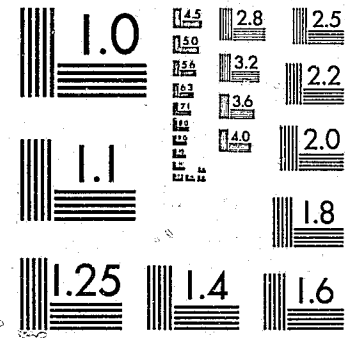


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TALKING ABOUT TOUCHING WITH PRESCHOOLERS

A Personal Safety Curriculum

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TALKING ABOUT TOUCHING WITH PRESCHOOLERS



A PERSONAL SAFETY CURRICULUM

Adapted by Margaret Schonfield, MSW
from the Talking About Touching elementary curriculum by
Ruth Harms and Donna James

TOUCHING
SAYING "NO"
TELLING

TALKING ABOUT TOUCHING WITH PRESCHOOLERS

A Personal Safety Curriculum

Adapted by Margaret Schonfield, MSW from Talking About Touching
by Ruth Harms and Donna James

Illustrated by Jan Oleksiak-Harakas

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TEACHER'S GUIDE

Introduction

Talking About Touching is a personal safety curriculum. It can be integrated into the safety program within any school setting. We teach children caution about fire, streets, and water. In the same manner, we can teach children to protect themselves from sexual exploitation.

The basic strategy of the curriculum is to provide the information and self-protective skills that will reduce children's vulnerability to abuse. The program provides all children with safety guidelines that can help prevent abuse and provides information and skills for "telling" that will help those children who are being abused. The basic messages are that a child has a right to say no to inappropriate touch; that while surprises can be nice, secrets between adults and children about touch are not okay; that children are never to blame if they are involved in a situation of exploitative touching; and that they must tell if they find themselves in those situations.

What Is Child Sexual Abuse?

Child sexual abuse is the exploitation or coercion of a child by an older person (adult or adolescent) for the sexual gratification of the older person. Child sexual abuse involves a continuum of behavior that ranges from verbal non-physical abuse to violent, forcible touching offenses. It can range from a single encounter with an exhibitionist, to confusing occasional fondling by a casual acquaintance, from years of on-going abuse by a relative or family member to rape and/or exploitation through prostitution and pornography.

The Scope Of The Problem

At least one in four girls and one in ten boys will be sexually abused before reaching the age of 18. The actual incidence is probably much greater, especially for boys. More than one-third of all cases reported involve children 5 years old and younger, with 3 and 11 the most common ages for child sexual abuse to begin.

The sexual abuse of children occurs in every class, race, religion, neighborhood, cultural and ethnic group.

The Dynamics Of Child Sexual Abuse

Child sexual abuse is rarely committed by the "dangerous stranger" that children have traditionally been warned about. In fact, in 80-90% of the reported cases, the offender is someone the child loves and trusts. The offender exploits the child's innocence, dependence, and eventual fear.

Most often, the abuse begins at a very young age with fondling, and is kept secret through bribes, threats and/or special attention. It continues for a number of years, often eventually escalating to penetration and/or oral-genital contact.

Why Don't Children Tell?

Young children do not tell for two reasons: at the early stages, they may simply be unaware that the touching is inappropriate. Later they are bribed and/or coerced into keeping the secret by threats of frightening consequences to themselves or their families if they tell.

Children are often made to feel responsible for both the abuse and for the consequences to their family if they should tell. Finally, children may not tell because they do not know how to tell—or whom to tell.

Consequences Of Child Sexual Abuse

Early sexual victimization can result in life long problems. The degree of trauma depends on the age and personality of the child, the nature of the relationship between the child and the offender, the nature and duration of the abuse, and the way disclosure is handled.

Prostitution, delinquency, self destructive patterns, suicide or suicide attempts, depression, sexual fears and dysfunction, and lowered self-esteem are often associated with early and long term abuse.

A pattern of victimization can continue into future generations. Women abused as children often marry men who will abuse their children. Men abused as children may continue the cycle of victimization as abusers.

HOW CAN I TELL IF A CHILD IS BEING SEXUALLY ABUSED?

Traditionally it is a rare child who will speak directly about sexual abuse. Evidence of trauma to the genitals or mouth, genital or rectal bleeding, venereal disease, unusual and offensive odors, and complaints of pain or discomfort of the genital area are prime physical indicators. However, in many cases there are no visible signs of the abuse.

The following is a list of some of the common behavioral characteristics of young children who have been sexually abused. These indicators are offered with a gentle caution against over-zealous identification. Any one of these indicators alone does not necessarily mean there is sexual abuse. They are general indicators of stress in a young child. Several, extreme, or pervasive behaviors may indicate sexual abuse, and certainly warrant an exploration of the source of the problem.

- interest and/or knowledge of sexual acts and language inappropriate to the child's age
- attempts to touch adults', children's and animals' genitals
- acting out adult sexual behavior
- reluctance to undress
- avoidance of touch
- an abrupt change in behavior or personality
- sleep disturbances (bed wetting, nightmares)
- drastic change in appetite
- regression
- lack of affect
- aggression
- withdrawal/depression
- excessive crying
- anxiety, irritability, fear
- over compliance
- reluctance to go to a particular place or be with a particular person
- indirect hints
- excessive masturbatory behavior
- reluctance to go home after school or constant early arrival

There are some common family patterns noted in child sexual abuse cases:

- extreme over protectiveness of the child
- extreme paternal dominance
- family isolated from the community and support systems
- history of sexual abuse for either parent
- extreme reaction to sex education or prevention education materials being presented

DISCLOSURE

- Do not panic or express shock.
- Find a private place to talk with the child.
- Express your belief that the child is telling you the truth.
- Use the child's vocabulary.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her/his fault, that she/he is not bad.
- Determine the child's immediate need for safety.
- Let the child know that you will do your best to protect and support her/him.
- Let the child know what you will do.
- Report to the proper authorities.

If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson. Afterwards, find a place where you can talk with the child alone. It is best to present the curriculum before a playtime or recess so that you have a natural opportunity to talk with children privately, if they come forward.

Remember, your role is not to investigate the situation. It is your responsibility to report the abuse, set in motion the process of getting help for the child, and be supportive to the child.

Facing Parent Fears About The Curriculum

Parents may have fears about school use of the Talking About Touching With Preschoolers curriculum. Usually these fears are based on a lack of sufficient information or upon misunderstanding of the intent of the curriculum. Some of the most common fears and the facts that can allay them are listed below.

FEAR: The Talking About Touching With Preschoolers curriculum gives children information about human sexuality before they are old enough to comfortably incorporate it into their experience.

FACT: Talking About Touching With Preschoolers is a safety—not a sex education—curriculum. It does not provide any explicit information on human sexuality.

FEAR: The Talking About Touching With Preschoolers Personal Safety Curriculum will create unnecessary fears about exploitative touching in unaffected children.

FACT: A safety curriculum on touching is no more likely to produce unnecessary fears about touching than a traffic safety curriculum is likely to produce an extreme fear of trucks. (Though obviously a child's reaction will be stronger if s/he has been run over by a truck!) Touching is presented as one among several safety issues that affect children—including traffic safety, water safety, fire safety, bike safety, and poison safety. It is a well known fact that the unknown is the greater source of fear in children and adults. Practical information on personal safety—whether in the area of traffic, touch, water, fire, or poison—provides children with a sense of security based on knowledge of safe options in potentially dangerous situations.

FEAR: The Talking About Touching With Preschoolers curriculum inhibits the mutual development of normal affection between parent and child.

FACT: Talking About Touching With Preschoolers uses affectionate exchanges between parents and children as the model of good, nurturing touch. The Talking About Touching With Preschoolers curriculum identifies only one kind of parental touch—touching of private body parts for other than health reasons—as inappropriate.

FEAR: The Talking About Touching With Preschoolers curriculum usurps the role of the family as the primary source of teaching on personal safety and touching.

FACT: The Talking About Touching With Preschoolers curriculum is built around a child's learning and understanding family safety rules. The curriculum does not tell children what a family's safety rules should be; it teaches children how to apply whatever that family's safety rules are to a particular situation. A parent education component is an integral part of the Personal Safety Curriculum. All schools that receive teacher training in the use of the curriculum are able to receive a parent education program as well. The Talking About Touching With Preschoolers curriculum includes a take home activities sheet for parents at the end of each unit.

FEAR: The Talking About Touching With Preschoolers Assertiveness Unit teaches children to challenge or disobey parental authority.

FACT: The Talking About Touching With Preschoolers Assertiveness Unit teaches children the assertiveness skills that allow them to adhere to family safety rules, even in the face of pressure.

Sexual abuse of children rarely involves physical violence, depending on the exploitation of a child's natural innocence and dependence on adults.

Sexual offenders in treatment testify often to the fact that they would not force their actions on a child who attempted to refuse them. The only situation which the assertiveness skills that are a part of Talking About Touching With Preschoolers curriculum would come in conflict with family authority is if an older family member were touching a child on private body parts for other than health reasons.

USING THE CURRICULUM

Talking About Touching With Preschoolers is a personal safety curriculum designed to help children learn to protect themselves from exploitation, particularly sexual exploitation. This topic can be treated as part of the general health and safety program of a preschool or day care center or home. The underlying premise of the curriculum is that children can and need to learn the decision making and problem solving skills that will decrease their vulnerability to sexual assault. We cannot protect children from exposure to every dangerous situation. We can provide the information, encouragement, and practice that children need to learn to protect themselves.

The curriculum is divided into three units:

I. Touching

II. Saying "No"

III. Telling

The key concept of the "Touching" unit is that children have the right to control their own bodies. They learn to determine appropriate and inappropriate touch based on their own feelings and some safety guidelines. The teacher might want to do some work with the children about feelings and safety in general prior to or during the presentation of the curriculum.

The "Saying No" unit teaches assertiveness skills. Unless children know that they can and should resist inappropriate touch and that they have the right to seek and receive help, they are still powerless and unprotected. In "Saying 'No'", children are given the opportunity to practice saying "no" and asking for help.

The third unit, "Telling" focuses on having children make decisions about when to tell, who to tell and how to tell about exploitative situations. Children utilize the skills gained from the previous units and apply them to practical situations.

Each lesson consists of an illustration, accompanying story, objectives, notes to the teacher, and discussion questions. Each lesson can be removed from the binder. Children can be looking at the illustration while the teacher reads the story and asks questions from the back.

The Objectives and Notes To The Teacher describe the main concepts and provide suggestions for achieving the objectives.

Teachers may want to change the order of the lessons or eliminate particular lessons depending on the age or abilities of the children. Questions within a lesson may also be changed to meet the children's needs.

There are additional activities listed at the back of each section. The resource list, found in the guide, has details about supplemental materials. Role-play is a valuable tool to incorporate in lessons. Role-play can be used throughout the curriculum as an additional activity. The given situations, variations and new scenarios can be used.

Parent involvement is essential to the success of a prevention program. An easily copied Take Home Activity sheet is provided for each unit. These sheets provide parents with information about the content of the curriculum and allow them to participate by reinforcing the self-protection skills their children are learning. The Take Home Activities are an easy way for parents to initiate discussions about family safety rules.

Time Lines

- Use the curriculum on a daily basis until completed.
- Allow 15 to 20 minutes for each lesson.
- The lessons take varying amounts of time depending on the concept being presented and the capabilities of the children.
- Some lessons may take more than one day.
- Review previous concepts.
- The curriculum should take 3 to 6 weeks to complete.

RESPONSIBILITIES FOR REPORTING

School and daycare personnel are among the most effective advocates for children. A teacher may, in fact, be the only responsible adult in a particular child's life. Because of the special relationship between teacher and child, it is essential that teachers respond to the child who needs help.

The reporting laws specify that school personnel who have "reasonable cause to believe" that a child is being abused or neglected must report that suspicion to Child Protective Service or the police. In Washington State, the report must be made within seven days. Failure to report is a gross misdemeanor with a maximum sentence of one year in jail and a \$1,000 fine.

Even if the report eventually is proven to be untrue, any person who has cause to believe a child is being abused or neglected must report and is immune from criminal or civil liability for doing so.

Individual schools and daycare centers may have specific policies regarding the procedure for reporting abuse. Some schools may require that the head teacher or director be informed; the director will then make the official report. Other school policies require a teacher to inform the director before making the report herself or himself. The entire staff should know and understand the school or center policy. Understanding your school policy and the child abuse reporting laws in your state are the best assurance that you are acting appropriately in any given situation.

Reporting is a request for an investigation. You do not need to make sure your suspicion is valid. Child Protective Services and/or law enforcement will do the investigation. They will determine the nature and the extent of the problem, evaluate the child's condition and safety and take the appropriate action to protect the child. If parents or guardians are the suspected abusers, there may be reason not to contact them until after CPS or law enforcement has responded and conducted their investigative interview. If you are unsure, check with CPS or law enforcement.

You do not have to be present for the investigative interview. However, your calm presence may provide support to the child. Tell her/him that some people are going to talk with her/him so they can help her/him to be safe. Reassure the child again that it is good s/he told, that s/he is not bad, that you believe her/him and that you care.

Making a report can be the beginning of a process that ends the abusive cycle. Offenders are likely to continue their behavior unless intervention occurs. It is important to make a report even if the child says the abuse has stopped. Following a report, services will be recommended by CPS. The findings of CPS and the police will be turned over to the prosecuting attorney's office where the determination about judicial proceedings will be made. You can contact CPS about any questions or information regarding the report.

Identifying the sexually abused child is often difficult and laden with uncertainty. Some guidelines suggested by many teachers are:

- Resolve doubt in favor of the child.
- Discuss your observations and concerns with other staff who know the child.
- Trust your instincts, your "gut" feelings.
- Let the children in your care know they can talk to you.
- If you sense a child is trying to tell you something; sit down with crayons and paper or a puzzle and let the child know you will believe and help her/him with any problem.
- Be direct. Go to a private place and ask gently if the child is having a problem with which she/he needs help.
- Respect the child's privacy by not discussing the situation.
- Believe the child if they disclose. Children do not lie about sexual abuse.

On-Going Response to the Sexually Abused Child

Many school personnel are uncertain about how to respond in an ongoing way to the child who has disclosed sexual abuse. It is most helpful to acknowledge the situation and to try to normalize the situation as you would with divorce, death or other traumatic occurrences. It is not helpful to dwell on the sexual abuse incident, thereby increasing the child's self-consciousness/shame; neither is it helpful to tolerate inappropriate behavior out of fear of harming the child.

Ways to respond to the child which will help build the child's self-esteem and sense of safety and security include:

- Maintain contact with the caseworker or therapist and the non-offending parent(s). You can be helpful in the treatment process and they can be helpful to you in dealing with the child in the period following disclosure.
- Refrain from touching a child who has been sexually abused. For these children, all touch may mean sexual touch. A non-intrusive touch, such as an arm around the shoulder, should be given only with caution and the child's permission. The caution has to do with who you are doing it for. If the touch is for yourself, don't do it!
- Do not tolerate inappropriate behavior.
If a child is acting-out sexually with other children, respond to the behavior as you would with any inappropriate behavior. Assure the child that you like her/him but that what she/he is doing is not okay. The same would be true for other inappropriate touching. For excessive masturbatory behavior you could add that this was not the appropriate place to be touching him/herself.
- Teach and model appropriate behavior.
Do not allow the child to climb all over you. You can sit the child on a chair next to your chair (or near you on the floor) and be very close together. Sometimes it is appropriate to refuse touches in a gentle, assertive way.
- If the child brings up the abuse, try to find a time and place to be alone. Offer reassurance that you are sorry it happened, that you know it is hard, that you are glad she/he told and that you will continue to support and care for her/him.
- If the abuse is brought up in a group, deal with it then, matter-of-factly and briefly. Talk to the child alone later if necessary.
- Be aware and respectful of the family. The family may feel shame, fear and isolation. Respect their feelings and privacy. Do not discuss with those not involved.
- Be prepared for depression or "let down" weeks or months after the disclosure. Withdrawal or acting-out may reoccur.
- All children need to know they are likeable. Sexually abused children are particularly susceptible to feelings of low self-esteem. Positive messages about just "being" are helpful for building a sense of identity. The following have been helpful for many children.
 - You have every right to be here.
(e.g. I am glad you are here.)
 - You have every right to be safe.
(It is good that you told. I will help you.)
 - I'm glad you are a (boy, girl).
- Be aware of your own reactions and get support and help for your own feelings of pain, fear, anger and powerlessness. If you made the report, tell yourself and/or get someone to tell you that it is good that you reported. Whatever pain exists now would be greater if you had not reported.

RESOURCES

FILMS

"Who Do You Tell?"
MTI Teleprograms, Inc.
3710 Commercial Avenue
Northbrook, IL 60062
(800) 323-5343 11 minutes

"No More Secrets"
ODN Productions
75 Varick Street
New York, NY 10013
(212) 431-8923 13 minutes

ANATOMICALLY CORRECT DOLLS

Magima Designs, P.O. Box 70064, Eugene, OR 97401
(\$12.50 per kit, \$30 per doll)
Analeka Industries, Inc., Box 141, West Linn, OR 97068
Teach-A-Bodies, 2544 Boyd St., Fort Worth, Texas 76109

FILMSTRIP

"Speak Up, Say No!" Krause House, P.O. Box 880, Oregon City, OR 97045

BOOKS FOR CHILDREN

(On Sexual Abuse Prevention)

My Very Own Special Body Book, by Kerry Bassett. Hawthorn Press, P.O. Box 3910, Redding, CA 96049.

Stories for Free Children, edited by Letty Cottin Pogrebin. NY: McGraw-Hill, 1982.

Private Zone, by Frances Dayee. Charles Franklin Press, 18409 90th Avenue W., Edmonds, WA 98020.

It's My Body, by Lory Freeman. Planned Parenthood of Snohomish County, 2722 Colby, Suite 515, Everett, WA 98201.

A Very Touching Book, by Jan Hindman, McClure-Hindman Books, Durkee, OR 1983.

My Very Own Book About Me, by Jo Stowell and Mary Dietzel. Lutheran Social Services, N 1226 Howard, Spokane, WA 99201.

Something Happened To Me, by Phyllis Sweet. Mother Courage Press, 224 State Street, Racine, WI 53403.

Red Light, Green Light People, by Joy Williams. Rape and Abuse Crisis Center, P.O. Box 1655, Fargo, ND 58107.

(Also recommended)

My Name Is Not Dummy, I Want It, & I Can't Wait, by Elizabeth Crary. Parenting Press, 7750 31st Avenue NE, Suite 307, Seattle, WA 98115.

One Dozen Feeling Games, by Elizabeth Crary. Parenting Press, 7750 31st Avenue NE, Suite 307, Seattle, WA 98115.

What Would You Do If ..., by Lory Freeman. Parenting Press, 7750 31st Avenue NE, Suite 307, Seattle, WA 98115.

Liking Myself & The Monster and Me, by Pat Palmer. Impact Publishers, San Luis Obispo, CA, 1977.

RESOURCES (continued)

Feelings: Inside You And Outside Too, by Barbara Kay Polland. Celestial Arts. Millbrae, CA 1975.

Book of Hugs. Book of Kisses, by Dave Ross, Orwell, NY, 1980.

On Mother's Lap, by Ann Hebert Scott. McGraw-Hill., NY, 1972.

People, by Peter Spier. Garden City, NY: Doubleday and Company, 1980.

The Original Warm, Fuzzy Tale, by Claude Steiner. Jalmar Press, 45 Hitching Post Drive, Building 22B, Rolling Hills Estates, CA 90274. (213) 539-6430.

Joshua's Day, by Sandra Suroweick. Lollipop Power, North Carolina, 1977.

Alexander And The Terrible, Horrible, No Good Day, by Judith Viorst, Atheneum NY, 1972.

CURRICULA BY COMMITTEE FOR CHILDREN

Talking About Touching With Preschoolers (preschool)

Talking About Touching: A Personal Safety Curriculum (K-6).

Personal Safety and Decision-Making (a secondary curriculum and video)

For information regarding the Committee for Children curricula contact Committee for Children, P.O. Box 51049, Seattle, WA 98115, (206) 522-5834.

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UNIT I

TOUCHING

Lesson 1:

Personal Safety—An Introduction

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify ways they already take care of themselves.
- acknowledge that their bodies belong to themselves.

NOTES TO TEACHER

This lesson introduces the concept of personal safety as an aspect of self care. Stress ways that children already take care of themselves. Emphasize how many things they do for themselves already. **Key Concept:** Your body belongs to you. You own your body. Depending on the level of the children, you may need to discuss parts of the body, use pictures and puzzles.

STORY

In the next few weeks we are going to be talking about personal safety. Personal safety means taking care of yourself.

DISCUSSION

1. Are there ways you take care of yourself now? What?
2. How many of you wash your own face? Put on your shoes? Wash yourselves in the bath? Go to the toilet yourselves? (Acknowledge responses.) Those are ways to take care of yourself.
3. Where is your body?
4. Tell me something that belongs to you, is your very own. (toy, book, doll, etc.)
5. Who owns your body? Who does your body belong to? (Ask group and each child individually.)

UNIT I

TOUCHING

Lesson 1:

Personal Safety—An Introduction (continued)

STORY

Taking care of yourself, or personal safety, can also be protecting yourself from bad or dangerous situations—looking out for your own safety. Your body is your own and you can learn to take care of yourself.

DISCUSSION

1. Have any of you ever used a knife? How do you look out for your safety when using a knife?
2. Do any of you know about safely crossing the street? What do you do?
3. What other kinds of safety do you know about? (fire, poison, water, etc.) (Discuss these only briefly.)

STORY

Another kind of personal safety is learning what to do when someone tries to make you do something you don't want to do. I want you all to be as safe as possible, so in the next few weeks we will be talking about ways to make decisions about what to do in different kinds of situations. We will talk about touching.

DISCUSSION

1. Who can tell me again, who owns your body?

UNIT I

TOUCHING

Lesson 2:

Touching

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify good, bad, and confusing touches.
- describe feelings associated with good, bad, and confusing touch.
- acknowledge their right to say no.

NOTES TO TEACHER

This lesson is essentially the foundation for the entire unit. The lesson explores the difference between good, bad, and confusing touches. The emphasis is on recognizing the feelings engendered by different touches and encouraging children to talk about their feeling reactions to touch. Feelings are a tool to be used to determine appropriate and inappropriate touch. Children may have different feelings and family patterns regarding touch. Emphasize that each person is entitled to her or his own feelings. This lesson could be done over several days depending on the comprehension of the children. If not done at one time, be sure to review the touches discussed previously.

KEY DEFINITIONS

Good Touch—touch that makes you and the other person feel cared for; the receiver feels like they have received something.

Bad Touch—touch that makes you feel bad or hurt or used; receiver feels like they have lost something.

Confusing Touch—touch that mixes you up or makes you feel uneasy. Confusing touches are touches (1) that start out okay and end up not okay, (2) in which you like the person but not the touch, (3) in which you like the touch but not the person.

STORY

One kind of personal safety has to do with touching. Sometimes children are touched by people in a way that they don't like or makes them feel uncomfortable. I'm going to talk to you about what to do if that happens to you. Let's talk about different kinds of touch—some that feel good (everybody needs touch that feels good); some that feel not so good or bad; and some that are confusing (you feel mixed-up).

DISCUSSION

1. Can you think of some touches that make you feel really good? Elicit and acknowledge responses.
2. Any more? Teacher gives examples. (Hugs, kisses, pats, backrubs, etc.)
3. What parts of your body do you use to give touches?
4. Who gives you hugs, who do you hug, how do you like to be hugged, etc.?
5. Who do you like to have touch you like this?
6. How does this kind of touch make you feel?

Lesson 2: Touching (continued)

STORY

Another kind of touch is one that hurts. It makes you feel bad.

DISCUSSION

1. Can you think of some of these? (Hitting, spanking, pushing, pinching, biting, etc.) Acknowledge responses.
2. Have you ever had a bad touch? What was it? Who did it to you?
3. How does this kind of touch make you feel?
4. Have you ever touched anyone in a way that hurts them? What did you do? What did they do?
5. Are bad touches okay?

STORY

There is another kind of touch I'm thinking about: confusing touch. Confusing touch makes you feel "mixed-up" or "icky".

One kind of confusing touch is one that is fun at the beginning, but ends up hurting.

DISCUSSION

1. Can any of you name a touch like this? What about tickling? How does that feel? Who tickles you?
2. When is tickling not fun? (Goes on too long; it hurts; out of breath)
3. Do you ever get an "uh oh" feeling? Where do you feel "icky" or "yucky"?
4. What can you do when you have a confusing touch?
5. What other touches start out okay and then become confusing or bad? (Wrestling, swinging around)

STORY

Another confusing touch is when you like the person but not the touch. You like Uncle Sammy, but you don't like his kisses because his face is so scratchy.

DISCUSSION

1. Have any of you ever had a touch by someone you like but didn't like their touches? What happened?

STORY

Another kind of confusing touch is when someone you don't want to, touches you. Suzy likes her mom to hug her, but she doesn't like the man at the store to hug her. Hugs are okay but not from everybody.

DISCUSSION

1. Did anyone ever have that kind of confusing touch, where the touch was okay, but not from that person?

If you feel uncomfortable about a touch, if you get an "uh oh" or "yucky" feeling you can tell the person to stop. Your body belongs to you. You can decide who touches it.

UNIT 1

TOUCHING

Lesson 3:

Mother And Son Hugging

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify the difference between nurturing, confusing, and exploitative touch.
- express an awareness of feelings relating to touch.
- learn to trust their senses regarding the appropriateness of a particular touch.

NOTES TO TEACHER

This lesson will reinforce the good feelings of appropriate touching. It is very important to emphasize the good aspects of touching.

STORY

Carlos went all by himself to visit his grandparents who live far away. He just got home and is happy to see his mom.

DISCUSSION

1. What kind of touch is this? How can you tell?
2. How do you think Carlos feels?
3. Who do you like to hug? Who do you hug most?
4. Can you think of times when a hug does not feel good?
5. What can you do when it does not feel good to hug?

VARIATIONS

Use a drawing or photo of two children hugging. (What kind of touch? Why are they hugging? Is this kind of touch okay? How do you think they feel?, etc.) Or ask two children to hug. Ask how does it feel?, etc.



UNIT I

Lesson 4:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Children Pushing

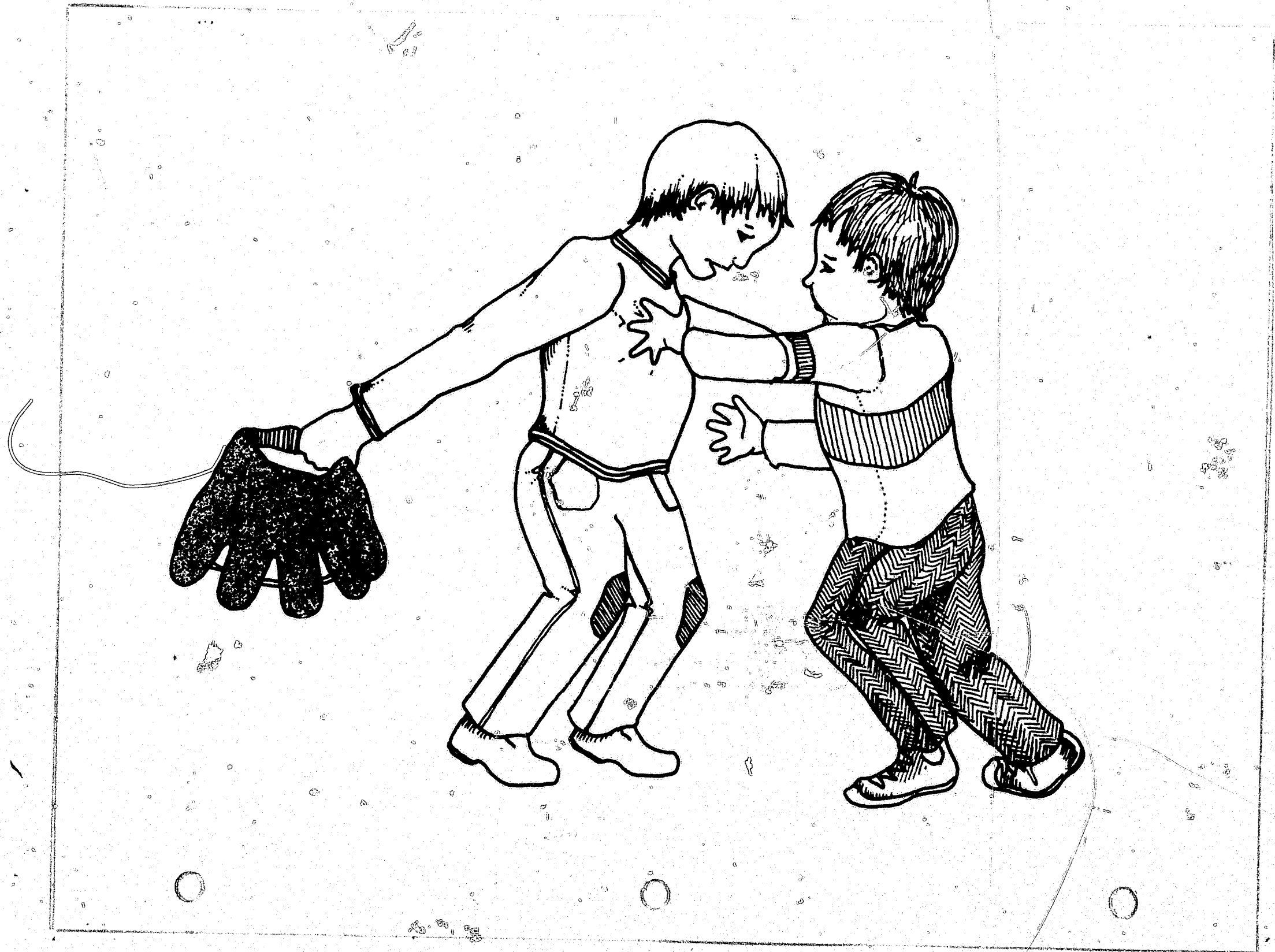
CHILDREN WILL BE ABLE TO:

- demonstrate a knowledge of the differences between nurturing, confusing, and exploitative touch.
- express an awareness of feelings related to touch.
- learn to trust their senses regarding the appropriateness of a particular touch.
- identify alternative solutions to a touching problem.

Pushing is an example of both exploitative and confusing touch. You may wish to discuss where the difference comes between the two. If the fight is between equals it may start out okay, then if it goes on too long become confusing. The dynamic becomes exploitive if one person is bullying the other or is bigger, older, or more powerful. This lesson is a good lead-in to a discussion of classroom rules on aggression and sharing.

Terry and Jamie are neighbors. Terry's older sister gave Terry her softball glove. Terry is real proud. He likes the glove a lot. Jamie wants to play with the glove. Terry does not want him to have it. They start yelling at each other and then start pushing.

1. Where is the glove in the picture?
2. What kind of touch is in the picture?
3. How do you think these kids feels when they are fighting?
4. What if one kid was a big kid? What kind of touch would that be?
5. Do you ever fight?
6. With whom do you fight?
7. How do you feel when you have fights?
8. Does the winner always feel good in a fight?
9. What other things can you do when you feel angry? (Tell a grownup, yell, draw an angry picture, tear up newspaper, kick a box, etc.)



UNIT I

Lesson 5:

TOUCHING

Tickling

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- demonstrate a knowledge of the differences between appropriate and inappropriate touch.
- demonstrate an awareness of feelings relating to touch.
- learn to trust their senses regarding the appropriateness of a particular touch.
- identify alternative solutions to a touching problem.

**NOTES TO
TEACHER**

Tickling can be a confusing or uncomfortable touch if it goes on too long. It can start out fun and then turn bad even though the child likes the person doing the tickling. A tickler should always respect a request to stop. A family might decide on a stopping signal for games like tickling or wrestling. This is a good example of a touch that can fit into several categories depending on the feelings it elicits.

STORY

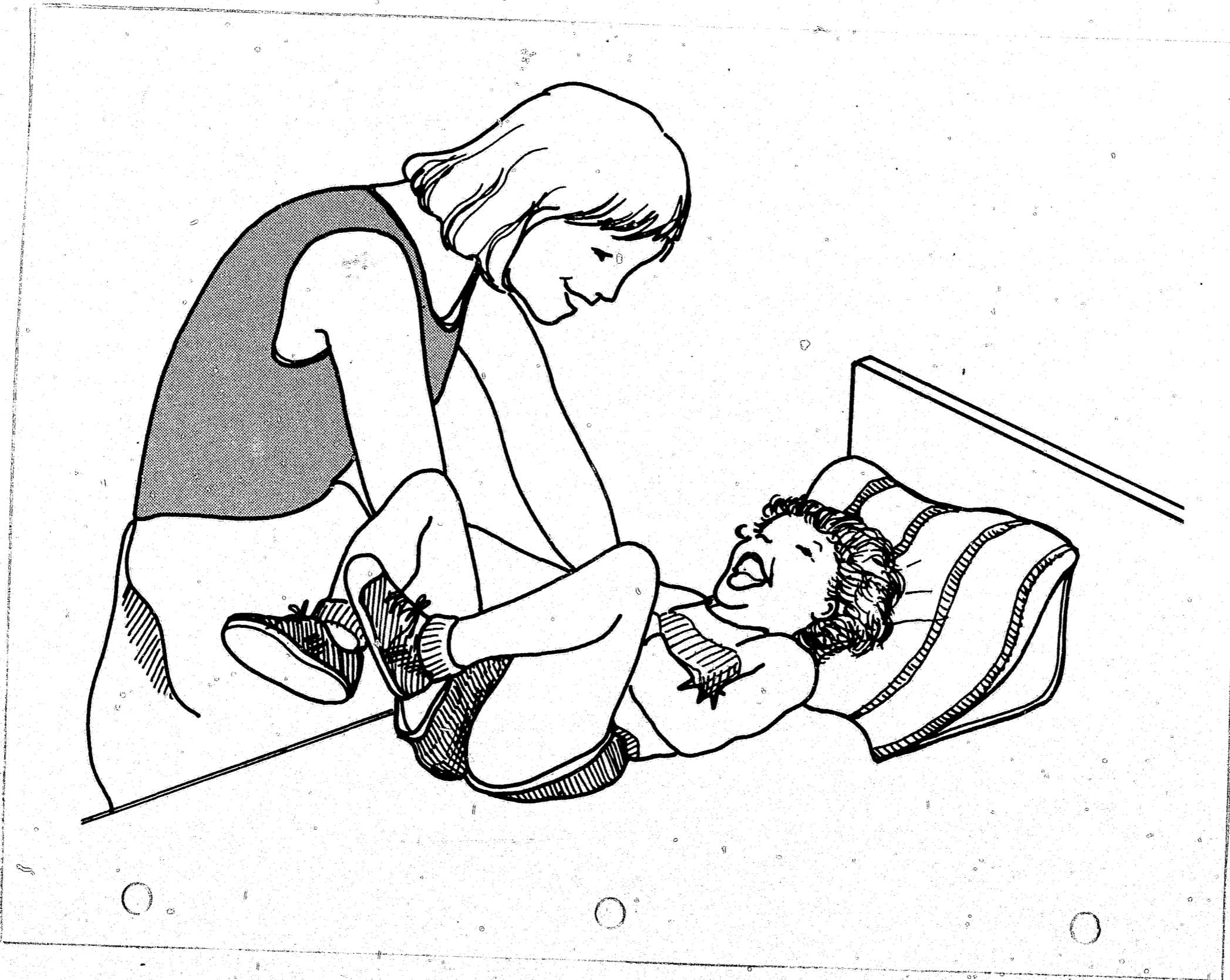
Sandy's mother likes to tickle her. Sometimes it is fun, but sometimes she tickles her so much that it hurts. It seems like she will never stop.

DISCUSSION

1. How does Sandy feel when her mom first tickles her? How does she feel when she won't stop?
2. Is this a good touch or a confusing touch? Why? (likes her mom, likes tickling sometimes but then does not like it.)
3. Is there anything Sandy can do to get her to stop?
4. Do you think her mom knows that she does not like the tickling? Why?
5. What if I tickle you and you want me to stop? What can you do? (role play)

VARIATIONS

Change story to wrestling. (Is wrestling fun? When is it not fun? Is wrestling a confusing touch? What makes it confusing?)



UNIT I

Lesson 6:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Children At The Pool

CHILDREN WILL BE ABLE TO:

- identify private body parts.
- differentiate between appropriate and inappropriate touching.
- learn to trust their senses regarding the appropriateness of a particular touch.
- demonstrate an understanding about touching rules as a part of general safety rules.
- identify a safety rule about touching.

In the discussion of touch, it is rare that a child will mention sexual touches. It is important to introduce this concept to the children. An easy way to do this is to talk about private body parts, those are the parts of the body that are covered by a bathing suit. If you are in a position to do so, it is preferable to use anatomically correct names of body parts; but in many schools it will be easier to use the swimsuit idea. Children may giggle at first. Acknowledge their discomfort and emphasize that safety rules apply to the entire body. Even though it is embarrassing at first, safety is important and they will get used to the mention of private body parts quickly if a teacher is matter-of-fact. Emphasize their body belongs to them and it is never their fault if an adult does touch their private body parts or if they touch an adult's private parts.

Andrew, Kim, Tracy, and Mark are at the pool. They are playing, splashing, and having a good time. The kids are all wearing bathing suits. The bathing suits cover up the private parts of their bodies. (Introduce anatomically correct names here, if appropriate to your situation.) Sometimes people try to touch children on their private body parts. Some people try to make kids touch the adult's private body parts. It is not okay for these people to touch kid's private parts or to tell kids to touch their private parts. It's against the law. These touches can make kids feel mixed-up. You can say "no", push the person's hand away, run away and tell.

1. Where are their private body parts? (Have children point to them on the picture.)
2. Is it okay for a grown-up to touch them there?
3. What could they do if someone tried?

UNIT I
Lesson 6:

TOUCHING

Children At The Pool (continued)

DISCUSSION
(continued)

4. What if someone touches them very gently on their private body parts and it feels nice? Would that be okay? (No.)
5. Show me, on you, where your private body parts are.
6. What can you do if someone touches you on your private body parts?
7. What can you do if someone asks you to touch their private body parts?

STORY

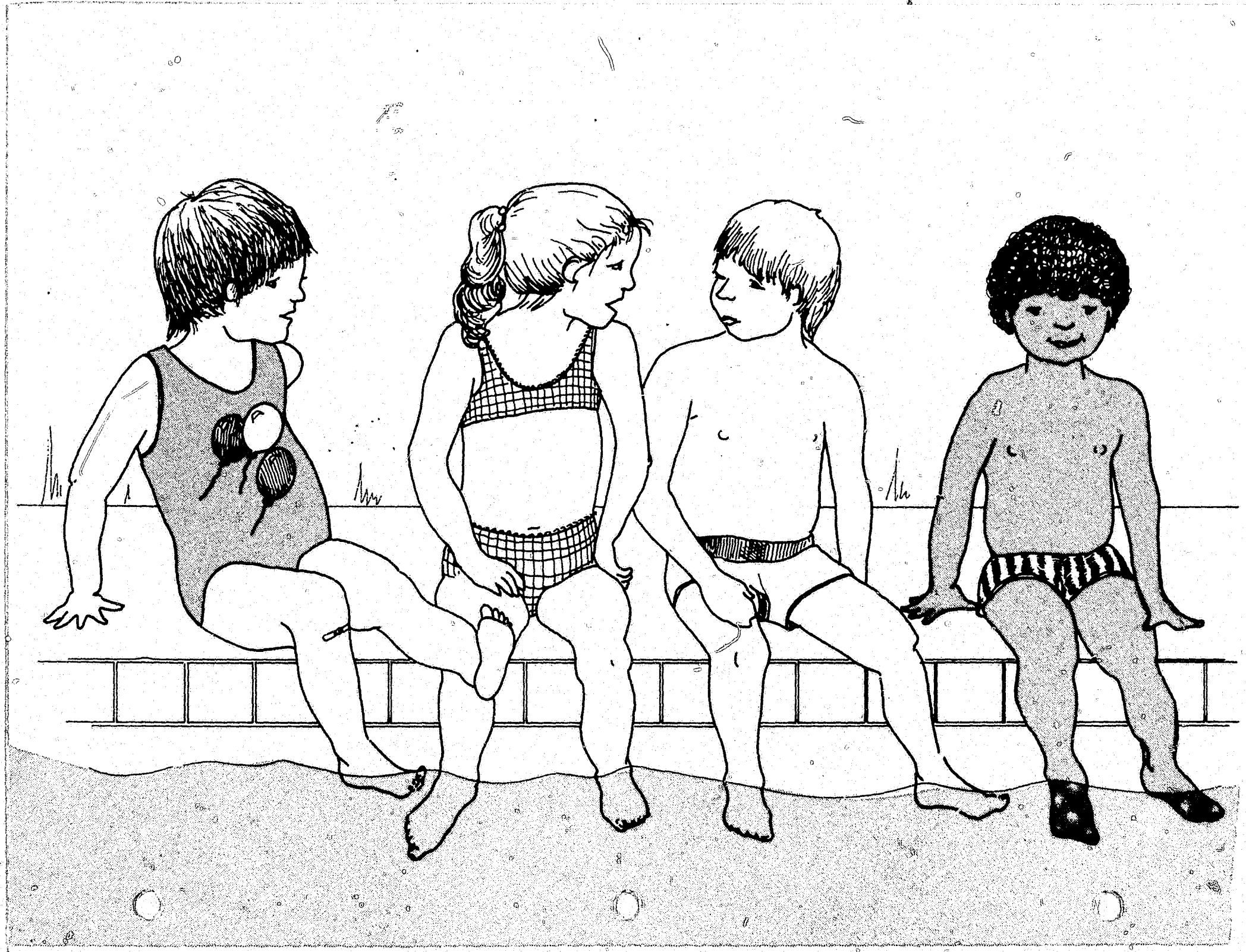
There are some times when people do need to touch children on their private areas. When do you think it is okay? (Changing diapers, wiping bottoms, doctor—for health, getting a bath, touching self) Otherwise it is not okay for a grown-up to touch children's private body parts even if it is a soft touch, feels nice, or is someone they know. It's one of those things like learning to drive. It is only supposed to happen when kids are grown-up.

The safety rule about these kinds of touch is: Anytime you feel uncomfortable, "icky", or mixed up about a touch, tell someone you trust about how you are feeling. Tell someone anytime someone touches your private parts or tells you to touch his/hers. You can also tell the person, "Don't do that. I don't like it", or "I don't want to do that". You can say a big "NO".

If someone older does touch your private body parts you are not bad. It is not your fault.

DISCUSSION

1. When is it okay for an adult to touch your private body parts? (Health and hygiene)
2. What can you do if a touch is "icky" or someone touches your private body parts? (Tell and say no.)



UNIT I

TOUCHING

Lesson 7:

Changing Baby's Diaper

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- differentiate between appropriate and inappropriate touching.
- learn to trust their senses regarding the appropriateness of a particular touch.

NOTES TO TEACHER

This lesson is an example of an adult touching private body parts for health reasons. The lesson illustrates the exception to the rule about touching private body parts.

DISCUSSION

1. What is happening in this picture?
2. Why do we have to do this for babies?
3. Could the baby clean itself?
4. Do you clean yourself?
5. Does your mom and dad ever clean you?
6. When?
7. Is it okay when they clean the baby to touch private parts of the body?
8. What other times is it okay for adults to touch a child's private body parts?
(doctors, nurses, bathing)



UNIT I

TOUCHING

Lesson 8:

Sitting On Father's Lap

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify the differences between nurturing, confusing, and exploitative touch.
- express an awareness of feelings related to touch.
- trust their senses regarding the appropriateness of a particular touch.

NOTES TO TEACHER

This lesson emphasizes positive touching. In talking with children about sexual abuse, one parental fear is that children will be frightened of all touch. Children learn that one way to judge if a touch is okay is by the feeling they get, and whether it involves private body parts. It is hard for children to stand up for their right not to be touched, particularly with adult members of their family or household. However, these are the people who are most likely to molest children. Children can practice saying "no".

STORY

Jane is sitting on her Dad's lap. He is telling her the story about when she was a baby.

DISCUSSION

1. What kind of touch is this?
2. How do you know this is a good touch?
3. How can you tell?
4. Do you like sitting on people's laps?
5. Is it ever "yucky" to sit on someone's lap? When? Whose?
6. What if Jane's Aunt Natalie makes Jane sit on her lap and Jane doesn't want to because Aunt Natalie is wearing a scratchy dress.
7. What kind of touch would that be?
8. What should Jane do? (say "no")



UNIT I

TOUCHING

Lesson 9:

The Babysitter

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- differentiate between appropriate and inappropriate touches.
- express an awareness of feelings related to touch.
- learn to trust their feelings about touch and potentially dangerous situations.
- express the idea that a child is never to blame for an adult's behavior.

NOTES TO TEACHER

Since babysitters and day care centers are often a part of the lives of children at this age, this lesson is included in this unit. Children need to be aware that confusing or bad touches can result from interactions with someone they know and trust. They also need to be guided toward ways of coping with these situations.

STORY

Marisa goes to her babysitter's house every afternoon. Her babysitter plays games with her.

DISCUSSION

1. Is Marisa having fun?
2. How can you tell?
3. Does anyone here go to a babysitter? Day care?
4. What kinds of things do you like to do with your babysitter? Teacher?
5. What if Marisa's babysitter started to touch her private body parts when they were playing games? Would that be okay? (not okay)
6. How would Marisa know that it was not okay? (Touching private body parts, feelings)
7. Would it be Marisa's fault if her babysitter touched her private body parts?
8. What if the babysitter was wiping Marisa's bottom? Would that be okay?



UNIT I

Lesson 10:

OBJECTIVES

**NOTES TO
TEACHER**

DISCUSSION

STORY

DISCUSSION

TOUCHING

Tucking Child Into Bed

CHILDREN WILL BE ABLE TO:

- differentiate between appropriate and inappropriate touch.
- express an awareness of feelings regarding touch.
- identify safety rules about touching private body parts.
- identify ways of coping with a situation involving inappropriate touch.
- express the concept that what happens is never their fault.
- generalize the safety rule to people they know and love.

This is a key lesson for children to understand. This situation is one which is very common for children who are victims of incest. Very often, fondling begins as a tucking in routine and progresses to more sexual acts. Be very clear that there is a difference between appropriate hugging and touching and inappropriate touching that involves the genitals. Remember that it will very likely be a parent figure who is involved in a situation like this. Mothers of victims of father-daughter incest have reported that they talked to their children about sexual abuse, but did not make it clear that a parent could do this. This points needs to be made in a sensitive way that will not overly concern children about responsible parental figures. (Reinforce message that it is never a child's fault and the child should tell.)

1. How many of you remember about good touches?
2. How many of you think getting tucked into bed is a good touch?
3. Who tucks you into bed?
4. What do you like about being tucked into bed? (Reinforce good, comfortable feeling)

This is a story about Emily. Emily has a problem. Getting tucked into bed is sometimes a bad touch for Emily. Sometimes when Emily's dad puts her to bed, he puts his hand under Emily's pajamas and touches her private parts. Emily doesn't like it. Emily decides to tell her mom. She is scared but she tells her mom she does not like her dad to touch her private parts. Her mom helps her. Emily's mom said "I'm really glad you told me, Emily. It is not your fault and I will protect you."

1. How do you think Emily felt? What kind of touch was it?
2. Did Emily do something wrong? Was it her fault? How would Emily know it was not an okay touch?
3. What was the safety rule Emily used? Mostly "tucking in" is a warm and cozy touch. When is it not okay?
4. What if her dad tucked her in without touching her private parts, would that be an okay touch? (reinforce positive—being tucked in feels good).



ADDITIONAL ACTIVITIES UNIT I— TOUCHING

1. Use picture sets: Moods and Emotions and Understanding My Feelings by Instructo.
2. Feeling cube. Make a large cube with a picture evoking a different emotion on each side (6 total). Children take turns rolling the cube and acting out the emotion pictured. Children can be asked when they have that feeling.
3. Use anatomically correct dolls to teach names of body parts and discuss appropriate and inappropriate touches.
4. Slide presentation: "Touch"
5. Have children move around room acting or portraying a feeling. Have children practice walking and freezing. Say: Now walk around very, very sad. You are so sad you want to cry, etc. Then say, freeze. When you say "freeze" they all freeze in that feeling. After they do several feelings, have one-half the group move and then freeze. Have others watch the moving and then describe the frozen positions. Switch.

Variation: Whisper the same feeling to one or two children. Have them walk around expressing the feeling and freeze. Have the group try to guess the feeling.

6. Body outline. Outline each child's body on a piece of butcher paper. Ask them to point to the body parts that is okay to have touched by: (parents, a store clerk, a family friend, the bus driver, etc.) Ask them to point to the parts of the body it is not okay for an adult to touch.
7. Give a one line "touch" situation and ask children to classify it as good, bad, or confusing:
examples:
 - your friend bites you
 - your dad gives you a back rub
 - someone you are mad at wants to hold your hand
 - your friend is sad so you pat her arm
 - your favorite aunt hugs you too long
 - your friend kicks you

8. Use puzzles of human bodies.

9. Use dolls or puppets to act out situations.

10. Use dolls and/or puppets to role play. Example: In front of class—"Give this doll the kind of touch that makes you feel good."

11. Encourage dramatic play in housekeeping corner—"tucking in bed" as a good touch.

12. Talk about bullies in various situations.

13. Read: The Original Warm, Fuzzy Tale by Claude Steiner

People by Peter Spier

On Mother's Lap by Ann Herbert Scott

Alexander and the Terrible, Horrible, No Good Day by Judith Viorst

Feelings: Inside You and Outside Too by Barbara Kay Pollard

Joshua's Day by Sandra Suroweick

"What Would You Do If..." by Lory Freeman

Book of Hugs, Book of Kisses by Dave Ross

Liking Myself by Pat Palmer

ADDITIONAL ACTIVITIES UNIT I—TOUCHING (continued)

14. Have children make personal or group scrapbooks and/or collages of pictures of three kinds of touch. (One collage for each touch.) Pictures can be cut from magazines by teacher.
15. Sing "If You're Happy and You Know It", or other songs about feelings.
16. Have children make up a story about each of the three kinds of touch. Children could individually dictate a story or make group stories about touch to dictate to the teacher.
17. Draw a picture for each kind of touch.
18. Use the "One Dozen Feeling Games," by Elizabeth Crary.
19. Role play. Many of the situations can be acted out by the children, particularly those showing good touch. Additional situations can also be used for role play.

TAKE HOME ACTIVITY UNIT I—TOUCHING

Talking About Touching With Preschoolers is a personal safety curriculum. Children will be learning some skills to increase their ability to protect themselves. Children will learn to determine appropriate and inappropriate touch, to assert their right to say "no" to touches that are uncomfortable or inappropriate and to tell someone if they are uncomfortable about a touch. Your involvement is essential to your child learning these self-protective skills.

Feeling Game: Senses

This game can provide the opportunity for children to express and share feelings about senses including touch.

This activity can be done with the whole family. Have each individual (adults and children) tell a smell they like. After everyone shares his/her "good" smell, have each person act out (using hands, face, body) how the smell makes him/her feel. Do the same with a "yucky" smell. Continue using "like" and "dislike" with touch, sound, sight and taste. Acknowledge similarities and differences. Point out that there is no right or wrong, and that our feelings are our own.

UNIT II

SAYING "NO"

Lesson 1:

Saying "No"

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- say "no" assertively.
- use assertive body language.

NOTES TO TEACHER

This basic assertiveness skills are introduced in this lesson and should be reinforced throughout the unit. Most of the lessons from the previous unit on touch can be reintroduced with this unit adding the questions to elicit assertive responses. (What could he or she say or do?) After demonstrating each skill, have children practice it as a group and individually. When practicing the situations in the lesson, gradually increase the pressure and push for a "yes" response.

STORY

In order to take good care of ourselves, to protect ourselves, we sometimes have to say "no". Sometimes it is hard to say no to grown-ups or older people. We are going to practice saying no and being assertive.

1. **Say "No" using a strong, firm voice. Everyone say no using a strong voice. (Help children distinguish between shouting and a strong, firm voice. The latter should come from their bellies.)**
2. **Shake your head to strengthen the "no".**
3. **Stand firm and tall while you are saying "no".**
4. **Look the person right in the eye while you are saying "no". Don't look down.**
5. **Avoid giving reasons, just say no.**
6. **Repeat the "no" until the person stops.**
7. **Say "no" like you really mean it.**
8. **Now do them all together.**

DISCUSSION

I'm going to ask some questions. I want you to say "no" even if you think it is really okay. Remember all of the parts, shake your head, look me in the eye, stand tall and strong and say it like you mean it. Remember you might have to say "no" several times. (Ask several children each question so all get a chance to practice.)

1. Can I play with your doll? (boat, etc.)
2. Let's go put the kitten in the washing machine.
3. Can I wear your jacket? (Pause, wait for an answer) Please?
4. Can I play with your mom's tools? (Pause, wait for an answer) I'll give you some candy if you let me.
5. Can I give you a kiss?

UNIT II

SAYING "NO"

Lesson 2:

Bullies At The Swings

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- recognize the dynamics of exploitation
- demonstrate verbal and non-verbal assertive behavior.
- identify ways of coping with exploitation.

NOTES TO TEACHER

The problem of dealing with a bully who is older and bigger is difficult. The key in this lesson is for the children to come up with solutions. Possible assertive responses would be to leave, to go to another swing, or to ask for help. Emphasize that sometimes children need to ask for help, and sometimes they can figure things out themselves.

STORY

One day, Greg is at the park with his mother and baby brother. While his mom is feeding the baby, Greg goes to play on the swings. While he is swinging, two big boys come and tell Greg to get off the swing. They grab his swing and start twisting it.

DISCUSSION

1. How do you think that makes Greg feel?
2. What is a bully?
3. What can Greg say to the big boys?
4. What can Greg do if he says "no" and it doesn't work, they keep bullying him? (go to another swing, tell mom, leave and play someplace else)
5. He could say "Don't do that, I don't like it." You say it. (Have group and individuals say it.)
6. What if Greg went to another swing and that didn't work? What could he do?
7. Is there someone Greg could tell?



UNIT II
Lesson 3:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SAYING "NO"
Assertive Girl

CHILDREN WILL BE ABLE TO:

- demonstrate verbal and non-verbal assertive skills in potentially dangerous or exploitative situations.
- identify ways of coping with a difficult situation.

Children who are sexually abused often feel guilty and believe that it is their fault. It is important to convey that it is never their fault, no matter how it happens or how long it persists.

Rosa is learning about protecting herself. Rosa's stepfather tries to touch her private parts one day when Rosa's mom is not home. Rosa remembers about touching private parts. She tells him, "Don't do that" like she learned at her preschool.

1. Is it okay for her stepdad to try to touch her private parts?
2. How does Rosa know it is not okay? (Safety rule: not okay for older people to touch children's private body parts.)
3. How do you think Rosa feels when he does this?
4. What does Rosa say to him? ("Don't do that!")
5. What else could she do that would make him stop?
6. Should Rosa tell about what happened?
7. Is it Rosa's fault about the touches? Is Rosa bad? (No)
8. Why? (It never is a child's fault.)
9. What could you say if an older person tries to touch your private body parts?
10. What if Rosa's stepdad wants to play a good touching game. Would that be okay?
11. What if Rosa needed her bottom wiped? Would that be okay?
12. What if Rosa was too old to get her bottom wiped?
13. Is it okay if a teacher or babysitter wants to touch Rosa's private body parts?



UNIT II

SAYING "NO"

Lesson 4:

Answering The Phone

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify appropriate responses to requests for information from strangers.
- clarify family rules regarding giving information on the phone and answering the door.

NOTES TO TEACHER

Elicit from children their responsibility to not give information to strangers. The message is that children should not give a stranger information about themselves unless a parent is with them and says it is okay. Children should not give information even if the person requesting information tells them that their mom or dad or teacher said for them to give it.

STORY

Janet's mother is taking a bath when the phone rings. She tells Janet to answer the phone. Janet runs to answer the phone. She says "Hello" then hears a man's voice that asks "Who is this?" She does not know who is calling. Then he asks if her mother or father is at home. Janet says, "My mom is in the bathtub." Janet is getting kind of mixed-up about all the questions. She likes to talk to Grandma and Uncle Barry, but she is not sure about talking to people she does not know. Her mom has told her not to talk to strangers on the phone.

DISCUSSION

1. What could Janet have said when she realized that she didn't know the man who was calling? (Tell him "my mom is busy, please call back", or "I'll go get my mom", or "Call back later.")
2. Does Janet have to answer the questions? It is a good idea to check with your mom or dad before you talk to strangers.
3. Are you allowed to answer the phone?
4. What are your family rules about answering the phone?
5. What are your family rules about giving information to strangers?
6. What are your family rules about answering the door?

Older Children

STORY

Janet is home alone when the doorbell rings.

DISCUSSION

1. What do you think Janet will do? How can Janet tell who is knocking?
2. Should she let anyone in? If you were home alone, what would you do if the doorbell rang?
3. What if the person ringing the bell is your neighbor? A repair person? Someone who wants to use the phone?
4. Who has a family rule about opening the door? What is it?



UNIT II

SAYING "NO"

Lesson 5:

Babysitter's Bribe

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- say "no" assertively in potentially dangerous or exploitative situations.
- learn to use assertive body language.

NOTES TO TEACHER

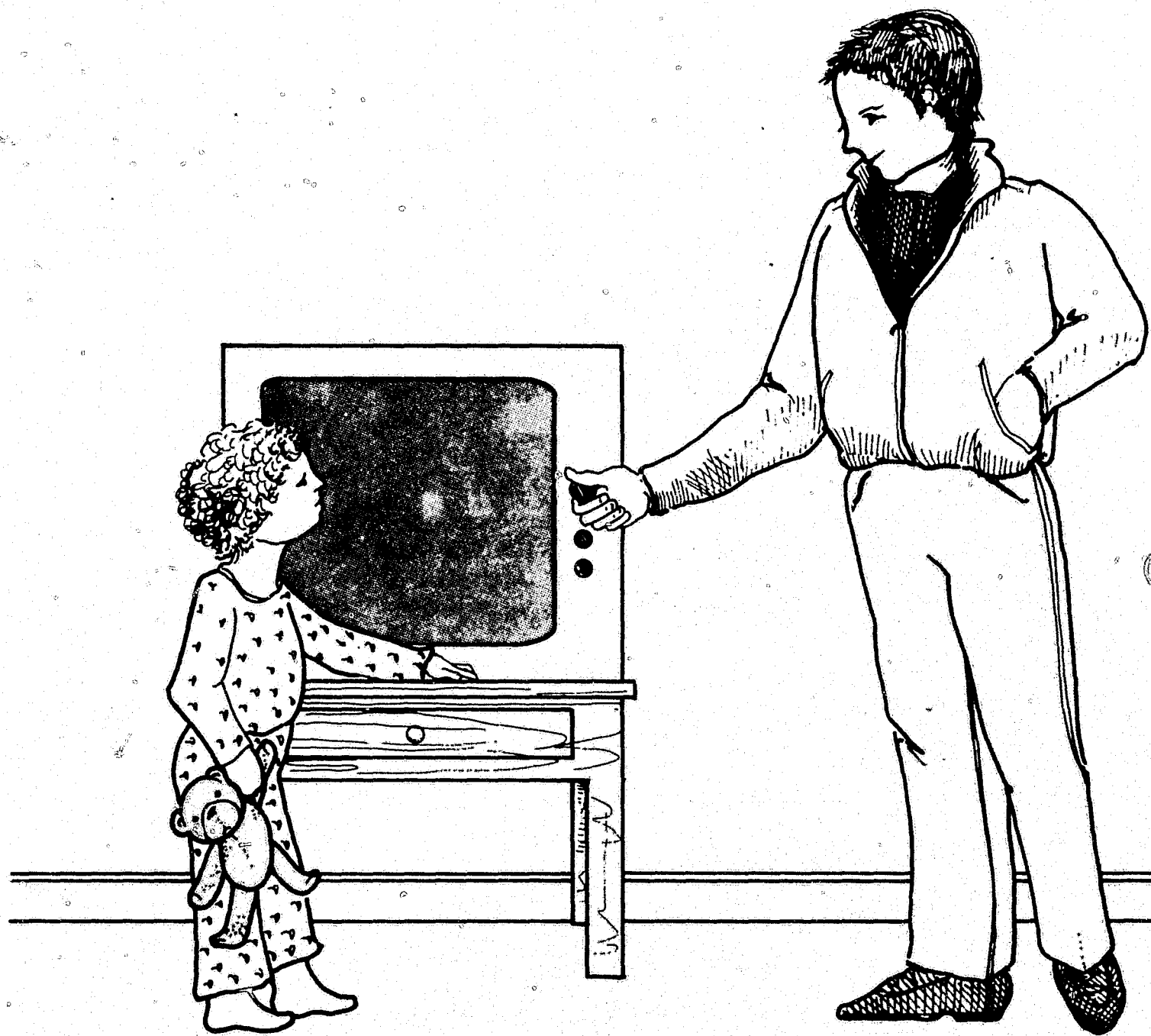
Children are often told to do whatever the babysitter says. This is a situation where the child's knowledge of appropriate and inappropriate touch can help her/him avoid exploitation. Have the children in the class give examples of assertive responses to the babysitter's request. A discussion of the use of bribery may also be appropriate. It is not okay for big people to get kids to do something they aren't supposed to do by offering them something special.

STORY

Amy's babysitter, Eric, is a big boy from her neighborhood. Her mom always tells her to mind the babysitter. One night Eric tells Amy she can stay up late to watch TV if she plays a special touching and undressing game with him. Amy wants to stay up but she does not want to take off her clothes and play the touching game.

DISCUSSION

1. Is that game okay?
2. How do you know? (Older persons touching private parts and getting undressed.)
3. Do you think Amy should play this game? Why? Why not? What if she really wants to stay up to watch TV? What if a special program is on?
4. What could Amy say to Eric? (No.)
5. Amy can also say "No. I won't do that!" You say it.
6. What else can she do? (Tell, go to a neighbor. Call parents and tell her parents.)



UNIT II

SAYING "NO"

Lesson 6:

Public Restroom

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify various assertive options in response to a potentially dangerous situation.
- determine if a particular touch is appropriate or inappropriate.
- recognize a child is never at fault if an inappropriate touch occurs.
- identify feelings regarding an inappropriate touch.
- decide on an appropriate response to a potentially dangerous situation.

NOTES TO TEACHER

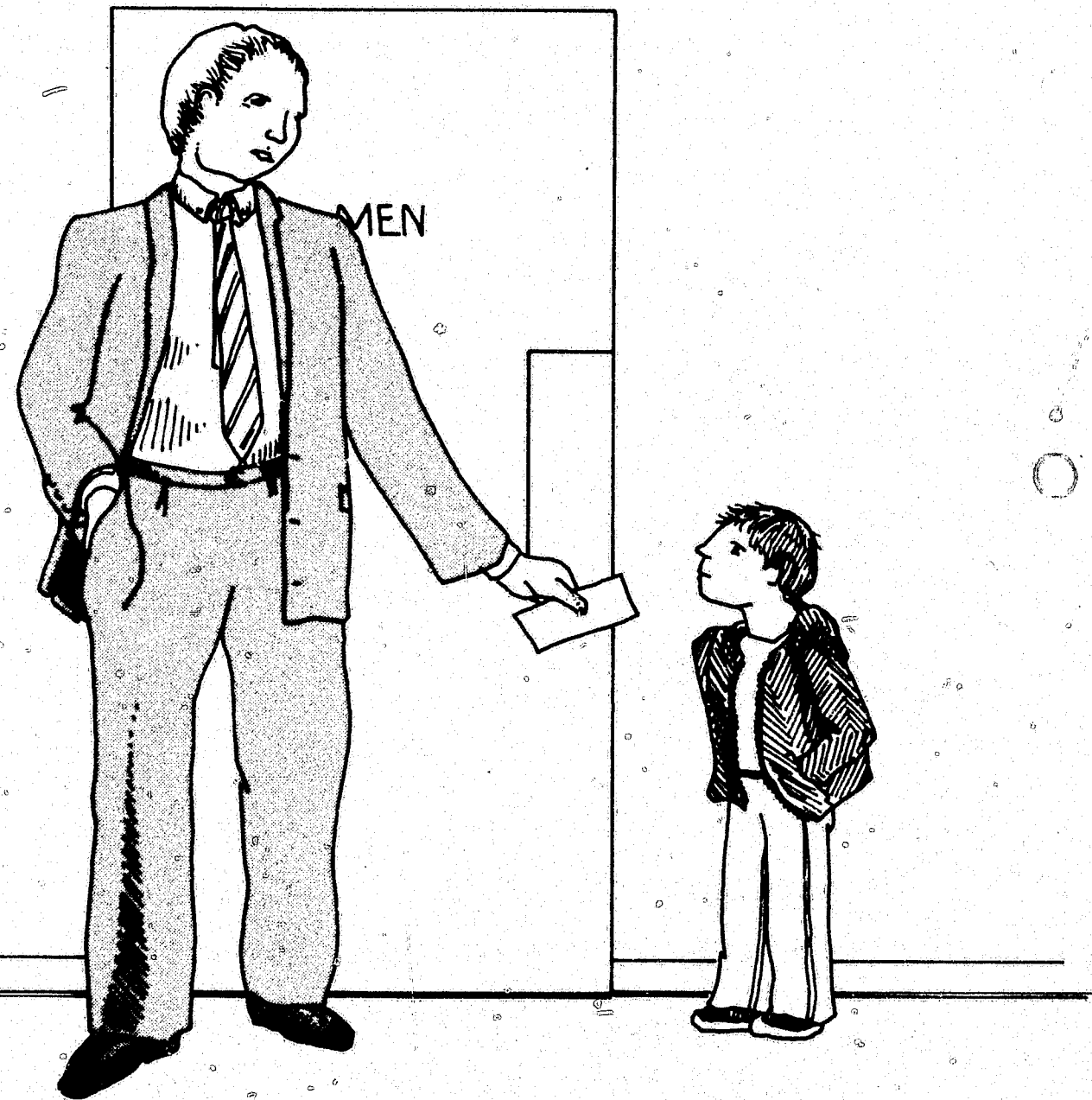
Even though in the majority of cases of child molestation the child knows the offender, children are also assaulted and/or molested in public places, especially restrooms, theaters, and parks. Parents need to be aware of public facilities that are near where their children play. Children need to be careful about using toilets that are isolated, dark and away from well populated areas. When discussing situations like this one it is important for you to emphasize safe, alternative places to go. The "buddy system" is also a positive approach to dealing with situations where children have very little control over the environment. It is important not to frighten the children, but to give them some common sense guidelines.

STORY

One day Noah's big brother takes Noah to the park. Noah has to go to the bathroom. His brother is playing frisbee with some other kids, so Noah goes to the restroom alone. A man tells Noah that he will give him \$5 if he touches the man's private body parts. Noah gets the "uh oh" feeling and says to the man, "No, I won't do that! I'm going to tell." He runs out and tells his brother.

DISCUSSION

1. How do you think Noah feels when the man asks him to touch his private body parts?
2. Did Noah do anything wrong?
3. What did Noah do? (Said "No" and told his brother)
4. Did the man do anything wrong?
5. What if he offered him \$10? What if an ice cream cone, a pony ride . . . ?
6. Which is best, to go into a bathroom yourself or have someone go with you?
7. Do you think Noah and his brother should tell someone else? Who could they tell?



UNIT II

SAYING "NO"

Lesson 7:

At The Movies

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify various assertive options in response to a potentially dangerous situation.
- determine if a particular touch is appropriate or inappropriate.
- determine they are never at fault if an inappropriate touch occurs.
- identify feelings regarding a particular touch.
- decide on an appropriate response to a potentially dangerous situation.

NOTES TO TEACHER

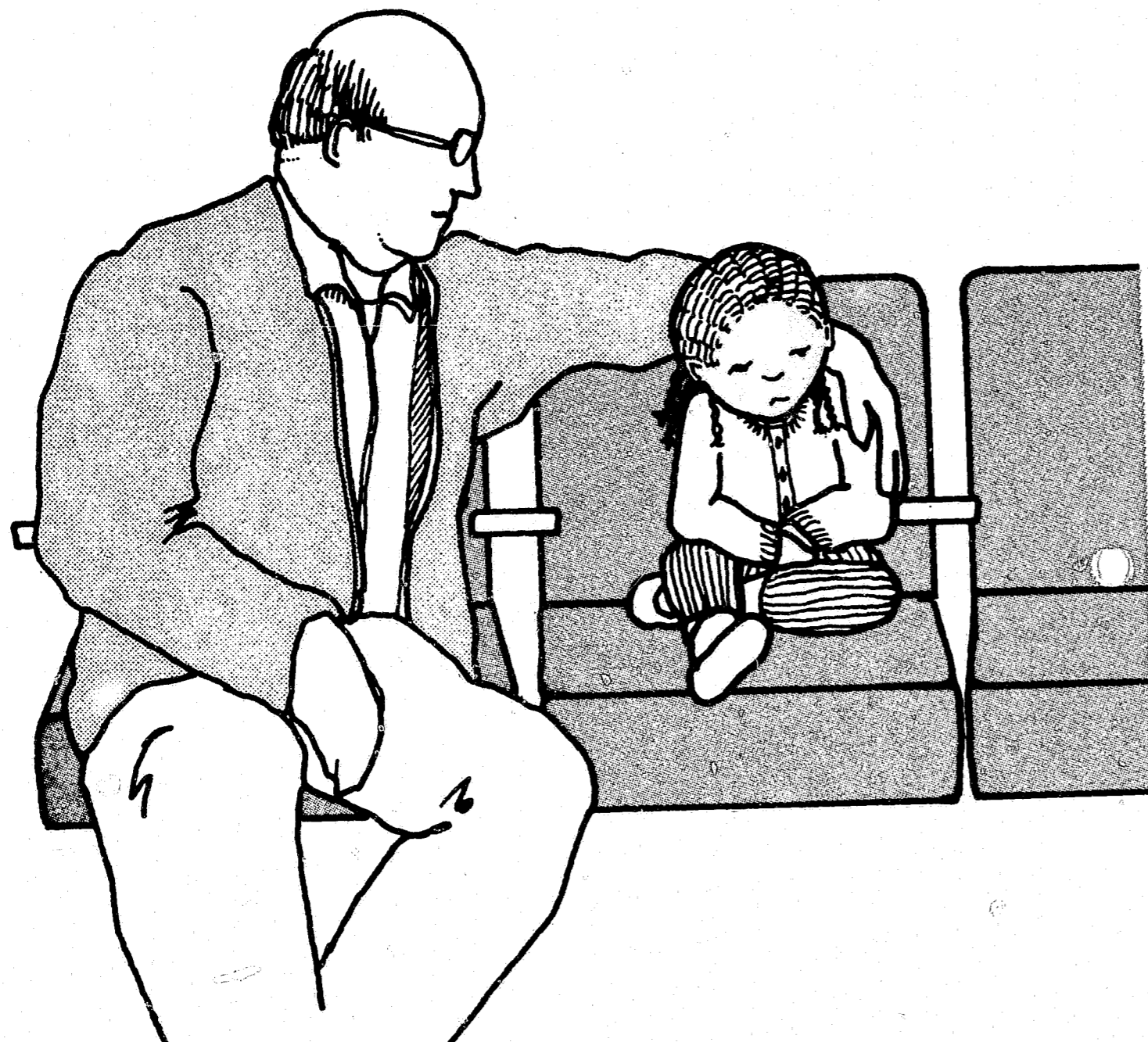
Young children are seldom in a theater alone. However, a number of children are molested in this situation and do not know what to do, especially when it is dark and they are told to be quiet. They can be encouraged to come up with a variety of responses (getting up and moving, taking the offender's arm away and moving, saying "no" loudly, assertively and moving, telling, etc.)

STORY

Karen is very excited. She gets to go to the movies with her big sister, Kathy and Kathy's friend, Sharon. The big girls tell Karen that they are going to the lobby to get candy. Kathy tells her to stay in her seat and wait for them. While they are gone, a man sits down next to Karen and puts his arm around her. Karen feels mixed-up and creepy inside her stomach.

DISCUSSION

1. Do you think that Karen wants the man to put his arm around her? Why not?
2. Is that an okay touch?
3. Does Karen have to let him keep touching her? (It's her body.)
4. What can Karen do?
5. What can Karen say to the man?
6. Who should she tell?
7. Is it okay to yell if someone is touching you in an uncomfortable way? What about if the movie is going and you are supposed to be quiet?



ADDITIONAL ACTIVITIES UNIT II—SAYING “NO”

1. Read: “I Like You To Make Jokes With Me, But I Don't Like It When You Touch Me,” by Ellen Bass in Stories for Free Children.
It's My Body, by Lori Freeman.
My Name Is Not Dummy, I Want It, & I Can't Wait, by Elizabeth Crary.
2. Coloring Books: My Very Own Book About Me
Red Flag, Green Flag People
3. Role Play: Have children act out the situations presented in the lessons, role play appropriate assertive responses.
4. Additional Role Play Ideas:
 - Tracy is playing in the front yard. Billie Mae, a big girl tries to take her truck away.
 - Uncle Stephen pinches Joey's cheek. It hurts.
 - Sylvie is Jason's best friend. Sylvie wants to hold Jason's hand to walk to the park. Jason doesn't want to hold her hand. What can Jason do?
5. Practice saying “No”. Children pair up. One person in the pair says “no” and the other says “yes”. After 2–3 minutes they switch roles.
6. Audio Visual Aid: “Speak Up, Say No!” (Older preschool children)

TAKE HOME ACTIVITY UNIT II—SAYING "NO"

Teaching assertiveness is a basic part of the *Talking About Touching With Preschoolers* curriculum. Children can learn to recognize confusing or bad touches, but unless they know that they have the right to refuse touch as well as the right to seek and receive help they are still powerless and unprotected.

ACTIVITY

You can affirm your children's right to say "no" to unwanted touch by supporting them when they attempt to say "no" to touch that makes them feel uncomfortable and by helping them identify more positive alternatives. For instance, if a relative is asking your child for a kiss good-bye and you are aware that your child is uncomfortable, you can tell the relative that in your family it is okay to say "no" to touches. You might suggest blowing a kiss.

This action will show the child that he/she does not have to accept an unwanted touch. It also shows the child that you will provide protection.

UNIT III

TELLING

Lesson 1:

Family

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- list a variety of resources they can go to for advice and help in solving problems.

NOTES TO TEACHER

This lesson emphasizes that there is a family support system which children can go to for help. This is not only the immediate family, but may also include aunts, uncles, cousins, grandparents, and perhaps a few other people who are very close to the family. Sometimes there are some problems that require outside help to solve. Encourage the children to look at the community support system. The movie, *Who Do You Tell?*, deals with this subject and is a good movie to use with older preschool children in conjunction with this unit. Each child needs to identify people within the community support system, as well as within the family, whom they can approach for discussions about problems or emergencies they might have.

DISCUSSION

1. Who are the people in this family? Who are the people who make up a family? (Don't forget stepfathers, stepmothers, half-brothers and sisters, grandparents, aunts, uncles, roommates, live-in partners.)
2. Who are the people in your family? Who lives with you at your home?
3. If something is bothering you, who can you talk to in your family?
4. If that person is not home or is too busy, who else can you talk to in your family?
5. Are there adults outside of your family whom you can talk to if something is bothering you? Making you feel bad? (teacher, minister or rabbi, babysitter, etc.)
6. Who are people in the community who help people? (fire department, police, doctors, teachers, parents of friends)



UNIT III

TELLING

Lesson 2:

Candy From Strangers

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- determine an appropriate response to a situation involving a stranger.
- ask for help.
- list a variety of resources that are part of their community support system.

NOTES TO TEACHER

This lesson uses the experience dealing with strangers to teach children who to tell and how to tell or ask for help. Assertiveness and touching concepts are reinforced. Older preschool children may be able to learn about 911 as a community resource. They need to know numbers, probably their address, and be able to communicate these.

STORY

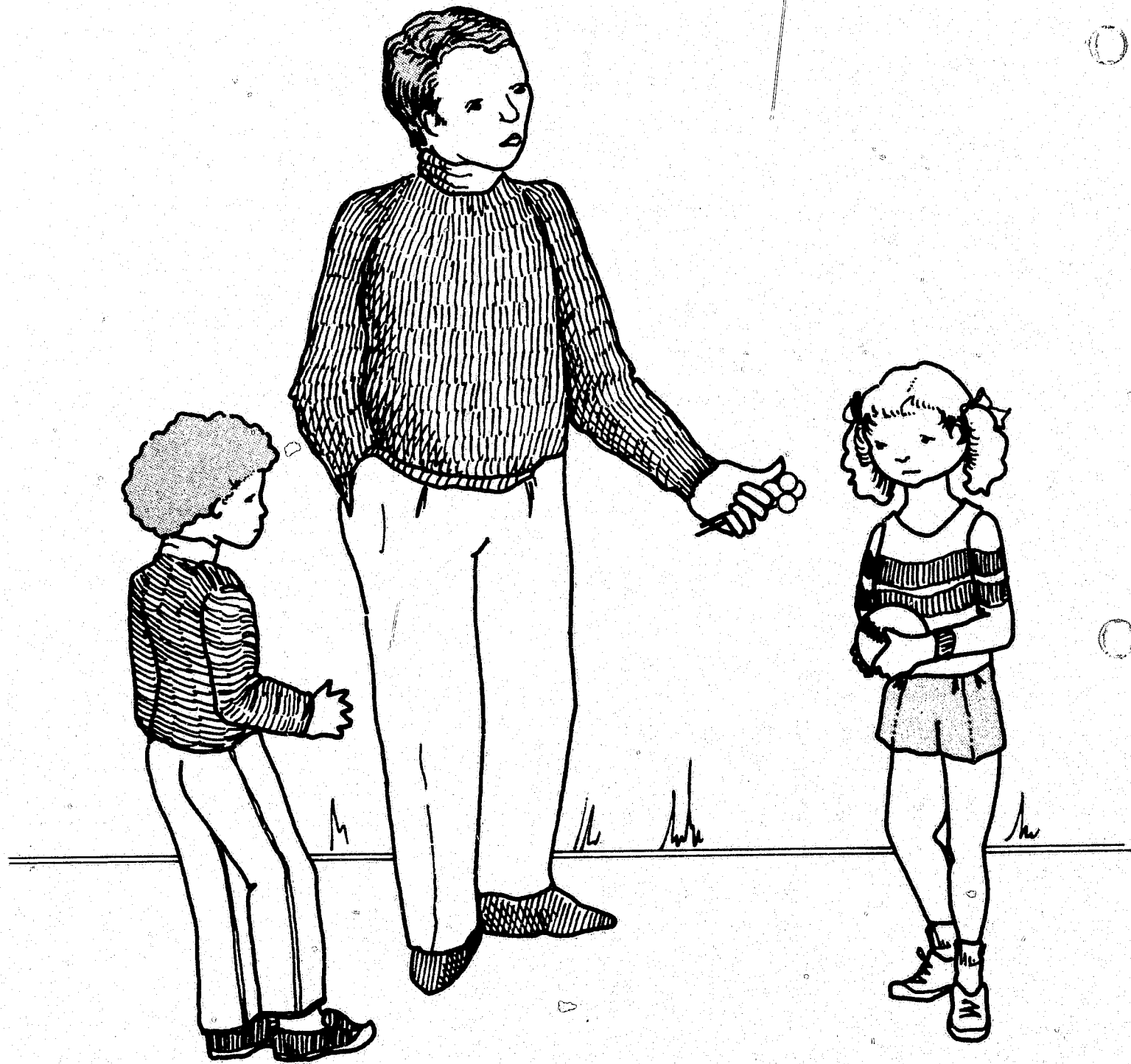
Jason and Suzanne were playing in the park. A man came and offered them candy if they would go for a walk with him.

DISCUSSION

1. Is it okay for the children to take the candy?
2. What can the children say to the man?
3. What can they do?
4. Who can they tell? (police, parents, etc.)
5. What can they say to a police officer?
6. What are your family rules about taking things from strangers?
7. What if the man is a friend, is it okay to take the candy?
8. Is it okay for Jason or Suzanne to go for a walk with the man even if they don't take the candy?
9. What if he offers money?
10. What if he says he wants them to help him?
11. What if he says their parents said they should come with him?

Older children

12. Does anyone know about 911? What is it? When can you call that number?
13. Should Jason and Suzanne call 911?



UNIT III

TELLING

Lesson 3:

The Secret

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- Identify appropriate and inappropriate touch.
- express feelings about touch.
- suggest assertive response(s) to a difficult situation.
- list a variety of resources they can go to for help if they have a problem.
- identify secrets as inappropriate between adults and children.

NOTES TO TEACHER

"It's our secret" is a common phrase used in sexual abuse situations. Children should be taught that secrets of this kind between adults and children are not okay and they should not be kept. Surprises between an adult and a child are okay because they are always eventually told. Secrets between an adult and a child are not okay because they are never told. Emphasize that secrets that break safety rules are not okay.

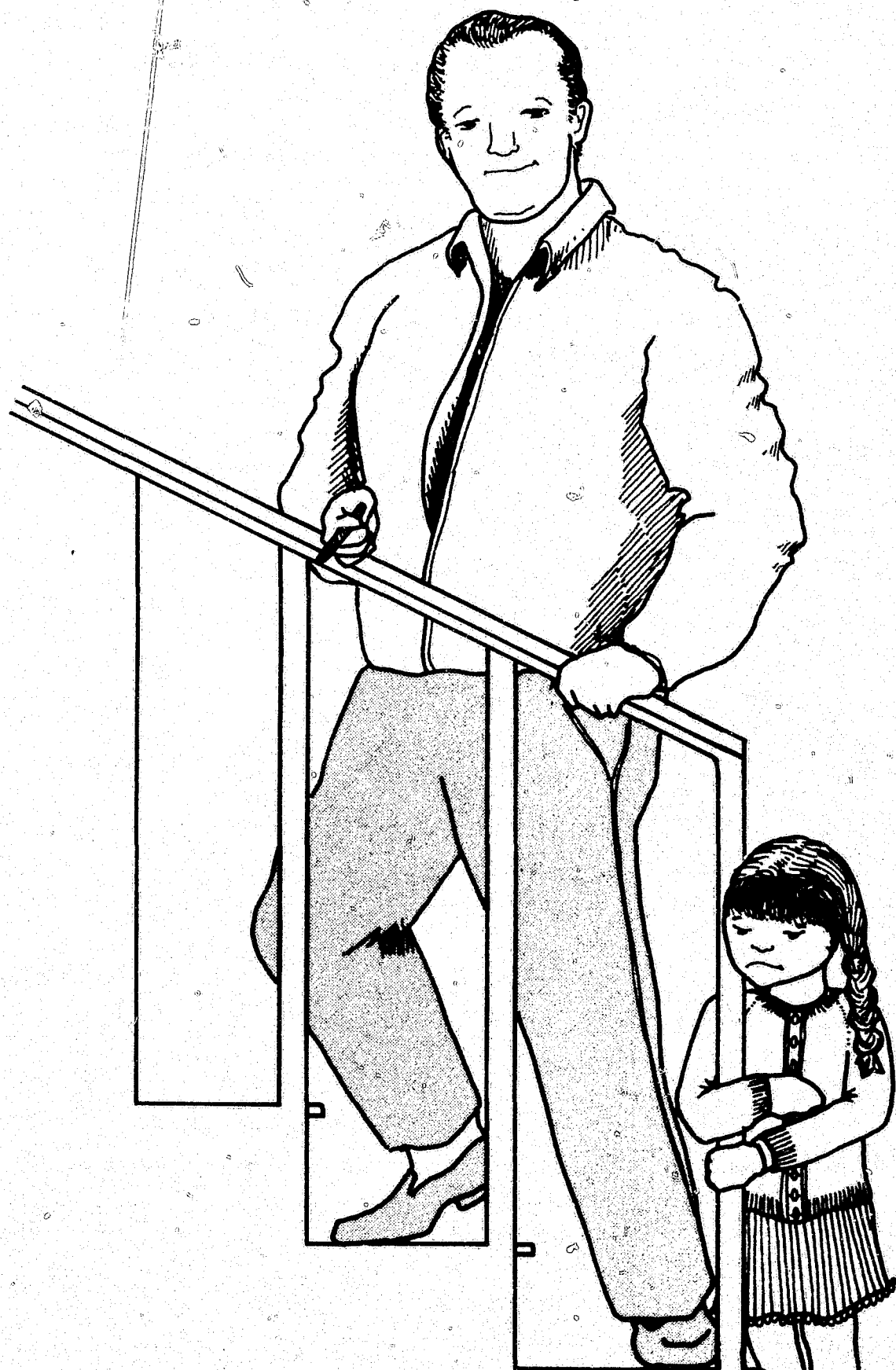
STORY

Do you know what a secret is? A secret is something you can't tell anyone. It is not okay to have secrets with adults. Surprises are okay. The fun of a surprise is that it is finally told. It is okay to have surprises, like about presents and birthdays. There should never be secrets about touching.

Pete wants Lisa to come into the house with him and play a game. He wants to touch her body all over, like he did once before. He says it's their "special secret" and she can't tell anyone about their game. Lisa doesn't want to go with him.

DISCUSSION

1. How does Lisa feel? How can you tell?
2. Should Lisa keep the game a secret?
3. Is it okay for Pete to touch Lisa's body? Why not?
4. What are the clues that tell Lisa she should tell someone about the game? (inappropriate touch, "uh oh" feeling, safety rules about touch and secrets)
5. What is the safety rule? What can Lisa do?
6. What if Lisa tells her mother and her mother doesn't believe her or doesn't listen? Then who should she tell? (teacher, aunt, police, etc.) She should tell and tell and tell until someone believes her.
7. Who would you tell if an adult wanted you to keep a secret like this?
8. Is it Lisa's fault that Pete touched her private body parts before? (No, it would never be her fault. An older person is not supposed to touch children on their private body parts.)



UNIT III

TELLING

Lesson 4:

Child And The Kittens

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify potentially dangerous situations.
- suggest alternative courses of action in response to a variety of situations.
- identify safe responses to potentially dangerous situations.

NOTES TO TEACHER

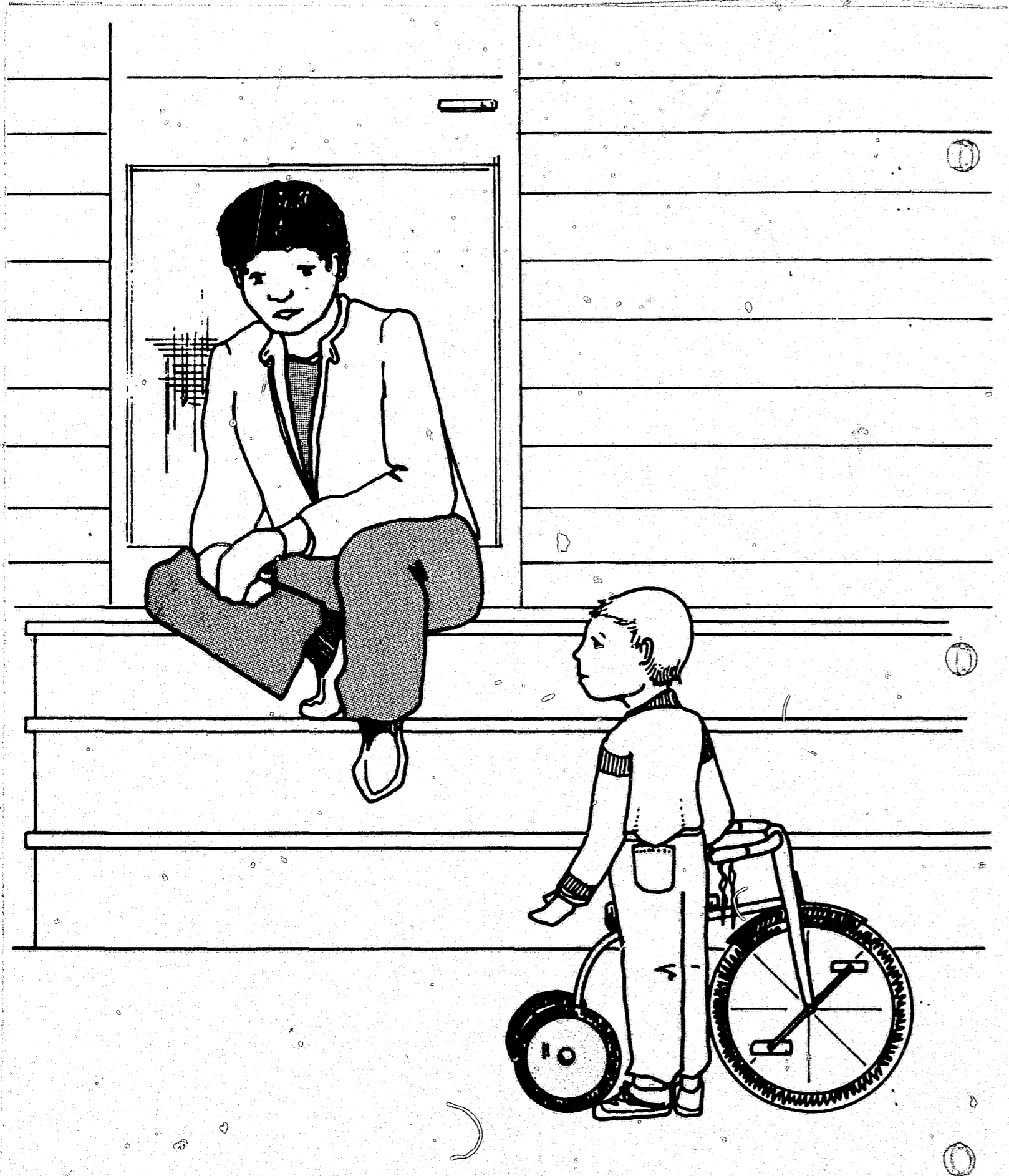
The idea of someone using a bribe or trick should be recognized as a danger signal. Emphasize that each child must be responsible for making safe decisions.

STORY

Matthew is riding his tricycle down the block. A man is sitting on his front steps when Matthew rides by. The man asks Matthew to come and see his brand new baby kittens. Matthew does not know the man, but he wants to see the kittens. The man tells Matthew that if he comes with him down to his basement he can play with the kittens there and maybe take one home. Matthew's mom and dad told him not to go into people's houses without telling them first. Matthew does not want to go all the way down the block to ask his mom. He wants to see the kittens right now. He gets off his trike and follows the man to the basement. When he gets to the basement, there are no kittens. The man wants Matthew to sit on his lap. Matthew is mixed-up. He doesn't like being tricked. The man says, "If you don't, I'll tell your mom and you'll get in trouble." Matthew remembers about touches and tells the man "No" and then runs home and tells his mom. His mom tells him that she is glad Matthew has told her and that she will protect Matthew. His mom tells him that it was not his fault, that he is not bad. She says that the man should not trick children.

DISCUSSION

1. What could Matthew do when the man asked him to come see the kittens?
2. Was it okay that the man tricked Matthew?
3. Was it good that Matthew said no and went home? Why?
4. Was it good that he told his mom?
5. Whose fault was it?
6. Was it Matthew's fault? (Stress tricking is not okay) Was Matthew bad?
7. What if Matthew did sit on his lap, should he still tell his mom?



UNIT III
Lesson 5:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TELLING

Woman Asking For Directions

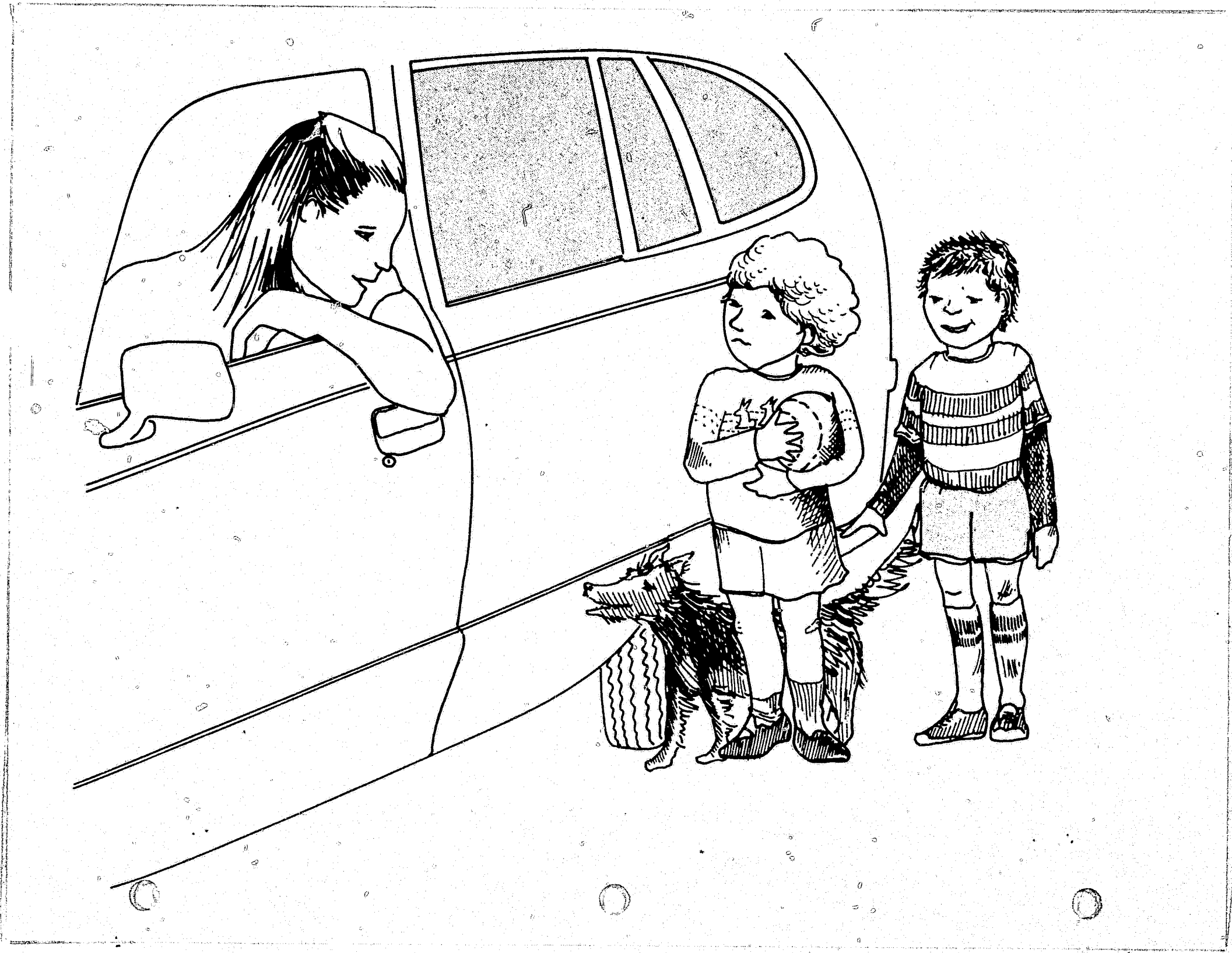
CHILDREN WILL BE ABLE TO:

- identify potentially dangerous situations.
- suggest alternative courses of action in response to a variety of situations.
- identify safe responses to potentially dangerous situations.

The situation as described here may be harmless. A child could conceivably help this person. However, abductors often ask for help as a way to trick a child. The chances of anyone asking a 3 or 4 year old directions are limited. Children should know not to get too close to the car. There are times when it is appropriate to talk to strangers, children need guidelines about those times. You may wish to reinforce the concept of trusting your senses here. Review the "uh oh" feeling. This lesson also explores family rules regarding rides with strangers or rides with someone the child knows when the parents are not aware of the ride.

Marie and Todd are outside playing. A woman in a car stops near them. She asks them if they know where the parade is going to be.

1. Should Marie and Todd talk to the woman in the car?
2. Should they go close to the car? What could happen?
3. What if Marie and Todd know where the parade is, should they tell the woman?
4. Where should they stand to tell her? What else could they do?
5. What if the woman asks their names? Should they give her personal information?
6. What if the woman says she will take them to the parade? Should they get in the car?
7. If they really, really, really want to see the parade, should they go with the woman?
8. What would you do?
9. What is your family rule about going for rides in cars with other people when your mom or dad does not know?
10. What if Marie and Todd get a "funny" feeling about the person? What can they do? Who can they tell? Who else can they tell?



UNIT III

TELLING

Lesson 6:

Is It Too Late To Tell?

OBJECTIVES

CHILDREN WILL BE ABLE TO:

- identify appropriate and inappropriate touch.
- give an assertive response.
- list a variety of resources that are part of their community support system.

NOTES TO TEACHER

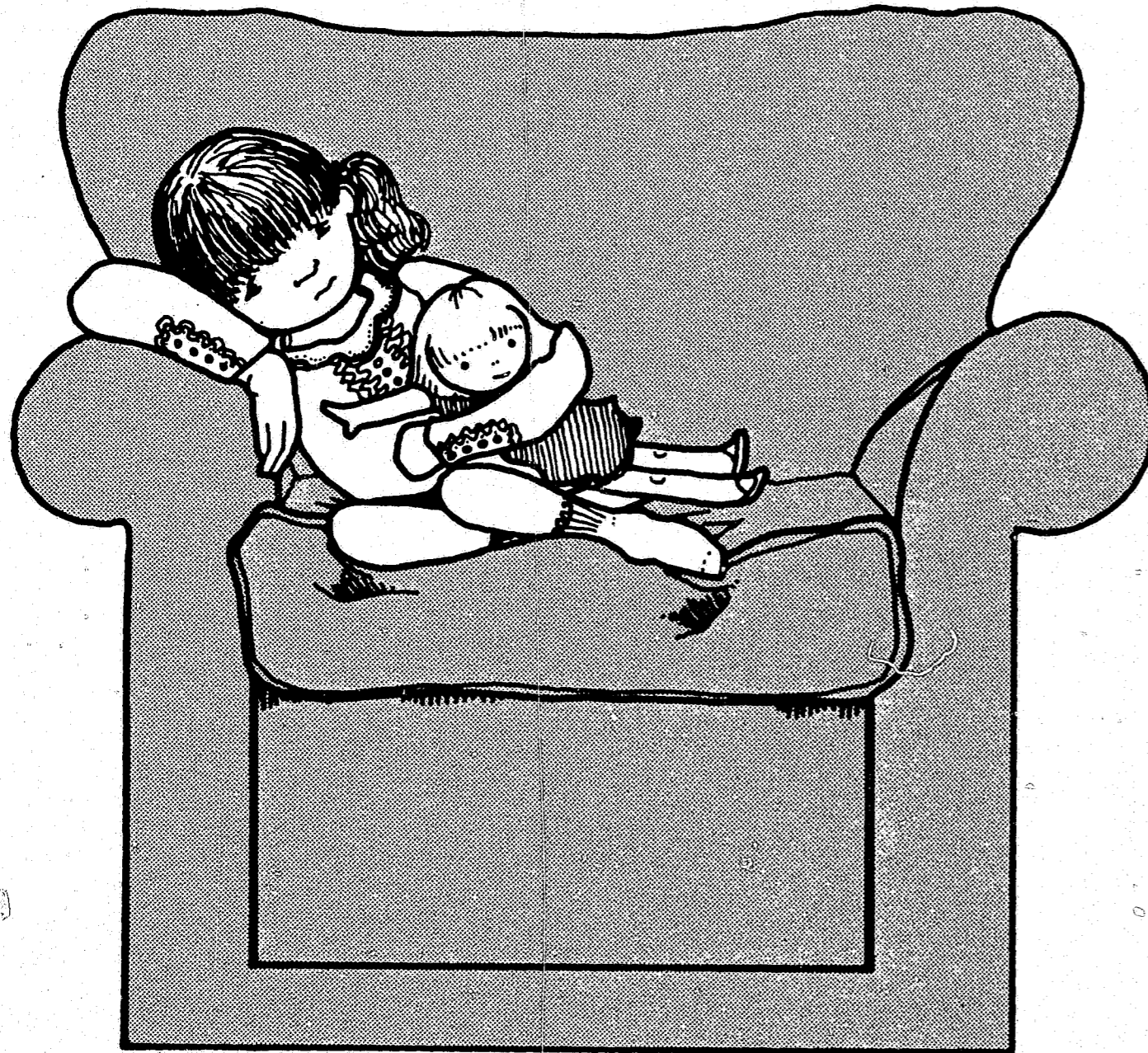
Because of the conflicting feelings children have when they are being molested, they will often wait some time before finally risking telling someone about what is happening. This lesson will help children to understand that it is never their fault, and that it is never too late to tell someone and get help to stop it.

STORY

Rebecca is thinking about what her dad's friend Simon does to her. He puts his hand under her skirt when she sits on his lap. She knows Simon is coming over to visit. She is afraid that if she tells her dad about it, he will be mad. Rebecca doesn't want Simon to do that to her anymore. She wishes she had told someone before, but she was too mixed-up. She does not know what to do. She is thinking about telling her teacher, but she doesn't know how.

DISCUSSION

1. What can Rebecca do?
2. How do you think she feels? How can you tell?
3. Did Rebecca do anything wrong?
4. Is it too late to tell? (It is never too late.)
5. What are the safety rules? (It's not okay for adults to touch children's private body parts; you have a right to say "no" to uncomfortable touches.)
6. Does Rebecca have a right to say "NO" even if it is her dad's friend, Simon? What if it is a teacher? A babysitter? A friend? A mom? A dad? A friend's brother?
7. Who can she tell? What if that person doesn't listen, who else can she tell? What if that person doesn't believe her or won't help her, who else can she tell? Anyone else? (teacher, police, babysitter, mom, dad, etc.)
8. How can she tell? What can she say?
9. Rebecca is afraid that her dad will get mad if she tells him. What should she do?
10. What can Rebecca do if her dad does get mad when she tells?
(Older Children)
11. If Rebecca told you, who would you tell to help her?



ADDITIONAL ACTIVITIES UNIT III—TELLING

1. Show the film: "Who Do You Tell". (Older preschool children.)
2. Use a flannel board to demonstrate how children can "tell" in various situations. You can use the situations from the lessons or additional situations.
3. Reintroduce lessons from Units I and II. Add questions about saying "no" and telling. e.g. In the "Tickling" lesson, questions to add would be: "What can Sandy do? How would she do it? Who could she tell if it did not work?, etc.
4. Use puppets to act out the situations in the lessons.
5. Play "what if" games.
 - What if the babysitter wanted to have a secret with you . . .
 - What if I wanted to kiss you and you didn't want me to . . .
 - What if the neighbor wanted you to come into his house and play a special game . . .
 - What if a big kid tried to take your favorite toy . . .
 - What if someone tricked you into doing something . . .
6. Tell stories that model for children an example of successfully avoiding potentially exploitive situations.
7. On a play phone, practice dialing 911 and saying address and phone number.
8. Use the additional activities from Units I and II.
9. Read: A Very Touching Book by Jan Hindman.

TAKE HOME ACTIVITY UNIT III—TELLING

The focus of the final unit of the Talking About Touching With Preschoolers curriculum is on "telling" and asking for help in difficult or uncomfortable situation.

The following resource list is a sample of available materials that parents have found useful in talking to their children about personal safety.

BOOKS

No More Secrets: Protecting Your Child From Sexual Assault, by Jennifer Fay and Caren Adams, 1981.

Impact Publishers
P.O. Box 1094
San Luis Obispo, CA 93406

Silent Children, by Linda Tschirhart Sanford. Garden City, NY: Anchor Press/Doubleday, 1980.

BOOKLETS

He Told Me Not To Tell

King County Rape Relief
305 S 43rd
Renton, WA 98055

Come Tell Me Right Away

Linda Tschirhart Sanford
123 Sutherland Road
Brookline, MA 02146

COLORING BOOKS

My Very Own Book About Me, by Jo Stowell and Mary Dietzel

Lutheran Social Services
N 1226 Howard
Spokane, WA 99201

Red Light, Green Light People, by Joy Williams

Rape and Abuse Crisis Center
P.O. Box 1655
Fargo, ND 58107

READ ALOUD

Private Zone, by Frances Dayee

Charles Franklin Press
18409 90th Avenue W
Edmonds, WA 98020

My Very Own Special Body Book, by Kerry Bassett

Hawthorn Press
P.O. Box 3910
Redding, CA 96049

It's My Body, by Lory Freeman (with accompanying Parent's Guide)

Planned Parenthood of Snohomish County
2722 Colby, Suite 515
Everett, WA 98201

Stories For Free Children, edited by Letty Cottin Pogrebin, NY: McGraw-Hill, 1982.

("I Like You To Make Jokes With Me, But I Don't Want You To Touch Me," by Ellen Bass).

A Very Touching Book . . . For Little People and Big People . . . by Jan Hindman

McClure-Hindman Books
P.O. Box 208
Durkee, OR 97905

END