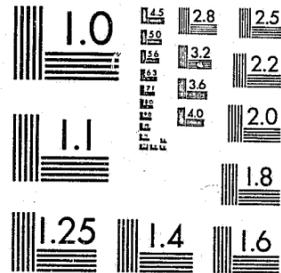


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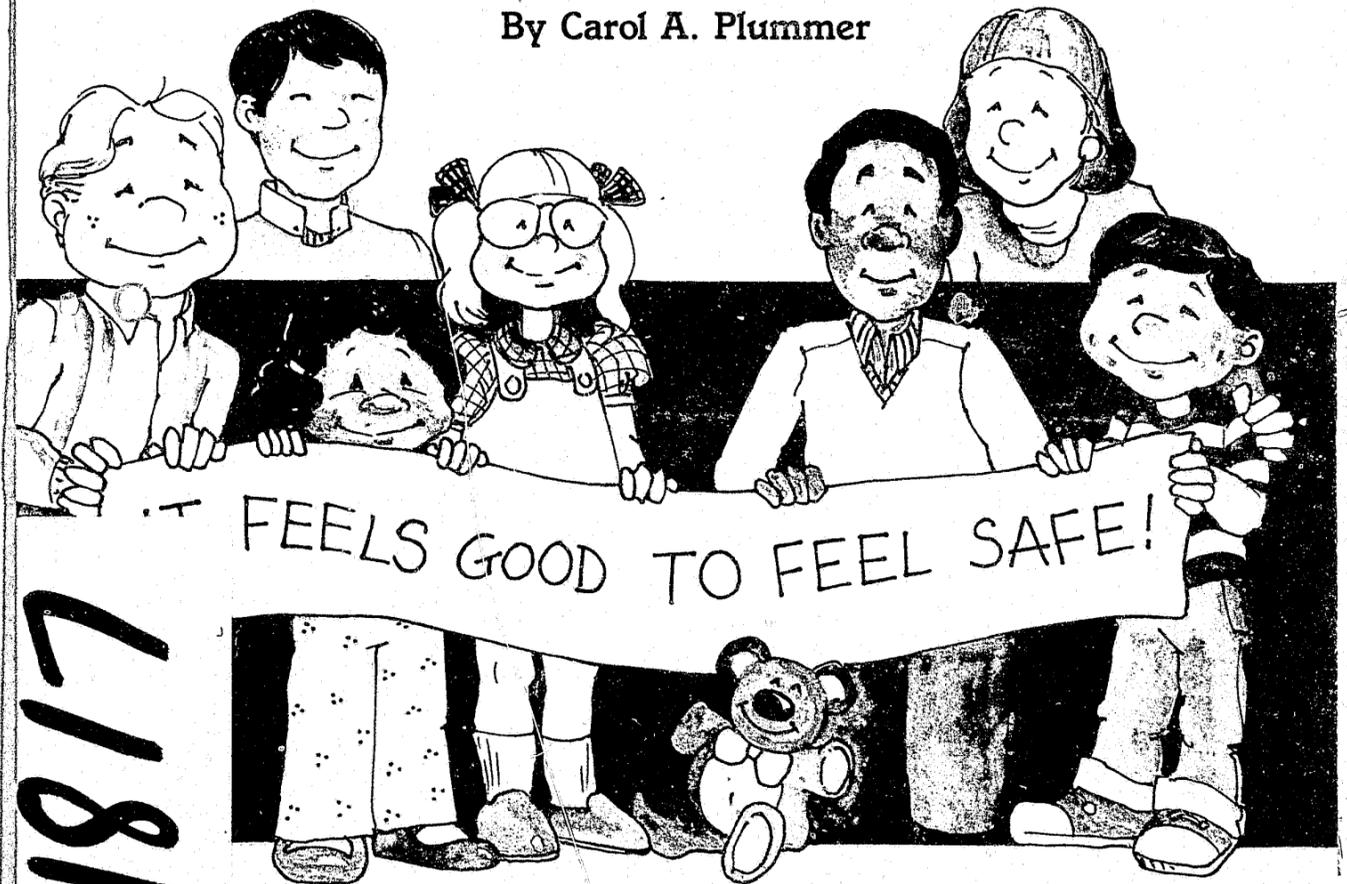
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PREVENTING SEXUAL ABUSE

Activities and Strategies for Those Working with Children and Adolescents

By Carol A. Plummer



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CURRICULUM GUIDES FOR:
K-6, 7-12, and Special Populations

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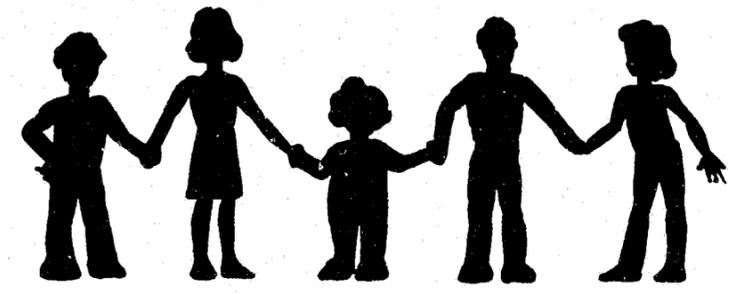
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PREVENTING SEXUAL ABUSE:

Activities and Strategies for Those Working with Children and Adolescents



Curriculum Guides For:
K-6, 7-12, and Special Populations

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Preface

This book is for teachers, school counselors, nurses, mental health professionals, residential caretakers and recreational leaders. In fact, it is for anyone who may have the opportunity to spend time with groups of young people. It is best described as a skeleton outline of a program for assisting you to help youngsters prevent sexual abuse. Because it covers such a wide range of ages and abilities, I have kept it general enough for you to alter to your group's particular level. Thus, many optional activities are given from which to choose. In order to help you personalize this guide, each page has been perforated and drilled for insertion into a separate binder. Space for notes and ideas has been added wherever possible and your own pages may be inserted within this text. This guide is a gift I offer to you to use and to improve. More importantly, it is a gift to children both to encourage and to empower them.



Although this book is about child sexual abuse, that problem's relationship to rape and sexual assault deserves to be at least mentioned. Nearly all perpetrators of sexual abuse are men—most victims are women and children. It is common for people to become greatly alarmed by the sexual abuse of children and it is incumbent upon us to prevent and curtail this abuse. However, the rape of women must be opposed and worked against with equally fervent resolve. As long as this society in any way tolerates the rape of women by men, the sexual abuse of children will be a logical extension and thus continue. The domination and control by the powerful of those perceived as weak and powerless must end to increase the chances for a more humane society.

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Table of Contents

A Note From the Author	ix
1. A Definition of the Problem	3
2. Where Do You Begin? Begin Where You Are!	7
3. Making a Prevention Program Work	11
Working From Within the School System	11
Working From Outside the School System	14
Flowchart for Program Development	20
Model Prevention Programs	21
4. Involving Parents	23
5. Guidelines for Instructors	27
For the Classroom Teacher Working Independently	29
For the Visiting Teacher/Preparing the School Staff	30
For the Trainer of Teachers	31
Special Concerns Instructors May Have	33
6. Curricula and Lesson Plans	37
Section A: For K-6 and the Developmentally Disabled	37
Basic Concepts to Communicate	39
Using Section A	39
Tips for Working with Grades K-3	40
Tips for Working with Grades 4-6	41
Tips for Working with Developmentally Disabled	42
Five Day Curriculum Overview	45
Three Day Curriculum Overview	46
Lessons 1-5 (Five Day Curriculum)	47
Lessons 1-3 (Three Day Curriculum)	57
Optional Activities	63
Role Plays	68
Guidelines for Introducing the Topic	75
Student Pre/Post Test	77
Pre/Post Test Answer Key	78
Sample Letters to Parents	79
The Warm Fuzzy Story	82
Activity Sheets	85

vii

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Section B: For Grades 7-12	89
Basic Concepts to Communicate	91
Using Section B	91
Tips for Working with Grades 7-9	92
Tips for Working with Grades 10-12	93
Five Day Curriculum Overview	94
Three Day Curriculum Overview	95
Lessons 1-5 (Five Day Curriculum)	96
Lessons 1-3 (Three Day Curriculum)	105
One Day Presentation	111
Optional Activities	113
Role Plays	116
Student Pre/Post Test	127
Pre/Post Test Answer Key	130
Victims' Panel Exercise	132
Notes to Secondary Teachers	135
Case Studies	137
Appendices	
A. Bridgework Theater's Education for the Prevention of Sexual Abuse Project: History and Resources	139
B. Sexual Abuse Fact Sheet	145
C. Sexual Abuse Definitions	147
D. The Touch Continuum	149
E. Options Chart	151
F. Prevention Skills	153
G. Incest Indicators	155
H. Reporting Child Sexual Abuse	157
I. What Happens When a Report is Made?	159
J. Resources	161
References	166

A Note From the Author

As Cordelia Anderson Kent of Illusion Theater once stated, "You're not on a headhunt for victims." This program is meant to increase information and skills for students in recognizing child sexual abuse, and avoiding or averting abusive situations. Identifying and promoting local resources available for past or present victims is also an important part of the program. *However, it is meant to help prevent sexual abuse from ever happening to the participants.* Keep that goal in mind.

If victims are detected through improved teacher alertness or victim disclosures, use your reporting protocol and on-site crisis counselors. While responsibility and sensitivity to victims is essential, our job in prevention is to point children in the direction of services, not provide counseling or do investigation of reports. If services are inadequate, this should be explored at a task force or advisory board level and may necessitate some victim advocacy.

In one school in which this curriculum was used, not one child reported past or present abuse immediately following the presentations. Several teachers were concerned about what they had done wrong since they knew there were probably abuse victims in every class.

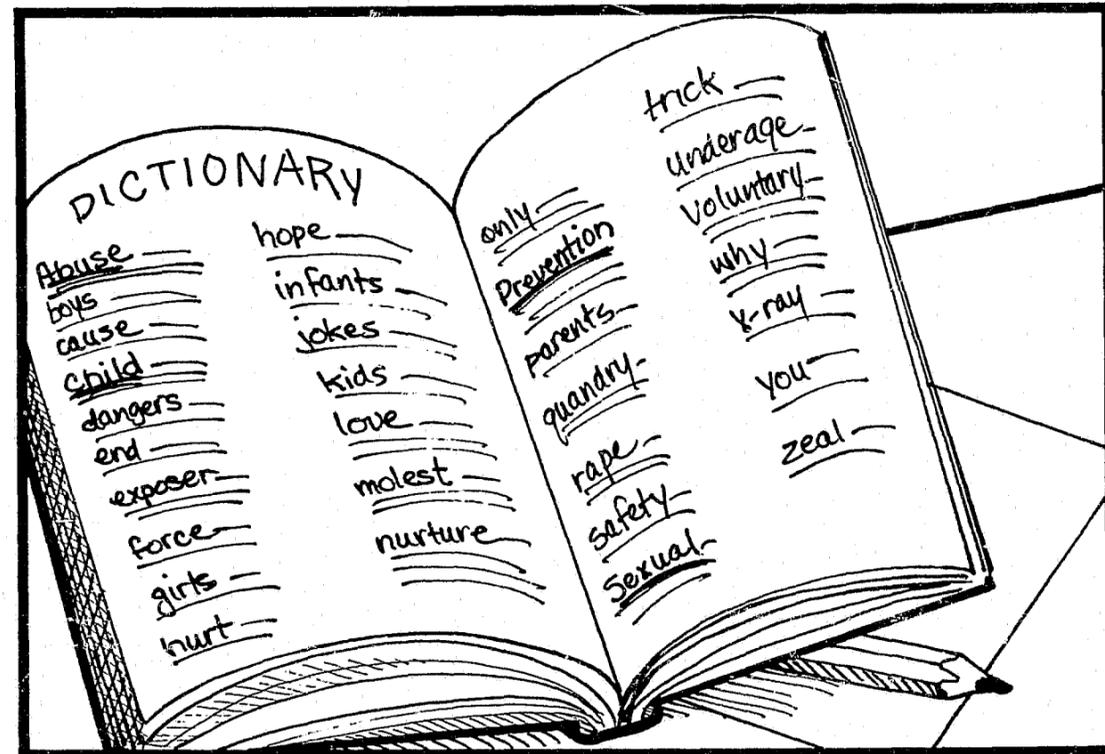
The teachers had done *nothing* wrong, but were forgetting the point of preventive education. The point is *not* to seek out and force victims to get immediate intervention. The *primary* goal is to expand children's information, power, and resources so that sexual abuse can be prevented from happening. If children learn what sexual abuse is, the ways in which children typically get tricked or trapped, are clear that sexual abuse is not "normal," know such secrets are inappropriate, have permission to refuse unwanted touch, and have a list of people or agencies that are helpful resources—this achieves the program's goals. When children's options are increased and when they are well-informed, they are more likely to be safe.

The secondary service of this program is to refer victims who report to appropriate services in a sensitive and expedient manner. Preoccupation with finding victims is counter-productive. Pushing a child who has kept the silence for years to report because she is fidgety during class may only make her hide the secret more. She needs the right to disclose to whom and when she wants. The offender has already robbed her of certain rights; we must not make her feel even less powerful by taking away more. Besides, the fidgety child may only need a bathroom break! *Do not make hasty assumptions.*

Remember as well, that you will have provided a list of people with whom children can share such problems. We cannot know the full impact of our educational input. Perhaps several children told relatives or a pastor. Perhaps other victims are pondering the information and need to gather up strength to tell a few months from now. But consider the power of the information shared with children. All the children are more informed, more alert, more aware of dangers and possibilities. Safety is our ultimate goal.

1

A Definition of the Problem



A Definition of the Problem

Child — A young person between babyhood and youth.

Sexual — Pertaining to sex.

Abuse — Mistreatment; misuse of anything; revilement.

Prevention — The act of hindering obstructing; a hindrance or obstruction.

How is "child abuse prevention" defined?

Webster's *Illustrated Dictionary* is not necessarily a great help in understanding this particular topic. Who exactly is a child? When does touch become sexual? When does touch become abusive? What is prevention? How can you prove that you're preventing something from happening?

All these are questions the Bridgework Theater staff had to wrestle with in putting together a "Child Sexual Abuse Prevention" project in 1980. All are questions you will need to consider if you choose to work in the field.

For our purposes, a *child* is considered to be legally defined as one, usually age 18 or younger. *Sexual abuse* is whenever someone is forced or tricked into sexual contact (which could be genital touch, but also includes child pornography, obscene phone calls, etc.). *Prevention* is an active intervention plan comprised of various components with the ultimate goal of averting or avoiding a negative outcome, in this case, sexual abuse. Proving prevention is difficult at best and often impossible. However, we can demonstrate an increase in both children's knowledge and skills after using this program. Linda Tschirhart Sanford argues in *The Silent Children* (1980), and I agree, that a lack of knowledge, skills, and resources sets up children to more likely become victims than those children who are better informed.

Sexual victimization of children is a very real problem today in the United States. It ranges from fondling by strangers to incest, from child pornography to child prostitution. Up to 25 percent of all female children will be victims of child sexual abuse before reaching age 18 (Sanford, 1980). Male children are also at high risk for sexual abuse before manhood; 1 out of 11 will become a sexual abuse victim (Finkelhor, 1979). It's a problem we can no longer ignore or avoid.

A variety of theories exist regarding the causes and cures of this problem. Some theories focus on the individual pathology of the offender, the cooperation of the mother in cases of incest, the contribution of the media's sexualization of children, or the entire family's protection of their incestuous "secret." The researchers' data is far from being complete and in any case, agreement on these points may be a long time coming.

Regardless of theories, most can agree that we would prefer to prevent child sexual abuse from occurring rather than worry about treatment methods after the fact. The bad news is that we cannot prevent all sexual abuse from happening. In spite of your efforts to teach or protect a child, or the child's efforts to resist or be assertive, the offenders are ultimately responsible and may abuse regardless. However, the good news is that *nearly anyone, anywhere can contribute to this prevention effort.*

We can do this in two ways:

- 1** We, as adults who relate to and care about children, first need to educate ourselves about this serious social problem. All of us need more self-awareness: doctors, nurses, prosecutors, parents, clergy, attorneys, teachers, social workers (and anyone else who has a niece, nephew, or loves a child).
- 2** We need to develop ways to share information with and improve skills of children regarding prevention of sexual abuse. Parents, ministers, teachers, doctors, social workers and others *can* learn to talk to children sensitively and clearly about this topic.

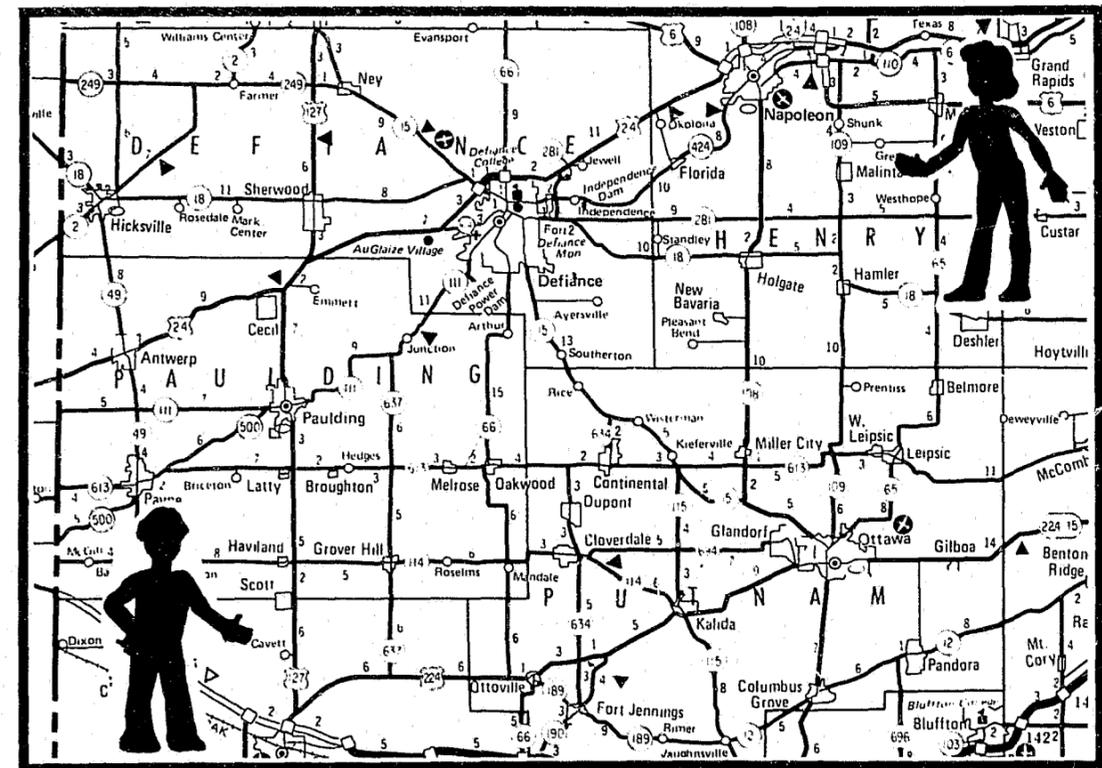
That's what this curriculum guide is all about — to help you become one of those desperately needed resources for children.



Note: The statistics regarding incidence of and facts about child sexual abuse prevention throughout the book are approximations. The intent is to present generally accepted data in the field rather than to quote specific research studies. For readers who desire more detailed and exact statistical support, the books listed in Appendix J provide adequate documentation.

Where Do You Begin?

Begin Where You Are!



Where Do You Begin?

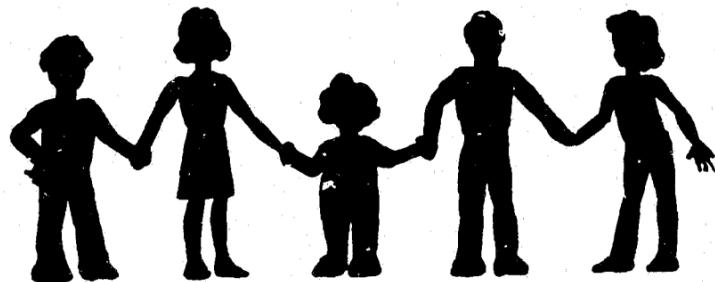
Begin Where You Are!

Prevention programs do not magically appear simply because there is a crying need for them. People become concerned, angry and frustrated with the atrocity of child sexual abuse and say, "I want to do whatever I can to stop this abuse." Most often, these are people who are the closest to children—parents, teachers, or social workers. There are important roles for all of us in prevention work.

The recommendations and strategies found in this book are based upon my experiences for three years as the director of a sexual abuse prevention program in northern Indiana (EPSA). In Section 6A you will find curriculum materials used successfully with grades kindergarten through six and adapted for use with older developmentally disabled students or adults. A curriculum for junior and senior high school students (and in some cases, adult groups) are detailed in Section 6B. Whether you duplicate or adapt the materials, they should provide you with helpful resources to "begin where you are" in sexual abuse prevention program development.

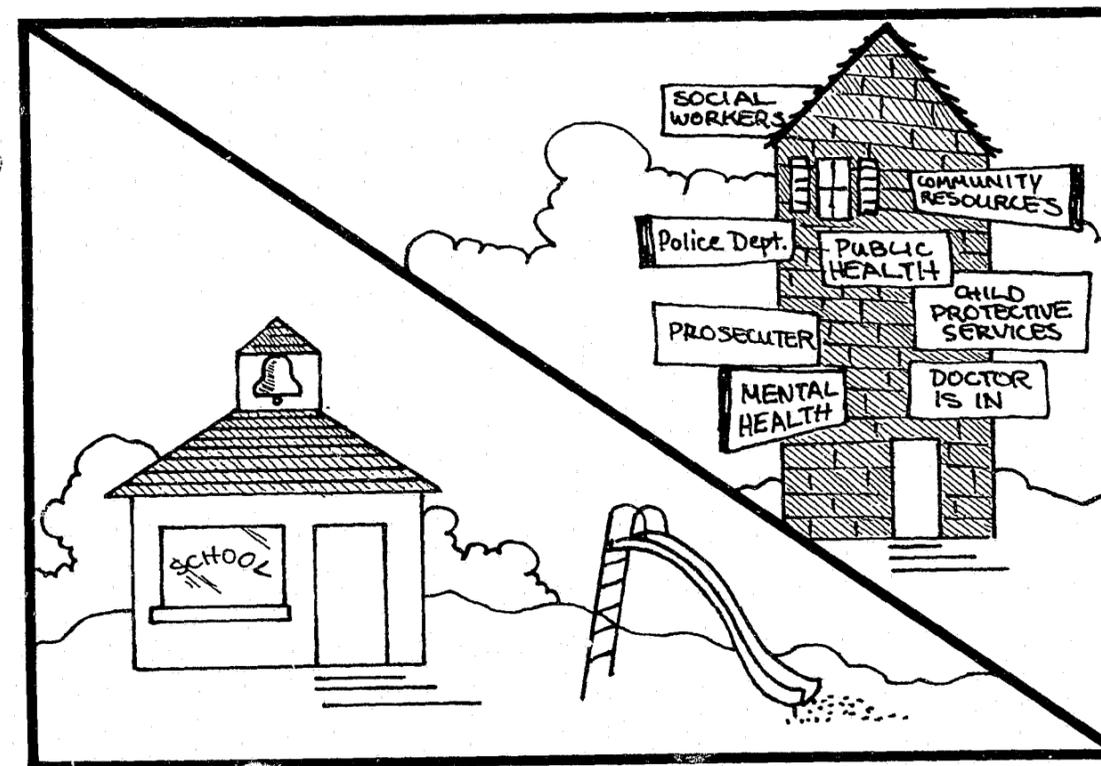
Some of you are a part of a school system—a principal, school board member, teacher, superintendent, counselor, or school nurse. You may be wondering how sexual abuse programming can be squeezed into already crowded schedules; if it will dump more work onto busy teachers; how parents respond; how such programs work in other (small town, rural, inner city, conservative, liberal, religious, etc.) school systems. You may also wonder what private community agencies in your area already are doing about child sexual abuse.

Others of you work outside the school system. You may work for a local social service agency; be a member of a parent or service organization; be a physician, judge, public health nurse, or an active community volunteer. Convinced that sexual abuse is a problem, you may question the level of awareness in your community. You may have heard of programs which directly educate school-age children during the school day. Such programs make sense and sound essential—but, how do you get the schools interested in such a program? Who would teach it? How could you be of help if such a program were based within the public school system? If the schools flat-out refused to develop preventive education, what else could be done? In the next chapter, these concerns will be addressed.



3

Making A Prevention Program Work



Making a Prevention Program Work

If you wish to start a prevention program, you may have plans ranging from a one-time presentation for high-schoolers all the way to an on-going multi-faceted program such as is described here. In either case, these guidelines will help you, although they should never be construed as being the only formula which works. Perhaps these suggestions will help you avoid some mistakes I made, but you will discover new mistakes. You will also uncover new techniques . . . so keep an open mind and keep learning.

If you are working within the school system:

1 *Finber that even professionals may often need additional information about child sexual abuse. It is typical for a task force or advisory board to spend a period of time on self-education before tackling other organizational tasks. One objective of the tathers are doing and would be able to put you in touch with whomever could be most helpful.*

You will want to find out:

- ★ What services are there for prevention, intervention and treatment in your area?
- ★ Would local agencies support a sexual abuse prevention program in your school? Do they consider it valuable?
- ★ Do they have any resources you could use for successful program implementation? These could include staff time, financial resources, or printed materials, films, or videotapes.
- ★ Would your work in any way duplicate work that is already underway? If so, how could you plug into and support existing efforts?

2 *Decide on the scope of your program. If, as a teacher, you wish to add a lesson in your "family life" class on child sexual abuse prevention, you may not need administrative clearance. However, if you do half-hour sessions on the topic for one week with third graders, you will probably need for your principal to be aware and grant permission. Many school systems require "tops down" decisions for curriculum additions. Particularly if you hope to establish a prevention curriculum school-wide or system-wide, the superintendent, parents, and school board will need to endorse the program. Sometimes special curriculum committees handle these changes, such as a health curriculum committee. As an insider, you are in a good position to know how your school system handles such program adoptions.*

3 If you choose to broaden your scope beyond presentations in your own classroom this year, *an advisory board would be recommended*. This should be made up of school, community, and agency representatives. An advisory board will:

- ★ assist with decision making
- ★ help promote community support
- ★ assist in raising funds for materials and staff development

4 Once there is a plan with community and school support, *it is best to pilot the program* with certain targeted age groups or schools. Although other communities have shown significant benefits through evaluation of their programs, you may want to get feedback from your pilot project to help expedite system-wide implementation. Questions which should be asked include:

- ★ Are the children learning?
- ★ Do the teachers feel prepared to use the curriculum?
- ★ What exercises worked the best?
- ★ What are parental reactions?
- ★ Do parents have suggestions?

5 *Ongoing contact with and consultation from outside agencies enhances program implementation*. It is especially important to stay connected to Child Protective Services, the unit within the Department of Public Welfare (or Social Services) responsible for investigation of potential child abuse cases. Frequent teacher in-services can assist in building the School/Child Protective Services relationship. It also keeps teachers aware of their reporting responsibility, thus improving services to children.

6 *Instructors who feel comfortable with the subject matter and who are well-trained and familiar with available teaching resources are critical to the success of any prevention program*. Such programs for children have been taught successfully by school nurses, guidance counselors, classroom teachers, social service agency personnel and community volunteers. A critical consideration at the staff selection and training stage is to choose the person(s) who are most likely to contribute to the ongoing success of your program.

7 *The issue of funding is bound to arise*. Sexual abuse prevention programs can be as elaborate or conservative as you choose. Consider the value of the program as well as which methods are most cost-effective in your situation. Live play presentations in conjunction with classroom exercises listed in this book are expensive, but will be of greater impact upon youngsters. Films and videotapes have an added advantage in that they can be used repetitively on an annual basis. However, simply supplying teachers with curriculum materials such as this book goes a long way toward instructing children about basic personal safety.

Possible sources for funding a sexual abuse prevention program include:

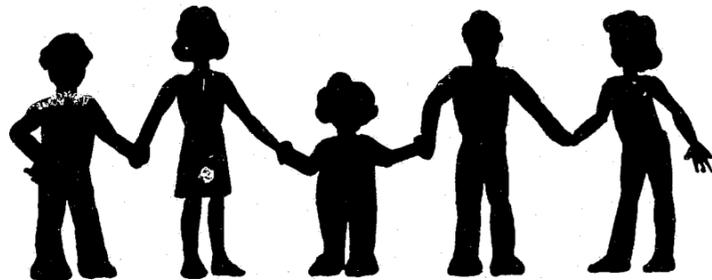
- ★ PTA budgets
- ★ Library budgets
- ★ Assembly program monies (especially for live plays)
- ★ Local or state foundations
- ★ Businesses and industry
- ★ Community service organizations
- ★ Mental health centers

8 A good goal for school prevention programs is to *design and stick to a system that with minor modifications will work year after year*.

Examples:

- ★ Teacher in-services each fall and spring
- ★ Annual letters to parents
- ★ In-class program to second graders using this curriculum in conjunction with the film "No More Secrets" (Appendix J)
- ★ In-class program to fifth graders using this curriculum guide and a live educational play

- ★ In-class presentation to eighth graders using this curriculum guide and "Acquaintance Rape" films or "Out of the Trap" videotape (Appendix J)
- ★ On-going feedback from parents and an advisory board for program improvements



If you are working from outside the school system:

- 1** *Develop a task force to promote child sexual abuse prevention locally or county-wide.* Although such groups may evolve from sexual assault task forces or child abuse prevention committees, it is important to make certain there is a focus on children, child sexual abuse, and on prevention. In committees with a broader scope of interest, there may be a tendency to focus more on treatment modalities, adult rape, or physical child abuse. When possible, begin a new committee focused exclusively on child sexual abuse prevention to avoid such difficulties. Be sure to include school and agency representatives, parents, medical professionals, Child Protective Services representatives and others who can lend valuable resources to such work. Get professional support and backing, but remember that even professionals may often need additional information about child sexual abuse. It is typical for a task force or advisory board to spend a period of time on self-education before tackling other organizational tasks. One objective of the task force would be to critique and advocate for better services from all agencies dealing with child sexual abuse.
- 2** *Begin with community awareness efforts.* Community acceptance and cooperation is generally favorable when there is maximum use of community resources and a commitment to not duplicate present services. All forms of the media have demonstrated a willingness to publicize both the facts on the problem of child sexual abuse (especially local statistics) and approaches to preventing it. It pays to be aggressive with the media, especially in rural areas or small towns. Be sure to include radio, television, and newspapers, but also reach out via the various community group or church newsletters.

3 *Develop a clear plan of what you want to do, what you realistically can accomplish, and who is responsible for each task. Do not overload yourself or others due to enthusiasm or a sense of urgency.* It is better to start with what is manageable and include plans for adding additional services than to have to cut back and become discouraged. Nothing is more discouraging than feeling overwhelmed by unrealistic goals.

4 *Be prepared for questions and/or criticism.* Actually, questions and criticisms are positive signs. They indicate a certain caution and concern about how we educate children. Open communication is easier to deal with than "underground" resistance in the long run. Though you may feel frustrated, remember no one is your enemy. Opponents are probably equally concerned about children. Get the answers and publicize the facts. The facts are what ultimately "sell" people on child sexual abuse prevention. Common concerns are:

★ *"Our community is already aware of this problem."*

This may be true, but it is not enough to completely eradicate it. Children are the last "front" in stopping child sexual abuse. We owe it to them to give them adequate information to protect themselves from harm.

★ *"This information is too 'stimulating' for children. They may attempt abusing one another."*

It is true that many children play "doctor," regardless of whether or not there is a prevention program. However, experience shows that children take this safety information seriously and rarely see it as "sexy." There is no evidence that they attempt abusing one another. Quite the contrary, they will be better able to protect themselves and/or report such attempts.

★ *"The only real prevention is treatment."*

While treatment is important, empowering children who remain at risk (while attempting to cure or remove offenders) is only socially responsible behavior. Prevention and treatment programs should ideally work together. However, prevention programs are particularly needed where there are no specific treatment facilities. Prevention programs may even mobilize the development of a specialized treatment program due to a newly perceived need.

★ *"We already have other, more important special programs in our schools, such as alcohol or drug abuse prevention."*

Child sexual abuse prevention is no more or less important than substance abuse prevention. In fact, studies consistently show links between abused children, substance abuse and crime. Children who abuse alcohol and drugs usually have a reason—often it's to blot out the pain of physical, sexual, or emotional abuse.

- 5** The public schools are the one place where most children spend a great deal of time. *You will want to generate support for an in-school program at all levels—from teachers, parents, administrators, and guidance counselors to school nurses.* Knowing the system and having personal credibility through past contacts or recommendations from a school representative are critical to your chances for being “heard.” It will also increase your understanding of their concerns and difficulties in implementing such a program. While you want to be as supportive to the school as possible in undertaking this program, remember it is ultimately a school program. Administrators are aware they will take any flack resulting from its adoption. Respect their pace and recognize the school's right to make major decisions about implementation. For example, we always have school administrators decide whether or not to send permission slips or informational notes home to parents. Regardless of your personal feelings about parental involvement, some administrators will choose to use permission slips and some will not. It is the school's choice and responsibility to handle the resulting parental response.
- 6** *Private schools, church youth groups, scout troops, and other youth gathering places are also ideal places to use this curriculum.* Implementation in such groups may help to open doors to school systems because of the obvious public support and resulting requests from enthusiastic parents.
- 7** *Focus on the issue of safety, not sexuality.* This program is not sex education and does not need to include it, although it may. Providing information, as well as expanding skills and options in potentially dangerous situations are the goals of this program. Many communities use this program although they have never had sex education programs.
- 8** *The focus needs to constantly be on providing information in a responsible, adequate, and understandable manner to children.* In training instructors in the use of plays, scripts, curricula, and videotapes, timing and completeness as well as adequate follow-up services for children should be consistently stressed.

- 9** *When working with the schools, clarify from the start your commitment to and expectations for guaranteeing that suspicions of abuse are reported.* This needs to be balanced, however, with the need to follow school protocol in reporting procedures, when they are, in fact, in operation. Decide who will report abuse cases and make sure someone reports. **This is mandated by law in every state.**

- 10** *A child sexual abuse prevention program should facilitate improved communication and rapport between Child Protective Service workers and the schools.* This can be done through liaison work and trainings for both groups. It is also helpful to have CPS workers assist in the training of teachers. They are most knowledgeable about investigative procedures and can become “real people” to school personnel through direct contact. Unfortunately, mistrust is often present between these groups. CPS workers often claim schools do not report abuse and on occasion feel schools harass CPS for information which cannot be legally disclosed. Schools argue that CPS often does not “do anything” when reports are made and won't share any information with the educators who deal most closely with the child and family. The rights and responsibilities of both CPS and school personnel need to be well defined and to be more fully understood by both groups in order to be mutually appreciated.

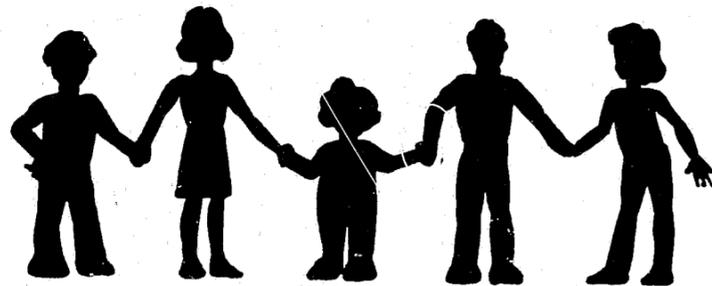
- 11** *Educational theater has proven to be effective in teaching even small children without traumatization.* For older audiences, the stage puts the problem “out there” to be seen and discussed. Theater also makes the issue emotionally powerful and thus “close to home” and believable. (For detailed information about one such venture, Bridgework Theater, see Appendix A.)

- 12** *Staff screening and mutual support is essential.* You may be in a position to present the program to children yourself or to train teachers or others for the task. Prevention advocates and workers should not use this program to work out their own unresolved victimization. Past victims or survivors may work well in a child sexual abuse prevention program, but not until/unless they have healed somewhat from their pain and can focus on program goals, not personal needs. This work of preventive education can cause stress on staff which may result in staff burn-out. Take care of yourselves and each other so that you can continue to do prevention work. It is OK, even necessary, to sometimes say “NO” to requests or to limit your activities. Assert your boundaries, too.

- 13** *If you train teachers to use the curriculum, make sure they are not feeling “dumped on.”* Show them that the program is to their advantage because it will help their

students. Assure them that professional backup is available for questions, consultation, and referrals.

- 14** *It is necessary to adapt this program to local needs and values without "reinventing the wheel."* Creating new coloring books, curricula, or videotapes may be a waste of valuable time when good ones are already available. Recognize, however, that local community ownership is needed and adaptations/unique variations, may enhance ownership.
- 15** In organizing a multi-faceted program with broad community involvement, one person or agency may need to take the first step and provide some leadership. *As soon as possible, however, it needs to be "our problem" and "our solution" for maximum community investment.*
- 16** *Take care not to use past victims inappropriately for publicity.* Re-victimization of those still in pain needs to be avoided at all cost.
- 17** Study the flow chart on page 20. *Assess your community's progress.* However, don't make assumptions that your community is not ready for prevention. Begin where you are and build upon the unique strengths of your community.
- 18** *Continue to seek and respond to evaluations of your prevention program.* Such responsiveness will insure continued growth to better serve the children and the community.

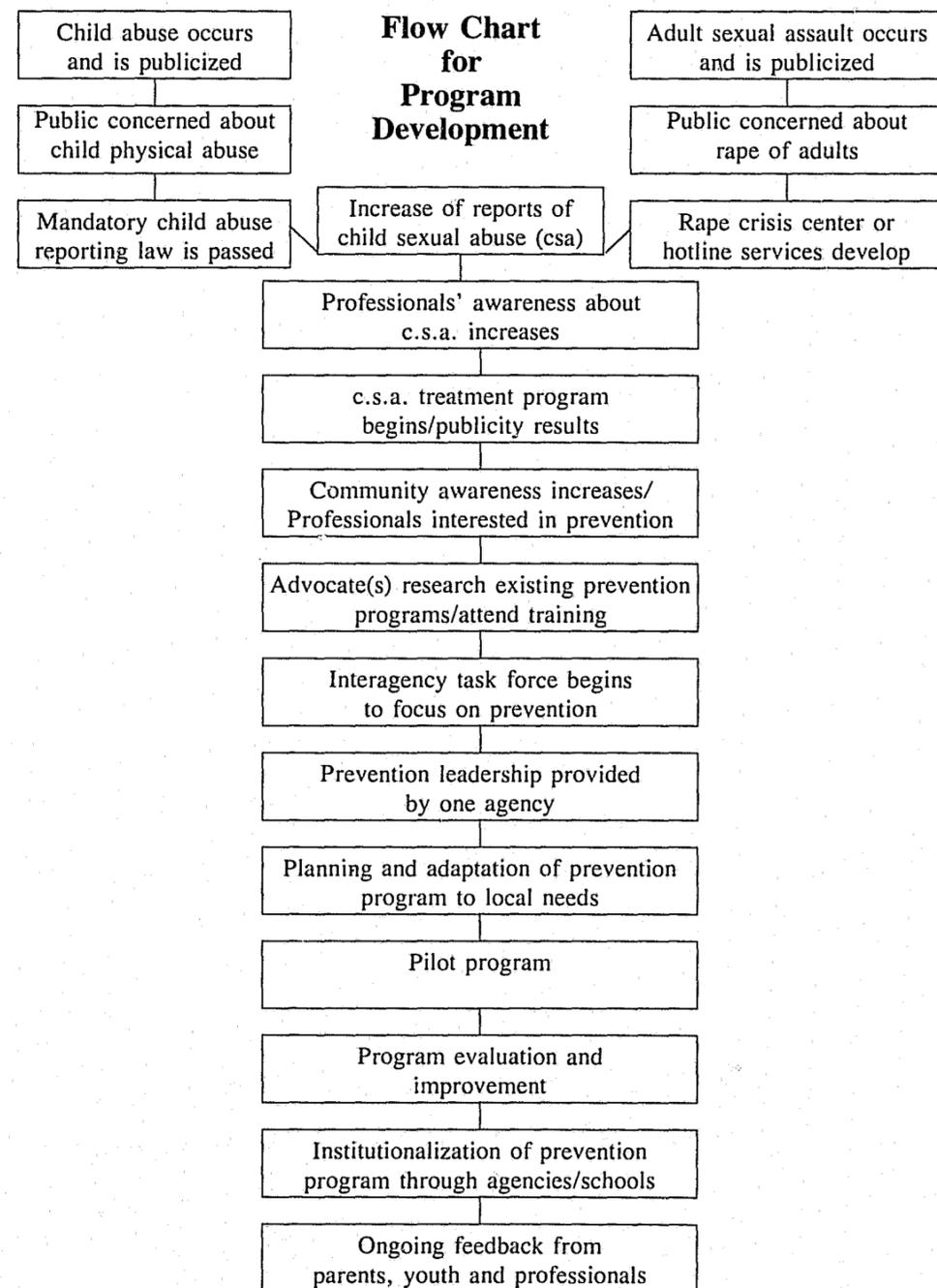


In summary. . .

Successful child sexual abuse prevention programs include:

- ★ Maximum community support
- ★ Clarity on goals and scope of the program
- ★ An advisory board or other means for insuring on-going evaluation and support
- ★ A pilot program
- ★ Well-trained instructors
- ★ Community awareness efforts
- ★ Access to children and youth, preferably via the schools
- ★ Good cooperation between schools and Child Protective Services
- ★ A tasteful focus on safety, not sexuality, in all presentations
- ★ A plan for continued implementation
- ★ A commitment to report suspected child abuse
- ★ Support for program staff or volunteers
- ★ Community ownership of the prevention program





*Parts of this chart were adapted from a flow chart developed by Illusion Theater, 528 Hennepin Ave # 309, Minneapolis, MN 55487. Project Director: Cordelia Andersen Kent

Model Prevention Programs

Nationwide, six projects were funded by The National Center on Child Abuse and Neglect (NHS) in 1980 for the purpose of prevention of child sexual abuse through direct education of school-age children.

Bridgework Theater's Education for the Prevention of Sexual Abuse (EPSA) project was aimed at community, professional, parent, and student education about the problem and its prevention. In addition to developing and testing this curriculum, three plays about sexual abuse prevention were written and produced by the EPSA project. *Out of the Trap* is for secondary students and *Little Bear* teaches elementary students how to "say no to touch you don't like" and to "tell a grown-up if someone bothers you." This program focused on teaching rural and small town mid-west populations. It also reached out to special populations, such as the developmentally disabled, emotionally disturbed, and delinquent incarcerated youth.

Bridgework Theater
113 1/2 East Lincoln # 3
Goshen, IN. 46526
(219) 534-1085
Project Director: Carol A. Plummer

OTHER NCCAN PREVENTION PROJECTS SPECIAL ASPECTS OF EACH PROGRAM

Illusion Theater
528 Hennepin Avenue #309
Minneapolis, MN 55487
(612) 339-4944
Project Director: Cordelia Anderson Kent

Use of theater/work with developmentally disabled
"Touch" Study Cards
Adolescent Curriculum
Technical Assistance for prevention programs

Sexual Abuse Prevention Project
407 S. Broad Street
Burlington, NC 27215
(919) 229-6474
Project Director: Judy Little

Work with junior high youth
Booklet for parents
Curriculum for grade 5

ODN Productions, Inc.
74 Varick Street, Rm. 304
New York, NY 10013
(212) 431-8923
Project Director: Oralee Wachter

Produced film "No More Secrets"
for use with elementary students

Child Sexual Abuse: Education and Prevention Project
Franklin/Hampshire Community Mental Health Center
P.O. Box 625
Northampton, MA 01061
Project Director: Geraldine Crisci

Spanish curriculum
Work with migrant population
Puppet show for preschool and elementary
Use of theater

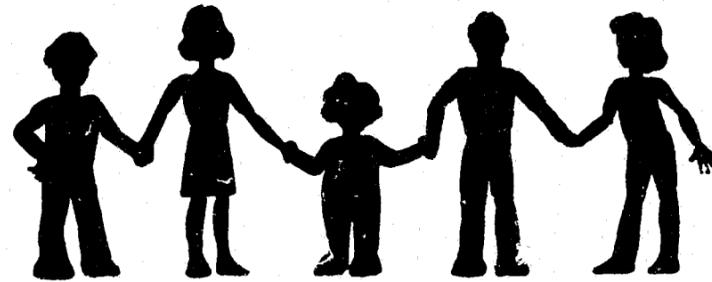
Tacoma Public Schools
P.O. Box 1357
Tacoma, WA 98401
Project Directors:
Year One—Linda Fortune
Year Two—Marlys Olson

Curriculum grades K-12
In-school treatment program
Assisted in development of a film

PROJECT OFFICER FOR ALL LISTED PROJECTS:

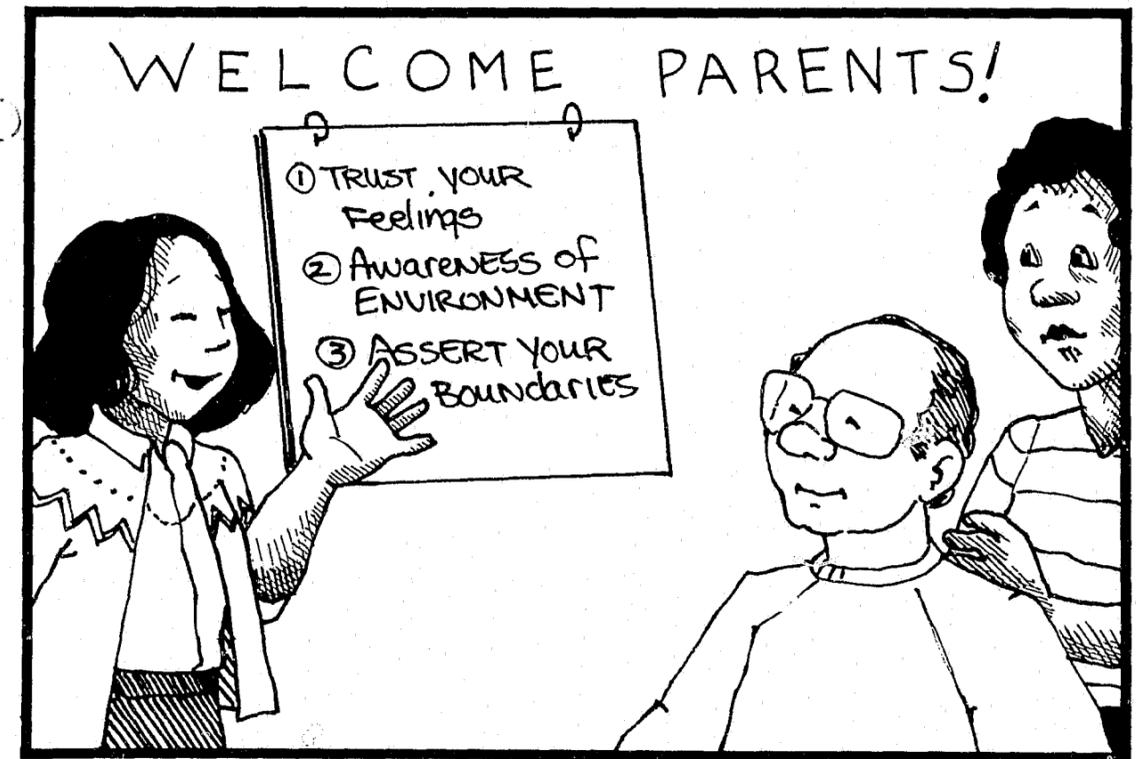
Karen Mitchell
National Center on Child Abuse and Neglect (NCCAN)
P.O. Box 1182
Washington, DC 20013

Each project has unique programs and products to share and can be contacted for more information. Additionally, a study was done by each site focusing on various aspects of the programs such as accessing techniques, effectiveness with pre-schoolers, and steps instrumental in helping other communities start prevention programs.



4

Involving Parents



Involving Parents

Generally speaking, the more parents know about this program, which is designed for the safety of their children, the more supportive they are. Naturally, parents will need assurance that their children are being taught about sensitive subject matter in a carefully planned, and tasteful manner. Many parents have thanked us for talking to their children because, while they agree the topic is important, some parents feel unsure about how to discuss this concern with their children. While parents *do* want to have their children aware and safe, they *don't* want them unduly alarmed or afraid of all touch. Contacts with parents also reassures them that this prevention approach balances discussion of bad or confusing touch with bountiful examples of good, warm touches.

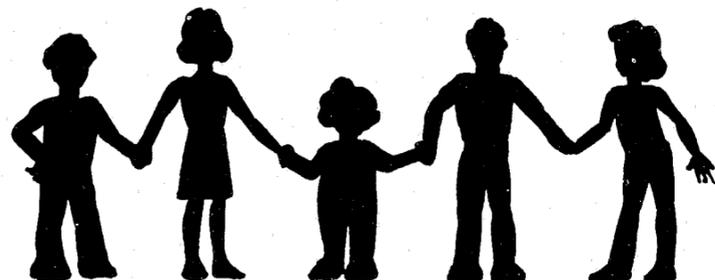
The sample letter on page 80 may be useful for you to send home a week or so before you present the program. Some schools have also sent home permission slips for parents to sign granting or denying permission for their child to participate. The needs of each school may vary, but both parent organizations and teachers have expressed concern that those children at high risk may be most likely to be denied this essential information. More than one principal shared that an irate parent or two could be handled so that all the children could be educated about personal safety. At the junior or senior high level, parental permission is not a major issue.

When informing parents, you have several options:

- 1** You may invite parents to attend the actual presentations. Experience demonstrates that few will actually attend. For working parents this may be impossible. One drawback to inviting parents to attend the presentation is that the presence of adults sometimes distracts from the program or inhibits responses.
- 2** You may encourage parents to call the teacher or principal if there are questions or concerns. As with any school program, parents understandably want the door open for their input.
- 3** Best of all, you may schedule a special meeting of your school's parent organization so parents may hear about the prevention program and preview materials or participate in sample lessons. Parents often want and need additional information about child sexual abuse.
- 4** After the in-class program, send the "Dear Parents" follow-up letter (p. 80) home with each elementary student. This way, parents can assist in your prevention effort by reinforcing the main program concepts at home. Parents will be happy to know specific ways in which they can help.

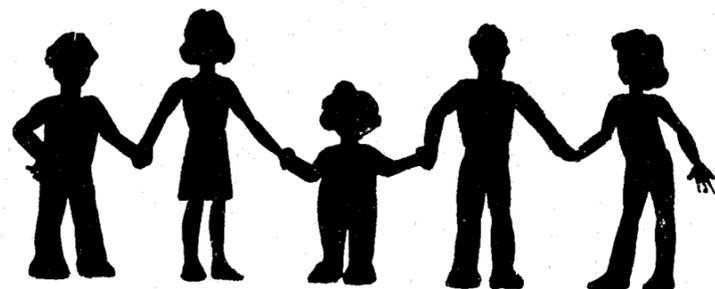
Guidelines For Instructors

As with all subject matter, this topic will be taught best by those who are thoroughly familiar and comfortable with the material. *Adequate* training or self instruction is critical to the success of these units.



For the Classroom Teacher Working Independently

First, skim through the entire book. Then carefully read the sections most applicable to the students you will be teaching. This book is designed to be comprehensive yet usable even for those who have little or no background/training in the area of sexual abuse prevention. Close attention to these curriculum guides will help you succeed in your efforts. Soon you will be able to add modifications of your own to better tailor and enrich the lessons to meet your students' needs.



For the Visiting Instructor/Preparing the Staff

As a visiting instructor who will be working in the classrooms of a particular building, you will want to spend some time (at least one half hour) with staff members to inform them both about the problem and the curriculum you plan to use. Often this can be done just before or just after school in a staff meeting. Because time will be limited, it is helpful to distribute printed materials which will reinforce concepts presented. The hand-outs which I find most useful include:

- ★ Sexual Abuse Fact Sheet (Appendix B)
- ★ Reporting Guidelines (Appendix H)
- ★ What Happens When a Report Is Made (Appendix I)
- ★ Incest Indicators (Appendix G)
- ★ Resources for Sexual Abuse Prevention (Appendix J)

Commonly asked questions which you should be prepared to answer may include:

- “What are you going to do in my classroom?”
- “What are the local and national statistics on this problem?”
- “How will parents be involved?”
- “What will we do with children if their parents won't let them attend prevention sessions?”
- “What should I do if a child reports he/she is being abused?”
- “When and to whom do I report suspicions of child sexual abuse?”

First, make teachers aware that sexual abuse is a problem of local and national scope and briefly share what you plan to do. Then, it is helpful to draw the Touch Continuum on the board for them, show a portion of a film or videotape, or bring copies of this book for their examination. Take care to explain scheduling procedures as well as plans for informing and involving parents. Library time is usually given to those few students who are not permitted to attend the presentation(s).

Although teachers need not fear an immediate barrage of children reporting abuse, there may well be new reports. Familiarize each teacher with school reporting protocol and their legal responsibilities. Describe support systems available during the reporting process both from within and outside the school. For example, the principal or school nurse may confer with the teacher on a suspected case. They may then take joint responsibility for the referral. A therapist or CPS worker may be available for phone consultation if problems or questions arise. It is very important for teachers to be aware of such backup resources. Sometimes teachers are dissatisfied with the actions of CPS, the courts, or therapists, and in some communities these services are not good. However, teachers must still report and demand better services through advocacy efforts if necessary.



For the Trainer of Classroom Teachers

If you are training others to do the actual classroom presentations, more training time is necessary. All of the above material must be covered in addition to more specific “how to” training. A minimum of from two to four hours of training time (in one to four sessions) should be allotted. The following is an outline of a typical instructor training session:

- Step 1** Make introductions and state the goals for the training session.
- Step 2** Present a general overview of the problem of child sexual abuse.
- Step 3** Explain prevention goals and philosophy.
- Step 4** Distribute copies of the book to each instructor.
- Step 5** Walk participants through a sample lesson from the book.
- Step 6** “Teach” one or two lessons as though the instructors were the students.

- Step 7** Have the teachers ask you the questions they are most afraid of getting from students. Model appropriate responses.
- Step 8** Set up exercises in which teachers can practice a lesson at their grade level using other participants for feedback. You may want to split the group into smaller groups.
- Step 9** Choose several "optional activities" and explore ways they could be used to replace or expand part of a lesson plan.
- Step 10** Clarify child sexual abuse reporting protocol and guidelines for when to report. It is very useful to have a Child Protective Services caseworker available for questions at this point in the training. Not only are questions answered accurately, but also such a session builds rapport between the school and the agency.
- Step 11** Describe the local resources which are available to school personnel when questions or concerns arise from this program. When possible, provide names and phone numbers to insert in each of the instructor's books.
- Step 12** Let teachers know when and where you are available for further consultation regarding program implementation.

You will probably modify the outline suggested here to meet your own particular needs. However you structure the training, be sure to stress the following essentials:

- ★ Child sexual abuse is a real problem.
- ★ The focus of the program is prevention, not treatment. (Referrals will be made to appropriate treatment facilities.)
- ★ Familiarity and comfort with the curriculum materials is necessary for instructors.
- ★ Provide opportunities for teachers to practice their new skills before working with students.
- ★ Clarify how, when, and where to report child abuse.
- ★ List backup services which are available from other agencies and individuals. When possible, leave brochures from local support agencies.

Special Concerns Instructors May Have

Deep down, we probably do not want any child we know to tell us they are or ever were victims of child sexual abuse. As uncomfortable as the topic may make us feel, we need to know about this problem, know our responsibilities in terms of the problem, and help advocate for preventative and therapeutic services for the victims of child sexual abuse.

When working with young people, keep yourself open so that children find you accessible and attentive. On the other hand, do not go hunting behind every bush for a child sexual abuse victim.

What if a child reports abuse during class?

The concern that a child may disclose abuse during the presentations is a common one. However, it rarely happens. Remember children are taught fear, shame, and secrecy about this topic. Sometimes a child will say, "That happened to me when I was at my cousin's" during the class session. It is very important that you do not overreact. You have told them that it is important to tell an adult—and someone has now done just that! It will help to keep in mind the following:

- Step 1** In the unlikely event that a child reports abuse during class—Don't panic! Keep in mind that when a child reports in front of the class it is usually a past abuse that was also reported to some other adult and was somewhat resolved in the past. I have never known an adolescent to disclose an ongoing unreported situation in class. Being able to talk about it would typically indicate that some time has passed and some healing has occurred.
- Step 2** Even if it appears to be a current problem, resume the lesson after acknowledging the comment and relating it to the lesson. Generally young people would share such information as would adults—privately with a teacher or counselor. "Did you tell a grownup, Sharon? Great! It's always important to tell someone you trust, someone who's big enough to help, right?"
- Step 3** Meanwhile, keep the lesson moving along while allowing for some questions or comments. Avoid, however, long drawn-out stories (which eventually everyone in an elementary classroom will have) about weird phone calls or strangers in cars.
- Step 4** Talk to the disclosing child privately at your earliest opportunity. Find out if the problem is indeed current and ongoing. Consult with the appropriate school staff and CPS caseworkers to see if the problem needs to be further investigated.

Step 5 Reinforce and praise the child for telling you about the problem and stress that he/she is not to blame. Don't promise to keep it a secret or that you will save them from pain or hassle. You cannot make such guarantees. Do promise that you will assist them in getting help by telling others who know what to do.

Step 6 If a child feels comfortable enough to share about abuse in front of the whole class, he/she will very rarely be breaking down or disruptive during the lesson. However, you should plan to have additional help available should the need arise.

What can I do to help once a sexual abuse report has been made?

If a child has reported abuse to you, your most important step (and responsibility by law) is to report the situation to Child Protective Services, the agency mandated to investigate such cases. If upon disclosure you have:

- ★ demonstrated your belief in what the child has shared;
- ★ reassured the child you will assist them in getting help;
- ★ emphasized that the problem is not the child's fault; and
- ★ praised the child for reporting,

you have already made a large contribution.

Now that CPS is handling the investigation and providing services to the child and/or the family—what can you do in your role as the child's teacher?

1 *You are not the child's therapist.* After sensitively handling the initial disclosure, others such as school social workers, private therapists, or agency counselors should work with the child. Trust their expertise and cooperate in every way possible. If for any reason you are concerned about the services the child is receiving, call CPS again. However, keep in mind that what they are legally permitted to share with you is limited due to confidentiality laws.

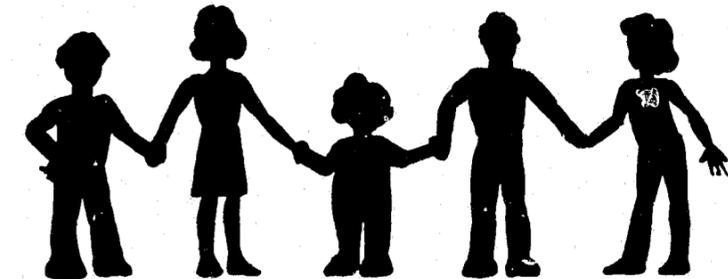
2 *Provide as normal and supportive an environment as you can in the classroom.* School may seem to be the only safe place, particularly in cases of incest.

3 *Be ready to listen but do not pry. Recognize and reinforce the child's sense of worth with praise and by creating opportunities for success both socially and academically.*

4 *You need not avoid all touch but ask for permission first. It's important for the child to know that all touch is not bad and that in this case it indicates warmth and support from you.*

What if a child lies about abuse?

I have often been asked if children lie about sexual victimization after being involved with a sexual abuse prevention curriculum such as this. Although there are always exceptions, not one child I have worked with in over 10 years in social service settings has lied or exaggerated to "Frame" a disliked adult. Misrepresentation is more likely to take the form of not telling parts of the story, downplaying or distancing the situation. ("It only happened once." "It happened to this friend of mine.") Generally children will choose something less embarrassing to themselves if they decide to lie. If on rare occasion a child would lie about this, ask more questions because that child also clearly needs special help and attention.



Curriculum and Lesson Plans
Section A: For K-6
and the Developmentally Disabled



SECTION A
For Use with Grades K-6 and
Developmentally Disabled Persons

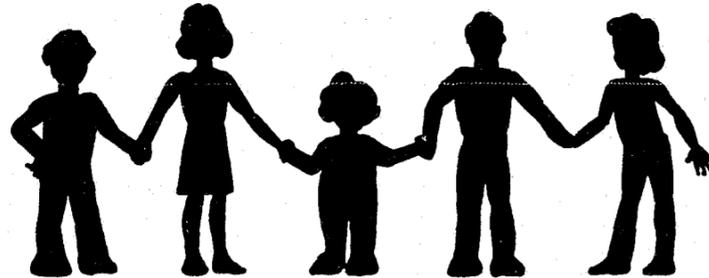
Basic Concepts to Communicate to Students

1. Touch can be good, bad, or confusing.
2. If a touch feels bad or confusing it is a good idea to talk to a grown-up about it.
3. Everyone needs good touches.
4. It is OK to say "no" to touch we do not like.
5. Child sexual abuse is when children get forced or tricked into touch/sexual contact.
6. No one has the right to touch our private parts when we do not want them to.
7. It is important to tell a trusted adult if we ever experience sexual abuse.
8. We can use personal or community resources/support systems to help us solve any kind of problem.
9. Victims are never to blame for sexual abuse.

Using Section A

On page 45 is an overview for a five-day presentation and on page 46 is the overview for a three-day unit. (The numbers you see in parentheses throughout this guide refer you to pages where further guidelines on the use of that activity are provided.) Turn to page 47 for daily lesson plans for five days or to page 57 for daily lesson plans for the three day program. Look over the objectives, materials needed, and the lesson outline. Which activities would your students most enjoy? Which activities would have the greatest potential for learning new skills? How much time can you spend? To which materials do you have access? Transfer some activities, if desired, from one day to another or from the five-day to the three-day program. Add others from the "Optional Activities" section which immediately follows. Good luck. There will, not surprisingly, be surprises. Our experience has shown, however, that these sessions will be as enjoyable as they are important.

This section of the book gives an outline for presentation to students from kindergarten through grade six, and adaptations for developmentally disabled adults. Because of the wide age range, and ability level, teachers will need to choose which activities and what length of time is most appropriate. Some of our findings may help you in making those determinations.



Tips For Working With Grades K-3

- 1** Ground rules are particularly important to clarify expectations and keep order, particularly if there is the added excitement of an outside speaker.
- 2** Role plays do not generally work as well as puppets with this age group. Role plays require more acting skills, movement, and the taking on of a role. However, they need not be ruled out completely, especially in classrooms where children have done role plays before.
- 3** As a rule, spend less time per session, but return to the topic more often. Fifteen to thirty minutes per day for five days is better than forty-five to sixty minutes for three days.
- 4** A letter home to parents or a meeting to prepare parents is good for building parental support and awareness. (See sample letter, page 79.)
- 5** Longer exercises should be omitted. (For example, making Warm Fuzzies or collages.)
- 6** Give only a little information each day and repeat the important points frequently. Review briefly at the beginning of each day what was covered in the previous session.

- 7** Keep words and definitions simple.
- 8** Directly involve as many children as possible—let them answer questions, operate puppets, etc.
- 9** Ask for feedback often to make sure concepts and terms are clearly understood.



Tips For Working With Grades 4-6

- 1** The seriousness of the topic will have to be addressed immediately. Children are not used to adults saying anything regarding "sex" to them. There may be initial nervousness or embarrassment, often even more than with younger children. One simple way to address the giggling or nervousness is to simply state, "This topic may make us laugh because we're embarrassed, right? But it's important to remember this is a serious problem, not a problem we would consider to be funny if it happened to our friends or to ourselves."
- 2** Children will be eager for this information; so curious that they may ask questions about things which seem related to them. I have had questions about dating, pregnancy and birth control, for example. Do not allow the issues to get confused: answer briefly and bring them back to the topic at hand. However, it is best if you are not too evasive—if you have a sex education program or other school guidelines, deal more in-depth with these issues later.
- 3** The program can be adequately covered in three days, although there are plenty of materials and content for five days. One day is inadequate and unfair to this age group.
- 4** Role plays are most effective to help children build skills which can be used in potentially dangerous situations. Role plays take children one step beyond acquiring knowledge—to practicing it—and are fun to do.

5 During the instruction period, you may wish to place a special container somewhere in the room to hold written questions from children who are for some reason uncomfortable speaking before the group. This can encourage participation for even the quiet or the bashful student. Answer these anonymous questions during the next class session.

6 Keep as many children as possible actively involved in role plays, discussion, and other activities.

7 Make sure you give at least one hand-out for the children to take home. A coloring sheet such as shown on pages 85 and 87 is good. Suggest they discuss the topic with their parents or other significant adults.



Tips For Working With Developmentally Disabled Persons

Developmentally disabled children and adults are at increased risk for sexual victimization. A 1980 study at a local association for the disabled showed that over half of the developmentally disabled females aged 18-40 (a total of 53 women) had been molested or raped in the past and had been threatened to never tell anyone. Such individuals are at risk for one or more of the following reasons:

- ★ They do not understand what is happening.
- ★ They cannot adequately express themselves, either to report an abuse or to stop it.
- ★ They have special needs for attention and affection.
- ★ They are less likely to be believed if they make a report.

★ They are more likely to believe threats or be tricked.

★ Information which explains sexuality and contrasts it with sexual abuse has not been given to them.

★ Self-reliance is decreased due to the disability. Reliance on authority figures fosters a great deal of obedience to others.

★ Offenders sometimes target developmentally disabled persons for all of the above reasons.

Because of the special needs and abilities of developmentally disabled persons, these guidelines are suggested:

1 Keep things simple. Stay within the limits of the class' range of abilities and attention spans.

2 Be repetitive to reinforce the learning.

3 Utilize movement, for example, with role plays or "New Games." Try to keep the *active* in activities.

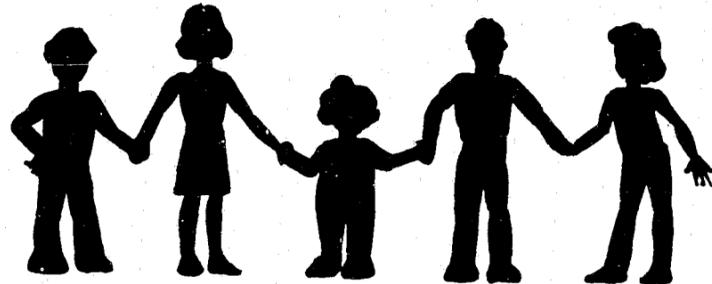
4 Focus on the concrete, not the abstract. Use examples that could happen to them (for example, a room-mate at their group home who keeps making attempts to touch their private parts when they do not like it).

5 Make heavy use of role plays to build skills through practice, rather than relying upon direct instruction. Again, use relevant examples. ("What could you do if your teacher or work supervisor tried to touch your private parts or make you touch theirs?")

6 Students will not be frustrated if tasks and information are provided at their level of skill and understanding.

7 It is especially important to emphasize that much touch, and much sexual expression can be good. For adults in particular, who may have been treated as asexual (when appropriate sexual expression is never allowed or even discussed), sexual abuse is more likely to occur, even between developmentally disabled persons. Sex education can help to prevent sexual abuse of this population.

- 8** Keep the groups small. A staff/student ratio of at least 1:4 is preferable.
- 9** Involvement of parents and staff/teachers is crucial for additional reinforcement and support.
- 10** Initial ideas of this population about how to respond if being abused are often violent and quite unrealistic. Help the students focus on realistic ways to act.
- 11** Developmentally disabled persons are more likely than others to share their own experiences of abuse. While the group will probably be sympathetic and caring, it is best not to focus too long on abuse stories. Relate it to the topic and move on. *Make sure that you follow-up after the session with individual attention to persons who have shared abuse experiences.*
- 12** Treat adult developmentally disabled adults as adults. Avoid the "childish" activities.



FIVE DAY CURRICULUM OVERVIEW

() indicates cross reference to related page number

Day 1: All Kinds of Touch	Day 2: Touch We Usually Like	Day 3: Touch We Don't Like or That Confuses Us	Day 4: Some Touch is a Crime/ Sexual Assault	Day 5: Saying "No" to Touch
<ol style="list-style-type: none"> 1. Introduce topic (75) 2. Establish ground rules 3. Explain touch continuum (149) <ol style="list-style-type: none"> a. Make touch lines b. Role plays on good touch (68-74) 4. Teach one "New Game" 5. Questions and Answers 	<ol style="list-style-type: none"> 1. Review touch continuum (149) <ol style="list-style-type: none"> a. Role plays (68-74) b. Practice with puppets (65) 2. Touch match-up exercise (87) 3. List times when usually good touch can be bad <ol style="list-style-type: none"> a. unexpected b. from strangers c. wrong place d. wrong time 4. Explore ways to say "no" without hurting feelings—Stress right to say "no" 5. Questions and Answers 	<ol style="list-style-type: none"> 1. Review previous lessons, focusing on bad, confusing, and no touch 2. Distinguish good vs. bad touch (perhaps with collages) 3. Strangers <ol style="list-style-type: none"> a. Review safety rules children know and add to them. b. Play "What if..." game (64) with primarily strangers as the aggressor 4. Stress child is not to blame <ul style="list-style-type: none"> - Do Options Chart (151) with stranger situation 5. Questions and Answers 	<ol style="list-style-type: none"> 1. Review 2. Definitions (147) <ol style="list-style-type: none"> a. Crime b. Victim/Offender c. Sexual assault/abuse 3. Ways offenders trick or trap children (discuss play or role) <ol style="list-style-type: none"> a. Bribe b. Threat/scare c. Confuse 4. Not all offenders are strangers <ul style="list-style-type: none"> - Use Options Chart (151) with friend/relative as offender 5. Word Bank (67) <ul style="list-style-type: none"> - Children each write or tell ending to story teacher reads about abuse or potential danger 6. Questions and Answers 	<ol style="list-style-type: none"> 1. Review definitions (147) 2. Teach prevention rules (153) <ol style="list-style-type: none"> a. Trust your feelings b. Be aware c. You have the right to say "no" 3. Role Plays (68-74) on being assertive 4. Who can you tell? <ol style="list-style-type: none"> a. Film (164) b. List making <ol style="list-style-type: none"> 1) Personal resources 2) Community Resources 5. Line-up Role Play (70) <ol style="list-style-type: none"> a. If first person told doesn't believe or isn't helpful, tell another and another 6. Coloring Sheet (85) 7. Questions and Answers
<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Pre-test (77) 2. Use shoe box on teacher's desk for written questions that can be answered the next day 3. Send letter home to parents week before (79) 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Use Illusion Theater posters (63) 2. Teach another "New Game" 3. Read warm Fuzzy Story (82) 4. Make Warm Fuzzies (66) 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Tape record story in activity center for children to finish with their new skills 2. Continue use of puppets for practicing. 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Teach another "New Game" to emphasize much touch is good 2. Reporting skills exercise (64) 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Post-test (77) 2. Hand out crisis hotline cards (older children only) 3. Role Play calling crisis hotline

Note: Using puppets works best at the lower elementary level, whereas role plays generally work best for developmentally disabled and older elementary students.

THREE DAY CURRICULUM OVERVIEW

() Indicates cross reference to related page number

Day 1: Touches	Day 2: Confusing or Bad Touch	Day 3: Options for Help
<ol style="list-style-type: none"> 1. Introduce topic—options are to relate to safety, privacy, our senses, crime, problem solving (75) 2. Establish ground rules 3. Discuss types of touch and how they make us feel. Draw touch continuum on blackboard (149) <ol style="list-style-type: none"> a. Make touch lines b. Role Play options (68-74) 4. Warm Fuzzy Story (82) 5. Teach a “New Game” for “good touch”—other excuses to touch—we all need touch 6. Questions and Answers 	<ol style="list-style-type: none"> 1. Review previous day 2. Some kinds of touch is a crime (147) <ol style="list-style-type: none"> a. What is a crime? b. What types of touch are a crime? 3. Define victim and offender (147) <ol style="list-style-type: none"> a. Lists (or collages) of good and bad touch b. Touch match-up exercise (87) c. Stress that both victim and offender can be anyone 4. Safety with strangers <ol style="list-style-type: none"> a. List rules children know b. Use Options Chart (151) to expand 5. Who does these crimes?—Stress that it can be friends, family, grownups you know 6. Questions and Answers 	<ol style="list-style-type: none"> 1. Brief review by children 2. Introduce three prevention rules (153) <ol style="list-style-type: none"> a. Trust your feelings b. Be aware of what’s around you c. You have the right to say “no” 3. Use Options Chart (151) with prevention rules 4. Practice saying “no” with Role Plays or puppets (63) 5. “No More Secrets” or “Who Do You Tell” film (164) 6. List resources (153) <ol style="list-style-type: none"> a. Personal b. Community 7. Coloring Sheet (85)
<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Use Illusion Theater posters (63) 2. Exchange Warm Fuzzies—write on heavy paper on other children’s backs (66) 3. Do Pre-test (77) 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Use Illusion Theater posters (63) 2. Role Play options (68-74) 3. Use Hula Hoops to express personal boundaries 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Use Illusion Theater posters (63) 2. Do Post-test (77) 3. Role Play options (68-74) 4. End with “New Game” or good touch 5. Pass out crisis hotline cards to older students 6. Letters Home to parents (80)

Lesson 1

Objectives:

1. To establish ground rules for a serious discussion
2. To clearly introduce topic of types of touch.
3. To demonstrate that not all touch is bad by playing one "new game" with children.
4. To encourage practice of skills through role plays or personal touch lines.

By End of Presentation Student Will: List ground rules. Describe three or more types of touch on the touch continuum. Make a personal touch line *or* participate in role plays about good touch. Play one "new game" with the group.

Materials Needed: Blackboard, paper, pencils, crayons; *New Games* book (optional)

Prerequisites: None

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"All Kinds of Touch"

1. Introduce topic comfortably using guidelines on page 75.
2. Establish ground rules for discussion.
 - a. It's sometimes hard or embarrassing to talk about these things.
 - b. No putdowns.
 - c. Take turns talking, etc.

3. Introduce the touch continuum (149)
 - a. Draw touch continuum on blackboard.
 - b. Make personal touch lines. (66)
 - c. Do role plays on good touch with children who volunteer. (68-74)
4. Teach one "New Game."
 - a. Emphasize we all like it. We all have fun.
 - b. No one loses.
 - c. Cooperation central.
 - d. Some touch makes us feel good.
5. Questions and answers.

Optional:

1. If used, the preparatory letter is sent home to parents week prior to presentation (79).
2. Pre-test (77).
3. Place container on teacher's desk for questions to be answered the next day. It can be used throughout the week.

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Five Day Curriculum

Lesson 2

Objectives:

1. Review of concepts taught in Lesson 1, communicate range of types of touches and feeling/responses to them.
2. Stress that each person experiences touch differently, based on place, time, culture, family.
3. Introduce sensitive but clear ways to say "no" to touch.

By End of Presentation Student Will: Observe or participate in role plays about touch (or use puppets). List several ways to say "no" to a request. Personalize experiences of touch by use of a touch match-up exercise. Make warm fuzzy balls, describe differences between warm fuzzies, cold pricklies, and fake fuzzies. (optional)

Materials Needed: Blackboard, touch match-up sheets for each child; yarn, scissors, cardboard, sheet, light for shadow puppets or hand puppets (optional)

Prerequisites: Lesson 1 (Five Day Curriculum)

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Touch We Usually Like"

1. Review touch continuum (149).
 - a. Role plays (68-74) *or*
 - b. Practice with puppets (65) to demonstrate touches.

Notes:

2. Give each child a touch match-up exercise to complete and color.
3. List on board times when usually good touch can be bad from children's suggestions.
 - a. When unexpected.
 - b. When from a stranger.
 - c. When at the wrong place.
 - d. When at the wrong time.
4. Explore ways to say "no" without hurting feelings.
 - a. Use Options Chart (151).
- b. Saying "no" to teacher. Can you ever do this? When and how?
5. Questions and Answers.

Optional:

1. Use Illusion Theater posters throughout week (63).
2. Teach another "New Game."
3. Read Warm Fuzzy Story (82).
4. Make Warm Fuzzies art project (66).
(This is a time-consuming activity, generally taking approximately 30 minutes.)

Five Day Curriculum

Lesson 3

Objectives:

1. Review previous lessons briefly.
2. Help in distinguishing types of touch.
3. State safety rules for strangers and expand options for responding.
4. Emphasize that the child is not to blame if approached or bothered.

By End of Presentation Student Will: Make group collages about good touch vs. bad touch (optional). List rules about who strangers are and safety precautions to use with them. Play the "What if.." game. State at least two options for responding to a stranger approaching.

Materials Needed: Blackboard, magazines, scissors, glue, cardboard

Prerequisites: Lesson 2 (Five Day Curriculum)

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Touch We Don't Like or That Confuses Us"

1. Brief review of previous lessons, focus on confusing and bad touch.
2. Discuss: What is good touch? What is bad touch?
 - a. Make two collages as a group—one shows good touch between people
—one shows bad or confusing touch between people
 - b. All answers are "right," based on personal experience. Depends on how it makes a person feel.

Notes:

3. Strangers
 - a. Who is a stranger?
 - b. List rules children know about strangers.
 - c. Add suggestions for responding on the blackboard.
 - d. Play "What if..." game focusing on strangers as aggressor (64) and for practice with role plays or puppets.
4. Stress the child is not to blame.
 - a. Use Option Chart (151) with primarily stranger situations.
 - b. Stress no one wants to be tricked or trapped into touch.
5. Questions and Answers.

Optional:

1. Tape record story in activity center for children to finish with their new skills, additional options.
2. Continue use of puppets to act out situations/solutions.

() indicates cross reference to related page number.

Five Day Curriculum

Lesson 4

Objectives:

1. Define sexual assault/crime terms.
2. Explain ways children are often tricked or trapped into touch.
3. Expand definitions of offender to include not just strangers but also people children know.

By End of Presentation Student Will: Match definitions with words about sexual assault. List two ways offenders trick or trap children. Explore options for action when offender is a friend or relative. Write a creative ending to a story with a vocabulary word bank.

Materials Needed: Blackboard; magazine picture of people, puppets (optional)

Prerequisites: Lessons 1, 2, 3 (Five Day Curriculum)

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Some Touch is a Crime/Sexual Assault"

1. Review
2. Get definitions from children and clarify them (147).
 - a. Crime
 - b. Victim/Offender
 - c. Sexual Assault

Notes:

3. Demonstrate ways offenders trick or trap children (puppets or role plays)
 - a. Bribe
 - b. Threaten/Scare
 - c. Confuse
4. Stress: Not all offenders are strangers
—Use Options Chart (151), focus on friends or relatives
5. Make word bank (67)
 - a. List new words on board.
 - b. Tell story to children of potential abuse.
 - c. Have children complete the story using new vocabulary words.
—in a creative writing assignment *or*
—in an oral report
6. Questions and Answers

Optional:

1. Teach another "New Game" to emphasize much touch is good.
2. Do Reporting Skills exercise (64).
 - a. Define a person from a magazine picture as well as they can.
 - b. Have a person enter and exit room on a pretense of a mission, then 15 minutes later have the children describe the person.

() indicates cross reference to related page number.

Five Day Curriculum

Lesson 5

Objectives:

1. Review definitions.
2. Tell prevention rules and show assertive ways to respond to situations.
3. Give children options for people to tell if they are bothered by a problem.
4. Stress reporting to a second or third person if the first one told is not helpful or won't believe them.

By End of Presentation Student Will: List three prevention rules. Practice assertive behaviors through role plays. List three personal and three community resources to help them with problems.

Materials Needed: Blackboard, coloring sheets for each child (85); "No More Secrets" or "Who Do You Tell?" film, projector, crisis hotline cards (optional)

Prerequisites: Lessons 1, 2, 3, 4 (Five-Day Curriculum)

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: Up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Saying 'No' to Touch"

1. Review definitions/earlier discussions.
2. List prevention rules on board—with examples
 - a. Trust your feelings.
 - b. Be aware of things and people around you/where you are.
 - c. You have the right to say "no" to touch—your body belongs to you.

Notes:

3. Role plays (68-74) on being assertive.
4. Who Do You Tell?
 - a. Show film "No More Secrets" or "Who Do You Tell?"
 - b. Have each child make a list of personal and community resources.
5. Role Play One, if first person isn't helpful, tell another and another.
6. Coloring Sheet (85).
7. Questions and Answers.

Optional:

1. Post-test (77).
2. Test learning with puppets.
3. Hand out crisis hotline cards.
4. Role play calling crisis hotline.
5. Review and repeat concepts often through the year.

() indicates cross reference to related page number.

Three Day Curriculum

Lesson 1

Objectives:

1. To introduce topic in comfortable manner.
2. To discuss types of touch and encourage self-awareness regarding how they make children feel.
3. To establish ground rules for discussion.

By End of Presentation Student Will: List three types of touch on the touch continuum. Play one "good touch" game.

Materials Needed: Blackboard; *New Games* book, warm fuzzies and cold pricklies (optional)

Prerequisites: None

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Touches"

1. Introduce topic in a comfortable manner (75).
 - a. This is a safety issue.
 - b. Privacy is everyone's right.
 - c. Touch is one of our senses.
 - d. As part of a discussion about crime.
 - e. Learning how to solve difficult problems.
2. Set ground rules.
 - a. Sometimes it is hard or embarrassing to talk about touch.
 - b. No putdowns.
 - c. Take turns talking.

Notes:

3. Draw touch continuum on blackboard (149).
 - a. May help for children to make their own "touch line" (66).
 - b. Children can role play types of touch they suggest (68-74) or use puppets.
4. Read Warm Fuzzy Story (82).
5. Stress: We all need good touch. Teach one "New Game:"
 - a. Not all games need a winner and a loser.
 - b. We can all feel good about touch.
 - c. Options: knots, stand-up, lap game
6. Questions and Answers.

Optional:

1. Do Pre-test (77).
2. Exchange warm fuzzies—write on heavy paper on other children's backs (66).
3. Use Illusion Theater posters (63).

() indicates cross reference to related page number.

Three Day Curriculum

Lesson 2

Objectives:

1. To define bad or confusing types of touch, other sexual assault terms.
2. To brainstorm with children ways to be safe around strangers and offenders.
3. To emphasize safety with strangers, but that not all offenders are strangers.

By End of Presentation Student Will: Define sexual assault, victim, offender, and crime. List three options for safety if endangered by a stranger. Make a picture collage of good and bad touches (optional).

Materials Needed: Blackboard, old magazines, glue, scissors, posterboard, Touch match-up sheets for each child (87).

Prerequisites: Lesson 1 (Three Day Curriculum)

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Confusing or Bad Touch"

1. Review previous day's input.
2. Some kinds of touch are a crime. Give definitions (147).
 - a. What is a crime?
 - b. What types of touch are crimes? (When someone is emotionally, physically or sexually hurt)

Notes:

3. Define victim and offender (147).
 - a. Make a collage or pictures children cut out of examples of good and bad touch *or*
 - b. Give each child a touch match-up exercise to complete and color.
 - c. Emphasize both victims and offenders can be anybody.
4. Safety with strangers.
 - a. Who is a stranger?
 - b. Get options from children of what to do if one feels threatened (151). (scream, run, stay in public eye, lock doors, trust feelings, say "no")
5. Ask "Who does these crimes?"
—emphasize could be friends, family, grownups they know.
6. Questions and Answers.

Optional:

1. Use Illusion Theater posters (63).
2. Role Plays (68-74).
3. Use hula hoops to show personal boundaries in different situations. Use two hula hoops, one for each person in the role play. Have the actors demonstrate how far out are their boundaries with a friend, a teacher, a stranger, someone who is mad at them? Have one push the boundary of the other back. What would the pushed person do? How would he/she feel?

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Three Day Curriculum

Lesson 3

Objectives:

1. To present rules about prevention of sexual assault.
2. To give options for what one can do/who one can tell.
3. To introduce assertive responses.
4. To reinforce concepts learned in previous two days.

By End of Presentation Student Will: State three prevention rules. Select personal and community resources for themselves. Demonstrate assertive behavior in role play situations and ways to say "no" to touch.

Materials Needed: Blackboard, coloring sheets for each student (85); "No More Secrets" or "Who Do You Tell?" films, projector (optional)

Prerequisites: Lessons 1, 2 (Three Day Curriculum)

Length of Activity: 20—45 minutes

Age: 6-12

Size of Group: up to 30

Suggested Groups: elementary (or developmentally disabled)

Outline of Presentation:

"Options for Help"

1. Brief review. Ask children what they've learned so far, and clarify any confusion.
2. Introduce three prevention rules (153).
 - a. Trust your feelings.
 - b. Be aware of your environment/make wise decisions.
 - c. Assert your boundaries/you have the right to say "no."

Notes:

3. Use Options Chart (151)
 - a. Ask children when it would be hardest to say "no" (with someone they knew.)
 - b. Have them explore options if it's someone they know and like.
4. Practice saying "no"—give ideas for assertive communication.
 - a. Role plays (68) or use puppets *or*
 - b. Make a list on the blackboard of when they can say "no" to you/or teacher.
5. Show film "No More Secrets" or "Who Do You Tell?" and discuss.
6. Resources discussion (154).
 - a. Personal
 - b. Community
7. Coloring sheet (85) to do at school or at home.

Optional:

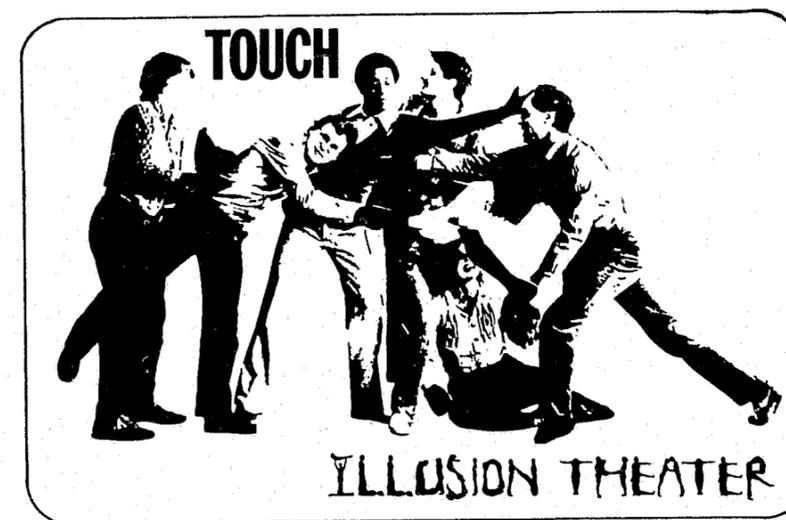
1. Post-test (77)
2. Use Illusion Theater posters (63)
3. Role Plays (68-74).
4. Pass out crisis hotline cards to older students (grades 4-6).
5. End with another "New Game."

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Optional Activities

Touch Study Cards

- A. Illusion Theater has developed study cards for grades K-8 in discussing sexual abuse preventive education and the Touch Continuum (copyright 1979, Illusion Theater). The cards are 14" x 22", with images of the Touch Continuum on one side and questions and points for discussion on the other. There are 13 cards in each set. The study cards are meant to provide a simple and clear visual aid and discussion tool for educators and counselors. They are not meant to be used in place of other professional or protective work with children.
- B. TOUCH Study Cards provide:
 - * a definition of sexual abuse and a vocabulary to talk about it
 - * a description of the range of touch from playful to confusing to exploitive
 - * a list of teaching guidelines
 - * a tool for educators to use in teaching children about touch, safety and sexual abuse
 - * a tool for therapists to use in working with victims of sexual abuse
 - * a resource activity to help students identify who to talk to in the event of abuse
- C. Sets of the Illusion Theater Touch Study Cards may be purchased from Illusion Theater. Write to Illusion Theater, 628 Hennepin Ave., # 309, Minneapolis, MN 55403, for more information.



Trust Games (These can be used when discussing who a stranger is, and when and whom one can trust.)

1 Pair off students with a friend. One should close eyes while the other guides them around the classroom or hall. Guidance should be given with words and by holding hands. Now pair each student up with another they don't know quite as well. What was different? How soon did they open their eyes (stop trusting)? What makes us trust or distrust?

2 Have 8 to 12 students stand in a tight circle, facing in. One person is in the center. The center person makes his/her body stiff as a board. He/She keeps feet in stationary position and falls out to the hands of the people in the circle. His/Her arms should be crossed in front of his/her chest. The persons in the circle pass the stiffened body around and across the circle. Slowly the circle widens as trust builds. The person in the center may stop the activity whenever he/she feels unsafe or uncomfortable.

Reporting Skills—Children need help in learning to remember details in case they ever need to report a suspicious car, person, or event. Two ways to practice are:

1 Tell a story of a situation with a thief, molester, or "peeping tom" using a picture from a magazine that shows a crowd. Then put the picture down and ask the class to tell you everything they remember about the offender (age, size, clothes, location, car make and model).

2 Stress that it's important to remember as much as you can about any person who bothers you. While discussing this, have a person (janitor, other teacher, secretary, aide) walk in and out of the room briefly to leave a message with you. Now ask the class to describe exactly what he/she looked like, said, and did.

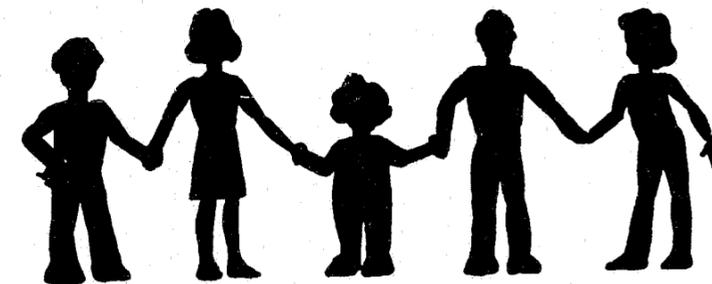
Expanding Children's Options for Responding

1 Besides the options chart (151), the "What if..." game can be helpful. This can be played quickly and often to help emphasize many of the safety concepts. Examples:

- * What would you do if you were home alone with the babysitter and she started choking?
- * What would you do if someone was following you home from school?
- * What would you do if you were home alone and a fire started?
- * What would you do if you got lost at the fair?

2 Saying "No"

- * Help children practice ways to say "no" to a request from someone. This could be a request to share a candy bar, to go somewhere, perhaps to do something of which a parent would not approve. Talk about polite ways, forceful ways, and standing firm with one's own decision. When, if ever, is it OK to talk to a stranger?
- * We all have a right to say "no" sometimes. When? It's not our fault if that hurts the other person's feelings. We need to also respect our own feelings.
- * Contrast assertive, aggressive, and passive ways to say "No." Saying "It's against the rule" or "Mom won't let me" helps to put power on the child's side.
- * Discuss verbal and nonverbal messages which help reinforce a "no." Do I look at the person while saying "no?" What does my body stance say? Am I laughing or serious? Do I move away? Does my tone of voice show I mean it?



Art Activities

1 Puppets—sock puppets, paper bag puppets, or more elaborate puppets can be used to act out role plays or "What if..." options. Shadow puppets are another fun approach. For shadow puppets, help children make animal or people shapes out of cardboard. Tape the shape to a stick or pencil so it can be held up. Next put up a sheet as a screen. Have children stand behind the sheet with a light behind them. They can kneel behind a table and hold up puppets which will cast a shadow on the screen for the class to watch.

2 Warm Fuzzies and Cold Pricklies

- * Warm Fuzzies can be made out of yarn. Have children wrap yarn around a 2'' by 3'' piece of cardboard (around the 2'' side). After getting to desired size, slip off mold and tie a string or rubber band tightly in the center. Then snip the loops and fluff. This will take some time, particularly if you try it with younger elementary students.
- * Cold Pricklies need not be an art project, but you may wish to use them to illustrate the reading of *The Warm Fuzzy Story* (82). Buy several small styrofoam balls and stick toothpicks all around. Be careful how you hold them!
- * Give each child a sturdy piece of 8 1/2'' x 11'' paper, preferably poster board. Have the children each attach a string on two corners of the paper to make a loop large enough to comfortably fit over their necks and down their backs. Make available crayons, pens, pencils or markers for each child to write a "warm fuzzy" (something positive) message on the papers of six or more other children. Make sure it's set up so each child feels liked and accepted, not frustrated or rejected.

3 Touch Lines

To stress the individual experience of touch, have each student take out a paper and make their own "touch lines." Those who write can personalize the touch line by identifying and writing down both the type of touch, from whom, and when they feel good, bad, or confused by the touch. For example:

My Touch Line

GOOD	CONFUSING	BAD
hug from grandma at bedtime	slap from a friend when playing	hit from an enemy on playground
kiss from dad after school	tickled from neighbor when I say "no"	elbow from mom in church

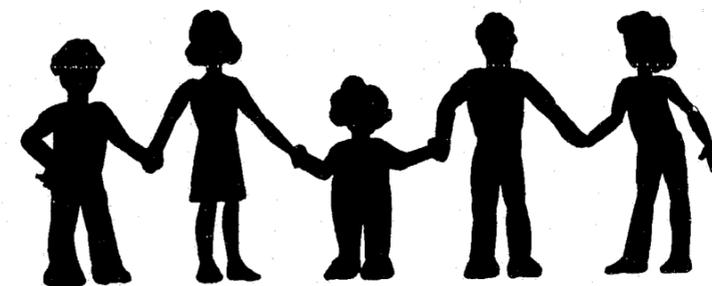
For those who don't read, symbols and pictures can be used.



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Adults can then print the touch examples under the symbols *or* the children can draw pictures of the touches which made them feel happy, sad, or confused.



Language Arts Skills

- 1 Word Bank—Make a list of new words related to this subject (crime, touch, victim, etc.) and write them on the board or make reversible cards with a word on one side and a definition or related picture on the other. These can be used for spelling words or vocabulary building.
- 2 A list of word gifts that make us feel good, as does good touch, could be made (respectful, nice, sharing, cheerful). These could be hung on a bulletin board and related to how we do or do not touch when we feel these ways.

Role Plays*

Two prime components critical to successful prevention of sexual abuse are information and skill. Information may be transmitted in many ways, but skills are learned primarily through practice. The use of role plays and other theater techniques give children a safe and effective opportunity to learn and exercise preventive skills.

A teacher or youthworker desiring to give children this opportunity to improve prevention skills does not need to be skilled or experienced in acting or theater. Given a safe, open environment and enough information, most children respond quickly and enthusiastically to a chance to pretend. The objective of this activity is not to coach the children into polished performances, but simply to give them an opportunity to experiment and practice. The following steps will help you encourage the participation of children.

- 1** Do not comment on a child's performance as an actor. Any evaluation should concern the child's use of information and skills.
- 2** A "creative" atmosphere needs to be established. A creative atmosphere is a balance between structure and freedom. Too much freedom leads to pandemonium. Too much structure stifles experimentation. Each leader will need to plan for and adjust to the needs of the specific group which she or he is leading. Some possibilities for encouraging structure and freedom are:

Structure

An agreement to raise hands and speak one at a time.

Recognition that personal safety is serious business.

A list of questions to be answered (perhaps on blackboard) and guidance from the leader when discussion strays from the questions.

Strict silence and attention from the audience when actors role play.

Desks clear of any unnecessary paper, pencils, or projects.

The room should be arranged so that everyone can see clearly, but there is clear understanding when children may move, and when they must sit.

*Developed by Don Yost and Carol Plummer, Bridgework Theater (EPSA), Goshen, IN.

There can be a discussion about laughing or making fun of someone who is acting or answering questions. A leader should be aware of the difference between nervous or supporting kinds of laughter and laughter that hurts or stifles a child.

Freedom

A leader's own attitude is usually the key to freeing up an atmosphere. A willingness to listen and give attention to every idea, no matter how silly it may sound at first is important. It says, "We are here to try things out, not to enforce or establish hard and fast rules."

Trust is crucial to freedom and is a by-product of structure. Children should trust that they will not be harrassed or belittled for any reason, by classmates, but most importantly, by you, the leader.

You will have some ideas of the right and wrong answers. Children will need at some point to have firm ideas of the safe and the unsafe things to do in any given situation, however, labeling answers or actions in a play as "right" or "wrong" can inhibit a child's willingness to venture guesses. A good technique for dealing with a "wrong" answer is to ask a question in return.

Example: *Leader*: "What should Brenda do when her uncle tries to touch her?"

Child: "Sock him in the mouth."

Leader: "Have you ever socked an adult in the mouth? What might happen?"

Lots of positive reinforcement. Acting and answering can be frightening and children may need lots of encouragement and measurement that they are doing fine.

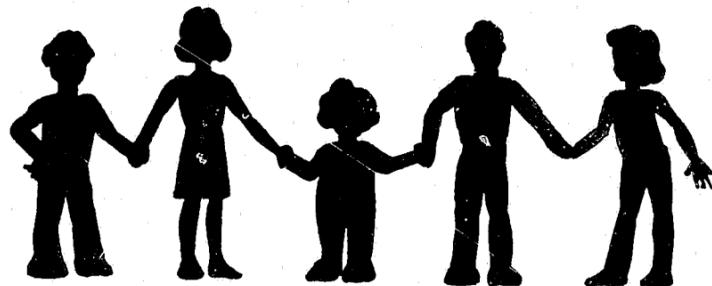
Freedom to follow a line of questioning or discussion for which you may not be prepared, but which seems important to the children.

Answer and explain in a straightforward manner and to the best of your ability. If it is your opinion, let them know. If you don't know the answer, tell them that you will find out and be sure to report back.

- 3** Role play is a specific theater technique, differing from much theater in that the purpose has little to do with a performance or end product. Role play is valuable for the experience itself. In it, people can experience emotions, and situations unfamiliar to their own lives. Role play is not, however, improvisation, which at its extreme offers neither scripts, characters, nor settings. With role play, participants are usually

assigned a character, history, and a setting. A participant in role play may also be given a script, or an outline of what to say. Many times creation of a dialogue is left up to the participants.

In the role plays suggested, children are given a situation and a character. They are not given a script, but there are usually some suggestions of what to talk about and where the action should lead.



ROLE PLAY 1

Note: Use only volunteers for role plays. Do not draft students, recognizing sexual abuse may be a current concern for some of the children.

Ages: 8-12

Objective: Give children practice in telling about sexual assault. Increase awareness that the story may have to be told several times.

Procedure:

1. Read background story.

“Brenda has an uncle named John. She really likes her uncle but lately Uncle John has been acting different. Sometimes he stares at her. He tells her dirty stories and tries to rub her between her legs.”

2. Ask the students to list people whom Brenda could tell. Ask four students to play some of these people. Try to include two adult characters and two children. Assign a character to each of the four students. Instruct two of them to be helpful to Brenda, and two be either too embarrassed or afraid to help her, or perhaps not even believe her. Try to give these instructions in writing or out of the earshot of the rest of the class.
3. Ask someone to play Brenda. Ask her to try to tell these people about her Uncle John. After she has attempted to tell, you may ask the class to suggest what Brenda should do next. It's encouraging to arrange it so that the last person Brenda tells is the most helpful.

ROLE PLAY 2

Ages: 5-12

Objective: To demonstrate the need for good touches and the variety of touches people enjoy.

Procedure:

1. Ask the children to think of good touches they like to give to older persons, such as grandparents.
2. Have the teacher pretend to be the grandparent and sit in a chair at the front.
3. Choose children to come and give the “grandparent” (or whomever the child tells you the teacher should portray) a good touch.

4. Let as many children as is possible take a turn.

****Note:** For older children, a mime of the touch may be more of a challenge and less embarrassing for them. Have the children in the audience guess the type of good touch being mimed.

ROLE PLAY 3

Ages: 6-12

Objective: To increase awareness of types of touch. To give children practice in categorizing types of touch and in defining sexual abuse.

Procedure:

1. After the class has talked about different types of touch and the touch continuum, place a large chair in the front of the room. Ask different students to come up to the chair in the front and touch it in different ways. (hug, kiss, kick, tickle, etc.)
2. The rest of the class may try to name or guess the kind of touch that is being mimed. List the different touches on the board.
3. Ask students whether they would like to trade places with the chair if someone they liked touched them in that way. What if a stranger did?
4. Ask them where on the touch continuum they would place the touch and if they would need to tell anyone else about the touch.

ROLE PLAY 4

Ages: 10-12

Objective: To increase awareness of different ways to prevent sexual abuse.

Procedure:

1. Set up two chairs at the front of the room. Tell the class that whoever sits in the one chair will pretend that they are an offender. Whoever sits in the second chair will pretend to be the person that the offender is trying to trick or trap into sexual contact. If you feel that your students will have a hard time with the offender role, you as the teacher or an aide should play the role of the offender.
2. The two people in the chairs are to make up a story. The rest of the class will act as referees. The story is made up of "What if..." statements made by the offender.
Example: *Offender:* "What if I followed you home from school?"
Child: "I'd run as fast as I can."
Offender: "What if I ran faster than you?"
Child: "I'd scream and yell like crazy."
Offender: "What if nobody heard you?"
3. Help the class keep in mind the purpose of this role play is not to "win." The object is to explore realistic alternatives to possible situations. This probably prohibits the use of machine guns, karate, and other unrealistic tactics.
4. The rest of the class can help you by acting as referees. They may interrupt at points where they feel that either the victim or the offender are being unrealistic, or if either gets stuck. If someone gets stuck, the class may discuss the choices which led to getting stuck.
5. Emphasize that if a child can't find a way out, it is still not his or her fault. Sometimes we all get stuck.

ROLE PLAY 5

Ages: 9-12

Objective: To practice and increase awareness of peer support of persons victimized by sexual assault.

Procedure:

1. Read background story.

"Alan was the oldest of three children. His parents were away at the movies one night and his two younger sisters were in bed. Because he was older, he was allowed to stay up an extra half hour. He was sitting on the couch when the babysitter asked him if he liked girls.

Alan didn't know what to say. He liked his sisters and his mom but knew the babysitter meant something else. The babysitter asked him if he had ever seen a naked lady. She turned off the T.V. and pulled some Playboy pictures out of her books. Then she took off her clothes.

Finally she let Alan go to bed. He felt sick, and also embarrassed. He couldn't go to sleep. He decided that tomorrow he would tell his best friends, Tony and Bill, about it. Maybe they would know what to do."

2. Ask three boys to play Alan, Tony, and Bill (if there are boys in your class with those names, be sure to substitute other names). Place three chairs in the front of the room. Tell Tony that he is to be as helpful as he can. Tell Bill that he will pretend to be unhelpful.
3. After the trio has tried some dialogue, ask the class for other suggestions about what would help Alan and statements that may make it worse. (Helpful—believe him, be serious, help him to tell a trusted adult. Unhelpful—laugh, tell everyone else at school, call him a queer since he didn't feel comfortable, tell him he should have "gone for it," be real embarrassed.)

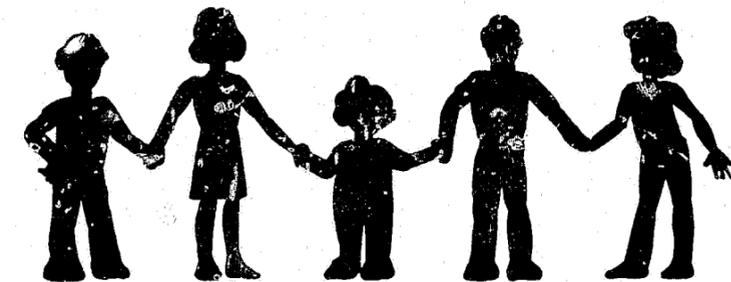
Guidelines For Introducing The Topic

Introducing a new topic can best be done by relating it to subjects already discussed in class. This could range from safety rules, to what crime in general is, to the fact that we have many senses, one of which is tactile—our sense of touch.

The main key in presenting information about preventing sexual abuse is to be comfortable with the subject and the curriculum material as a teacher. We have found these guidelines to be helpful in making us more comfortable as we discuss this sensitive topic.

For the Presenter

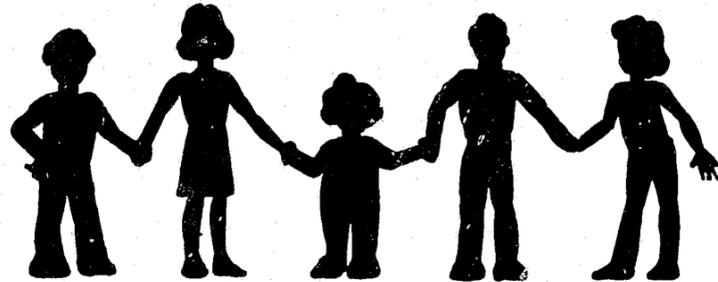
- ★ Make yourself comfortable...don't be embarrassed. You are sharing a safety concern similar to what to do if robbed, or if a fire or earthquake occurs.
- ★ Use proper names of body parts.
- ★ Be clear, but somewhat general. Don't say "It could be your father," but suggest that the offender could be a stranger, someone you know, or someone very close to you.
- ★ Note facial, body, and verbal responses. Deal with their embarrassment first.
- ★ Respect the child's pace of learning. Repeat as needed.



Information to be Shared With Children

- ★ Touch can be good or bad. Give examples and ask for their examples.
- ★ Some touch is confusing or doesn't feel good.
- ★ Trust your feelings/intuitions.

- ★ You have the right to tell a person "no" if he touches you or asks you to touch him.
- ★ You have the right to talk to a trusted adult if someone touches you in a confusing or hurtful manner.
- ★ It is not your fault if someone touches or hurts you, even if you made unwise decisions that helped to trap you.
- ★ Secrets are not O.K. unless they are about something positive, like a birthday surprise.
- ★ People can get into difficult situations, but that doesn't mean they are "bad people."
- ★ Adults and older kids who do this have a problem and need help. It's important to tell so they can get help.



Pre/Post Test For Elementary Students

Your Grade _____

Male _____ Female _____

CHOOSE THE BEST ANSWER.

1. Someone who is a sex offender:
 - a. is weird and ugly.
 - b. has a different skin color than mine.
 - c. could be anyone.
 - d. looks dangerous.
2. You should tell a trusted adult if someone touches you in ways that feel confusing and upsetting.
Yes _____ No _____
3. Sex offenders:
 - a. are crazy.
 - b. have a problem.
 - c. are mentally retarded.
 - d. are alcoholics.
4. Sex offenders need help to stop hurting other people.
Yes _____ No _____
5. Sexual assault:
 - a. happens if you don't listen to your parents.
 - b. happens when you're in the wrong places.
 - c. could happen in your house or in your friends' houses.
 - d. doesn't happen if you never talk to strangers.
6. Victims of child sexual abuse:
 - a. are usually over 15 years old.
 - b. want it to happen.
 - c. could be any boy or girl.
 - d. are usually pretty or handsome.
7. Touch is usually bad.
Yes _____ No _____
8. If someone confused me by the way he or she touched me, I'd tell:
 - a. my teacher or social worker.
 - b. my parents.
 - c. the police.
 - d. my doctor.
 - e. no one.

Pre/Post Test Answer Key For Elementary Students

1. C. or E.
Explanation: Many young children believe that looks determine who might be an offender.
2. Yes.
3. B.
Explanation: While a specific offender the child might know may be crazy, an alcoholic, or mentally handicapped, not all offenders are. Staying away from those people will not insure safety.
4. Yes.
5. C.
Explanation: Some studies show that over 50% of all sexual abuse of children occurs in their own homes. It is not restricted to poverty areas and strangers comprise only 25% of all offenders.
6. C.
Explanation: A child is not protected by being too young or unattractive. Victims never want to be tricked or trapped into sexual touch.
7. No.
Explanation: Stress in your discussion both good and bad touch. Take their examples of good touch.
8. The only *incorrect* answer is E.
Hopefully by the end of your discussion they will feel comfortable choosing one or all of the options of whom to tell.

Sample Letters To Parents-

Some schools or teachers may want to use letters similar to the ones below to inform parents about sexual abuse prevention programs. Many times the issue has just been incorporated into safety classes. Focusing special attention upon informing parents has the potential for making parents feel it *must* be a matter of alarm or controversy.

The first letter would be used before the program was introduced. A permission slip might be added to the bottom of the letter if desired.

The second letter would be sent home with students following the presentation(s). It is presented here in a format which allows direct duplication for distribution to parents after the CPS information has been included.

Dear Parents,

We are starting a new unit in your child's class at school and want to make you aware of it so you can answer his/her questions and continue our classroom discussions at home.

In the past few years we all have become increasingly concerned with the safety of our children. Unfortunately, each year over 100,000 young people are sexually assaulted in our country. Often the children are as young as seven or eight.

We are planning a unit to talk with children about this safety concern. We will be discussing crimes, types of good and bad touch, and stress the importance of talking to a trusted adult **WHENEVER** he or she feels confused about or doesn't like a touch from someone. We'll be discussing things children can do to prevent harm and also teaching some assertive skills (you have the right to say "no" to touch you dislike).

Feel free to call me if you have further questions.

OR

We will have a PTO meeting to talk about this program on _____.
Please plan to attend and help us work on this problem together.

Sincerely,

Dear Parents,

Your child has just learned about an important safety issue—the prevention of child sexual abuse. Because *you* are the most important teacher to your child, we want to share the important aspects of this program so that you can further discuss this issue at home.

Points to Stress:



1. Touch can be good, bad, or confusing.
2. Trust your feelings about any touch.
3. If you don't like a touch, or feel confused by it, talk to a grown-up whom you trust.
4. It's OK to say "no" if someone confuses or embarrasses you with a touch. (Or, if someone touches your "private parts.")
5. *Anyone* could be a "victim" of sexual abuse (victim—"the person who gets hurt"). *Anyone* could be an offender (offender—"the person who hurts the victim").
6. *Always* tell a trusted adult if you are touched in ways that feel bad or confusing, even if you were told it was a secret.
7. It's *never* your fault if you get touched in these ways (are sexually abuse).

Exercises

Some ways to find out what your child understands include:

1. Ask your child to describe the type(s) of touch pictured on this page. "When could this touch be confusing? Or bad? Good? What should you do if it feels uncomfortable even or if you are unsure whether it is really 'bad'?"
2. Ask your child: "Who are some people with whom you could talk if you had any kind of problem?"
3. Play the "What if..." game frequently with your child. Ask your child: "What would you do?" in any of a number of potentially dangerous situations. For example: "What if...you got lost in a department store?"

"What if...someone was following you on the way home from school and you felt frightened?"

"What if...you saw a fire at the neighbor's house?"

"What if...your club leader started touching you in ways you didn't like?"

Add other questions about situations which could happen in your own child's life.

4. Keep this paper for reference so you can repeat this process again in several months.

Remember:

★ Over 100,000 children are sexually abused in the U.S. every year...

★ Most are abused by people they know rather than strangers...

★ Both boys and girls are victims...

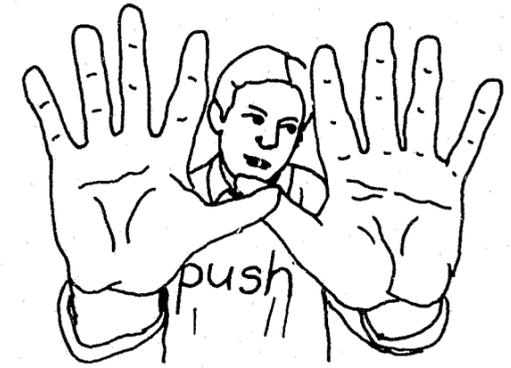
★ It spans all income, ethnic and religious groups.

★ AND, we adults should do everything possible to stop and prevent this problem. If you know of a child who is being abused in any way, help them by calling your local Child Protective Services agency at _____

Keep in mind that your report and identity will remain confidential.

If you have any questions about this letter or our program, please do not hesitate to call me.

Sincerely,



THE WARM FUZZY STORY

A Modern Folk Tale

Once upon a time, a long, long time ago, there was a place called Warm Fuzzy Land. Everyone who was born in Warm Fuzzy Land received a bag of Warm Fuzzies. Everyone who lived there was very happy and contented. This was because they gave and received Warm Fuzzies. A Warm Fuzzy is a soft-like ball that seems to melt right into you when you receive it. It gives you a nice warm, happy, loving feeling. They heard from the old folks that one could never, ever run out of Warm Fuzzies. They would have Warm Fuzzies forever to give to each other.

Then one day a stranger came to town. He talked with some of the people and told them that he was sure they had been lied to; eventually they would run out of Warm Fuzzies. There was not, after all, an unlimited supply of anything. He sounded rather smart. This idea frightened the people and they began to be "careful" with their Warm Fuzzies and, eventually downright selfish. They only gave them out on special occasions, like birthdays, Christmas, and other holidays. Their friends also got stingy. Since people didn't want to give out Warm Fuzzies, they never received them.

Well, Warm Fuzzy Land changed a lot. People weren't as warm or friendly anymore. People even avoided each other so they wouldn't have to share Warm Fuzzies. The place was getting so unhappy that some people were actually getting *very sick* from never getting any Warm Fuzzies.

Then a doctor-of-sorts came into town, with a cure for everything. He was stumped at first but created a replacement for Warm Fuzzies. He called them Cold Pricklies. This way people could exchange something when they met and it kept people from getting so sick. *But* they looked and felt, cold, prickly, and nobody liked them much.

After a while someone got the idea of making a Fake Fuzzy. Fake Fuzzies looked like Warm Fuzzies on the outside but inside they were really Cold Pricklies. People expecting to get a Warm Fuzzy ended by being tricked because they actually were cold and prickly inside.

In spring someone new came to town. She was called the Hip Woman. She gave out Warm Fuzzies to everyone, just like in the old days. She didn't believe she'd ever run out. The children all fell in love with the Hip Woman since she was so nice and gave to them freely. Soon they too believed they'd never run out and gave Warm Fuzzies to everyone. The children were once again happy.

The parents were worried by the recklessness of their children and passed laws saying Warm Fuzzies could only be exchanged on special occasions. But the children kept on passing out Warm Fuzzies and being happy. Eventually, the grownups decided they wanted to be happy again, like in the old days. They tried giving out Warm Fuzzies, and they didn't run out! Everyone was smiling and happy again. They burned all the Cold Pricklies and Fake Fuzzies and lived happily ever after.

THE END



Activity Sheet # 1



Art Work by Mary Metzler 1981

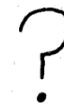
Who can you talk to when you feel confused or bothered ?

Activity Sheet # 2

How do these touches feel ?



good



confusing



bad



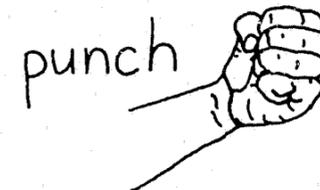
hug



kick



Kiss



punch



holding hands



piggy-back ride



push



squeeze

Artwork by Mary Metzler, 1981.

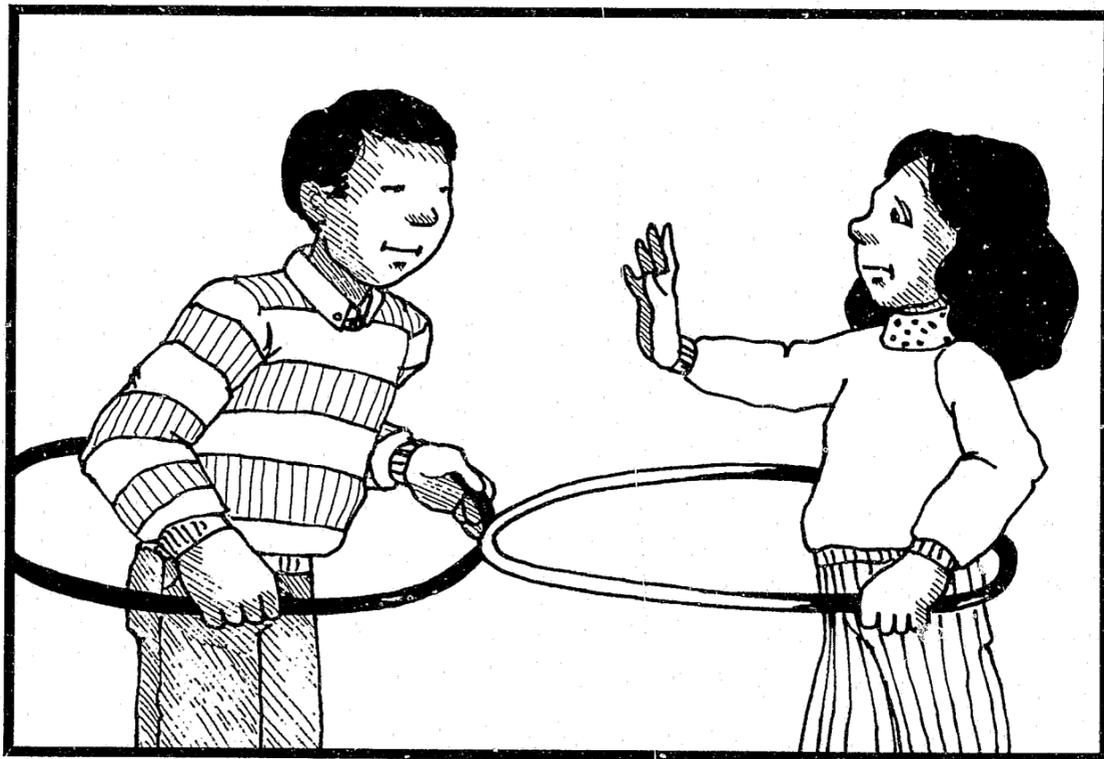
CONTINUED

1 OF 2

6

Curriculum Guide and Lesson Plans

Section B: For Use With Grades 7-12



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Basic Concepts to Communicate to Students

1. Sexual abuse threatens our safety; it is a serious problem nationally as well as locally.
2. Sexual abuse includes stranger abuse, incest, and acquaintance rape.
3. Sexual abuse includes being tricked, manipulated or forced into sexual contact.
4. Forced or tricked sexual contact can be "hands-on" (rape, molestation) or "hands-off" (obscene phone calls, seeing an exposé) abuse.
5. Sexual abuse can *sometimes* be prevented by:
 - * trusting our feelings of danger or discomfort,
 - * remaining aware of our environment and situations we are getting into,
 - * and asserting our personal boundaries.
6. The victim of sexual abuse is never to blame for that abuse.
7. If abuse happens, tell trusted friends or adults until someone believes you and helps you.
8. Support and assistance is important to give to friends who have been victimized. This support could also be important for children as we become parents ourselves.

Using Section B

On page 94 you will find an overview for a five day presentation and on page 95 is the overview for three day or one day presentations. Choose a program based upon your group's needs and your time restraints. The numbers you will see in a parentheses throughout the curriculum refer you to pages where further guidelines on the use of that activity are provided. After choosing a one, three, or five day presentation, turn to the appropriate pages which follow for daily lesson plans. Look over the objectives, materials needed, and the lesson outline. Which activities would *your* students most enjoy? Which activities would have the greatest potential for learning new skills? How much time can you spend with this material? Transfer some activities, if desired, from one day to another, or from the three day to the five day program. Add other activities from the "Optional Activities" section. Good luck. There will, not surprisingly, be surprises. You will probably learn as much as your students. You will probably find these sessions to be as enjoyable as they are important.

This section of the book gives an outline for presentations to students from grades 7-12. Because of the wide age range, ability level variations in maturity levels, etc., teachers will need to choose activities and time segments most appropriate to their groups of students. Some of our findings, made through trial and error, may help you in making those determinations.

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Through involvement with our project and contacts with other professionals we are convinced that adolescents can be empowered to help prevent their own victimization. But first they must be told clearly what sexual abuse is, ways it may happen, and must also be helped to distinguish abuse from sexuality.

Distinguishing healthy sexual interest or activity from abuse is not an easy task. Indeed, adults may confuse the two since the line between them on the "touch continuum" is a fuzzy one. We all want and need some form of attention, affection, and touch. Yet, each of us also needs to feel in control of our own interactions, our own bodies, and our own lives. We all have and need boundaries.

For adolescents, this confusion is compounded. Unlike younger children, there is more interest in sexuality as their bodies and minds mature. Yet, they are inexperienced. Fantasies of love are interwoven by advertising which glamorizes early sexual involvement rather than by real-life advice from parents or other responsible adults. Even more unfortunate is the type of sex which is glamorized: objectification of partners, the "catching" or "conquering" of a partner, force and violence as an expression of love, ownership of one person by another. This is often depicted as healthy human sexual expression.

Our project neither advocates nor condemns sexual involvement by teenagers. However, the fact remains that it exists. It is estimated that at least 12 million teens were sexually active in the United States in 1982. Under the age of 14, eighteen percent of all boys and six percent of all girls have had intercourse. In addition, sex and sexual abuse are nearly indistinguishable for teens, except in the most extreme cases. This program attempts to help correct that—to help teens draw clearer lines, to condemn sexual abuse for the trap that it is, and to empower youth with a new clarity, a new certainty, needed to maintain their personal safety.

Tips For Working With Grades 7-9

- 1 Most of the activities in the curriculum are suited for this age group. Use your discretion based on knowledge of your particular audience. The most *unsuitable* activities, are designated.
- 2 With this age group there may be some discomfort or inappropriate laughter about this topic. Acknowledging the laughter as embarrassment, telling them you are convinced they are mature enough to talk about this serious problem, and sharing some statistics goes a long way toward resolving this nervousness.
- 3 Victim-blaming will be common in this age group. Use some of the activities which address this issue directly. It can be frustrating, but is an important issue.
- 4 Early adolescence is when many victims, particularly incest victims, first disclose sexual abuse. They may tell directly about long-term abuse as they recognize that it is not "normal," and as increased independence strengthens them to feel they did not have to put up with it. They may also tell indirectly by abusing drugs, running away from home, promiscuity, or talking to you about "a friend of mine who has this problem."

Tips For Working With Grades 10-12

1 It is most often useful to tie this curriculum directly into the subject usually taught during this class period. When the focus, however, is "Child Development" or "Family Living" or "Sociology" the tendency may be to intellectualize the problem too much and get bogged down in statistics. As a leader, be certain to make the issue one which feels **real** to the students. It has certainly touched the lives of some in your group and will touch the lives of more. The primary aim should still be on gaining applicable skills to help them prevent sexual victimization of themselves and others, rather than a memorization of facts about "that problem out there."

2 Be especially aware that, in a group of young adults, you may be speaking to any or all of the following:

- * past, present, or future victims
- * past, present, or future offenders
- * present or future parents

Remembering that helps us to recognize the importance of addressing this population despite the tendency for the focus of such prevention programs to be entirely upon elementary level youngsters. There should be special focus on the community resources available to help those hurt by the problem of sexual abuse; victims, offenders, and family members.



FIVE DAY CURRICULUM OVERVIEW

() indicates cross reference to related page number

Day 1: The Problem	Day 2: Strangers	Day 3: Incest	Day 4: Acquaintance Rape	Day 5: Prevention & Resources
<ol style="list-style-type: none"> 1. Introduce topic with select facts (145) 2. Relate presentation to subject studied in class (135) 3. Explain types of touch on board of touch continuum (149) and do role plays (116-126) 4. Give definitions (147) 5. Role Play Six (124) 6. Discussion/ Questions & Answers 	<ol style="list-style-type: none"> 1. Ask class to define "strangers" 2. Dispel myths about places & persons who abuse (145) 3. Use Options Chart (151) to show examples of relating to strangers 4. List typical stranger warnings 5. Introduce: can be family, acquaintances, or friends who offend <ol style="list-style-type: none"> a. harder to handle b. power dynamics 6. Do Role Play Five (123) 7. Discussion/ Questions & Answers 	<ol style="list-style-type: none"> 1. Select & read incest case studies (137) 2. Explain confusion of boundaries problem (155) 3. Divide class into 4 groups for discussion <ol style="list-style-type: none"> a. father/offender b. daughter/victim c. sibling d. mother 4. Role Play Two (119) 5. Supporting friends <ol style="list-style-type: none"> a. Show supportive vs. non-supportive responses to report b. Role Play Three (122) 6. Discussion/ Questions & Answers 	<ol style="list-style-type: none"> 1. Give definition (147) 2. When is it rape? <ol style="list-style-type: none"> a. Ask students' views 3. Discuss sexual peer pressure <ol style="list-style-type: none"> a. Hula hoops b. Set boundaries before dates c. Communicating limits during dates 4. Role Play One (118) 5. Are victims to blame?/ What kinds of persons get abused? <ol style="list-style-type: none"> a. Victim's Panel (132) b. See Optional Activities (113-115) 	<ol style="list-style-type: none"> 1. Discuss: Any way to prevent abuse? 2. Prevention rules (153) <ol style="list-style-type: none"> a. Trust your feelings b. Be aware of environment c. Assert boundaries 3. Assertive behaviors <ol style="list-style-type: none"> a. Definition b. Contrast-passive, aggressive behaviors 4. Resources-reporting/helping <ol style="list-style-type: none"> a. Personal b. Community 5. Role Play Four (122) 6. Discussion/ Questions and Answers
<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Pre-test (127) 2. Do values line exercise 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Outline profiles of offenders <ol style="list-style-type: none"> a. Fixated b. Regressed 2. Use Acquaintance Rape film about a stranger met at a party ("The Party Game") 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Show part of The Trial, The Mark, The Voice or Out of the Trap, videotapes which show problems associated with incest (165) 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Show one Acquaintance Rape film 2. Spend more time and use entire Acquaintance Rape series 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Hand out crisis hotline cards 2. Have students do a case study analysis 3. Post test (127) or Values line series

THREE AND ONE DAY CURRICULUM OVERVIEW

***We recommend at least three days to adequately cover the topic. However, when time does not allow, some information is preferable to none so we've included a one day presentation option.

Three Day Session Presentation			One Day Session Presentation
Day 1: Problem Overview	Day 2: Focus on Incest	Day 3: Focus on Prevention Skills	
<ol style="list-style-type: none"> 1. Introduce topic with facts. Use fact sheet (145) 2. Ask for and then clarify definitions (147) 3. Relate topic to class subject taught (135) 4. Explain touch continuum on board (149) Use Role Play suggestions from class on types of touch 5. Read and discuss select case studies (137) 6. Choose one or two Role Play options (116-126) 7. Discussion/Questions & Answers 	<ol style="list-style-type: none"> 1. Read & discuss incest case studies (137) 2. Discuss incest indicators using sheet (155) <ol style="list-style-type: none"> a. Boundaries b. Crisis period c. High risk groups d. Fears of disclosure 3. Choose one or two Role Play options (116-126) 4. List reasons to report or not to report from class suggestions 5. Use Options Chart (151) 6. Discussion/Questions & Answers 	<ol style="list-style-type: none"> 1. Define acquaintance rape/date rape (147) Discuss: Why is it: <ol style="list-style-type: none"> a. Easy to feel trapped b. Easy to blame self 2. Present prevention skills (153) <ol style="list-style-type: none"> a. Trust your feelings b. Be aware of your environment c. Assert your boundaries 3. Define and role play aggressive vs. assertive vs. passive behaviors (153) 4. Resources when one needs help (153) <ol style="list-style-type: none"> a. Personal b. Community 	<ol style="list-style-type: none"> 1. Introduce topic with select facts (145) 2. Give definitions (147) 3. Explain touch continuum on the board (149) 4. Read and discuss 2-4 case studies (137) 5. Discussion: The victim is never to blame 6. Prevention skills (153) <ol style="list-style-type: none"> a. Trust your feelings b. Be aware of your environment c. Assert your boundaries 7. Resources when one needs help (153) <ol style="list-style-type: none"> a. Personal b. Community
<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Do Pre-test (127) 2. Prepare bulletin board with posters, newsclippings, etc.-topic 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Use previous or subsequent class to view The Trial, The Mark, The Voice a videotaped play about incest (165) 2. Hula Hoops may be used to show personal boundaries concept 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Have students do a case study analysis to test learning 2. Give post-test (127) 3. Follow up with the Acquaintance Rape series 	<p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Relate to the subject taught in an ongoing way 2. Do a more complete input/review later in the school year

() indicates cross reference to related page number

Lesson 1

Objectives:

1. To determine what attitudes and facts students now hold regarding child sexual abuse.
2. To introduce the touch continuum and definitions.
3. To integrate topic with the class subject being taught.

By End of Presentation Student Will: Discuss the problem as one form of child abuse, list types of touch from the touch continuum. Compare sexual abuse with other forms of child abuse.

Materials Needed: Blackboard, Pre-Test (optional)

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

“The Problem”

1. Introduce the topic with selected facts from fact sheet (145).
2. Relate presentation to subject being studied in class. Pick one topic from Notes to Teachers (135) to discuss as the opener.
3. Put Touch Continuum (149) on the board to explain types of touch. Have students role play types of good, bad and confusing touches.
4. Ask for, then clarify definitions (147).
5. Do Role Play Six (124)
6. Discussion/Questions and Answers.

Optional:

1. Pre-Test (127).
2. Values Line (114).

() indicates cross reference to related page number.

Notes:

Lesson 2

Objectives:

1. To focus the class on stranger abuse, types of offenders, ways children get tricked or trapped.
2. To introduce prevention ideas and establish that not all offenders are strangers.

By End of Presentation Student Will: Differentiate types of offenders' tricks, or traps; explore options for responding to potential abuse; role play confrontations with strangers/family/friends.

Materials Needed: Blackboard; Acquaintance Rape film, projector and screen (optional)

Prerequisites: Lesson 1 (Five Day Curriculum)

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

“Strangers”

1. Define “strangers” as a class.
2. Dispel myths about places/persons who abuse (145)
—only 25% sexually abused children are strangers to the offender.
3. Use Options Chart (151) to show examples of strangers as potential offenders.
4. List typical stranger warnings we hear from students' examples.

Notes:

5. Introduce: Offenders can be family, acquaintances or friends.
 - a. Harder to handle when you know them.
 - b. Power dynamics—do Role Play Five (123) with student volunteers.
6. Discussion/Questions and Answers.

Optional:

1. Outline profiles of offenders.
 - a. Fixated—always preferred relating to children, hard to treat.
 - b. Regressed—in crisis period reverted back to sexual contact with children, easier to treat.
2. Show an Acquaintance Rape film (164)

() indicates cross reference to related page number.

Five Day Curriculum

Lesson 3

Objectives:

1. To isolate incest as one type of sexual abuse.
2. To evaluate the family dynamics in incest.
3. To classify options for victims to get out of the abuse environment.

By the End of Presentation Student Will: Define incest. Detect situations that are high risk for incest. Select options a victim could attempt. State ways to support victimized friends.

Materials Needed: Blackboard; *Out of the Trap* videotape and videotape machine (optional)

Prerequisites: Lessons 1, 2 (Five Day Curriculum)

Length of Activity 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation

“Incest”

1. Select and read several incest case studies (137).
2. Explain confusion of boundaries (155).
3. Divide class into four groups to determine how each might feel in an incestuous family. Have each group discuss and list the range of feelings and options they think they would have.
 - a. Father/Offender
 - b. Daughter/Victim
 - c. Sibling
 - d. Mother

Notes:

4. Have spokesperson from each group share with whole class a summary of the small group discussion.
5. Role Play Two (119).
6. Supporting friends
 - a. List on board suggestions for helpful vs. nonhelpful responses.
 - b. Do Role Play Three (122) to practice skills.
7. Discussion/Questions and Answers.

Optional:

1. Show part of *Out of the Trap* videotape, which explores problems associated with incest.

() indicates cross reference to related page number.

Five Day Curriculum

Lesson 4

Objectives:

1. To define acquaintance rape.
2. To give students information on state law.
3. To discuss pressure to have sexual contact with peers and give students skills in setting boundaries and saying no.

By End of Presentation Student Will: Summarize the law about types of sexual abuse. Describe acquaintance rape. Practice skills in refusing sexual contact.

Materials Needed: Blackboard; Films: "The Party Game" or "The Date," projector, screen, hula hoops (optional)

Prerequisites: Lessons 1, 2, 3 (Five Day Curriculum)

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

"Acquaintance Rape:

1. Give definition of "acquaintance rape" (147).
2. Ask: When is it rape?
 - a. List students' attitudes/input.
 - b. Read your state law.
3. Discuss: Pressures to be sexually involved with peers.
 - a. Use hula hoops to demonstrate your body is your own (113).
 - b. Encourage setting touch boundaries *before* dates.
 - c. How could one communicate with dates about limits to touch?

Notes:

4. Do Role Play One (118) to practice skills in refusing sexual advances.
5. Are victims ever to blame? What kind of person gets abused?
 - a. Victim's Panel Exercise (132).
 - b. See Optional Activities (113-115).

Optional:

1. Show an Acquaintance Rape film (164)
"The Party Game" or "The Date"
2. Spend more time and use entire Acquaintance Rape Series.

() indicates cross reference to related page number.

Five Day Curriculum

Lesson 5

Objectives:

1. To contrast aggressive, passive and assertive behaviors.
2. To establish some prevention guidelines for students.
3. To specify personal and community resources for victims.

By End of Presentation Student Will: Rephrase definitions of aggressive, passive, and assertive behaviors. Trace local reporting procedures. Choose personal and community resources to use if victimized. Practice assertive skills.

Materials Needed: Crisis hotline cards and post-test (optional)

Prerequisites: Lessons 1, 2, 3, 4 (Five Day Curriculum)

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

"Prevention and Resources"

1. Is there any way to prevent abuse?
2. List Prevention Rules (153). Define all the terms and get examples in role plays or description of each.
 - a. Trust your feelings.
 - b. Be aware of your environment.
 - c. Assert your boundaries.

Notes:

3. Assertive behaviors
 - a. Give clear definition.
 - b. Contrast an assertive response to the problem with an aggressive and a passive one in three role plays of the same situation. (Saying "no" to unwanted touch of some kind)
4. Explore resources for reporting/helping (153).
 - a. Personal—friends, family
 - b. Community—school, clergy, therapist, police, etc.
5. Line up—Role Play Four (122).
6. Discussion/Questions and Answers.

Optional:

1. Have students do a case study analysis to test learning.
2. Give post-test (127) or do values line again (114).
3. Hand out crisis hotline cards as a community resource.

() indicates cross reference to related page number.

Three Day Curriculum

Lesson 1

Objectives:

1. To give facts about child sexual abuse, define sexual assault terms, and introduce touch continuum.
2. To integrate topic with class subject taught.
3. To summarize facts on offenders, victims, and ways victims get trapped.

By End of Presentation Student Will: Explain types of touch and sexual assault. List ways victims get trapped by sexual abuse. Identify common characteristics of offenders.

Materials Needed: Blackboard, Pre-test (optional)

Prerequisites: None

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

“Problem Overview”

1. Introduce topic with facts. Use fact sheet provided (145).
2. Ask for definitions of key terms, clarify and expand definitions (147).
3. Relate to subject studied in class (135).
4. Explain touch continuum on the board. Use role plays from student suggestions of good, bad, and confusing touches (149).

Notes:

5. Read and discuss several case studies (137).
 - a. Identify characteristics and techniques offenders use.
 - b. Identify ways victims are trapped.
 - 1) Forced, tricked, or confused into cooperation.
 - 2) Trapped into not reporting or ending abuse.
6. Choose one or two Role Play options for students to demonstrate (116-126).
 - a. Help students put themselves in victim's place.
 - b. Help students empathize and support victim (not blame).
7. Discussion/Questions and Answers.

Optional:

1. Do pre-test (130).
2. Prepare bulletin board with posters, newsclippings, etc. related to the topic of sexual assault or child sexual abuse.

() indicates cross reference to related page number.

Three Day Curriculum

Lesson 2

Objectives:

1. To isolate incest as one type of sexual abuse.
2. To evaluate the family dynamics in incest, including reasons to keep the family secret.
3. To classify options for victims to get out of the abusive environment.

By End of Presentation Student Will: Differentiate incest from other types of child sexual abuse. Detect situations that are high risk for incest. Identify reasons not to report and reasons to report incest. Select options a victim could attempt.

Materials Needed: Blackboard; hula hoops, *Out of the Trap* videotape and machine (optional)

Prerequisites: Lesson 1 (Three Day Curriculum)

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

“Focus on Incest”

1. Choose several incest case studies, read and discuss (137).
2. Discuss incest indicators (155).
 - a. Boundaries in family (hula hoops*).
 - b. Crisis period.
 - c. High risk group.
 - d. Fears of disclosure.

Notes:

3. Choose one or two Role Plays for students to act out (116-126).
 - a. Who and how to tell about incest.
 - b. Typical responses when one reports (anger, disbelief, blame of victim, fear, etc.).
4. Reasons to not report/reasons to report
—list on blackboard from students' suggestions.
5. Use Options Chart (151) to explore:
 - a. Ways to get out of a specific situation.
 - b. What might happen if one does/doesn't report.
6. Discussion/Questions and Answers.

*Hula hoops may be used to show personal boundaries concept (113).

Optional:

1. Use previous or subsequent class to view *Out of The Trap*, a videotaped play about sexual abuse.

() indicates cross reference to related page numbers.

Three Day Curriculum

Lesson 3

Objectives:

1. To contrast aggressive, passive, and assertive behaviors.
2. To explain acquaintance rape as one form of child sexual abuse.
3. To categorize law regarding types of abuse and reporting guidelines.
4. To specify personal and local community resources for victims.
5. To list and explain several prevention guidelines.

By End of Presentation Student Will: Rephrase definitions of aggressive, passive, and assertive behaviors. Describe acquaintance rape. Summarize the law about types of abuse, and how to report. Choose personal and community resources to use if they were victimized. List and practice prevention skills.

Materials Needed: Blackboard; crisis hotline cards and post-test (optional)

Prerequisites: Lessons 1, 2 (Three Day Curriculum)

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

“Focus on Prevention Skills”

1. Define acquaintance rape/date rape (147).
 - a. Discuss: Why is it easy to feel trapped?
 - b. Discuss: Why is it easy to blame yourself?

Notes:

2. Present prevention skills (153).
 - a. Trust your feelings.
 - b. Be aware of your environment.
 - c. Assert your boundaries.
3. Define and role play aggressive, assertive and passive behaviors.
 - a. Give definitions.
 - b. Role Plays (same situation done all three ways)
Role Play 7 works quite well.
4. State laws and penalties. Sexual assault is a crime.
 - a. Discuss: When is it abuse/rape?
 - b. Role play: Who/when/where/how should it be reported?
5. Resources when one needs help or support (153).
 - a. Personal—friends, family.
 - b. Community—school, clergy, crisis hotline, therapist, protective services, police, etc.
 - c. The resources we choose will be different for each of us. What's important is that we trust the resource.

Optional:

1. Hand out crisis hotline cards.
2. Have students do a case study analysis to test their learning.
3. Give post-test (127).
4. Follow up with Acquaintance Rape Series (164)

() indicates cross reference to related page numbers.

One Day Curriculum

One Day Presentation

NOTE: Due to limited time, only lecture style teaching is suitable to cover this material.

Objectives:

1. To define sexual assault terms and familiarize students with the topic of child sexual abuse.
2. To emphasize prevention skills and personal and community resources to utilize if harassed or victimized.

By End of Presentation Student Will: Discriminate types of sexual assault, identify types of touch, list three prevention skills, and select usable personal and community resources.

Material Needed: Blackboard, crisis hotline cards (optional)

Prerequisites: None

Length of Activity: 45—60 minutes

Age: 12-18

Size of Group: up to 40

Suggested Group: Jr. or Sr. High

Outline of Presentation:

1. Introduce topic with select facts (145).
2. Give definitions (147).
3. Explain touch continuum on the board (149).
4. Read and discuss two to four case studies (137).
5. Discussion item: The victim is **never** to blame.
 - a. Stress offender responsibility.
 - b. No one asks to be forced or tricked into sex.
 - c. Would a male victim be blamed for dress or for being alone?
6. Prevention skills (153).
 - a. Trust your feelings.
 - b. Be aware of your environment
 - c. Assert your boundaries.

Notes:

7. Discuss personal and community resources (153).
 - a. Adults and peers whom students know and trust.
 - b. Crisis hotline, counseling centers, protective services, police, etc.

Optional:

1. Hand out crisis hotline cards.
2. Relate to subject taught in on-going way (135).
3. Do more complete input/review later in school year.

() indicates cross reference to related page numbers.

Optional Activities

Saying "no" to touch

- 1** Have each student pretend to be a parent. As parents, have them make lists of when their children could and could not say "no" to them. Share lists in small group discussions.
- 2** Divide the class in half. Give one half a "Valued Object." (This could be a pencil, paper cup, penny, etc.) The owners are told (secretly) to do whatever they can to get possession of the object. (Bribe, trick, ask, etc.) Tell them not to use physical force but note how soon they *feel* like it. Discuss: How does it feel to say "no," or to be told "no?" How might offenders feel when rejected?
- 3** Hula hoops/Boundaries—Each of us owns our own body. We all feel we have a certain amount of space around us that belongs to us. Use two students with hula hoops to demonstrate their space boundaries. Tell them to adjust their boundaries as they speak to a boss, a disliked teacher, father, girl or boy friend. Abuse occurs when someone else doesn't respect their boundary, and crosses it, or forcibly changes it. Discuss how boundaries are different based on family, culture, personality, etc.

Images of males/females/children

- 1** Discuss: Is abuse of women related to abuse of children?
- 2** Have students bring in pictures of adults made to look or act like children in advertisements. Also, bring a magazine picture of a child made to look or act like an adult. How hard were these to find? How many were pictures of males? Females?
- 3** The pro-incest view states incest is healthy and good. These organizations (Childhood Sensuality Circle, Man-Boy Love Society, etc.) believe children deserve the right to choose sexual partners and experiment. Discuss: When does experimentation or normal curiosity become abuse?
- 4** Tell students to cut from magazines pictures that show males and females in sex-role stereotypic ways. Have them also cut out pictures that depict both sexes in non-traditional roles or making adult choices. Make contrasting bulletin board displays with words and images to depict this.

- 5** Values Line—Compile a list of facts and misconceptions about child sexual abuse. Have one side of the room indicate “agree,” the other side “disagree” and the middle “I don’t know.” Have students move to show their answers to your questions. You may want to try again after all your presentations to see if attitudes have changed and knowledge has been gained.

Blaming/not blaming the victim

- 1** Compare sexual assault of children or women with: a) getting a purse or wallet stolen; b) falling down a flight of stairs; c) male being raped. Would people blame the victim more in one case than another? Are these fair comparisons?
- 2** Have students write a letter to a person of their choosing as though they were victims of sexual abuse.
- 3** Have students answer their own or another’s letter in a supportive/non-blaming manner. (A variation of this would be to all write to Dear Abby, collect all problems in a box, and read them in class, providing answers as a group.)
- 4** Students’ Debate Panel—Choose three students to present an argument on an aspect of the problem and discuss. Two should have opposing views with one undecided. The following could be topics:
- a) The victim is *never* to blame.
 - b) What should happen to offenders?
 - c) Children are sexual beings and should be able to express that.
 - d) Children often lie about sexual abuse and are not reliable witnesses.
 - e) Religion can contribute to the occurrence and cover-up of incest.
- 5** What about walking “sexy?” Remind the class that rape is an act of violence...not of sex. What kinds of internal attitudes, self-concepts, or messages do we communicate when we dress attractively or seductively? (Good feelings about ourselves, feelings of inadequacy, asking for attention, asking for affection, asking for affirmation, etc.) Are people who dress and walk seductively asking to be raped? (Be sure to point out that males as well as females dress and walk seductively.)

Community resources

- 1** Assign students to do research on local procedures when a child is a victim of incest or a victim of sexual assault by a stranger. What will likely happen, in what time frame, and what could be the outcome? Who is involved besides police, hospitals,

and courts? Contrast and compare. Students working in committees could cover more ground, interview more authorities, etc.

- 2** Invite a guest speaker from your local crisis hotline to explain services and handout crisis hotline cards for the students’ further reference. Other speakers concerned with the problem of child sexual abuse may be medical professionals, welfare caseworkers, therapists, etc.
- 3** Have students learn to write public service announcements, or do other community awareness activities in the school paper, radio, or T.V. station.

Role Plays*

Two prime components critical to successful prevention of sexual abuse are information and skill. Information may be transmitted in many ways, but skills are learned primarily through practice. The use of role plays and other theater techniques give adolescents a safe and effective opportunity to learn and exercise preventive skills.

A teacher or youthworker desiring to give adolescents this opportunity to improve prevention skills does not need to be skilled or experienced in acting or theater. Given a safe, open environment and enough information, most adolescents respond enthusiastically to a chance to pretend. The objective of this activity is not to coach the "actors" into polished performances, but simply to give them an opportunity to experiment and practice. The following steps will help you encourage the participation of group members.

- 1 Do not comment on an individual's performance as an actor. Any evaluation should focus only upon their use of information and skills.
- 2 A "creative" atmosphere needs to be established. A creative atmosphere is a balance between structure and freedom. Too much freedom leads to pandemonium. Too much structure stifles experimentation. Each leader will need to plan for and adjust to the needs of the specific group which she or he is leading. Some possibilities for encouraging structure and freedom are:

Structure

Recognition that personal safety is serious business.

A list of questions to be answered (perhaps on blackboard) and guidance from the leader when discussion strays from the questions.

Strict silence and attention from the audience when actors role play.

Desks clear of any unnecessary paper, pencils, or projects.

The room should be arranged so that everyone can see clearly, but there is clear understanding when participants may move, when they must sit.

*Developed by Don Yost and Carol Plummer, Bridgework Theater (EPSA), Goshen, IN. There can be a discussion about laughing or making fun of someone who is acting or answering questions. A leader should be aware of the difference between nervous or supporting kinds of laughter and laughter that hurts or stifles a participant.

Freedom

A leader's own attitude is usually the key to freeing up an atmosphere. A willingness to listen and give attention to every idea, no matter how silly it may sound at first is important. It says, "We are here to try things out, not to enforce or establish hard and fast rules."

Trust is crucial to freedom and is a by-product of structure. Participants should trust that they will not be harrassed or belittled for any reason, by classmates, but most importantly, by you, the leader.

You will have some ideas of the right and wrong answers. Participants will need at some point to have firm ideas of the safe and the unsafe things to do in any given situation. However, labeling answers or actions in a play as "right" or "wrong" can inhibit a participant's willingness to venture guesses. A good technique for dealing with a "wrong" answer is to ask a question in return. For example:
Leader: "What should Brenda do when her uncle tries to touch her?"
Child: "Sock him in the mouth."
Leader: "Have you ever socked an adult in the mouth? What might happen?"

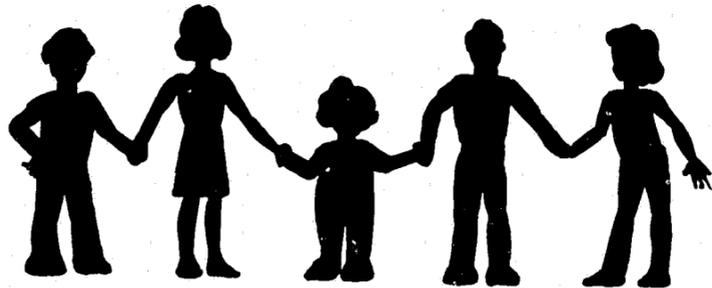
Give lots of positive reinforcement. Acting and answering can be frightening and participants may need lots of encouragement and reassurance that they are doing fine.

Allow freedom to follow a line of questioning or discussion for which you may not be prepared, but which seems important to the participants.

Answer and explain in a straightforward manner and to the best of your ability. If it is your opinion, let them know. If you don't know the answer, tell them that you will find out and be sure to report back.

- 3 Role play is a specific technique, differing from much theater in that the purpose has little to do with a performance or end product. Role play is valuable for the experience itself. In it, people can experience emotions, and situations unfamiliar to their own lives. Role play is not, however, improvisation, which at its extreme offers neither scripts, characters, nor settings. With role play, participants are usually assigned a character, history, and a setting. A participant in role play may also be given a script, or an outline of what to say. Many times creation of a dialogue is left up to the participants.

In the role plays suggested, participants are given a situation and a character. They are not given a script, but there are usually some suggestions of what to talk about and where the action should lead.



ROLE PLAY 1

Goal: To develop skills in refusing sexual advances.

Procedure:

1. Ask the group to quickly identify some of the "come-on" lines used by people their own age. List both lines used by males and females. The group may tend to focus on lines used to suggest intercourse. See that they consider other sexual activity as well (kissing, close dancing, petting, etc.).
2. Set up two chairs. Ask a male and a female to take a seat. Ask one of the two to pick out a couple of the lines the class has listed. The task of the second person is to refuse the suggested activity. The asker should continue to press the case making it as difficult as possible for the refuser to refuse. (No physical coercion.)

3. Ask the class to evaluate the attempts of the asker and of the refuser. What kinds of come-ons were hardest to refuse? ("Don't you love me?", "Don't you trust me?") What kinds of refusals worked best? (assertive ones)
4. Switch couples. The second couple should try different come-ons and assume different personalities.
5. (Optional) Assign or have the class assign roles which reflect an imbalance of power (See Role Play Five) such as a football star dating a wallflower or a 21-year-old dating a 16-year-old. How do different kinds of power make it harder or easier to refuse sexual advancement even though you are in a less powerful position? (identifying or linking up with other sources of power...friends, parents, police, body rights, self-esteem, etc.)
6. Ask the class to list the reasons that people refuse sexual advances. List as many as possible. Are all of them fair or legitimate? Is there ever a time when one person has the right to go ahead and trick or force another person into sexual contact? What are some of the best or strongest reasons to refuse sexual advances? Why is it difficult to communicate these reasons to other people? (Afraid of hurting their feelings, afraid of looking stupid, frigid, or unloving, confusion about exactly how much and what kinds of sexual contact we desire.)
7. Ask another student to play the asker. Ask several students to play the refuser...practicing and refining good ways to refuse. (See Step 5.)

ROLE PLAY 2

Goal: To increase awareness of the different techniques used by sex offenders to force or trick the people they offend. To familiarize students with some of the dynamics of father-daughter incest.

Procedure:

1. Set up two chairs. Designate one as the father's chair. The second is the daughter's chair. The daughter is 14 to 16 years old.
2. Ask the class to assume that the father wants his daughter as a sexual partner. Depending on the comfort of the class with this issue, you may want to assign a less threatening kind of sexual activity that the father desires. (Wants her to leave the bathroom door open, wants her to model some revealing clothes for him, but won't allow her to wear them outside of the house, etc.)
3. Ask two students to take the roles. Father should try to verbally coerce his daughter into the designated activity. The daughter should hesitate. The father will probably have difficulty finding lines. Sometimes it is best for a teacher to play these roles.
4. Suggest to the father that he bribe his daughter. Certain kinds of bribes may pop up easily. ("I'll let you stay out late," "I'll teach you or let you drive the car.") Suggest more subtle, more powerful kinds of bribes...affection, respect, tenderness. Discuss the *victim's* feelings.
5. Ask a second student to play a father who uses threats to get his way. Again, you may help to identify more subtle threats such as withholding affection, loss of affirmation, revealing secrets/blackmail, etc. Discuss the *victim's* feelings.
6. A third student can play a father who uses intimidation. Intimidation differs from threats in that the offender tries to emphasize a person's position of powerlessness. (As a child, employee, small person, person without money, etc.) Discuss the *victim's* feelings.
7. Ask the class to identify aspects of a parent-child relationship that make it especially easy for a parent to force or trick a son or daughter into sexual activity. (Love, lust, obedience, extreme differences in power, a desire to keep the family together and running smoothly, etc.)

Note: In no way should this role play be "practicing" offender's techniques. The focus should be on the way these ploys make the victim feel and to build empathy from peers.

ROLE PLAY 3

Goal: To identify and encourage attitudes and skills that will support people who have experienced sexual abuse.

Procedure:

1. Set up three chairs. In the middle chair, ask a student to play the part of a person who has been tricked or forced into sexual contact. If the person needs help, ask the class to quickly identify a few specifics of who, what, where, and when the abuse took place. (Or use a case study.) This person should try to tell his/her friends about the incident.
2. In the other two chairs, ask one student to play the part of a friend who tries to be helpful and supportive. Ask the other student to play a friend who is not.
3. After the trio has spent a few minutes with the scene, ask the class to make suggestions to each friend. What are good ways to be of help? (Stay calm, serious, interested, believe it can happen, don't blame the victim, encourage the victimized person to get help, etc.) What are the most damaging things that the unsupportive friend can do? (Laugh, ridicule, disbelieve, embarrassment, gossip, condemn, etc.)
4. If a female has played the part of the victimized person, try using a male. Ask the class to identify ways in which it is easier or more difficult to be both supportive or nonsupportive. (Males may be especially vulnerable to accusations of homosexuality or being too weak to protect themselves. They may also feel greater pressure to accept any kind of sexual contact as "good." On the other hand, males are often more resistant to blaming themselves for what happened.)

ROLE PLAY 4

Goal: To develop skills and realistic expectations about reporting sexual abuse.

Procedure:

1. Ask a student to play a person who has been victimized. As in ROLE PLAY 3, the class may want to help decide a few of the specifics of the incident.
2. Ask four or five students to form a line at the front of the room. Ask the class to identify persons they might trust to help with a problem of sexual abuse (parents, counselor, friend, police, teacher, etc.). Assign these roles to the students at the front of the class.
3. At this point, it might be helpful to ask the victim to leave the room. Instruct the people in the line that when the victim attempts to tell them of the abuse, all except the last one in line are to act in an unsupportive manner.
4. Ask the victim to attempt to tell the different people about his/her experience.
5. Yes, it's hard to tell. It's important to keep telling even if the first person you tell isn't helpful or supportive.

ROLE PLAY 5

Goal: Increase awareness of how power functions in an abusive relationship.

Procedure:

1. Ask the class to list groups or kinds of people who are less powerful than they are. Accept all reasonable answers at first, but then push them to think about "local" examples—people with whom they have direct contact.
2. Make the same kind of list for persons who they feel are more powerful than they.
3. Make additions to these lists of persons more or less powerful than they but of the same general age. These additions will probably vary for each individual. (Powerful may be members of student council, football team, honor society or persons with powerful parents. Less powerful may include people with few friends, foster children, ugly people, those with low grades, etc.)
4. Choose an example from each column. Ask two students to play the people you have chosen. Ask one of the players (not necessarily the most powerful) to attempt to trick or force the other player into some kind of sexual contact. (Verbal coercion only) Allow only a minute or two.
5. Try several more combinations using different students playing different roles. Discuss the relationship of power to an offender's ability to trick or force and the victim's ability or range of choices in his/her attempt to prevent abuse.
6. Ask the class to list sources of power that have little or nothing to do with social position or background or physical size or ability. (Self-esteem, self-confidence, humor, imagination, honesty, self-understanding, and especially previous education about and awareness of the dynamics of sexual abuse.)

7. Use two of the characters previously designated, but instruct the less powerful person to respond with these "internal" sources of power.

ROLE PLAY 6

Goal: Increase awareness of options of ways to prevent sexual abuse.

Procedure:

1. Set up two chairs. One chair will define the person who sits in it as the offender. The other chair will designate the victimized person. Ask two students to play the roles. Their task is to participate in a kind of "What if...?" dialogue.
Example: *Offender:* What if I came up to you and whipped open my raincoat and I didn't have anything on underneath it?
Victim: Well, let's see. What if I turned around and ran in the opposite direction?
Offender: I might think you were afraid. What if I started running after you?
Victim: I'd really be scared then. What if I ran into the nearest house and locked the door?
2. Keep in mind that the purpose of this dialogue is not to "win." The object is to explore *realistic* alternatives to *possible* situations. This likely prohibits the use of machine guns, helicopters, or Karate.
3. The rest of the class may act as referees by interrupting at points where it is felt that either the victim or the offender is being unrealistic or at points where the victim is stuck and the referees have another option to offer. If the victim gets stuck, the class may also discuss the choice of options that lead to having no options left.
4. (Optional) Try different combinations of gender...two males, a female offender, two females. How does this change options? In case of like gender, it is important to point out that homosexuality is very rarely the motivation of an offender. In most

cases of same-sex offense, it is between an adult and a younger person. It is the youth of the victim that is important, not the gender.

5. Emphasize that "being smart" or fast or tricky will not always prevent sexual abuse. This exercise is merely to expand options to *help* prevent assault. And if the person was too frightened to try all the options or prevention skills it still is *not the fault of the victim*.

ROLE PLAY 7

Goal: To contrast assertive, aggressive, and passive responses to unwanted sexual advances on a date.

Procedure:

1. Ask for a male and a female volunteer for the role play.
2. Explain that the two chairs in which they're seated are the front seat of a car. The two have just seen a movie together. She wants to go straight home. He intends to go parking.
3. In the first role play, ask him to try to convince her to stay out with him a while longer. Have the female show a passive no response to his suggestion. (She might make excuses, lie, pretend, or manipulate, but won't just be firm and honest.)
4. Now have the two (or two other volunteer actors) model an aggressive interaction. The female may respond to the male's request by calling him names, insulting him, accusing him, or even pretending to hit him.

5. Finally, ask for an assertive response from the female to the same request. The message should be clear, direct, and firm. It should give consistent verbal and nonverbal messages; yet, it need not be an attack.

ROLE PLAY 8

Goal: To practice talking to our "children" about prevention of child sexual abuse.

Procedure:

1. Select two volunteers for the role play. One will play the parent, one will play a second grade child.
2. The second grader has come home from school with a story to tell the parent about the day's events. Teacher has told the class to come in from the playground because a "weird man" was seen nearby. The child is confused.
3. The parent decides to use this opportunity to tell the child not only about safety around strangers but about sexual abuse prevention even with non-strangers.
4. Take suggestions from the class if the "parent" gets stuck on what to say.
5. Role play using other students depicting other opportunities to talk with their child and a variety of ages of children.

Pre/Post Test For Secondary Students

Your Grade _____

Circle: Male Female

Choose the best answer to each question.

- _____ 1. If an adult touches you and you don't like it, you should:
- a. tell him/her to stop it and never tell anyone about it.
 - b. not argue because he/she is an adult and knows best.
 - c. tell him/her you don't like it and tell another adult about it.
 - d. let him/her because he/she is bigger than you and could hurt you.
- _____ 2. A sex offender is:
- a. usually a homosexual.
 - b. usually a stranger who tries to touch you.
 - c. an ugly man who steals.
 - d. anyone who touches you in sexual ways when you don't want them to.
- _____ 3. A victim of sexual abuse:
- a. is usually good looking.
 - b. often asks for it by the way he/she dresses.
 - c. is often between the ages of 8-11.
 - d. wants to be taught about sexual things.
- _____ 4. If someone is a victim of sexual abuse, tell them to:
- a. call the police and have them put the offender in jail.
 - b. forget it or they might get put in a boy's/girl's school.
 - c. never go near strangers again.
 - d. not blame themselves, but get some help.
- _____ 5. Adults can touch children:
- a. to discipline or love them, but not to hurt them.
 - b. anytime, any place on their bodies.
 - c. only on the hands and arms.
 - d. only if they are relatives.

_____ 6. Children have rights:

- a. only when they turn 18 and not before.
- b. to see anybody they want.
- c. to do whatever they want as long as they don't break the law.
- d. to get protection if they are being hurt in any way.

_____ 7. Someone who reports a sex offender:

- a. may have to go to jail.
- b. needs support from family and friends.
- c. usually will have his/her name printed in the paper.
- d. usually has to go to a foster home, if under age 18.

_____ 8. People who are sexually assaulted:

- a. often are dressed seductively.
- b. are never to blame for what happened.
- c. are at the wrong place.
- d. didn't protect themselves well enough.

_____ 9. In a school with 1,000 students, how many probably have experienced some type of sexual abuse?

- a. one
- b. 100
- c. 40
- d. 20

_____ 10. Most offenders are:

- a. older men (50-70 years old).
- b. people you know.
- c. mentally retarded.
- d. strangers.

_____ 11. A person is most likely to be sexually abused:

- a. in his/her own home.
- b. at school.
- c. in an alley.
- d. at night.

_____ 12. If a friend told you he/she had been sexually assaulted you would:

- a. think he/she may be exaggerating.
- b. tell him/her to report it to an adult.
- c. consider whether he's/she's the kind of friend you want.
- d. think he/she was likely asking for it.

_____ 13. To protect yourself from sexual assault:

- a. learn self-defense.
- b. trust your feelings in situations that don't "feel right."
- c. try to never go out alone at night.
- d. avoid contacts with "questionable" people.

_____ 14. The best way to get over bad feelings after a sexual assault is to:

- a. get some counseling from a trained person.
- b. allow yourself to cry some, but forget it as soon as you can.
- c. keep busy to block out the memory.

OPTIONAL:

I know someone under 18 who was sexually abused. Yes _____ No _____
If yes, give approximate age. _____ Victim was _____ male _____ female.
Thank you.

Additional Comments:

Pre/Post Test Answer Key For Secondary Students

1. C It is usually best for the youth to both assert rights to his/her own body *and* tell another adult to make *sure* it stops.
2. D 90% of all sexual abuse of children is between an adult male and a female child. In 75% of the cases, the child knows the adult.
3. C It is a myth that good looking, seductively dressed teenagers bring the abuse on and desire to be taught sexually through the experience. Offenders often use this excuse yet the average age of child victims is 8-11 years.
4. D The offender may not go to jail and often, if the victim is related, he/she may not report if jail is seen as the inevitable outcome. Hopefully, punishment by incarceration of the victim is decreasing as we become more aware and hold the offender responsible.
5. A Children's bodies belong to them. There are limits, even with relatives.
6. D Parents have certain responsibilities for their youth until they are grown, yet the children also have some rights to safety.
7. B Reporting is difficult when one is a victim and chooses to forget the bad experience.
8. B While dressing seductively or being in certain places may not be *wise*, it does not justify sexual assault. And certainly no one should be blamed because they weren't fast enough or clever enough to get away.
9. B Some studies even go further to say that 25% of all females are sexually abused before turning 18 years old.
10. B Only 25% of offenders are strangers to their victims and there is no higher percentage of offenders who are "dirty old men" or mentally disabled.
11. A 50% of all cases of sexual abuse of children occurs in their own home by friends, family, babysitters, etc.
12. B Children very *rarely* lie about something as embarrassing and painful as sexual abuse. Exaggeration occurs with saying it happens less or already ended when it is a frequent and regular occurrence. Never blame the victim in your initial response.

13. B While *one* option, self defense isn't for everyone and doesn't always work. In fact, it may bring added violence with certain offenders. Just restricting your activities or avoiding undesirables is also no surefire safeguard.
14. A Most people need at least some crisis counseling after something as traumatic as sexual abuse. Forgetting is something most victims want to do but the problem unresolved could haunt them later in their relationships, sexual development, and self-concept.

Victim's Panel Exercise

NOTE: This exercise may not be appropriate for immature Jr. High aged students.

Goal: Increase peer support for victims. Increase understanding of dynamics of sexual abuse. Increase understanding that victims are never to blame.

Procedure:

1. The character descriptions at the end of this exercise are written in two paragraphs. The first is a superficial description of the character. The second is a more in-depth description of that character's reaction to an abusive situation.
2. Print each of the four descriptions on a separate sheet of paper. Be sure to change the names of the characters if they duplicate persons in the school or in your group. Ask for volunteers to serve as readers. Remember that some students may be or may have been victims themselves. You may want to assign the readings the day before the exercise so that readers have a chance to rehearse and become comfortable with the material.
3. The day of the exercise, ask all four readers to read their first paragraph to the class. Ask the class to discuss which of the four characters they think are most likely to be or to have been sexually abused. (This discussion may center on power and self-confidence.)
4. Ask each reader to read their second paragraph. After *each* reader has finished, ask the class for their comments. Were their guesses about the likelihood of abuse correct? How does knowing about the information contained in the second paragraph change their opinions about the character? What is the most helpful way to respond to each person? What actions would be especially hurtful?
5. There may be special questions about the fourth character. Did this person actually experience abuse? If so, whose fault was it? Again, ask the class to discuss harmful and helpful ways of responding.

Character Descriptions:

SANDY: Sandy is a fifteen year old girl. She is a terror in school. She drinks, smokes, and chases boys. Sandy wears lots of make-up and "sexy" clothes. She has a bad reputation. She has no close friends. Even the people she hangs out with complain because

she makes a lot of excuses to keep from becoming close friends. Sandy dates lots of boys, but never just one. She comes on to everybody—even teachers.

The reason behind all of this is that Sandy's father insists on having sexual contact with her. She is scared stiff that somebody will find out. The only affection she has ever received from a male was tied up with her acceptance of sexual contact. Sandy feels as if she is tainted...that she is so dirty that no one would ever like her for anything but sex. The only way that she knows of getting what she wants, including love and affirmation is through sex...because that's the way her father treats her.

FRANCIS: Francis is fifteen. She is a straight A student. She is a member of three different school clubs. Everyone thinks she will go on to get a scholarship to a big university. Hundreds of people voted for Francis as homecoming queen, but she really doesn't have any close friends. She has dated this one guy sort of off and on for a long time. She says she likes him because he doesn't ask too much...because he lets her be free.

The reason behind all of this is that Francis's father insists on having sexual contact with her. She is scared that someone will find out. She tries to do everything she can to hide, to pretend that nothing like this could ever happen to her. Francis is worried that the whole thing is her fault. Her dad says she is too pretty and that she tempts him too much. Francis feels like she has sinned. She tries hard to "make up" for it by doing everything right. At school she appears happy-go-lucky. At home she is depressed, angry and very confused. She is sure that no boy in his right mind would want to go out with her if he knew what was happening.

JERRY: Jerry is sixteen. He plays defensive end on the football team. There are lots of girls who would like to go out with him, but he doesn't date much. Jerry feels left out. All the guys at school talk about everything they do with their girlfriends, but somehow, it never happened to Jerry. He feels like he missed the boat somewhere and that if he dates any girl for very long, she will find out how ignorant he is and tell the whole world.

One day Jerry comes home from school to find that one of his mother's best friends is the only person home. The lady acts real strange. She tousels his hair and offers him a drink. When she hands him the glass, she rubs up against him. She talks alot about how her husband can't please her. Jerry has the feeling that she is trying to get him to go to bed with her, but she makes him sick. He sure doesn't want to hurt her feelings or make her mad, because he knows she can tell his mother anything she wants to. Jerry's mother comes home before anything happens, but in the days that follow, he is really confused. He can't tell any of his friends because he thinks the guys would

call him nuts for turning her down. He keeps thinking this is his one chance. He feels like a chicken and it starts to get depressing. He turns down some invitations to parties and can't concentrate on his homework. Jerry dreads the next time he has to face this woman alone.

STEVE: Steve is thirteen. His dad is a policeman and loves football. Steve likes to draw. He draws things every chance he gets. Last year his dad made him go out for little league and he hated every minute of it. The first time he struck out, he couldn't help it, he cried.

Steve has an uncle who is single. This uncle has always taken Steve places. He is the only person Steve knows who will take him to the art museum. His uncle has always hugged and held him a lot. It's funny, because his dad never does. Steve's dad thinks hugging is "sissy" stuff. Steve's uncle has never done anything to make Steve feel hurt or sick inside or afraid, but one day Steve's dad gets really mad and calls him a "little homo." Steve starts thinking about himself and his uncle. He's afraid that maybe he is homosexual. Pretty soon Steve is afraid to talk with the guys at school or to take showers after gym class. Steve is really confused. He tries to find excuses for staying home from school. One day, he tries to run away.

Notes To Secondary Teachers

These are only a few topics to explore in relating the curriculum to your subject matter. The resources listed in Appendix J may also be helpful.

FAMILY LIFE/PARENTING CLASSES

1. The cycle of abuse from one generation to the next.
2. How and when to talk to your children about child sexual abuse.
3. Family dynamics in an incestuous family.
4. Helpful ways to respond if your child is molested.
5. How family systems therapy treats incestuous families.
6. Signs/indicators that your child or family may have a problem.

SOCIAL STUDIES/SOCIOLOGY/PSYCHOLOGY

1. Types of offenders, their past, and their prognosis.
2. The history of child sexual abuse.
3. Society's contribution to the problem.
4. Victimology.
5. Future psychological or social problems resulting from being abused.
6. System's Trauma (how social services can further hurt the victim).
7. Patriarchy and tolerance of child sexual abuse.
8. Contrast/compare rape and child sexual abuse.
9. In history, research famous leaders who were children of incest or who lived in adult incestuous relationships. How do you feel about this?

HEALTH/PHYSICAL EDUCATION

1. Prevention as a safety issue.
2. Venereal disease contracted by child victims.
3. Sexual problems/confusion resulting from abuse.
4. Psychosomatic illness and other secondary health symptoms of abuse.
5. Reasons for higher rates of abuse of the physically or mentally handicapped.

CHILD DEVELOPMENT

1. How abuse affects children differently based on age, length of abuse, relationship to offender.
2. Behavioral or physical signs of child sexual abuse.

3. The role of educators or parents in preventing abuse.
4. How does this relate to children's rights.
5. Why are "special" children more often abused—
(first born, twins, premature babies, disabled, exceptionally bright, etc.)
6. Compare physical abuse, sexual abuse, neglect.

ENGLISH/LANGUAGE ARTS

1. Assign opinion papers, book reports, research papers or oral reports on previously mentioned topics.
2. Bring up topics when reading *Oedipus Rex*, English Romantic authors, or other classics where incest or sexual abuse is mentioned.

DRAMA

1. Research could be done to write, individually or collectively, skits or a play about an aspect of child sexual abuse.
2. Encourage dramatic readings or role plays about this topic.
Topics: a. Characterizations of victims, offenders or families.
b. Demonstrate how/who/when to report abuse.
c. Ways to support a friend.
d. Educate the public about a problem with a skit.
3. Efforts could be made to combine the artistic medium with this or other topics of social concern (spouse abuse, poverty, substance abuse, job problems, etc.).
4. View and critique Bridgework Theater plays or videotapes—"Out of The Trap" or "The Trial, The Mark, The Voice."

Case Studies

A) *TED, 9 years old, lives with his father and two older brothers (15 & 17).* His dad is always busy at work with lots of meetings afterwards. Ted runs the streets most of the late day and evening. He joins a little league team and becomes friends with his coach. His coach, Al, often takes Ted for a hamburger and a coke after practice and starts spending many free hours with him. Finally Al suggests to Ted, since they are such good friends, that they could get closer, and have a lot of fun as special friends. They could touch each other in intimate ways. Ted does not want to do this but feels trapped when Al threatens that he will tell his father that Ted has been stealing.

B) *TINA is 15 years old.* Her father has been making sexual innuendos ever since her older sister ran away two years ago. He is now trying to force her into oral sex. He claims her mother won't believe her and they'll have to get a divorce if she tries to tell anyone. She feels scared, confused and trapped. She loves her father, and doesn't want to hurt her mother or embarrass the family.

C) *SCOTT, 16, has problems at home.* His parents are very strict and treat him like a child. He has no privacy. He has become good friends with an older man in his church, Dave. The man has Scott over a lot and he lets Scott smoke and drink with him. (It's their secret.) Scott feels like an adult when he is with Dave. Dave has suggested that he and Scott become sexually involved. Scott thinks that people (parents) will wonder why they are not friends anymore if he refuses and stays away from Dave. And if he tells, they might think he is gay. Besides, they have their secrets as all good friends do.

D) *SHARI, 9 years old, lives with her mother, father, and two brothers.* Her mother has serious health problems and is often in the hospital. Dad has been sleeping with Shari for about a year since he doesn't want her in a room with her brothers. She often wakes up to find him touching her or masterbating in bed. He tells her there is nothing wrong with what they are doing since he is her father. "How else will you learn about sexual things?"

E) *JERRY is on the starting five on the freshman basketball team.* He looks older than his 14 years and is very proud of his muscles. One day the neighbor lady who is his mom's friend, asks Jerry to help her move in some furniture. Afterwards she comes on to him and invites him into her bedroom. He's confused and nervous and not sure what to do. His mom would never believe this. His buddies would think he was crazy for not messing around with her. But he's not into this kind of thing and it makes him feel upset.

F) *SUE is 12 years old.* She is into drugs heavily and has problems at school. Her father had sexually molested her before her parents divorced. Her mother's live-in boyfriend raped

Sue and is now up on charges. Sue realizes she relates only in sexual ways to men and wants to change, but she just doesn't know how. She feels different from other girls her age. In fact, she feels "ruined."

G) *JANE is 14 years old.* She has run away from home to a big city. Now she is hungry and scared. She is taken in by a guy who feeds her and lets her sleep at his place. When she is on her feet again, she expresses a wish to go home. The guy refuses to let her go and says she owes him for the food and lodging. He forces her to prostitute herself for him. He hits her and sexually abuses her. She feels this is all her fault since she ran away from home in the first place.

Appendix A

Bridgework Theater's Education for the Prevention of Sexual Abuse Project

History of This Child Sexual Abuse Prevention Project

The following phases may be seen as a summary of the development of our program:

1. Internal community awareness of the problem of child sexual abuse.
2. Research and identification of resources for preventive education.
3. Consultation and support from other prevention programs.
4. Purchase of services or products from other prevention programs.
5. Evaluation of our community's unique needs and options for a prevention program.
6. Creation and piloting of prevention program in our community.
7. Child sexual abuse prevention service is provided on a regular, on-going basis in our community.*

In 1975 the local Women's Center began providing rape victims support. During 1977-78 the increased reporting of occurrences of child sexual abuse became a major community concern. One week four cases of child sexual abuse were reported to the local Youth Service Bureau, in this town with a population of only 43,000. In May 1978, the Youth Service Bureau invited persons to join an interagency task force to study the community situation and to recommend appropriate action. From this group's work and research, two local therapists were sent to Will County, Illinois, to receive incest treatment training. The Incest Treatment Program began at the Family Counseling Service in fall, 1979.

The task force disbanded soon after the Treatment Program was in operation, but several members, concerned about prevention, created a new group, the Committee for the Prevention of Sexual Abuse (CPSA), including many of the original task force members. The new group, made up of representatives from counseling agencies, the police department, the rape crisis center, youth-serving agencies, Child Protective Services, and school officials has been meeting monthly from March 1980 to the present.

*Phases adapted from a study by Illusion Theater.

Once focused on prevention, contact with Illusion Theater of Minneapolis (pioneers in the field of child sexual abuse prevention), became both natural and necessary for building our program. In the early fall of 1980, Cordelia Anderson Kent from Illusion Theater presented a half-day conference sponsored by CPSA for community professionals and educators. In addition, the New Day Parent-Child Society, a local child abuse prevention agency, applied for a state grant for prevention of child sexual abuse. In the summer of 1980 that agency contracted with Bridgework Theater to write and produce "The Trial, The Mark, The Voice" as an educational theater piece geared to the general public.

By the time the National Center on Child Abuse and Neglect (NCCAN) put out requests for proposals for demonstrating approaches and effects of giving information to children about sexual abuse prevention, our community was ready to apply.

Education for the Prevention of Sexual Abuse (henceforth referred to as EPSA), is a program aimed at primary prevention of child sexual abuse. This is accomplished through multiple activities operating simultaneously: heightening of general community awareness, promotion of professional and teacher training, development and testing of curriculum materials, play presentations to school-aged children, and parent education. The entire program relies heavily upon an inter-agency advisory board/task force which meets monthly to provide input and feedback to the EPSA project.

The design of the program was originally to provide impetus to Indiana communities, particularly the Elkhart County area, to begin and continue efforts to prevent child sexual abuse locally. After writing and testing curricula and plays with children and adults, these materials are now available for on-going use in prevention. Bridgework Theater also contracts with Carol Plummer for consultation to other communities who wish to begin prevention efforts.

In all, over 12,000 school-aged children have participated in the project during its first three years, by either viewing a play and participating in a follow-up discussion, or through the use of the curriculum in their classroom. About 3,000 community members have attended one of the educational presentations and approximately 6,000 professionals and teachers have been educated about child sexual abuse and trained in use of prevention materials.

Bridgework Theater has been surprised by and pleased with requests not only locally and statewide, but from 35 other states and 3 foreign countries where people needed more information on prevention programs and materials.

Because of the importance of promoting public awareness of the problem, the EPSA project works with the media in a variety of ways. Two plays have been aired on local television stations and project staff participate frequently in radio and television programs on a statewide basis. Public support was also enhanced by over 50 newspaper articles explaining both the problem and our prevention program.

An impact study was conducted in conjunction with Graham McWhorter Research Associates to determine the responses of community leaders to our program after 1½ years of operation. Eighty-two percent of the 60 respondents saw no negative effects from this prevention project. They indicated an on-going need for this type of program to maintain awareness, help professionals, and help victims or potential victims. The most common suggestion for the project was to expand or extend the program (67%). Overwhelmingly, adults familiar with the prevention program were concerned that it should continue and spread to other communities as well.

Original EPSA Project Goals and Objectives

The EPSA goals and objectives are listed here to give you an idea of goals for prevention programs, not as a blueprint for what your community should try to accomplish. If you have adequate resources, you may choose a similar plan of action. Yet, even if you have far fewer resources, you may be able to pick and scale down some of these goals over a two-year period. There is no more important guideline than "begin where you are."

1. Expose at least 1,600 school-age children to information about sexual abuse in a comfortable manner and inform them on how to report and avoid such incidences.
2. Test and apply results towards improvement. Test methods of information delivery and apply results toward program improvement.
3. Train teachers of at least seven schools to be able to adequately detect and appropriately respond to and report instances of child sexual abuse.
4. Train volunteers and professionals statewide in inter-agency networking skills and approaches to a Child Sexual Abuse Prevention Project.
5. Disseminate information statewide through the Indiana Chapter of the National Committee for the Prevention of Child Abuse in such form as seems most appropriate, including:
 - a. Regional conferences—five

- b. Printed booklet of curriculum and inter-agency networking
 - c. Audio-visual aids—videotape and/or slide presentation
6. Work to integrate parts of our program in the public schools by making it a regular part of the on-going curriculum.
 7. Continue and further develop positive linkage between all agencies which come into contact with victims and/or offenders of child sexual abuse.
 8. Educate the general community about the problem and need for positive prevention and treatment programs locally.



This curriculum guide can be used on its own, but its impact is increased through use of other Bridgework Theater products which were designed for reinforcement of the messages stressed in this book. The following is a partial list of Bridgework Theater resources for assisting your community in child sexual abuse prevention:

1. Live Plays and Scripts

- A. "Out of the Trap" is a play designed to communicate skills and information to junior high & senior high school aged students which will increase their ability to prevent and to deal with instances of sexual abuse. "Out of the Trap" is a two-part play. The first half is a set of three scenes in which a fourteen year old girl is approached sexually by her uncle, attempts to tell her parents about the incident, and is finally able to confide in a friend. The second half of the play consists of a discussion between the actors and a community educator about what happened in the first part of the play. The discussion is not limited to words, but involves lively role plays, skits and mimes.

The main messages in "Out of the Trap" are:

- * Sexual abuse threatens our safety; it is a serious problem.
- * Sexual abuse can be prevented by....
 - trusting our feelings of danger,
 - remaining aware of our environment and situations we are getting into,
 - asserting our personal boundaries.
- * The victim of sexual abuse is never to blame for that abuse.

* If abuse happens, tell a trusted friend or adult.

B. "Little Bear" is a thirty minute play designed to communicate sexual abuse prevention skills and information to elementary school aged children. The play uses four animal characters. Big Bear gives Little Bear different kinds of hugs: some good, some hurtful, some confusing. Little Bear asks children in the audience to help her find good ways to deal with Big Bear's confusing touches. As one attempted a solution, Little Bear tells a trusted adult, Big Moose. Big Moose reinforces that the best solutions to a touching problem are to say "no" to the touch and to tell a trusted adult.

Bridgework Theater does not believe using a videotape with elementary or pre-school students is a preferred way to teach children about sexual abuse issues. However, we have developed a videotape for rental by adults which previews the play for a possible future performance to children or to use the script to perform "Little Bear" themselves.

2. Video Tapes

A. "Out of the Trap"

While live performances are more effective, Bridgework Theater has developed a quality video tape of the play, "Out of the Trap," to use with small groups of secondary school aged students. The video tape is a cost-effective way for school systems to teach sexual abuse prevention as a part of the regular school curriculum. The tape comes with a guidebook which gives instructions on how to use the tape, how to stimulate and direct discussions, and how to prepare for and address questions that arise.

In addition to educating students, the "Out of the Trap" video tape has been used successfully to introduce professional and community groups to the topic and, when used by a trained therapist, as a resource for treatment of sexual abuse victims and offenders.

3. Consultation and Training

Many communities and organizations find that they lack the skill and experience needed to begin and maintain a successful program to prevent child sexual abuse. Bridgework Theater consults with communities to develop strategies and solve problems and can train the volunteers and professionals needed for a prevention program. Bridgework Theater also provides consultation and training on how to use prevention resources (curriculum and plays), how to gain access to schools, and how to develop or adapt new prevention resources.

Appendix B Sexual Abuse Fact Sheet

*Child sexual abuse is when someone is forced or tricked into sexual contact. This includes obscene phone calls, fondling, intercourse, anal or oral sex, prostitution, and pornography.

*Incestuous parents love their children but put their sexual/intimacy needs before those of their children. Sometimes this is due to a crisis period in their lives or because boundaries in the family get confused or unclear.

*The average victim of child sexual abuse is between 8-11 years old.

*Some experts estimate that five or six children in a typical classroom of thirty have been affected by sexual abuse, regardless of geographic area, race, or socio-economic class.

*90 to 97 percent of abusers are men, at least in cases presently reported.

*Between 60 and 90 percent of victims of child sexual abuse are girls.

*Offenders are *not* usually strangers to children. 70 to 80 percent of offenders are known to children.

*50 percent of child victims are molested in their own home or in the offender's home.

*Heterosexual males present greater risk to boys and girls than homosexual males.

*The average length of an incestuous relationship is three years; it is rarely a one-time occurrence.

*This type of relationship breaks down trust in both the adult offenders' and the child victim's self-concept.

*The victim may cope in many ways: by being either withdrawn, delinquent, or an over-achiever in school. Victims of sexual abuse are typically not as involved with their peers as other children.

* Incest (sexual contact) between parent and child is the most harmful form of sexual abuse.

* Emotional scars, not dealt with, may result in future problems with self-concept, and possibly violent or self-destructive tendencies.

* In the treatment of incestuous families, the prognosis is best when treatment continues long enough, the entire family is involved, and a self-help support group such as Parents United is utilized.

Appendix C

Sexual Abuse Definitions

After discussing touch, remind the children that some "bad" or "confusing" touch is a crime. At that time, some of these definitions may be helpful. Keep in mind that the facts are often less frightening to the children than the fantasy or fears of what terms might mean.

Crime: Something that is against the law. More advanced: We as people in this society have decided it's not beneficial to either individuals or our population as a whole.

Victim: The person who gets hurt by a crime. This could be by losing property or getting physically or emotionally hurt.

Offender: The person who hurts someone else. The person who does the crime.

Sexual Assault: When you are forced, tricked or confused into touching parts of another person or letting them touch you when you don't want to. (We sometimes demonstrate by saying "No one has the right to touch you here, here, or here," while covering with our hands our chest, pubic area, and buttocks.) For more advanced: Sexual assault is when someone is forced or tricked into sexual contact. It includes rape, incest, fondling, obscene phone calls, pornographic pictures of children, child prostitution, etc.

Obscene Phone Call: A call made to scare or upset the person who answers. Sometimes the person will breath loud, talk dirty, or suggest sexual contact.

Exposer: Usually a male who wants to scare or shock people by showing them his penis (or between his legs, or "private parts").

Rape: When one person forces or tricks another into sexual intercourse. For less advanced students, the definition of sexual assault may be adequate. They usually have heard of rape but may think it is nudity, kidnapping, stealing, murder, or a bizarre combination of these. For more advanced students, you may state it could be vaginally, orally, or anally.

Acquaintance Rape: Rape when the offender is known to the victim and perhaps even a friend or a date.

Incest: Sexual contact between family members. Both victims and offenders can be either male or female. Most incest is between adult males and female children. For

less advanced: The person who sexually abuses could be someone you know. Even someone you live with and love. We have found that children who are victims know exactly what is meant by this and those who are not will not be frightened into thinking all fathers or grandfathers are abusive.

Privacy: The right to be alone or to have things that we don't share with others. For example, we don't need to let others see our diary or watch us when we are undressed.

Appendix D

The Touch Continuum**

No Touch	Good Touches	Confusing Touches	Bad Touches	No Touch
	examples: kiss hug handshake pat on back backrub	examples: unexpected hug tickling pat on rump wrestling kiss	examples: hit slap kick being trapped bite	

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

More Advanced

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

Less Advanced

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

**Used by permission of Illusion Theater, Inc., Minneapolis, Minnesota.

Appendix E Options Chart*

Possible Examples:	WHAT I'D DO	WHAT'S THE WORST THAT CAN HAPPEN	WHAT'S THE BEST THAT CAN HAPPEN	WHAT'S MOST LIKELY TO HAPPEN
In case of abuse	Hit	Get beat up or killed	He could be surprised and leave	Get hit back
	Run	Run after and be caught	Get away	If someone's close, run to them
	Agree for now tell later	Be abused physically & sexually	Offender wouldn't do anything much	Offender will do more than child feels good about
After Abuse	Tell	Not be believed	Get support	Need to tell another person if first person won't believe
	Not tell	Abuse gets worse	Abuse will disappear	Abuse will continue
	Try to forget	Sibling get abused next	Never think of it again	Nightmares—fears of recurrence

Situations:

1. Joe is 8 years old. He notices someone following him home from school. The man is a stranger, but clean and well dressed.
2. Nancy's stepfather is always telling her how pretty she is and telling her dirty jokes. She is 13. Lately he tries to kiss her on the lips and she feels uncomfortable.
3. The man at the ice cream shop has made friends with 11-year-old Doris. He picks her up after school sometimes and says they're good enough friends to have some "special secrets," which even her parents can't know.
4. Dave's pastor supervises the youth group. Dave once stole money and the pastor promised not to tell his parents if he'd only touch him "down there." Dave didn't want to, but was scared, so did it. Now Dave feels like he can't tell or his parents would punish him for stealing.

*This can be used by making a chart or overhead with the category heads filled in. The youth can give their own options in whatever situation is read. You may also use their examples or ones you create which are more appropriate for the group with whom you are working.

Appendix F Prevention Skills

- A. **Trust Your Feelings**—Many children are overly trusting of adults and obey even if something doesn't feel right to them. Or they don't leave a situation when they're nervous or afraid because it may just be "my imagination" or paranoia. Or, they may have delusions that nothing could happen to them or that they could just beat up the person, or outwit them.
- B. **Be Aware of Your Environment**—Not being alert or being self-absorbed may actually attract an offender. Note if people are around, if someone is following you, etc. Make wise decisions so as not to further endanger yourself. Try not to hitchhike, for example, or be alone in a strange place at night.
- C. **Assert Your Boundaries**—
 - 1) *Define your boundaries*—Stress that youth both have a right and a responsibility to know when, how, and by whom they will be touched. Each of us need our own space, our own privacy. Usually others want to know our limits so that they can respect them.
 - 2) *Know the difference between Assertive, Aggressive and Passive behaviors and how behavior affects others*—
 - a. *Passive*—These people don't know or at least don't state clearly what they want. They are good at beating around the bush or giving hints.
 - b. *Aggressive*—These people push their needs to the degree that they may hurt other people, physically or emotionally. By considering only their own needs they may often get hurt physically or emotionally by others in response.
 - c. *Assertive*—These people respect their own rights as well as the rights of others. They are tactful but very direct about their needs.
 - d. *For very young children* emphasize communication. If they feel confused that is *enough* reason to tell a trusted adult what has happened.
 - e. *In no case* is a child or youth to blame for abuse even if they didn't know or use the prevention skills, or if the skills didn't work.

D. Additional Safety Tips

- * Have a heightened general self-awareness. This can show in how you walk, if you seem to have a sense of purpose, if you are spaced out, if you don't seem to know the area, if you don't seem aware of your surroundings.
- * Keep a distance from people that *you* feel most uncomfortable with. Step back, be assertive, tell the person to leave, establish firmness with eye contact.
- * Don't be embarrassed to follow your own best instincts. If the person following you makes you uncomfortable, cross the street or go into a store. Better silly (and safe) than sorry.
- * Walk in the middle of the sidewalk. It's safer because you are less easily pulled into cars or alleys.
- * Always lock your cars and house when you leave. We all should know this rule by now.
- * Stay around other people, in public places, especially if you are feeling afraid or uneasy.
- * Stay as calm as you can if you are attacked so you can use your brain. The assailant is afraid too and may over-react to your responses.
- * Scream if you are near any houses or buildings. It can be very effective.

Resources

Personal—Have students list, perhaps on the back of their crisis hotline cards, the names of specific people they could talk to about any type of problem. Stress that it may be persons they like, trust, who will believe them, and are old enough to be able to help them solve the problem. Suggest also persons such as teacher, clergy, school counselor, scout leader, or doctor. In certain situations children feel they cannot tell family members.

Community—Community resources vary from place to place, but we all have something.

List your local resources: Crisis Hotline _____
Rape Support Center _____
Child Protective Services _____

Mental Health Center _____
Other Counseling Resources _____

Police Department _____

Appendix G Incest Indicators

While no set of facts will be totally definitive or apply completely to any one incestuous family, there are some similar dynamics in many cases. Most of the indicators listed below apply to father/daughter incest which is the type reported most often.

Confusion of Boundaries

- * Sometimes mothers and daughters operate on a *peer level* of even in *role reversal*. Daughter may take care of mother, care for other children, shop, clean, and even cook, in a primary way.
- * *Attitudes on nudity and sexual matters* may either be repressed or overly expressed. For example, highly religious families that never discuss sex or allow any nudity *may* be abusive. Overly open persons who may regularly appear nude with children, have intercourse in front of them, etc., also may be abusive.
- * Both parents and children may have difficulty in determining where they end and the other person begins. Both *may* think that *the child's body is property* of the parent.

Crisis Period

- * *Marriage problems* where communication is not optimal, mother may be pregnant, sick, or work another shift, increase the likelihood for abuse. There may be spouse abuse as well. Or there may be no mother in the family at all due to death or divorce.
- * *Financial problems and Unemployment*, with the resulting low self-concept and identity problems can increase stress, and increase the likelihood of abuse.
- * *Substance abuse problems*—44% of the offenses of child sexual abuse occur while the offender is under the influence of alcohol or drugs which break down natural restraint. Other social relationships tend to be poor as well.

High Risk Groups

- * *Extreme isolation plays a factor*. Girls from isolated rural homes are 2½ times more likely to be victims than girls living in urban areas. Such families are often extremely ingrown and relate to few outside their family circle.

* *Special children* such as the first born, premature babies, twins, and the especially bright are all high risk. Disabled children, both physically or mentally, are at least twice as likely as others to be victims of sexual abuse.

* *Family history* of offenders usually includes either the observation of or experience of some sexual abuse in their family of origin.

Fears of Disclosure

* *Fear of break-up of family* through divorce or by the victim being placed in a foster home or institution is an important deterrent to disclosure.

* *Fear of prison* for the offender. Even the victim often does not want this outcome.

* *Fear of being disowned by the family* deters disclosure. Everyone feels guilty about not stopping the abuse—the victim, parents, and siblings. The victim and the offender both intensely fear family rejection.

* *Fear of further abuse* deters disclosure. All members of the family fear this even if they seek help. But if the problem is denied and no help is found, the abuse will probably continue and perhaps even become abusive in other harmful ways to the victim. Or, if he or she leaves the situation, chances are good that another child (or many children) may be sexually abused.

Appendix H

Reporting Child Sexual Abuse

Teachers often feel confused about under what circumstances and with what procedures sexual abuse should be reported. Although we feel confused, the question should not be *if* we should report (legally and morally we are required to), but rather *how* to report. Find out about your school policy which often has standard guidelines as to who and how the formal report should be made.

When to Report

In all states, we as teachers, parents, administrators, nurses, social workers, and concerned citizens must legally report any suspicion of child sexual abuse. Fortunately, we do *not* need to investigate the reality of that suspicion. Protectice Services of the Department of Public Welfare is legally mandated to do such an investigation. We should also keep in mind that according to federal legislation, (Public Act 93-247, January 31, 1974), each state must "have in effect a state child abuse and neglect law which includes provision for immunity for persons reporting . . . from prosecution . . ." and that the report will be kept confidential.

Guidelines for reporting are:

1. Whenever children tell you that they have had sexual contact with an adult (person over 18 years old).
 - a. intercourse
 - b. fondling or touching
 - c. anal or oral sex
 - d. used sexually in photographs, films, or video
2. Whenever children tell you they have been forced or tricked into sexual conduct with another child. (Particularly a child 4 or more years older, or a child 16-18 years old.)
3. Whenever friends or acquaintances of a suspected victim report to you that the child has reported such abuse to them.
4. When physical evidence of sexual abuse is discovered (physical harm or irritation in genital areas or VD).

BE AWARE of the following indications that sexual abuse may have been or may be going on:

1. Sudden change in mood or personality
2. Sudden change in school performance
3. Extreme withdrawal from social contacts with peers
4. Acting out behaviors—fighting, exhibitionism, drug usage, runaways
5. Seductive behaviors—learned from being used sexually
6. Aversion to touch or closeness/listlessness
7. Psychosomatic illnesses
8. Unusually fearful and distrustful of adults
9. Overly compliant in attempts to please adults
10. Lying or stealing

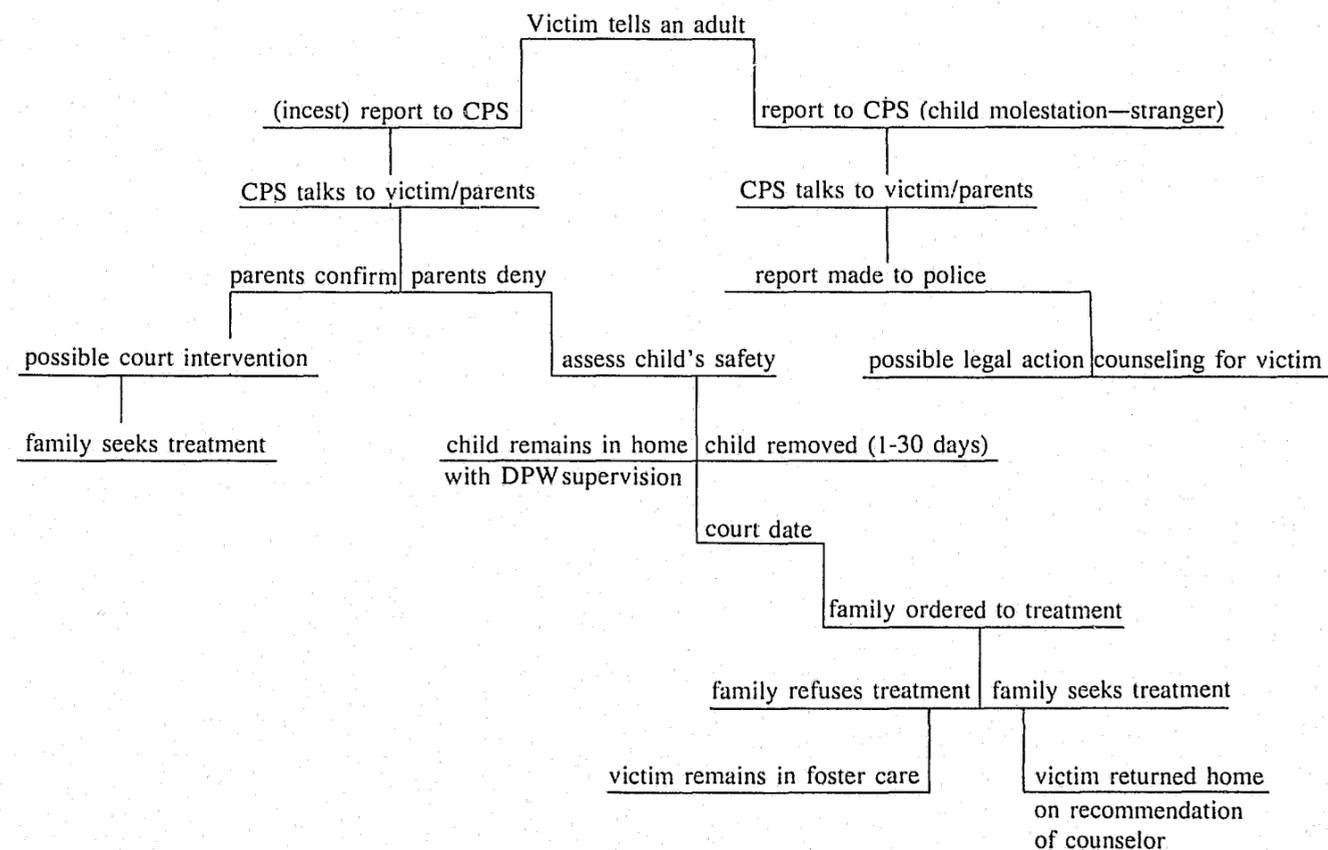
How to Report

If you have questions about reporting or need additional information, contact, your Child Protective Services Unit, Department of Public Welfare. Please report situations as soon as possible to facilitate services to children and families. Report *even if* the child states the abuse has ended or that they have already told someone about it. Protective Services' trained staff will do the investigation.

Your local Child Protective Service number is _____

Appendix I

What Happens When A Report Is Made?



Appendix J

Child Sexual Abuse Resources

BOOKS AND PAMPHLETS

For Adults:

Armstrong, Louise. *Kiss Daddy Goodnight: A Speakout on Incest*, New York: Hawthorne Books, 1978. Pocket Books, 1979.

Case reports showing a variety of experiences and responses to incest from a study of over 150 victims.

Brady, Kathrine. *Father's Day*, New York: Seaview Books, 1979.

One woman's struggle with rebuilding her self-concept after ten years of father/daughter incest.

Burgess, Ann Wolbert, A. Nicholas Groth, Lynda Holstrom, Suzanne M. Sgroi. *Sexual Assault of Children and Adolescents*, Lexington: Lexington Books, 1978.

Clinical and academic, for those who work in field covering family dynamics, psychology and treatment of offenders, interviewing techniques, community treatment approach.

Butler, Sandra. *Conspiracy of Silence: The Trauma of Incest*, San Francisco: New Glide Publications, 1978. New York: Bantam Books, 1979.

Based on her work with sexually abused runaway youth, the family dynamics of incest are explored.

Channing, L. Bete Co., Inc. *What Everyone Should Know about the Sexual Abuse of Children*, South Deerfield, Massachusetts: Channing L. Bete Co., Inc., 1982.

Explains the causes of sexual abuse of children; common types and the extent of abuse; its effects on children, family, friends; the parents' role in preventing an incident; how the community can help.

Finkelhor, David. *Sexually Victimized Children*, New York: The Free Press, 1979.

A prevalence study of sexual abuse in the general population which documents the extent of abuse and most vulnerable populations.

*Kent, Cordelia. *Child Sexual Abuse Prevention Project: An Educational Program for Children*, Minneapolis: Sexual Assault Services, Hennepin County Attorney's Office, 1979.

*prevention emphasis

A guidebook for preventing sexual abuse through education with school age children. Order from Sexual Assault Services, Hennepin County Attorney's Office, C-2000 Government Center, Minneapolis, MN 55487.

Mayer, Adele. *Incest: A Treatment Manual for Therapy with Victims, Spouses and Offenders*, Holmes Beach, FL: Learning Publications, Inc., 1983.

A resource which will help professionals to better understand and work more effectively with victims of incest and their families.

Rush, Florence. *The Best-Kept Secret*, Englewood Cliffs, New Jersey: Prentice-Hall, 1980. This book is excellent, tracing the roots of sexual abuse in this culture. It explores the relationships abuse has to religion, psychoanalysis, film, and literature.

*Sanford, Linda Tschirhart. *Come Tell Me Right Away*, Fayetteville, New York: Ed-U Press, 1982.

A brief summary of the family atmosphere, overview of the crimes and specific warning sections of *The Silent Children*. It also includes a section on what to do if your child is sexually abused.

*Sanford, Linda Tschirhart. *The Silent Children: A Parent's Guide to Prevention of Sexual Abuse*, New York: McGraw-Hill, 1982.

Prevention approaches for parents to use, including chapters on special populations such as physically disabled, mentally handicapped, past victims, etc.

United States Department of Health and Human Services. *Sexual Abuse of Children: Selected Readings*, (DH HS No. 78-30161), Washington: 1980.

For Children:

*Bassett, Kerri. *My Very Own Special Body Book*, Redding, California: Hawthorne Press, 1982.

A read aloud book with color pictures which teaches a child to respect his/her own body and to expect others to do the same. It encourages children to recognize molestation as the adult's problem, not his or her own, and stresses the importance of telling a trusted person whenever anyone makes them feel uncomfortable. For very young children. Pictures people of color.

*Dayee, Frances. *Private Zone*, Washington: The Charles Franklin Press, 1982.

A read aloud book for young children which teaches children about their private zones, tests their understanding of the concepts and encourages discussion between the adult

and child reading the book together. Also provides statistical and resource information and prevention techniques to adults as well as information of what to do if your child is assaulted.

*Dietzel, Mary Jo Stowell, *My Very Own Book About Me*, 1980.

A workbook designed to aid in the diagnosis, treatment, and prevention of child sexual abuse. Accompanied by illustrations, the text provides information to boys and girls about sexual abuse in a positive way without creating fear and/or embarrassment.

Palmer, Pat. *Liking Myself*, San Luis Obispo: Impact Publishers, 1982.

Teaches children ages 5 to 12 self-esteem and self-acceptance.

Palmer, Pat. *The Mouse, The Monster and Me*, San Luis Obispo: Impact Publishers, 1982.

For children ages 8-12, teaches children how to ask for what they want, to see themselves as strong and in control of their lives, teaches the difference between rights and responsibilities, how to deal with criticism and compliments and how to say NO. Teachers' guide is available for both books.

*Sweet, Phyllis E. *Something Happened To Me*, Fayetteville, New York: Ed-U Press, 1981.

A children's book designed to give young children permission to talk about their experiences as victims of child abuse. To be used by helping professionals.

Wheat, Patty. *The Standoffs*, Torrence, California: Parents Anonymous, 1980.

A creatively illustrated book to read to elementary grade children about the need for good, loving touches.

*Williams, Joy. *Red Flag, Green Flag People*, Fargo, ND: Rape and Abuse Crisis Center, 1980.

A coloring book to aid in prevention through helping children distinguish between red flag (bad) touches and green flag (good) touches.

YWCA. *You Belong To You: A Coloring Book*, Flint, Michigan: YWCA Sexual Assault Crisis Center, 1980.

Designed for children 4-12 years and in a clear and honest, yet non-threatening way, informs children that just as they have a right to their own thoughts and feelings, they also have a right to their own body. The coloring book, in a format that emphasizes health and safety, seeks to develop positive self-image in children and reduce children's vulnerability to victimization.

FILMS

For Adults or Adolescents:

**Acquaintance Rape Prevention Series* (multi-media package)

Available from MTI Teleprograms, 3710 Commercial Ave., Northbrook, IL 60062. Available free to Jr. and Sr. High schools by Association Films, Inc. Includes four short discussion films, teacher guides, student discussion materials, and program guides. Deals most effectively with the possibility of "date rape."

Double Jeopardy (16mm film; 40 minutes; color)

Available from MTI Teleprograms, 3710 Commercial Ave., Northbrook, IL 60062. Sensitizes professionals to the problems children have in the judicial proceedings, as well as in the abusive experience.

Incest: The Victim Nobody Believes (16mm film; 20 minutes; color) Available from MTI Teleprograms.

Three women discuss their anger and isolation in having been incest victims—excellent for adolescent and adult groups.

For Children:

**Child Molestation: When To Say No* (16mm film; 13 minutes, color) Available from AIMS Instructional Media Services, inc., 626 Justin Avenue, Glendale, CA 91201. For grades 4-8, giving basic prevention information and emphasizing the right to say "no."

**No More Secrets* (16mm film; 12 minutes; color)

Available from ODN Productions, Inc., 74 Varick St., Rm. 304, New York, New York 10013, (212) 431-8923.

Very good film to teach prevention skills and use of resources to grades K-6.

**Who Do You Tell?* (16mm film; 11 minutes; color)

Available from MTI Teleprograms.

Emphasizes resources children have personally and in the community should they encounter any problem, including sexual abuse—used primarily with elementary students.

VIDEOTAPES

For Adults or Adolescents:

**Out Of The Trap* (3/4" or 1/2" videotape; 40 minutes; color)

Available from Bridgework Theater, 113 1/2 E. Lincoln Avenue, Goshen, IN 46526. A play written for junior and senior high school students to give them information and skills regarding the prevention of child sexual abuse through a better understanding of personal rights and boundaries. Includes a 50-page guidebook detailing uses of the videotape.

**The Trial, The Mark, The Voice* (3/4" videotape; 60 minutes; color)

Available from Bridgework Theater, 113 1/2 E. Lincoln Avenue, Goshen, IN 46526. A community education play that puts "child sexual abuse" on trial—emphasizes prevention and community responsibility—gives actors' interpretations of two cases, one is father/daughter incest, the other a young boy and his "big brother" friend.

DOLLS

Anatomically correct dolls for use in training, investigation, or therapy. Communicating with Dolls, Migima Designs, P.O. Box 70064, Eugene, Oregon 97401.

References

Finkelhor, David. *Sexually Victimized Children*. New York: The Free Press, 1979.

Sanford, Linda Tschirhart. *The Silent Children: A Parent's Guide to Prevention of Sexual Abuse*. New York: McGraw-Hill, 1982.

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