

2010

GRADE 3 HOMEROOM Garrison, Earhart,
Ivy

DAY 1

MAIN IDEA:

LESSON:

Personal Safety Lesson

Need - Teaching materials, DVD parent letter, Family source materials in an envelope w/ child's name on it.

Don't send letter home w/ child if they did not view the DVD.

DAY 2

MAIN IDEA

LESSON:

Cumple Day

_____ day

www.Dile.com - This site has many songs, games, songs, and puzzles!
 Watch video - Big Star Power, Yes I Can - F.
 Fiber - discuss why we need Fiber in our diet, Pass out word sheet for song
 Sing to video - 1st X Watch the video 2nd X sing the song (and eat the fruit)
 www.kidkonnect.com - talk about some of the kids

DAY 3

MAIN IDEA:

LESSON

Last Day of Health

Scroll down to Skeleton
Pick short article on what
if Humans did not have
bones?
At home they
can go to
the Grass?
Cool website

Exit Slips

- Exit Slips
- Hand-out Health Website for kids

- Take home folders, skeletons

DAY 4

MAIN IDEA:

LESSON

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

- Choose a video to watch that you enjoyed this year.

DAY 5

MAIN IDEA:

LESSON:

Conedass chose Lubba Dubba
" " " Cinnamon (Eury)

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
Aspen School Health Teacher
500 N. Aspen Dr.
Vernon Hills, IL 60048
sheldonj@hawthorn73.org
847-990-4369

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

Name_____Homeroom_____



**HEALTH
CLASS
EXIT
SLIP
2009-2010 SCHOOL YEAR**

What health subject did you enjoy the most??

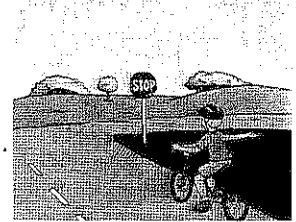
**What health lesson did you not like or
what health lesson made you uncomfortable?**

**Tell me three or more ideas that you will remember from this year that
will help make you a healthy person.**

Be a Safe Bike Driver

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

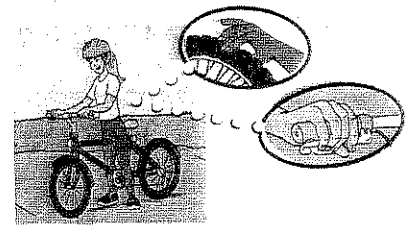
- ♦ Ride on the right side of the road or trail.
- ♦ Always stop at the end of a driveway — look left, right, then left again before starting.
- ♦ Obey traffic laws—signs and signals, including stoplights.
- ♦ Ride straight—no surprises.
- ♦ Look back before turning left or if you have to move left to 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.



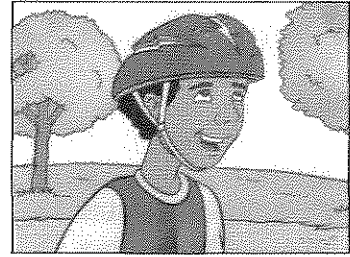
Intended for older elementary and pre-teen children.

*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 "**A**ir (full tires), **B**rakes (working, and not rubbing), **C**hain and **C**rank -- and (tightened) **Q**uick 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



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

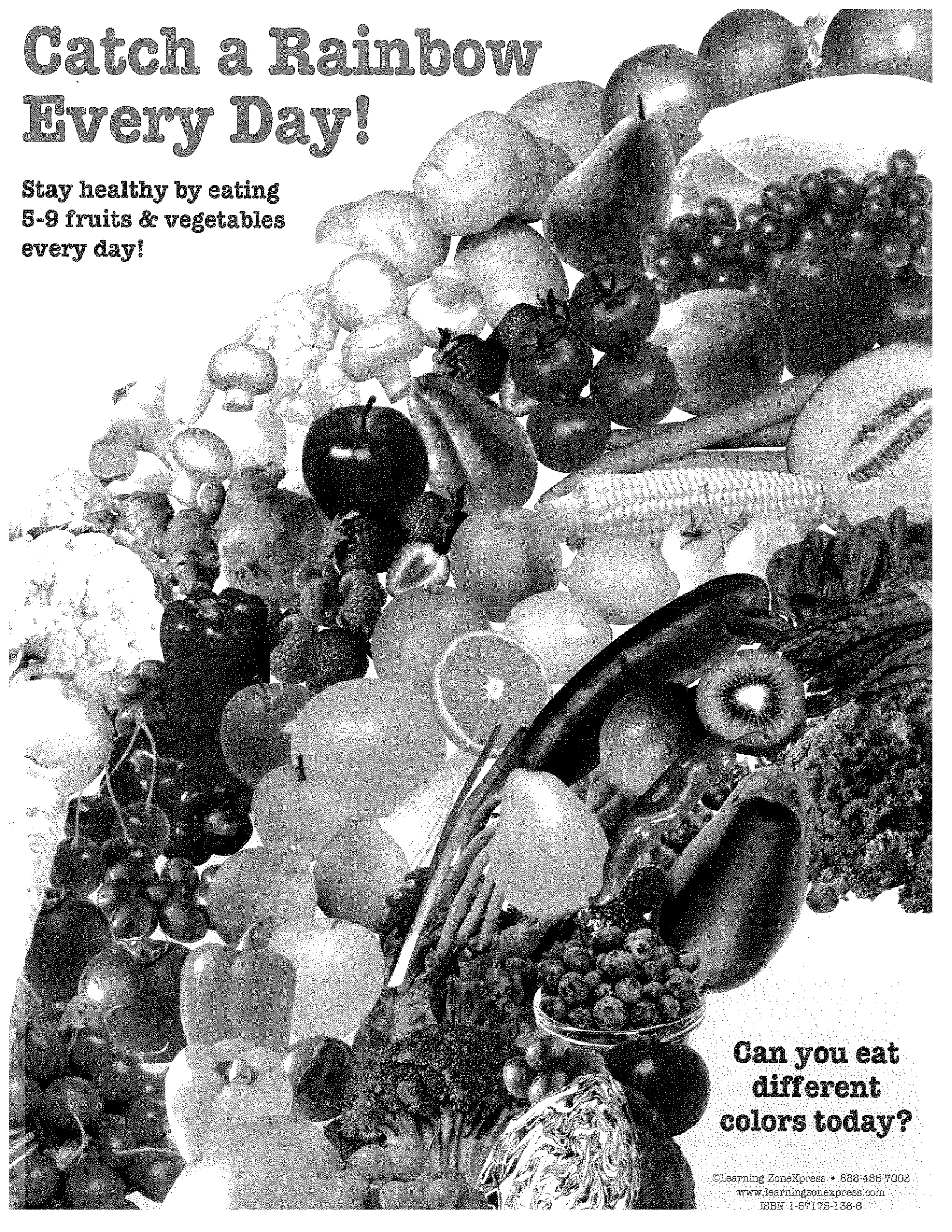
www.bam.gov

www.americanheart.org

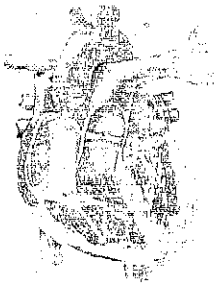
www.kidnetic.com

Catch a Rainbow Every Day!

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



Can you eat
different
colors today?



The Human Body



The human body is made up of a head, neck, torso, two arms and two legs. The average height of an adult human is about 5 to 6 feet tall. The human body is made to stand erect, walk on two feet, use the arms to carry and lift, and has opposable thumbs (able to grasp).

The adult body is made up of:

- 100 trillion cells
- 206 bones
- 600 muscles
- 22 internal organs

There are many systems in the human body:

- Circulatory System (heart, blood, vessels)
- Respiratory System (nose, trachea, lungs)
- Immune System (many types of protein, cells, organs, tissues)
- Skeletal System (bones)
- Excretory System (lungs, large intestine, kidneys)
- Urinary System (bladder, kidneys)
- Muscular System (muscles)
- Endocrine System (glands)
- Digestive System (mouth, esophagus, stomach, intestines)
- Nervous System (brain, spinal cord, nerves)
- Reproductive System (male and female reproductive organs)
- Integumentary System (skin)

For more facts go to: www.kidskonnnect.com

Click on Subjects and choose Health. Now you can choose any system of the human body to explore more interesting facts about.

Fiber

Fiber, so very good for you
Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

Every meal, every day
You gotta think about the Fiber way
Fruits, veggies and whole grains too
Full of Fiber and good for you

Apples, pears and prunes
Have Fiber by the mile
Eat 'em as a snack
They're gonna make you smile
Fiber, so very good for you

Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

Every meal, every day
You gotta think about the Fiber way
Fruits, veggies and whole grains too
Full of Fiber and good for you

Veggies with Fiber
Like broccoli are great
Put some sweet potatoes
And spinach on your plate

Fiber, so very good for you
Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

It's a whole lot of things that work together
To keep your body runnin' like a clean machine!

Keeps you healthy - Fiber
Keeps you movin' - Fiber
Every meal - Fiber
Eat a lot of foods with F-I-B-E-R!
Fiber, so very good for you

Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

Fiber

Words and Music by Phil Schroeder and Mel McMurrin
Music Produced and Recorded at Green Street Music, San Francisco, California
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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.

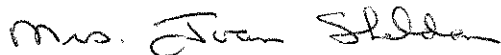
Today your child learned about personal safety. This lesson is part of our school's health program called the Michigan Model for Health.

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

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:

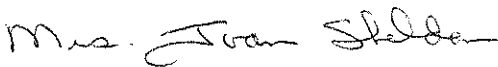
Cómo saber la diferencia entre un toque apropiado y no apropiado

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.

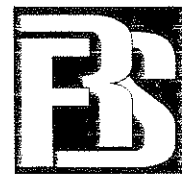
Atentamente,



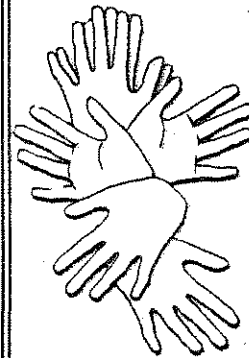
El maestro de la educación física/ la salud de su hijo/a

Child Sexual Abuse:

What Every Family Should Know



**FAMILY
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	Bad Touch
<ul style="list-style-type: none">• Hugs that feel warm and safe	<ul style="list-style-type: none">• Hugs that are too tight
<ul style="list-style-type: none">• Gentle tickling	<ul style="list-style-type: none">• Tickling that won't stop
<ul style="list-style-type: none">• Kisses from caring adults at bedtime and for hellos and good-byes	<ul style="list-style-type: none">• Kisses from someone a child doesn't like or doesn't feel comfortable with
<ul style="list-style-type: none">• Playful and soft touches from pets	<ul style="list-style-type: none">• Slaps, kicks, punches, pinches, and other hurts
<ul style="list-style-type: none">• Handshakes	<ul style="list-style-type: none">• Hard squeezing or grabbing
<ul style="list-style-type: none">• Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort	<ul style="list-style-type: none">• 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.

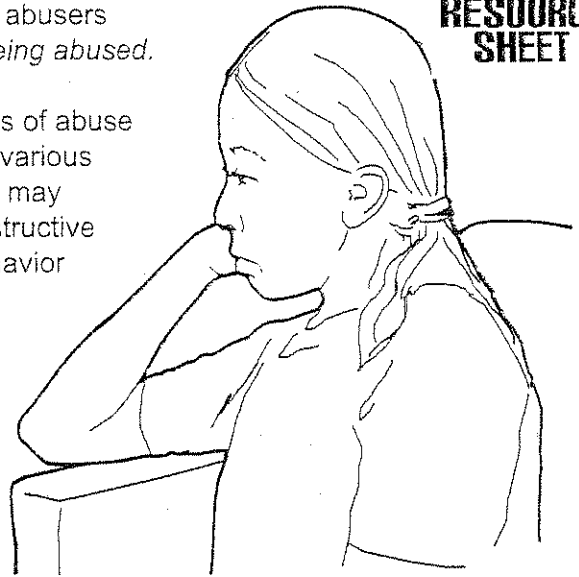
Child Abuse Causes Many Problems



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.



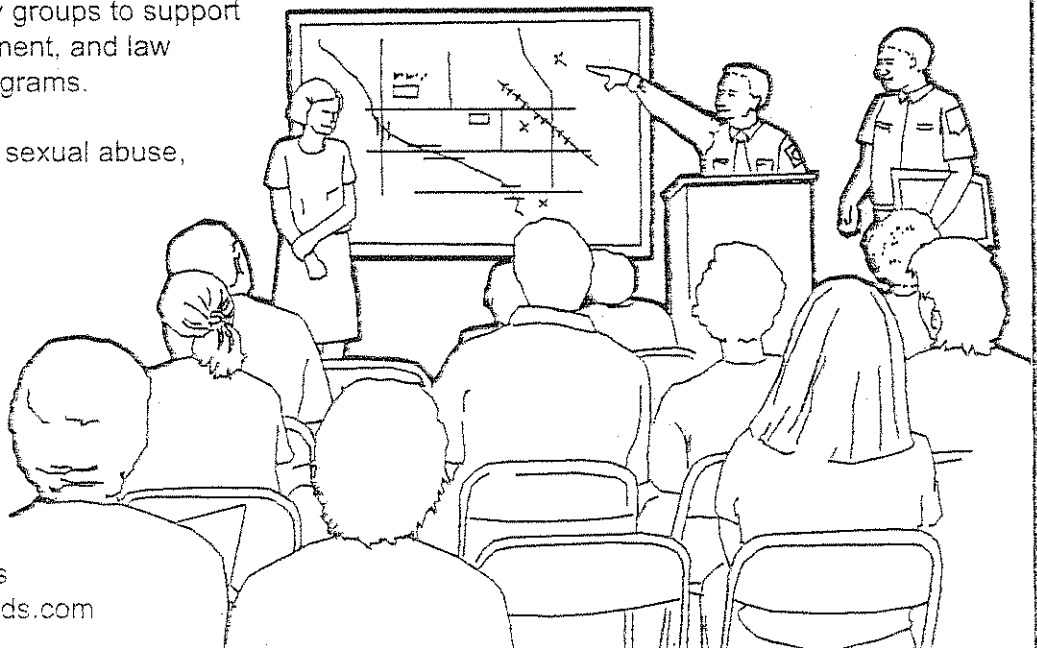
Children Need Adults to Help Resolve These Problems

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



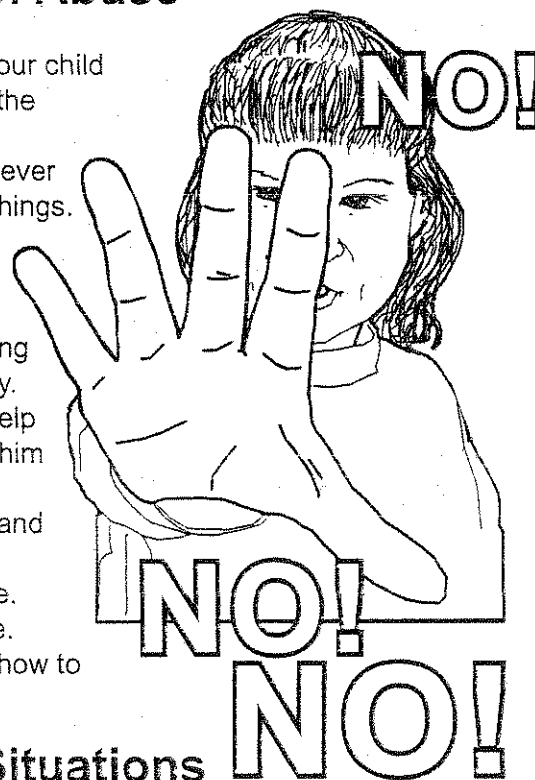
What You Can Do to Protect Your Child From Sexual Abuse



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

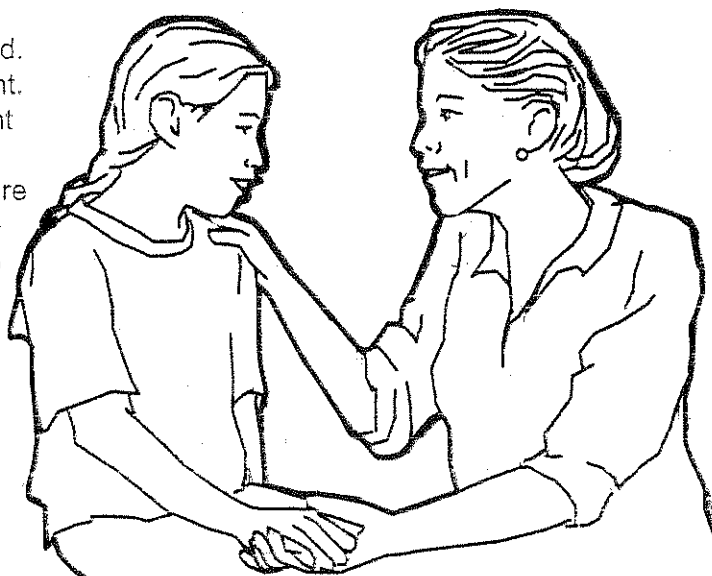
- Be aware of who spends time with your child. Unwanted touch may come from someone you like and trust. Get to know the adults and older children who are close to your child.
- Take care when choosing babysitters and day care providers.
- Refuse to leave your child in the company of anyone you do not 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



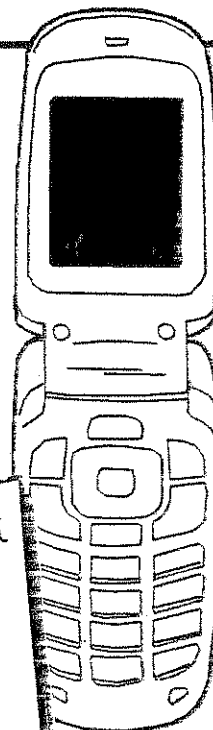
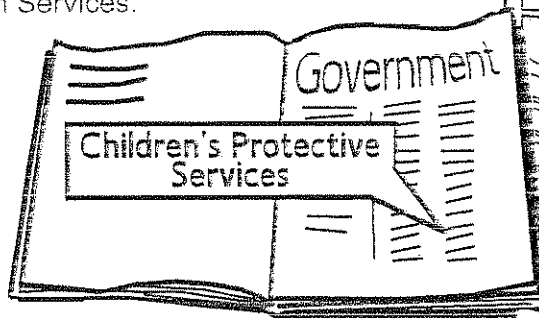
**FAMILY
RESOURCE
SHEET**

- 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."



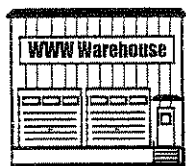
A Quick Guide to the Internet for Families

The Internet is fun and useful. It also has some hazards. Everyone in your family can enjoy the Internet and stay safe by following some simple rules. You and your child may already know many of these ideas. This is a good time to review them and set some family Internet safety rules.



Know the Language

First, discuss these terms with your child to help you talk about Internet safety.



The **World Wide Web**, or WWW, is like a huge storage building. It is filled with all kinds of materials. The **Internet** is like a delivery truck that brings information from the World



Wide Web to computer screens, sometimes in just a few seconds.

Download is the word used to talk about copying files from the Internet onto a computer. Copying harmful files called **viruses** can cause computer problems.

Download

A **user name** is a made-up name for Internet use, like a nickname. A **password** is a secret code. You often need a user name and password to sign on to the Internet.

User Name:

Password:

A **cyber-bully** is a person who bullies other people on the Internet through e-mails, websites, and chat rooms.



An **e-mail** is a note or letter sent on the Internet. An e-mail may include an **attachment**, which can be any type of file. A **file** may be

some text, a picture, a song, a game, and so on.



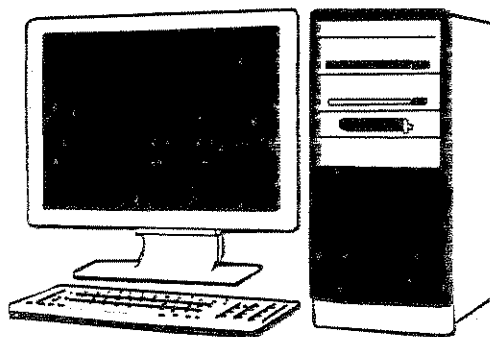
People in an Internet **chat room** "talk" to one another by typing their chat text on their keyboards. It is like a conversation in writing. An **instant message**, or **IM**, is another way to "talk" to people selected to be on your IM contact list.



Think of a **website** as a room that contains many different things. For example, websites can provide news reports, sports scores, hobby information, photos, games, and so on. A **blog** is short for a "web log." Like a journal, a person can record ideas, opinions, or pictures regularly for visitors to see.

Here's a Good Idea!

Place the computer in a common location so that it is easy to monitor your child's usage.



See How Well Your Child Follows the Internet Safety Rules

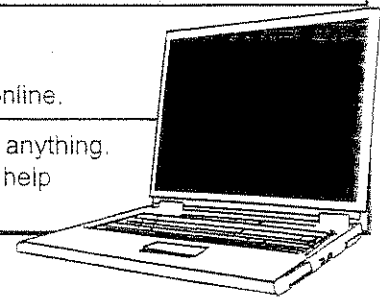
Visit the "Family Corner" on the Educational Materials Center website at www.emc.cmich.edu/family. You will find a checklist you can use to assess how well your child is following the Internet safety rules.

Follow These Safety Tips

There is a safety strategy for every Internet hazard. This table shows some ways you can help prevent harm from Internet activities.



Internet Hazard	Web-Wise Rules
Telling personal information	<ul style="list-style-type: none"> Tell your child to never give out his or her real name, address, phone number, birth date, school he or she attends, names of teams he or she plays on, grade he or she is in, other personal information, or passwords to people you don't know. Help your child choose user names that do not indicate gender. One example is "RED123."
Sending and receiving photos	<ul style="list-style-type: none"> Family members should e-mail photos only to people you agree can be trusted. Tell your child to let you know right away if he or she sees a photo on the computer that is scary or "wrong."
Using chat rooms	<ul style="list-style-type: none"> Teach your child to never give clues that might help someone figure out your child's name or where you live. Remind your child that some people lie on the Internet. Not everything written online is true.
Sending e-mails and instant messages	<ul style="list-style-type: none"> Help your child find better ways to handle problems than to send unkind e-mails or instant messages when he or she is upset. Treat other people online the way you want them to treat you.
Opening attachments	<ul style="list-style-type: none"> Tell your child to ask permission before opening any attachment. Never open an attachment if you do not know who sent it.
Meeting internet friends	<ul style="list-style-type: none"> Tell your child to say no if a person known only through the Internet asks to meet your child. If your child wants to invite an Internet friend to meet in person, the safest strategy is to say no.
Cyber-bullying	<ul style="list-style-type: none"> Never bully or threaten other people in e-mails, instant messages, or chat rooms. Take it seriously if your child says someone is bullying him or her.
Visiting websites	<ul style="list-style-type: none"> Set rules about when and for how long your child can go online. A good limit is a total of two hours each day for watching television, using the computer, and playing video games. Check out websites, blogs, chat rooms, and games before your child uses them for the first time. Place a blocker on all websites you do not want your child to visit. Contact your Internet provider for information.
Buying things	<ul style="list-style-type: none"> Never let children buy something on the Internet. Keep credit card numbers away from children. Make sure the website is secure if you want to buy something online.
Downloading files	<ul style="list-style-type: none"> Tell your child to always ask for permission before downloading anything. It is against the law to download certain files. Ask a librarian for help if you're not sure how to check.



More Suggestions

- Phone the **Cyber-Tip Telephone Hotline** (1-877-5CYBER3) if your child has a threatening experience when using the Internet.
- i-SAFE** is an organization that helps young people take control of their Internet experiences. i-SAFE works with schools, police departments, law enforcement agencies, and other groups to keep children safe online. You can learn more about Internet safety by visiting this trusted, safe website: <http://www.isafe.org>.
- The **State Police** website often has tips for young people and parents. For example, in Michigan, visit this website to get more ideas: www.michigan.gov/msp. Look under "Safety."

LESSON 4

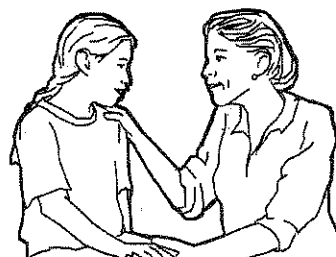
Need an envelope for each child
 ① - Letter to parent
 ② - F.R. papers

Street Smarts

Student Learning Objectives:	National Health Education Standards:
1. Describe strategies to stay safe in potentially harmful situations.	• Self Management
2. Identify appropriate and inappropriate touch.	• Core Concepts
3. Explain that a child is not at fault if someone touches him or her in an inappropriate way.	• Core Concepts
4. Describe how to ask a trusted adult for help.	• Accessing Information

Lesson Synopsis

Review the three D's for telling from the previous safety lesson. Watch a DVD that discusses several different potentially unsafe situations and ways to protect self and others. In teams, identify key safety tips presented for each safety topic. Briefly review the lesson. Conclude the safety unit.



Activity	Time in Minutes	Materials Needed
Introduction	1	Health Education Materials • Poster: "The Three D's for Telling," Educational Materials Center
Teacher Input	22	Health Education Materials • Video [VHS or DVD]: <i>Staying Safe: Strangers, Cyberspace & More</i> , Clearvue and SVE (20 minutes) Teacher Manual Resources • Teacher Reference: "Teaching Personal Safety" • Teacher Reference: "What to Do If a Student Discloses Abuse" • Teacher Reference: "Strategies for Safe Internet Use" Supplied by the Teacher • AV equipment
Application or Skill Practice	10	Health Education Materials • Poster: "Say, NO!" Educational Materials Center • Poster: "Safety Tips for Using the Internet," Educational Materials Center (Extension Activity) • Poster: "Staying Safe Around Dangerous Objects," Educational Materials Center (Extension Activity) Teacher Manual Resources • Teacher Reference: "Questions on Safety Tips"

Closure	2	Teacher Manual Resources <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" • Family Resource Sheet: "A Quick Guide to the Internet for Families" (Suggestion)
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. This will give them the opportunity to preview the video if they wish. A sample letter is located in Lesson 1 of this unit.
- **Read** the teacher references, "Teaching Personal Safety," "What to Do If a Student Discloses Abuse," and "Strategies for Safe Internet Use."
- **Preview** the video. The following safety topics are covered: dealing with strangers, being responsible, cyberspace safety, disturbing feelings, abuse, sexual abuse, secrets, and weapons. Telling trusted adults is emphasized and examples named.

For Introduction:

- **Display** the poster, "The Three D's for Telling."

For Application or Skill Practice:

- **Display** the poster, "Say, NO!" and any other posters you decide to use.
- **Decide** how to divide your class into small groups with three or four students in each group.


Closure:

- **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.
- **Duplicate** the family resource sheet, "A Quick Guide to the Internet for Families," for students to take home. (Suggestion)

LESSON PROCEDURE

Introduction: Review the three D's for telling from the previous safety lesson. Introduce the topics covered in this lesson.

Approximately 1 minute

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the three D's for telling.	<p><i>Stand up if you can remember all three D's for telling.</i></p> <p>Call on three students to each name one of the three D's.</p> <p>Answers:</p> <ul style="list-style-type: none"> • dangerous • destructive • disturbing <p><i>Who Remembers what the 3 D's for telling are?</i></p> <p><i>Telling an adult when something is dangerous, destructive, or disturbing is the responsible and safest way to handle these situations.</i></p> <p>Display the poster for reinforcement, if needed.</p> <p><i>on front bulletin board.</i></p>	 <p>The video has sections dealing with abuse, friends who are hurting, and child sexual abuse. As a classroom teacher, you are a resource and support for students on a daily basis and the best person to teach this lesson. 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>We have talked about unsafe and safe places. Today we will talk about several other potential unsafe situations and ways you can protect yourself.</i></p>	

Teacher Input: Watch the video that discusses dealing with strangers, being responsible, cyberspace safety, disturbing feelings, abuse, sexual abuse, secrets, and weapons.

Approximately 22 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Introduce the video, <i>Staying Safe: Strangers, Cyberspace & More.</i>	<p><i>I have a video I want to show you. It will teach you how to be street smart. What do you think we mean by street smart?</i></p> <p>Answers: knowing how to stay as safe as possible in any situation; using what we know to think before acting</p>	<p><i>Write Street Smart on board</i></p>

The video talks about seven different situations that could be unsafe. As we watch it together, I'll write each situation on the board. The video says that you aren't born knowing how to stay safe. You have to learn how to do it. Listen for tips the video gives you for protecting yourself and others.

As the video plays, record these topics on the board:

- Dealing With Strangers
- Being Responsible
- Cyberspace Safety
- Kid 2 Kid Confidential
- Health Heroes
- Secrets
- Weapons

Tell students
the 7 topics prior
to viewing the DVD



The "Kid 2 Kid Confidential" segment is about disturbing feelings, abuse and sexual abuse. 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.







Using media for abuse and sexual abuse prevention is often the most comfortable approach for students and the teacher. However, finding appropriate media is challenging. An extensive search was conducted for recent media 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




Application or Skill Practice: Review the safety tips provided in the video and practice applying them to hypothetical situations.

Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form small groups.</p> <p>Explain the activity.</p> <p>Read the questions from the teacher reference, "Questions on Safety Tips."</p>  <p>Display the poster, "Say, NO!"</p>	<p>Divide into small groups, or teams, with three or four students in each group. Assign someone in each group to be the spokesperson.</p> <p><i>Each small group is a team. You will think together as a team to answer questions that were discussed on the video. I'll read the question. Talk about the answer in your team. When you have decided on an answer your team thinks is correct, have your spokesperson stand up.</i></p> <p>Read as many questions as time will allow and ask teams to respond. Correct their answers as needed. Select questions that seem most pertinent to your students.</p> <p>Praise students for their efforts.</p> <p>Display the poster when discussing good and bad touch to reinforce the safety strategies.</p>	 <p>Some students may feel uncomfortable or embarrassed during this lesson since parts of it discuss touching and private parts of their bodies. Acknowledge that many people feel uncomfortable when talking about their bodies. While these feelings are normal, this topic is an important one to discuss.</p>  <p>Display these posters to reinforce the messages on the video.</p> <ul style="list-style-type: none"> • "Safety Tips for Using the Internet" • "Staying Safe Around Dangerous Objects"
<p>Identify adults who would help with safety problems.</p>	<p><i>Each of you knows some health heroes. They would like to help you if you need help with a problem like the ones we've discussed today. Think of who those adults are. Have each team member name two adults they could ask for help. Try to think of different types of people.</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>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."</p>

Closure: Restate the importance of getting adult help in dangerous, destructive, and disturbing situations. Conclude this unit of the health curriculum.

Approximately 2 minutes

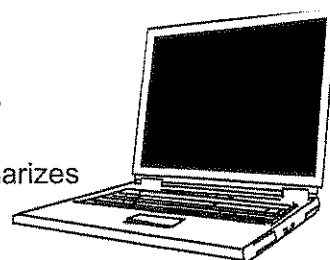
Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the importance of getting adult help.</p> <p>Reassure students that dangerous situations do not happen frequently.</p>	<p><i>One rule was stated over and over again in many different situations.</i></p> <p><i>Who would like to guess which one I'm thinking of?</i></p> <p>Answer: Tell an adult if you are in dangerous, destructive, or disturbing situations.</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>Have students pair up and tell each other what they would tell a friend about safety if the friend missed this lesson.</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>Distribute the family resource sheet, "A Quick Guide to the Internet for Families," if you think your students' families would benefit.</p>
<p>Conclude this topic of the health curriculum.</p>	<p><i>Today, and in our last three health lessons, we learned some ways to stay safe. We talked about how important it is to always use seat belts when riding in vehicles and to use a booster seat when needed. We practiced how to use seat belts correctly. We talked about how to tell whether a situation is safe or not, when to ask adults for help, what to do when we see a dangerous object and how to stay safe around strangers or in cyberspace.</i></p> <p><i>Be sure to ask your family if you have any questions about these safety rules. Remember that you can always ask a trusted adult for help if you have any concerns.</i></p>	

Questions For Discussion
w/ the 3rd graders begins in this
packet on page 78.



Strategies for Safe Internet Use

This teacher reference provides you with Internet-related definitions and summarizes some basic rules for Internet safety.



World Wide Web	A resource on the Internet that is filled with all kinds of information and other materials.
Web	A short name for the World Wide Web.
WWW	An abbreviation for the World Wide Web.
Internet	The name for the computer's transportation system. It brings information from the World Wide Web to computer screens.
User name	A made-up name people use when they access the Internet. Sort of like a nickname.
Password	A secret code. It may use letters, numbers, or even punctuation marks or other symbols.
Online	What we call it when you are on the Internet.
E-mail	A note or letter sent on the Internet.
Attachment	A file or picture that goes with an e-mail.
File	Something like a package delivered by the Internet. It may be some text, a picture, a song, a game, and so on.
Chat room	A place on the Internet where people can "talk" to one another more quickly than they can in e-mails.
Instant Message or IM	A way a person can "talk" quickly to people who have been invited to be on a contact list.
Website	Similar to a room or store on the Internet. Each one has certain things in it. Some examples are music, photos, games, sports scores, and information on topics you learn about in school. Chat rooms are another example.
Blog	Short for "web log." A website where people write information or opinions, place pictures or create something else to share with others on a regular basis, like a journal.
Download	This is what you do to copy a file from the Internet onto a computer. The file is then stored on the computer.
Virus	Something that can make a computer have trouble working correctly. You can get these from downloading files.
Software	This is what runs inside a computer and helps us get on the Internet. There are many kinds of software that allow us to use the computer in different ways.
Cyber	The word we use that relates to computers and the Internet.
Cyber-Bully	A person who bullies other people on the Internet through e-mails, websites, and chat rooms.



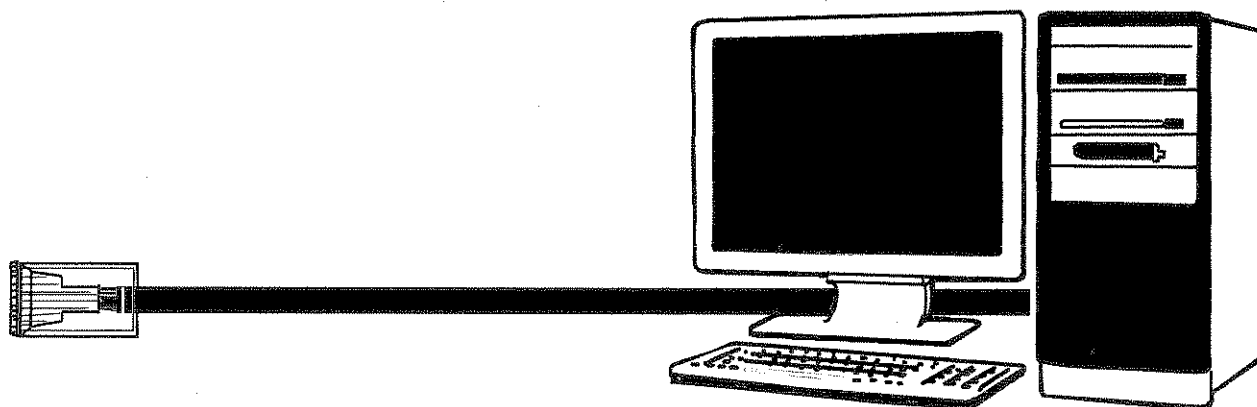
General Internet Safety Rules

- Always follow your family's Internet safety rules.
- Limit your time online to whatever amount your family agrees is okay. In general, try to limit your time to two hours of watching television, using the computer, and playing video games each day.
- Avoid Internet hazards by practicing safe behaviors like those listed below.
- Tell a trusted adult if something doesn't feel "right."
- Tell a trusted adult if you break an Internet safety rule, and make a plan to stay safe in the future.

Internet Hazard	Web-Wise Rules
Telling personal information	<ul style="list-style-type: none">• Never give out your real name, address, phone number, birth date, or other personal information, such as your school's name, the grade you are in, or the name of a team you play on, in chat rooms or to people you don't know in person.• Choose user names that do not tell if you are a girl or a boy. One example is "RED123."• Never tell your user names and passwords for getting onto the Internet to anyone but a parent or trusted adult.
Sending and receiving photos	<ul style="list-style-type: none">• Never post your photo on the Internet.• Only e-mail your photo to people a parent or another adult in your family agrees can be trusted.• If a photo on your computer screen bothers you or seems "wrong," tell an adult right away.• Never open a photo that comes attached to an e-mail unless the sender is someone you know in person.
Using chat rooms	<ul style="list-style-type: none">• Never give anyone clues about yourself, such as where you go to school, what teams you play on, a hobby, or the town where you live. With clues, other people can figure out who you are or where you live.• Remember: People can say things online about themselves or their ages, but unless you know them personally, you don't know for sure what's true. Some people lie on the Internet, just like in real life.• When you're chatting, be kind. Don't bully or threaten.
Sending e-mails and instant messages	<ul style="list-style-type: none">• When you're writing e-mails or instant messages, use the Golden Rule: Treat other people the way you want them to treat you.• Never say unkind things.• Never send a message if you are mad or upset. Instead, re-read the message after you have had a chance to think about the situation. Ask an adult for a safer, better way to handle the problem.
Opening attachments	<ul style="list-style-type: none">• Ask permission from a parent or a trusted adult before opening any attachment.• Never open an attachment if you do not know who sent it. Even if the e-mail makes the attached file sound like a lot of fun, don't open it.



Meeting Internet friends	<ul style="list-style-type: none">• Never agree to meet in person someone you know only through the Internet, no matter what he or she says.• People sometimes lie online about who they are. When in doubt, check it out by showing e-mails or chat logs to a parent or a trusted adult.• If you want to invite an Internet friend to meet in person, talk to a parent or a trusted adult first. He or she will help you decide if it is safe.
Cyber-bullying	<ul style="list-style-type: none">• Never use e-mail, instant messages, or chat rooms to bully or threaten other people. This includes spreading rumors about someone.• If someone bullies or threatens you, tell an adult right away. Tell your parents, a teacher, or an adult you trust.
Visiting websites	<ul style="list-style-type: none">• Follow your family's rules about when you can go online and how much time you can spend looking at websites.• When you are visiting a website or blog for the first time, ask a parent or a trusted adult to look at it with you. They will help you decide if it is safe.• Always ask your parents before you play an Internet game.
Buying things	<ul style="list-style-type: none">• Never buy something on the Internet. An adult must decide if an item is okay to buy and if a website is safe enough.• If you find credit card or other bank information, give it to a parent or another adult in your family right away. Never give out credit card or bank numbers on the Internet.
Downloading or copying files, music, games, or information	<ul style="list-style-type: none">• Ask a parent or a trusted adult before downloading anything from the Internet. A file may be music, a game, a video clip, or text. Not all files are safe. Some may cause problems for your computer.• It is against the law to download certain files. If your family sometimes lets you download music or videos, ask them to help you make sure it's legal to copy files from the website you're using.• Remember: It is cheating to write down another person's words and say they're your own. If you are researching a report for school, take notes from the book or website. Then use your own words to tell what you have learned.





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,
Marlyn 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.



Questions on Safety Tips

Dealing With Strangers	
Question:	Answer:
Who is a stranger?	Answer: anyone you don't know
What should you do if a stranger in a car asks for help?	Answer: If a car slows down or is stopped and the driver wants information, walk away.
What should you do if a stranger follows you?	Answer: Run and yell.
What can you and your family do in case someone other than a family member needs to pick you up?	Answer: Decide on a password. Anyone sent to pick you up will know the password.
Additional Teacher Input to share with students if you wish	<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>

Being Responsible	
Question:	Answer:
What can you do to be responsible and stay safe?	<p>Answers:</p> <ul style="list-style-type: none"> • Tell your family where you are going and for how long. • Phone your family when leaving to go home. • Go places with a friend and where there are lots of people. • Know where to get help, such as a friend's house, police station, and so on.
Additional Teacher Input to share with students if you wish	<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>

**Cyberspace Safety**

Question:	Answer:
<i>What should you do if someone you meet in a chat room wants to get together in person?</i>	<p>Answer:</p> <ul style="list-style-type: none"> • Never agree to meet someone in person that you have met online and do not know. • Never give out personal information, such as your name, phone number or address.
<i>What other rules will help you stay safe when using the Internet?</i>	<p>Answers:</p> <ul style="list-style-type: none"> • Only use websites your parents have approved and are made for kids. • Never send pictures to others without your parent's approval. • Never give out personal information, such as your name, phone number or address. • If something scary happens, stop using the computer and tell an adult.

Kid 2 Kid Confidential

Question:	Answer:
<i>If you or a friend of yours is really hurting, very unhappy or sad, what should you do?</i>	<p>Answer: Tell an adult.</p>
<i>If someone does something to you that makes you feel uncomfortable, like touching you in a hurtful way or touching your private parts (parts of your body that are covered by a swim suit), what should you do?</i>	<p>Answers:</p> <ul style="list-style-type: none"> • Say, "No" • Get away. • Tell a trusted adult. • Keep telling until someone helps you.
Additional Teacher Input to share with students if you wish	<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>We often think that adults who hurt children are strangers. Sometimes strangers do hurt children. However, an adult who touches a child in a bad way is often someone the child knows, such as a neighbor or a family member.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Remember that if someone touches you in a way that feels bad or uncomfortable, it is never your fault.</i></p> <p><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></p>



Health Heroes

Question:

What do we mean by health heroes?

Answer:

Answer: Adults we trust and who will help us.

Secrets

Question:

What did the video say about keeping secrets?

Answer:

Answer: It's okay to keep fun secrets, such as a secret about a surprise birthday party. However, report any secrets that don't feel right to a trusted adult.

Weapons

Question:

What is the rule for dangerous objects like weapons?

Answer:

- Answer:
- Stop.
 - Don't touch.
 - Leave the area.
 - Tell an adult.