

SOUDERTON AREA SCHOOL DISTRICT

CHILD PROTECTION PROGRAM

PARENT PACKET

ELEMENTARY LEVEL

Guidance Standard 1

Students acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

The Elementary Counselors:

**Kristen Brubaker – EMC
Jessica Porambo – Franconia
Linda Moyer – Lower Salford
Christina Bebe – Oak Ridge
Megan Slipakoff – Salford Hills
Kelly Siegfried – Vernfield
Courtney Panachyda – West Broad Street**

**Together, we can make a change in society by
teaching our children to protect themselves.**

September 2011

CHILD PROTECTION PROGRAM

OVERVIEW

During the 1987-88 school year, a coalition of personnel from the Souderton Area School District and community representatives developed a child abuse prevention program for kindergarten, second and fourth grades. The current Child Protection Program reflects on-going evaluation and includes revisions. It recognizes the continuing need to provide students with knowledge and skills to ensure personal safety. Each year, new faculty members are in-serviced and parents are invited to preview the curriculum. The success of the Child Protection Program presented in individual classrooms by the school counselors depends on collaborative efforts in a supportive context. This current safety unit includes:

- | | |
|----------------|---|
| Kindergarten - | STRANGER AWARENESS/Good Touch, Bad Touch
Three lessons (optional follow up fourth lesson) will be presented. Among other materials to be used are the video "Willie/Joey" and videos from the "Safe Child" curriculum. |
| Second Grade - | GOOD TOUCH, BAD TOUCH
The three sessions will include the use of these videos: "Being Your Own Best Friend", "A Most Unusual Tale", and "Now I Can Tell You My Secret". |
| Fourth Grade - | ASSERTIVE SKILLS, HARASSMENT AND SEXUAL ABUSE
The four approximately 40 minute sessions include the videos "Respecting Each Other: Sexual Harassment Prevention," "Yes, You Can Say, "No" and "When Should You Tell." |

PROGRAM RATIONALE

NATIONAL STATISTICS: (current statistics 2007).

Sexual abuse is the most concealed, distressful, and controversial form of child abuse.

Although substantial numbers of abused and neglected children are recognized as such and reported to State or local Child Protective Services (CPS) agencies, reported cases represent only a part of known or suspected child maltreatment. Child abuse can be found across socio-economic lines and among people from all cultural and ethnic groups. The abuser is not always the "dangerous stranger" about whom children are warned. Almost 80% of all child abuse is perpetrated by someone known to and trusted by the child. Of the offenders known to the child, almost half are the father or stepfather.

Sexual abuse thrives on secrecy. Since the sexual abuse often begins before the child is old enough to understand its significance, most suffer long-term emotional scars. Often there is little or no physical evidence. Because children often feel responsible for what happened, they may hide or explain away the symptoms of abuse which do exist. Several powerful fears keep the child silent--fear of retaliation by the abuser, fear of not being believed, fear of being blamed or shunned and, in the case of incest, fear that disclosure will destroy the family.

Research provided by the National Child Abuse and Neglect Data System, Child Maltreatment 2007, presents the following data:

In 2007, an estimated 3.2 million referrals involving the alleged maltreatment of approximately 5.8 million children were referred to Child Protective Services agencies throughout the United States. Approximately 62 percent (61.7%) of referrals were screened in for investigation or assessment by CPS agencies.

- Approximately 25 (25.2%) percent of the investigations or assessments determined at least one child who was found to be a victim of abuse or neglect with the following report dispositions: 24.1 percent substantiated, 0.6 percent indicated, and 0.5 percent alternative response victim.
- More than 74 percent of the investigations or assessments determined that the child was not a victim of maltreatment with the following dispositions: 61.3 percent unsubstantiated, 6.1 percent alternative response non-victim, 5.7 percent "other," 1.6 percent closed with no finding, and 0.0 percent intentionally false.

During 2007 an estimated 794,000 children were determined to be victims of abuse or neglect. An estimated 1,760 children died due to child abuse or neglect. The overall rate of child fatalities was 2.35 deaths per 100,000 children. Nearly 80 percent (79.9%) of perpetrators of child maltreatment were parents, and 6.6 percent were other relatives.

PENNSYLVANIA STATISTICS:

2008 Child Abuse Statistics*

- 25,655 reports of suspected child abuse were received
- 4,201 of which were substantiated
- 16% of the reports received were substantiated
- 52% of all substantiated reports involve sexual abuse

*Information provided by the Pennsylvania Department of Public Welfare

2006 Montgomery County Office of Children & Youth Statistics

1,330 reports were accepted for investigation by the Montgomery County Office of Children & Youth. Of the 1,330 investigations completed during 2006, 561 were Child Protective Service Investigations and 769 were General Protective Service investigations. The specific breakdown of CPS (Child Protective Service) is as follows:

- 386 were reports of serious physical injury
- 130 were reports of sexual abuse or sexual exploitation
- 8 were reports of serious mental injury
- 20 were reports of serious physical neglect
- 17 were reports of imminent risk of child abuse

Reporting and Investigation of Child Abuse

The Child Protective Services Law (CPSL) defines child abuse as any of the following when committed upon a child under 18 years of age by a parent, household member, person responsible for a child's welfare or the significant other of a parent:

- Any act or failure to act occurring within the last two years that is a non-accidental serious physical injury
- Any act or failure to act that causes serious mental injury or sexual abuse
- Any act or failure to act occurring within the last two years that creates imminent risk of serious physical injury or sexual abuse
- Serious physical neglect that endangers a child's life or development or impairs the child's functioning.

SOUDERTON AREA SCHOOL DISTRICT

2003 Statistics

CHILD PROTECTION PROGRAM

There are five police agencies within our school district, including the Pennsylvania State Police. The following information was reported by the Souderton Police Department.

January 1, 2003 to August 31, 2003

	Reports	Arrests	Unfounded
Physical Abuse	7	3	1
Sexual Abuse	0	0	0
Mental Abuse	0	0	0
<u>Neglect</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	7	3	1

Child Abuse Cases September 1, 2002 to August 31, 2003

Sexual	4	2	2
Mental	0	0	0
Physical	7	5	0
<u>Neglect</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	11	7	2

Montgomery County Office of Children and Youth

In 2003, the Montgomery County Office of Children & Youth investigated 1,250 reports of child maltreatment. 538 investigations involved abuse and 712 investigations involved neglect. Our overall substantiation rate was 17%.

In the Souderton School District, the Montgomery County Office of Children & Youth investigated 18 reports of abuse—Child Protective Service cases.

- 12 of the 18 investigations specifically involved physical abuse.
- 1 of those 18 investigations was substantiated, however in many cases services were provided.
- 4 of the 18 investigations specifically involved sexual abuse.
- 1 of those 18 investigations were substantiated.
- 2 of the 18 investigations specifically involved mental abuse.
- Neither of those reports of mental abuse was substantiated.
- 3.4% (18/538) of our total reports/investigations of abuse for Montgomery County were in the Souderton School District.
- Substantiation rate in Souderton School District in 2003 was 11%.

Geographic Distribution of 18 abuse reports within the Souderton School District.

• Souderton	5	28%
• Telford	4	22%
• Franconia	0	
• Salford	0	
• Lower Salford	8	44%
• Upper Salford	1	6%

In the Souderton School District, the Montgomery County Office of Children & Youth investigated 24 reports of neglect – General Protective Service cases.

- 3.9% (28/712) of our total reports/investigations of neglect for Montgomery County were in the Souderton School District.
- Substantiation rates are not considered in General Protective Service cases.

November 29, 2000

Mrs. Sue Chambers
Franconia School
366 Harleysville Pike
Souderton, PA 18964

Dear Mrs. Chambers:

I am writing to you today for one main reason. A little while ago I attended a parent information meeting regarding videos as well as discussion for the 2nd grade class on Good Touch Bad Touch. I just wanted to make a few comments regarding this issue. I apologize for my lateness with this letter, but I still felt the need to write it.

As a parent who had experienced sexual abuse as a child, I am strongly encouraging this program. My experience was when I was around 7 to 8 years old with a very good friend of the family. I was always taught strangers were the ones to do things like this, not friends and family. Thank God, after I got the courage to talk to my Mom, I never had to visit with him again.

As I watched the videos and listened to the Guidance Counselors some things were very difficult to take. In my opinion the videos shown were excellent. They showed "very true" examples of what can and does happen. The words used by the assumed abuser were so true it scared me. They were the same words said to me. I also like the way you are teaching the children to have the courage and stand up for themselves and say "no" because they are allowed. I was very afraid to tell my parents what was happening since it was their best friend's son. It's hard for a child to understand respect for adults and others and still know they have the right to say no. The guidance counselors did an excellent job of getting the message to the children in a way that they will understand.

I hope this program continues throughout the future, unfortunately, we need children to be aware of the dangers, when out of our eyesight. And as parents, never take it for granted that the children are playing just fine, no need to check on them. Always check on them. Please!

Again, I just wanted to express my encouragement and gratitude in teaching this to my children as well as other children in the school.

Thank you,

BASIC PRINCIPLES OF PREVENTION

The Basic Principles of Prevention are taken from the Safe Child Program, by Sherrell Kraiser, Ph.D.

To prevent abuse we need to give children the skills they need to act effectively on their own behalf when they are in a potentially abusive situation. When alone with a potential abuser, children can, and must be responsible for their own well-being. At such times, they need permission to speak up. They need specific techniques to stop what is being done to them and they must know they will be believed and supported by the adults in their lives. The best overall defense children have against abuse is:

- A sense of their own abilities
- The ability to accurately assess and handle a variety of situations
- Knowing where and how to get help
- Knowing they will be believed.

Children have a right to be safe without being afraid and children who have been taught to think for themselves are the safest children of all. The basic principles of prevention are:

- Your body belongs to you.
- You have a right to say who touches you and how.
- If someone touches you in a way you do not like, in a way that upsets you, that makes you feel uncomfortable, or that you think is wrong, it's okay to say "no."
- If a person doesn't stop, say, "I'm going to tell."
- If someone is hitting you so hard that it leaves marks that are there the next day, that is too much. You need to tell a grownup who can help you.
- If someone says things to you that make you feel really bad about yourself, and it keeps happening you need to tell a grownup who can help you.
- Kids have a right to be taken care of. If you're not getting enough of the things you need to grow up strong and healthy, ask for help.
- If you have a problem, keep talking about it until someone helps you.

SIGNS OF SEXUAL ABUSE

Physical symptoms of sexual abuse are uncommon but should not be disregarded. Any difficulty or discomfort in walking or sitting, bruising or bleeding of genital, anal or related area, vaginal discharge or prepubescent bleeding, or recurrent urinary tract infection should be brought to the attention of authorities if associated with other suspicions of sexual abuse.

Behavioral signs of sexual abuse include: regression in behaviors or developmental milestones, loss of appetite, health complaints, sophistication about sexual matters, engaging in precocious sex play involving adults or other children, associating warmth and nurturing with sexual activity, displaying excessive concerns about being touched, and having difficulty trusting adults.

IF YOUR CHILD REPORTS ABUSE TO YOU

- * **BELIEVE YOUR CHILD** –Almost without exception children do not lie about child abuse, except to deny that it happened.
- * Remain **calm**. Your child's response depends on how you handle the situation. If you are calm and confident, you will assure your child.
- * Go with your child to a private place. Ask your child to tell you what happened in his or her own words and listen carefully. All you need is a general sense of what happened. Don't pressure for details, particularly if the child is upset. Do not confront the abuser when the child is present.
- * Tell your child he/she did the right thing by telling you, that you are very sorry this happened and that you will protect him or her from further abuse.
- * Tell your child it is not his/her fault.
- * Reach out for help. Victim Services (610-277-5200)
- * Consult your physician if there is need for a medical examination.
- * Try to follow a regular routine around the home expecting the usual chores, bedtimes, rules, etc.

REMEMBER: The trauma of abuse is long-term and not always apparent. When a child reports being abused, the process of recovery begins. The next step is to report the abuse and begin the process of treatment for the child and, whenever possible, the perpetrator.

REPORTING SUSPECTED ABUSE OR NEGLECT

The decision to report abuse is almost always difficult. Remember that 85-90% of all sexual abuse and virtually all physical and emotional abuse involve someone known to the child. This means that the community usually knows the offender. Interpersonal relationships and community considerations frequently result in hesitation to report.

At these times it is important to remember that the total responsibility for the offense lies with the offender. Reporting protects the child and may ultimately result in getting the offender professional help. A person who reports suspected abuse is not responsible for ruining the offender's life. The person who has the courage and takes the responsibility to report is saving a child.

The law says that any person who has knowledge or reason to believe that a child has been or is being abused is responsible to report to the agency charged with protecting children.

**Childline, the national, toll-free telephone
number is: 1-800-932-0313**

**Montgomery County Office of Children and Youth
610-278-5800**

**Bucks County Office of Children and Youth
215-348-6900**

Anyone may report a suspected case of child abuse or child maltreatment. It is important to know that the law does not require certainty before reporting and that you have no responsibility to investigate or to try to gather more information yourself. Any suspected case should be reported.

The law protects any person, official, or institution that makes a report in good faith (meaning an honest belief that a child is being abused) by providing immunity from any liability, civil or criminal, that might otherwise result from such actions.

While reporting child abuse can be difficult, if you do not act on behalf of the child, who will?

Questions Parents Commonly Ask

How early can you begin teaching prevention?

Learning prevention skills can be a natural part of growing up, particularly if we build on the skills children are already learning. Between the ages of two and five, children are developing the capabilities, which make the teaching of prevention skills possible.

Wouldn't it be easier with some questions just to say, "Oh, that will never happen to you?"

No. When you say this, your children hear, "Mom and Dad don't want to talk about it." This only increases their concern. Instead of dismissing the question, recognize it, as an opportunity to turn the concern your child is expressing into something your child can be comfortable with.

Won't discussing sexual abuse with children frighten them?

Children have repeatedly commented that having inaccurate, sketchy, or no information is more frightening than knowing the truth. Children equipped with information about what *might* happen do a better job of preventing abuse and of coping with assaults that do occur.

Furthermore, children who are not warned about the possibility of sexual abuse are more likely to hide information about assaults when they happen because they have learned that one does not discuss these things.

I supervise my children pretty closely. Why do they need this Program?

We can't possibly be with our children all the time, so we have to give them the ability to think about the situations they find themselves in, to act effectively on their own behalf and to get help when they need it.

At what age can we leave children alone safely?

There is no definitive answer to that question. It depends on your child, your living situation, available resources, etc. Some nine or ten year olds may be fine by themselves for short periods of time. Some 11 or 12 year olds don't feel comfortable being left alone. A child who does well in 5th or 6th grade may become completely unreliable in adolescence. Care arrangements should be regularly reassessed and discussed.

My child is naturally very affectionate. Will this program make her more wary?

Parents often express concern for children who are naturally affectionate, that it makes them more vulnerable to abuse. We do not *want* or *need* to take away their natural friendliness or affection. There is a significant difference between affection and abuse. When touching crosses over from one to the other, children sense the difference. At that moment, they can use the skills they've learned to speak up and stop what is happening.

My child thinks he can handle anything by using karate.

We call this the “karate chop mentality,” when children think they can “karate chop” their way to safety. While these fantasies are natural and healthy, they should be tempered with a clear distinction between reality and make-believe. This is most easily accomplished by demonstration.

Adults are bigger and stronger than children are. When children believe they can keep themselves safe by physical power, simply demonstrating that it’s not so is often the simplest thing to do. Safety comes from a real understanding of what works and what doesn’t work. This is one of the most important distinctions children can learn.

How do children tell us they are uncomfortable with someone?

Your child may say to you, “Never, ever let that babysitter come back.” When you ask, “Why not?” they may not be able to explain or specifically answer your question. We know children sometimes intuitively sense that something is wrong and can’t really describe what they feel. In other instances, children may be more direct and say something like, “He makes me feel creepy.” These are part of your child’s natural alarm system and should be respected.

Is it true that sexual perpetrators of children usually use violence and force?

Children are taught to obey adults, and assailants rely on cooperation from their victims. Children are tricked, bribed, intimidated, manipulated, or threatened. Physical abuse is used in fewer than 10% of all sexual assaults on children. People who abuse children are experts at taking advantage of children’s dependence on, and obedience to, bigger people.

Do children sexually abuse one another?

When children are abused, they sometimes reenact what happened to them with other children. If this pattern is repeated by subsequent children, it can create a situation in which a number of them repeat sexual play that is both inappropriate and confusing. This is not so much a case of rampant sexual abuse as a situation requiring re-education of the children so they find more appropriate ways to play with one another. In all cases, every effort should be made to discover the perpetrator who sexually abused the first child.

Is prevention of child abuse really the responsibility of the schools?

The problem belongs to all of us. As teachers and school personnel, we have a responsibility to teach prevention of child abuse skills to children. As parents, we want to enable our children to keep themselves safe without creating fear or anxiety. If children get consistent prevention messages from all the important people in their lives, we maximize the opportunity children have to grow up without experiencing abuse.

We also have to face the reality that some children are abused by people in their own family. We cannot count on these families to provide prevention messages. Providing prevention education through the schools gives us the ability to reach all children.

What is the relationship of sexual abuse and sex education?

Prevention of sexual abuse training is not the same as sex education. However, being comfortable with one’s body is important to a child’s positive self-image and it can help reduce his or her vulnerability to exploitation and abuse.

TEACH YOUR CHILDREN:

THAT THEY CAN ALWAYS TALK TO YOU. Create an atmosphere at home where children feel comfortable talking about themselves and sharing their fears and concerns.

TO TELL YOU IMMEDIATELY if any adult asks them to keep a secret, offers to give them gifts or wants to photograph them.

THAT THEIR BODIES BELONG TO THEM. They can resist uncomfortable touches even by relatives, and should tell you if they feel “funny” about what someone older does to them.

WHAT TO DO AND WHAT NOT TO DO WHEN HOME ALONE. A child should not answer the door and should not tell anyone over the phone that he/she is home alone. Explain it’s OK to say, “ My mommy or daddy can’t come to the phone right now.”

THAT THEY CAN SAY “NO” TO STRANGERS. Adults do not have to ask children for directions so children should not feel obliged to give them. They should never go into a stranger’s car or allow a stranger into the house if alone.

TO WALK AND PLAY WITH FRIENDS. A child is the most vulnerable when alone.

TO YELL AND TELL. If someone tries to follow or grab your child, she/he should yell, “I don’t know you!” make lots of noise, run away, and tell you or another trustworthy adult.

A FAMILY CODE WORD that the child can remember. Explain that if you ever send someone else to pick up your child, you will tell that person the code word. Your child should go along only with persons who first say your family’s “secret” code word. Examples of code words might be the name of a pet, your child’s favorite food, etc. It’s a good idea to rehearse this code word periodically with your child.

A FAMILY ACTION PLAN. Devise a few simple steps to follow if you and your child become separated away from home. If this occurs, the child should go to a place where there are other people and ask for help. Rehearse periodically.

FULL NAME, ADDRESS, PHONE NUMBER AND HOW TO DIAL “911”.

PARENT TIPS

- **Release from school** – Be sure that your child’s school or daycare center will not release your child to anyone but you or someone designated by you.
- **Do not buy items with your child’s name on them.** An abuser or abductor can use this information to initiate a conversation with the child.
- **Photograph your child every year.** Toddlers should be photographed several times a year. Many parents also have their children fingerprinted.
- **Pay careful attention** when your child tells you he/she doesn’t want to be with a particular person. The child may have a good reason.
- **Do not leave a child alone in a store toy department** to be “entertained” while you shop elsewhere. This could be placing your child at risk.

Much of this list is quoted from the viewer’s guide to the CBS television program “Kids Don’t Tell.” Copyright 1985 by the Center for Lifetime Learning, Inc., Easton, Connecticut.
Reprinted with permission.

Guidelines for Choosing Babysitters

It is important to screen anyone who will be supervising your child. The following are some things to think about when choosing babysitters.

1. Ask all of your babysitters for names and phone numbers of families for whom they have babysat. Call these parents and find out what they think of each babysitter. Ask if there were any problems with the babysitter.
2. Tell your babysitters your family safety rules, including touching safety rules. Tell them you have taught your child to tell you if any of these rules are broken, even if she or he has been told to keep it secret.
3. Return home early occasionally so that you can check on how things are going. Telephone your child while you are gone.
4. Ask your child if he or she likes each babysitter. Ask for more information if your child doesn’t like a babysitter. Don’t leave your child with a babysitter he or she doesn’t like.
5. Never leave a child in the care of someone who is using drugs or alcohol. Drugs and alcohol affect a person’s judgment.

Kindergarten

Strangers Aren't Bad, They're Just Strangers Safe Child Program

Post Viewing Questions

- 1. What is a stranger?**
A stranger is someone you and your parents do not know.
- 2. Can you tell if someone is thinking good thoughts or bad thoughts by the way they look?**
No, you cannot tell that by the way they look.
- 3. When you are by yourself, who needs to take care of you?**
You need to take care of yourself.
- 4. What are the three safety rules you should follow when you are alone with a stranger?**
 - Stay an arm's reach away from a stranger.
 - Don't talk to a stranger.
 - Don't take anything from strangers.

Willie/Joey Learns the Touching Rules

Discussion Questions for Video

- 1. Who can remember what you should do if someone tries to touch your private body parts?**
Say "No", run away, and tell a grownup you know.
- 2. What is The Touching Rule?**
A person should not touch your private body parts except to keep you clean and healthy.
- 3. Who did Willy/Joey tell when the babysitter tried to touch him?**
He told his Mom.
- 4. What would you do if someone breaks the Touching Rule?**
Say "No", run away, and tell a grownup you know.
- 5. Who would you tell if this happened to you?**
- 6. Who else could you tell?**
- 7. Are secrets about touching okay?**
No

Optional Lesson

Tippy in Watch Out for Strangers

Post Viewing Questions

1. What is a stranger?

A person that you and your parents don't know.

2. How did Tippy protect himself?

By asking the man to state the family's secret code word.

3. What did Susie do to protect herself?

She told the woman that she would have to first ask for her parents' permission. She repeated "I don't know you" so someone else might hear.

4. What did Ronnie do when the couple came to his house selling computer equipment?

- He spoke to them through the closed door.
- He told them his father was resting, even though his father was not really at home.
- He did not open the door; he did not let them in.

5. Do you think all the strangers in the video were dangerous?

There was no way to know for sure, but it is best to always play it safe.

6. Is it safe to accept gifts from strangers?

No!

7. If a stranger stops his or her car near you and asks for directions, what should you do?

- Stand at a good distance from the car, even if asked to move closer.
- Suggest that the person ask an adult.

8. If you are separated from your parent(s) at a store or mall, what should you do?

- Tell someone that works in the store that you are lost. Do not wander far from the place where you were last with your parent.
- If you cannot find someone who works in the store, you might go to people with children of their own and ask for help.

9. What should you do if someone grabs you and starts taking you out of a store, pretending to be your parent?

Yell, "I don't know you!" clearly and repeatedly. People must understand you if they are to help.

10. What is a secret family code word used for?

To let you know that it is safe for someone to pick you up.

11. If you go home after school and no one is there, what is the first thing you should do when you get inside?

Lock the door.

12. Are all strangers harmful?

No, most strangers are not harmful, but children cannot be too friendly because they have to play it safe.

Grade Two

Being Your Own Best Friend

Safe Child Program

1. Practice role playing situations using assertive skills.

A Most Unusual Tale

Post Viewing Questions

1. **Do you think Chester should have to explain why he didn't like his tail pounced on, poked, or fondled?**
No, "Your body belongs to you" is a basic right, not one that has to be explained.
2. **Wasn't Chester worried about what his friends would think?**
Your feelings are important too. When others mean you no harm, they are usually glad to know when you don't like something.
3. **Did you notice that Mr. Jones and Uncle Phil both said that this is our little secret? What is the difference between secrets and surprises?**
Surprises are shared when the time is right.
4. **Why do you think Charles got suspicious or worried when the man asked him to go into the bathroom?**
Adults who don't mean any harm will rarely ask a child they don't know to go anywhere with them.
5. **Did Carol, Lydia and Charles feel good when they said "No"?**
Yes, they felt strong and in control.
6. **Who would you tell if something like this happened to you?**
Your mom, dad, teacher, school counselor, religious leader, adult friend of the family etc.

Now I Can Tell You My Secret

Post Viewing Questions

1. **Why do you think Andrew was afraid to tell anyone what happened at Mr. Blaine's house.**
Andrew was afraid he or Mr. Blaine would get in trouble.
2. **Who abuses children? Who might inappropriately touch children?**
Sometimes strangers do, but it is usually people the children know.
3. **Why might someone inappropriately touch children?**
They have problems of their own. Children usually do what grown ups tell them to do. Children may not know that inappropriate touch is wrong.
4. **If someone touched you in a way that was confusing or felt uncomfortable what would you do?**
Say "No", run away, and tell someone.
5. **What kind of an adult could help kids with problems?**
Parents, teachers, school counselors, police persons, etc.
6. **Who are the people you could tell if someone was hurting you?**

Grade 4

Yes You Can Say “No”

Post Viewing Questions

1. **What are some examples of *positive, negative and confusing* touches in the film? How do you think they make David feel?**
2. **What are your private body parts?**
These are the areas covered by your bathing suit or underwear.
3. **Why was David afraid to tell about his problem with his uncle?**
His uncle was his mother’s brother; he was afraid he wouldn’t be believed; he thought it might be his fault and he would be in trouble.
4. **Was the problem David’s fault?**
It is never the child’s fault. Discuss tricks adults use to get children to cooperate.
5. **When is it wrong to keep a secret?**
When it is not a surprise. When it can never be revealed to a trusted adult. When someone is being hurt by the secret.
6. **Why did Uncle Jim want David to keep their “game” a secret?**
7. **What clues told you that David should tell someone about the “game”?**
 - His feelings
 - Safety rules about touch
 - That he was asked to keep it a secret
8. **How do you say “No” to someone who wants to touch you in a bad way?**
Stand tall, look him/her straight in the eyes, and say “no” without giving excuses.

When Should You Tell

Post Viewing Questions

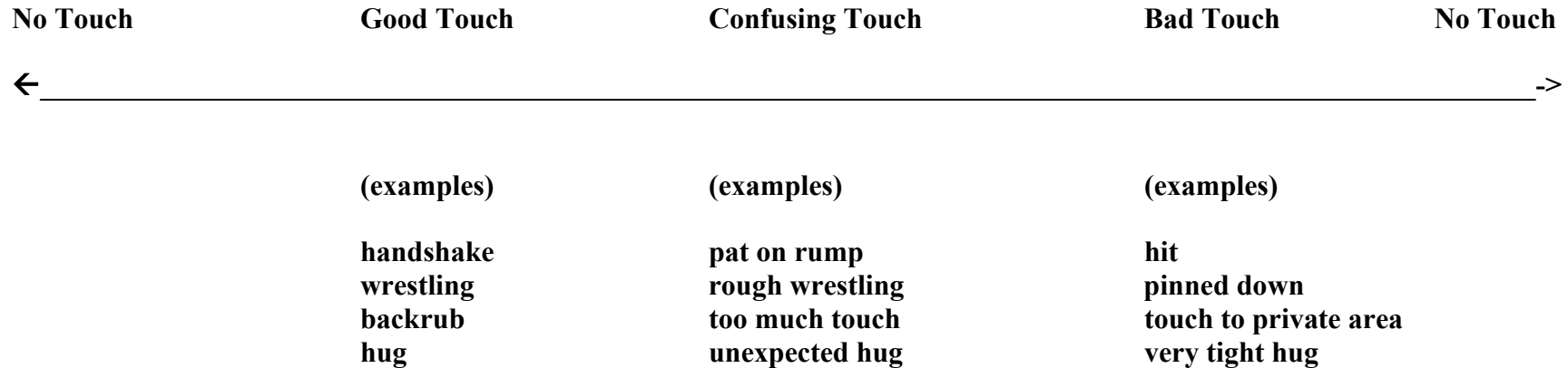
1. **What are some examples of happy secrets? What are some examples of secrets you might find scary?**
2. **How did Karen first try to stop Tommy’s inappropriate touching? Did it work? What did Tommy do?**
3. **Why do you think Karen decided to tell Mrs. Valdez about Tommy’s touches?**
4. **In what ways was Karen brave when she told Mrs. Valdez? What were the benefits of telling? What were the risks?**
5. **Why might some adults have difficulty believing a child? What can a child do if the person doesn’t believe them?**

Respecting Each Other: Sexual Harassment Prevention

Post Viewing Questions

- 1. Why do you think a school would have two teenagers, like Lisa and Jimmy, talk to kids who had been harassing other students?**
(Jimmy and Lisa are teenager mentors who want to help younger kids understand how to get along with people, especially at school).
- 2. If someone who sat near you in class pulled your hair, like Ben pulled Gina's in the video, do you think you could do your schoolwork? Why or why not?**
- 3. How would you feel if someone wrote something mean about you on the sidewalk, like Beth and Carrie did about Annie and Tim?**
- 4. Why do you think Annie said she would never go to school again? If she does go back, how will she feel? What should she do about Beth and Carrie?**
- 5. Why do you think a group of boys would pick on another boy whose friends are girls? Do you have friends of the opposite gender?**
- 6. Do you ever go along with what a popular person wants to do even if you don't want to do it?**
(If yes, what would happen if you didn't go along? If you made up your own mind, how would that make you feel about yourself?)
- 7. What should you do if someone harasses you?**
(You should tell an adult you trust and ask them to help you stop the harassment).
- 8. Is it important to tell an adult if someone has tried to touch your private parts or pulled at your clothes?**
(Yes, You MUST tell an adult because the harasser might physically hurt you or someone else if they are not stopped).
- 9. If someone is different than you, does it mean you can't be friends or have fun together?**
(No! It means your friendship can be even more fun! You can learn from each other and discover how the differences among us make life more interesting).
- 10. Why do you think sexual harassment is against the law at school?**
(To protect everyone's right not to be harassed at school; to protect everyone's right to learn; so we can all have fun and learn at school).

THE TOUCH CONTINUUM



This continuum can be written on the board and discussed at various levels of sophistication, depending on the age of the students. Options include:

MORE ADVANCED

1. List their examples of touch and discuss.
2. Bad touch is better than touch deprivation.
3. Kisses, backrubs and certain other touches can be bad or confusing.
4. Many confusing touches make us feel guilty because of distrust of our responses.
5. Confusing touch is often sexual in nature.
6. All types of touch could be role-played.
7. Different cultures or individuals interpret touch differently.

LESS ADVANCED

1. We all want and need touch.
2. List their examples of types of touch.
3. Help each make own touch line to take home and stress individual differences.
4. Talk about being tripped and trapped as confusing.
5. Stress that they discuss with a trusted adult whenever they feel confused about touch.
6. No one has a right to touch you if you don't want to be touched.

Concept used by permission of Illusion Theater, Inc. Minneapolis, Minnesota.

SOURCES

VIDEOS

“**Breaking the Silence**” Jane Seymour hosts (parent) 1994.

“**Sexual Abuse: A Solution**” (parent) 1985.

“**What Do I Say Now?**” Committee for Children (parent) 1996.

BOOKS

Loving Touches Freeman, Lory (child) 1986.

No and Run, Smith, Ken (child book and tape) 1996.

No More Secrets for Me! Wachter, Oralee (parent and child)1983.

Sam’s Story Anderson, Molly (child book and tape) 1996.

Strangers! Chlad, Dorothy. (child) 1982.

Stranger Safety, Young Roo Series No. 1, Gross, Pati Myers (child) 1994.

Who Is a Stranger and What Should I Do? Cogancherry, Helen (child) 1985.