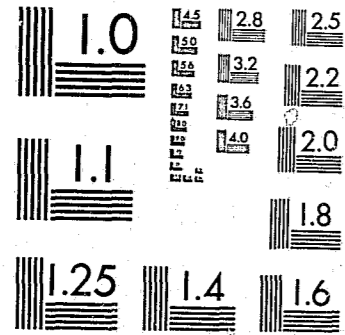


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TALKING ABOUT TOUCHING

A Personal Safety Curriculum

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TALKING ABOUT TOUCHING



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A Personal Safety Curriculum

Written by Ruth Harms and Donna James

TALKING ABOUT TOUCHING — A PERSONAL SAFETY CURRICULUM

Written by Ruth Harms and Donna James

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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 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. Three and eleven are the most common ages for child sexual abuse to begin. The average sexual abuse "incident" is no one-time event. Rather, it is an on-going cycle of exploitation that lasts for an average of four years.

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" about whom children have traditionally been warned. In fact, in 80-90% of the reported cases, the offender is someone the child loves and trusts. In approximately half of the cases in which the child knows the offender, the trusted adult is a father or stepfather. 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.

(Teacher's Guide, continued)

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, 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?

In general, few children speak directly about sexual abuse. Possible physical indicators include evidence of trauma to the mouth, genitals, or rectal bleeding, complaints of pain or discomfort in the genital area, torn or blood-stained clothing, venereal disease, unusual or offensive odors, difficulty in walking or sitting, extreme passivity in a pelvic exam, and pregnancy in adolescent or pre-adolescent girls. In many cases, however, 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 case identification. Any one of these indicators alone does not necessarily mean there is sexual abuse. They are general indicators of stress in a child. Several, extreme, or pervasive behaviors may indicate sexual abuse, and certainly warrant an exploration of the source of the problem.

Behavioral Indicators

- Unusual interest in and/or knowledge of sexual acts and language inappropriate to the child's age; the child may focus on sexual matters to the exclusion of many other activities or interests.
- Seductive behavior with classmates, teachers, other adults.
- Excessive masturbatory behavior.
- Wearing many layers of clothing, regardless of the weather.
- Continual avoidance of bathrooms (eg., some abuse within homes takes place in bathrooms, and some children come to associate any bathroom with sexual abuse).
- Reluctance to go to a particular place or to be with a particular person.
- Frequent absence and/or late arrival at school, especially if the notes are always written by the same person.
- An abrupt change in behavior or personality.
- An abrupt change in behavior in response to personal safety lessons in the classroom, e.g., a child who is usually very involved suddenly withdraws or becomes anxious, or a child who doesn't usually participate suddenly takes an interest and reveals a lot of specific knowledge of the subject.
- Drastic change in appetite.
- Anxiety, irritability, constant inattentiveness.
- Regression.
- Over compliance, extreme docility.
- Compulsive behaviors, e.g., hoarding, constant washing.
- Appearing to have overwhelming responsibilities.
- Acting out adult sexual behavior, the child may seem to equate affectionate touch with sex.
- Suicidal threats, gestures; causing deliberate harm to her/himself.
- Use of alcohol and/or other drugs.
- Aggression, anger directed everywhere, especially if this is a sudden change.
- Sleep disturbances, e.g., bed wetting, nightmares.
- Denial of a problem with marked lack of expression.
- Lack of affect, extreme absence of expressiveness.
- Withdrawal/depression/excessive crying.
- Low self-esteem.
- Lack of friends.

(How Can I Tell . . . , continued)

- Attempts to touch adults, children's, or animals' genitals.
- Inappropriate dress, such as tight and/or revealing clothing.
- Reluctance to undress for physical education, continual avoidance of p.e. class; some children believe they have been "marked" and that others will recognize they have been abused once they undress.
- Reluctance to go home after school, or constant early arrival.
- Marked decline in interest in school, and in academic performance.
- Indirect hints, allusions to problems at home.

Family Indicators

- Marked role reversal between mother and child.
- Extreme over-protectiveness of the child.
- Extreme paternal dominance.
- Family isolated from community and support systems.
- History of sexual abuse for either parent.
- Extreme reaction to sex education or prevention education materials in the schools.

Handling Disclosure

Children may disclose sexual abuse in a variety of ways. They may come in private to talk directly and specifically about what is going on; unfortunately, this is one of the less common ways for children to disclose. More common ways include:

• **Indirect hints**, e.g., "My brother wouldn't let me sleep last night," "Mr. Jones wears funny underwear," "Daddy's trying to poison me," "My babysitter keeps bothering me." A child may talk in these terms because s/he hasn't learned more specific vocabulary, feels too ashamed or embarrassed to talk more directly, has promised not to tell, or for a combination of these reasons. Gently encourage the child to be more specific, within the limits of her/his vocabulary, but bear in mind that in order to make a report you do not need to know exactly what form the abuse has taken.

• **disguised disclosure**: "I know someone who is being touched in a bad way," "What would happen if a girl told her mother she was being molested but her mother didn't believe her?" Here the child might be talking about a friend or sibling, but is just as likely to be talking about her/himself. Encourage the child to tell you what she knows about the "other child;" it is probable that the child will eventually tell you whom she/he is talking about.

• **disclosure with strings attached**: "I have a problem but if I tell you about it you have to promise not to tell anyone else." Most children are all too aware that some negative consequences will result if they break the secret of abuse; often the offender uses the threat of these consequences to force the child to remain silent. Let the child know you want to help her/him, and that the law requires you to make a report if any child discloses abuse; just as the molestation itself is against the law, so too it would be against the law for you not to report. Assure the child you will respect her/his need for confidentiality by not discussing the abuse with anyone other than those directly involved in the legal process, who might include the school nurse or counselor, school principal, and/or the CPS investigator.

Here are some suggestions for responding to disclosure:

- Find a private place to talk with the child.
- Do not panic or express shock.
- 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 s/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 of the child.

RESPONSIBILITIES FOR REPORTING

School 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 Services 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 the abuse 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 her/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. A teacher does not need to make sure the 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 with others.
- Believe the child who discloses. 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 or 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 the situation is difficult, that you are glad she/he told and that you will continue to support and care for her/him.
- Be aware and respectful of the family. The family may feel shame, fear and isolation. Respect their feelings and privacy. Do not discuss the abuse 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.)
 - I'm glad you are a (boy, girl).
 - You have every right to be safe. (It is good that you told. I will help you.)
- 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.

Facing Parent Fears About Talking About Touching

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

FACT: Talking About Touching is a safety—not sex education—curriculum. It does not provide explicit information on human sexuality. The word "sex" is not mentioned in classroom presentations. Private body parts are defined simply as the area of the body covered by a bathing suit.

FEAR: *The Talking About Touching Personal Safety Curriculum will create unnecessary fears about exploitative touching in 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. Obviously a child's reaction will be stronger if s/he has been run over by a truck! Touching is presented as one of several safety issues that affect children—including traffic safety, water safety, fire safety, bike safety and poison safety. The unknown is usually a greater source of fear than the known, 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 curriculum inhibits the mutual development of normal affection between parent and child.*

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

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

FACT: The introductory unit of Talking About Touching 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 can receive parent education as well. The Talking About Touching curriculum includes Take Home Activities for parents at the end of each unit.

FEAR: *The Talking About Touching Assertiveness Unit teaches kids to challenge or disobey parental authority.*

FACT: The Talking About Touching 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 instead on the exploitation of a child's natural innocence and dependence on adults.

Sexual offenders in treatment often testify to the fact that they would not force their actions on a child who attempted to refuse them. The only situation in which assertiveness skills 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 or hygiene reasons.

FEAR: *The Talking About Touching curriculum has not been tried and can't be guaranteed.*

FACT: Thousands of teachers have been trained in the use of the Talking About Touching curriculum. These teachers impact hundreds of thousands of children throughout the United States and Canada each year. There has not been a single case of trauma reported to the Committee for Children by teachers or parents after the use of this curriculum. There is, instead, abundant evidence that suggests that children recognize and report inappropriate touching by adults, if they receive this curriculum. Several formal evaluations of the effectiveness of the curriculum in meeting stated objectives have been carried out. The results consistently show a measurable, significant difference in the mastery of both information and self-protective skills between children in the experimental and control groups. Children who have received the safety training score higher in knowledge, decision making and assertiveness.

How to Use this Curriculum

Talking About Touching is a curriculum to help children learn to protect themselves from exploitation, particularly sexual exploitation. This curriculum can be integrated into the health and safety curriculum of any elementary school class. It is suggested that the area of sexual exploitation be handled as a safety issue, no more or less important than many other safety rules. The emphasis of this curriculum is based on the belief that children need to learn how to make decisions on their own. We cannot possibly protect children from every danger. We can encourage independent thinking and provide basic guidelines for helping children learn about protecting themselves.

The curriculum is divided into four units:

- I. Personal Safety and Decision Making
- II. Touching
- III. Assertiveness
- IV. Community Support Systems

Each lesson consists of a photograph with objectives, notes to the teacher, a story and discussion questions. The lessons are designed to be removed from the binder. Children can be looking at a photograph while the teacher holds it up to read the story and questions from the back. The entire curriculum is self-contained, although there are suggested supplementary materials. Teachers can add lessons or change pictures and stories to fit a particular geographic location.

This curriculum relies on a teacher's skill in facilitating and summarizing classroom discussion. The suggested discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries such as "What if . . . ? How do . . . ? What advice . . . ?" A Notes to the Teacher section suggests the main concept to be drawn from each discussion. Teachers will want to alter questions somewhat to meet the individual needs of their class. Longer discussions may be needed for some lessons.

The curriculum is designed to be used in a variety of cultural and ethnic settings. It is culturally relative, giving children the information and skills that they need to adhere to their own family, community and religious values, even in the face of pressure.

Additional Activities are suggested at the conclusion of each unit. A detailed resource list, found in the back section of the curriculum, will facilitate access to suggested supplementary materials.

Although it is possible to use every lesson with students from kindergarten through sixth grade, more specific Age Recommendations for each lesson are included with the first lesson of each unit. A detailed Scope and Sequence is also included at the end of this guide. Key Definitions are listed there as well and are intended to help teachers respond to student questions simply and directly.

No prevention program will succeed without parental involvement. Thus, an easily copied Take Home Sheet is included with each unit. It is intended to be sent home with students to keep parents informed about the progression of the safety program and to encourage family discussion about safety. In this way, children become aware of their family's rules and concerns regarding their behavior.

Additional materials for parents, an evaluation summary and a prototype for a promotional brochure are included in the appendix.

TALKING ABOUT TOUCHING

GRADE	KINDERGARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
UNIT I Personal Safety and Decision Making	Lessons 1, 5, 7, 11 Activities 2, 6, 7	Lessons 2, 3, 6, 10 Activities 1, 4, 6	Lessons 1, 4, 5, 11 Activities 6, 7, 10	Lessons 2, 3, 6, 7 Activities 3, 4, 6	Lessons 1, 4, 5, 10 activities 6, 7, 8, 10	Lessons 3, 6, 7, 9, 11 Activities 3, 4, 5, 9	Lessons 4, 8, 9, 10 Activities 5, 6, 8
UNIT II Touching	Lessons 1, 2, 3, 5, 7 Activities 4, 6, 7, 12	Lessons 1, 15, 4, 5, 8, 9, 17 Activities 3, 6, 8	Lessons 1, 3, 5, 7, 10, 13, 14 Activities 1, 5, 7, 9, 12	Lessons 1, 11, 15, 5, 8, 16 Activities 4, 6, 10, 11	Lessons 1, 3, 5, 9, 10, 12, 13, 17 Activities 1, 5, 8, 12	Lessons 4, 5, 6, 8, 11, 14, 15 Activities 9, 10, 11	Lessons 1, 5, 9, 10, 12, 13, 16 Activities 2, 11, 12
UNIT III Assertiveness	Lessons 1 Activities 2, 5, 7	Lessons 1, 4 Activities 4, 7	Lessons 1, 2, 3, 7 Activities 1, 6, 7	Lessons 1, 3, 6 Activities 4, 5, 7, 8	Lessons 2, 4, 5, 7 Activities 1, 3, 6	Lessons 3, 6 Activities 4, 5, 7	Lessons 5, 6, 7 Activities 1, 3, 8
UNIT IV Support Systems	Lessons 1, 2, 4, 5 Activities 1, 9, 10	Lessons 3, 5, 6 Activities 1, 5, 11	Lessons 1, 2, 3, 5, 9 Activities 2, 3, 4, 10	Lessons 2, 4, 6, 10 Activities 1, 5, 8, 14	Lessons 3, 5, 6, 8 Activities 2, 3, 9, 11	Lessons 1, 2, 7, 9, 10 Activities 5, 6, 8, 12	Lessons 3, 5, 6, 7, 8 Activities 3, 7, 11, 12, 14
Lessons, Length per day Number of days	15 min. 10-15 days	15 min. 10-15 days	15 min. 15-20 days	15 min. 15 days	15 min. 15-20 days	15 min. 15-20 days	15 min. 15-20 days

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

Dear Parent(s)/Guardian(s)

In the coming days your child(ren) will be introduced to Unit I, "Personal Safety and Decision Making," in the **Talking About Touching** personal safety curriculum. The "What-If" Game described below is the first in a series of Take-Home Activities with which you can reinforce the safety guidelines and skills your child(ren) are learning in school.

Activity: "Personal Safety and Decision Making"

The **What-If Game** is a fun way to talk about family safety rules. It can also help children feel they have some control in a situation that is scary or that makes them feel uneasy. Let them know your rules and tell them they can make good decisions. Help them with safe solutions.

Ask children:

What would you do if

- you were home alone and the doorbell rang?
- you were home alone and the phone rang: someone asked if your mom/dad/guardian was home?
- you were asleep one night and woke up suddenly because you smelled smoke?
- we dropped you off for soccer practice (band practice, scouts) and drove away; you tried to get in the building but no one was there because it was the wrong day?
- you were walking home from school and a car kept following you along the street?
- You were playing somewhere you weren't supposed to be and a person came by and tried to get you to join them in the car?
- you were waiting for us to pick you up; we hadn't arrived and it was getting late?
- the babysitter did something that's against our family rules?
- we were at a big store together and you got lost and started to feel scared?
- someone that our family knows really well wanted you to break a family rule?
- you were playing in the front yard and a man walked over and asked you if he could use our phone to call a tow-truck? If you were home alone? How about if I was inside taking a nap?

Let children know that you want them to make safe decisions and that they can come to you with questions about any difficult decisions they might face.

UNIT I

Lesson 1:

GOAL

**NOTES TO
TEACHER**

KEY DEFINITIONS

**AGE
RECOMMENDATIONS**

STORY

DISCUSSION

PERSONAL SAFETY AND DECISION MAKING

Introduction to Personal Safety

The goal of this unit is to strengthen a child's decision-making ability.

This unit stresses problem solving and establishes a framework for later discussions about making decisions in difficult situations. In addition to decision making, this unit introduces the concepts of personal safety, family rules about safety, trusting one's judgment and bribery.

Child Molester — a person who tries to touch children on their private parts or forces children to touch that person's private parts; takes advantage of children like a bully does.

Private Body Parts — either medical words such as breast, penis, bottom, vagina; or the parts of the body that bathing suits cover up.

Private and Public — can apply to clothing, language, behavior, places and body parts.

All lessons can be used in grades K-6. If age breakdowns are preferred, the following are recommended:

K-4: Lesson 1-7, 10, 11

5-6: Lessons 1, 2, 3, 6, 8, 9, 10, 11

IN THE NEXT FEW WEEKS WE'LL BE LEARNING MORE ABOUT PERSONAL SAFETY.

1. What do you think personal safety means? (protecting yourself from bad or dangerous situations, looking out for your own safety)
2. Who is responsible for your safety? (parents, school, yourself)
3. What safety rules do you already know?

UNIT I

Lesson 2:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

PERSONAL SAFETY and DECISION MAKING

Shortcut Through the Park

STUDENTS WILL BE ABLE TO:

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

Emphasize that students should think through alternatives before taking action. With thirty students in a classroom, there are potentially thirty ideas for alternative decisions. Many of these ideas will be based on different sets of family safety rules and different family values. Encourage many ideas and discuss them in the context of safety. Children can also predict the consequences of each alternative.

JOSHUA IS SUPPOSED TO BE HOME BEFORE DARK. HE IS OVER AT HIS FRIEND'S HOUSE PLAYING. HE STARTS TO GO HOME AND REALIZES HE IS LATE. JOSHUA IS AFRAID THAT HIS MOM'S GOING TO BE MAD AT HIM. IF HE TAKES A SHORTCUT THROUGH THE PARK, HE'LL GET HOME FASTER, BUT IT'S A FAMILY RULE AT HIS HOUSE NEVER TO GO THROUGH THE PARK ALONE AFTER DARK.

1. What decisions can Joshua make?
2. What decisions would fit his family rules the best?
3. Which decisions do you think his Mom would want him to make?
4. Why does he have a safety rule about going into the park alone at dark? What are the dangers? (Expect dramatic answers; remind students that we have safety rules for many reasons—Joshua could sprain his ankle or become lost)
5. What do you think his Mom will say when he gets home?
6. How do you think Joshua feels inside right now?
7. Have you ever been late? What happened?



UNIT I

Lesson 3:

OBJECTIVES

NOTES TO TEACHER

STORY

DISCUSSION

PERSONAL SAFETY and DECISION MAKING

Answering the Door

STUDENTS 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.

It would be good if young children were never left alone, but it is unrealistic to assume this doesn't happen. Children need rules about answering the door when adults aren't home. This is a situation where it might seem rude not to open the door when someone knocks. Saying "Who is it?" might not be enough. Children need help deciding whether or not to open the door. Some children will already have family rules about this and can share those rules. Other children will want to go home and check on their family rule regarding this situation.

JUANITA IS HOME ALONE. HER MOM IS STILL AT WORK AND WON'T BE HOME FOR ANOTHER HOUR. JUANITA IS IN THE LIVING ROOM PLAYING WHEN SHE HEARS A KNOCK AT THE FRONT DOOR.

1. What do you think Juanita will do?
2. What other decisions can Juanita make?
3. How can Juanita tell who's knocking? What could she do?
4. How do you decide who to let in? Should you let anyone in? (family rules will differ)
5. What if it's your next door neighbor? A repair person? How would you know it was a repair person?
6. What if it is a woman you don't know who wants to use your phone because her car is broken down outside?
7. Who has a family rule about opening the door when you're home alone?
8. Could you show us what you would do if you were Juanita?



UNIT I

Lesson 4:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

STORY

DISCUSSION

PERSONAL SAFETY and DECISION MAKING

Giving Personal Information

STUDENTS 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.

It is very difficult not to answer questions when people ask for information in a polite way. We are afraid of hurting people's feelings. Children need to know that they can refuse to give out personal information. Obscene phone calls can be very distressing. The person making them is counting on surprise and shock from his victims. Children need to know that they should hang up. If it is a repeat caller, they should call the police and/or the phone company. There is no need to go into the details of such calls, but emphasize that these calls are from strangers and that they are asking for personal information or making you feel uncomfortable. Calls that are just silence may also be classified in this category. Children need to know that the caller usually is calling numbers at random and that they have not been specifically singled out for the call. They should always tell someone about the call.

SARAH IS HOME BY HERSELF WHEN THE PHONE RINGS. SHE ANSWERS IT AND A VERY POLITE PERSON ASKS FOR HER MOTHER OR FATHER. SARAH SAYS, "THEY'RE NOT HOME YET." WHEN HE LEARNS THAT NO ONE ELSE IS HOME, HE TELLS SARAH THAT HER MOTHER ORDERED A MAGAZINE OVER THE PHONE. HE HAS LOST THE ADDRESS AND WONDERS IF SARAH CAN JUST GIVE IT TO HIM.

1. Do you think Sarah should give him the address?
2. What can Sarah say? (practice)
3. Why is it important not to give out personal information to people we don't know?
4. When is it okay to give out personal information?

SARAH ANSWERS THE PHONE ONE EVENING AND A MAN STARTS SAYING RUDE THINGS TO HER.

1. What can Sarah do?
2. How do you think Sarah feels inside?
3. Who should Sarah tell?



UNIT I

Lesson 5:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

PERSONAL SAFETY and DECISION MAKING

Woman Asking for Directions

STUDENTS 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 described here is generally a safe situation. There are many times when it is appropriate to talk to strangers. Safety rules apply all the time, in variable situations, with strangers and with friends. Common sense and safety rules can help a child make safe decisions. Introduce the concept of trusting the inner voice or intuition we all have.

IAN IS WALKING HOME FROM SCHOOL ONE DAY WHEN A WOMAN STOPS HIM AND ASKS FOR DIRECTIONS TO THE NEAREST GROCERY STORE.

1. Do you think Ian will help her?
2. What are the safety rules he should remember?
3. What could Ian do if he has a strange feeling about this person?
4. Have you ever had an uneasy feeling like that before, like something isn't quite right?



UNIT I

Lesson 6:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

PERSONAL SAFETY and DECISION MAKING

The Broken Bike Chain

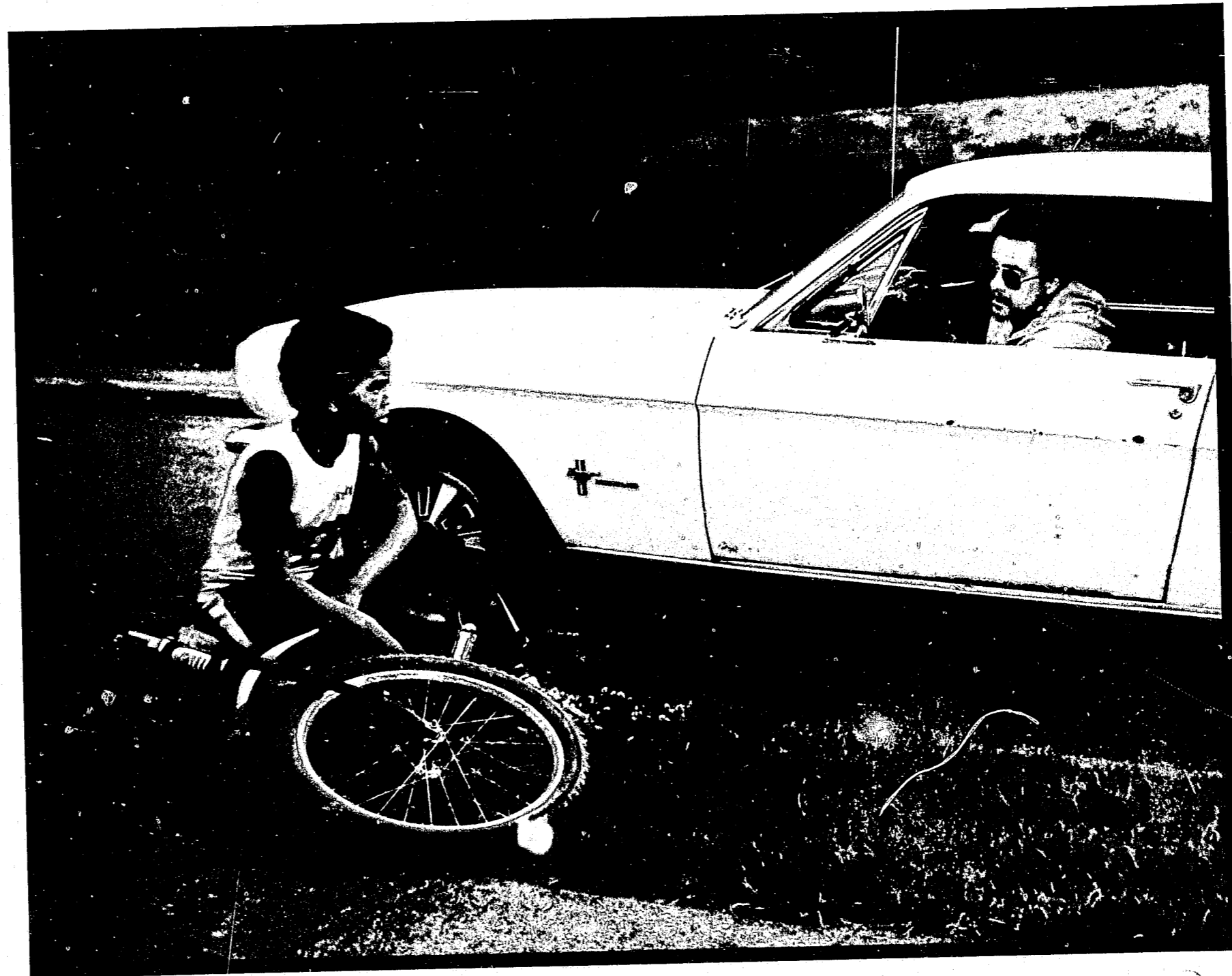
STUDENTS WILL BE ABLE TO:

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

This is another situation where it is difficult not to accept help. There is fear of hurting the feelings of people who genuinely offer help. Diplomatic and kind refusals need to be practiced. Often it is helpful for children to be able to use an authority as a reason for not accepting help. "Thank you for the offer, but my parents don't allow me to ride with anyone." The other issue here involves friendship. Friends look out for one another's safety and don't take off when there is a problem.

BOBBY IS RIDING HIS BIKE WITH A GROUP OF FRIENDS WHEN THE CHAIN BREAKS. THEY DECIDE TO KEEP RIDING THEIR BIKES AND LEAVE HIM ALONE. IT IS STARTING TO GET LATE AS BOBBY TRIES TO FIX THE CHAIN. A MAN STOPS AND ASKS BOBBY IF HE NEEDS A RIDE HOME.

1. How do you think Bobby feels being out there by himself?
2. Do you think he should accept the ride home?
3. What could he say to the man? (practice)
4. How can Bobby get home?
5. If you were one of Bobby's friends, how could you have helped him?
6. Can you tell from how someone looks or by the kind of car they drive whether it is safe to accept a ride from someone?
7. If he knows this man, will it be okay to take a ride? (probably not; it would depend on his family rules regarding who he can get in a car with)
8. How else can the man help Bobby?
9. How do you think Bobby feels about his friends for leaving him? What do you think about that?



UNIT I

Lesson 7:

PERSONAL SAFETY and DECISION MAKING

Money as a Bribe

OBJECTIVES

STUDENTS WILL BE ABLE TO:

- recognize the meaning and intent of bribery.
- suggest alternative courses of action in response to bribery.

**NOTES TO
TEACHER**

Money is an often used and effective bribe for breaking safety rules. Bribes often make decisions more difficult. This calls for a discussion of the ethics of bribery. Students will learn that money offered as an inducement to keep a secret shouldn't be accepted. There's a difference between money given as a gift or in payment for fair exchange and money given to keep secrets or break rules. Secrets can be good or bad. A good secret is often a surprise that will eventually be known by others. A bad secret engenders bad feelings inside, often involves a bribe and is supposed to be kept from everyone.

STORY

SETH IS SIX YEARS OLD. HIS BROTHER KEN IS FIFTEEN. KEN WAS BABYSITTING SETH ONE DAY WHEN HE BROKE QUITE A FEW OF THEIR FAMILY RULES ABOUT BABYSITTING. KEN INVITED A BUNCH OF HIS FRIENDS OVER FOR A PARTY. LATER KEN OFFERS SETH A DOLLAR NOT TO TELL ANYONE.

DISCUSSION

1. Do you think Seth would like to have the dollar?
2. What is a bribe? Is the dollar a bribe? What else can be used for bribing someone?
3. How do you think Seth feels?
4. What do you think Seth will do? What other decisions can he make?
5. No one has to keep secrets that make them feel bad inside.
6. How do you feel about Ken?



UNIT I

Lesson 8:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

STORY

DISCUSSION

PERSONAL SAFETY and DECISION MAKING

Babysitting Safety

STUDENTS WILL BE ABLE TO:

- recognize safety measures they can take to minimize their risk of exploitation.
- identify criteria for screening jobs they are offered.
- suggest alternative courses of action to various situations.

This lesson helps children examine the responsibilities of babysitting. Babysitters need to know the parents of children they sit for and need to be aware of the requirements of each different job. Stress the importance of identifying criteria for accepting babysitting jobs. A class discussion should bring out some good ideas for students to consider. Remind your class that boys also babysit and they also need to be careful about jobs. Parents sometimes expect more from a babysitter than is reasonable.

ANNA EARNS MONEY BY BABYSITTING. SHE NEEDS MORE JOBS SO SHE DECIDES TO POST AN ADVERTISEMENT AT THE STORE. IT HAS HER FULL NAME, ADDRESS, PHONE AND AGE ON IT.

1. What are the safety questions you have about her putting up this ad?
2. What are other ways Anna can find jobs?
3. Does she have to accept all jobs that are offered?
4. What are some ways to screen job offers? What questions can she ask people who call?

MR. JONES IS DRIVING ANNA HOME AFTER SHE BABYSAT FOR HIS CHILDREN. SHE ISN'T FEELING VERY COMFORTABLE, BUT SHE DOESN'T REALLY KNOW WHY. SUDDENLY HE REACHES OVER AND TRIES TO PULL HER CLOSER TO HIM.

1. What can Anna say or do?
2. How do you think she feels now?
3. Is it her fault he did that?
4. Should she tell someone? Who?

UNIT I

Lesson 9:

PERSONAL SAFETY and DECISION MAKING

Hitchhiking

OBJECTIVES

STUDENTS WILL BE ABLE TO:

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

**NOTES TO
TEACHER**

Most students are aware of the dangers of hitchhiking. They need to be reminded that it is not only dangerous for girls, but also for boys to hitchhike. The key here is for kids to come up with good alternatives to hitching. Many people hitchhike only in emergencies, but this involves the same risk. Remember that there are numerous stories, particularly from older people, about meeting interesting people and having fun hitchhiking. The consequences of risk-taking behavior should be discussed in the context of safety.

STORY

JASON MISSED HIS BUS AFTER SCHOOL. HE IS GOING TO BE LATE FOR HIS MUSIC LESSON SO HE DECIDES TO HITCHHIKE.

DISCUSSION

1. What other decisions can Jason make?
2. What are the advantages and disadvantages of these decisions, including the decision to hitchhike?
3. Is it only dangerous for girls to hitchhike?
4. Is it okay for adults to hitchhike? Do they take the same risks? What can happen?



UNIT I

Lesson 10:

OBJECTIVES

PERSONAL SAFETY AND DECISION MAKING

Man and Kitten

STUDENTS WILL BE ABLE TO:

- identify potentially dangerous situations
- suggest alternative courses of action in response to dangerous situations
- predict consequences of actions
- identify safe responses to potentially dangerous situations
- recognize the meaning of being tricked

**NOTES TO
TEACHER**

This may be a harmless situation. Emphasize each child making decisions based on the situation, family rules, and personal feelings. A discussion about the use of the kittens as a bribe or a trick can lead into a more general discussion about bribes and tricks. (Asking a child for help, e.g., to find a dog; telling a child their parent is in danger, etc.)

STORY

ALAN AND RICARDO ARE WALKING HOME FROM THE PARK. A MAN IS SITTING ON HIS FRONT STEPS WITH A KITTEN. THE MAN ASKS ALAN AND RICARDO TO COME TO HIS HOUSE TO PLAY WITH THE OTHER KITTENS.

DISCUSSION

1. Is it okay for Alan and Ricardo to pet the kittens?
2. Should the boys go into the house to see the kittens?
3. Would it be okay to go into the house if they know the man?
4. What might happen if they go into the house?
5. Do you have family rules about going into people's houses? Cars?
6. What if one boy went into the house with the man and other did not? What might happen? Would it be a good idea?



UNIT I.

Lesson 11:

PERSONAL SAFETY AND DECISION MAKING

Shopping Mall

STUDENTS 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**

Children are sometimes molested in public places. When discussing situations like this one it is important to elicit safe responses including leaving, getting help, yelling loudly, etc. This story also applies to kidnap situations.

STORY

JED GOT BORED SHOPPING WITH HIS UNCLE AND DAD. JED IS WAITING UNTIL THEY FINISH LOOKING FOR RUNNING SHOES. A MAN COMES OVER AND STARTS TALKING TO JED. THE MAN OFFERS TO TAKE JED INTO THE TOY STORE AND BUY HIM A TOY.

DISCUSSION

1. How do you think Jed feels when the man starts talking to him?
2. How do you think Jed feels when the man offers to take him to the store to buy him a toy?
3. What might happen if Jed goes with the man?
4. How do you think his dad and uncle would feel if they came back and he was gone?
5. What can Jed do?
6. If Jed was bigger, would it be okay to go with the man?



ADDITIONAL ACTIVITIES

1. Film on safety or first aid.
2. Books: What Would You Do If . . . by Lory Freeman.
3. Students write a story about a difficult decision and how it was made. Students write a story about a bully or someone who takes advantage of much younger or smaller people.
4. Show a picture and ask students to make up a story about it.
5. Students put together a Babysitter's Safety Kit including: a list of questions for screening job offers; a form for recording a family's rules, emergency numbers, bedtimes; a list of questions to ask before adults leave (is there a fire extinguisher? are doors locked? who is allowed in the house?).
6. Tell a story and students role play responses.

Possible stories include:

Caesar is walking to soccer practice one day when a guy drives up beside him and says, "Hop in. I'm the new coach of your team. I'll give you a lift to practice." Caesar is confused and he doesn't know what to do.

Cindy is a special education student. Some of the older girls always yell "retard" at her after school. One girl, Maryjo, chases Cindy home from school sometimes.

Kristy is the neighborhood bully. A little girl, Carol, is playing with her new toy one day when Kristy grabs it away from her.

Jeff is on the bus (or at a store) and a nice man starts asking Jeff questions like, "What's your name? Where do you live? What school do you go to? What stop do you get off at? Where are your folks?"

7. Students practice responding to inappropriate questions by saying, "I don't tell people that."
8. Forced Choice Exercise: Divide the room by an imaginary line. Explain that in real life there are usually many alternatives in decision making, but today there will only be two. Describe a situation and state the two alternative decisions. Students must go to the side of the room that represents their decision. (All decisions have advantages & disadvantages.) Discuss the advantages/disadvantages and consequences of either choice.
Example: Would you rather have a nice ten-speed bike or a motorcycle?
Example: Would you rather be a mountain or an ocean?
Example: You know your best friend is getting beat up by one of her parents. She tells you not to tell anyone else. Would you rather tell someone to help her or keep the secret and try to talk her into telling someone herself?
Example: You're playing in a place you aren't supposed to be when someone drives up and tries to talk you into getting into the car. Would you tell someone what happened later or keep it a secret so no one will know where you were?
9. Draw a decision-making tree on the board showing how one decision, whether made actively or passively (procrastination), leads to other decisions and consequences.
10. Quiz: Secrets That Are Okay To Keep/Secrets That Aren't Okay To Keep.

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

The "Personal Safety and Decision Making" unit of Talking About Touching provides a context of safety guidelines in which children can learn about personal body safety. The emphasis has been on family safety rules as the basis for taking care of oneself in many different situations.

Activity: "Personal Safety and Decision Making"

With your child, make a card that lists the names of people whom your child can:

- get into a car with;
- let into the house;
- tell family information to over the phone;
- call if your child needs help;
- tell her/his name and address to.

On the back of the card, draw a plan for getting out of the house in case of an emergency such as fire.

TAKE HOME ACTIVITY: TALKING ABOUT TOUCHING

Guidelines for Babysitters

Babysitting is a valuable way to earn money, develop job skills, and help out family and friends. The following safety guidelines will help ensure that your babysitting experiences are good ones.

- Know your employer. Find out how they got your name.
- Do not post your name, phone number and other information on bulletin boards or in the newspaper.
- Stay awake, unless staying overnight.
- Know the lay-out of the house you are in.
- Tell the children not to open the door for someone they do not know. Tell them to get you if anyone comes to the door.
- Know where the children are at all times while you are with them.
- Pull drapes and shades when it is dark.
- Make sure doors and appropriate windows are locked.
- Get a phone number where the parent(s) can be reached.
- Get the phone number of a nearby neighbor.
- Have other emergency numbers handy (police, fire, doctor).
- Know the address where you are babysitting in case you have to direct an emergency vehicle there.
- Don't give your name and address over the phone.
- Don't tell someone who calls that you are babysitting.
- Call the police if you receive an obscene phone call or if you think someone is trying to get into the house.
- Give your parents the phone number and address where you are babysitting and tell them what time you will return.
- Do not walk home alone at night (even if it is on the same block).
- Arrange transportation to and from the job before you accept it.

Babysitting Information Sheet

Our Family Safety Rules:

Child(ren)'s Bedtime(s): _____

Place & Phone # Where We'll Be: _____

Person & Phone # To Call in
Emergency if We Can't Be Reached: _____

Other Important Phone Numbers: _____

Other Directions or Notes: _____

Dear Parents,

Enclosed are safety rules for your use in choosing, monitoring and evaluating babysitters. In addition, we have provided your child of babysitting age with a set of safety guidelines for their protection. Please talk to your children about both sets of safety rules and make them a part of your family safety program.

Screening: Babysitter Guidelines for Parents

1. Interview a babysitter prior to leaving your child(ren) in her/his care. Explain to the babysitter that you are asking a lot of questions to make sure your child(ren) will be well cared for. (Adolescent offenders often have limited peer contact and relate primarily to young children.) Clarify what you expect.
2. Ask for references and call the references. Talking with the babysitter's parents might also be helpful.
3. Share family rules for health, fire, poison and personal safety. For personal safety, inform the babysitter that there are no secrets in the family; that your child(ren) have been taught to say "no" to situations concerning their safety; and that they have been taught to tell if something uncomfortable or confusing happens.
4. For emergency situations, leave information about where you can be reached. In addition, leave emergency phone numbers for fire, police and poison centers.
5. Make sure your children know the emergency information. Leave it near the phone.
6. Always ask the babysitter about what happened during the time with your child.
7. Always ask your child(ren) about what they did, what games they played and how they felt about the babysitter.
8. Respect your child(ren)'s feelings about a babysitter. Explore any negative feelings about the babysitter with the child. If your child feels consistently uncomfortable about a particular sitter, get another one.
9. Most importantly, develop with your child(ren) family rules about touching, secrets, and self-protection.

Booklets for parents:

Come Tell Me Right Away, by Linda Tschirhart Sanford, Ed-U Press, Inc., P.O. Box 583, Fayetteville, NY 13066.

He Told Me Not To Tell, by Jennifer Fay, King County Rape Relief, 305 S. 43rd, Renton, WA 98055

Committee for Children

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

Dear Parent(s)/Guardian(s),

During the next few days or weeks, your child(ren) will be introduced to Unit II, "Touching," in the **Talking About Touching** personal safety curriculum. Parents, teachers, and other caring adults can teach children guidelines for water, traffic, and bike safety without children becoming fearful of swimming pools, crosswalks, or riding their bicycles; touching safety can be approached in the same straightforward, matter-of-fact manner.

Activity: "Touching"

Here are some ideas for talking with children about touching safety.

1. Include touching safety rules when you talk about other types of safety.
2. Repeat simple safety guidelines often: "In our family we don't keep secrets about touching." "Grownups don't usually need to touch children in private areas except for health or hygiene reasons." "Never go away or get in a car with a grownup you don't know, no matter what they tell you." "Trust your inner voice (instincts, judgment) if it's telling you that something isn't right."
3. Establish your own set of family rules: "Don't let others know if you're home alone." "Your opinion is important when we try a new babysitter or have a problem with a babysitter." "You can say 'no' to anyone who wants to break one of our family rules. I will back you up."
4. Teach children that adults aren't always right: "Most adults touch children in the right ways, but some adults are mixed up and don't make good decisions about touching children." "If you aren't sure about something a grownup says or does, ask me to help explain it."
5. Teach children that there are certain things that adults, older children, and babysitters shouldn't do: "No one has the right to put their hand down your pants, force you to touch them, touch your body if you say 'no,' or touch your private body parts."
6. Help children develop a dignified vocabulary for parts of the body. Children with no words other than slang or family names might be embarrassed to ask for help with a touching problem. The correct terms for body parts (breast, penis, vagina) are dignified and enable children to express themselves clearly. A possible substitute for medical terminology might be "the parts of a body that are covered by underwear or a bathing suit."
7. Teach children that touching safety rules apply all the time, not just with strangers or just with men or just with babysitters.
8. Let children know you are approachable and askable, and that you will believe them and support them if they come to you with a touching problem.

Committee for Children

UNIT II

Lesson 1:

GOAL NOTES TO TEACHER

KEY DEFINITIONS

TOUCHING

The Touch Continuum*

The goal of this unit is to strengthen children's ability to distinguish between appropriate and inappropriate touch.

The Touch Continuum is an educational tool to assist in explaining the difference between good and bad touch. The Touch Continuum explores such questions as: What is the difference between good and bad touch? When does good or nurturing touch become confusing? When does confusing touch become bad or exploitative? The subject of touch is a confusing one for many people. Few people learn straightforward lessons about touch and society reinforces many double messages about touch. Children learn that kissing is private behavior and done between people who know each other well, but they are also told to "kiss everyone goodnight" at a gathering. A common double message is for a parent to spank a child for hitting a sibling. It is difficult to reconcile these confusing messages. Confusing messages about touch can be countered by honest discussion of the feelings that touch engenders. Children have a right to clarify confusing feelings and to exercise some control over the way their bodies are touched.

Children often receive the message that they don't have the right to talk about or control the touches they give and receive. If children aren't able to talk about their dislike of kissing Uncle Bill because he smells like a cigar, how will they speak of more exploitative experiences with touch?

Remember that each student's family will have a different pattern of touch. Does the student come from a family system where s/he views and receives positive and nurturing touch? No touch? Exploitative touch? Confusing touch? Touch should never be forced on a child. The Touch Continuum gives children the skills to sort out the differences between good and bad touch. More importantly, the Continuum gives children the knowledge that no one has the right to force or trick them into touch. Children who know they have a right to say "no" to behavior they don't like have valuable skills for protecting themselves from sexual exploitation.

Good Touch — touch that makes you and the other person feel happy. Good or nurturing touch refers to positive expressions of warmth, caring, and physical communication. Most often the receiver of this touch feels as if someone has given them something rather than taken something from them. Positive touch manifests itself in many forms. Children are asked to give their own examples of "good" touch. To start the students thinking, they are given examples such as petting animals, playing games (tag, leap frog, statue games), kissing, holding hands and cuddling. They are asked if anything is wrong with this type of touch.

Confusing Touch — touch that mixes you up or makes you feel funny or uneasy. Confusing touch encompasses much of the touch in our society. Touch is confusing when:

1. The receiver does not understand or misinterprets the intent of the giver.
2. Double messages are perceived between the verbal and physical communication.
3. It is not the kind of touch the receiver is used to or familiar with.
4. The touch conflicts with the attitudes or values of the giver and/or receiver.

There may be nothing wrong with confusing touch. Examples children give include a relative pinching their cheek or kissing someone they don't want to kiss.

*from The Touch Continuum, written by Cordelia A. Kent and the Illusion Theatre, Minneapolis, MN., © 1979; used with permission.

**KEY
DEFINITIONS**

Bad Touch— touch that makes you feel scared or bad or used. Exploitative touch refers to manipulative or forced touch. It is touch where one person is taking advantage of another. Children find it easy to think of examples of physically exploitative or bad touch. Common examples they give are hitting, bullying and spanking. Children (and adults) rarely mention sexual touching. The concept is introduced in Lesson 5.

**AGE
RECOMMENDATIONS**

All lessons can be used with K-6. If age breakdowns are preferred, the following are recommended:

K-6: Lessons 1-15, 17

5-6: Lessons 1, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16

STORY

THIS WEEK WE ARE GOING TO TALK ABOUT ANOTHER KIND OF PERSONAL SAFETY— ABOUT TOUCHING. WE ARE GOING TO LEARN THAT (1) THERE ARE SAFETY RULES ABOUT TOUCH; (2) TOUCH MAKES YOU HAVE FEELINGS INSIDE; (3) TOUCH CAN BE GOOD, BAD, OR CONFUSING; (4) GOOD TOUCH IS MUTUAL, BOTH PEOPLE LIKE IT, BAD TOUCH IS NOT MUTUAL; AND (5) IT'S IMPORTANT TO TALK TO SOMEONE ABOUT TOUCH THAT IS EITHER BAD OR CONFUSING OR SCARY OR "ICKY". NOW LET'S TALK ABOUT TOUCH THAT FEELS GOOD. EVERYBODY NEEDS TOUCH THAT FEELS GOOD.

DISCUSSION

1. Can you think of some good touches?
2. What emotions or feelings do they give you?
3. Who do you get these touches from? Who do you give them to?
4. Is there anything wrong with this kind of touch?

STORY

THERE IS ANOTHER KIND OF TOUCH I'M THINKING ABOUT. THAT IS CONFUSING TOUCH. IT MAKES YOU FEEL "MIXED UP" THE KIND OF TOUCH THAT CAN BE FUN AT THE BEGINNING, BUT CAN END UP HURTING.

DISCUSSION

1. Can any of you name a touch like this? What about tickling? How does that feel?
2. Who tickles you?
3. When these touches aren't fun anymore, what can you do?
4. When this happens how do you feel?

STORY

ANOTHER KIND OF TOUCH IS ONE THAT HURTS. IT MAKES YOU FEEL BAD.

DISCUSSION

1. Can you think of some examples of this?
2. How does it make you feel?
3. Is anything wrong with this type of touch?

UNIT II

Lesson 2:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Mother and Son Hugging

STUDENTS WILL BE ABLE TO:

- identify the differences between nurturing, confusing and exploitative touch.
- express an awareness of feelings related to touch.

This lesson will reinforce the good feelings of appropriate touch. It is important to emphasize the mutual and positive aspects of good touch. The Touch Continuum can reduce anxiety about touching.

JIMMY JUST CAME HOME FROM VISITING HIS GRANDPARENTS. HE IS HAPPY TO SEE HIS MOM.

1. What kind of touch is this?
2. How does it make him feel inside?
3. Whom do you usually hug?
4. Is there anything wrong with this kind of touch?



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UNIT II
Lesson 3:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Tickling

STUDENTS WILL BE ABLE TO:

- demonstrate a knowledge of the differences between appropriate and inappropriate touch.
- demonstrate an awareness of feelings related to touch.
- identify alternative solutions to a touching problem.

Tickling can be fun at first and uncomfortable if it continues too long. An example of confusing touch, tickling can start out as fun and turn bad even though a child likes the person who is 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 type of touch that can fit in several categories depending on the feeling it produces.

DANIEL REALLY LOVES HIS MOM. WHEN SHE COMES HOME FROM WORK, THEY LIKE TO WRESTLE AND PLAY GAMES. DANIEL'S MOTHER LIKES TO TICKLE HIM AND MAKE HIM LAUGH. USUALLY IT'S FUN, BUT SOMETIMES SHE TICKLES HIM SO HARD THAT IT STARTS TO HURT.

1. How does Daniel feel when his mom first tickles him? How does he feel when it goes on too long?
2. What kind of touch would this be?
3. Is there anything Daniel can do about this? What can he say that won't hurt his mom's feelings, but will let her know how he feels?
4. Do you think his mom even knows that Daniel doesn't like the tickling after awhile?
5. Have you ever been tickled in a bad or mean way?



UNIT II

Lesson 4:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Man Trying to Trick Girl

STUDENTS WILL BE ABLE TO:

- identify the differences between nurturing, confusing and exploitative touch.
- express an awareness of feelings related to touch.
- differentiate between appropriate and inappropriate touching.
- identify ways of coping with situations in which they are disturbed by the behavior of others.

This man is trying to trick the girl into allowing him to touch her. You will want to explain to the children that they can recognize the exploitative nature of this touch by the fact that he is trying to trick her and that it makes her uncomfortable for him to touch her like that. She is confused, but she trusts her own judgment.

SUZANNE IS WALKING HOME FROM SCHOOL ONE DAY WHEN A YOUNG MAN COMES UP TO HER AND ACTS AS IF HE KNOWS HER. HE KEEPS TOUCHING HER ARM WHILE HE TALKS AND HE KNOWS HER NAME IS SUZANNE. THEN HE TRIES TO HUG HER. AT FIRST SHE FEELS CONFUSED AND THINKS MAYBE SHE DOES KNOW HIM, BUT THEN SHE GETS ANGRY BECAUSE SHE REALIZES HE'S TRYING TO TRICK HER. SUZANNE YELLS, "STOP THAT" AND TAKES OFF RUNNING.

1. How does Suzanne feel?
2. What kind of touch is this?
3. Did she do the right thing? What else can she do now?
4. Did Suzanne do anything wrong? Did the man?
5. How does it feel to be tricked into something?



UNIT II

Lesson 5:

OBJECTIVES

NOTES TO TEACHER

STORY

DISCUSSION

TOUCHING

Private Body Parts

STUDENTS WILL BE ABLE TO:

- differentiate between appropriate and inappropriate touch.
- demonstrate understanding of touching rules as 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 touch. It is important to introduce this concept to the children. An easy way to do this is to talk about private body parts as 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 medical 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. 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 parts quickly if a teacher is matter-of-fact and casual.

WE'VE BEEN TALKING A LOT ABOUT THE DIFFERENT TYPES OF TOUCH AND HOW THEY MAKE US FEEL. THERE'S ANOTHER KIND OF TOUCH THAT CAN MAKE CHILDREN FEEL MIXED UP OR BAD. THERE ARE SOME PEOPLE WHO TRY TO TOUCH CHILDREN ON THEIR PRIVATE BODY PARTS. PRIVATE PARTS ARE THE PARTS OF YOUR BODY COVERED BY A BATHING SUIT. SOMETIMES THESE PEOPLE TRY TO MAKE CHILDREN TOUCH THE ADULT'S PRIVATE PARTS. BOTH OF THESE THINGS CAN MAKE KIDS FEEL CONFUSED OR UPSET.

1. There are some times when people need to touch children on their private areas. When would that be okay? (changing diapers, health reasons, getting a bath) Otherwise, it isn't okay.
2. The safety rule we're going to learn is: anytime you feel uncomfortable or "icky" or mixed up about a touch, tell someone you trust how you're feeling.
3. There are people called "child molesters" who try to touch children's private body parts. It might be a stranger, but it could be someone you know, too. If this ever happened, what is the safety rule we learned?
4. What if you tell someone and they don't believe you?
5. What if someone wants you to touch their private parts? (you can say "no")
6. Is there anything wrong with this kind of touch? (it's not okay for an older person to touch your private parts except for health reasons; it's against the law)
7. Whose fault is it if a child is molested?
8. These touches are okay in love relationships between two adults, but not when one person forces the other or is in a position of power over the other person.



UNIT II.

Lesson 6:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Boys Fighting

STUDENTS WILL BE ABLE TO:

- demonstrate verbal and non-verbal assertiveness skills
- identify ways of coping with a difficult situation

Fighting which has escalated to hitting is often considered bad touch. This lesson is a good lead-in to discussing aggressive versus assertive responses. Children can suggest various alternatives, discuss the consequences and choose an assertive response where both boys can get what they want without violating each other's rights. (Ask for it, make a deal, wait, threaten, get help, etc.)

PETER AND BRAD ARE IN THE SAME CLASS AT SCHOOL AND ARE FRIENDS OUT OF SCHOOL. PETER WANTS TO SEE ONE OF BRAD'S COMIC BOOKS. HE GRABS THE COMIC BOOK AND RUNS AWAY. BRAD RUNS AFTER PETER AND GRABS IT BACK. THEY START PUSHING, PULLING AND HITTING.

1. What kind of touch is this?
2. How do you think Peter feels? How does Brad feel?
3. What could Peter have done to get the comic book?
4. What could Brad have done to get Peter to return it?

(Go through each suggestion asking how each would feel and what would happen next. Example: Peter says he will trade one of his comics. Brad says, "No." How does each boy feel? What could Peter do next?)

CONTINUED

1 OF 3



UNIT II
Lesson 7:

OBJECTIVES

**NOTES TO
TEACHER**

**STORY AND
DISCUSSION**

TOUCHING
Changing Baby's Diaper

STUDENTS WILL BE ABLE TO:

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

This is an example of appropriate touching for health reasons. It is necessary to emphasize the positive aspects of good touch and the exceptions to the rule about touching private body parts.

1. What is this man doing?
2. Why do we have to do this for babies? (health reasons)
3. Can the baby clean herself?
4. Is it okay when you clean a baby to touch private parts of the body?



UNIT II

Lesson 8:

TOUCHING

Sitting on Uncle's Lap

OBJECTIVES

STUDENTS 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**

It is very hard for children to stand up for their right not to be touched, particularly with adult members of their own family. These are the people, however, who are most likely to molest children. Children can practice saying "no" in a situation like this. Explore a variety of resource people for the child to tell if this happens to them. Often a grandfather who molests his grandchild may have also molested his daughter. This lesson emphasizes good touch, at the same time suggesting that our safety rules apply to all people.

STORY

BARBARA LIKES HER UNCLE JOE VERY MUCH. WHEN SHE VISITS HIM, SHE LIKES TO SIT ON HIS LAP AND HE TELLS HER ABOUT WHEN HE WAS A BOY GROWING UP IN WYOMING.

DISCUSSION

1. How does Barbara feel about sitting on his lap?
2. What kind of touch is this?
3. How does Uncle Joe feel about her?

STORY

NOW PRETEND THAT BARBARA DOESN'T LIKE SITTING ON HER UNCLE'S LAP BECAUSE HE SQUEEZES HER TOO TIGHT AND PUTS HIS HAND NEAR HER PRIVATE PARTS.

DISCUSSION

1. How does Barbara feel now?
2. What safety rule can she use?
3. Is the safety rule different because it's Barbara's uncle? Would it be different if it was a babysitter? Or her bus driver? A stranger?

Return to the original story and reinforce Barbara's positive feelings and the mutual nature of their friendship.



UNIT II
Lesson 9:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Doctor's Office

STUDENTS WILL BE ABLE TO:

- identify the differences between nurturing, confusing and exploitative touch.
- differentiate between appropriate and inappropriate touching.

This is an example of appropriate touching for health reasons. Only a doctor in the office would legitimately do this. It would be preferable to have a nurse or parent present also. That only "official" people do this is important because one of the explanations often given by incest fathers is that it is their responsibility to do this; for example, to check for virginity or infection. Children with correct information are not as vulnerable to this type of exploitation.

LISA IS BEING CHECKED BY HER DOCTOR. THE DOCTOR IS LISTENING TO HER LUNGS AND IS ASKING HER TO TAKE A DEEP BREATH. AFTER THAT, LISA WILL TAKE HER CLOTHES OFF AND THE DOCTOR WILL CHECK ALL THE OTHER PARTS OF HER BODY.

1. Is it okay to undress in a doctor's office?
2. Is it all right for a doctor to touch your private parts during an exam?
3. How do you feel when you have to go to the doctor?
4. How do you feel after it's all over?
5. If Lisa felt mixed up or uncomfortable about the doctor's exam, what safety rule should she remember?



UNIT II

Lesson 10:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Bad Secrets

STUDENTS WILL BE ABLE TO:

- identify the differences between nurturing, confusing and exploitative touch.
- suggest alternatives for coping with a difficult situation.
- recognize the use of secrecy as a way to take advantage of a person.

"It's our secret" is a common phrase used by child molesters. Teach children that secrets of this kind between adults and children are not okay and don't have to be kept. Alert them to the manipulation of adults trying to make children feel guilty by telling about inappropriate touching. Other phrases to be alert for are "If you tell anyone about this they'll think it's your fault" or "If you tell anyone, I'll have to go to prison". Use of phrases such as these are clues to children that they should tell someone and get help. This lesson introduces two concepts. First, bad secrets are a way of taking advantage of someone, and, second, it's never too late to tell about bad touch.

JAMES IS A FRIEND OF KENDRA'S MOM. JAMES IS BABYSITTING AND WANTS KENDRA TO COME INTO THE HOUSE AND PLAY A SECRET GAME. THE OTHER TIME THEY PLAYED IT JAMES TOUCHED HER PRIVATE PARTS. HE SAYS IT'S A SPECIAL SECRET BETWEEN THEM. HE BRINGS HER PRESENTS ALL THE TIME. SHE'S NOT SUPPOSED TO TELL ANYONE ABOUT THE GAME. KENDRA DOESN'T WANT TO GO INTO THE HOUSE WITH HIM THIS TIME.

1. How does Kendra feel? What other emotions is she feeling?
2. Why does the man want Kendra to keep the game a secret?
3. What are the clues that tell Kendra she should tell someone about the game? (her feelings, safety rules about touch, bad secret)
4. Who can Kendra tell? (it's never too late to tell)
5. What if she tells her mother and her mother doesn't believe her? (she should tell someone else until someone believes her)
6. Is it Kendra's fault about the game? Even if she's already played it before? (it's never a child's fault)
7. Who would you tell if an adult wanted you to keep a secret like this?



UNIT II

Lesson 11:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Wrestling

STUDENTS WILL BE ABLE TO:

- identify the differences between nurturing, confusing and exploitative touch.
- express an awareness of feelings related to touch.

Wrestling is often a transition point between good and bad touch. The difference depends on the purpose of the wrestling and the power difference between the two children. When children are asked "When is wrestling not fun?", responses generally range from "When I get hurt" and "If I hurt someone" to "If I don't want to play, but the person won't stop". It is important to stress that it is not okay if you ask a person to stop and they don't listen.

THESE TWO BOYS ARE GOOD FRIENDS. THEY'RE ABOUT THE SAME AGE AND THE SAME SIZE. THEY'RE WRESTLING ON THE LAWN AND HAVING A GOOD TIME.

1. Is wrestling fun?
2. When isn't wrestling fun?
3. What kind of touch is this in the picture? Could wrestling ever be bad touch?
4. Do you ever wrestle?
5. Is there anything wrong with this kind of touch? Would there be if one person was a lot bigger or older and was hurting the other one?



UNIT II

Lesson 12:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Public Restroom

STUDENTS WILL BE ABLE TO:

- Identify the differences between nurturing, confusing and exploitative touch.
- identify ways of coping with inappropriate behavior of others.
- trust their senses regarding the appropriateness of a particular behavior.

A growing number of children have been assaulted and/or raped in public restrooms. Parents need to be aware of public facilities 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 these types of situations where children have very little control of the environment. It is important not to frighten children, but to give them some common sense guidelines.

GREG IS PLAYING WITH SOME FRIENDS AT THE PARK. INSIDE THE RESTROOM THERE IS A MAN WHO TELLS GREG HE WILL GIVE HIM \$5 IF GREG WILL TOUCH THE MAN'S PRIVATE BODY PARTS.

1. What should Greg do? Why? (have children identify a number of alternatives)
2. How do you think Greg feels?
3. Did Greg do anything wrong?
4. Did the man do anything wrong?
5. Do you think Greg should tell anyone? What could he say?



UNIT II

Lesson 13:

OBJECTIVES

TOUCHING

Comforting a Friend

STUDENTS WILL BE ABLE TO:

- identify the differences between nurturing, confusing and exploitative touch.
- express an awareness of feelings related to touch.

NOTES TO TEACHER

This lesson emphasizes that good touch is nurturing. It is a way of giving a gift to someone we like. When we comfort someone, we try to help them in a way that will make them feel better.

STORY

REIKO AND NAKO ARE BEST FRIENDS. REIKO WALKS OVER TO NAKO'S HOUSE TO PLAY ONE DAY, BUT SHE DOESN'T SEEM VERY HAPPY. NAKO NOTICES AND ASKS REIKO WHAT IS WRONG. AT FIRST REIKO WON'T SAY ANYTHING, BUT NAKO ASKS AGAIN LATER AND REIKO TELLS HER ABOUT A FIGHT SHE JUST HEARD BETWEEN HER PARENTS. REIKO IS FEELING LONELY AND VERY SAD, SO NAKO GIVES HER A BIG HUG.

DISCUSSION

1. How does Reiko feel?
2. Why is Naoko giving Reiko a hug?
3. What kind of touch is this?
4. Are there other times when people touch each other to show friendship or comfort?
What other times?
5. What qualities do you like in a friend?



UNIT II

Lesson 14:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Tucking Child Into Bed

STUDENTS WILL BE ABLE TO:

- identify the type of touch represented.
- identify ways of coping with a situation involving inappropriate touch.

This is a key lesson for children to understand. This situation is one which is very common for children who are victims of incest. Fondling very often 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 private parts. It is likely to be a parent figure who is involved in a situation like this. Mothers of the victims of father-daughter incest have reported that they talked to their children about sexual abuse, but did not make it clear that a father could do this. This point needs to be made, but in a balanced and sensitive way that will not overly concern the child with responsible parental figures. Problem-solve only for Kelly and keep the lesson objective rather than personalizing the story or discussion.

HOW MANY OF YOU REMEMBER WHEN WE TALKED ABOUT GOOD TOUCHES? HOW MANY OF YOU THINK GETTING TUCKED INTO BED IS A GOOD TOUCH? WELL, IT IS A GOOD TOUCH FOR MOST KIDS. WHEN KELLY'S FATHER TUCKS HER INTO BED, THEY TAKE SPECIAL TIME TO TALK ABOUT ALL THE UPS AND DOWNS THAT HAVE MADE THE DAY. THEY SHARE THEIR FEELINGS FROM TODAY AND PLAN TOMORROW, THEN END WITH A HUG.

1. How does Kelly feel when her father tucks her into bed and hugs her goodnight?
2. Is this an example of good touch?
3. What if her father kept hugging her until she felt uncomfortable, or tried to touch her private body parts? Would that mean she had done something wrong?
4. What could Kelly do if she had a touching problem at home?
5. Who could she talk to?
6. When kids have a touching problem, what is a safety rule they can use? (talk to someone and keep trying until they find someone who helps)



UNIT II
Lesson 15:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Sitting on Father's Lap

STUDENTS 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.

This lesson again emphasizes positive touching. In talking with children about sexual abuse, one parental fear is that children will be frightened of all touch. There is no reason why this should happen. Avoid creating fearfulness by teaching children safety rules that apply at all times with all people. Children learn to judge if a touch is okay by the feeling they get, by whether it involves touching private body parts, and by whether it involves being tricked.

JILL IS SITTING ON HER DAD'S LAP.

1. What kind of touch is this?
2. How can you tell? (good touch is good to both people)
3. Does it look like her dad is forcing her to sit there?
4. Do you like sitting on people's laps?
5. What makes the difference between when you like it and when you don't?



UNIT II

Lesson 16:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Mom's Friend

STUDENTS WILL BE ABLE TO:

- identify the difference between nurturing, confusing and exploitative touch
- express an awareness of feelings related touch

This lesson reinforces the good feelings of appropriate touch. The situation also deals with someone who is sort of a family member and sort of isn't, which is a situation more children are confronting in dealing with adults.

STEVE HAS BEEN SPENDING THE WHOLE DAY WITH HIS MOM'S FRIEND, PAUL. THEY ARE ON THEIR WAY TO A CONCERT IN THE PARK. STEVE LIKES PAUL A LOT AND IS GLAD TO BE SPENDING THIS TIME ALONE WITH HIM.

1. What kind of touch is this?
2. How can you tell?
3. How do you think Steve feels inside?
4. Why do you think Steve enjoys time alone with Paul?



UNIT II

Lesson 17:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

TOUCHING

Girls Playing

STUDENTS WILL BE ABLE TO:

- identify differences between nurturing, confusing and exploitative touch
- express an awareness of feelings related to touch

This story reinforces the concepts about nurturing as opposed to exploitative touch. Older children might be able to discuss the difficulties of being assertive when you do not know someone very well.

ROSIE AND AMELIA ARE NEIGHBORS. AMELIA JUST MOVED IN DOWN THE BLOCK FROM ROSIE. ROSIE AND AMELIA JUST MET YESTERDAY AND ARE PLAYING TOGETHER TODAY FOR THE FIRST TIME.

1. What kind of touch is this?
2. How do you think Rosie and Amelia feel? How can you tell?
3. Can you remember making a new friend? How did you feel?
4. How would Rosie feel if Amelia pushed her off the swing?
5. What kind of touch would that be?



ADDITIONAL ACTIVITIES

1. Slide presentation: "TOUCH"
2. Study cards: Sexual Abuse Prevention Education study cards of Illusion Theater's Touch Continuum.
3. Students draw a picture of themselves showing how they feel.
4. Students draw a picture of happy, sad, scared, lonely, embarrassed, etc.
5. Students write a story about a time they felt a strong emotion.
6. Books: One Dozen Feeling Games, by Elizabeth Crary; The Original Warm Fuzzy Tale, by Claude Steiner; My Name is Not Dummy, by Elizabeth Crary, and People, by Peter Spier.
7. Pantomime: Students show how feelings look and act them out until someone says, "Freeze!"
8. Students make a collage of touch and feeling pictures.
9. Each child writes a private pencil list of good, bad and confusing touches. The composition of each list will illustrate individual differences.
10. Body Outline Exercise: Children team up and outline bodies on butcher paper. Ask each student/team to explain to the class which part of the body it would be okay for the doctor (bus driver, best friend, friend's dad, parent(s), store clerk, etc.) to touch.
11. Show a picture and ask children to write a story about it.
12. Read the following situations and have students identify whether these are examples of confusing or bad touch:
 - A neighbor's child fell off his tricycle and started to cry. You put your arm around him to comfort him.
 - Bobby is a bully. He is pushing to crowd in line.
 - You are walking home when your best friend comes up and puts her/his arm around you.
 - An aunt gives you a hug and squeezes too hard.
 - You have a bad dream and your dad comes in to comfort you.
 - Another child hit you on the playground.
 - Someone you don't like wants to hold your hand.
 - You have just won a ballgame and everyone is hugging.
 - Someone grabs you by your hair.
 - A friend of your family lets you ride on his shoulders.

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

In the "Touching" unit of Talking About Touching, students have been learning that personal body safety is as important as any other type of safety. The Touch Continuum, a concept developed by the Illusion Theater of Minneapolis, is used as a learning tool in this unit.

Activity: "Touching"

The Touch Continuum provides a way of discussing different types of touch and how they can make us feel.

bad touch

confusing touch

good touch

Ask your children to talk with you about touches they think are good. How do good touches make them feel? From whom do good touches come? Bad touches might include hitting, shoving, or spanking: How do bad touches make them feel?

At times, touch might feel confusing or make people feel mixed up. When an older person touches children's private parts, except for health reasons, children can feel mixed up or scared. The safety rule taught in Unit II has been: If any kind of touch makes you feel confused or uncomfortable, tell someone you trust. Reinforce that no one, a stranger, acquaintance, friend, or relative, has a right to force or trick children into sexual contact or touch. If someone touches a child in such a way, the child can let the person know they don't like it, and can tell someone they trust what happened.

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

Dear Parent(s)/Guardian(s),

For the next few days or weeks your child(ren) will be introduced to Unit III, "Assertiveness," in the Talking About Touching personal safety curriculum. In this unit, students have a chance to role-play saying "No" to breaking family safety rules, and to role-play standing up for their own rights in various situations.

The following definitions are given:

Assertive means standing up for your own rights without violating someone else's.

Passive means letting others violate your rights or letting others ignore your opinions or feelings.

Aggressive means standing up for your rights, but violating other people's rights while you do it.

Activity: "Assertiveness"

Review the definitions of "assertive," "passive," and "aggressive" with your child(ren). Let children role-play responding in each of the three ways to the following situations:

- A stranger comes up to your child in the park and asks where she/he lives.
- Your child's babysitter asks her/him to break a family rule.
- Your child's friend wants to borrow a comic book; your child doesn't want to loan it right now.

For example, in the first role-play a passive response would be to tell the stranger the address; an assertive response might be, "I don't tell people that unless I know them;" an aggressive response might be, "Get lost, you creep!"

If you like, make up your own role-play situations with your child. Children can benefit greatly from a lot of practice in assertiveness.

UNIT III

Lesson 1:

GOAL

**NOTES TO
TEACHER**

**KEY
DEFINITIONS**

**AGE
RECOMMENDATIONS**

ASSERTIVENESS

Introduction to Assertiveness

The goal of this unit is to strengthen a child's assertiveness skills.

Students can learn to respond to potentially exploitative situations by saying "no" assertively. This unit offers an opportunity to practice assertive behavior. Many programs fail to move beyond cognitive learning to actual translation of knowledge into behavior through active participation and practice. Role play is an excellent technique for practicing skills. Children act out a role in an imaginary situation. Other children may offer advice and encouragement. The rules of role play include concentrating on the part, trying not to become distracted, being a serious observer, and having a good time while learning. On Unit III, role play ideas are suggested. The photographs can prompt role play activity as well.

These role play suggestions can be used to practice specific assertiveness skills. They include:

1. The word "no" — use the word "no" rather than weaker phrases such as, "Well, I'm not sure . . . I don't know . . ."
2. Body language — shake the head "no", hold the head high, shoulders back and look the other person in the eye.
3. Avoid reasons — excuses may allow others to argue, persist or manipulate the student. There are times, though, when young children need to be able to say, "My parents don't allow me to do that" or a similar back-up to bolster their confidence.
4. Repetition — the word "no" must often be repeated before the other person accepts the answer.

Assertiveness means standing up for your own rights and opinions without violating someone else's rights and opinions.
Exposer — someone who shows their private parts in public places; a person who shows his penis to other people at a park or other public place.

All lessons can be used in grades K-6. If age breakdowns are preferred, the following are recommended:

- K-4: Lesson 1-5, 7
- 5-6: Lesson 1, 2, 3, 4, 6, 7

STORY

DISCUSSION

STORY

THIS WEEK WE'RE GOING TO PRACTICE SAYING "NO" AND BEING ASSERTIVE.

1. Who knows what assertiveness means? (review the specific behaviors that constitute assertiveness)

SOMETIMES IT'S HARD TO BE ASSERTIVE; IT TAKES PRACTICE. WE'RE GOING TO HAVE A CHANCE TO PRACTICE IN SOME IMAGINARY SITUATIONS. YOU'RE GOING TO BE THE ACTORS.

1. "Give me your lunch money."
2. "Can I borrow your new ten speed?"
3. "Let's go take that ball from those little kids."
4. "Can I copy your homework?"
5. "Let's skip school today."
6. "I think you should clean our room. You're the youngest."
7. "What's your name? Where do you live? Are your parents home?"
8. (Make up situations relevant to your school, neighborhood, particular local safety concerns, etc.)

UNIT III

Lesson 2:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

ASSERTIVENESS

Saying 'No' to a Friend

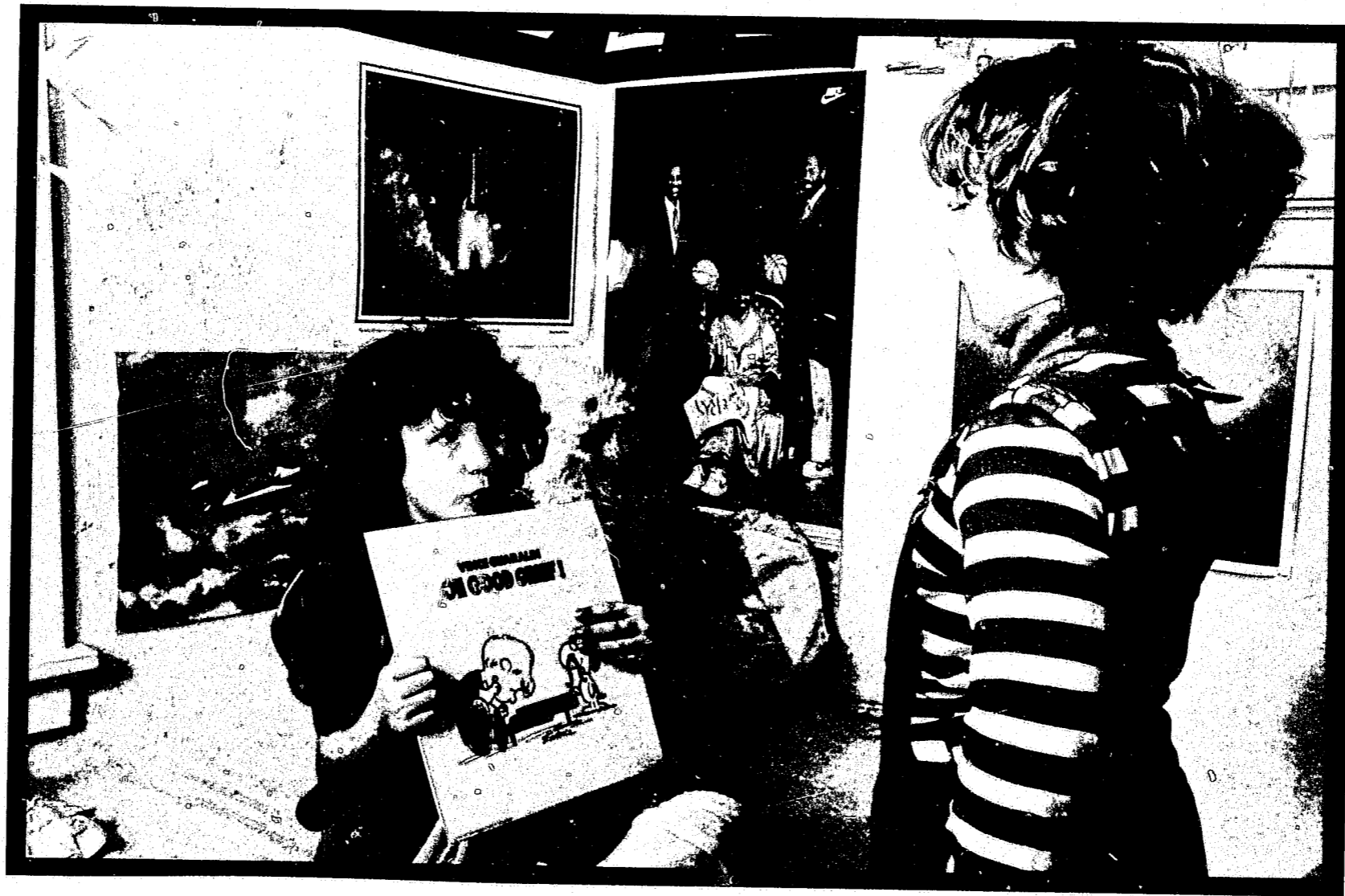
STUDENTS WILL BE ABLE TO:

- demonstrate verbal and nonverbal assertiveness skills

It is often difficult to say "no" to people we know and like. This is usually true for both children and adults. Children need to learn that it is okay to say "no" and that when someone says "no" to them, they don't have to be angry or hurt. Accepting an assertive refusal is a skill also.

CINDY JUST GOT A NEW BOOK FOR HER BIRTHDAY. HER BEST FRIEND JENNIFER WANTS TO BORROW IT BUT CINDY DOESN'T WANT TO LOAN IT TO JENNIFER BECAUSE IT IS BRAND NEW AND SHE HASN'T HAD A CHANCE TO READ IT YET.

1. What do you think Cindy will say to Jennifer?
2. Show me what Cindy can say that will be assertive
3. Do you think Jennifer will be mad? Has this ever happened to you?
4. Is it okay for Cindy to say "no"?
5. If Cindy says "no," does it mean she doesn't like Jennifer?



UNIT III

Lesson 3:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

STORY

DISCUSSION

ASSERTIVENESS

Man Taking Photo of Girl

STUDENTS WILL BE ABLE TO:

- demonstrate verbal and nonverbal assertiveness skills.
- identify alternative ways of coping with a difficult situation.

This lesson will reinforce many of the earlier concepts such as appropriate and inappropriate touch, trusting senses, and safety rules. Remember that a majority of offenders are known to the victims and their families. Assertiveness is one way to cope with this situation. Safety rules dictate telling someone about the incident.

A GOOD FRIEND OF JILL'S DAD TOLD HER THAT HE WANTS TO TAKE HER PICTURE BECAUSE SHE IS SO PRETTY.

1. How do you think Jill feels?
2. Would that be okay?

WHAT IF HE STARTS TO TAKE THE PICTURE BUT STOPS AND ASKS JILL TO TAKE HER SHIRT OFF SINCE IT'S SUCH A SUNNY DAY OUT.

1. Is that okay? Why not?
2. What can Jill do? What can she say? (practice)
3. What if the man keeps trying to talk her into taking her shirt off? What can she do?



UNIT III

Lesson 4:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

ASSERTIVENESS

The Slide

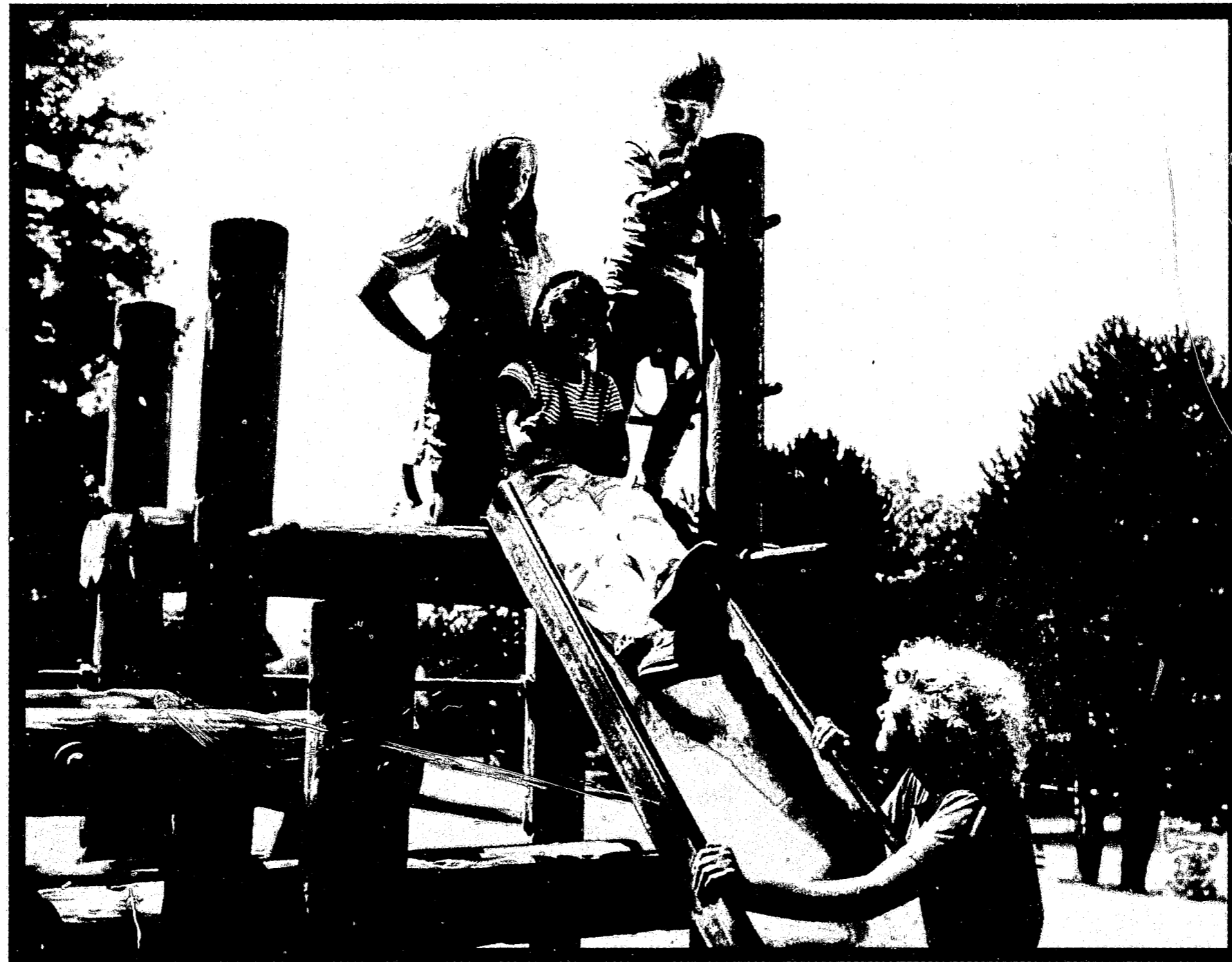
STUDENTS WILL BE ABLE TO:

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

The problem of dealing with a bully who is much bigger or older is difficult. The key to this lesson is for children to problem solve and come up with a solution that will keep one bully from ruining the day for the rest of the children. One possible assertive response might be to leave and go somewhere else. This would reduce the bully's power and might avoid a physical confrontation. Emphasize that children sometimes need to ask for help, but many times children can make good decisions about assertively coping with a situation themselves.

CHRISTY AND HER FRIENDS ARE PLAYING ON A NEW SLIDE AT THEIR SCHOOL. A GIRL FROM THE JUNIOR HIGH SEES THEM PLAYING AND STARTS TO BOTHER THEM. SHE WON'T LET CHRISTY OR HER FRIENDS GO DOWN THE SLIDE.

1. What is a bully? Why might this girl be bullying smaller children?
2. How do you think Christy and her friends feel when the girl starts to bully them?
3. What can they say to her?
4. What else can they do if that doesn't work? How can these children help themselves?



UNIT III

Lesson 5:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

ASSERTIVENESS

Lilly

STUDENTS WILL BE ABLE TO:

- demonstrate verbal and nonverbal assertiveness skills.

This lesson reviews assertive body language. Point out how confident and assured the girl in the picture appears.

Body Posture — Square shoulders, a straight back and head held erect give a nonverbal message of strength. Students who have inattentive, weak body posture will especially need assistance with this basic skill.

Facial Expression — Facial expression should be appropriate to a given assertive response. An apologetic laugh diminishes the strength of an assertive response.

Eye Contact — Students should practice maintaining direct eye contact with the person to whom an assertive statement is directed. Eye contact strengthens the verbal message.

LILLY IS AT HOME WITH HER STEPFATHER ONE SUMMER DAY. HER MOM IS STILL AT WORK. LILLY'S STEPFATHER TRIES TO TOUCH HER PRIVATE BODY PARTS. LILLY IS CONFUSED AND ANGRY. SHE DOESN'T KNOW WHAT TO DO.

1. What can Lilly say to her stepfather? What does it look like she's saying?
2. Show me how she would say it.
3. Do you think he would leave her alone if she told him to? (very likely)
4. Who could she tell? What if they didn't believe her?



UNIT III

Lesson 6:

OBJECTIVES

ASSERTIVENESS

On the Bus

STUDENTS WILL BE ABLE TO:

- recognize potentially exploitative situations.
- demonstrate verbal and nonverbal assertiveness skills.

**NOTES TO
TEACHER**

Riding on a city bus can provide a number of uncomfortable and sometimes dangerous situations for children. An assertive response will usually discourage unwanted attention. It would be a good idea to provide time for each child to practice being assertive. The whole class can practice saying "no" as a group and then practice in pairs. You will want to make situations of your own or ask the students for examples of situations where they have been bothered. A possible safety rule for riding the bus is to sit up front near the driver.

STORY

SUSAN AND RACHEL ARE RIDING THE BUS HOME FROM DOWNTOWN. A VERY DRUNK MAN GETS ON THE BUS AND STARTS BOTHERING THEM.

DISCUSSION

1. What can they do?
2. What is something assertive they can say to the man that would get him to leave them alone?
3. What if he doesn't listen to them?
4. Could they ask someone for help? Who?
5. How does it feel when someone bothers you?

STORY

PATTI IS RIDING THE BUS. A MAN GETS ON AND SITS DOWN BESIDE HER. AFTER A FEW MINUTES HE REACHES OVER AND PUTS HIS HAND ON HER THIGH.

DISCUSSION

1. What can Patti say to the man?
2. How do you think she feels?
3. What else can she do?
4. Who did something wrong?



UNIT III

Lesson 7:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

ASSERTIVENESS

Babysitter's Bribe

STUDENTS WILL BE ABLE TO:

- demonstrate verbal and nonverbal assertiveness skills.
- identify ways of coping with a difficult situation.

Children are often told to do whatever the babysitter says. This is a situation where a child's decision-making skills and knowledge of appropriate and inappropriate touch can help him/her avoid exploitation. Children in the class can give examples of assertive responses to the babysitter's request. A discussion of the use of bribery may also be appropriate. Children need reassurance that an assertive response is likely to protect them. Offenders usually do not exploit assertive children. The vulnerable child is a child who is passive, scared and unsure.

REBECCA'S BABYSITTER, RUSSEL, IS A BOY FROM HER NEIGHBORHOOD WHOM SHE LIKES. HER MOM ALWAYS TELLS HER TO MIND RUSSEL. ONE NIGHT RUSSEL TELLS REBECCA SHE CAN STAY UP AS LATE AS SHE WANTS PLAYING ONE OF HER FAVORITE BOARD GAMES IF SHE'LL ALSO PLAY A SECRET TOUCHING GAME WITH HIM. THE TOUCHING GAME INVOLVES GETTING UNDRESSED AND TICKLING EACH OTHER.

1. What kind of secret would this be?
2. How do you think Rebecca feels about what Russel is saying?
3. Do you think she should play the secret touching game?
4. Do you think her mom would really want her to mind the babysitter if he wanted her to break a family rule?
5. What can she say to Russel ?
6. What else can she do?
7. Who can she talk to later?



ADDITIONAL ACTIVITIES

1. Film: "No More Secrets".
2. Books: "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.
3. Exercise: Write PASSIVE – ASSERTIVE – AGGRESSIVE on the board. Ask a volunteer to stand under each label and respond to imaginary situations in a manner consistent with that label.
Example: "Hey, do you live around here?"
PASSIVE: "Yes."
ASSERTIVE: "I don't tell people that unless I know them."
AGGRESSIVE: "Get lost, creep."
4. Ask someone the students don't know to visit the classroom. Children can practice responding assertively to the stranger's request for information.
5. Yes/No Game — one person is a "yes", another a "no". "Yes" tries to cajole "no" into saying "yes" with pleading, bribery, threat and persistence.
6. Students practice saying "no" in different ways. "Thank you, but no." "No, I don't want to."
7. Role-play ideas for students:
 - Bobby is a bully. He's pushing to crowd into line.
 - You see an exposer while you're playing at the park.
 - Your aunt pats you on the head and it hurts.
 - Someone you don't like wants to hold your hand.
 - Your babysitter wants you to sit on her lap, but you don't want to.
 - You are sitting in a mall waiting for your mom. A man comes by and asks you to come with him for a surprise present.
 - Your little brother borrowed your tapes without asking.
 - You go to a movie with your friend and she keeps talking during the movie. It is annoying you.
 - You go to a movie and a man sits down next to you. He puts his arm along the back of your seat. There are lots of empty seats around.
 - Everything has gone badly today. When you come home your mom is angry and yells at you to clean up your room.
 - A couple in a van ask you if you want to play with the video game they have inside. They have a great sound system, too.
8. Students answer questions at their desks: When is a time you might have to be assertive with friends? With an adult you know? With a stranger? What is an assertive response you could give to _____? When have you had to be assertive with a friend?

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

In the "Assertiveness" unit of Talking About Touching, children have been practicing assertiveness skills:

1. Using the word "No," rather than weaker phrases such as "Well I'm not sure," or "I don't know."
2. Shaking the head "No," holding the chin up and shoulders back, and looking the other person in the eye.
3. Avoiding reasons; giving reasons or excuses can allow others to persist, argue, or manipulate. (Sometimes, children do need to give reasons in order to maintain their self-confidence; for example: "My parents don't allow me to do that.")
4. Repeating the word "No" if the person hasn't accepted the answer.

Activity: "Assertiveness"

Use role-plays to let your child practice assertiveness skills in these situations:

- Your child's little brother borrowed her tapes without asking.
- A man sits down next to your child at the movies and puts his arms along the back of her/his seat.
- Your child's aunt wants your child to sit on her lap, but she/he doesn't want to right now.

In the role-plays, pay attention to both the verbal and the non-verbal assertiveness skills described above.

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

Dear Parent(s)/Guardian(s),

In the coming days your child(ren) will be introduced to Unit IV, "Support Systems," in the Talking About Touching personal safety curriculum. This unit focuses on "telling" and on asking for help in difficult situations. Children are reminded of the many different adults who are willing and able to help them at such times.

Activity: "Support Systems"

With your child(ren), make a card to put near the phone. List phone numbers for police, emergency response, fire department, ambulance, crisis line, veterinarian. Include room for phone numbers of family friends your child can call for help or advice.

UNIT IV

Lesson 1:

GOAL

**NOTES TO
TEACHER**

**KEY
DEFINITIONS**

**AGE
RECOMMENDATIONS**

STORY

DISCUSSION

SUPPORT SYSTEMS

Introduction to Support Systems

The goal of this unit is to familiarize students with resources for advice and help in solving problems.

This may be the most important unit in this curriculum. Although being assertive does help children to avoid being exploited, it does not always work. In our culture, children have very few rights and very little power. Not only are they physically smaller than adults, but they are often not listened to or believed when they bring up a problem. This unit encourages children to search out an advocate to help them with feelings and problems. It is important to stress that if one person doesn't listen, a child can go to someone else. Particularly in cases of incest, a child will need an advocate outside the family system. Children should be able to name at least one person outside the family they can go to. This will assist in giving children a feeling that they can have some control over their lives. Every child has a family support system and a community support system.

There are many reasons for encouraging children to tell someone if a person tries to sexually exploit them. Telling about exploitative incidents may be the only way an offender will enter treatment and stop molesting other children. Children should report sexual abuse incidents, even if their assertive response was successful in stopping it. The offender will very likely continue to approach children until the offender finds a victim who is unable to stand up for his/her rights.

Support System — all the people inside and outside your family who can help when you have a problem or need advice.

Incest — sexual abuse inside a family; sexual touching between a parent and child.

Rape — when one person forces another, against his/her will, to have sex; forced or non-mutual sex.

Child Abuse — when an adult really hurts a child, not just a spanking; when a parent or an adult person beats up a child; neglect occurs when a parent or adult doesn't provide the basic things kids need to grow up healthy.

All lessons can be used K-6. If age breakdowns are preferred, the following are recommended:

K-4: Lessons 1-7 10

5-6: Lessons 1-7 10

THIS WEEK WE'LL BE LEARNING ABOUT ALL THE PEOPLE YOU CAN TALK TO WHEN YOU NEED HELP OR ADVICE. SOMETIMES IT TAKES A LOT OF TIME TO BE READY TO TELL ABOUT SOMETHING DIFFICULT OR PRIVATE, BUT IT'S NEVER TOO LATE TO TELL.

1. Who can children turn to for help? (list on board)

UNIT IV

Lesson 2:

OBJECTIVES

NOTES TO TEACHER

DISCUSSION

SUPPORT SYSTEMS

The Family

STUDENTS WILL BE ABLE TO:

- Identify resource people in a support system.

This lesson emphasizes that there is a family support system which children can usually go to for help. This includes the immediate family and may include aunts, uncles, cousins, grandparents and other people who are very close to the family. Sometimes there are problems that require outside help to solve. Children can be encouraged to look at their own support systems. Each child needs to identify people within their family and community support system who they can talk to when they need help or advice.

1. Who are the people who make up a family? (don't forget about stepfathers, stepmothers, half-sisters, etc.)
2. If something is bothering you, who can you talk to in your family?
3. If that person isn't home or doesn't have time to listen to you, who else in your family can you talk to?
4. What are some kinds of problems you would talk about with these people?
5. Sometimes there are problems that come up when you need to talk to someone outside of the family. Can you think of any of these? (problems at school, reporting a fire, wanting to run away)
6. Who are some people outside your family that you feel comfortable talking with about things that are bothering you? (teacher, school counselor, Brownie leader, minister)



UNIT IV

Lesson 3:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SUPPORT SYSTEMS

Friends

STUDENTS WILL BE ABLE TO:

- identify resource people in a support system.

It is often easier for children to talk to their friends about a problem than to talk to a parent or adult. This lesson emphasizes the importance of being supportive when a friend shares a problem. Telling a friend can be a cry for help. Sometimes it may be appropriate for that friend to try to get help; at other times, talking to someone about a problem is a way of figuring out a solution for oneself, with their support.

CELESTE STAYED OVERNIGHT AT HER AUNT AND UNCLE'S HOUSE LAST WEEKEND. HER UNCLE CAME INTO THE BATHROOM TO SHAVE WHILE SHE WAS IN THE BATHTUB. CELESTE WAS REALLY EMBARRASSED, BUT SHE DIDN'T KNOW WHAT TO SAY. SHE'S BEEN THINKING ABOUT IT A LOT. IT NEVER BOTHERED HER BEFORE WHEN THAT HAPPENED, BUT THIS TIME SHE WAS SELF-CONSCIOUS. CELESTE DECIDED TO TELL HER BEST FRIEND ANDREA ABOUT IT.

1. Why do you think Celeste told Andrea instead of her mother or father about this?
2. If you were Andrea what would your advice to Celeste be?
3. Can Celeste talk to someone else too? Who?
4. Should Andrea tell someone else?
5. If you wanted to help a friend of yours with a serious problem; who would you turn to?



UNIT IV

Lesson 4:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SUPPORT SYSTEMS

The Police

STUDENTS WILL BE ABLE TO:

- identify resource people in a support system.

This is a good lesson to reinforce the concept that police officers are a resource when you need help. When children are alone in an emergency situation sometimes the best thing they can do is to call the police. Discuss dialing 911 or the emergency number in your community.

BARRY AND HIS YOUNGER SISTER CHARLENE ARE PLAYING IN THE PARK. A MAN COMES UP TO CHARLENE AND OFFERS HER MONEY TO GO FOR A RIDE IN HIS CAR. BARRY SEES HIS SISTER WALKING WITH THE MAN TOWARD THE CAR. HE RUNS UP TO THEM AND MAKES HIS SISTER GIVE BACK THE MONEY. HE TELLS THE MAN TO LEAVE HIS SISTER ALONE. BARRY AND CHARLENE SEE A POLICE OFFICER AND TELL HIM WHAT HAPPENED.

1. How do you feel about what Barry did?
2. What safety rule had Charlene forgotten?
3. What questions do you think the officer is asking? (description — age, color, height, car)
4. If the police officer wasn't there, who else could they tell?
5. Why do you think Charlene was going to go with the man?
6. What could Charlene have said to the man?
7. What if Barry and Charlene had seen an exposé at the park? What could they do? Who could they tell?
8. Why should children tell about these sexual abuse situations? (to get the man help; to protect other kids; because it's against the law)



CONTINUED

2 OF 3

UNIT IV
Lesson 5:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SUPPORT SYSTEMS

The Teacher

STUDENTS WILL BE ABLE TO:

- identify resource people in a support system.

School personnel are among the most accessible members of any child's support system. A teacher may be the only responsible adult with whom a child has a relationship. You may wish to clearly offer yourself as a person to turn to for help. Many teachers use this curriculum before a break, then invite children to stay and talk further about anything confusing or troubling to them. Other teachers list their name and number on a child's resource sheet. (see Additional Activities) Each child's support system is unique. Explore in depth who is in an individual support system. Don't overlook grandparents, clergy, coach, doctor, counselor, friend of family, group leader, older sibling, social worker, tutor, etc.

MARY HAS BEEN IN A PERSONAL SAFETY CLASS LIKE OURS. SHE IS SCARED, BUT SHE'S GOING TO TELL HER TEACHER ABOUT A TOUCHING PROBLEM SHE HAS. IT HAS BEEN GOING ON A LONG TIME AND SHE DOESN'T LIKE IT. SOMETIMES IT TAKES TIME TO BE READY TO TELL, BUT IT'S NEVER TOO LATE.

1. Why did she choose her teacher to talk to?
2. Why do you think she's scared?
3. What kind of touch is she going to tell about?
4. Is it Mary's fault that she has a touching problem?
5. Who else in a school can children talk to?



UNIT IV

Lesson 6:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SUPPORT SYSTEM

A Friend's Mom

STUDENTS WILL BE ABLE TO:

- Identify resource people in a support system.

With older students this lesson may be used to discuss rape. Often children will say that "rape" means kidnap, robbery or murder. A simple definition will emphasize the non-mutual nature of the sexual assault. (Rape is one person forcing another person, against their will, to have sex.) Students need to know that boys can be victims of rape. It is never the victim's fault. Friends and family need to be supportive and nonjudgmental. Younger students can use this lesson to further explore who the people are within a support system.

PETRA IS TALKING TO HER BEST FRIEND'S MOM ABOUT A TOUCHING PROBLEM SHE HAS WITH AN ADULT SHE KNOWS REALLY WELL. SHE HASN'T TOLD ANYONE ABOUT IT BEFORE BECAUSE SHE THOUGHT NO ONE WOULD BELIEVE HER.

1. How do you think Petra will feel now that she's told someone?
2. What do you think will happen next?
3. Did Petra do anything wrong?
4. Who else is in Petra's support system?



UNIT IV
Lesson 7:

SUPPORT SYSTEM

Babysitter

OBJECTIVES

STUDENTS WILL BE ABLE TO:

- identify resource people in a support system.
- respond to a difficult situation with alternatives for helping others.

**NOTES TO
TEACHER**

Children need to know what local resources are available. When older children are responsible for younger children, as with babysitting, emergency resource information is an important part of their safety knowledge. This lesson may offer an opportunity to discuss physical abuse and neglect of children. The same rules apply. Children have a right not to be touched in a bad way and they can talk to someone in their support system.

STORY

MARIA IS BABYSITTING FOR MARCY. MARIA NOTICES THAT MARCY SEEMS VERY UPSET. MARCY WON'T TELL HER WHAT IS WRONG, BUT EVERY TIME MARIA MAKES A SUDDEN MOVE MARCY CRINGES. MARIA CONTINUES TALKING TO MARCY AND FINALLY FINDS OUT THAT MARCY HAS WELTS AND BRUISES ALL OVER HER BACK.

DISCUSSION

1. What might have caused the welts and bruises?
2. What can Maria do? Who can Maria call for help?
3. Why is it important for Maria to talk to someone about this?



UNIT IV

Lesson 8:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SUPPORT SYSTEMS

School Counselor

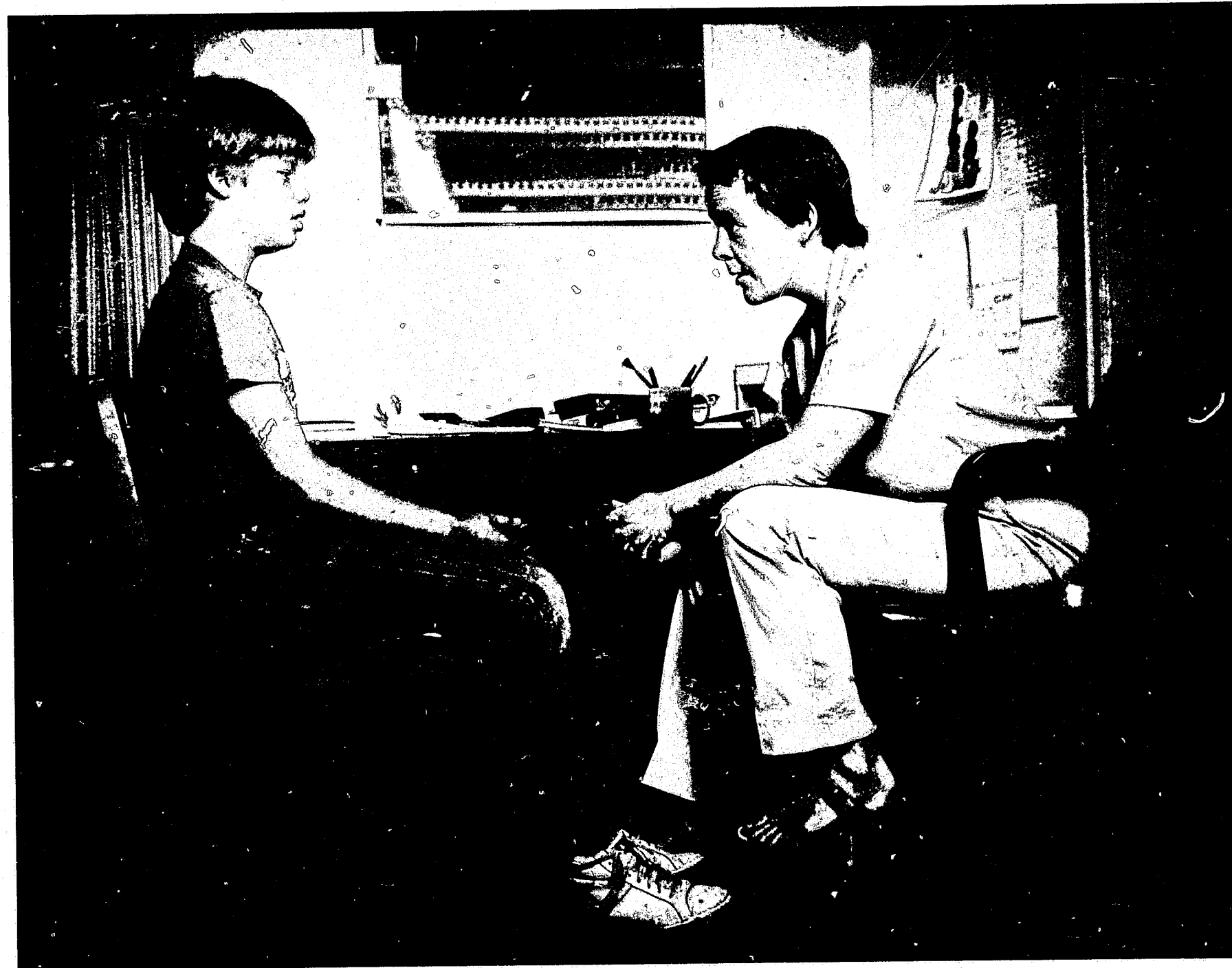
STUDENTS WILL BE ABLE TO:

- identify a potentially dangerous situation
- identify resource people in a support system

This lesson emphasizes the need to keep telling until someone listens and offers help. It also stresses that it is good to get help when there is discomfort, even if nothing specific has happened.

MICHAEL FEELS UNCOMFORTABLE AROUND HIS UNCLE. WHEN THEY ARE ALONE HE TALKS TO MICHAEL IN A WAY THAT MAKES HIM FEEL CONFUSED. HIS UNCLE TRIES TO BE ALONE WITH HIM A LOT. MICHAEL TRIED TO TALK TO HIS AUNT, BUT HIS AUNT SAID HE WAS BEING "SILLY." MICHAEL IS SCARED, BUT HE DECIDES TO TALK TO THE SCHOOL COUNSELOR TO GET SOME IDEAS. HE DOES NOT LIKE FEELING CONFUSED. HE HOPES THE COUNSELOR WILL LISTEN EVEN THOUGH HE HAS NEVER TALKED TO HER BEFORE.

1. How do you think Michael felt when he tried to talk to his aunt?
2. Why is he scared to talk to the counselor?
3. What do you think will happen next?
4. Who else can Michael talk to?
5. Who can you talk to at school?



Lesson 9:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

SUPPORT SYSTEMS

Mother

STUDENTS WILL BE ABLE TO:

- identify differences between nurturing, confusing and exploitative touch
- identify resource people in a support system

This lesson addresses the notion that even though a situation is past, it can be helpful to talk with someone about what happened and get comfort.

AMBER'S FRIEND'S FATHER TOUCHED HER IN A WAY THAT CONFUSED HER AND MADE HER FEEL UNCOMFORTABLE. SHE TOLD HER MOM AND DAD AND THEY HELPED. SHE DOES NOT HAVE THE PROBLEM NOW, BUT SOMETIMES SHE STILL FEELS BAD ABOUT IT. AMBER IS TALKING TO HER MOM ABOUT WHAT HAPPENED.

1. Why do you think Amber is talking with her mom?
2. How do you think she will feel after talking to her mom?
3. What kind of touch is her mother giving her?
4. How can you tell? How do you think it makes Amber feel inside?



UNIT IV

Lesson 10:

OBJECTIVES

**NOTES TO
TEACHER**

STORY

DISCUSSION

Support Systems

Friends - Boys

STUDENTS WILL BE ABLE TO:

- identify the difference between nurturing, confusing and exploitative touch
- express an awareness of feelings related to touch

This lesson emphasizes that good touch is nurturing. When we comfort someone, we try to help them in a way that will make them feel better. This lesson shows that boys need and can give comfort.

MICHAEL AND ROBIN ARE COUSINS. MICHAEL IS FEELING UPSET ABOUT HIS OLDER SISTER TEASING HIM AND CALLING HIM NAMES. HE DECIDES TO ASK ROBIN WHAT HE CAN DO SO SHE WILL STOP BEING MEAN TO HIM. ROBIN REACHES OVER AND TOUCHES MICHAEL WHILE THEY ARE TALKING.

1. How does Michael feel?
2. Why did Robin touch Michael?
3. What kind of touch is this?
4. How can you tell?
5. How would you know if it was another kind of touch?



ADDITIONAL ACTIVITIES

1. Film: "Who Do You Tell?"; "Some Secrets Should Be Told"; "Sometimes It's Okay to Tattle"; "Don't Get Stuck There".
2. Reuse earlier photographs and ask questions relevant to Unit III (Who could she tell? What if they didn't believe her?)
3. Invite the school counselor or nurse to visit the class to familiarize students with his/her face and job.
4. Students practice making phone calls to local resources on a play phone. Children should realize that they may have to talk to several people before they get help.
5. Ask a stranger into your classroom. After the person leaves, ask students to describe him/her. Discuss the questions a police officer might ask.
6. Students write a report on child sexual abuse.
7. Students develop a fact sheet on local resources for prevention, reporting and treatment of child abuse. Students research local agencies regarding services offered and contact information.
8. Students write a Bill of Rights for Children and discuss what humans need to grow into healthy adults.
9. Students make a collage, write a story or draw a picture about the things that all humans need and deserve.
10. Students use cloth or paper hand puppets to act out what would happen if:
 - a friend tells them they are being abused.
 - a police officer asks them to describe someone.
 - they are asked to describe the difference between good, bad and confusing touch.
 - they have to tell someone about seeing an exposé.
11. Spider Web of Influence — students draw themselves in the center of a web, drawing the people throughout the web who surround them in a support system. This exercise can also be used to discuss decision making and the sources of influence that affect us as we make decisions.
12. Students clip articles on child abuse and share them with the class.
13. Develop a quiz on child sexual abuse.
14. Set up an anonymous question box, read aloud and answer regularly.

TAKE-HOME ACTIVITY: TALKING ABOUT TOUCHING

In the final unit of the Talking About Touching curriculum, "Support Systems," the emphasis has been on the resources available in the community where children can find help in difficult or dangerous situations. One of the aims has been to remind children that it is part of the job of many adults to help children be safe.

Activity: "Support Systems"

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

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

SAMPLE INTRODUCTORY LETTER TO PARENTS

Dear Parent(s)/Guardian(s),

We will soon begin **Talking About Touching**, a program on prevention of child sexual abuse. We want to make you aware of **Talking About Touching** so you can continue classroom work at home. This program, which is part of the personal safety curriculum, is divided into four units:

Unit I, "Personal Safety and Decision Making," focuses on family safety rules as a context for learning about personal safety. Students are encouraged to be aware of their own family safety rules as these apply to a variety of situations.

Unit II, "Touching," emphasizes the importance of saying "No" to uncomfortable or exploitative touch, and of telling someone you trust when confronted with such a situation. Students talk about good, bad, and confusing touch, and how different types of touch can make us feel.

Unit III, "Assertiveness," offers children a chance to practice standing up for their own rights in an assertive (but not aggressive) way; it develops the skills to adhere to family safety rules, even in the face of pressure.

Unit IV, "Support Systems," focuses on "telling" and on asking for help in difficult or uncomfortable situations.

The overall goal of the program is to help young people recognize and deal with potentially dangerous situations. It encourages open communication with one's family and emphasizes family safety rules.

As the program proceeds we will be sending you Take-Home Activities, which will keep you informed of specific aspects of each unit and will offer suggestions on how to reinforce at home the skills, rules, and guidelines your children will be learning in the classroom.

Sincerely,

SAMPLE LETTER-OF-CONSENT TO PARENTS

Dear Parents,

We will soon begin a unit on the prevention of child sexual abuse. This unit is part of the personal safety curriculum. We want to make you aware of the unit so you can continue the classroom work at home.

The overall goal of the unit is to help young people recognize and deal with potentially dangerous situations. It encourages open communication with one's family and emphasizes family safety rules.

Optional Paragraphs

#1) An opportunity for you to review the course content and curriculum materials and to ask questions will be provided in a parent meeting scheduled for (day and date) at (time) at (place).

#2) If you do not want your child to participate in this unit, return the attached form to school by (date).

Sincerely,

I do not wish my child _____ to participate in the prevention
(student's name)
of child sexual abuse personal safety unit.

(Signature of Parent or Guardian)

This is a prototype of a promotional brochure introducing parents to the Talking About Touching curriculum. It can be reproduced in whole but not in part without written permission from:

Lake Washington School District #414
Attn: Sylvia Scholtz
P.O. Box 619
Kirkland, Washington 98033



*how to make good decisions when
you're not there to ask.*



You'll want them to know . . .



**Talking about Touching
A Personal Safety Curriculum
in
Lake Washington Elementary Schools**



Talking about Touching is a new unit in the health curriculum in Lake Washington's elementary schools.

It offers children information they can use to insure their own safety.

We teach children how to cross streets safely and how to use matches with care. We think they should also know . . .

. . . that there are safe responses to potentially dangerous situations.

Some of the questions in this section include:

- What if a woman you don't know wants to use your phone because her car is broken down outside?
- What if you were walking home alone and a car kept following you down the street?
- Why is it important not to give out information over the phone to people you don't know?

. . . that there are good and bad ways to touch.

Some of the questions in this section include:

- Are there times when people touch each other to show friendship and comfort?
- When isn't wrestling fun?
- What makes the difference between when you like touching and when you don't?



. . . that there are ways to stand up for your own rights.

Some of the questions in this section include:

- What is a bully? What can you say to a bully?
- When is it okay to say no?
- How does it feel when someone bothers you? What can you do?

. . . that there is help when you need it.

Some of the questions in this section include:

- If something is bothering you, who can you talk to in your family?
- Who are some people outside your family that you feel comfortable talking with about things that are bothering you?

You will want to know . . .

. . . that classroom instruction in this area will begin in February.

. . . that elementary teachers are receiving instruction on how to present this material.

. . . that this curriculum has been used successfully in other school districts.

. . . what the curriculum contains, so that you can reinforce what is learned in the classroom in your home.

Ann Downer, Training Director for the Committee for Children, will conduct an evening orientation for parents to explain the concepts and materials in these units.

You are encouraged to attend any one of five scheduled sessions:

January 10 7:30 p.m.
Rush Elementary, 6101 152nd Avenue NE
Redmond

January 16 7:30 p.m.
Redmond Elementary, 16600 NE 80th Street
Redmond

January 18 7:30 p.m.
Twain Elementary, 9525 130th Avenue NE
Kirkland

January 24 7:30 p.m.
Frost Elementary, 11801 NE 140th Street
Kirkland

January 26 7:30 p.m.
Keller Elementary, 13820 108th Avenue NE
Kirkland

For additional information, contact the Curriculum Office at the Lake Washington School District: 828-3243.

RESOURCES

P.O. Box 51049
Seattle, Washington 98115
(206) 522-5834

Films

"No More Secrets" 13 min.
O.D.N. Productions, Inc. 3-6
74 Varick St., Suite 304
New York, NY 10013
(212) 431-8923

"Who Do You Tell?" 11 min.
M.T.I. Teleprograms, Inc. K-4
3710 Commercial Ave.
Northbrook, IL 60062
(800) 323-5343

"Sometimes It's Okay to Tattle!" 12 min.
M.T.I. Teleprograms, Inc. 3-6
3710 Commercial Ave.
Northbrook, IL 60062
(800) 323-5343

"Some Secrets Should Be Told" 12 min.
M.T.I. Teleprograms, Inc. 3-6
3710 Commercial Ave.
Northbrook, IL 60062
(800) 323-5343

"Don't Get Stuck There" 10 min.
Boys Town Film Library 5-6
Boys Town Center
Boys Town, NE 68010
(402) 498-1595

Slides

"Touch" K-4
Spokane Community Mental Health Center
S. 107 Division
Spokane, WA 99202
(509) 838-4651

Filmstrip

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

Study Cards

TOUCH CONTINUUM CARDS K-8
Illusion Theater
528 Hennepin Ave. #309
Minneapolis, MN 55403

Anatomically Correct Dolls

Analeka Industries, Inc.
Box 141
West Linn, OR 97068

Teach-A-Bodies
2544 Boyd St.
Fort Worth, Texas 76109

Magima Designs (\$12.50 per kit, \$30 per doll)
P.O. Box 70064
Eugene, OR 97401

Audio Tapes

"Wha'D'Ya Wanna Do?" and "Uniforms" by Peter Alsop
P.O. Box 960
Topanga, CA 90290

"The Touching Song," Children's Self-Help Project
170 Fell St., Rm. 34
San Francisco, CA 94102

Books

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

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

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

My Name is Not Dummy, by Elizabeth Crary.
Parenting Press
7750 31st Ave. N.E., Suite 307
Seattle, WA 98115

One Dozen Feeling Games, by Elizabeth Crary.
Parenting Press
7750 31st Ave. N.E., Suite 307
Seattle, WA 98115

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

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

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.

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

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

Lutheran Social Services
N. 1226 Howard
Spokane, WA 99201

Fed Light, Green Light People, by Joy Williams

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

Private Zone, by Frances Dayee

Charles Franklin Press
18409 90th Ave. W.
Edmonds, WA 98020

A Very Touching Book, by Jan Hindman

McClure-Hindeman Books
Durkee, OR 1983.

Liking Myself, and The Monster and Me, by Pat Palmer.

Impact Publishers
San Luis Obispo, CA 1977.

General References

Sexual Assault of Children and Adolescents, by Ann W. Burgess, Nicholas A. Groth, Lynda L. Holmstrom, Suzanne M. Sgroi
Lexington Books, Mass. 1980.

Conspiracy of Silence: The Trauma of Incest, by Sandra Butler
New Glide Publications, Inc. 1978
San Francisco

Protecting the Child Victim of Sex Crimes Committed by Adults, by Vincent DeFrancis
The American Humane Association, Denver, CO. 1969.

Sexually Victimized Children, by David Finkelhor
Free Press, New York, 1979.

Father-Daughter Incest, by Judith Herman
Harvard University Press, MA 1981.

The Best Kept Secret: Sexual Abuse of Children, by Florence Rush
McGraw-Hill Books, 1980.

The Silent Children: A Parents' Guide to the Prevention of Child Sexual Abuse, by Linda Tschirhart Sanford
McGraw-Hill Books, 1980.

Curricula by Committee for Children

Talking About Touching With Preschoolers (preschool)

Hablando del Tocar con Pre escolares (Spanish-English Edition)

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

Hablando del Tocar (Spanish-English Edition)

Personal Safety and Decision-Making (curriculum and video for junior high and middle school students)

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

EVALUATION OF TALKING ABOUT TOUCHING

Summary Report

Submitted by Ann Downer

Background

The Committee for Children was formed in 1981 to develop curricula and provide training on prevention of child sexual abuse to children, parents and teachers. The elementary curriculum, Talking About Touching, is used extensively by private and public schools throughout the United States and Canada.

Procedures

A quasi-experimental time-series design was employed to evaluate the Talking About Touching curriculum. Experimental and control students were tested before and after a three-week instructional interval. A 20-item, multiple-choice, knowledge questionnaire was administered to 70 experimental and 15 control students by classroom teachers. A 24-item interview was conducted outside the classroom by trained evaluators with 15 experimental and 13 control students. The 20-minute interviews utilized puppets and incomplete stories to gather information on students' knowledge of personal safety, problem-solving ability and assertiveness skills. Nine- to ten-year-old children in three Seattle area school districts were tested. The interview responses were recorded verbatim and later post-coded using content analysis. Each student received a total numerical score on both the quiz and interview.

Results

The data strongly support the hypothesis that the Talking About Touching personal safety curriculum has a statistically significant effect on student knowledge, problem-solving ability and assertiveness skill. Experimental and control group mean scores on the quiz and interview were not significantly different at pre-test, but group mean scores were significantly different at post-test on both instruments, indicating a positive program effect as measured by the quiz and interview. The most significant gains were observed in response to the following questions: (1) Do you know any personal safety rules? (2) Do all families have the same rules? (3) Who is at fault if a young person is molested? (4) Are there times when adults need to touch children on private areas? (5) What should children do if they have a touching problem? (6) Who are the people who can help children with an abuse problem? (7) What should a person do if they tell another about a touching problem, but they aren't believed? (8) What are important steps in decision making?

In addition, program students demonstrated more competence in assertiveness skills, especially verbal responses to pressure. Weaknesses were observed in nonverbal assertiveness skills such as tone of voice and body language. It is recommended that more instructional time be devoted to active, participatory assertiveness skill-building using techniques such as role play. In addition, future teacher training should emphasize teaching assertiveness skills more strongly.

EVALUATION INSTRUMENT I: QUIZ

Name _____ Date _____

DIRECTIONS: Circle the answer that seems right to you. Try not to guess. It is alright to circle "I don't know." This will not be graded.

- (C) 1. **Personal safety** means taking care of yourself. Who can help you with safety?
- A. a teacher
 - B. your parents
 - C. both
 - D. I don't know
- (C) 2. A **support system** is all the people who can help if you have a problem. Who is in a support system?
- A. a teacher or a relative
 - B. a friend or a friend's parents
 - C. all of these people
 - D. I don't know
- (B) 3. **Assertiveness** means:
- A. yelling at other people
 - B. saying "no" and standing up for what you think is right
 - C. letting other people hurt you
 - D. I don't know
- (A) 4. If someone touches you in a way you don't like, an **assertive** thing to say is:
- A. "Please don't touch me like that. I don't like it."
 - B. "Get your dirty hands off me, creep."
 - C. both of these answers are assertive
 - D. I don't know
- (B) 5. Do **all** grown-ups make the right decisions about touching children?
- A. yes
 - B. no
 - C. I don't know
- (C) 6. If someone touches a child in a scary or confusing way, a good thing for a child to do is:
- A. say "stop that" really loud
 - B. tell another grown-up about it
 - C. both of these things
 - D. I don't know
- (A) 7. Is this true or false? **Private body parts** are the parts of the body a bathing suit covers up.
- A. true
 - B. false
 - C. I don't know
- (A) 8. Most children get good touches from grown-ups.
- A. true
 - B. false
 - C. I don't know

EVALUATION INSTRUMENT II: INTERVIEW

(A) 9. Is this true or false? A **child molester** is a person who tries to touch children on their private parts.

- A. true
- B. false
- C. I don't know

(B) 10. Is a child molester always a **stranger**?

- A. yes
- B. no
- C. I don't know

(A) 11. Who is to blame if a young person is molested?

- A. the molester
- B. the young person
- C. I don't know

(A) 12. The best way to **protect yourself** from a child molester is:

- A. say "no" and ask someone for help
- B. keep it a secret
- C. I don't know

(B) 13. Do children have to keep **secrets** about bad or confusing touch?

- A. yes
- B. no
- C. I don't know

(A) 14. A **bribe** is sometimes used to make a person forget or ignore safety rules.

- A. true
- B. false
- C. I don't know

(B) 15. All families have the same rules for safety.

- A. true
- B. false
- C. I don't know

Directions to Interviewer: The purpose of the interview is to assess the degree of knowledge and/or skills a child has at present. The interview must not be used as an opportunity to instruct or correct a child, even if his/her answer is clearly wrong. Read questions as written. Probe by repeating the question as written.

Introduction: (to students). My name is _____ and this is _____. What is your name? I'm going to be asking you some questions and _____ will write the answers. This isn't a test at all. You can say whatever you want to. This will help us find out if the personal safety program taught at your school really teaches children anything.

Right now we're trying to find out what students your age already know about personal safety. Who is your teacher? How old are you? Remember, you won't be graded on this. It's more like a game. We brought puppets to play with. Do you want to help us with our study today?

1. Personal safety means taking care of yourself. Do you already know any rules about personal safety? (probe—Do you know any other personal safety rules)

We are going to act out a story with puppets now (each take puppets). I will tell you the story and then my puppet will ask your puppet some questions.

PRE-TEST: Your puppet works for the neighbor, Charlie, once in awhile, mostly doing housecleaning or yard work. Your puppet thinks Charlie is really nice. He calls one Saturday morning and asks if you can help him clean the house because he broke his wrist. You say yes and go over to his house to work. After working awhile, you and Charlie stop to rest. He tells you to come sit on his lap. You don't want to hurt his feelings so you do sit on his lap. After a minute you're very uncomfortable and don't like it at all. Your puppet doesn't know what to do.

POST-TEST: Your puppet is on the way home from playing at a school near your house. He/she takes a shortcut through a small woods. Your puppet is almost through to the other side when he/she meets a young man who looks lost. The man asks you how to get to the school. You point the right direction, but the man is worried about getting lost and he asks you to show him the right way back through the woods. You want to be polite, but you're not sure what to do.

2. What are some of the decisions you could make right now? (to the puppet)
3. Which of these decisions would you choose?
4. What would you actually say to this person?
5. What do you think of this person?
6. When children need help, who can they go to? (probe—who else can they ask for help?)
7. What if a child asked for help and no one paid attention or believed him/her?

PRE-TEST: Adult: (role play): A woman drives up in a nice car and asks for help holding her sick dog while she drives to the veterinarian.

Child: If child accepts, skip to question 14
if child refuses —

Adult: pleads "Please."
promises "I'll take you right home after we get there."
cajoles "Don't you care about my little dog?"
"I know your Mom would want you to help me. We can call her on the way."
bribes "I can pay you."
threatens "If you don't help me my dog will probably die!"

POST-TEST Adult: (role play): A babysitter offers to let the child stay up late if the child will play a wrestling game with him.

Child: If child refuses, pressure, then skip to question 13.
if child agrees, suggest wrestling and wrestle awhile, then suggest wrestling "for real" in gym trunks or underwear or even naked.
if child agrees, skip to question 14
if child refuses —

Adult: pleads "Please."
 promises "I promise I won't hurt you. I'll even let you win."
 cajoles "Your parents said to do what I asked you to do."
 bribes "You can stay up and watch anything you want to."
 "I'll let you have cake and ice cream."
 threatens "I'm going to tell your parents you wouldn't mind me tonight."
 "You'll have to go to bed early if you don't play my way."

13. Why wouldn't you go/play?
 (probe—Are there any other reasons you wouldn't go/play?)
 14. Can you think of a time you might have to say "no" to someone you like a lot?

Conclusion: Let's put the puppets down now. We are done asking questions. Do you want to ask us any questions? Thank you for sharing your ideas with us.

(offer positive observation): I notice you are _____
 (if applicable): We'll be talking with you again in two weeks. Will that be alright with you?

Directions to Interviewer: Receive an Assertiveness Scale from the Recorder. Independently score the child based on your observations and overall opinion. Keep collaboration on Scale to a minimum. Return completed Scale to Recorder.

De-brief with Recorder and note further observations and comments on the Interview Record.

15. Tone of Voice

passive 1---2---	assertive 3---4---3	aggressive ---2---1
weak soft uncertain apologetic laughing	self-assured authoritative self-confident strong	mean too loud yelling harsh

16. Body Language

passive 1---2	assertive 3---4---3	aggressive 2---1
head down turned away shoulders slumped no eye contact	shoulders back head up eye contact shaking head	finger pointing moving toward speaker glaring threatening

17. Verbal Message

passive 1---2---	assertive 3---4---3	aggressive ---2---1
"I'm not sure." "Maybe." "I guess so." complex explanations stalling.	"No." "No, thank you." repetition of word no.	abusive "Get outta here." name calling over-reaction

Additional Comments and/or Observations:

INTERVIEW SCORING SYSTEM

	0	1	2	
1. no	no answer first aid hygiene hitting or fighting irrelevant answer	general general safety bike or street safety stranger rules about candy or car	specific rules about touching mention family rules, especially about personal safety recognizes that touching rules apply to anyone, not just to strangers	
2. passive or aggressive	1 "yes" gives in goes without hesitation hits	2 somewhat passive or aggressive "yes" goes along hesitently seems to know conse- quences, but goes anyway compromises	3 somewhat assertive indirect "no" stalls questions distracts excuses	4 assertive firm "no" offers alternatives "I" statements of preferences leaves
3. unassertive	0 passive aggressive no answer irrelevant	1 somewhat assertive indirect "no" excuses cites authority asks permission compromises	2 assertive firm "no" statement of preference leaves active problem-solving	
4. passive or aggressive	0 "yes" goes along without hesitation no answer irrelevant answer	1 somewhat passive or aggressive goes along hesitantly imposes conditions bargains	2 somewhat assertive indirect "no" excuses questions stalls offers alternatives	3 assertive firm "no" statement of preference, choice or feelings gives directions but leaves
5. unrealistic	0 unnecessary anxiety judgement about character without information "He likes kids."	1 unsure uncertain opinion "Probably. . ." "Nice person, but. . ."	2 realistic clearly aware of lack of information expresses opinion about appropriateness of character's actions	
6. no answer	0 don't know	1 yes one point for each answer (parents = 1)		

7.	0 no answer unrealistic solve alone	1 tell again go to police or another person keep telling until helped	2	3
8-12	0 passive or aggressive seems to know consequences, but goes anyway compromises—goes along part way wavers, indecisive	1 somewhat passive or aggressive indirect "no" cites authority stalls distracts excuses questions	2 somewhat assertive accepts gives in overreacts seems unaware of safety issues or consequences	3 assertive firm "no" blanks on record after an emphatic "no" ignores, leaves recognizes and trusts own judgement "I" statement of opinion or feelings

13.	0 don't know irrelevant answer no answer	1 unsure no real comprehension of safety vague—"Might hurt me. . ." cites authority—"I'm not supposed to. . ." stranger, kidnap fears	2 self-monitors knowledge of safety, touching rules, family rules can speculate on consequences trusts own judgement	
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14.	0 don't know no answer irrelevant	1 general any situation not involving molest	2 specific touching problem asked to play secret games family rules broken	
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15. average of all observations

16. average of all observations

17. average of all observations

END