or school, the reporting person shall notify the person in charge of the hospital, agency, or school of his or her finding and that the report has been made, and shall make a copy of the written report available to the person in charge. A notification to the person in charge of a hospital, agency, or school does not relieve the member of the staff of the hospital, agency, or school of the obligation of reporting to the department as required by this section. One report from a hospital, agency, or school shall be considered adequate to meet the reporting requirement. A member of the staff of a hospital,



agency, or school shall not be dismissed or otherwise penalized for making a report required by this act or for cooperating in an investigation

- (8) For purpose of this act, the pregnancy of a child less than 12 years of age or the presence of a venereal disease in a child who is over one month of age but less than 12 years of age, shall be reasonable cause to suspect child abuse or neglect have occurred.

In addition to those persons required to report child abuse or neglect under section three (3), any person, including a child, who has reasonable cause to suspect child abuse or neglect may report the matter to the department of law enforcement agency.

Protection for the Reporting Person [Section 722.625]

Except for records available under section 7(2)(a), (b), and (n), the identity of a reporting person shall be confidential subject to disclosure only with the consent of that person or by judicial process. A person acting in good faith who makes a report, cooperates in an investigation, or assists in any other requirement of this act shall be immune from civil or criminal liability which might otherwise be incurred thereby. A person making a report or assisting in any other requirement of this act shall be presumed to have acted in good faith. This immunity from civil or criminal liability extends only to acts done pursuant to this act and does not extend to negligent act which causes personal injury or death or to the malpractice of a physician which results in a personal injury or death.

[Section 722.623]

A member of the staff of a hospital, agency, or school shall not be dismissed or otherwise penalized for making a report required by this act or for cooperating in an investigation.

Failure to Report [Section 722.633]

- (1) A person, required to report an instance of suspected child abuse or neglect, who is required to report under this act and who fails to do so, is civilly liable for the damages proximately caused by the failure.
- (2) A person, required to report an instance of suspected child abuse or neglect, who is required to report under this act and who knowingly fails to do so, is guilty of misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$500.00, or both.

False Reporting [Section 722.633]

- (5) A person who intentionally makes a false report of child abuse or neglect under this act knowing that the report is false is guilty of a crime as follows:
- (a) If the child abuse or neglect reported would not constitute a crime or would constitute a misdemeanor if the report were true, the person is guilty of a misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$100.00, or both.
- (b) If the child abuse or neglect reported would constitute a felony if the report were true, the person is guilty of a felony punishable by the lesser of the following:
- (i) The penalty for the child abuse or neglect falsely reported.
- (ii) Imprisonment for not more than 4 years or a fine of not more than \$2,000.00, or both.



Sample Family Letter Following the Personal Safety Lesson

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Today your child learned about personal safety. This lesson is part of our school's health program called the *Michigan Model for Health*®.

Sadly, sexual abuse of children takes place more often than we would like to believe. School programs help children learn to stay safe from abuse. The lessons in the *Michigan Model* present material on the children's level. The skills needed to prevent abuse are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We hope you will take a minute to read the materials sent home today. Please discuss personal safety with your child.

Sincerely,

[Principal's Name]

Child Sexual Abuse: What Every Family Should Know

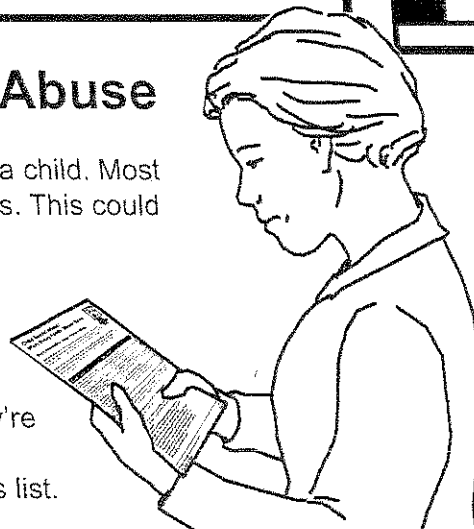
FAMILY
RESOURCE
SHEET



Basic Information Helps Prevent Abuse

Child sexual abuse is any act of a sexual nature done to or with a child. Most of these harmful acts are committed by someone the child knows. This could be a family member, a friend, a neighbor, or a babysitter. Very few children are molested by strangers.

Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.



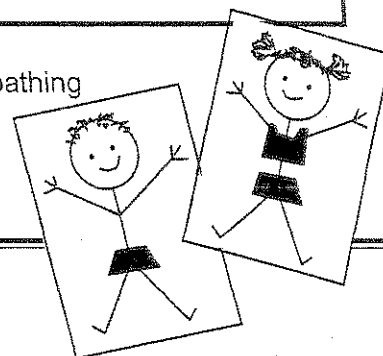
Good Touch

- Hugs that feel warm and safe
- Gentle tickling
- Kisses from caring adults at bedtime and for hellos and good-byes
- Playful and soft touches from pets
- Handshakes
- Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort

Bad Touch

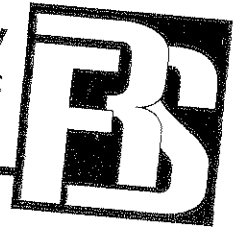
- Hugs that are too tight
- Tickling that won't stop
- Kisses from someone a child doesn't like or doesn't feel comfortable with
- Slaps, kicks, punches, pinches, and other hurts
- Hard squeezing or grabbing
- Touches on the private parts of a child or someone else in a child's presence

In class, we defined "private parts" as the parts of the body covered by a bathing suit. Students learned they have the right to decide if someone can touch them. No one should touch a child's private parts, except as needed for health care in the presence of a parent or trusted adult.



Children who are taught to protect themselves are less likely to be abused. In class, students learned these safety rules.

- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
- If you can't get away from someone touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "No!" and trying to get away.
- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.



Child Abuse Causes Many Problems

Sexual abuse causes both physical and emotional problems. Children often feel guilty and responsible for the abuse. They often think the abuse happened because they are "bad" or "dirty," partly because abusers may say this. *Sexual abuse is never the fault of the child being abused.*

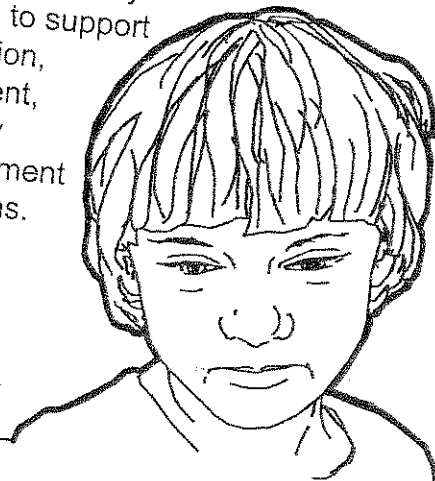
Abused children show a wide range of symptoms. The signs of abuse vary with age. However, most abused children complain of various physical problems and show mistrust of adults. Other signs may include depression, suicidal actions, withdrawal, or self-destructive or delinquent acts. Any sudden, unexplained change in behavior may be a sign of sexual abuse.

Even when children have learned that sexual abuse is not their fault and should not be kept secret, they may hesitate to get help. A child may fear the results of reporting abuse, especially if the abuser is a family member. Children need to know that abusers have a serious problem and need to get help to prevent harming children. Children's safety is more important.

Children Need Adults to Help Resolve These Problems

Sexual abuse affects everyone, even if our own children are not assaulted. All of us can help deal with this social problem.

- Provide understanding and care to those who have been hurt.
- Know that offenders do not change without outside help.
- Organize neighborhood programs to help protect children.
- Ask schools to provide information about sexual assault.
- Form community groups to support education, treatment, and law enforcement programs.

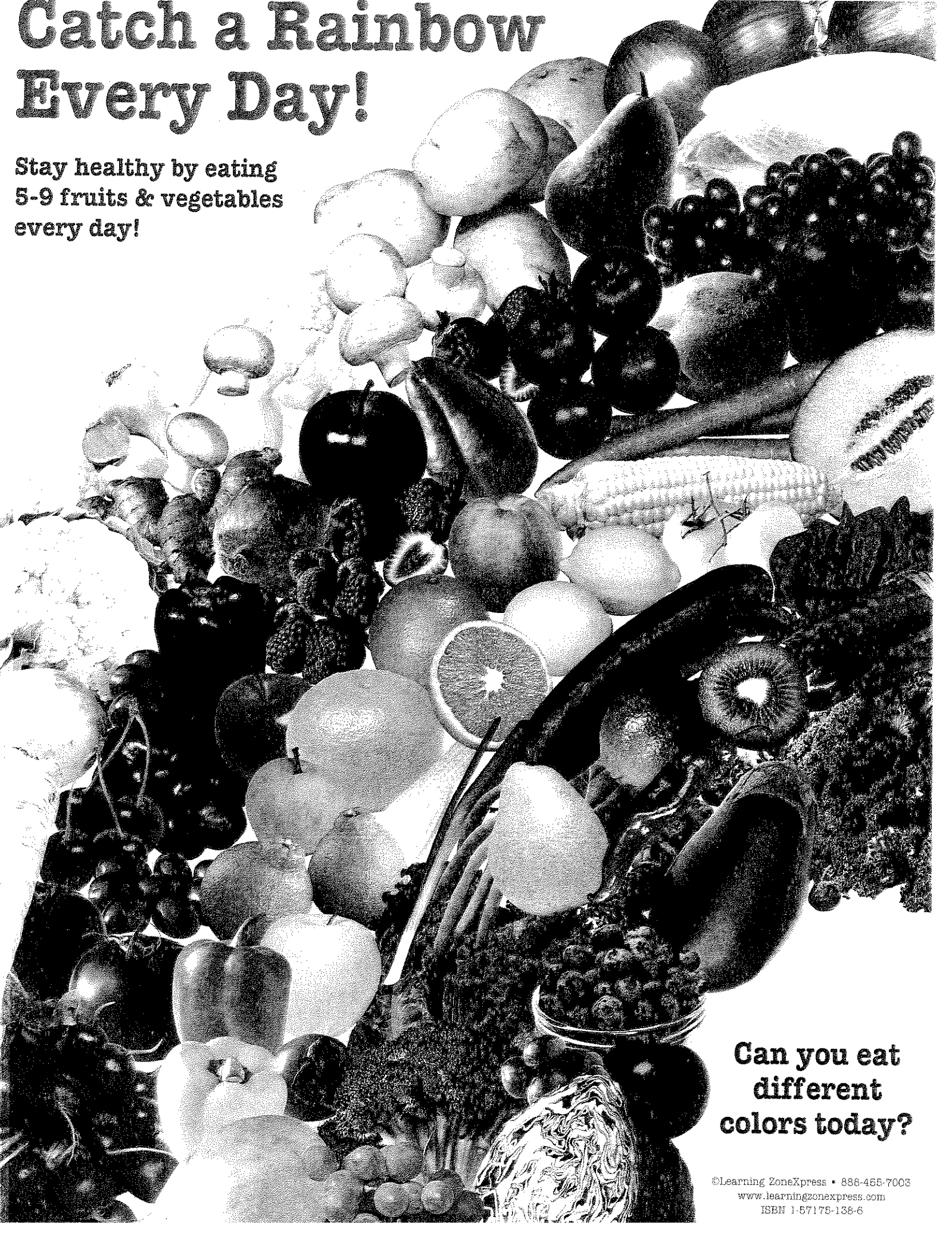


If a child tells you about sexual abuse, take it seriously. Find help for him or her.

For more information, visit the National Center for Missing and Exploited Children's website: www.missingkids.com

Catch a Rainbow Every Day!

Stay healthy by eating
5-9 fruits & vegetables
every day!



Can you eat
different
colors today?

HEALTH WEBSITES FOR KIDS
MRS. SHELDON'S HEALTH CLASSES 2010

Throughout the year in health classes, we visit or talk about many health sites that are on the web that the children can view to answer any of their health questions, concerns, or just curiosity. This summer, I am encouraging the children to look at some of the websites below.

Thank you for allowing me to enrich, educate, and inspire your children with the knowledge of good health. I hope my teaching, my legacy of "Good health" at Hawthorn School, has left each child with the knowledge to be able to lead a healthful life, making good health choices and lifestyle choices. Teaching your children has been an awesome and very rewarding experience. I also hope that in some small way I have changed your grocery lists with our study of nutrition and reading labels.

Next year I will be teaching health at MSS. I will miss my Aspen family. If your child ever wants to contact me about what they are learning in health, my email address is below.

Have a wonderful summer!!!

Joan Sheldon

Hawthorn School Health Teacher sheldonj@hawthorn73.org

"No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved."

Websites with health information for children:

www.kidshealth.org (#1 site for information on health for kids)

www.dole.com (click on superkids)

www.mypyramid.gov (food guide pyramid)

www.kidskonnnect.com (great website on the human body)

www.cdc.gov/family/kidexpress

www.kids.gov

www.brainpop.com

www.bam.gov

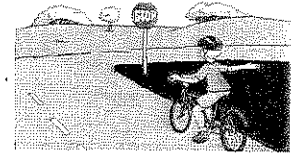
www.americanheart.org

www.kidnetic.com

Be a Safe Bike Driver

Riding your bicycle can be great fun. But do you know how to “drive” your bike?

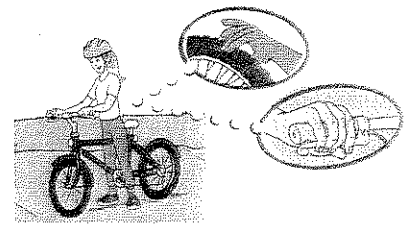
- ♦ Ride on the right side of the road or trail.
- ♦ Always stop at the end of a driveway — look left, right, then left again before starting.
- ♦ Obey traffic laws—signs and signals, including stoplights.
- ♦ Ride straight—no surprises.
- ♦ Look back before turning left or if you have to move left to avoid something.
- ♦ Don't ride at night until your parents say you are old enough and THEN use lots of lights.
- ♦ Ride single file if there are cars behind you.
- ♦ Use hand signals to let drivers know what you are going to do.
- ♦ Be careful of people walking — use your voice or a bell to let them know you are coming.
- ♦ Look out for cars backing up — is a driver in the car? Are the taillights on?



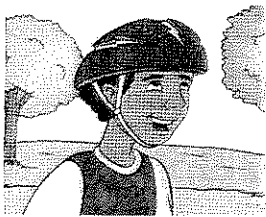
Check Your Bike For Safety

Have your bike checked at least once a year at a bike shop. Check it yourself before biking with the ABC Quick Check:

- ♦ AIR — pinch the tires, they should be hard.
- ♦ BRAKES — make sure they work and aren't rubbing the tire.
- ♦ CRANK/CHAIN — if there are problems with your gears or if the chain is loose, take it to a bike shop.
- ♦ QUICK — check “quick release levers” and other bolts to make sure they are tight.



Wear Your Helmet the Right Way



First, put on your helmet so it is level and snug — if it slides around, you need thicker pads.

- ♦ EYES — you should see the very edge of your helmet when you look up past your eyebrow.
- ♦ EARS — the strap should meet right under your ear lobes to form a Y.
- ♦ MOUTH — the strap should be loose enough so you can breathe and insert a finger between the buckle and your skin, but tight enough that if you drop your jaw, you can feel the helmet pull down the top of your head.



Intended for older elementary and pre-teen children.

*By League of Illinois Bicyclists. Graphics: Bicycle Coalition of Maine
Funded by the Illinois Safe Routes to School Program,
through the Illinois Department of Transportation*



Dear Parents,

Now is the time to teach your child safe bike *driving*! Bicycling is a great way for your family to have fun and exercise together. It's a sport to enjoy for one's entire lifetime. Bicycling can make a child more independent -- and you will feel more confident granting this independence when you know your child has learned to drive a bike safely.

- First, **set a good example** by riding on the right when on the street and by following all traffic laws -- which apply to bikes just as they do to cars. And, don't forget *your* helmet!
- Make sure your child has a bike that is in good working condition and that fits properly -- a bicycle is not something you should buy for the child to "grow into." Teach your child the **ABC Quick Check** -- that's "Air (full tires), Brakes (working, and not rubbing), Chain and Crank -- and (tightened) **Quick** release levers." A bike shop can help.
- Kids are not just small adults. They have a narrower field of vision, less ability to judge speed or distance, and may be impatient and impulsive. It's important to teach them the skills needed to **avoid the most common causes of crashes** -- and learning these skills takes practice.



Crash Cause	Way to Avoid
Coming out of a driveway and failing to yield to traffic	<i>Teach child to look LEFT, RIGHT, and LEFT again. Enter the roadway when nothing is coming.</i>
Failing to stop at stop sign	<i>Practice stopping; ride with your child and explain searching for traffic. BE A GOOD ROLE MODEL.</i>
Sudden left swerve -- into traffic	<i>Practice riding straight and "scanning" to the rear -- looking back to see if there is traffic.</i>
Riding on the wrong side of the street	<i>Ride on the RIGHT- it's safer and it's the law.</i>
Riding at night or in bad weather	<i>Children shouldn't ride at night. Anyone riding at night needs light colored clothes and lots of lights!</i>

Generally, younger children should start off riding on sidewalks. Teach your new cyclist to:

- Stop at **road crossings**. Look Left -- Right -- Left. Wait for cars. Then, take his or her turn alertly, paying attention to what the motorists are doing.
- Be aware that cars might turn into a driveway -- the driver may not look for bikes on sidewalks.
- Watch for clues that a car may soon be **backing out of a driveway**: engine noise, taillights on, exhaust smoke, driver in car, garage opening, cars hidden behind bushes or other cars. Many car drivers only look back -- not side-to-side -- until they are at the street.
- Speak up ("Bike passing" or "Excuse me") or sound a bell or horn **before passing someone**.

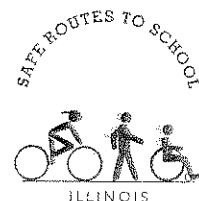
As kids mature and bike faster, sidewalk biking conflicts with cars worsen. Faster-moving bicyclists on sidewalks are harder for motorists to see than cyclists on the right side of the road. Studies have shown that sidewalk cyclists riding against traffic are much more likely to collide with cars than on-road riders going in the same direction as traffic. Very few bikes get hit from behind -- most adult car-bike crashes occur at intersections. As cyclists get faster, biking on many streets becomes safer than sidewalk riding.

When your child is ready, **practice road riding together** to teach skills such as: bicycling defensively, scanning around for traffic, looking back (and listening) for cars behind, proper lane positioning when turning (or going straight), hand signaling, and knowing where it is safe to ride for your child's skill level.



For more details, go to www.bikelib.org, under "Safety Education"

By League of Illinois Bicyclists. Graphics: Bicycle Coalition of Maine
Funded by the Illinois Safe Routes to School Program,
through the Illinois Department of Transportation



Aspen Elementary School

District 73

500 N. Aspen Dr. • Vernon Hills, Illinois 60061

Phone (847) 990-4300 • Fax (847) 816-6931

www.hawthorn73.org

Tom Springborn
Principal

Dear Parents,

In our health curriculum at Hawthorn School District 73 we cover many safety topics including: bike, pedestrian, dangerous objects, internet, fire, water, sun, vehicle passenger, home, public areas, and personal safety.

Today your child learned about personal safety. This lesson is part of our school's health program called the Michigan Model for Health.

Sadly, sexual abuse of children takes place more often than we would like to believe. School programs help children learn to stay safe from abuse. The lesson in the Michigan Model of Health presents material on the children's level. The skills needed to prevent abuse are taught in a safe and simple way. Through the lesson the students learn:

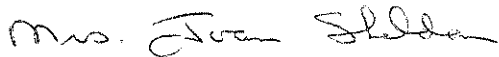
How to judge between safe and unsafe touch

How to protect themselves

Who to go to for help

We hope you will take a minute to read the materials sent home today. Please discuss personal safety with your child.

Sincerely,



Your child's Physical Education/Health teacher

Learning for all. Whatever it takes.

Aspen Elementary School

District 73

500 N. Aspen Dr. • Vernon Hills, Illinois 60061

Phone (847) 990-4300 • Fax (847) 816-6931

www.hawthorn73.org

Tom Springborn
Principal

Estimados Padres,

Como parte de nuestro currículo de la salud del Distrito Escolar Hawthorn #73, estudiamos muchas temas de la salud y la seguridad, incluyendo: la bicicleta, los objetos peligrosos, el internet, el fuego, el agua, el sol, los vehículos, las áreas públicas, y la seguridad personal.

Hoy su hijo aprendió acerca de la seguridad personal. Esta lección es parte del programa de salud de nuestra escuela que se llama el Modelo de Salud de Michigan.

Desafortunadamente, el abuso sexual toma lugar a menudo en las vidas de los jóvenes. Los programas escolares ayudan que los niños se mantengan seguros. La lección en el Modelo de la Salud de Michigan presenta la información en el nivel básico de sus hijos. Las destrezas necesarias son enseñadas en una manera sencilla y segura. Durante la lección, los estudiantes aprenden:

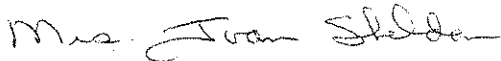
Cómo saber la diferencia entre un toque apropiado y no apropiado

Cómo protegerse a si mismos

Las personas con quienes pueden hablar si necesitan ayuda

Esperamos que lean la información que mandamos a casa hoy. Favor de discutir la seguridad personal con su hijo.

Atentamente,



El maestro de la educación física/ la salud de su hijo/a

Child Sexual Abuse: What Every Family Should Know

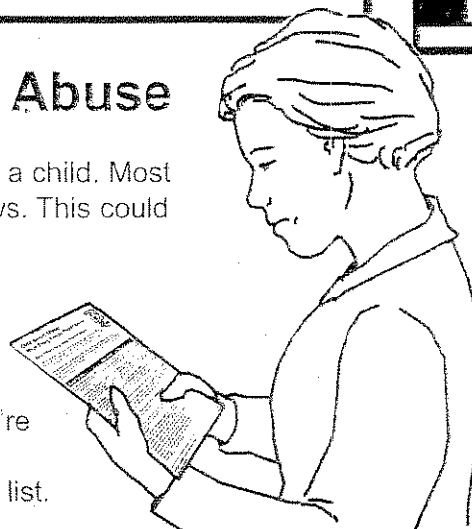
FAMILY
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Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.



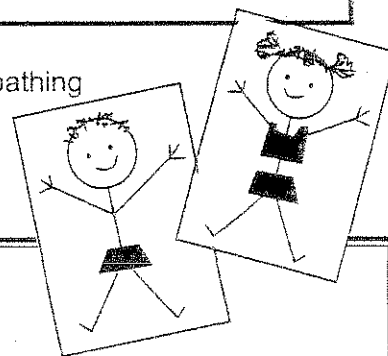
Good Touch

- Hugs that feel warm and safe
- Gentle tickling
- Kisses from caring adults at bedtime and for hellos and good-byes
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- Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort

Bad Touch

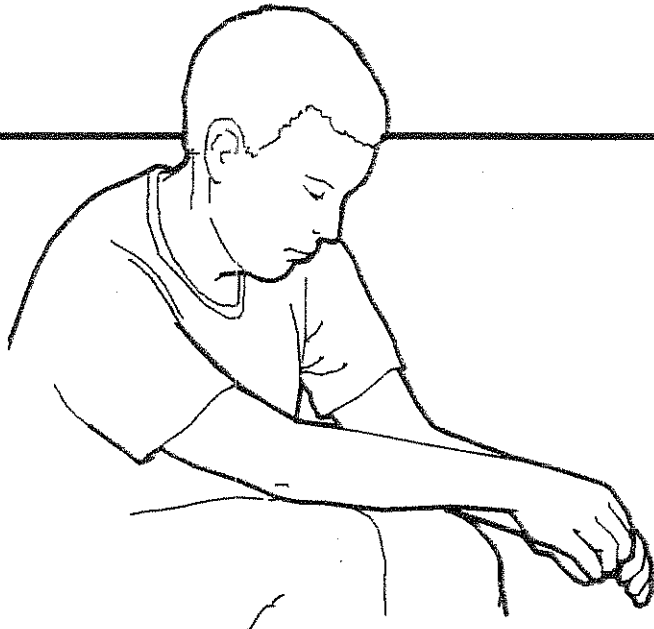
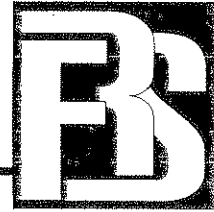
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- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
- If you can't get away from someone touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "No!" and trying to get away.
- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.



Child Abuse Causes Many Problems

Sexual abuse causes both physical and emotional problems. Children often feel guilty and responsible for the abuse. They often think the abuse happened because they are "bad" or "dirty," partly because abusers may say this. *Sexual abuse is never the fault of the child being abused.*

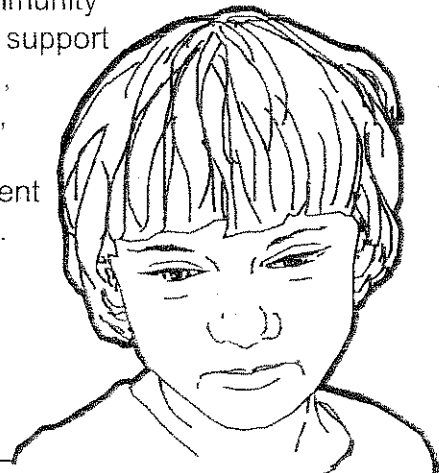
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- Know that offenders do not change without outside help.
- Organize neighborhood programs to help protect children.
- Ask schools to provide information about sexual assault.
- Form community groups to support education, treatment, and law enforcement programs.



If a child tells you about sexual abuse, take it seriously. Find help for him or her.

For more information, visit the National Center for Missing and Exploited Children's website: www.missingkids.com

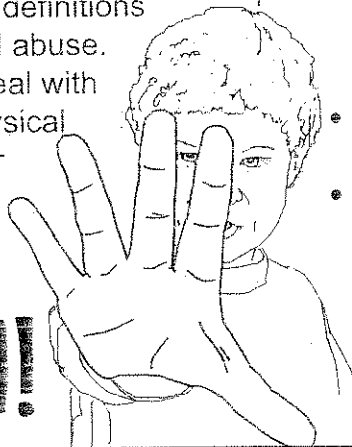
What You Can Do to Protect Your Child From Sexual Abuse

To help prevent child sexual abuse, we can prepare children for what they might face if someone tries to abuse them. We can protect them from dangerous situations. And if a child says he or she has been abused, there are ways we can help.



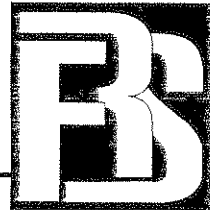
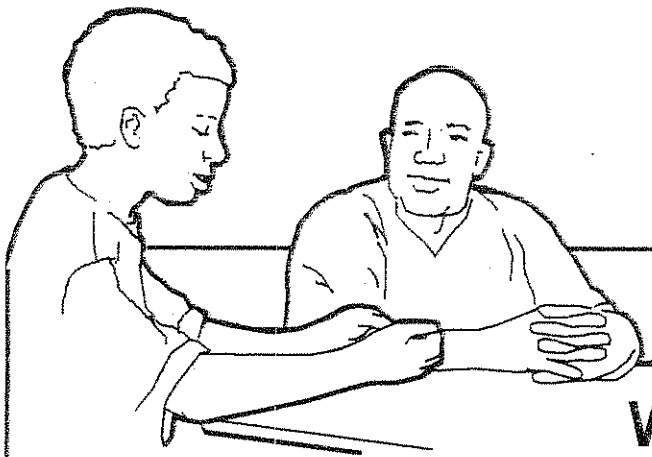
Preparing Children for the Possibility of Abuse

- Children need lots of loving words and physical affection. Help your child feel secure in your love so he or she will be less likely to accept the unhealthy attention of an abuser.
- Remind your child that most people protect children and would never hurt them. However, some people seem nice, but may do mean things. Encourage your child not to keep any secrets about someone like this.
- Help your child understand he or she should disobey anyone, even an adult, who tells him or her to do something wrong. Staying safe is more important than concerns about rudeness or authority.
- Teach your child how to say "no" in words and body language. Help him or her learn to get away and tell you if anyone tries to touch him or her in a bad way.
- Make it easy for your child to talk with you. Spend time listening and observing. Take what your child says seriously.
- Give your child specific definitions and examples of sexual abuse.
- Prepare your child to deal with bribes, threats, and physical force. Play "What if?" or "Let's pretend" games to help your child learn how to react to different situations.



Protecting Children From Dangerous Situations

- Be aware of who spends time with your child. Unwanted touch may come from someone you like and trust. Get to know the adults and older children who are close to your child.
- Take care when choosing babysitters and day care providers.
- Refuse to leave your child in the company of anyone you do not trust. Pay attention to what your child says and does around people, especially if he or she talks about feeling uncomfortable or unsafe.
- Make sure your child can identify signs of trouble and get away before something happens.
- Set up a "password" for you and your child to use as a secret clue. If it is safe for your child to go with someone, tell that person the password. Tell your child to ask for the password before he or she agrees to ride with someone. Instruct your child not to go with any stranger or friend who doesn't know the password.
- Know where your child is at all times. If you allow him or her to go some places in public without you, ask him or her to stay with a buddy.
- Teach your child to never play in deserted areas.
- Talk with your child about safe Internet behaviors. Children should never give out information about themselves in chat rooms or e-mail. Tell your child to let you know right away if someone he or she "met" online asks to see him or her in person.



Helping Children Who Have Been Harmed

- Children seldom lie about sexual abuse. They find it very hard to tell someone. If a child tells you about abuse, you need to listen carefully and believe what he or she says. Talk about it in a safe, private place.
- Reassure the child that the abuse isn't his or her fault and that telling you was the right thing to do.
- Don't blame the child for what happened.
- Don't over-react or minimize the incident. The effects of sexual abuse are different for each child.
- Understand that it may take time to figure out the problem.
- Know local resources, and choose help carefully.
- Let the child talk about the assault whenever he or she needs to express feelings.
- If you learn that your child has been abused, be willing to talk with experts or counselors as a family.
- Report any abuse to the authorities immediately.

Children's Protective Services Can Help!

Call Protective Services if you have questions or concerns about child abuse. You can find the phone number of your Children's Protective Services agency in the government section of your phone book. For example, in Michigan, look under "Michigan State of, Department of Human Services."



What You Can Do to Protect Your Child From Sexual Abuse

To help prevent child sexual abuse, we can prepare children for what they might face if someone tries to abuse them. We can protect them from dangerous situations. And if a child says he or she has been abused, there are ways we can help.



Preparing Children for the Possibility of Abuse

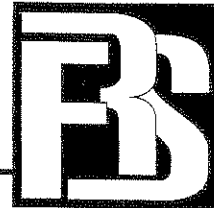
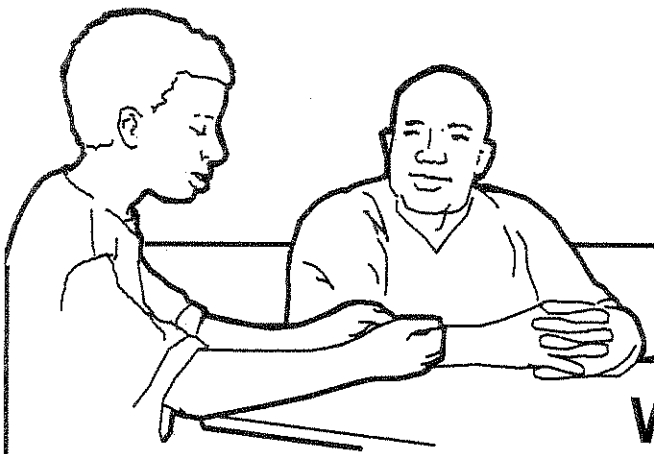
- Children need lots of loving words and physical affection. Help your child feel secure in your love so he or she will be less likely to accept the unhealthy attention of an abuser.
- Remind your child that most people protect children and would never hurt them. However, some people seem nice, but may do mean things. Encourage your child not to keep any secrets about someone like this.
- Help your child understand he or she should disobey anyone, even an adult, who tells him or her to do something wrong. Staying safe is more important than concerns about rudeness or authority.
- Teach your child how to say "no" in words and body language. Help him or her learn to get away and tell you if anyone tries to touch him or her in a bad way.
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- Give your child specific definitions and examples of sexual abuse.
- Prepare your child to deal with bribes, threats, and physical force. Play "What if?" or "Let's pretend" games to help your child learn how to react to different situations.

NO!



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Assessment Checklist for Skill Development: Personal Safety

The following table can be used as a checklist for assessing student skill development. The checklist can also be used as an analytic rubric for scoring student work by assigning a numeric value to the skill levels: Not evident, Emerging, and Evident.

If you assign a numeric score value to the student's skill level, you can use it in a variety of ways.

- You can assign the same weight to each element of the skill. For example, in a skill having three elements, the student would receive 5 points for each element performed correctly. The student could receive a total score of 15 points.
- You could weight the elements of the skill differently. For example, the student could earn up to 5 points for the first element, up to 9 points for the second element, and one point for the third element, for a maximum total of 15 points.

The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

	Not Evident	Emerging	Evident	Comments
Say, "No!" loudly.				
Get away quickly.				
Tell a trusted adult what happened.				
Keep telling until you get help.				

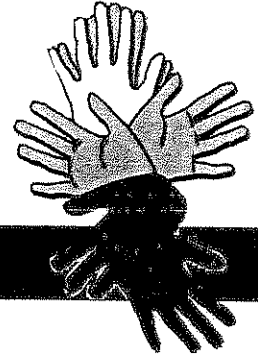
LESSON 5

Practicing Ways to Stay Personally Safe

Student Learning Objective:	National Health Education Standards:
1. Demonstrate strategies to get away in cases of inappropriate touching or abduction.	• Self Management

Lesson Synopsis

Review the rules to follow if inappropriate touching or abduction happens or is threatened. Practice following the rules in hypothetical situations. Review helpful adults to turn to if this problem occurs. Conclude the safety unit.



Activity	Time in Minutes	Materials Needed
Introduction	2	Health Education Materials • Poster: "Say, NO!" Educational Materials Center
Teacher Input	10	• None
Application or Skill Practice	12	Teacher Manual Resources • Teacher Reference—Assessment: "Assessment Checklist for Skill Development: Personal Safety" (from Lesson 4)
Closure	1	• None
TOTAL	25	

Preparation

Prior to the Lesson:

- **Invite an adult volunteer** to help you demonstrate skills during this lesson. The volunteer will be pretending to be someone who is threatening abduction or inappropriate touch. Have the volunteer wear a hat, scarf, or nametag to indicate when he or she is stepping in and out of the negative role. Consider your librarian, counselor, an office or nutrition staff member, the principal, or a parent.
- **Decide if you want to assess** student skill development. A checklist, "Assessment Checklist for Skill Development: Personal Safety," is provided for you to use at the end of Lesson 4.

For Introduction:

- **Display the poster**, "Say NO!" **Cover** it until you review the four rules on the poster.

For Application or Skill Practice:

- **Decide how you will divide the class into pairs** for practice of the skills.

LESSON PROCEDURE

Introduction: Review the rules to follow if inappropriate touch or abduction happens or is threatened. Introduce this lesson which offers the opportunity for practice.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the rules to help stay personally safe if faced with inappropriate touch or abduction.	<p><i>Our last health lesson was very important. We learned that we have a right to say, "No!" to any touch that doesn't seem right.</i></p> <p><i>If you remember one of the rules to follow if inappropriate touch ever happens or if someone tries to get you to go away with him or her, raise your hand and make a "V" with your fingers.</i></p> <p>Call on students to name the rules.</p> <ul style="list-style-type: none"> • Say, "No!" loudly. • Get away quickly. • Tell a trusted adult what happened. • Keep telling until you get help. <p>Display the poster, "Say, NO!"</p> <p><i>Remember that if someone does touch you in a way that bothers you, it is NOT YOUR FAULT!</i></p>	
State the focus of the lesson.	<i>Today we will practice these rules so that they will be easier to follow if you ever need to.</i>	

Teacher Input: Demonstrate saying, "No," and getting away quickly.




Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Introduce the adult volunteer and his or her role in the lesson.	<p><i>This is [name]. He or she is going to help me demonstrate what to do in some unsafe situations. Watch carefully. You will have a chance to practice in a minute.</i></p> <p><i>[Volunteer] is going to try to get me to go with him or her into the woods down the street. This isn't safe. Be ready to tell me which rules I demonstrated to stay safe.</i></p>	
Demonstrate following the rules in two situations.	<p>Conduct the demonstration.</p> <p>Demonstrate looking the adult volunteer in the eyes, saying, "No" loudly, and walking quickly away and to the area of the door as if you were going to walk out.</p>	

<p>Discuss what rules were demonstrated.</p> <p>Repeat the procedure.</p> <p>Ask students to try demonstrating the rules with the adult volunteer.</p>	<p>Ask the students what rules you demonstrated.</p> <p><i>Let's try another one. [Volunteer] is an older brother's friend. He likes to put his arm around me when he is near me. It feels scary.</i></p> <p>Conduct the demonstration.</p> <p>Demonstrate looking the adult volunteer in the eyes, saying, "No. Stop touching me that way," and walking quickly away and to the area of the door.</p> <p>Ask the students what rules you demonstrated.</p> <p><i>Who would like to try demonstrating the rules in a situation? We'll use one of the situations I demonstrated.</i></p> <p>Select a student volunteer to demonstrate saying, "No," and getting away quickly. Have the adult volunteer act out one of the two situations you demonstrated earlier. After the demonstration, ask the class what rules the student demonstrated.</p> <p>Repeat with one or two other students.</p> <p><i>Now it's time for all of you to practice.</i></p>	
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Application or Skill Practice: Practice saying, "No," and getting away quickly. Review and practice what to do if you can't get away. Review adults who would help students resolve personal safety problems.

Approximately 12 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form pairs. Practice saying, "No," and getting away quickly.</p>	<p>Assign partners. Have the taller of the two student partners raise his or her hand. Be sure one student's hand is raised in each pair and help pairs who might have trouble deciding who is taller.</p> <p><i>I am going to suggest a situation that you or someone your age might be in. The partner that raised his or her hand will practice following the rules I demonstrated with [name of adult volunteer].</i></p> <p><i>First, listen to the situation.</i></p> <p><i>Someone you don't know tells you to get into his or her car so that you can look for an ice cream store.</i></p> <p><i>What could you say to protect yourself in this situation? Tell the class.</i></p>	<p> Use the checklist provided at the end of Lesson 4 if you want to assess students' skill development.</p> <p></p> <p> Be sure you or the adult volunteer acts out the negative role in the situations rather than the children.</p>

Answers will vary, but should be similar to, "No, I won't go with you. Leave me alone."

Select one of the students' responses to use as you demonstrate.

Demonstrate the steps with the adult volunteer.

If you are the taller student, you will:

- Look your partner directly in the eyes.
- Say, "[student's response]."
- Walk quickly to the nearest corner of the room as if there was a door there to use to leave the room.

The partner who did not raise his or her hand will do and say nothing.

Remind students that each corner of the room is an imaginary door and that they should move quickly towards the nearest corner. Have the students who raised their hands practice the steps with their partner.

Reverse the roles and ask the person in each pair who did not raise his or her hand to listen to the next situation.

Whenever a particular uncle comes over to visit, he tickles you too hard. It hurts.

***What could you say to protect yourself in this situation?
Tell the class.***

Answers will vary, but should be similar to, "No, don't touch me like that."

Select one of the students' responses to use as you demonstrate.

Demonstrate the steps with the adult volunteer.

If you didn't practice last time, it's your turn to:


- Look your partner directly in the eyes.
- Say, "[student's response]."
- Walk quickly to the nearest corner of the room as if there was a door there to use to leave the room.

The taller partner will do and say nothing.

Have the students practice.



Omit the teacher demonstration if you think your students will practice the skill accurately without it.

	<p>If time permits, suggest two more situations and have the students practice without watching you first. Situations might be:</p> <ul style="list-style-type: none"> • A neighbor wants you to come into his or her house after school. You are uncomfortable with this neighbor when no one else is around. • Someone at the park asks you to help him or her find something, such as a park gate, a dog, or a particular area of the park. You don't know this person. 	
<p>Review what to do if you can't get away.</p> <p>Practice what to do if you can't get away.</p>	<p><i>In our last health lesson, we talked about what to do if you can't get away. Who remembers what we suggested?</i></p> <p>Answers: Keep saying loudly, "No! I don't like that!" Keep trying to get away. Kick or punch the person as hard as you can. Say loudly, "Help! This person is hurting me! I don't know him or her."</p> <p>Have students stand and form a large circle. Have them stand with their arms out to the side so that their fingers touch the fingers of the students next to them. This will allow enough space between students.</p> <p><i>I want you to imagine that someone you don't know is trying to get you into his or her car. When I say, "go," show me how you would kick and punch the person as if he or she is standing in front of you. At the same time, yell as loud as you can. When I raise my hand, I want you to stop.</i></p> <p>Give the command to begin.</p> <p><i>Great job!</i></p>	 <p>You may need to go to the cafeteria, gym, or outside for this practice. If you are unable to move to one of these locations and your classroom is too small, consider having students spread out around the room so that they will not hurt one another as they practice.</p>
<p>Review adults who would help with personal safety problems.</p>	<p><i>We also talked about people who care about you and would like to help you if you needed help with a problem like the ones we have demonstrated. Tell your partner three adults you could ask for help.</i></p> <p>Ask a few students to share their ideas with the class. Reinforce telling adults, such as parents, trusted neighbors, doctors, nurses, teachers, and so on.</p> <p><i>Remember that if one adult isn't able to help you with a problem, keep telling other adults until someone gives you the help you need.</i></p>	

Closure: Review the importance of the skills. Remind students that most adults are caring. Conclude this unit of the health curriculum.

Approximately 1 minute

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the importance of the skills and remind students that most adults are caring.	<p><i>You have done a great job of practicing a very important skill. Give yourselves a round of applause.</i></p> <p><i>It's always good to know how to prevent a harmful situation and protect ourselves if we can.</i></p> <p><i>Remember: not all young people have these experiences. I hope you never have to use these skills, but if you do, you now know how to.</i></p> <p><i>We all have loving and caring adults around us who would help. Many of these helpful adults are right here at school.</i></p> <p>Who can remember one of the caring touches we discussed?</p> <p>Answers:</p> <ul style="list-style-type: none"> • hugs • kisses from parents • pats on the back • cuddles • touches on the arm or shoulder • gentle tickles 	
Encourage students to practice all the safety skills they have learned in recent lessons.	<p><i>In our recent health lessons, we have talked a lot about how to keep yourselves safe from danger. I encourage you to keep practicing all of the safe behaviors you have learned.</i></p>	

