



MONIQUE BURR
FOUNDATION FOR CHILDREN, INC.
PREVENTION EDUCATION PROGRAMS

April 2018 – Child Abuse Prevention Month Lesson Plan (Grades 3-5)

Dear Educator,

Did you know that 95% of child abuse is preventable through education? In our ongoing efforts to educate and empower students and adults to prevent abuse, the Monique Burr Foundation for Children is pleased to share the following lesson plan for you to use throughout the month of April, in recognition of National Child Abuse Prevention Month.

We ask that you please use this lesson as a reinforcement activity with students who have participated in the *MBF Child Safety Matters*™ program, or as an introductory lesson with students who have not previously participated in our program. It has been developed to be used, and is equally effective, with both audiences. It is aligned with Florida Education Standards in language arts and health.

We hope you will help us educate and empower your young students with effective safety strategies by completing this brief, fun, and educational lesson with them. Through exposure to the 5 Safety Rules from *MBF Child Safety Matters*, students will learn and understand the importance of helping adults keep them safe. For additional information, ideas, social media graphics, and activities, visit https://www.ounce.org/CAP_toolkit.html for an April toolkit provided by Prevent Child Abuse Florida.

In addition to the lesson plans, we have also included our *Safety Brief: Identifying and Reporting Abuse* for your professional reference in the event that a student discloses to you after the lesson.

Students can learn more about this and other safety topics through your school's consistent use of the *MBF Child Safety Matters* program, provided at no cost to Florida public schools. Our program materials provide information and resources for parents as well as children on the different types of victimization suffered by children. However, if you would like more specific information for educating adults about preventing child sexual abuse, we partner with and recommend Darkness to Light's Stewards of Children training and their additional training module on the commercial sexual exploitation of children. Learn more about Darkness to Light at www.d2l.org. To learn more about our programs, visit our website at www.mbfpreventioneducation.org, or to order materials contact us at 904-642-0210 or info@mbfpreventioneducation.org.

Lesson Details:

Grade Level	3 – 5		
Lesson Length	45 minutes		
Lesson Objectives	<ul style="list-style-type: none"> • Students will identify what child abuse is and participate in Child Abuse Prevention Month activities. • Students will identify ways they can help adults keep them safe. • Students will learn the <i>MBF Child Safety Matters</i> 5 Safety Rules and will identify ways to use them to help them stay safe. 		
Materials	<ul style="list-style-type: none"> • Lesson Plan/Instructions • 5 Safety Rules Visual Cards (printed with teacher script on back of each card) • Pencils, crayons, and scissors for students • Pinwheel activity sheet • “What If” cards • Ribbon activity sheet • Whiteboard or chart paper • Sample word cloud • Internet for online word cloud generator • Paper for word cloud activity 		
Related Florida Standards & Related Florida Next Generation Sunshine State Standards for Health Education	<p style="text-align: center;">3rd Grade</p> <ul style="list-style-type: none"> • LAFS.3.SL.1.3 • LAFS.3.SL.2.6 • LAFS.3.L.1.1 • LAFS.3.L.1.2 • HE.3.C.1.1 • HE.3.B.4.4 • HE.3.B.5.2 • HE.3.P.7.1 • HE.3.P.8.1 	<p style="text-align: center;">4th Grade</p> <ul style="list-style-type: none"> • LAFS.4.W.2.4 • LAFS.4.L.1.1 • LAFS.4.L.1.2 • LAFS.4.L.2.3 • HE.4.C.1.1 • HE.4.B.4.4 • HE.4.B.5.2 • HE.4.B.5.4 • HE.4.P.7.2 • HE.4.P.8.1 	<p style="text-align: center;">5th Grade</p> <ul style="list-style-type: none"> • LAFS.5.W.2.4 • LAFS.5.L.1.1 • LAFS.5.L.1.2 • HE.5.C.1.1 • HE.5.B.4.4 • HE.5.B.5.2 • HE.5.B.5.4 • HE.5.P.7.2 • HE.5.P.8.1
Additional Resources (For teachers and parents)	<p>Monique Burr Foundation for Children www.mbfpreventioneducation.org</p> <p>Darkness To Light www.d2l.org</p> <p>Florida Department of Education – Child Abuse Prevention http://www.fldoe.org/schools/family-community/activities-programs/child-abuse-prevention.stml</p> <p>Nemours Child Health – Child Abuse information for children http://kidshealth.org/parent/positive/talk/child_abuse.html</p> <p>Prevent Child Abuse America http://www.preventchildabuse.org</p> <p>The Role of Educators Preventing and Responding to Child Abuse https://www.childwelfare.gov/pubs/usermanuals/educator/</p>		

Classroom Discussion:

Good Morning/Afternoon Students,

Today we are going to discuss child safety and why it matters to all of us. Keeping kids safe is something we should encourage every month, but in April it's a very important topic, because it's Child Abuse Prevention Month.

Who knows what **prevention** means? To prevent something means to stop it from happening before it ever starts, to not let it happen. April is all about making sure you are safe and that kids are not abused or hurt. So, let's start by talking about how kids sometimes get hurt. What are some ways kids might get hurt? (*Elicit responses, such as skinning a knee, falling off a bike, being in a car accident, etc.*) There are also a lot of kids who get hurt from child abuse. In our country, there are over 3 million kids abused every year. That's a huge number, isn't it?

Who knows what **abuse** means? (*Elicit responses.*) Abuse is when an adult or older child hurts a child either physically, or with words, or if someone touches their private body parts. It is also abuse if parents/guardians don't take care of their kids and provide them with what they need to be safe and healthy. Abuse can happen by strangers, and it can also happen by people who we know, love, and trust.

I know some of the information we are discussing may not be easy to talk about, but you are all doing very well listening and being serious about this very important topic. There are a lot of people doing great things to try to help stop abuse and help kids who have been hurt. There are a lot of people trying to make sure abuse never happens. They wear and display blue ribbons, which are symbols of child abuse prevention. Some people also use pinwheels because they are a symbol of happy, healthy kids. During April, you can often see pinwheel gardens outside of agencies that work to protect children as they participate in Child Abuse Prevention Month activities by "planting" pinwheels in their garden or yard area.

Classroom Activity:

1. First, I want you to take a minute to think about safety rules that you've been taught by your parents or other adults. When I say "go," I am going to toss a paper ball (*a balled-up piece of paper*) to someone at random. If you catch the paper, I want you to share a rule with the group. Once you've shared a rule, toss the paper ball to a classmate and they can share another safety rule.
2. (*Distribute pinwheel handout.*) Good job everyone. Next, I'm going to teach you about 5 Safety Rules from the *MBF Child Safety Matters™* program that can help you identify abuse and help you know what to do if it ever happens to you or someone you know. After we discuss each rule, write the Safety Rule in the space provided on the pinwheel. (*Use the 5 Safety Rules Visual Cards to display each rule to the students. Read the script on the back of each card to explain the rule.*)
3. On the bottom of your pinwheel sheet, take a few minutes to answer the question, "How can you use the 5 Safety Rules to keep yourself safe?" (*Allow students a few minutes to complete this activity, and if time allows, call on some students to share what they wrote. These can be displayed in the classroom, and/or encourage students to take them home and share with parent/guardian.*)
4. Finally, I want to make sure that you know what to do if you Spot Red Flags or unsafe situations. I will share some cards with you and you will work in pairs to read the situation on the card and discuss together what you would do. When you are finished, we will discuss the situations as a class and hear what some of you decided.

Allow students to pair up, or randomly assign pairs. Distribute one “What If” card to each pair of students. Some of the situations may be distributed to more than one pair. Give the pairs approximately 5 minutes to discuss and decide what they would do. Call the class back to order. Read each situation from the list below and ask the students who had that card. Allow students to share their thoughts, reinforcing responses that reflect the 5 Safety Rules:

“What If” Question:	Possible Student Responses:
What if you're in the restroom and someone tries to touch you?	<i>Say no, get away, and tell a Safe Adult</i>
What if you're online and someone asks about you or your family in a chat?	<i>Don't provide any information, log out, tell a Safe Adult</i>
What if you're with a babysitter and they have a friend come over that you don't know?	<i>Tell the babysitter that it's not allowed, call or text your parent/guardian</i>
What if you're at a friend's house and her older brother wants you to go into the basement with him?	<i>Say no, get away, tell a Safe Adult</i>
What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?	<i>Get away and tell a Safe Adult (adults should not ask children for help)</i>
What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?	<i>No, ignore it and tell your parent/guardian</i>
What if you're playing outside with a group of friends and a neighbor invites you into their house?	<i>Go home and ask permission first</i>
What if you're in the locker room and your coach or teacher asks you to undress in front of the them?	<i>Say no, get away, tell a Safe Adult</i>

Individual Activity:

1. I mentioned earlier that blue ribbons are the symbol of child abuse prevention. So, today I want to give you a chance to show your support for Child Abuse Prevention Month by decorating a blue ribbon. Each of you will receive a handout with a large ribbon and two smaller ribbons. Color and decorate the ribbons to recognize this special month. You can think of a message to write on the front of the large ribbon that tells others what they can do to prevent child abuse or why child safety matters to you. When you are finished, you may cut the 3 ribbons out.

Choose one or more of these options for students' ribbons:

- *tape them onto students' shirts to raise awareness*
- *share with others*
- *decorate and use them as bookmarks*
- *take home to share*

- create a class bulletin board displaying the ribbons
- create a school-wide bulletin board or display area

2. I mentioned earlier that April is Child Abuse Prevention Month. Today I want to give you a chance to show your support for Child Abuse Prevention Month by making a word cloud, like a picture, but with words. *Show sample attached word cloud. You can do this as a group activity using a white board or piece of chart paper, or you can have students work individually or in small groups to create their own word clouds and display them afterward. Resources for creating word clouds:*

<https://elearningindustry.com/the-8-best-free-word-cloud-creation-tools-for-teachers>

<https://www.educatorstechnology.com/2012/06/best-10-free-word-cloud-tools-for.html>

<https://www.educatorstechnology.com/2017/01/some-of-best-word-cloud-generators-for.html>

- Let's come up with a list of words that you think of when you think about preventing child abuse and about keeping kids safe. Remember the 5 Safety Rules we talked about? We can use those too...
 - Know What's Up
 - Spot Red Flags
 - Make A Move
 - Talk It Up
 - No Blame | No Shame
- *Make a list of the words as students share ideas.*
- Now, let's use some of these words, or your own words, to create a Word Cloud about preventing child abuse.
- Remember to use different colors and different types of writing for each word to make it look more interesting.

Assessment Strategies:

Follow-Up Questions: Allow students time to ask any questions they may have regarding the lesson.

Snowball: Students may write down the Safety Rules they remember (or draw pictures representing the Safety Rules), each on a small slip of paper. Then they can ball up the pieces of paper and when the teacher gives them the designated signal, students can throw the "snowballs" up to the front. The teacher can then select snowballs and read the Safety Rule and then ask students to explain what the rule means. Students can pick up snowballs left on the floor.

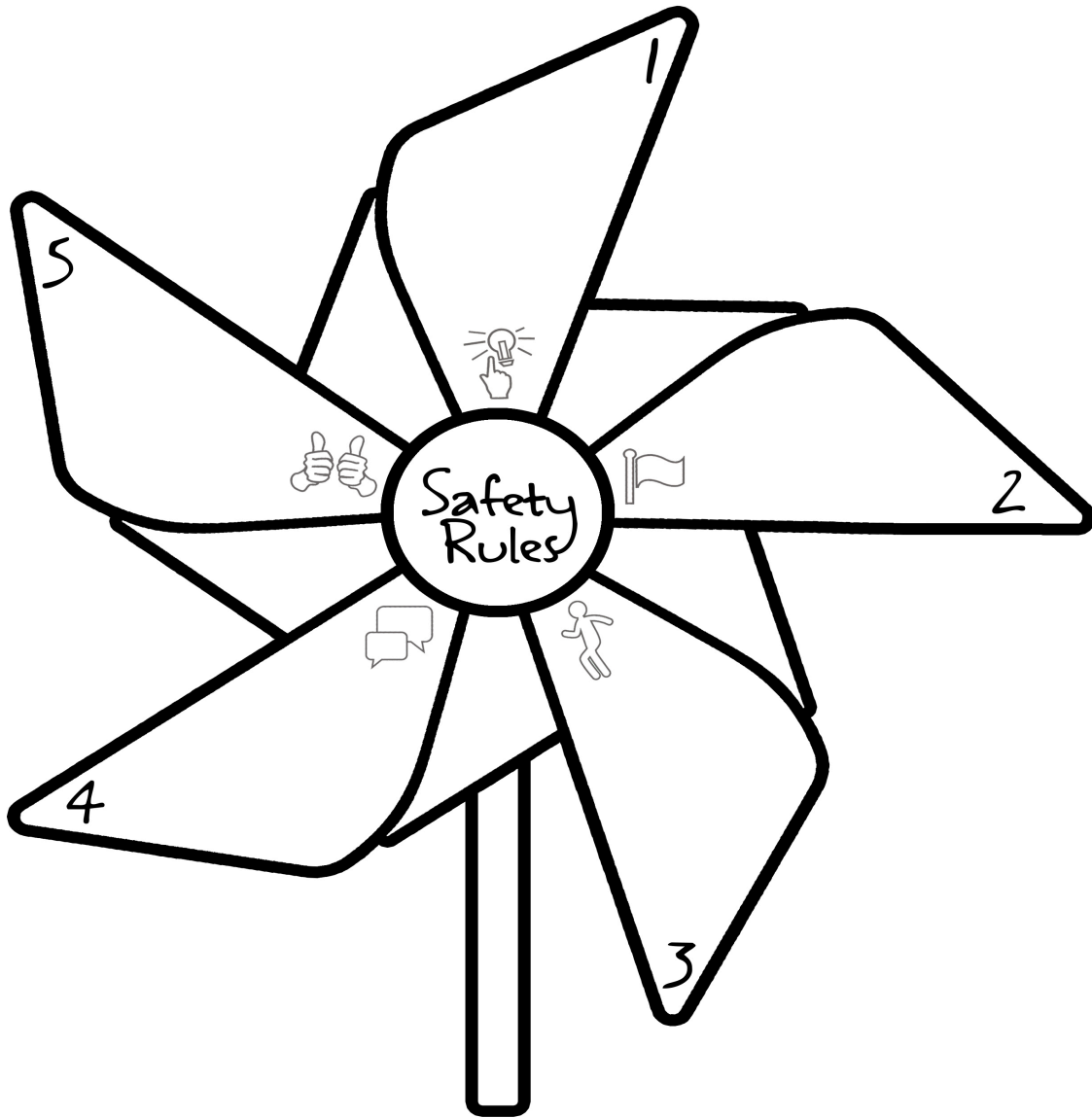
Additional or Alternate Activities:

1. Child Abuse Prevention PSA: Have students create a 1-2-minute Public Service Announcement (PSA) promoting child abuse prevention month. Consider adding the 5 Safety Rules to your PSA. Have students share their PSAs on morning announcements or with classmates throughout the month of April.

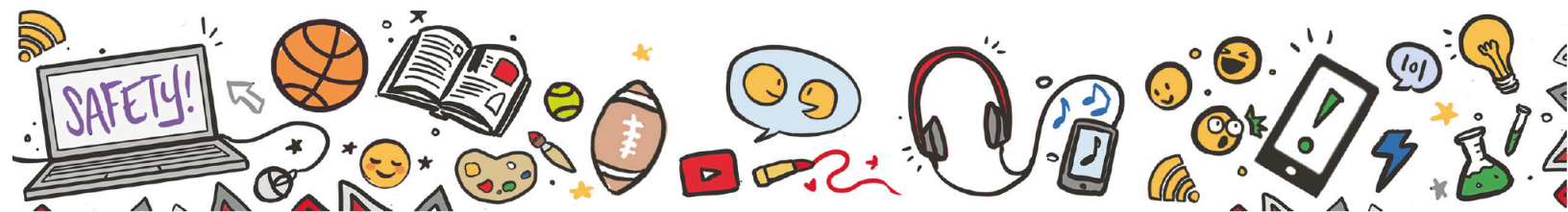
2. Persuasive Writing Prompt: Have students submit 1-3 paragraphs explaining why child abuse prevention is important, why child safety matters, or what kids can do to stay safe. You may want to have a contest or choose one or several essays to publish on your website or in your school newsletter.
3. Place a "Donation Jar" in your front office during the month of April. Have students and staff contribute change throughout the month of April and donate the funds to a local child abuse prevention program at the end of the month.
4. For older students, partner with your media specialist to have students research local Child Abuse Prevention resources and create an informational display in your front hall or office.
5. Pick one day in the month of April and encourage everyone in your school to wear blue to support Child Abuse Prevention efforts.
6. Partner with your art teacher to have students create posters for Child Abuse Prevention Month with a theme of keeping kids safe. Post them around your school, and/or ask local businesses to display. Do you have an awesome poster created by your student(s)? Let us know! We would love to use some student-created artwork on future materials. Contact us at info@mbfpreventioneducation.org.

My 5 Safety Rules

Directions: Write each Safety Rule in the space provided on the pinwheel. Then answer the question in the space provided below.



How can you use the 5 Safety Rules to keep yourself safe?



Safety Rule #1:

Know What's Up



Teacher Script:

Safety Rule # 1 is Know What's Up.

This rule helps you to understand important safety information such as calling 911 and knowing safety procedures at school and home.

When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

Safety Rule #2:

Spot Red Flags



Teacher Script:

Safety Rule #2 is Spot Red Flags.

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop? (Yes or No)

When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions.

Some examples of Red Flags, or warning signs, are when an adult or another

child:

- uses mean or hurtful words

- uses hurtful touches

- touches your private body parts or asks you to touch their private body parts

- plays games about private body parts

- plays tricks to try to get you to do something unsafe, or something you do not want to do

- tells you that you have done something wrong or says you will get in trouble if you tell

anyone about something they want you to do

- someone you don't know asking for your personal information

When you see these types of behaviors that are red flags, then you know you

can use the other Safety Rules to help.

Safety Rule #3:
Make a Move



Teacher Script:

Safety Rule #3 is Make a Move.

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move.

There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

Safety Rule #4:

Talk It Up



Teacher Script:

Safety Rule #4 is Talk It Up.

This rule tells you that you should talk to a Safe Adult to get help.

A Safe Adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

Safety Rule #5:

No Blame | No Shame



Teacher Script:

Safety Rule #5 is No Blame | No Shame.

If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.

“What If” Cards

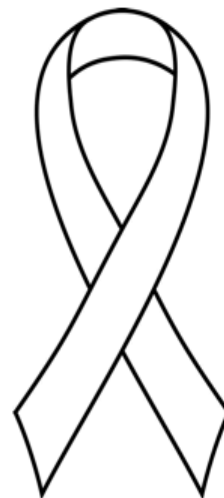
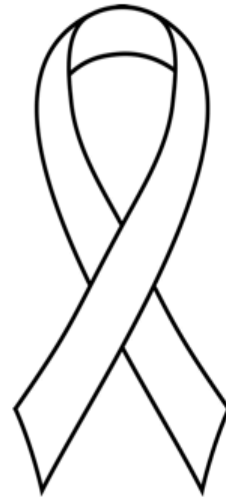
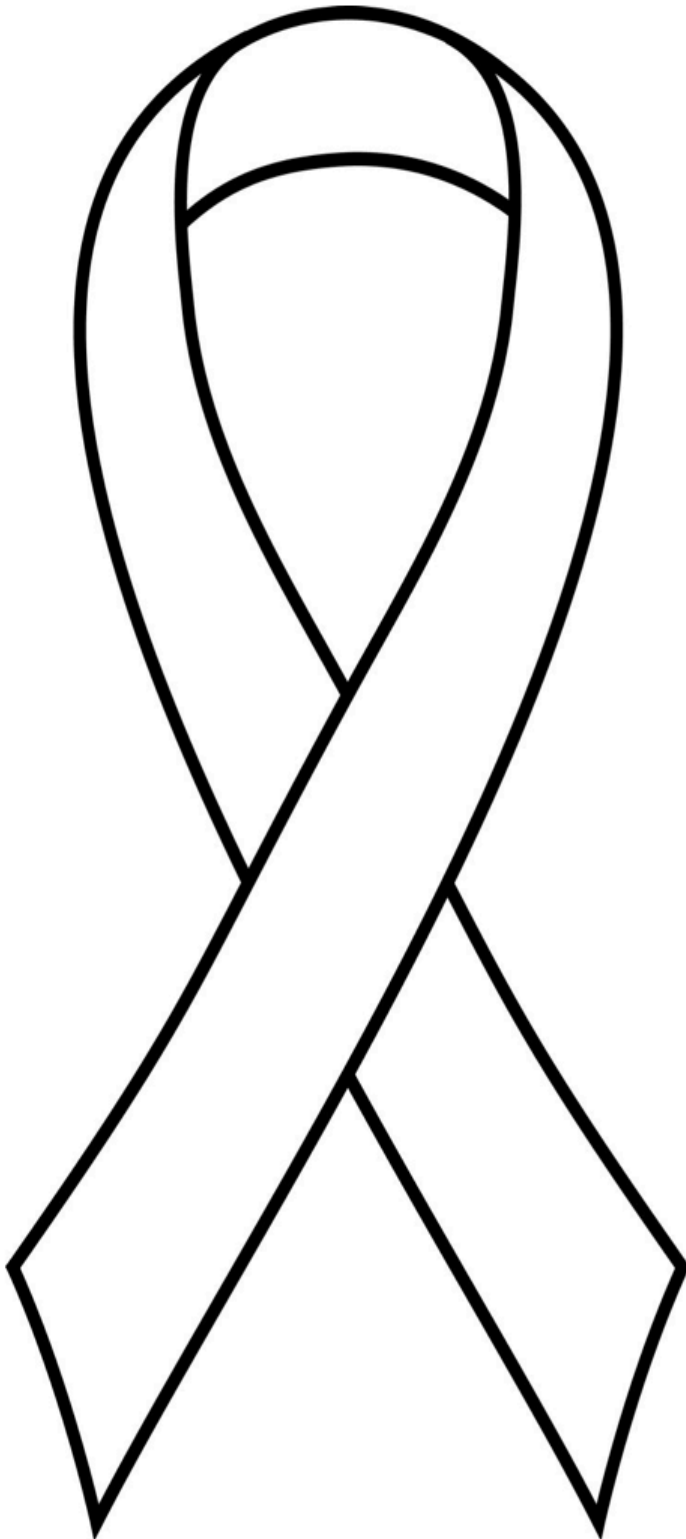
Directions for Teacher: Cut out individual cards for pairs of students to read and discuss. Reproduce as needed.

Adapted from Darkness to Light Stewards of Children “What If?” Game. Used with permission.

<p>What if you're in the restroom and someone tries to touch you? What would you do?</p>	<p>What if you're online and someone asks about you or your family in a chat?</p>	<p>What if you're with a babysitter and they have a friend come over that you do not know?</p>	<p>What if you're at a friend's house and her older brother wants you to go into the basement with him?</p>
<p>What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?</p>	<p>What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?</p>	<p>What if you're playing outside with a group of friends and a neighbor invites you into their house?</p>	<p>What if you're in the locker room and your coach or teacher asks you to undress in front of them?</p>

Blue Ribbons for Child Abuse Prevention

Directions: Color and decorate the ribbons to recognize this special month. You can write a message on the large ribbon that tells others what they can do to prevent child abuse or why child safety matters to you. When you are finished, you may display or share the 3 ribbons.



A vibrant word cloud where the word "happy" is the largest and most central element. Other prominent words include "memory", "family", "accomplishment", "success", "work", and "health". The words are scattered around "happy" in various orientations and colors, including shades of blue, green, purple, orange, and pink. Smaller words like "smile", "live", "hope", "nature", "power", "play", "honesty", "ideas", "profit", "vacation", "love", "aim in life", "today", "excurs on", "money", "friend", "solution", "dream", "satisfaction", "recess", and "profession" are also visible, each in a different color and size.

happy

memory

family

accomplishment

success

work

health

smile

live

hope

nature

power

play

honesty

ideas

profit

vacation

love

aim in life

today

excurs on

money

friend

solution

dream

satisfaction

recess

profession

finances

time

today



IDENTIFYING & REPORTING CHILD ABUSE

Child abuse and neglect, which is defined by state statute, impacts millions of children every year in the United States. Therefore, it is important to recognize the indicators of abuse, and understand one's obligations to report abuse to protect children.

Indicators Of Abuse

- » Malnourished/Hungry
- » Tired/Lethargic
- » Chronic injuries
- » Bruises
- » Human bite marks
- » Untreated injuries
- » Head injuries
- » Non-accidental burns
- » Poor relations with peers
- » Poor academic performance
- » Change in behavior or attitude
- » Disruptive, impulsive, aggressive
- » Passive, depressed, withdrawn

Disclosure

Disclosure is often a process, not a one-time event.

- » Less than 1/4 of victims disclose immediately after abuse occurs.
- » Less than 1/4 may disclose from 1 month to 5 years later.
- » Over 1/2 may wait more than 5 years to disclose, if at all.

Ways children may attempt to disclose abuse:

- » **Hinted Disclosure** - "A neighbor is messing with me."
- » **Questioned Disclosure** - "What would happen if somebody was hurting a kid and they told someone about it?"
- » **Conditional Disclosure** - "I need to tell you something, but if I do, you have to promise not to tell."

Do...

- » Support, believe, and reassure the child
- » Understand your limits, you are not an investigator
- » Provide a quiet, safe environment
- » When you are done talking to the child, write down the child's exact words
- » Ask limited, open-ended questions
- » Respect the child's right to privacy
- » Seek help and advice
- » Report any suspicions of abuse/neglect

Don't...

- » Make assumptions or promises
- » Show shock or other emotions
- » Interrogate or investigate
- » Put words in the child's mouth
- » Be judgmental about the abuser; it is often someone the child loves/trusts
- » Assume someone else will report abuse

Reporting Abuse

In all states, professionals that work with children are **Mandatory Reporters**. In some states, **EVERY ADULT** is a **Mandatory Reporter**. You do not have to have proof abuse is occurring. If you have a **reasonable suspicion** that a child is abused, abandoned, or neglected, you **must report** it to your state's child welfare agency. Visit www.childwelfare.gov/organizations for a list of state agencies and contact information. For more information and additional resources, visit www.mbfpreventioneducation.org.