

Introduced: 2/1/84
Referred: State Affairs and
Finance

Funding Information
General Fund \$50,000
Other Funds -0-
\$50,000

BY LACHER, PHILLIPS, FLOOD,
CLOCKSIK AND KOPOWEN

1 IN THE HOUSE

2 HOUSE BILL NO. 568

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Public Safety, Council on Domestic Violence
8 and Sexual Assault, for a public awareness program;
9 and providing for an effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$50,000 is appropriated from the general fund
12 to the Department of Public Safety, Council on Domestic Violence and Sexual
13 Assault (AS 18.66.010), for a public awareness program relating to sexual
14 abuse of minors.

15 * Sec. 2. The unexpended and unobligated portion of the appropriation
16 made by this Act lapses into the general fund June 30, 1985.

17 * Sec. 3. This Act takes effect July 1, 1984.

INTENT OF LEGISLATION

HB 568 - "An Act making a special appropriation to the Department of Public Safety, Council on Domestic Violence and Sexual Assault, for a public awareness program; and providing for an effective date."

The purpose of this legislation is to raise the public consciousness of the issue of sexual abuse of minors. We must teach adults and children alike to recognize the early warning signs of possible abuse. Children must be encouraged to speak out and share their concerns; adults must be taught to listen, believe, and offer assistance to these children. It is time for Alaskans to make a public statement that we will no longer stand by while our children are subjected to such a heinous crime.

DEPARTMENT OF PUBLIC SAFETY

POSITION PAPER

House Bill 568

"An Act making a special appropriation to the Department of Public Safety, Council on Domestic Violence and Sexual Assault, for a public awareness program".

The Council on Domestic Violence and Sexual Assault supports House Bill 568 to appropriate funds for a public awareness program relating to the sexual abuse of minors. The Council and most of the Council funded programs have taken an active role in prevention/education, advocacy and/or treatment of child sexual assault.

Of the nineteen programs the Council funds, fourteen work with victims directly, conduct prevention/education programs in the schools and communities and/or are involved in child sexual assault coordination efforts. However, most of the programs do not have adequate resources to address the issue and there is no statewide effort to provide information to communities without sexual assault programs. Rural areas are of prime consideration in media efforts because there are so few resources in rural communities.

Child sexual assault reportings have drastically increased in the past few years. From FY 1980 to FY 1983 the reportings to the Division of Family and Youth Services in the Department of Health and Social Services has increased four times. Yet we know that this does not represent the actual number of incidences. Children must know that they have a right to be safe and protected. Adults need to know physical and behavioral symptoms of child sexual assault. Adults also need to know how to talk to a child who has disclosed sexual abuse and where to report it. These funds could assist the Council in providing information to the communities.


Robert J. Sundberg
Commissioner

ALASKA NETWORK ON DOMESTIC VIOLENCE AND SEXUAL ASSAULT

110 SEWARD #13 JUNEAU ALASKA 99801

(907)586-3650

POSITION PAPER

HB 568: An Act making a special appropriation to the Department of Public Safety, Council on Domestic Violence and Sexual Assault, for a public awareness program.

The Alaska Network on Domestic Violence and Sexual Assault, representing 20 programs statewide that provide services to victims of domestic violence and sexual assault, supports HB568, which will provide funding to the Council to develop a public awareness program relating to the sexual abuse of minors.

Fifteen of the Network's 20 member programs are currently addressing the issue of child sexual assault by providing direct services to child victims and non-offending parents; conducting community education and awareness campaigns; developing and presenting curricula on child sexual assault prevention to students and educators in school settings; and coordination of efforts, including development and implementation of inter-agency protocols, in dealing with cases of child sexual assault. Programs have implemented these components in response to increased requests for services; however, funding to these programs to address this issue is not currently available on a statewide basis, nor are there sufficient resources or support services in many communities to address this issue.

The Network feels that there is a crucial need to educate the general public, with particular emphasis on rural areas where few services exist, regarding the high incidence of child sexual assault; the availability of agencies and other resources to deal with child sexual assault; the laws requiring reporting of child sexual assault by educators, medical personnel, and other professionals; and appropriate responses to a child who has disclosed sexual assault.

A coordinated statewide effort (either by use of Public Service Announcements, production of an Alaska-specific film, a statewide conference, or other educational program) providing such information on child sexual assault will serve to heighten the awareness of the general public and promote concerted efforts to effectively respond to this most serious problem.

ATTACHMENT A

SEX OFFENSES AGAINST JUVENILES¹
Number of Reported Incidents

<u>Law Enforcement Agency</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Alaska State Troopers	48	109	177
Bethel Police Dept.	4	3	1
Cordova Police Dept.	4	--	3
Craig Police Dept.	--	--	--
Dillingham Police Dept.	--	1	1
Fairbanks Police Dept.	25	13	18
Homer Police Dept.	1	3	6
Hoonah Police Dept.	--	--	--
Juneau Police Dept.	10	16	17
Kenai Police Dept.	3	5	11
Ketchikan Police Dept.	15	15	20
Klawock Police Dept.	1	--	--
Kodiak Police Dept.	8	2	13
Kotzebue Police Dept.	--	1	6
Nome Police Dept.	--	1	10
North Pole Police Dept.	3	2	2
North Slope Borough Police Dept.	9	4	2
Palmer Police Dept.	3	4	1
Petersburg Police Dept.	--	1	1
Seldovia Police Dept.	--	--	1
Seward Police Dept.	2	2	2
Sitka Police Dept.	--	12	17
Skagway Police Dept.	2	--	--
Soldotna Police Dept.	5	5	1
Unalaska Police Dept.	--	1	--
Valdez Police Dept.	--	1	--
Whitter Police Dept.	--	--	--
Wrangell Police Dept.	--	--	1
ALASKA SUBTOTAL (excluding Anchorage Police Dept.)	142	201	293
Anchorage Police Dept. (sexual assault ² vic- tims of all ages)	117	173	158

¹Data provided by the Unified Crime Reports Section of the Alaska Department of Public Safety and the Anchorage Police Department.

²Forcible rape, assault with attempt to rape and statutory rape.

**DEPARTMENT OF HEALTH AND SOCIAL SERVICES
DIVISION OF FAMILY AND YOUTH SERVICES
REPORTED PHYSICAL AND SEXUAL ABUSE CASES
FY 83**

Definitions

1. **Substantiated:** Cases where there was sufficient evidence to support a child in need of aid determination and/or criminal action;
2. **Unsubstantiated:** Cases where the social worker believes that an incident occurred; however, the child was too young to have a provable case, there was insufficient evidence, or the child's safety was ensured;
3. **Unconfirmed:** Cases where there was insufficient evidence to determine the incident occurred.

Sexual Abuse

<u>Region</u>	<u>Substantiated</u>		<u>Unsubstantiated</u>		<u>Unconfirmed</u>		<u>Total</u> #
	#	%	#	%	#	%	
Southcentral	146	60%	56	23%	41	17%	243
Northern	42	34%	57	47%	23	19%	122
Northwestern	7	46%	4	27%	4	27%	15
Southeastern	68	72%	19	20%	7	8%	94
Western	29	60%	15	31%	4	9%	48
Grand Total	292	56%*	151	29%*	79	15%	522

* Substantiated and unsubstantiated reports total 85%.

Physical Abuse

<u>Region</u>	<u>Substantiated</u>		<u>Unsubstantiated</u>		<u>Unconfirmed</u>		<u>Total</u> #
	#	%	#	%	#	%	
Southcentral	149	55%	89	33%	33	12%	271
Northern	36	25%	83	61%	21	14%	145
Northwestern	5	42%	7	58%	-0-	-0-	12
Southeastern	63	50%	34	27%	29	23%	126
Western	13	65%	6	30%	1	5%	20
Grand Total	266	46%*	224	39%*	84	15%	574

*Substantiated and unsubstantiated reports total 35%.

FRONTIERSMAN

1/12/84

Wake up about sexual abuse

During the past year, the Frontiersman has reported sexual abuse and assault cases involving children as young as 2 and as old as 15.

Sexual crimes against children are the most prevalent and serious of felony crimes in the Matanuska-Susitna Valley.

According to Alaska State Trooper statistics, 45 Valley children were the victims of reported sexual crimes in 1983.

Most sexual abuse remains unreported for months, years, sometimes forever.

National statistics indicate that one in four people will be sexually abused or assaulted in their lifetime.

Our children are being attacked by thieves who steal sexual gratification, who plunder innocence, who leave behind pain. Sometimes the thieves are the

children's own parents, sometimes a friend of the family or a relative.

The pain remains far longer than the actual memory. Different children handle it in different ways. Some may appear to be unaffected by an adult's intrusion of their

SPECIAL EDITORIAL

bodies; 20 years later they may awaken to a screaming nightmare of childhood.

Other children may fear adults, or men, or women. Incest victims may engage in lengthy internal battles, vacillating between love and loathing, trying to separate affection from humiliation, anger from hate, forgiveness from martyrdom.

We are shocked when we hear of the violation of a child. We want to think of the perpetrators as "animals" or "psychos." We want to believe that the friend, neighbor, relative or member of the community who's convicted of sexual abuse or assault is some kind of aberrant human being. But there's only one thing that seems to commonly set "them" apart from "us."

Many of the perpetrators of sexual crimes against children were victims themselves. It's no excuse for their crime. But it indicates a pattern that must be broken now.

It's not enough that the Valley has one of the best teams in the state for dealing with sexual assaults.

We are educating ourselves and each other. We share the outrage and hurt when we learn of abused children. But why have we left the

potential victims in the dark?

We need a system for the early identification of sexual abuse. Now.

Children must know that sexual abuse is most often perpetrated by someone they know, not a stranger in a sedan offering candy.

An enlightened approach by the school district would help.

Children need to know what abuse is. They should be encouraged to report it, no matter who the perpetrator is. They deserve the right to have a safe place to go, a safe person to tell.

It has nothing to do with "sex education."

It has to do with the knowledge that could save them. Children have a right in our society to be educated. When that education could save them, the right becomes an imperative.

Deborah Heidecker

DEFINITION OF SEXUAL ABUSE/SEXUAL VICTIMIZATION*

MARILYN J. TERRIEL, Ph.D., 1982

SEXUAL ABUSE OR SEXUAL VICTIMIZATION is inappropriate, actual or suggested sexual activity between persons who are at different stages of development (usually a child/adolescent and an adult).

1. The victim is DEVELOPMENTALLY IMMATURE, especially in comparison to the offender who is typically older.

2. SUGGESTED OR ACTUAL SEXUAL ACTIVITY includes:

Exhibiting or exposing genitals;

Sexual contact or handling of one or both participants' penis, vagina, breasts, buttocks, anus, or pelvic area;

Oral-genital contact (cunnilingus, fellatio);

Sexual intercourse;

Intrusions, however slight, into the child's body for sexual gratification, such as anal intercourse, interfemoral (between thighs) intercourse, placing objects in the child's vagina, anus, or mouth; or using the child's armpit for sexual gratification.

3. "The activity is INAPPROPRIATE because the child does not understand the (sexual) nature of the request and/or is coerced into the activity through deceit, threats, or because the activity is offered under the guise of normal affection." (Sanford, 1980)

4. VICTIMIZATION: Exploitation of the relationship between the child and the offender based upon the imbalance or DISCREPANCIES BETWEEN THE OFFENDER'S AND THE VICTIM'S

trick PHYSICAL AND EMOTIONAL POWER,
↓
manipulate RESOURCES, and
↓
force KNOWLEDGE

- (a) Knowledge of what sexual activity is,
- (b) Knowledge of the meaning and significance of sexual activity,
- (c) Knowledge of the consequences of sexual activity.

* (References: Authier, 1979; Faller, 1980; Finkelhor, 1979; and Sanford, 1980)

INDICATORS OF POSSIBLE CHILD SEXUAL ABUSE*

- I. **PHYSICAL INDICATORS** (The following indicators are sometimes found. Many cases of sexual abuse do not yield physical indicators, or cases are reported after the time physical signs could have been detected.)
 - A. **Observable in a Medical Examination**
 1. Genital or anal bruises, cuts, tears
 2. Genital or anal bleeding
 3. Swollen or red cervix, vulva, perineum
 4. Semen on genitals (vaginal, anal, or perineal area) or clothing
 5. Venereal disease (syphilis, gonorrhea, venereal warts, herpes)
 6. Pregnancy in children under 10 or in 10-14 year olds
 7. Enuresis or encopresis (There can be other physical and emotional causes, as well as sexual abuse.)
 8. Vaginal, bladder, or urinary tract infections (These also can be obtained from other sources.)
 - B. **Observable by Parents or Caretakers**
 1. Pain, itching, or bleeding in genital areas
 2. Torn or stained clothing
 3. Soreness or redness in pelvic region
 4. Complaints of vague, generalized stomach pain
- II. **BEHAVIORAL/EMOTIONAL INDICATORS** (Behavioral/emotional indicators are best viewed as signs that the child is troubled, as opposed to a definite sign of sexual abuse. Some, of course, are also indicators of other emotional problems. In addition, indicators vary according to the child's developmental stage and previous adjustment.)
 - A. **Preschoolers**
 1. Excessive masturbation; masturbation in many, inappropriate contexts
 2. Attempts to elicit sexual responses from adults (rubbing up against an adult's penis) or acting as the sexual aggressor with other children (in day care centers, etc.)
 - B. **Latency or School-Aged Children**
 1. Seductive behavior or inappropriate expressions of affection, e.g., "French kissing," special interest in others' genitals.
 2. Attempts at sexual intercourse

*Adams & Fay, 1981; Authier, 1979; Faller, 1982; Sanford, 1980; with special credit to Faller, undated paper, for developmental framework/items.

MYTHS VS. INFORMATION ABOUT SEXUAL ABUSE

MYTHS

An extremely rare occurrence

Only girls are victims.

Older children are victims.

Offender: Stranger

Offender: Stranger

Offender: "Dirty Old Man"

Use of physical violence

Sudden Attack

Isolated Incident

Public Places (restrooms, theatres,
schoolyards, offender's car)

Sexual intercourse

INFORMATION

Not an extremely rare occurrence

Both boys and girls are victims.

Children of all ages are vulnerable.

Offender: Someone the child knows
and trusts

Offender: A relative

Offender: All ages

Exploiting the child's age, ignorance,
or relationship to the offender.

Gradual Development

Frequent or Repeated Incidents

Familiar Place: Victim's or offender's
home

Immature sexual activity

*Developmental Disruptions of Victims
of Incest and Childhood Abuse*

BARBARA L. MYERS

BACKGROUND

Incest. For too long, people have feared the word. Victims have suffered quietly, surrounded by the darkness of shame and secrecy. Now, as a result of strengthened child abuse laws and persistent public education efforts, reported cases of incest and childhood sexual abuse are on the rise. Incidents are surfacing, people's stories are being told, and help is being given.

Christopher Street's program on incest and childhood sexual abuse began in July of 1976 when the subject was all but taboo. Since that time, hundreds of women have come for help in resolving their anger, hurt, pain, and confusion. Each of these victims has had some form of self-destructive behavior, from an inability to protect herself from further abuse to prostitution and self-mutilation. We see these behaviors as survival skills, ways of showing someone that something is wrong, and releases for emotions. Victims of incest and childhood sexual abuse experience a lot of sexual, physical, and emotional violence at the hands of their abusers, but the subsequent effects of that abuse and what they have done to themselves as a result of it has had as profound an influence on the course of their growing up as the abuse itself.

I believe that children engage in violent and/or self-destructive behavior for a reason. I believe that when children have pain which is hard to express, they will sometimes do destructive things to themselves and to others in order to be heard. I believe every victim of incest and childhood sexual abuse tried to tell someone, either verbally or by behavior, that something was wrong. We are all so uncomfortable with destructive behavior that we often cannot see beyond it. We deal with the outward, visible signs of feelings because they are more concrete and easier for us to manage than the secret, pain, or fear that may lie beneath them. As a result, it is often a child's behavior that we confront, rather than what a child is really trying to say. We must learn to do more than just see the behavior or treat the symptoms of incest. We must learn to hear the pain and offer new survival skills.

For clarification, in using the word incest I am talking about an adult exploiting a child. This can be an older sibling with a younger sibling where they are at two different stages in their sexual development and one person is exploiting the other, instead of its being a "normal sibling experience" where it is a learning, exploring process where both are equally getting something. When looking at incest and childhood sexual abuse as a

dysfunction, we must also look at society and our cultural norms which permit incest to go on, e.g.: 'Children are their parents property, children must do as adults tell them, and children "act out" for no reason at all.

One of the things we do to children is push them to obey and respect adults, e.g.: "Go kiss Uncle Henry, he brought you a nice present," when the adults won't kiss Uncle Henry because they pick up "funny" or exploitative things from him. Children don't have the right to touch only whom they want, only those people who feel comfortable to them. All human beings can sense exploitative touch. We know when someone is giving us something, sharing, or taking something from us with touch. We react to those who are taking something by withholding or not wanting to touch. Children are not given this right. It leaves a child confused, if they are supposed to touch Grandpa when Mom and Dad are around what is the difference when Grandpa has got them alone?

I believe that giving children the right to touch only whom they want and when they want is a preventative step. Talking to children about touch and exploitation, and how no one, not even you, has the right to touch them if they don't want it can prevent a lot of sexual abuse.

BEHAVIORS - SURVIVAL SKILLS

I am going to go through a list of behaviors we have seen with children, adolescents, and adult women who were victims of incest and childhood sexual abuse. These behaviors may appear after a child has been known to have been sexually abuse or they may be used to identify victims of incest and childhood sexual abuse. These behaviors do not always mean that a child has been sexually abused, but they do mean that something traumatic has happened to the child and we still need to see beyond the behavior to what a child is trying to tell us. Because incest and childhood sexual abuse are taboo to talk about, children often try to tell you by "acting out" behavior. Also, a lot of incest and childhood sexual abuse take place before a child has words to tell you about it. I believe it is up to us as professionals and adults to look beyond the behavior and to start asking about incest, childhood sexual abuse, and other forms of family abuse. Asking the question often leads a victim to believe that you will believe and listen to the answer.

DETACHMENT - DISCONNECTION

Children learn to detach themselves from experiences that are painful and/or confusing. They do this by denying the experience, depersonalizing it, or by "acting it out" in their behavior. Victims of incest learn this detachment early in their lives. Some have learned to detach their minds from their bodies, pretend that all fathers are sexual with their daughters, pretend that it is a dream, pretend that it really isn't abusive, pretend that it is happening to someone else. I think it is important for us to

imagine our father coming into our room at night and sexually abusing us, and then getting up the next day and having to resume another role as your father says "Let's all have pancakes for breakfast" as he smiles at you. This may help you understand the need for detachment. Other victims have learned to pinch themselves during the sexual abuse and put all their energy into concentrating on self-abuse, rather than sexual abuse. Then there are those who pretend they are sleeping so they can block out what is happening. It is important to understand that this detachment was probably what helped them to survive the experience. Often victims are not believed because of their detachment from the experience, either emotionally or verbally.

PRE-SCHOOLERS

Pre-schoolers often regress to earlier forms of behavior that remind them of safer and/or more comfortable times such as; thumb-sucking, bed-wetting, baby talk, over-eating, resume sleep with special toy, fear of dark, whining, clinging, fretfulness, fear of sleeping in their own room.

SCHOOL-AGE

School-age children may have continuous nightmares, sleep disturbances, they may develop phobias, often they will act out sexually with toys, animals, and their peers; beyond the "normal" acting out such as "playing doctor," and exploring. Children this age often develop physical symptoms relevant to the type of assault; such as abdominal pain, sore throats, and so forth.

ADOLESCENTS

Adolescents may lack emotions when talking about traumatic experiences or become overly emotional and not be able to find words to talk. They will have a sexual development "beyond normal." They tend to act out sexually a lot to please boyfriends or go to the opposite extreme and shy away from any physical touch. Running away is very common among adolescent victims, suicide attempts, drug and alcohol abuse, stealing, lying, and delinquency. Adolescent victims are vulnerable to other assaults. They tend to look outside of their family for love, affection, and security and cannot distinguish the difference between abuse and affection. An example of this is an adolescent who said she was walking the street wishing someone would just take her away. Two men came by and said "Hey, baby, come with me, we'll take care of you." All this child heard was that someone was going to take care of her. She went with the men and they raped her. She did not let the thoughts, "What did they want? Where were they going?" go through her head. All she responded to was that they said they would take care of her and she needed that. A number of other adolescents went with pimps the same way and became involved in prostitution. Self-mutilation is also common among victims of incest. Cutting themselves, burning themselves, hitting themselves, causing themselves physical injuries, trying to put the emotional pain somewhere visible. Over-eating and under-eating are also common among

adolescents and adult victims. School problems, inability to concentrate, inability to get up in front of a class for fear that they will be able to tell the secret. Refusal to attend gym, to undress, shower with the other girls. Peer relationships are struggles, they often feel less than other girls and, when Susie talks about kissing Johnny, they are reminded of what is going on at home so they withdraw.

ADULT

Adult women who were sexually abused as children have a lot of the same behavior that adolescents develop. They also have frustrated dependency needs; feelings of helplessness, longing for a mother that can be depended upon. They often have an underlying immaturity and lack of ego development with fearfulness of the world beyond the family. Adult women often express either a fear of or anger at men. Adult women tend to pick abusive relationships because this has become their "normal" type of relationship. I am seeing that incest is generational and that adult women tend to abuse their own children and/or younger siblings. This may not always be sexual, it may be physical, emotional, etc. They tend to distrust their own reality and disconnect from any childhood memories. I am including in this paper a case study. It is my own. I was a victim of incest and also of destructive behaviors. It is my wish that you will gain knowledge to identify victims earlier and also see beyond behaviors.

In the last few years, I have been open about sharing my experience as an incest victim. I began doing this so that other victims would feel free to come out and share their own experiences and feelings. I also talk about what happened to me so that helping professionals can begin to get a glimpse of what it was like to have been sexually abused by someone in a trusting position, and so that they can develop a better understanding of some of the damages that may occur as a result of childhood sexual abuse. I am often asked to describe what my father did to me; the focus of interest or concern or curiosity is usually leveled at the sexual interaction itself, rather than at my feelings about the incest or what I did with those feelings. It is true that I experienced a lot of physical, sexual, and emotional violence at the hands of my father, but the subsequent effects of that abuse and what I did to myself as a result of it had as profound an influence on the course of my growing up as anything he did to me physically.

WHAT HE DID TO ME

My mother went into the hospital with a nervous breakdown when I was about seven years old. I was supposed to stay with the neighbors but my dad would make me come home to make him dinner and visit. All I wanted was my mother to come home. I missed her so much that even the house and the furniture seemed physically different to me. Once in a while my dad would call the neighbors and tell them that I was going to stay overnight at our house with him. He'd have me sit by him and he would tell me how much he needed

me because my mother was gone; that was when he began touching me sexually. I didn't really mind at first. 'I was so alone and wanted the attention that he was giving me.

When my mother came back home I didn't need or want my dad to touch me anymore, but by that time a pattern had been set that lasted until I was 15 and was old enough, or scared enough, or sick enough, or angry enough to cry out for help in a way that was finally heard by some of the adults around me.

In the beginning, I would wake up just as he was leaving my room at night. I wouldn't really know what had just happened. Then I would wake up with his hands on me or just before he came into the room. Later it got so that I would wake up just before his car drove up in the driveway. I lived in constant fear; never knowing when he would be coming into my room. If I could wake up before he got to my room I would often scream as though I was having a nightmare (thinking that he couldn't do anything if I woke the rest of the family). They would wake up but he would just wait until they were all asleep again and then come back for me. I also tried sleeping with my sister but he would come and get me telling me I was too big to sleep with someone else. He would sometimes carry me out to the couch and tell others I'd been sleepwalking if I was still there in the morning.

At first he would just stand by the bed and touch me. Later he began to lay in the bed beside me. Although he began by being gentle, as time went on, his touch became rougher and rougher. He would leave me feeling sore and bruised for days. It was as if he completely lost touch with the fact that I was a child. He was a bully who physically dominated everyone in our family. I saw and heard him beat up my mother so many times that I was in constant fear that he would kill her. I knew that I was no match for him, and I guess I believed that his sexual abuse was somehow better than the physical abuse my mother received. Total detachment became my way of dealing with what went on at night. I would roll into the wall when he came in, pretending to be asleep, trying to be part of the wall. I would cry hysterically in order to get so far into my own pain that I wouldn't notice what he was doing. With the pillow over my face, I taught myself to detach my mind from my body, I could actually see myself from the far upper corner of the room; I saw the little girl crying in bed and I felt sorry for her.

When the intercourse started it was so physically painful that I couldn't detach from my physical self. I was around 11 years old at the time. It was also the time I began acting out in more overt ways. I began to identify with the physical and emotional pain that was around me. My tolerance for physical pain increased, and the physical pain that I inflicted on myself acted as a release for the emotional pain that I couldn't express. The rest of this story is about the things that I did to myself during and following the years of incest with my father. Mostly, it is about how I felt during that time. It isn't necessarily chronological, instead I have put it into

categories because I have different feelings about each of the things I did. It was as though I knew that I couldn't destroy my father or the things he did, but I could destroy myself, thereby destroying the pain and self-hate he caused me.

WHAT I DID TO MYSELF

Self-Mutilation

When I was young, crying and thumb-sucking were my major forms of release. I sucked my thumb to detach and to escape into my own little world. My mother allowed me to do it, but my father hated it. He used to come up behind me and hit me very hard on the back of the head every time he caught me. It was always a tremendous jolt from my world back into his. Mostly though, I cried a lot. I cried myself to sleep at night, thinking that if I could cry all the feelings out of me maybe it would all go away. I'd cry until my eyes were swollen and my throat sore, and, when I couldn't cry anymore, I used to pinch myself and try to hurt myself in order to keep on crying. That way, I could concentrate on the pain, rather than on what was happening to me. I sprayed perfume and hair spray in my eyes because it stung and kept me crying. I thought that if only I could make myself go blind, my father would be nice to me and my mother might take care of me. The fact that I didn't go blind made me cry even more.

I continued to try to get sick or be physically injured. I told myself that no one would continue to hurt a really sick child. I tried to break my foot by pounding it with a hammer. I jumped off the garage for the same reason. I went out into the rain and soaked my head under the drainpipe trying to get pneumonia. I wanted someone to take care of me, someone to see that I hurt. If they couldn't respond to the real reason, at least they might react to my external pain. But I found that if I got sick and stayed home from school, my father would abuse me during the day. I wanted to go into a hospital so I could get away from my house.

I realize now that my self-destructiveness was also my anger. My crying was an expression of being so afraid and anxious all the time. I was afraid I would turn all of my feelings into anger and end up fighting everyone and everything and be hated. I remember a conscious switch toward anger when I was about 12. I felt such rage that I had to hurt someone. So I'd hurt myself because I hated myself for being so powerless. I also wanted to be tough - to show others that nothing could hurt me anymore. It gave me a sense of self-worth. My tolerance for physical pain increased, and the physical pain I inflicted on myself acted as a release for the emotional pain I couldn't express. I got several tattoos and prided myself on not feeling the pain. I burned myself from my wrists to my elbows with a cigarette; I still have the scars today. My father said I looked like a zombie, but I didn't care, I wanted to be one. I also wanted someone, anyone, to see my pain and acknowledge it. They saw the burns, but I guess they just thought I was crazy, and nothing changed.

SCHOOL

I never knew how to act, how to look, or what to wear in school. I had no sense of the appropriate because I always felt that everyone was laughing at me or talking about me behind my back. I felt that they somehow knew about my father, but I was never sure, so I attributed most of these feelings to my looks. I couldn't bring myself to wear makeup or earrings like the rest of the girls (even though I admired theirs). I didn't want to be sexy or look like a woman. If I tried, I just felt uglier. Worst of all, I never really had any peers. They thought I was aloof, whereas I simply didn't know how to relate to them. How could I join in their conversations about boyfriends and first kisses when I was having sex with my father? I never felt like a part of that teenage world because I never was. I could only relate to older boys who were two or three grades ahead of me. The boys talked about sex a lot, and at least that was something to which I could relate. The other girls thought I was a slut because I only hung around with older boys, but none of those relationships was sexual. I never knew how to explain it to them, so I always felt left on the outside.

I always skipped classes that required close contact or focused attention on me. I was good in any subject that didn't require me to perform. I skipped English on the days we were to give a speech or read aloud. I couldn't stand up in front of a class; I was afraid they would see something or, if I opened my mouth, everything about my father would come pouring out. I never asked any questions for the same reason and for fear of sounding stupid. Home economics was another class I avoided because it required both performance and close contact with other girls. I was so afraid I'd fail at whatever project had been assigned and that they would be able to tell something about my secret. Gym class was also a great source of anxiety for me. I wouldn't undress in front of the others; I was afraid they would see something if they saw my body. To me, it was always dirty and ugly and a source of shame. I felt fat, even though I was skinny; I thought I looked different, even though I didn't. I was good at individual sports that didn't require group participation, and I liked them. But I was inept at anything that required involvement with others. Math and spelling were my best subjects, naturally, because I could do them alone. I failed both Gym and Home Economics, because when we weren't doing activities that could be done individually, I didn't go to class. I think of school as an incredibly isolated experience which, like everything else, I survived because I had to.

RUNNING AWAY

When I was little and ran away, I always left a note so they would find me (and, I hoped, treat me better when I came back). Later, I hid in a shack clubhouse owned by neighborhood boys. They let me hide there as long as they could be sexual with me. I didn't care. Sometimes, I ran to the home of a girlfriend whose mother was separated from her father. I always hoped her mother would feel sorry for me and adopt me. Every minute I could stay away from home was worth the beating I received when I returned. My father

began grounding me for long periods of time so I would be around him more; that was even worse, so I ran away more frequently.

I never thought about where I was running to - only what I was running from. I didn't care where I was going or with whom. I was looking for anyone to take care of me and protect me from my father. I used to think that some man would come along and marry me and take me far away. I used to steal things, hoping the police would catch me and take me out of my home as an incorrigible child. When I was running, I felt that people showed me the love and caring I hadn't gotten anywhere else. They felt sorry for me, gave me money and food, and made me feel special. I mistook the sympathy of strangers for the caring I needed so badly. I also learned that strangers aren't always nice. I was raped by some of the men who picked me up. I wanted so much to be taken away by someone that I never even thought about the risks of being physically and sexually abused again. My vulnerability must have been quite obvious in those days. I didn't much care what happened to me, and, as a consequence, a lot of other people didn't either. I was put in my first foster home at the age of 15 because of my behavior. But by then, running had become my way of dealing with stress.

As I got older, I wasn't afraid for myself when I ran away. I felt that I could take care of myself if no one else would take care of me. What I became afraid of was the thought that I would never be able to stop running. When I was in foster homes, I did stop for awhile, but then I always started again. I was afraid I would destroy those other families with my pain. I preferred taking responsibility for not wanting them, rather than risking the possibility of their rejecting me. (In the same way, it was always easier for me to be angry and tell my mother to go to hell than have to face her inability to protect me from my father). I was afraid that if I stayed too long in a foster home, others would see how ugly and evil I was inside and wouldn't want me anymore. I was often afraid to start running again, but I was more afraid of staying.

DRUGS

I was 11 years old when I first discovered that drugs could make the terrible world around me disappear. I began sniffing glue to get out of my pain, and it worked. Drugs became my great escape; there was nothing I wouldn't try in order to get high. I never knew how I'd feel dealing with different people, but, on drugs, I could be anything I wanted to be. I could make up my own reality: I could be pretty, have a good family, a nice father, a strong mother, and be happy. When I was on drugs, I felt high, happy, and in control of my life. When I was high, I had peers; I finally belonged somewhere - in a group with other kids who took drugs. I got a sense of self-worth from being able to handle any kind of drugs. Whatever the others were taking, I took twice as much or more. I wasn't afraid like the rest of them; I got high without worrying about how much I could handle or what it would do to me. It made me feel big and powerful because I didn't care what happened to me.

People said that taking too many drugs would burn out your brain. I used to think that I could become a vegetable if only I could succeed in burning out my brains. I wanted to be a vegetable. I used to picture myself as a head of lettuce. I used to look at mentally retarded people and think that they were so happy and didn't care about anything. I envied them because you could spit at them, and they would smile; they didn't seem to understand what hurt was.

Sometimes, I am amazed that I didn't succeed in destroying myself with drugs; God knows, I tried hard enough. Half the time, I didn't even know what I was swallowing or care. Later, I purposely used dirty needles in order to get hepatitis. I developed a kind of love/trust relationship with drugs that I had never had with people. I knew they would never fail me the way people had. I could be sure about what the drugs would do to me; I had found a way to feel good and happy - even if it was with drugs instead of people.

DRINKING

For me, drinking had the opposite effect of drugs, which is probably why I did so much of it. Drinking got me back into my pain; it allowed me to express my anger (which, of course, I couldn't do on drugs because I couldn't feel any pain). I used to get off on feeling depressed, on examining how rotten my childhood had been, and how lonely it was to be a kid. I played sad records when I was drunk and let the tears come pouring out.

When I started drinking, I was much too young to buy alcohol so I got older people to buy it for me. They were usually men, and, since they were always interested in sex, I always had something with which to pay. When I drank too much, I got physically sick, but even that was socially acceptable. It wasn't like the times I freaked out on drugs; everyone gets sick from too much booze, so it was all right.

I also got more physically self-destructive when I was drinking. I could tolerate more physical pain when I was drunk: I had been drinking when I burned my arms and during several suicide attempts. I could express my anger under the influence of alcohol, and I purposely started fights so my boyfriends would beat me up. I felt I deserved it. I also remember longing for human closeness, for physical contact of any kind that would prove others were paying attention to me.

Drinking and drugs put me in touch with different feelings and different people. Drugs made me feel mellow and accepting and gave me passive people from whom it was easy to detach myself both physically and emotionally. Drugs allowed me to be alone in my own world and made me numb to my other painful reality. By embracing the violence with my own self-destructiveness, I tried to prove that I could withstand any amount of pain and hurt. Neither of them gave me what I needed, but, in a negative way, they gave me ways of coping with what I had.

PROSTITUTION

I felt marked. I knew that, wherever I went, men would find me and abuse me. So, my attitude toward prostitution was, "Why Not?" If I had to have sex, I thought, why not get something for it? I felt I deserved the money: other men were going to have to pay for every time my father had me. Nothing they did could repulse me. I had lived with too much of it while I was growing up. After a while, I even made my father give me money and other things I wanted. Even after I left home, I still had that power over him because I carried his secret. I figured that if I couldn't get anything else from him I needed, at least I could get material things.

Since I thought that the only thing men wanted was sex, the only way I could see to get power in a relationship was by making them pay for it. It was my only control, and I could keep it as long as the men didn't mean anything to me; once I cared about them, I felt they had all the control. Prostitution was another way of expressing my rage, of getting back at all of them for what had been done to me. I thought I was ripping them off, rather than the other way around. I saw men as suckers who were going to have to pay for their weakness and desperation. I saw them as needy children. I saw them only in terms of fifty or a hundred dollars. I saw them as anything, except people. I liked to pick up men who didn't speak English; then, I didn't have to listen to them or relate to them in any way except physically. I had learned to detach my mind from my body at such an early age that it was easy to disassociate myself from those brief, sexual encounters. I thought that other girls were stupid to give it away. I wanted to make a lot of money and get rich so I wouldn't need anyone anymore - not my family, my destructive friends, or men.

Prostitution was a way for me to capitalize on what I thought was the only thing I had to offer. I didn't know how to get pleasure, but I knew how to give it, and, anyway, that was what I was used to. Although I had offers, I would never allow myself to be managed by a pimp. The idea made me furious. No man was ever going to control me like that again. At the same time, I still felt that I wanted somebody to take care of me. I guess taking money from strangers was my way of having them take care of me, even if only financially.

SUICIDE

I felt so doomed that I often thought I might as well shorten the agony. I was very young the first time I tried to overdose on a bottle of aspirin. It was scary and difficult to decide whether it was harder to kill myself or to go on living the way I had been. As a result, my suicide attempts were of two kinds: wanting to die and wanting to attempt suicide. With the latter, I was saying "Help me, or I'm going to die." With the former, I was simply resigned to dying because no one would help me.

I would think about killing myself when all of my other crazy behaviors weren't working and no one seemed to see or care that there was something wrong. I also wanted to die at the times I realized that my various escapes weren't working anymore, and I couldn't keep my feelings and memories pushed out of my consciousness. Mostly, I tried to overdose on drugs, but sometimes I did other things, like cut my wrists. Sometimes, I was relieved to wake up (hoping that others would finally see how bad things had gotten for me); other times, I was bitterly disappointed to find I was still alive.

FINAL THOUGHTS

Well-meaning people often see the behaviors that are associated with pain but fail to hear the pain. Others may actually see the pain but are afraid to deal with it. If they cannot succeed in "curing" the symptoms of childhood pain, they may spend a lot of time diagnosing and labeling those symptoms. Many incest victims bear the various labels of manic depressive, nymphomaniac, frigid, aggressive, schizophrenic, passive, hostile, detached, juvenile delinquent, etc. These labels may help professionals categorize their clients' behavior, but it usually doesn't help them or victims of incest understand why the behavior is happening. Incest victims have been conditioned throughout childhood not to talk about what happens to them. They have been bound to a terrible secret that keeps their feelings locked inside of them. As a result, they may try to express feelings in ways that seem senseless and purely destructive to those who cannot imagine what a childhood of sexual abuse can be like. It doesn't help to tell them to stop feeling sorry for themselves, that they're just trying to get attention, not to be angry, that everybody has pain, or that they must learn to let the past be the past. We must help them share what they are feeling. We must give them encouragement and permission to talk, and listen very carefully when they do. We must give them access to each other so they will realize they are not alone and that it was not their fault.

My anger and my acting out were my survival tactics for many years. These tactics were contained in my self-destructive behavior, and I couldn't stop until I found other ways to survive. It is painful to help people get in touch with the source of their pain. I was lucky to find people who were willing to do that. Thank God someone finally heard what I was saying and what I wasn't saying, so that I could find the words and the tools I needed to get it out of me. I realize now how close it was. I could have died first.

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DeAnne Cutler from Barbara Niklos
Please call me if you have any questions
Barbara Niklos
4356

BUDGET FOR HB 568

"An Act making a special appropriation to the Department of Public Safety, Council on Domestic Violence and Sexual Assault, for a public awareness program."

At their meeting on February 21-23, 1984, the Council on Domestic Violence and Sexual Assault discussed two major options for the public awareness campaign as funded in HB 568. Following are budget projections for each option.

Option 1.

Develop an Alaskan videotape on child sexual assault that includes community models for approaching the problem. This tape and a manual could be used by sexual assault programs for community presentations and interagency coordination. In FY 83, the Council funded the development of a videotape on domestic violence called "Village to Village" and a booklet to be presented along with the tape. These materials along with "No Word for Rape" a privately produced Alaskan based movie are the community programs most requested items. They are very effective in generating discussions during community presentations. Although there are movies on child sexual assault, none detail appropriate responses that could be adopted to Alaskan communities.

Produce videotapes (20 copies) and 1500 booklets	\$45,000
Print "He Told Me Not to Tell" and distribute to communities. Develop and print posters giving names of sexual assault programs in the state where victims can go for assistance.	<u>\$ 5,000</u>
	\$50,000

Option 2.

The Council funded assorted domestic violence/sexual assault video PSA's in FY 82. Two of these PSA's address child sexual assault. This option would develop 3 or 4 additional child sexual assault PSA's and fund, through contract, follow-up to assure that these PSA's are shown on TV stations throughout the state. This could involve buying prime time on commercial stations plus working with public stations to insure airing.

PSA's and air time	\$35,000
--------------------	----------

Print posters and "He Told Me Not to Tell"

\$ 5,000

Develop additional pamphlets including behavioral descriptions of victims of child sexual assault. Often young people who run away or act out are victims of child sexual assault. This pamphlet would assist professionals in identifying symptoms and provide assistance in working with the youth.

\$10,000

\$50,000

PREVENTING SEXUAL ABUSE OF CHILDREN

A CURRICULUM FOR K-6 AND 7-12 GRADES

by
Marcia K. Morgan



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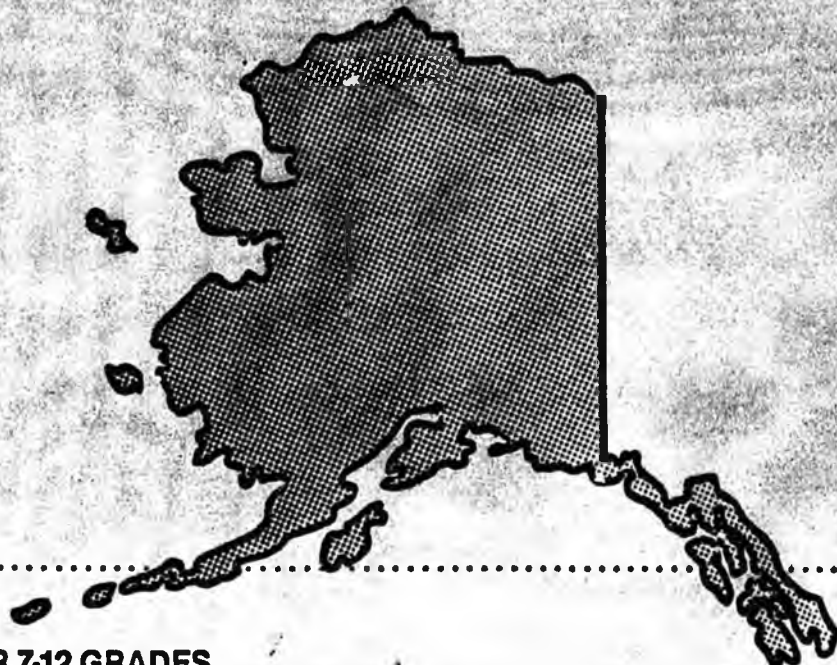
COUNCIL ON DOMESTIC VIOLENCE AND SEXUAL ASSAULT
Juneau, Alaska



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ACKNOWLEDGEMENTS

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VIDEO PRODUCTION

For the many long hours, skill and patience in this project, a special thanks to Bill Holden, Art Hackney and Marshall Brezonick of Holden-Hackney Productions, Anchorage, Alaska.

ORIGINAL MUSIC

Steve Hampton, Hampton Productions, Anchorage, Alaska

Project Funded by

The Council on Domestic Violence and Sexual Assault, Department of Public Safety, Juneau, Alaska

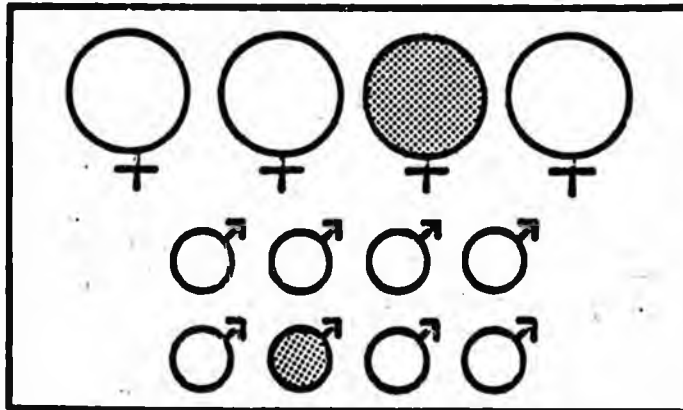




INTRODUCTION

Overview of the Sexual Abuse Problem

Sexual abuse is not an easy thing to talk about. It has long been a topic filled with fear, secrecy and taboos. Yet it must be discussed. According to recorded cases, one out of every four girls and one out of every eight boys will be a victim of sexual abuse by their eighteenth birthday. Children have a right and a need to know the facts about preventing sexual abuse and what to do if it occurs.



School personnel are the most likely group of people to see physical and behavioral indicators in children which signal sexual abuse has occurred. The average child spends 18,000 hours in the classroom from kindergarten through high school. Teachers and school personnel are in a key position to know their students, observe them, build trusting relationships and assist them if a crisis emerges in their lives. Even if a troubled child is spotted, it is typically the manifestation of the problem (i.e., learning problems) rather than the origin, that becomes the focus of attention and effort.

The term sexual abuse includes any kind of sexual contact or behavior between an adult and child, such as fondling, indecent exposure and rape. All children are vulnerable to sexual abuse due to their lack of experience, awareness and information. Young people are victimized regardless of race, age, neighborhood, village, social class or family income. Most children are given basic safety tips such as "don't talk to strangers" and "avoid taking candy and gifts from people you don't know." Unfortunately, the information usually stops here. It is unfortunate because strangers only commit 10-20% of all sexual molestations. Most are committed by a person the child knows—a relative, a neighbor, a friend of the family. It is often a person who has power and control over the child. Therefore, "basic safety" tips leave the child much more vulnerable than he or she needs to be.

The Alaska Sexual Abuse Prevention program was created to fill this educational gap. It provides teachers throughout Alaska with a uniform, comprehensive program designed to give students accurate information about sexual abuse while addressing needs unique to this state. The primary focus is on the child's skill development. Children will be taught to recognize potentially dangerous situations, to understand they have rights and that it is OK to say "NO," to identify good and bad touching, and to know who to tell about a touching problem. The offender will be viewed as the person at fault and in need of help. The child is not to blame nor made to feel guilty.

ALASKA
SEXUAL ABUSE
PREVENTION



The program is to be presented in a low key, matter-of-fact fashion. There are no frightening or harsh scare tactics. Fear only tends to incapacitate children, leaving them unable to think clearly and calmly in a situation. The subject is treated seriously yet balanced with entertaining video tapes, class projects and activities all designed to make the program interesting for the student. Since this program is intended for both boys and girls, children will examine how they are socialized and how the different sex roles affect behavior. Since a high percentage of sexual abuse cases involve alcohol, its impact on decision-making will also be introduced. Alcohol use is depicted in some of the video scenes. It is not to be viewed as an excuse for committing abuse, but rather something that may affect judgment.

Dana was 8 years old. On Tuesdays she went to her club meeting after school. This Tuesday she stayed after the meeting because Mr. Johnson asked her to help clean up. Mr. Johnson, the club leader, was such a nice man according to all the girls in the group. Dana felt that way too and loved to sit on his lap. After they were done cleaning up, Mr. Johnson called to her to come over to him. As she was sitting on his lap, he unzipped his pants and asked her to touch him. Dana felt sort of weird and funny. She knew that that was a "private" part of the body. She got up, moved away from him, said, "NO," and went straight home. She told her mother about what had happened. Her mother hugged her, said she was glad she had told her and called the police.

Phil was 10 years old and really liked softball. One day he was walking home after a game when Joe Winston, the man who runs the store, came by on his 3-wheeler and offered to give Phil a ride. Phil didn't like Mr. Winston. He was always looking at Phil and sometimes touched him in a way that made Phil uneasy. He just didn't want to be close to Mr.

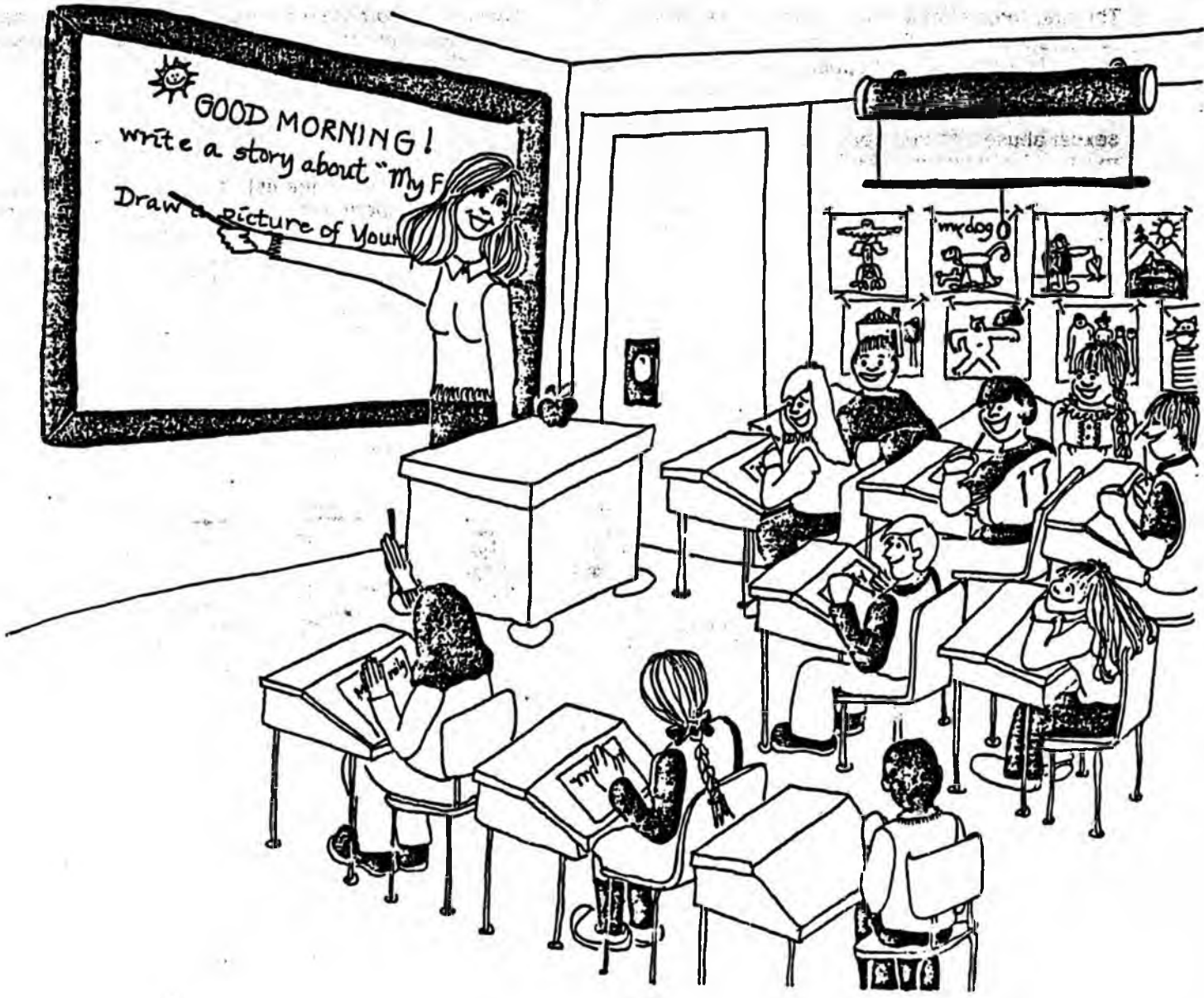
Winston. So he assertively said, "No, thank you," and continued walking. Mr. Winston drove off. When Phil got home, he told his Dad about how Mr. Winston makes him feel uncomfortable. His Dad said he did the right thing by not accepting the ride and that he was glad Phil had told him.

Why were Dana and Phil successful? They were successful because they removed themselves from potentially dangerous situations. They had received enough information at school so they were prepared and not confused. They knew what to do and that their mother, father, teacher, or other adult, would want to know about the incident. Most importantly, they knew they were not at fault and that they would be believed...

Directions on Using Teacher Guide

This guide is a compilation of suggestions and ideas from many sources: parents, teachers, and professionals in the field. It offers a variety of lesson plans and classroom activities. By reading the guide, you will get a comprehensive picture of what the Alaska Sexual Abuse Prevention program is trying to accomplish. You can then go back and assess your classroom's maturity level and needs and select the appropriate sections to use. You are also encouraged to create additional classroom assignments and visuals (i.e., bulletin boards, displays). You do not have to be an expert on the topic of sexual abuse prevention—you can work with others in presenting the material, team teach and use community resources.

GOOD MORNING!
write a story about "My F
Draw a picture of Your



The first three chapters are designed to give you background information on sexual abuse—when, where, how and why it happens. You will then be ready to begin developing one of the most important skills—the use of correct terminology as it relates to sexual abuse and body parts. Learning is less of a mystery for children when they are told correct names when they are young. Definitions are covered in Chapter 4. Chapters 5 and 6 are lesson plans, divided into two groups for grades K-6 and 7-12. The lesson plans and student activities have been reviewed and tested for content and grade level appropriateness in Anchorage, Akiachak, and Ketchikan, Alaska. You may find that the student activities listed in the K-6 Chapter are excellent for your 5th graders, but not for your 2nd graders or vice versa. You be the judge. The grade level groupings are to be used as a guideline. *However, it is important not to eliminate a section due to your own personal anxiety about the topic. Children need and*

have a right to obtain complete information. Practice going over the difficult sections and it will probably be easier than you think.

Chapter 8 is a resource list of assistance agencies in Alaska. Besides responding when an abuse is reported, several organizations also offer classroom speakers. A bibliography of books as well as audio visual materials is listed. The books allow you to more thoroughly examine the issues raised in this guide and are good resource materials for students. You are encouraged to do further reading, as it will enhance your classroom activities and prepare you for questions asked by students and parents. This chapter also lists places to contact for teacher aids such as anatomically correct dolls, doll patterns and pamphlets.



BREAKING SILENCE

2

How to Set Up a Personal Safety Program

1 Meet with the Principal, School Administrator, or school board to gain their support and to discuss the curriculum. It is important to stress that sexual abuse is a personal safety issue—not an issue of sex education or sexuality. You may want to incorporate this topic into the safety/health curriculum which includes water safety, cold weather survival, fire prevention, etc. At this time, you may also want to check with the school administration to determine if there is a protocol for reporting child sexual abuse.

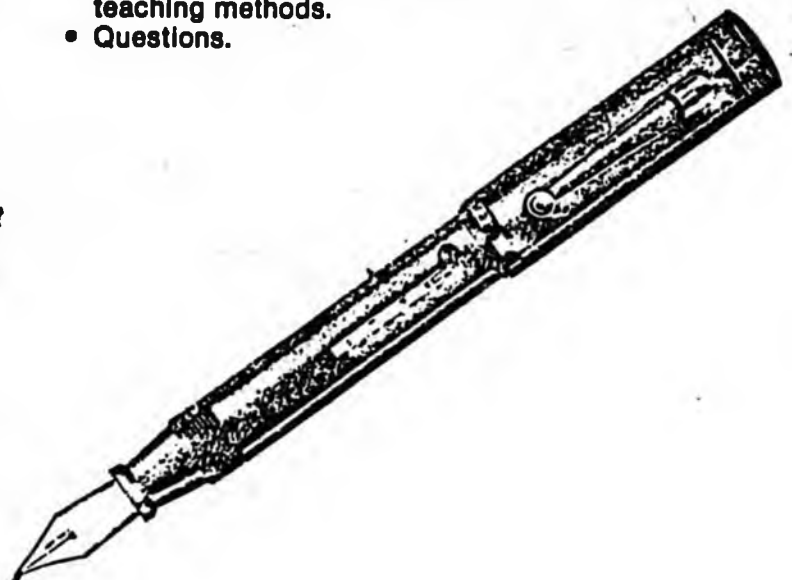
2 Set up a Parent Information Night. Send home flyers with the children. A sample flyer might read, "Dear Parents. You are invited to attend a meeting for all parents on the topic of Personal Safety of Children. The meeting will be held (date) at (time) at (location). A video program entitled (title) will be shown and a discussion on the school's curriculum will follow. This program will be presented to the students the week of (date—after parent meeting). We hope you will attend this important meeting." This procedure is more advisable than sending home "permission slips." Permission slips work from the premise that no child can attend class unless the parent says it is all right. A Parent

Information Night takes a more positive approach. Parents are able to see first hand what information their children will receive and then, if they object, their children will be excused. Otherwise, all children attend the class.

3 The Parent Information Night may be presented by the teacher or a team of teachers who will be instructing the unit. The Principal should also be present to show his/her support. The following items may be covered.

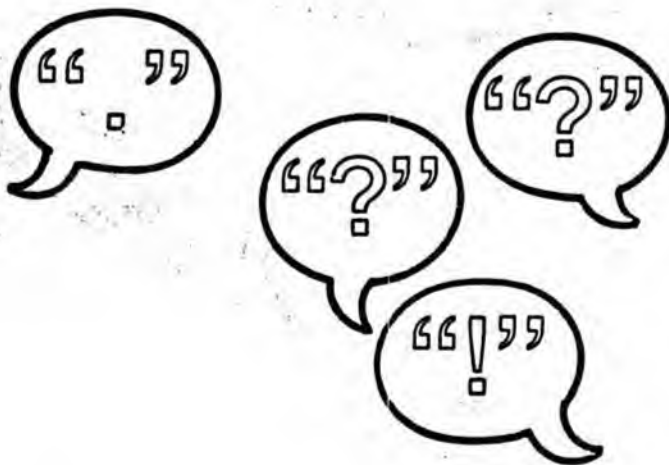
- The problem of sexual abuse of children.
- How curriculum and education can help prevent sexual abuse.
- Show video program.
- Discuss how this video is to be used and other teaching methods.
- Questions.

Dear Paren



Parent Responses

In teaching this program, the majority of parents and school officials will be supportive of your efforts. Most are relieved that something is finally being done. But it is important to anticipate some negative reactions and statements. After studying the information outlined in this guide, you will be more prepared to respond to these comments. Know the facts about sexual abuse and how the classroom sessions are going to be conducted. Be confident yet sensitive in your answers to parents' concerns. Some possible responses are listed below.



- **"I don't want my children to be frightened."**
(I don't either, that is why it will be presented in a positive, helpful manner.)
- **"I am a careful parent. It won't happen to my child."**
(Unfortunately, we can't always be with our child-

ren—we can never be sure—state statistics.)

- **"I don't want to confuse her with information she is too young to understand."**
(The program has been tested and information carefully chosen which is appropriate to your child's age.)
- **"If it's going to happen, it will."**
(Children are less likely to be victimized the more safety information they have.)
- **"I don't believe in sex education at school."**
(Sexual abuse prevention is a safety issue just like fire safety, water safety, crossing streets or poison prevention.)
- **"My son doesn't need to know about this."**
(State facts about boys being victims or friends of victims.)
- **"Give children these crazy ideas and first thing you know, they won't even let us touch them at home."**
(We discuss both nurturing and exploitive touching by both men and women. We don't discourage all touching.)
- **"Talking about sexual abuse will cause my child to form warped ideas about sex."**
(We put all the information into perspective, emphasizing that sexual abuse is not the norm.)
- **"This just gives kids ideas—then they'll probably go out and rape someone."**
(We teach children that sexual abuse is wrong, against the law, and it is not fun or exciting.)
- **"This is a personal subject that should be discussed at home."**
(I wish more homes did the job. We do involve parents in an information night and encourage discussion at home to reinforce the ideas. It is also suggested to practice what you would do if someone had a problem—a Family Safety Plan.)




Role of the School Professional

The school professional has two main responsibilities in regard to sexual abuse prevention: teaching and reporting.

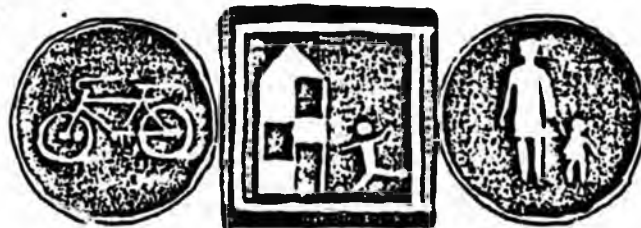
TEACHING The role you play as a teacher is very important. With no other subject will you have the potential of impacting so many lives. You can help the students avoid dangerous and possibly psychologically damaging situations. You can help them develop coping and social skills that they can use throughout their lives. You can provide information so a student can be alert and aware, not afraid. Chances are, you will be an important source for students receiving accurate information about sexual abuse. Teaching this unit makes a positive step towards children overcoming their sense of helplessness as well as stopping their criminal victimization.

REPORTING Identifying physical and behavioral symptoms of sexual abuse, as covered in this chapter, is of primary concern to the educator. Because you see children daily, you are able to compare ("Is this normal for this age?") and see changes ("Her grades sure dropped suddenly."). You may be the only person to recognize that the child is in an abusive situation. Your alertness and involvement could affect a child for life both physically and mentally. When you are done reading this guide, you will know how and when to intervene.



The problems related to sexual abuse do not end with reporting. This is particularly disorienting for the child who tends to view the report as the end of the problem. Adults, whom the child perceives as having unquestionable power, are expected to take immediate and effective action. If this does not happen, the child's trust in adults is seriously diminished. Once an incident is reported, the child's protection and expectations must be considered.

In the State of Alaska, the Division of Family and Youth Services (DFYS) within the State Department of Health and Social Services is the agency where suspected child abuse is reported and investigated. DFYS works in conjunction with local law enforcement for removal and temporary placement of the child (if needed) and interrogation and arrest of the offender. They may also work with counseling agencies to assist families where abuse has occurred.

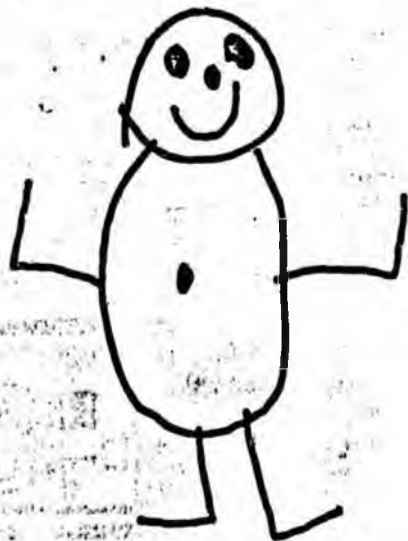


The policy regarding investigation, prosecution, and treatment of child sexual abuse cases varies from one part of the state to another, so it is a good idea for educators to become familiar with the people and processes in their own communities. It is also important to have a school protocol or established set of procedures to follow if a child is abused.

Remember, it is not your responsibility to prove or investigate sexual abuse, only to report your suspicions (See Mandatory Reporting Law, Chapter 4).

Teaching Tips

1 Determine your own personal comfort level with the topic and the materials. Sexual abuse is a sensitive issue and for some people may be difficult to discuss. In some cases, another teacher or resource speaker should be brought in.



2 Be prepared for the students' discomfort with the topic. Humor is a tension release but trivializes the subject. If students make "rape jokes," ignore them. If they persist, ask them why they feel embarrassed or uncomfortable. Generally, this is because people are just not used to discussing the topic openly. If you also joke about sexual abuse or let it persist, it may communicate to the class an uncaring feeling on your part. Statistically, in a class of 25 students, there may be 4-5 who have been sexually abused.

3 Hold class in an appropriate location. Although your regular classroom may be a good setting, some schools have special rooms which are private and more comfortable. Informal seating arrangements, such as moving chairs in a circle or having kids sit on the floor, may help facilitate discussion.

4 Limit the size of the class. If it is necessary to combine two or more classes, they should be approximately the same age level. Fifty students is a maximum with 10-25 being ideal.

5 Mixed classes of boys and girls is preferred. If classes are separated, the topic becomes different from other safety issues. Sexual abuse is not just a girls' problem.

6 Clearly introduce the topic to the class. By stating that this is a safety issue, children will see it as such. By being open and honest, the students will be less confused. For example: "Today we are going to be talking about an important topic—your safety. You all know how to cross the street safely, or what to do in case of fire, right? The type of safety we're going to talk about is what to do if someone touches you too much. We'll talk about both good kinds of touching and bad kinds of touching and how you can tell the difference."

For older students: "Today we're going to start a week long safety unit. It will specifically focus on the problem of sexual abuse or forced sexual intercourse. Just like any safety issue, you'll learn how to recognize potentially dangerous situations and how to respond."

7 Determine the students' awareness level. Do not assume students understand all the terms used. If there is any doubt, ask the students to define the word. This gives you a sense of the class' level of knowledge. It may also be an opportunity to explain what is a myth and what is valid information.

8 All questions deserve an answer. State your response as clearly and simply as possible.

9 Put information in perspective. Balance all negative examples with positive examples. "Not all adults you meet are bad," "Some touching can be good, caring, nurturing, and some touching can be bad, negative, scary, exploitive."

10 Keep students on the topic. Children, especially K-6 grades, love to tell stories. They often confuse sexual abuse with robbery, kidnapping, theft, murder and other ideas from television and movies. Sharing short stories or examples may be useful if they can be tied into a lesson.

Why Do Victims Take So Long to Tell?

Most incidents of child sexual abuse have gone on for some time. So why does it take so long for a child to come forward and tell someone about what has occurred? In many cases, children think that they have told, either directly or indirectly. The child may have done or said something to indicate that something is wrong. Yet due to the anxiety, denial or cultural bias on the part of the observer, the "telling" is unnoticed.

Generally children will not directly tell anyone what happened to them for one or more reasons:

1. Children are afraid no one will believe them. (Children generally do not lie about abuse.)
2. Children are afraid they will get into trouble with the person they tell. They may have been doing something illegal or "wrong" at the time and feel guilty. For example: "How many times have I told you not to play in the woods alone?" or, "I don't want to hear you use words like that ever again."
3. The burden of responsibility is placed on the child, or the child fears loss of personal security. For example: Threats made by the offender to the victim, "If you tell anyone, I'll come back to get you." Disruption of the family, "If you tell, I'll go to jail, Mom will go on welfare, and you'll be taken away."
4. Children fear discontinuation of affection by the offender, "This is our secret so if anyone finds out, I won't tell you any stories or hold you on my

lap anymore. I won't be your friend."

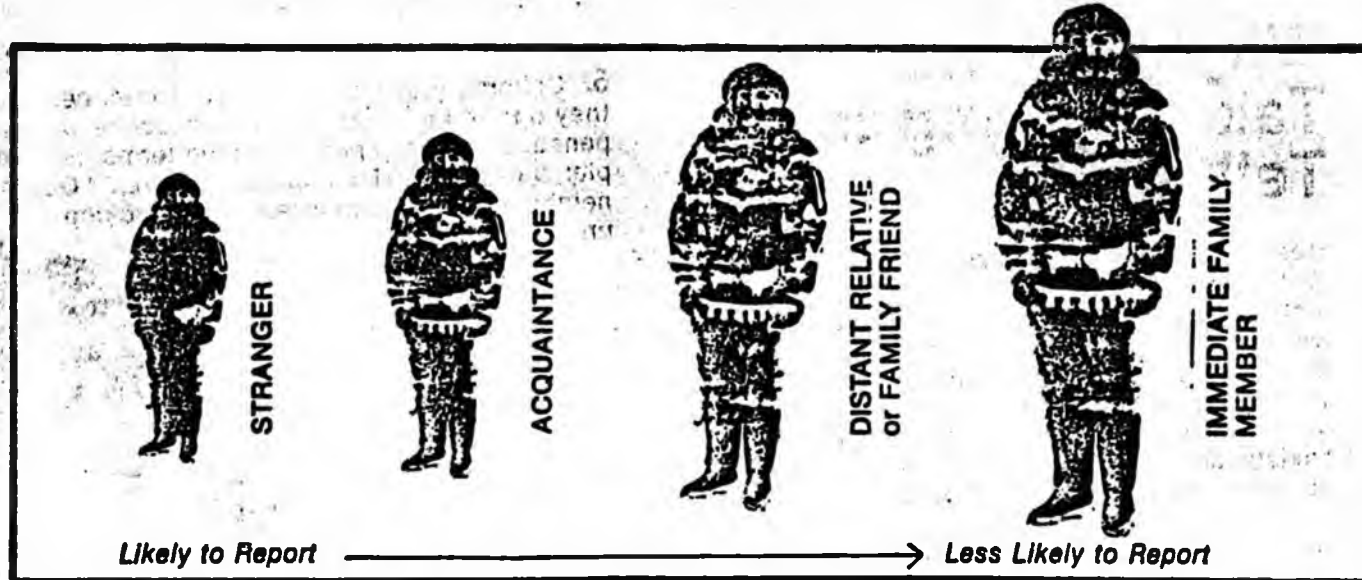
5. Children may not know 'how' to tell because they do not know the words to describe what happened. They may speak in vague terms. For example: "I don't like Uncle John anymore." "Our neighbor Mr. Thorsen wears funny looking underwear."



Additionally, a teenager might not tell for these reasons:

6. Teenagers fear peer pressure, reactions of friends, of being singled out, laughed at or losing popularity.
7. Teenagers fear discussing intimate details with authorities (police, teachers) about the sexual act. They are often self-conscious about the development of his/her own body.
8. (Generally male victims) A teenager may fear that his friends will think he is homosexual if he is abused by another male. Also concern that others would laugh that he was not "man enough" to take care of himself. If a female abuses a boy, people might minimize its seriousness, in fact, implying that it is desirable. There is an additional fear of lack of sensitivity.

VICTIM AND OFFENDER RELATIONSHIPS: HOW IT AFFECTS REPORTING



Why do children finally tell? There are 5 main reasons:

1. The child receives some sex education or sexual abuse prevention information and realizes that what has gone on is not normal, is wrong, and should be reported.
2. If the offender has told the child to keep the sexual abuse a secret, sometimes the child may brag or want to share the secret with a best friend.
3. The victim's younger brother or sister is now at the age when the victim first was sexually abused, and he or she does not want them to be abused as well.
4. The molestation escalates in frequency or type of behavior and alarms the child.
5. The child reaches adolescence and fears pregnancy, resents the offender's efforts to control her/his life, dating, etc.

Identifying Symptoms of Sexual Abuse

Often children will not verbalize what is wrong, but will convey the message by a change in behavior. The following indicators are helpful in identifying, but may not be isolated to, sexual abuse. Any of these signs could indicate the child is troubled in some way, so be alert, respond and seek the appropriate assistance.

PHYSICAL INDICATORS

- Genital or anal injury (swollen, bleeding, tearing)
- Venereal disease
- Genital pain and itching
- Change in neatness of appearance (torn, stained clothing)



- Gaining weight (wearing large, loose fitting clothes so as not to draw attention to their body)
- Compulsive masturbation
- Loss of appetite or sudden increase in appetite
- Altered sleep patterns (bedwetting, restlessness, nightmares, fear of sleeping alone, needing a nightlight, sleepy in class)
- Newly acquired bodily complaints, especially stomach aches

BEHAVIOR AND ATTITUDE INDICATORS In the Classroom

- Extreme shifts of emotions/mood swings
- Fears and phobias (especially aimed at one person or location)
- Suddenly turning against one parent
- Hyperactive and restless
- Acting adultlike (i.e., appearance of overwhelming responsibilities, especially in incest cases)



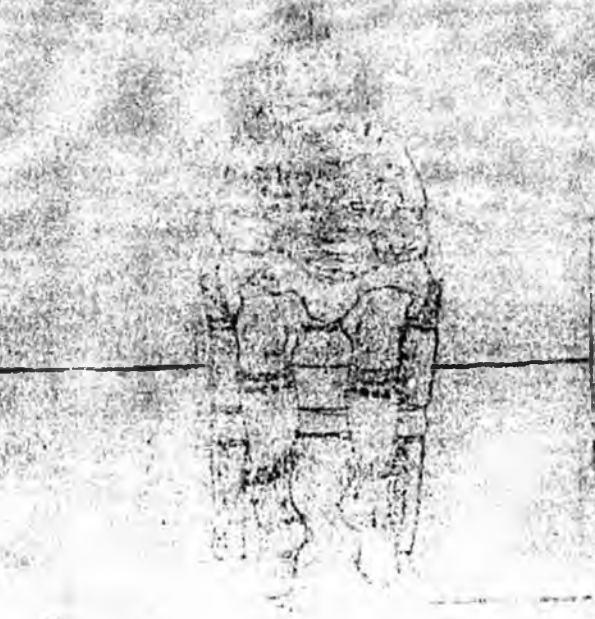
- Acting childlike (clinging to an adult, sucking thumb, etc.)
- Frequent absences from school, especially if physical abuse is connected
- Overly compulsive behavior
- Learning problems (drop in grades, daydreaming)
- Irritable, short-tempered
- May ask questions or know terminology inappropriate for child's age
- Expresses affection to adults in inappropriate ways (French kissing, fondling genitals)
- Aversion towards going home at the end of the day. May arrive at school early and leave late.
- Will not undress for P.E.
- Is frustrated and confused with feelings of anger, fear, dependence and hatred
- Hostile and aggressive towards adults or overly trying to please adults
- Afraid to be alone with adult, especially a male
- Isolation (avoids eye contact, sinks down in chair, withdrawn)
- Shies away from being touched

With Other Classmates

- Low self-esteem and self-image
- Excessive curiosity about sexual matters (with people and animals)
- Precocious sexual play
- Few friends
- Not allowed to stay overnight at a friend's house

Additionally for Teenagers

- Running away from home for no specific reason



or desire to return (approximately 50% of runaways have been sexually abused)

- Delinquent behavior, especially prostitution
- May have boyfriends at school, but not allowed to date
- Rebellious acts
- Excessive sexual behavior
- Drug and alcohol abuse
- Feelings of anxiety, denial, guilt often times verbalized

Parents of children who have been sexually abused at home may also exhibit specific behavior to indicate something is wrong. In parent-teacher conferences, note any uneasiness when discussing their child. For instance, when you say, "Susie doesn't like to undress for PE", or "This past month Susie has been awfully quiet", the mother may make statements that indicate she views her daughter as a rival. The father may be overly protective and view himself as a young boyfriend. Overall, there seems to be a blurring of generational boundaries.

Procedures to Follow If a Child Has Been Abused

As soon as you begin to suspect a child may have been sexually abused, or the indicators listed previously are present, respond immediately! It is possible that when you talk to the student, this will be the first time he or she has ever mentioned the incident to anyone. In any case, your response is critical in determining the origin of the problem as well as for the child's physical and mental well-

being. When the child discloses the abuse, the listening adult's reaction may either make the child open up and talk or cause a silent response. Therefore, think about your discussion strategy and practice asking questions in a sensitive way. You are not expected to be a police officer, but rather to gather some basic information.

The following guidelines will assist you in handling a suspected child sexual abuse case. Also check to see if your school has a written policy or protocol.

1. Talk to the child immediately. Occasionally a child may disclose during a class presentation that he or she is being abused. If this does occur, acknowledge what the child has said and that you appreciate him/her sharing that information: "I'm glad you told me, Bill. We'll talk about it privately after class." Use a private room where other children cannot see. Believe the child. Be calm, caring, sympathetic and matter-of-fact. A child can sense discomfort or disbelief. Listen and be supportive. Continually reinforce the child that he or she has not done anything wrong. Show understanding that this may be difficult for the child to talk about, but they are doing the right thing. Do not use leading questions, ("Did someone put his hands down your pants?"), but leave them open ended ("I noticed you've been quiet in class lately. Let's talk about it; what seems to be the matter?"). Go slowly, keeping the child's emotional and physical well being in mind. Ask age-appropriate questions using the child's terminology. Let the child know that you will help protect him/her from future abuse. If the child does not open up and discuss the matter, but you still suspect something is wrong, proceed to step two. Document the conversation with the child and the reasons you are suspicious.

2. Talk to the Principal or appropriate school official. This should be done immediately

to inform him or her in writing or in person of the situation and the fact that the police/Division of Family and Youth Services needs to be called. This step should be documented (times, dates) and a

copy made of the memo written to the principal regarding this matter. If writing a memo is not appropriate, you might want to take along a fellow teacher as a witness to the session with the principal.

3. Call the police or DFYS Immediately.

The child's welfare and safety is everyone's primary concern. That is why by law you must report even suspected child abuse. Professionals, including teachers, can be prosecuted if it is shown that they knew about a situation but did not report it. Likewise, a teacher who reports in good faith is protected from prosecution. Assist the authorities any way you can, including testifying if the case goes to trial. Allow the child time off from school to go to the needed follow-up medical exams, interviews and court appearances.

4. Respect the child's privacy. Although it is best not to discuss the child's situation with other people (i.e., in the teacher's lounge, with other students or their parents, etc.), it may be an opportune time to discuss sexual abuse prevention with other students. This is especially true if the offender is not in jail and may be an imminent threat to the safety of the other children.

5. Afterwards in the classroom. Let the student know you are open and available to talk about the situation if he or she so desires. The victim needs to know it is OK to vent feelings and that you are a friend. Do not dwell on the subject of the abuse nor pretend it never happened. Just be approachable. Expect the same classroom assignments and responsibilities from the victim as with any other student. The victim needs that stability and consistency. Treat the victim normally and not as a "freak." Be sensitive to the child's feelings and needs while maintaining the regular school routine.



WHAT IS SEXUAL ABUSE?



Myths and Facts About Sexual Crimes

Everyone is impressionable. We get information and images about sexual abuse from television, newspapers, movies, friends on the playground—but how do we know it is accurate? Chances are, most of what we see and hear is sensationalized, fear oriented, or only referring to a minority of the actual cases. Much of our knowledge about sexual abuse is derived from sources that are one extreme or the other: either sexual abuse is never discussed (a child's imagination can run wild with minimal facts) or it is blown out of any rational proportion. As educators, potential victims, family members of victims, and jurors, we need to evaluate and assess our knowledge and see how it affects our lifestyle, behavior, and decision-making. Our attitudes are directly transmitted onto our students.

The following is a summary of the most common myths and misconceptions about the sexual abuse of children and young adults.

SEXUAL ABUSE OF CHILDREN

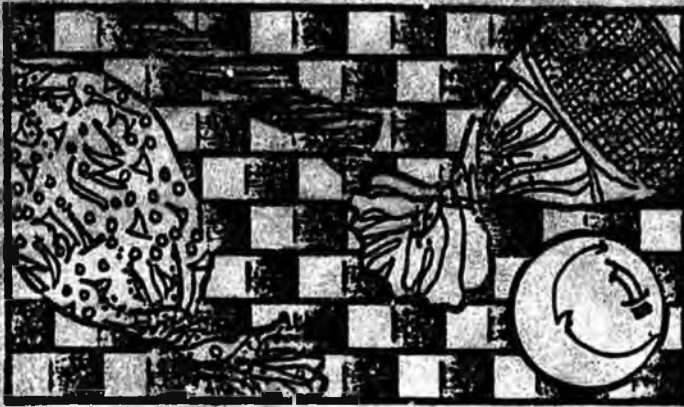
#1 Myth:

Strangers pose the biggest threat to children.

FACT:

Most children are told, "Don't take candy from strangers," and that is the extent of their safety instruction. The fact is, in 80-90% of the cases, children are molested by someone they know or to whom they are related. Although teaching children to avoid gifts from strangers may be sound advice, it is only addressing 10-20% of the problem. Furthermore, children often do not understand the reason

for the warning and may believe that the candy is poisoned.



#2 Myth:

The child victim initiates the sexual abuse either by seducing the offender or exaggerating the facts.

FACT:

The responsibility for sexual encounters always lies with the adult, not the child. In rare cases, a child may be "seductive" to the offender, but he or she has been taught that this is the only way to get attention and affection (basic survival needs) and special favors. The child's behavior is sometimes used as rationale for the offender's actions. For instance, if the case goes to trial, it is not unusual for the offender to try and use the defense, "but, your honor, she came on to ME." No matter what the sequence of events, the adult is the responsible party and must bear the consequences. The legal age of consent for sexual intercourse in the state of Alaska is 16 years old.

#3 Myth:

Most child molestations are violent.

FACT:

An estimated 3-4% of all child sexual abuse cases involve physical violence. Most offenders gain access to children by manipulation, coercion or trickery. The offender may state things such as "This is our little secret," "No one would believe you if you told," "I'm only doing this because I care about you," "You're my special friend," "You'll get in trouble if you tell," or "Your friends will think you're bad and dirty." Rarely is a child beaten or drug into a car as is often portrayed by the media.

#4 Myth:

Non-violent sexual abuse is not emotionally traumatic.

FACT:

Generally, the opposite is true. Statistically, violent sexual abuse is more likely to be committed by a stranger and non-violent sexual abuse by a family member or someone known to the child. There is not the emotional attachment to the stranger like there is with a relative or friend. These children have often trusted and obeyed the adult offender only to be tricked and misused psychologically and physi-

cally. Because of this, they may have more difficulty relating to people as they grow up; they might question their own self-worth and judgment as well as be laden with an intense feeling of guilt and hatred. Generally, the closer the association with the offender, the more emotionally traumatic it will be. Likewise, the closer the association, the less likely the young victim is to report.

#5 Myth:

Children often fabricate these stories.

FACT:

Rarely do children lie about rape and sexual activities, so each suspicion that abuse has occurred should be treated seriously. Because sexual abuse of children is so horrifying to think about, many adults when confronted with a child's story, will rationalize it away by believing it to be just a child's "vivid imagination."

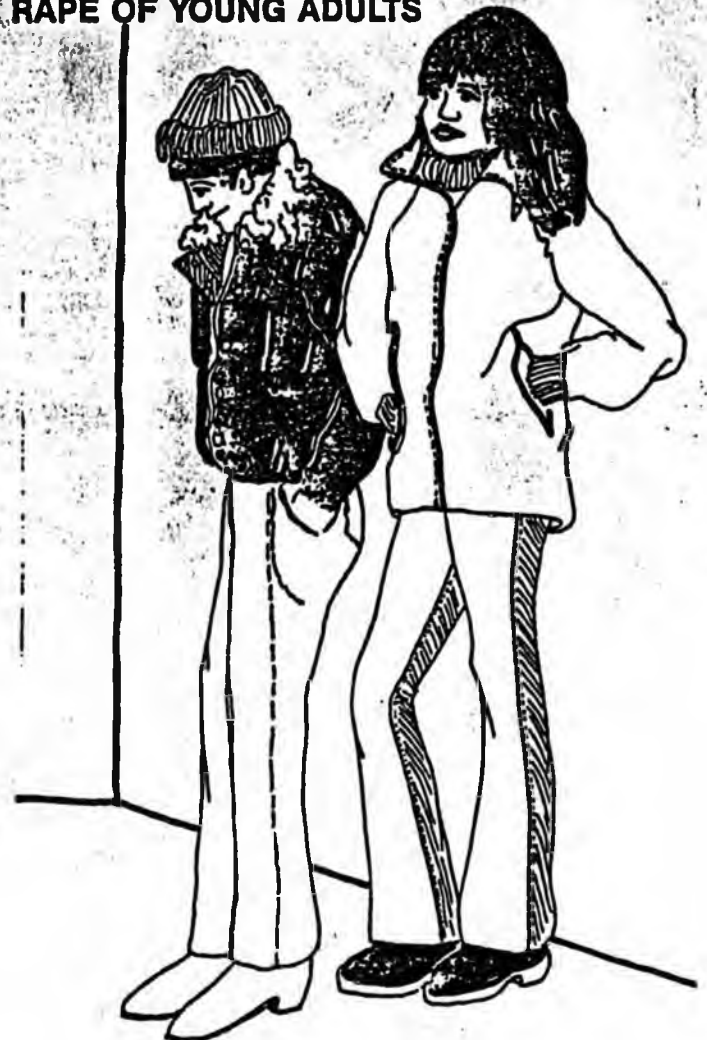
#6 Myth:

Sexual abuse only happens in low socio-economic families.

FACT:

Children from all walks of life, as well as from all parts of Alaska (rural and urban) are vulnerable to sexual abuse.

RAPE OF YOUNG ADULTS



#7 Myth:

Sometimes young women ask to be raped.

FACT:

No one "asks" to be forced or threatened into the most intimate, personal act of sexual intercourse with someone they do not know or with whom they do not wish this type of relationship. A person always has the right to say "no" and not be raped, no matter what they are wearing or where they are. A study at Atascadero prison in California showed that most rapists were not motivated to commit their crime because of the victim's clothing, but rather by the victim being alone—a crime of opportunity, not passion. The Federal Commission on Crimes of Violence reported that only 4% of reported rapes involved provocative behavior on the part of the woman (provocation being defined as gesture or way of dressing). Granted, anyone is taking a "risk" to hitchhike or walk alone at night, but they are not "asking to be raped" anymore than if they were at home reading. A man with a wallet in his back pocket is not "asking to be mugged," so why is rape looked at so differently? The blame is wrongfully shifted from the rapist to the victim.

#8 Myth:

Rape is an impulsive and spontaneous act of sexual gratification.

FACT:

Many rapists are married, have girlfriends or sexual partners. Sexual deprivation is not generally what motivates a rapist, but rather a need to humiliate, overpower and control. Many offenders have low self esteem and self-respect as well as minimal social and coping skills. To him, the victim may represent all women/men, a particular person (i.e., wife, mother) or just an object for venting his hostility. In the dating situation, some sexual offenses stem from unclear communication between the couple, mixed messages, peer pressure, selfishness and lack of respect for the other person. A rapist could be a date, a stranger, an employer, fellow student, teacher, or relative—it could be anyone who has these characteristics and acts them out.

#9 Myth:

Many rapists kill their victims.

FACT:

Although the threat and fear of death or severe bodily injury is almost always present, rarely does a rapist kill his victim. Nationally, between 4-6% rapes end in murder. Today's movies, music, and television shows often perpetuate this myth with themes that are a mixture of sex and homicidal violence. The fear generated from this information often makes it difficult for victims to think calmly and rationally when confronted by a rapist.

#10 Myth:

Women want to be raped.

FACT:

Rape is, by definition, an act committed against the will of the victim. It is not seduction. There is no

tenderness in rape, no concern for the feelings of the victim. The thought that a woman could enjoy being exposed to the threat of injury or death, venereal disease and pregnancy, that she could enjoy the humiliation and fear a rapist imposes is not true.

#11 Myth:

No person can be raped unless he/she wants to be.

FACT:

Because of a lack of understanding of how and why rape occurs, many believe that a normal, healthy person simply cannot be raped. Often the ardent believers of this myth are women themselves, and their judgmental attitudes continue to victimize every woman who is sexually abused. Cliches such as "a woman can run faster with her skirt up than a man can with his pants down," only reflects the speaker's lack of knowledge and insensitivity to the topic. The victim's fear of being killed or injured is somehow forgotten. The decision to aggressively resist a rapist or submit with the hope of not being injured should lie solely with the victim.

#12 Myth:

Most rapes aren't "real." It's just a revengeful female trying to get back at some poor guy.

FACT:

It would be unrealistic to say that people have never falsely reported a rape to the police. However, only about 2% of the total cases reported are considered unfounded. This percentage is consistent with the number of false reports in other major crime categories. Although new laws protect the victim from embarrassing and unnecessary questions in court, it is still a difficult crime to report and discuss. Rarely does a victim lie about such a serious matter. Each incident should be called to the attention of the authorities. A teacher's legal responsibility is to report every suspected incident so that those who are trained in determining the facts can do so. If it is proven to be untrue, the victim could be charged with initiating a false report. This, however, is a rare occurrence.



#13 Myth:

All sex offenders are drunk.



ledge will no doubt be based on myths and handed-down prejudices. Interviews with convicted rapists have shown that many felt their behavior was condoned by other men. This was reinforced by "rape jokes," and a cavalier attitude on the part of some to the seriousness of the crime. It was evident that women were doing the complaining, setting up the hotlines, crisis centers and lectures, and to the rapists, that did not mean much. The rapists still felt they had the support and power on their side. Rape and sexual abuse is truly a problem for everyone on many levels. Education must be conducted with both boys and girls at a young age in order to impact and stop this cycle of abuse. We are all potential victims, offenders and jury members. Unless women and men band together to make a statement that both sexes are against rape, people will continue to contribute unknowingly to the perpetuation of sexual abuse.

FACT:

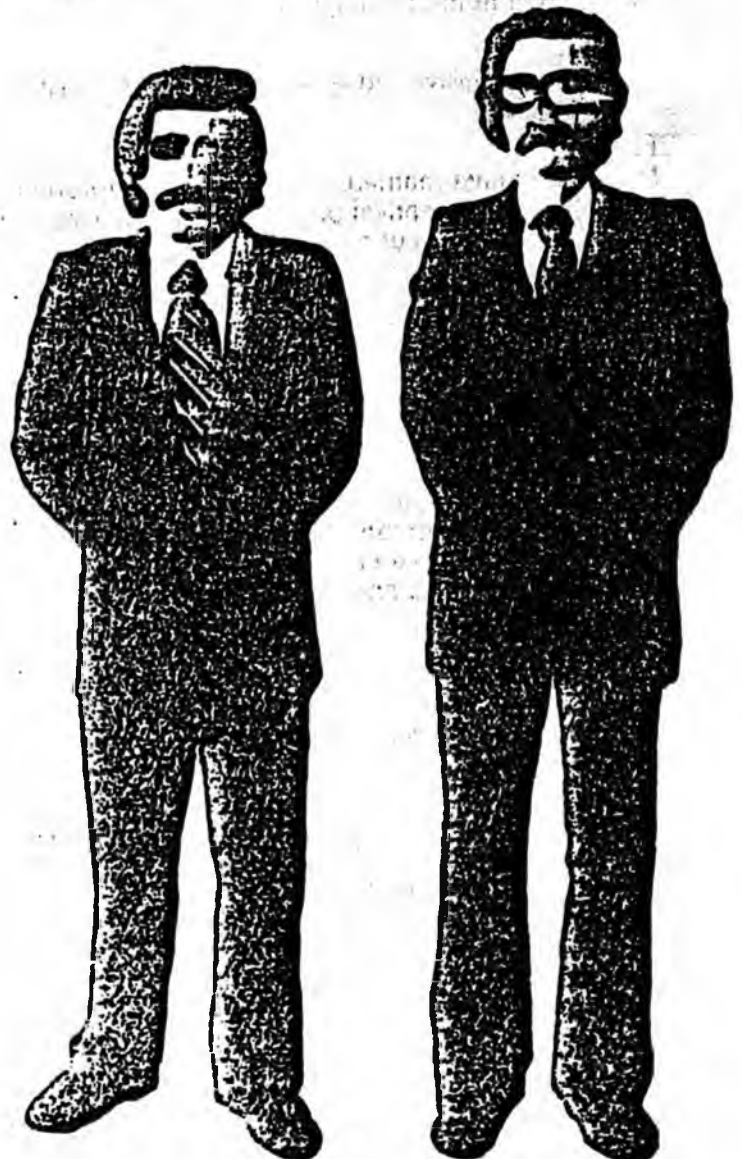
A high percentage of sex offenses do involve alcohol; however, it is not the cause or the reason for the offense. Too often alcohol and drugs are used as an excuse for not accepting responsibility for one's behavior. Furthermore, not all people under the influence of alcohol choose to sexually abuse others. Simply treating the alcohol or drug problem will not necessarily change the violent and/or sexual problem.

#14 Myth

Rape is a woman's problem.

FACT:

Rape is a societal problem involving both men and women. Although women are more often the victims of sexual crimes, men are victimized too. Statistics show that 1 in every 8 males will be the victim of sexual abuse before they are 18 years old. Furthermore, as a husband, brother, boyfriend or father of a female, men need to understand the fears, anxieties and difficulties she may encounter if victimized. This is essential in order to be supportive and to help her adjust during a difficult and frightening time. The fear of how family and friends might react is one of the biggest concerns a victim faces following an abuse. Both men and women are also potential jury members and may someday have to make a judgment of "guilty" or "not guilty" in a sexual abuse trial. If citizens have never taken the time or had the opportunity to learn anything about rape, their know-





Who Are the Victims?

Most of us want to believe that sexual abuse will never happen to us, a family member or to anyone in our classroom. We want to believe that it only occurs to people in a different socio-economic bracket, another part of the state or those who obviously did something "wrong" to let it happen in the first place. We try to justify the act in our minds by looking for characteristics that separate us from the victim, offender or setting. "I would never have let my kids stay home by themselves!" But haven't babysitters also committed sexual abuse? "The mother's boyfriend abused her daughter? Those type of problems happen to unstable, low-income families." But haven't even natural fathers raped their daughters at every level of the income strata? Sexual abuse can happen to anyone.



The statistics are shocking and they only begin to convey the magnitude of the problem. As educators, it is important to first acknowledge that the problem exists. Statistically you probably have a victim in your classroom right now. If not, several of your students may be victims before they are 18. You have the opportunity to provide information to your students that you know will be valuable. But first let's examine the statistics:

NATIONAL

- 1 out of 4 females and 1 out of 8 males will be victims of sexual abuse by age 18 (National Center for Child Abuse and Neglect)
- 1 in every 6 elementary students has been sexually molested by grade 6 (Minneapolis, Minnesota Study)
- 90% female victims, 10% male victims (Seattle study)
- Average victim age is 8 years old at the time of first sexual abuse (Santa Clara, California study)
- 81% of victims were 12 years or younger, 19% over 12 years (Seattle study)
- Estimated 50-75% of all sexual abuse cases are reported to police (FBI)
- 200% increases in sexual molestations of children nationally since 1976 (National Humane Society)
- 80-90% of all child victims are sexually abused by someone they know or to whom they are related (Seattle study)
- One-third of all forcible rapes happen to females under the age of 15 years ("Sexual Abuse on Women and Girls," *Psychology Today*, March 1980)
- 75% of all juvenile prostitutes had their first sexual experience at home with a relative (Minneapolis study, 1970's)
- In 1 in 20 homes incest has occurred (National Center for Child Abuse and Neglect)
- Average duration of a sexual abuse: 13% one time incident
20% several incidents over period of 0-6 months

67% several incidents over a period of 1-4 years (Seattle study)

- With adolescents, dating and other social interaction may lead to what is called, "acquaintance rape." In this instance, the victim is pressured or physically coerced by his/her date into sexual intercourse. Because the experience happens in a social context, neither may view it as rape. The victim may be traumatized, yet legally it may or may not be sexual assault. Estimates are that this is one of the most common abuse situations that goes unreported involving young adults.

The impact of the sexual abuse on the child will depend on the following things:

- Age of child
- Sex of the child
- Pre-existing personality
- Nature and duration of abuse
- Family structure, support system
- Reaction of family and outsiders
- Child's relationship with the offender
- Conditions surrounding disclosure (how it came to light)
- Mode of intervention (how interview was handled. Did it relieve anxiety and tension or increase anxiety and guilt?)

If there is no professional intervention, victims may have some permanent behavior changes. They may exhibit some or all of the following traits:

- Lack of trust and respect for people
- Feelings of low self-worth and self-esteem
- Feelings of isolation in peer relationships
- Lack of concentration

- Inability to feel comfortable in intimate relationships
- Sexual dysfunction
- Internalized feelings (of anger, depression, which could lead to suicide)
- Child feels powerless and helpless

Who are the Offenders?

Ever since we have read comic books or watched cartoons on Saturday morning, we have had an image of the child molester. A bad person is easy to spot. He (we believe it is always a man) wears certain clothes to give himself away: trench coat or black cape, a dark hat that shades his eyes, dirty and disheveled. He is over 60 years old (the "dirty old man") and has a shaggy beard or mustache. We still see this image on TV, and it is vivid in every child's mind.





One of the biggest hurdles to overcome in educating children is the fact that a child abuser or rapist has no "look." He or she can be a family friend, a stranger, a club leader, a relative, a child care provider, a date or a casual acquaintance. Even community leaders and people with strong moral and religious beliefs can be offenders. Although the majority of sexual offenders are around 18-30 years old, a growing number of teenagers are also committing sex crimes. Consequently, we must learn to recognize behavioral traits and verbal clues that alert us to the fact that this person could be sexually abusive to children.

Statistically, sex offenders will continue to repeat their behavior unless they are stopped. Most will not stop voluntarily but need legal pressure. Criminal justice system involvement makes it clear that their behavior is not socially acceptable and that they will have to pay the consequences. When confronted about their actions, most offenders will deny or rationalize it. After further questioning, they may state the following:

- *"It didn't hurt the child"*
- *"It was the child's fault"*
- *"She was teasing me/she seduced me"*
- *"It's my family, I can do what I want" (incest)*
- *"He/she made up the story to get attention"*
- *"I would have stopped if she/he would have asked me to"*

- *"It's no big deal; no reason to get upset"*
- *"I was drunk/on drugs. It won't happen again"*

Why does someone want to sexually abuse a child? Unfortunately, there are no easy answers. Perhaps offenders pick children because they are naïve, vulnerable and the crime is more likely to be kept a secret. Some are immature sexually and cannot form effective social/sexual relationships with adults. The following statistics give an overview of common characteristics shared by many child sexual offenders.

- 97-98% are male offenders, 2-3% female offenders.
- Nationally 1/3 of all sexual crimes involve the offender using alcohol. In Alaska, it is over half. Young children around heavy alcohol users are at risk.
- 80% of all sexual offenders were sexually abused as children. (Columbia University)
- Men who batter their wives will frequently sexually abuse their children as well.
- Many have a rigid and authoritarian background (i.e., military, religious or punitive family)
- Sex offenders will generally sexually abuse someone of their own race.

The offender who abuses within the family has some unique characteristics. Incest is one of the least discussed forms of sexual abuse of children.



Incest is defined as being sexual intercourse between parents and children, between siblings, between a child and her/his grandparents, uncles, aunts, nephews or nieces. There are many reasons why incest is a crime. First, incest generally occurs between an adult and a child—an unequal power relationship. Children are told to obey adults. They are perceived as having no rights because the adult is the authority. The children are exploited because they are unaware of their options and the consequences of the act. Second, the incest victim can be physically harmed because of the difference in the adult and child's genital size. Third, incest is not a normal, nurturing, healthy love between family members. Children grow up with a distorted view of relationships. Lastly, there is an increased probability of physical deformities in the offspring of a related mother and father.

Sometimes the "force" used by a sex offender is not obvious. It may take the form of subtle coercion, bribes and psychological manipulation. The following are some typical statements made to children so they will cooperate and be silent.

Threats/Coercion

- "I'll go to jail if you tell anyone"
- "I won't like you anymore"
- "You'll split up the family if you tell" (i.e., mom on welfare, child to foster home, divorce)
- "You'll get in trouble if you don't do what I tell you"
- "No one will believe you if you tell"

Bribes

- "I'll give you some money"
- "I'll let you stay up late and watch TV"
- "Come see my puppies/kittles"

Psychological Manipulation

- "What's wrong? Don't you like me?" (or "trust me?" "Are you prejudiced?")
- "I'm doing this because I love you"
- "I don't want you to have to learn about sex on the streets"
- "People don't like girls like you" (makes her feel dirty, unpopular)
- "What we're doing is all right. Everyone does it"
- "We're special friends. This is our little secret"

Many cases of sexual abuse involve a secret between the child and the offender. Victims are often told that the activity is "our little secret," that "special friends have secrets," or "this is only for us to know." Coercion, manipulation and trickery in this fashion contribute greatly to why many children remain silent about the abuse for a long period of time.

Children should be taught the difference between

secrets and surprises; surprises with adults are OK but secrets with adults are not OK. For one thing, surprises are always told or revealed at some point, often in conjunction with a specified event or holiday such as a birthday or Christmas. A surprise may be kept silent for a short time under these conditions. A secret, on the other hand, is information kept silent forever. Children should never have secrets with adults, whether it be a relative, acquaintance or stranger. It is not acceptable for a child to withhold information or knowledge about certain activities for an extended period of time. Children should always tell if an adult tries to keep a secret with them.

A teacher or parent should pay particular attention to an adult who refers to a child in sexual terms or is flirtatious toward the child. For instance, referring to a little girl as a "knock out," "a fox," or "a real man charmer" may be a clue that he is involved in more than just verbal comments. If nothing else, it may be confusing for the child to understand and respond.

How do you know what is healthy sexual curiosity between two children who are exploring each other's bodies (i.e., playing doctor)? A teacher or parent should be concerned by this behavior and intervene if any exploitation is occurring, such as:

- force, coercion or a bribe is involved
- one child is much older or physically larger and stronger
- one child is told not to tell or they will get in trouble, beaten up, etc.
- when one child has some sort of responsibility for the other child (i.e., babysitter) and there is a differentiation of power.
- the child initiating the behavior is a loner who has

minimal social and verbal skills and tends to communicate in a sexual fashion

Talk to the child or to his/her parents about your observations. Emphasize that taking advantage of someone is wrong whether it is in sexual play or any other behavior. This situation should be discussed openly with the child so that a solution can be reached.



4

DEFINITIONS

Legal Terminology

Acquittal: A "not guilty" verdict at a trial.

Alcoholic: A person who is physically and psychologically addicted to alcohol.

Caseworker: A person from Division of Family and Youth Services who is assigned to work/investigate a case of child abuse. Also known as social worker.

Crime: Something that is against the law. Some crimes are more serious than others; for example, beating someone up is more serious than taking a pencil.

Crisis center: An organization available to assist people with emergencies or situations that are disruptive.

Defense attorney: The legal representative of a person accused of a crime.

Exposer: A person who displays his/her genitals in order to excite him or herself or another person. Also called a "flasher," "exhibitionist."

Grand jury: A closed hearing of citizens summoned by law, to inquire into whether there is enough evidence to hold a trial.

Inner voice: A person's common sense, judgement or conscience.

Molestation: The act of sexually annoying or touching someone sexually against their will.

Obscene phone call: A telephone call made to scare or upset the person that answers the phone.

Offender: A person who violates a rule, commits a crime, or causes displeasure or annoyance to another.

Preliminary hearing: The first step in the trial process whereby evidence is evaluated and determination is made as to whether or not a trial should be held.

Private parts of the body: Those parts of the body covered by underwear or a bathing suit. This includes the genitals and buttocks of both males and females and the breasts of females.

Prosecutor: The lawyer representing the State or Federal government (and indirectly, the victim).

Public parts of the body: Locations on a person's body that are not covered by underwear or a swimsuit, parts that are okay for other people to see. This includes the head, arms, legs, etc.

Rape: A general term meaning forced sexual intercourse against a person's will.

Secret: Information kept silent forever.

Sexual abuse: A general term which includes all sexual crimes.

Sexual assault: (see laws).

Surprise: Something that is kept silent for a short period of time under the conditions of being revealed in conjunction with an event (i.e., birthday, Christmas). A surprise is always told at some point.



Trial: A judicial examination of facts relating to a criminal or civil matter.

Victim: The person on the receiving end of a crime; a person selected or injured by the offender.

Witness: A person who testifies in court as to their knowledge of a criminal incident.

Medical Terminology (and Slang)

Anus: The opening in the buttocks from which a bowel movement comes. The posterior opening of the digestive tract. Slang: asshole.

Breast: Glands on the chest of a person, located between the neck and abdomen. Slang: boobs, tits.

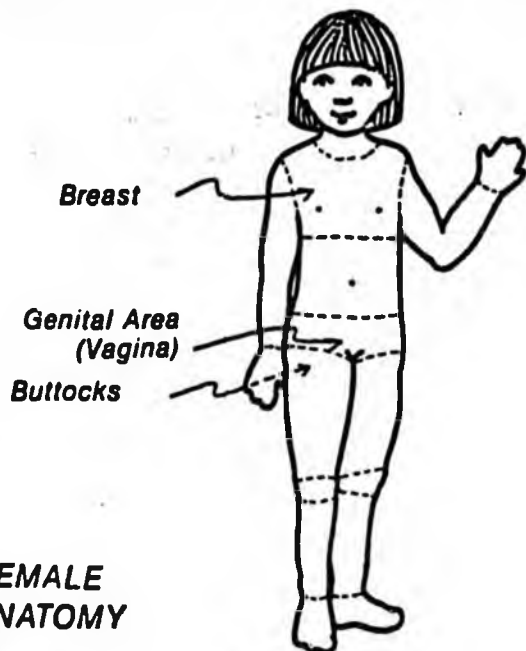
Buttocks: The rear or posterior part of a person's anatomy. Slang: ass, butt, bottom.

Genitals: The reproductive organs (generally external) on a male or female.

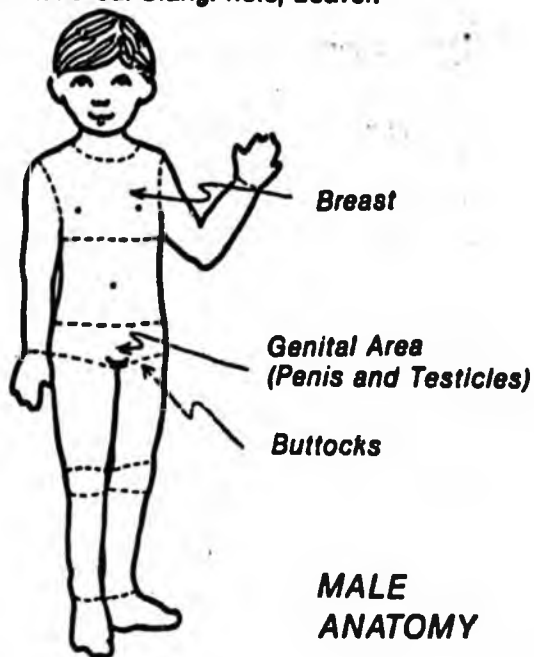
Penis: The male sexual organ used in sexual intercourse and from which a male urinates. Slang: wienie, cock.

Testicles: The two male genital glands, located behind the penis, which secrete sperm. Slang: balls, nuts.

Vagina: An opening leading from the uterus to the vulva in a female's genital area. Slang: hole, beaver.



**FEMALE
ANATOMY**



**MALE
ANATOMY**

Defining OK and Not OK Touching

Different types of touching are rarely discussed, consequently children grow up receiving a combination of positive, negative and double messages about touching experiences. It can be confusing for young children who are spanked yet told not to hit their siblings, warned not to touch their genitals yet taken to the doctor who touches them there, and instructed always to be nice to Uncle Ernie even though they hate it when he secretly touches their bottom and kisses them too much.



A simple way to clarify these issues for children is to give examples of many types of touching. The "Touch Continuum" created by Cordella Kent in 1978 in Hennepin County, Minneapolis, Minnesota, is a way to explain the concepts. The basic premise is that there are many forms of touching, some good and some bad. It is important to balance your examples with both. If children feel uncomfortable with any kind of touching, they should not be forced to participate. They have a right to say no because their body is their own.

Lack of Touch: Largely derived from the work of James Prescott, Ph.D. Studies indicate that children who did not receive physical affection during their formative years tended to exhibit violent behavior later in life (Body Pleasure and the Origins of Violence, *The Futurist*, April 1975).

OK Touching: Refers to positive expressions of nurturing, caring and giving through physical communication. Most often receivers of this kind of touching feel the act was a mutual sharing experience. They do not feel scared or like their personal space or body was violated. An example might be walking hand in hand home from school with a good friend or getting a big hug from Mom or Dad for a good grade or a spelling paper.

Confusing Touching: Encompasses much of the touching people experience. It is confusing when:

1. The receiver does not understand or misinterprets the intent of the giver.
2. Double messages are perceived between the verbal and physical communication.
3. The receiver is unfamiliar or not used to this type of touching.
4. The touching does not fit or is in conflict with the attitudes, values or morals of the giver and/or the receiver.

This might include a doctor or parent touching the child's genitals when putting on medicine, seeing naked people in a movie, or someone saying nice things while being physically forceful with a child.

1	2	3	4	5	6	7	8	9	10
Lack of Touch		OK Nurturing Touch		Confusing Touch		Not OK Exploitive Touch		Lack of Touch	

NOT OK TOUCHING: Refers to any manipulative, scary, uncomfortable, or forced touching. This includes touching the private parts of the body. One of the most extreme examples of exploitive touch is sexual assault. Another is the use of children for prostitution or pornographic purposes.

Laws in Alaska

The sexual assault laws of Alaska were reformed in October 1983 to make it easier to prosecute offenders. Sexual assaults that might not have been covered in the past are now clearly illegal. Prosecution and conviction are also more likely because details of the victim's past usually cannot be brought up in court.

In general, any forced sexual contact is against the law and sexual contact with a child by an older person is also illegal.

SEXUAL ASSAULT

There are two degrees of sexual assault depending upon the type of conduct prohibited.

SEXUAL ASSAULT IN THE FIRST DEGREE is the most serious and can be committed in one of two ways:

1. By engaging in sexual penetration* without consent** of the victim--commonly referred to as rape;
2. By attempting to engage in sexual penetration without consent of the victim and causing serious physical injury.

SEXUAL ASSAULT IN THE SECOND DEGREE:

1. Sexual contact*** without consent.
2. Sexual penetration by the defendant with a person he knows is mentally incompetent or is incapacitated.

SEXUAL ABUSE OF A MINOR. There are four degrees of sexual abuse of a minor depending on the type of conduct prohibited.

SEXUAL ABUSE OF A MINOR IN THE FIRST DEGREE is the most serious and can be committed in one of two ways:

1. When a person who is 16 years of age or older engages in sexual penetration with someone under 13 years of age.
2. When a person 18 years of age or older engages in sexual penetration with a son or daughter who is under 18 years of age or someone under 18 years of age who is entrusted to the offender's care by authority of law .

SEXUAL ABUSE OF A MINOR IN THE SECOND DEGREE:

1. When a person who is 16 or older engages in sexual penetration with a person who is 13, 14, or 15 is at least 3 years younger than the defendant;

2. Sexual contact between a person 16 or older and a person under 13 or induces a person under 13 years of age to engage in sexual contact with another.

3. Sexual contact** between a person 18 or older and a son or daughter under 18 or a person who has been entrusted to the offender's care by authority of law.

4. A person 16 or older aids, induces or causes a person under 16 to engage in prohibited sexual acts in sex exploitation media.

SEXUAL ABUSE OF A MINOR IN THE THIRD DEGREE:

Sexual contact between a defendant 16 or older and a victim 13, 14, or 15 who is at least 3 years younger than defendant.

SEXUAL ABUSE OF A MINOR IN THE FOURTH DEGREE:

Sexual penetration or contact between defendant under 16 and victim under 13 who is at least 3 years younger than defendant.

INCEST. A person commits incest if, being 18 or older, the person engages in sexual penetration with a person who is related.

UNLAWFUL EXPLOITATION OF A MINOR. Exploitation includes using a child under 18 as the subject of pornographic material.

INDECENT EXPOSURE. Can be committed in one of two ways. The first type is the more serious crime:

1. Indecent exposure**** before a victim under 16;
2. Indecent exposure before an adult.

DISORDERLY CONDUCT. One of the many ways to commit the crime of disorderly conduct is in the intentional exposing of one's buttocks or anus with reckless disregard for the offensive effect that act has on others.

The Mandatory Child Abuse Reporting Law

Sec. 47.17.010. Purpose. In order to protect children whose health and well-being may be adversely affected through the infliction, by other than accidental means, of harm through physical abuse or

neglect or sexual abuse or sexual exploitation, the legislature requires the reporting of these cases by practitioners of the healing arts and others to the appropriate public authorities. It is the intent of the legislature that, as a result of these reports, protective services will be made available in an effort to prevent further harm to the child, to safeguard and enhance the general well-being of the children of this state, and to preserve family life whenever possible. (§ 1 ch 100 SLA 1971; am § 3 ch 104 SLA 1982).

Sec. 47.17.020. Persons required to report. (a) The following persons who, in the performance of their professional duties, have cause to believe that a child has suffered harm as a result of abuse or neglect shall immediately report the harm to the nearest office of the department:

- (1) practitioners of the healing arts;
- (2) school teachers and school administrative staff members
- (3) social workers;
- (4) peace officers, and officers of the division of corrections;
- (5) administrative officers of institutions;
- (6) licensed day care providers and paid staff;
- (7) licensed foster care providers.

* "Sexual penetration" means genital intercourse, oral-genital contact, anal intercourse or an intrusion, however slight, of any object into the genital or anal opening of another person.

** "Without consent" means that a person with or without resisting is coerced by the use of force or threat of death, injury or kidnapping.

*** "Sexual contact" means the intentional touching of the genitals, anus or female breast either directly or through clothing or the defendant's causing the victim to touch the defendant's genitals, anus or female breast.

**** "Indecent exposure" means the intentional exposure of defendant's genitals to the victim with reckless disregard for offensive frightening effect on the victim.



(b) This section does not prohibit the named persons from reporting cases which have come to their attention in their nonprofessional capacities nor does it prohibit any other person from reporting a child's harm which he has cause to believe is a result of abuse or neglect. These reports shall be made to the nearest office of the department.

(c) If the person making the report of harm under this section cannot reasonably contact the nearest office of the department, and immediate action is necessary for the well-being of the child, the person shall make the report to a peace officer. The peace officer shall take immediate action to protect the child and shall, at the earliest opportunity, notify the nearest office of the department. (§ 1 ch 100 SLA 1971; am §§ 4, 5 ch 104 SLA 1982).

Sec. 47.17.068. Penalty for failure to report. A person required to file a report of abuse or neglect under AS 47.17.020 who willfully or knowingly fails or refuses to report the harm required under AS 47.17.020 is guilty of a class B misdemeanor. (§ ch 104 SLA 1982).

Sec. 47.17.070. Definitions. As AS 47.17.010-47.17.070.

(1) "child abuse or neglect" means the physical injury or neglect, sexual abuse, sexual exploitation, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health

or welfare is harmed or threatened thereby;

(2) "child" means a person under 18 years of age;

(3) "department" means the Department of Health and Social Services;

(4) "institution" means a private or public hospital or other facility providing medical diagnosis, treatment, or care;

(5) "neglect" means the failure to provide necessary food, care, clothing, shelter, or medical attention for a child;

(6) "practitioners of the healing arts" includes chiropractors, dentists, health aides, nurses, optometrists, osteopaths, physical therapists, physicians, psychiatrists, psychologists, religious healing practitioners, and surgeons;

(7) "sexual exploitation" means

(A) permission or encouragement to a child for prostitution prohibited by AS 11.66.100-11.6.150 by a person responsible for the child's welfare;

(B) permission, encouragement, or activity involved in the unlawful exploitation of a minor prohibited by AS 11.41.455 by a person responsible for the minor's welfare. (§ 1 ch 100 SLA 1971; am § 6 ch 104 SLA 1971; am § 3 ch 222 SLA 1976; am §§ 56, 57 ch 94 SLA 1980; am §§ 8, 9 ch 104 SLA 1982)

5

LESSON PLANS FOR K-6 GRADES

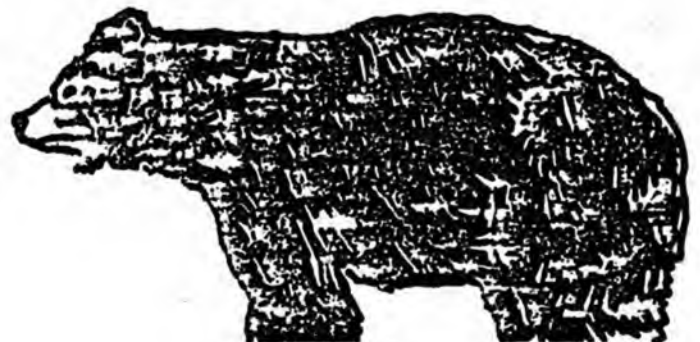
Exactly how you teach your students depends upon the children's ages, language level, maturity, community resources, the school structure and support of parents. *However, the goal is the same in each case: to provide children with enough information to recognize dangerous situations and to develop their response skills if confronted with sexual abuse.* No matter what their age, children are vulnerable and should receive as complete information as they can comprehend.



With very young children, you may not want to use the words "rape" or "sexual abuse," unless a child brings them up. Do not be evasive or misleading, but rather spend your time on simpler concepts that are less confusing. For instance, with poison prevention you may tell a young child "Do not open or go near the cabinet under the kitchen sink." As the child gets older and develops better judgment, you might say "If you are getting something from under the kitchen sink, do not touch bottles marked poison. They are dangerous and would make you sick." As the child gains more knowledge, independence, and is a better decision-maker, you gradually increase the amount of information. Likewise, sexual abuse prevention should be handled in stages.

If young people live or camp near bears, they are taught about the dangers of bears. They learn what bears look like, how they act, the sounds they make, and how to respond if they run into bears. Traditional warnings about sexual abuse were never as specific as these safety tips. In fact, they were so vague that many times children had no idea what was being discussed. You have an opportunity to change that. The more a child knows, the less frightened he or she will be, and the better prepared to prevent abuse.

Many teachers ask, "Isn't kindergarten or first grade too young to begin talking about sexual abuse?" The answer is no. Sexual offenders often do not discriminate by age when selecting their victims and may molest a child as young as a few months old. Sexual abuse is the only safety issue in which society feels the less information a child receives, the better. No one would use that way of thinking with fire safety, water safety, or learning to cross the street!



For young children, defining sexual abuse in terms of touching is a good starting place. Later, add the idea that the touching may be sexual. This transition can be made successfully when you discuss public and private parts of the body, outlined in this chapter. The more specific the information, the less confusing it will be for the child. Reinforce the idea that "my body is my own."

Throughout the week, you may want to read to the class simple examples of inappropriate touching and specific responses. Children need information on what the offender might do so they will know when and how to react. Later in the week, students will have an opportunity to practice saying no and other assertive responses. This will give them some examples to think about prior to that exercise. Examples clarify the touching problem for children while minimizing their fear of how to respond.

- The following are some examples you might use:
- If someone pats or rubs you on the bottom, you can tell them to stop
 - If someone puts their hands down your pants, tell them "no" and run away
 - If someone older than you wants to touch your penis, tell them "no" and leave
 - If a friend of the family wants you to sit on his lap and you do not like it, tell him "no, thank you"
 - If someone touches or hugs you a lot and it makes you feel funny or uncomfortable, tell them you do not like to be touched that way
 - If a relative kisses you too much, wave hello/good-bye or shake their hand
 - If someone asks you to touch him under his clothing, tell him, "no, I don't do that."

TELL CHILDREN: YOUR BODY IS YOUR OWN. YOU HAVE A RIGHT NOT TO BE TOUCHED BY ANYONE UNLESS YOU WANT TO BE.

If someone grabs you, scream, "No, let go!" and run away

If a person you know asks you to undress in front of him or her, tell them, "No, it's against our family's rules"

If a person touches you by accident and you do not like it, it is still okay to object

If a friendly person offers you a gift if you will get in his car, you can just turn and go the other way

The list of examples goes on and on. Feel free to add situations that are relevant to your school or to an incident that has happened in your community. Reinforce to children that there are many ways to say no, verbally and non-verbally:

Verbally

- "No"
- "No, thank you"
- "It's against my family's rules"
- "My mom (father, teacher, etc) told me not to"
- "Stop"
- "Don't bother me"
- "I don't like to be touched that way"
- "I don't want to"
- "Leave me alone"
- "That's not okay to do"
- "I'm going to tell my father (or other adult)"

Non-verbally

- Remove the offender's hand
- Ignore the person and leave
- Run away from the person



Outline of K-6 Grade Lesson Plans

Day One

- Pre-Test
- A. Teacher lecture - Introduction (K-6)
 - B. Video scene #1: "The Ride" (K-6)
 - C. Video program discussion questions (K-6)
 - D. "Color the Car" exercise (K-4)
 - E. "Identifying People" exercise (K-6)
 - F. "No and Go" exercise (K-6)
 - * If time, teacher lecture - "Safety Outdoors," Chapter 7

- Preparation check list:
- Order video projector
 - Make copies of games, handouts
 - Re-read pages

Day Two

- A. Teacher lecture "OK and Not OK Touching" (K-6)
- B. Video scene #2: "The Tickle" (K-6)
- C. Video program discussion questions (K-6)
- D. "Anatomically Correct Dolls" exercise (K-6)
- E. "This is Me. I am a Girl," "This is Me. I am a Boy" exercise (K-6)
- F. "Answering the Telephone" exercise (K-6)
- * If time, teacher lecture, "Safety Indoors," Chapter 7

- Preparation checklist:
- Order video projector
 - Make copies of games, handouts
 - Order dolls
 - Bring telephone
 - Re-read pages

Day Three

- A. Video scene #3: "Our Little Secret" (K-6)
- B. Video program discussion questions (K-6)
- C. "Secret or Surprise" maze game and discussion (3-6)
- D. "Say No Bingo" exercise (3-6)
- E. "Suppose" game with puppets (K-6)

- Preparation checklist:
- Order video projector
 - Make copies of games, handouts

- Order or make puppets
- Re-read pages

Day Four

- A. Video scene #4: "The Bribe" (K-6)
- B. Video program discussion questions (K-6)
- C. "Crossword Puzzle" (4-7)
- D. "Being Forced" definition exercise (4-7)
- E. Theme song "It's OK to Say No" (K-6)
- F. "Connect the Dots" exercise (K-3)

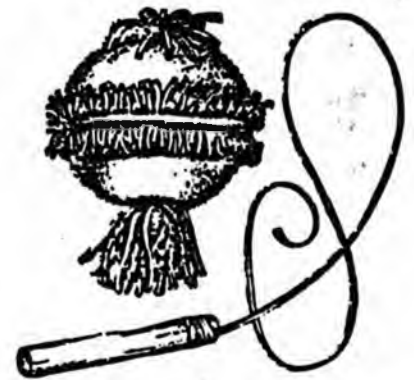
- Preparation checklist:
- Order video projector
 - Make copies of games, handouts
 - Contact music teacher or get piano
 - Re-read pages

Day Five

- A. Teacher lecture/class discussion - Review of week
- B. Movie "Who Do You Tell?" (K-6)
- C. Speaker or field trip - Police or social service (K-6)
- D. "Storytelling" (K-6)

- Preparation checklist:
- Order video projector
 - Order 16mm projector
 - Coordinate speaker/trip
 - Make copies of post-test

Post-Test



K-6 Lesson Plans

The following is a sample lesson plan for K-6 grades on the prevention of child sexual abuse. It is designed as a five day unit. This is the minimum amount of time suggested in order for students to begin to comprehend and practice the prevention concepts. Therefore, you are encouraged to extend the unit if possible and to repeat portions throughout the school year. Personal safety is not a one-time thing. It is very important to review.

Pre and Post Test

For grades K-3, read the following questions out loud. 4-6 grade students can take the test on their own. Place an "X" in the correct box that corresponds with either true or false.

		TRUE	FALSE
1.	If a stranger (someone you do not know) is at your door wanting to come inside, you should not let him in.	<input type="checkbox"/>	<input type="checkbox"/>
2.	If a grown-up person puts his hand down your pants, you should tell him, "No!" and leave.	<input type="checkbox"/>	<input type="checkbox"/>
3.	You should do everything a babysitter tells you to do like undressing in front of him/her or breaking house rules.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Your body is your own and you have a right not to be touched if you do not want to be.	<input type="checkbox"/>	<input type="checkbox"/>
5.	It is okay to hitchhike or take rides from friendly looking people.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Hang up on obscene and threatening (scary) phone calls	<input type="checkbox"/>	<input type="checkbox"/>
7.	Private parts of the body are covered by your underwear or a swimsuit.	<input type="checkbox"/>	<input type="checkbox"/>
8.	If a relative or family member touches you and you don't like it, you should tell him or her to stop and tell an adult.	<input type="checkbox"/>	<input type="checkbox"/>
9.	If an adult wants to have a secret with you, it is OK.	<input type="checkbox"/>	<input type="checkbox"/>
10.	If you have a problem or question about someone touching you, tell your teacher, mom, dad, relative, principal, nurse, doctor, counselor, minister, police or crisis center worker.	<input type="checkbox"/>	<input type="checkbox"/>
11.	Safety means using your head, your common sense and listening to your "inner voice."	<input type="checkbox"/>	<input type="checkbox"/>
12.	If a friend had a touching problem, you should not help your friend.	<input type="checkbox"/>	<input type="checkbox"/>
13.	If someone you know makes you touch him in a private part of his body, you should say, "No," and tell an adult.	<input type="checkbox"/>	<input type="checkbox"/>
14.	It is not your fault if someone touches you and you do not want them to.	<input type="checkbox"/>	<input type="checkbox"/>
15.	If a person gives you a gift (like candy, money) or lets you do something special (like watch TV), you have to do everything they tell you to do.	<input type="checkbox"/>	<input type="checkbox"/>
16.	If you get a "funny" or "icky" feeling about someone, it is OK to leave.	<input type="checkbox"/>	<input type="checkbox"/>
17.	Drinking a lot of alcohol makes people act different.	<input type="checkbox"/>	<input type="checkbox"/>
18.	Always check to see who is at your door before opening it.	<input type="checkbox"/>	<input type="checkbox"/>
19.	If you tell an adult about a touching problem and they do not believe you, you should not tell anyone else about the problem.	<input type="checkbox"/>	<input type="checkbox"/>
20.	Know your route to and from school. Know where to run if you need help.	<input type="checkbox"/>	<input type="checkbox"/>

20. T
19. F
18. T
17. T

16. T
15. F
14. T
13. T

12. T
11. T
10. T
9. F

8. T
7. T
6. T
5. F

4. T
3. F
2. T
1. T

ANSWERS

Day One

Goal: To gain a basic understanding of sexual abuse and touching problems with strangers.

Activity: (K-6) Introduction (15 minutes)

Important points for class discussion:

1. Define personal safety

- Personal safety is important, it includes water safety, fire prevention and what to do if you have a touching problem. This unit will talk about touching problems.
- Although most people you'll meet are good people who would not bother you, there are always a few who might.
- Recognize sexual abuse could happen to you or someone you know.

2. Overview of the offender

- The person bothering you could be a stranger, someone you know or have seen before or someone in your family. It could be a neighbor, babysitter, uncle/aunt, grandfather, teacher or coach.
- No matter who the offender is, your body is your own and you have a right to say, "Stop," if someone is bothering you or touching you in a way you do not like.

3. What to do

There are 3 steps to remember.

1. Say "no."
2. Run away from that person.
3. Tell an adult what happened (if they don't believe you, tell another adult, until someone does believe you).

Objective #1: Students will demonstrate their understanding of their right to say no by appropriate responses to discussion questions.

Objective #2: Students will demonstrate how and when to trust their inner voice by sharing appropriate responses to discussion questions.

Objective #3: Students will be able to recognize potentially dangerous situations involving strangers and share appropriate responses to discussion questions.

Activity: (K-6) Scene 1 "The Ride" (5 minutes). Video Discussion Questions (15 minutes).

Scene #1, "The Ride"

1. You have a right to say NO if someone tries to get you to do something you know isn't OK. When did Kyle say no?
2. In this scene, what did Kyle's inner voice tell him?
3. What is another name for the inner voice (i.e., intuition, gut feeling, conscience, common sense, guardian angel, etc.)? When have you used your inner voice?
4. Who could you tell if something like this happened to you? (List support people on board: teacher, mother, father, nurse, doctor, police officer, counselor, principal, etc.)
5. What would you say? What would you do if the person you told (even your parents) didn't believe you?
6. Why is it important to tell? (i.e., so it won't happen again, offender needs help)
7. Who is to blame? Whose fault is it? (Not the child, even if the child was in a place he/she should not have been.)
8. Can you tell a good stranger from a bad stranger?
9. What should you do if a stranger offers you a ride, money, food, or a gift?
10. If the people had gotten out of the car and tried to grab you, what would you do? (Grades 5-6)
11. What might have happened if Kyle had gotten in the car? (5-6)

Activity: (K-3) Have students stand up, stretch and say, "My Body Belongs to Me."

Objective #4: Students will be able to recognize and describe vehicles by correctly completing the "Color the Car" exercise (Grades K-4) or by describing their own vehicle—3 wheeler, snowmobile, boat, plane, car, truck. (Grades 5-6)

Activity: (K-4) Color the Car (15 minutes)

Objective #5: Students will be able to describe people by naming at least 3 characteristics (K-3) or 6 characteristics (4-6) in the "Identifying People" game.

Activity: (K-6) Identifying People (10 minutes)

Have a person come into the classroom during class to give you an item (i.e., book, papers, apple, etc.) and then leave. After he or she has left, have the students either discuss or write down the following descriptive information about that person: male/female, age, race, height (hint: one way to judge height is to compare that person with yourself or a stationary object), weight, clothes, hair color, eye color, glasses or distinctive facial features, scars, tattoos, direction of travel, statements made by the person. End the exercise with a discussion on the importance of being alert and observant. Repeat this exercise 2-3 times throughout the week so that students can practice and assess their awareness.

Objective #6: Students will demonstrate their understanding of how to get help by listing at least 5 (K-3) or 10 (4-6) people and places in the "No and Go" game.

Activity: (K-6) "No and Go" Exercise (15 minutes or take home)

"No and Go" Game

This game is designed to teach children where they can go for help. Have the students take a piece of paper and draw a line down the middle, creating two columns. Their assignment is to make two lists on the way home from school or while walking somewhere else that day (such as to a friend's house). The first column is for "places." List all the places a child could go for help if he or she needed assistance. For example, store, church, school, restaurant, hospital, police station, block home if applicable in your area, etc.

The second column is for "people." Make a list of all the adults a child could talk to if he or she had a problem or needed help. These people are referred to as the child's support system. This might include teacher, counselor, parent, neighbor, nurse, doctor, minister, fire fighter, aunt, uncle, grandparents, police officer.

After students have completed their lists, practice the verbal skills needed to tell someone about a touching problem. For instance, what would you say to:

1. The offender who was bothering you?
2. An adult?
3. An "unbelieving" adult?
4. A friend who has a touching problem?

If you have extra time today, teach "General Outdoor Safety," Chapter 7.

Day Two

Goal: To gain a basic understanding of touching problems with adults the child knows.

Objective #1: Students will be able to state two types of OK and two types of NOT OK touching.

Activity: Teacher Lecture and Discussion on Types of Touching (see page xx in Chapter 4.)

Objective #2: Students will demonstrate an understanding that their bodies are their own, and they have a right to say no, through appropriate responses during class discussion.

Objective #3: Students will be able to list at least 3 people they could tell about a touching problem and describe how they would tell them during class discussion.



COLOR ME...

Just Like Your Car at Home or a Car You Like

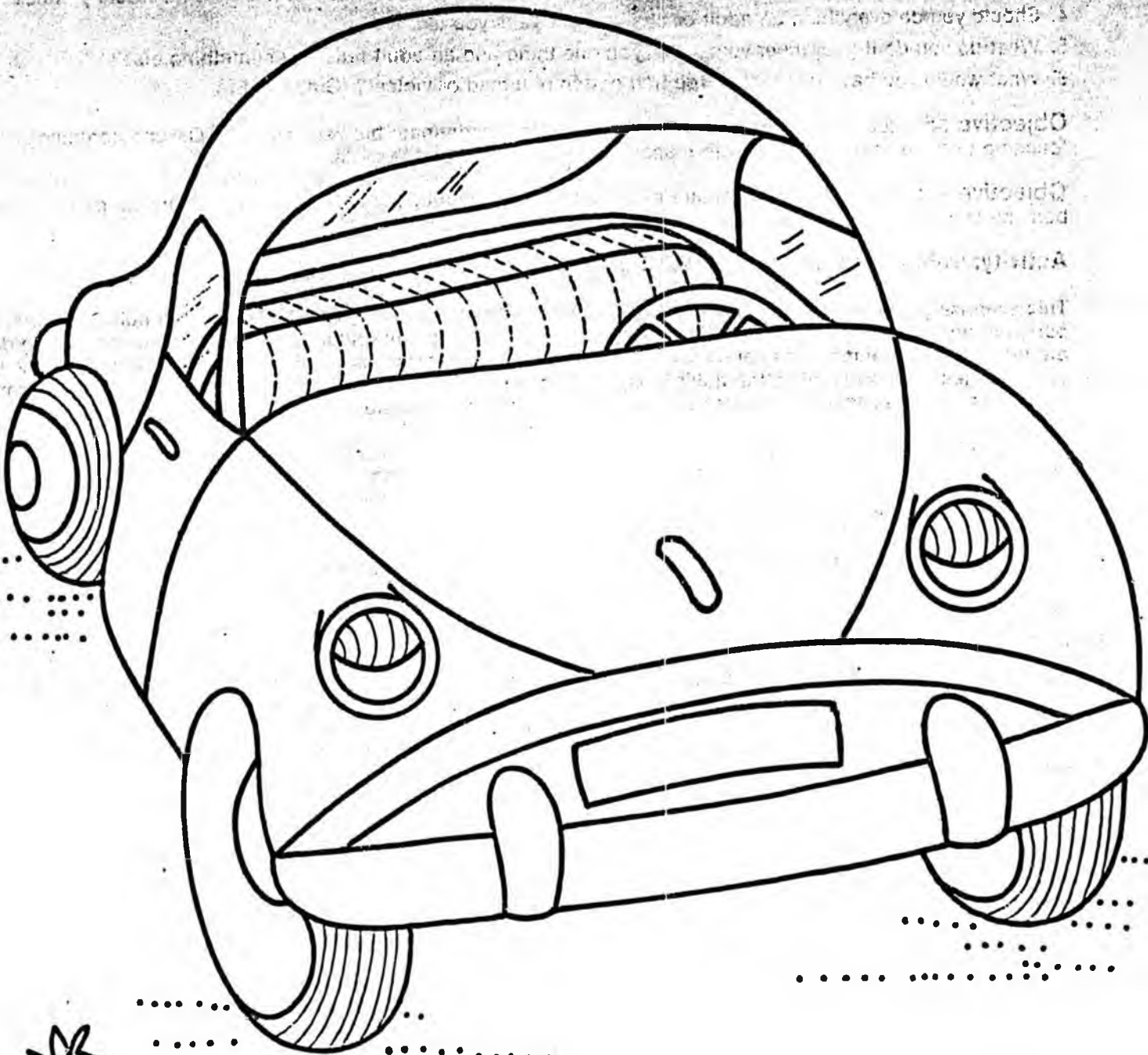
COLOR OF CAR _____

MAKE/TYPE _____

YEAR _____

LICENSE NUMBER _____

COLOR OF LICENSE PLATE _____



Objective #4: Students will be able to state at least 1 way (K-3) or 2 ways (4-6) to help a friend or relative who has a touching problem.

Objective #5: Students will be able to know how and when to listen to their inner voice by sharing appropriate responses during class discussion.

Activity: (K-6) Scene 2 "The Tickle" (5 minutes) Video Discussion Questions (15 minutes)

Scene #2, "The Tickle"

1. Was it OK for George to touch Lita when she didn't want him to? Why or why not?
2. Should Lita tell her parents what happened even though George said, "Do not tell?" Whom else might she tell?
3. If your brother, sister, or friend was being touched like this and they did not like it, what would you do?
4. Should you do everything an adult or older person tells you to do?
5. What do you do if your inner voice tells you one thing and an adult tells you something else?
6. What would you have done if George had gotten real mad or violent? (Grades 4-6)

Objective #6: Students will demonstrate the ability to discriminate between OK, Not OK and confusing touching through sharing appropriate responses in discussion of the dolls.

Objective #7: Students will demonstrate their ability to distinguish between public and private parts of the body by correctly coloring the body parts in the exercise and during discussion of the dolls.

Activity: (K-6) Anatomically Correct Dolls (20 minutes)

This exercise gives children an opportunity to clearly understand what parts of the body are public and what parts are private. This is a helpful concept in determining appropriate and inappropriate touching. The rag dolls are replicas of the human body and may be used with or without swimsuits. By using a neutral object, like the dolls, the teacher can point to the doll's body rather than to the child's or his or her own body. It is less embarrassing and more academic. Children do not have to guess or be confused by new terms and concepts.

When you first bring out the dolls, the children may giggle or laugh. That's OK. It is usually only shortlived. This is an opportunity for them to release their inhibitions about discussing the topic and to "test" you. The teacher's reaction at this point is important. Just smile and continue on in a low-key, matter-of-fact tone. If you do not let it bother you, the children will treat it seriously too.

Start by saying, these are your special dolls. They are special because they help you in talking to people about public and private parts of the body. These dolls have all the correct body parts: parts for boys (hold up the boy doll) and parts for girls (hold up the girl doll).

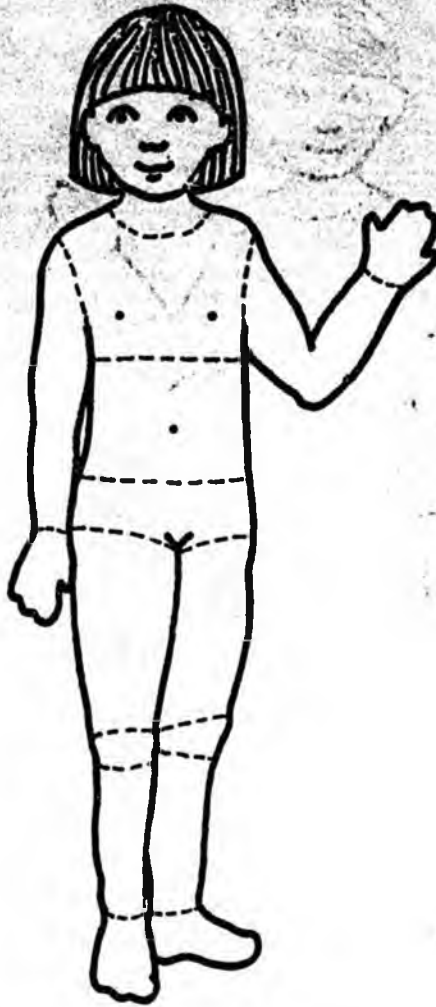
Next define public and private parts. Public means the parts of the body that are OK for the public and other people to see. This includes such parts as the head (point to the doll's head), arm, knee, toe, etc. Private means parts of the body that you keep covered by underwear or a swimsuit. This includes the genital area (point to the genitals on boy and/or girl doll), the buttocks (point to the rear of boy and/or girl doll), and the breast area of girls (point to the girl doll's breasts). Keep the tone of your voice the same whether you are saying the word knee or saying the word buttocks.

Hold up the dolls and ask the students to identify whether a part is public or private. This exercise can be done in a class discussion or you can have the children write their answers on a piece of paper. For example, "Is a leg a public or private part of the body?", "Is the ear a public or private part of the body?", "Is the penis a public or private part of the body?" With each question, hold up the dolls and point to the part to which you are referring. Always use the correct name for the body part rather than a cute or slang word. Learn the correct words yourself before you try and teach them to the children (see Chapter 4).

After the students recognize the difference between the public and private parts, incorporate the idea of assertiveness or saying no. "If someone touched you here, Susie, what would you do (pointing to the girl doll's genital area)?" Susie's response should be something similar to: "That's a private part of my body. I would tell them to stop and then run away. Then I'd tell my mom."

Be sure to balance your examples of Not OK touching (scary, bad, icky, inappropriate, funny) touching with OK

THIS IS ME. I AM A GIRL.



PARTS OF MY BODY

- Breast
- Foot
- Arm
- Genital Area (Vagina)
- Leg
- Head
- Buttocks
- Hand
- Neck
- Knee
- Stomach

DRAW A LINE TO THE CORRECT BOX.

Private Parts

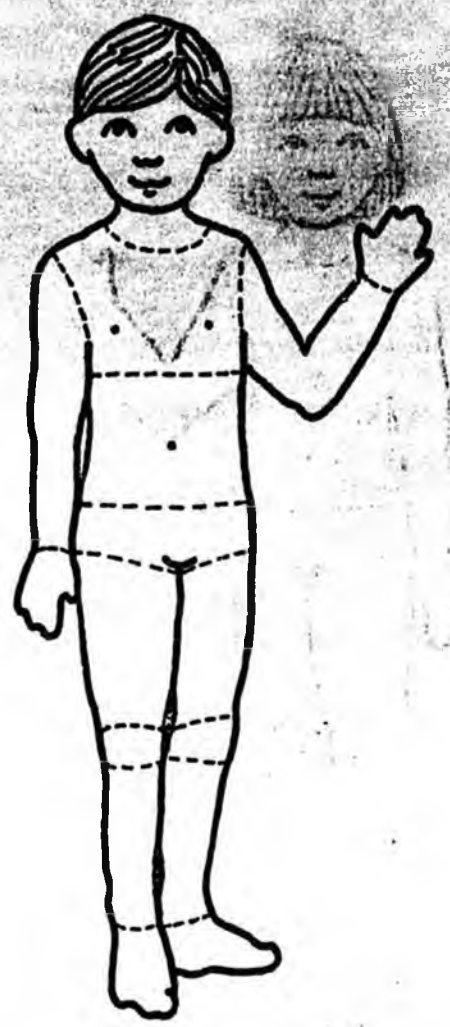
(Color box red.)

Public Parts

(Color box green.)

COLOR THE PRIVATE PARTS OF MY BODY RED
AND THE PUBLIC PARTS OF MY BODY GREEN.

THIS IS ME. I AM A BOY.



PARTS OF MY BODY

- Arm
- Head
- Genital Area (Penis and Testicles)
- Foot
- Hand
- Breast
- Neck
- Buttocks
- Leg
- Knee
- Stomach

DRAW A LINE TO THE CORRECT BOX.

Private Parts

(Color box red.)

Public Parts

(Color box green.)

COLOR THE PRIVATE PARTS OF MY BODY RED
AND THE PUBLIC PARTS OF MY BODY GREEN.

touching (good, consensual, caring). It would be a sad state of affairs if children grew up afraid to touch. Parents fear that this might happen as well. That is why it is important to give examples of the difference between nurturing touching all the way to confusing and exploitive touching. Good touching could include walking hand-in-hand with your best friend, getting a big hug from mom or dad when you leave for school, or a pat on the back from your teacher.

Next talk about confusing touching where children get double messages and are unsure if it is OK or Not OK to touch. Explain to the children that at some time they might hurt or be sore in a private part of their body. In that case, Mom or Dad or the doctor might put medicine on it to make it feel better or look at it to determine what is wrong. Young children may also need help washing themselves in the bathtub. In any of these potentially confusing touch situations, children always have a right to say "Thank you, but I want to do it myself." If the child is still confused or feeling uncomfortable, the child should tell an adult.

Not OK touching often means the child's intuition (inner voice) is telling him or her that something is not quite right. Examples: (1) Someone rubbing the inside of their leg (not a "private" part, but it still feels funny) or (2) someone putting his or her hand down the child's pants (a private part). Act out these little scenarios using the dolls to clearly show the touching. Continue to remind the child that their body is their own, and they have a right to tell another person to stop touching them. Children will feel they have control over their lives and their own bodies.

Anatomically correct dolls not only give children the picture, they clarify the touching concepts. The dolls can be purchased ready-made or you can buy a pattern and make your own. See the resource list in the back of the teacher guide.

"THIS IS ME. I AM A GIRL." exercise (10 minutes)

"THIS IS ME. I AM A BOY." exercise (10 minutes)

Objective #8: Students will demonstrate their knowledge of telephone safety habits by correctly answering the play telephone 2 out of 3 times.

Using the Telephone-Discussion

1. Only answer the telephone if your mother or father has said it is all right.
2. Do not answer with your name (i.e., "Potter residence, Susie speaking"). A simple "hello" is best.
3. Hang up immediately on obscene, dirty, frightening, or scary phone calls. Do not say anything to the person on the phone. Tell an adult immediately. If no adults are nearby, call the police or the telephone company.
4. Do not give out any information over the phone unless you know who the caller is, and your mom or dad has said it is all right. This includes your name, where you live or go to school, what clothes you are wearing, describing your body or physical features or whether you are home alone. If someone asks if your mother or father are at home and they are not, another option is to say, "He/she can't come to the phone right now. Can I take a message?" or, "They're busy." This is not forcing the child to lie by saying, "My Dad's in the shower right now," or "My Mom's asleep." Both statements are too typical and unbelievable.
5. Know how to use the telephone in case of an emergency. Have emergency numbers (police, fire, doctor) written down or nearby the phone permanently. If you can't remember or find the numbers, you can always dial "0" for operator. The operator will help you.

Activity: (K-6) "Answering the Telephone" Exercise (15 minutes)

"Answering the Telephone" Exercise



Borrow a telephone from the phone company, use a play telephone, or unplug an extension phone from home and bring it to school. Children can practice answering the telephone and telephone etiquette. Have a student make a "ring-a-ling-a-ling" sound or get a bicycle bell to simulate the phone ringing. Then have the caller (the teacher) make statements such as the ones listed below. It is also helpful to give examples of appropriate responses. The object is for the child receiving the call to handle it properly without giving out personal information. For example:

CALLER: "Hi there. Is your mom home? How about your dad? Are you alone?"

CALLER: "Hello. I'm doing a survey for Acme Polls and need to know a few things about you and your family. Are you the babysitter? Where do you live?"

CALLER: "Good afternoon. My, you sound awfully young. How old are you? What's your name?"

CALLER: "Hello. Is this Tony? Oh, it's not? I must be getting you mixed up with the Moore family. Well, who is this then?"
CALLER: "Hi. This is Jerry Smith. I'm a friend of your dad's. He asked me to check up on you. You know, to see how you are doing. What are you wearing? Tell me about yourself. What do you look like?"

A variation to this exercise, "Answering the Door," or "Using the CB or Shortwave Radio," can be structured in the same fashion with a make-believe door perpendicular to the class or an old radio/box.

If time, teacher lecture on General Safety Indoors, Chapter 7.

Day Three

Goal: To gain a basic understanding of touching problems with adults the child knows very well.

Objective #1: Students will state during class discussion that it is the offender's, not the victim's, fault if sexual abuse occurs.

Objective #2: Students will demonstrate that it is important to trust one's own feelings ("inner voice") by appropriate responses during class discussion.

Objective #3: Students will demonstrate during class discussion that it is not OK to have secrets with adults.

Objective #4: Students will demonstrate during class discussion that they have a right to say no if an adult tells them to do something they think is wrong.

Objective #5: Students will be able to recognize potentially dangerous situations involving someone they know.

Activity: (K-6) Scene 3, "Our Little Secret" (5 minutes)

Video Discussion Questions (15 minutes)

Scene #3, "Our Little Secret"

1. What did the man do that Jennifer didn't like?
2. (4-6) Whose fault is it that this situation happened? Jennifer's? The man's? Why? (K-3) What did the man do that was wrong?
3. Jennifer's inner voice told her something was wrong. Do you have a right to say "no," even if the person bothering you is an adult friend or relative?
4. Jennifer told her Mom and her Mom didn't believe her, so she told another adult. Who else would you tell?

Objective #6: Students will have the ability to discriminate between secrets and surprises by completing the maze exercise.

Activity: (3-6) "Secret or Surprise" Maze Game (20 minutes)



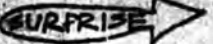
What is a Secret? (Discussion 10 minutes, game 10 minutes)

Many cases of sexual abuse involve a secret between the child and the offender. Victims are often told that the activity is "our little secret," that "special friends have secrets," or "this is only for us to know." Coercion, manipulation and trickery in this fashion contribute greatly to why many children remain silent about the abuse for a long period of time.

Children should be taught the difference between secrets and surprises; surprises are all right, but secrets are not. For one thing, surprises are always told or revealed at some point, often in conjunction with a specified event such as a birthday or holiday. A surprise may be kept silent for a short time under these conditions. A secret, on the other hand, is information kept silent forever. Children should never have secrets with adults, whether it be a relative, acquaintance or stranger. It is not acceptable for a child to withhold information or knowledge about certain activities for an extended period of time.

The "Secret or Surprise Maze" game is designed for children in grades 3-6. The objective is to recognize when an

SECRETS or SURPRISES MAZE

Follow the trail until you come to a "statement" made by an adult.  Decide whether the statement is a surprise or a secret. If it is a secret follow the trail marked  ; if it is a surprise follow the trail marked  . See if you can reach the END of the trail.

START

Chris is having a slumber party but the invitations aren't out yet, so don't tell anyone.

"Don't tell your Mom I touched you."

OOPS! START AGAIN

"Don't tell your parents that I want you to take your clothes off."

OOPS! START AGAIN

"I'm getting your sister a puzzle for Christmas, so don't tell her, okay?"

OOPS! START AGAIN

"Don't say anything to anyone that I made you touch my penis."

OOPS! START AGAIN

"Mrs. Arthur is bringing cookies to the Halloween Party, but noone is to know."


OOPS! START AGAIN

"We're having a birthday party for Tyler, so keep it quiet."

"You're my special friend so don't tell anyone what we do together."

END

REMEMBER  A surprise is okay for Christmas or birthday.

But a secret isn't, so Just tell the adult, "No!" 

SAY "NO" BINGO

Learn to Recognize Good and Bad Touching



IT'S OK (Good touch)



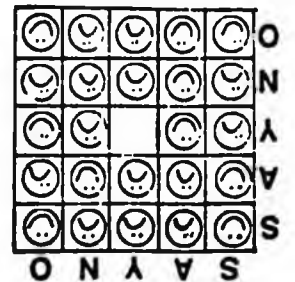
I SAY "NO" (Bad touch)

S A Y N O

<p>I hold hands with my friend on the playground.</p>	<p>An older kid at school wants me to "play doctor."</p>	<p>A stranger offers me a ride.</p>	<p>A man I know wants me to keep a secret.</p>	<p>Grandma hugs me.</p>
<p>My dog licks my toes when they are wet.</p>	<p>A babysitter tells me to undress in front of him.</p>	<p>My parent's friend touches my buttocks.</p>	<p>Dad carries me on his back around the house for fun.</p>	<p>An adult gives me a gift if I will undress with him.</p>
<p>Someone I know puts their hands down my pants.</p>	<p>I shake hands with the principal.</p>	<p>FREE SPACE</p>	<p>My friend's brother wants me to touch the private part of his body.</p>	<p>A doctor touches me when I'm sick.</p>
<p>A man in our family touches my breast.</p>	<p>I sit next to my mom in the car.</p>	<p>A relative kisses and touches me too much.</p>	<p>An adult takes a picture of me naked.</p>	<p>A kid at school hits me in the stomach.</p>
<p>Mom and Dad kiss me goodbye in the morning.</p>	<p>My teacher pats me on the head when I do well in school.</p>	<p>A neighbor touches a "private part" of my body.</p>	<p>Someone pushes me down on the ground.</p>	<p>I hug my best friend at school.</p>

INSTRUCTION

The object of the game is to get all smiling or frowning faces in a straight line horizontally or diagonally. This is called a "BINGO." Children are given 5-10 minutes to complete the exercise on their own by reading each square and drawing in the correct face. As soon as a child gets a bingo, they call out, "Say no Bingo!" Discuss each space after all children have completed the exercise. Students should be able to recognize appropriate and inappropriate touching.



adult tries to involve a child in a secret or whether it is just a surprise. Students will be asked to follow the trail until they come to a "statement" made by an adult. They are to determine whether the statement is a secret or a surprise. Upon completion of the exercise, discuss the statements with the class.

Objective #7: Students will demonstrate their understanding of their right to say no by achieving a "bingo" in the exercise.

Activity: (1-6) "Say No" Bingo (15 minutes)

Objective #8: Students will demonstrate their ability to recognize potentially dangerous situations involving relatives, friends of the family, neighbors, and other adults they know well by responding appropriately in at least 3 suppose game exercises.

Activity: (K-6) "Suppose" Game with Safety Sam and Safety Shirley Puppets (15-25 minutes)

Suppose Game (K-6)

"Safety Sam" and "Safety Shirley" are two puppets that make this game fun as well as educational for children. The Suppose Game is an excellent way for kids to think quickly and plan a course of action in a variety of potentially dangerous situations. The teacher suggests a hypothetical predicament to a child and asks him or her to respond. Using the puppet that is the same sex as the child, he or she will act out what should be done. Situations can involve both Safety Sam and Safety Shirley together or alone.

The depth of the examples may vary depending upon the age and maturity of the children in the class. A critique and discussion of the child's response should follow each situation. This is an opportunity to explain the importance of awareness and good safety habits.

(K-3) • What would you do if someone stopped in a car, told you they were lost, then asked you to get in the car and direct them to a certain location?

(K-3) • What would you do if someone offered you money to go behind some bushes and asked you to pull down your pants?

(K-3) • What would you do if a man and a woman stopped in a car while you were walking home from school and said that your mother wanted them to pick you up and drive you home?

(K-3) • What would you do if a neighbor man asked you to come into his house and look at his kittens?

(K-3) • What would you do if a neighbor man you don't know very well asked you to come to his home for ice cream?

(4-6) • What would you do if your uncle was babysitting you one evening when he began tickling and touching you in a place that you didn't like?

(4-6) • What would you do if someone you know and love made you do things you didn't like, but that person said, "Don't tell, this is our little secret?"

(4-6) • What would you do if a teacher touched you in a way you didn't like while you were alone in the classroom after school?

(4-6) • What would you do if someone made you take your clothes off and said he would tell and get you in trouble if you didn't do it?

(4-6) • What would you do if someone you know very well asked you to do something you felt was wrong?

Day Four

Goal: To gain a basic understanding of a touching problem with any adult.

Objective #1: Students will demonstrate their ability to recognize potentially dangerous situations by sharing appropriate responses in class discussion.

Grades (K-6)

MATERIALS NEEDED

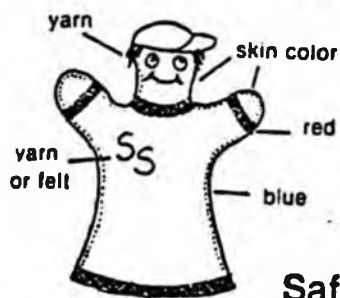
4 # 8x10" Felt Squares
(Tan-Brown for Skin, Red,
Blue, Green)

Glue
Scrap Yarn for Hair
4 Wiggle Eyes

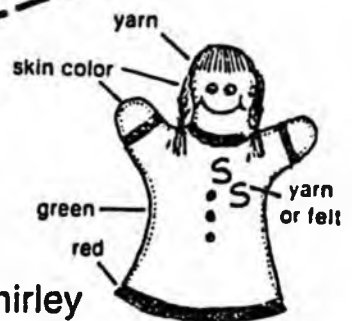
STITCH TOGETHER

LEAVE OPEN FOR HAND

PUPPET CUT-OUT



Safety Sam



Safety Shirley

Objective #2: Students will demonstrate their understanding of their right to say no by sharing appropriate responses in class discussion.

Objective #3: Students will know who, how and when to tell if a touching problem arises by expressing appropriate responses during class discussion.

Objective #4: Students will demonstrate their knowledge of how and when to trust one's own feelings ("Inner voice") by sharing appropriate responses during class discussion.

Activity: (K-6) Scene 4, "The Bribe" (5 minutes)
Video Discussion Questions (15 minutes)

Scenes #4, "The Bribe"

1. What is a bribe? What was the bribe in this scene? How can you tell that it is a bribe?
2. Discuss how being nice (polite and obedient) affected Jimmy's personal safety.
3. Did Jimmy listen to his "Inner voice?"
4. How does alcohol affect a person's behavior?

Activity: (3-6) Crossword Puzzle (15 minutes)

Have students complete the crossword puzzle using ideas they have learned from this personal safety unit.



Objective #5: Students will be able to demonstrate their ability to recognize a bribe, trick, threat or coercion as being forced by giving at least 1 (K-3) or 3 (4-6) examples of being forced.

Activity: (4-6) "Being Forced" Definition Exercise

Defining "Being Forced" (4-6)

The concept of being made or forced to do something that is wrong or could be harmful needs to be clarified for children. What is forced? How do you know when it is OK or not OK? These questions can be answered by a class discussion and writing various situations in two columns on the board.

"FORCED" MEANS:

- Forced to be touched or to touch another person
- Forced to kiss or be kissed
- Forced to undress or undress another person
- Forced is giving you a gift or special privilege if you will do any of the things listed above

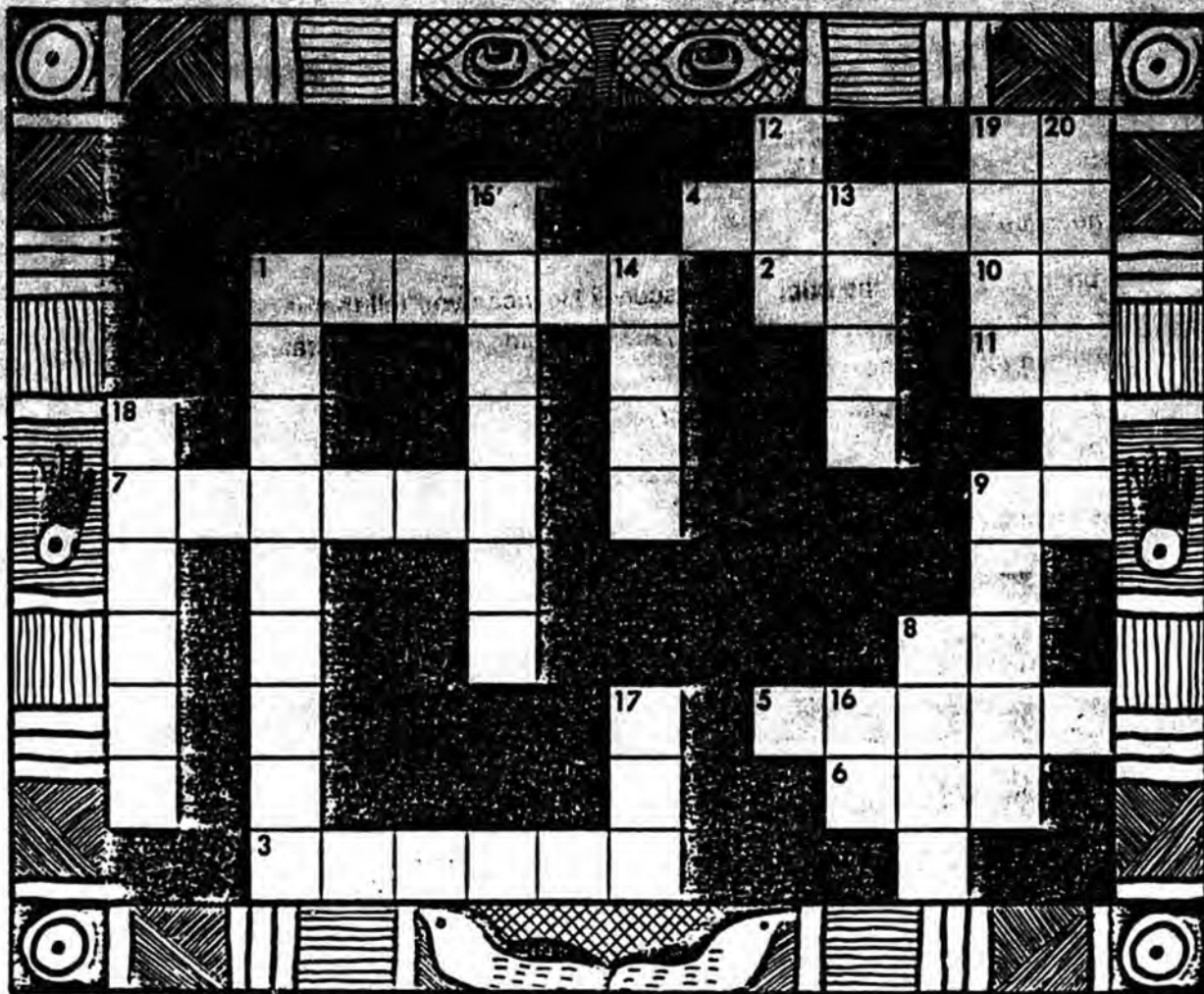
"FORCED" DOES NOT MEAN:

- When you have to clean your room
- When you have to do household chores (dishes, set the table)
- When you have to babysit younger siblings
- When you have to go to school

Activity: (K-6) Teach students the song "It's OK to Say NO." You may also want to involve the music teacher in this exercise.

Activity: (K-3) Have students connect the dots and color the picture describing who to tell if you have a touching problem.

CROSSWORD PUZZLE



ACROSS

1. A surprise with an adult is OK but a _____ is not.
2. If someone touches me and I don't want them to, I say ____!
3. I always go straight home from _____.
4. The arm and hand are a _____ part of the body.
5. Do not give our personal information over the _____ unless you know who is calling.
6. "Friend or _____."
7. The state where you live.
8. _____ be aware of cars when you're walking, do not daydream.
9. Abbreviation for Alaska: _____.
10. The sixth and twelfth letters of the alphabet.
11. If someone bothers me I run _____ where there are other people to help me.

DOWN

1. I never accept rides or gifts from _____.
8. I always check to see who is at the _____ before opening it.
9. I do not wander off _____ to play.
15. The genital area (penis or vagina) is a _____ part of the body.
12. If someone bothers me I say no and _____ away.
13. Both girls and _____ need to practice safety tips.
14. If I feel confused about something that happening to me, I always _____ an adult.
16. Initials for "Help Friends."
17. I tell _____ secrets to an adult immediately.
18. A person who touches me more than I want could be a stranger, friend or member of my own _____.
19. A person may give you a _____ so you won't tattle on him.
20. A person might also let you stay up late, like to 11:00 _____ so you won't tell.

IT'S OKAY TO SAY NO!

- CHORUS -

B^b F/B^b E^b/B^b F/B^b
WHEN 4

B^b F/B^b E^b/B^b B^b
AND 8

E^b F B^b F/B^b
AND 8

B^b F/B^b E^b/B^b B^b
RE 12

E^b F B^b
16

C^m7 F C^m7
20

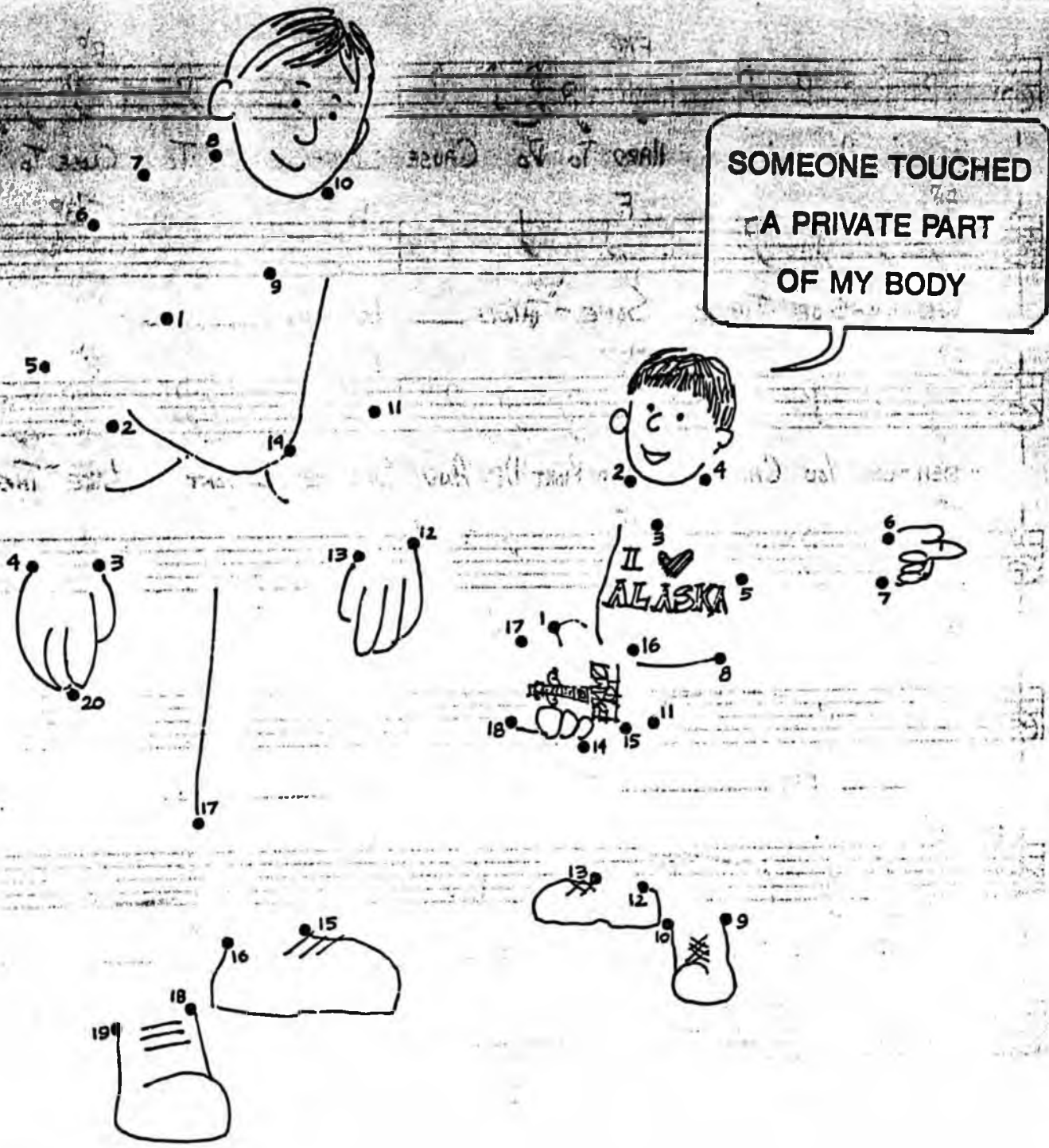
B^b C^m7 F C^m7
24

C^m7 F
28

D C^m7 B^b/D E^b F B^b
32

A-O C^m7 B^b E^b F B^b
36

TELL AN ADULT IF YOU HAVE A TOUCHING PROBLEM



INSTRUCTIONS:
Connect the dots and color to complete the picture.



Day Five

Goal: To know how to respond and who to tell if confronted with a touching problem.

Objective #1: Students will demonstrate their general knowledge about sexual abuse by appropriately responding during class discussion and through the post-test.

Activity: (K-3) Class Discussion—Review of Week (15 minutes)

Key concepts to review:

1. Right to say no
2. Run away from that person
3. Tell an adult

Repeat video in its entirety (14 minutes).

Objective #2: Students will demonstrate their knowledge of how to respond and who to tell if they have a touching problem by sharing appropriate responses during class.

Activity: (K-6) Speaker from or Field Trip to Police Department, Division of Family and Youth Services and/or Crisis Center (30-60 minutes).

Activity: (K-4) Movie, "Who Do You Tell?" (11 minutes)

Activity: (5-6) Have each student write down one question to ask quest speaker.

Activity: (K-6) "Storytelling" (20 minutes)

Storytelling

After a break or recess, read a story to the class. The story might involve a child confronted by an awkward or frightening experience yet the child is able to successfully get away. Examples should show a child utilizing the skills outlined in this unit and acting on his or her own behalf. One such story follows:

Peggy is eight years old. One night she was watching television with Dick, a 20-year old neighbor and friend of the family. He was babysitting her as he often times did. Peggy loves gymnastics and often times would tumble and wrestle with Dick. That night, Peggy and Dick were tickling and tumbling during the commercials, but things got a little carried away. Dick asked Peggy to take her clothes off. He said it would be more fun when they wrestled around. He also told her that she could stay up late and watch television, but that it would have to be kept a secret. Peggy loved getting to watch late-night TV. It was a real treat. But she started getting this strange, "icky" feeling. It wasn't like she was going to throw-up or anything. It was just sort of a funny, uncomfortable feeling. Maybe it was the way he told her to take her clothes off, or the way he touched her when they wrestled or the fact he wanted her to keep a secret. She knew she wasn't supposed to keep secrets with adults. So she told him "no," and left the room and went to bed. The next morning at the breakfast table, Peggy told her Mom, "I didn't like what Dick did last night, Mom." "Why, what happened?" said Peggy's Mom. "Well, he did those funny things that you and I have talked about. He wanted me to take off my clothes and then keep it a secret. He shouldn't do that, right?" Peggy asked. "You're right, Peggy. He shouldn't do that and he needs some help. You did the right thing, Honey. I'm glad you told me. I'll talk to him and he shouldn't bother you anymore." Peggy and her Mom gave each other a big hug.

Activity: Post test K-6 (20 minutes)

6

LESSON PLANS FOR 7-12 GRADES

The following is a sample five-day lesson plan for 7-12 grades on the topic of sexual abuse prevention. It is designed for a one to two hour block of time per day. This is the minimum amount of time suggested in order for students to begin to comprehend and practice the prevention concepts. You are encouraged to extend the unit if possible and to repeat portions throughout the school year. Talking about personal safety should not be a one-time thing. It is very important to review.



PRE AND POST TEST

7-12 Grades

TRUE/FALSE

- T 1. Most rapes and sexual crimes occur in or around a victim's home.
- F 2. It is rare that a sexual abuse victim knows the person who committed the assault.
- F 3. Women "ask to be raped" by the clothes they wear.
- T 4. Most sexual abuse victims are abused by someone of their same race and cultural group.
- T 5. If you are in your car and someone is following you, it is generally best not to drive home.
- T 6. Hang up on obscene calls and report them to the police and telephone company.
- T 7. People are responsible for their own behavior, even if they have been drinking alcohol.
- T 8. There are two schools of thought in self-defense—aggressive and non-aggressive—either of which might work, depending on the situation.



MULTIPLE CHOICE

Write the letter of the correct answer in the blank.

- d 9. Which self-defense is *not* considered aggressive?
- a. chemical spray
 - b. screaming
 - c. whistle
 - d. talking persuasively
- d 10. Some sex offenders will not be violent or forceful initially, but will try to get the victim alone by
- a. bribes
 - b. coercion
 - c. manipulation or trickery
 - d. all of the above
- c 11. If you stand up for your own rights without violating the rights of others (verbally or non-verbally) it is called
- a. a passive response
 - b. an aggressive response
 - c. an assertive response
 - d. a violation response
- a 12. Rapists are generally motivated to commit their crimes by
- a. violence and opportunity
 - b. provocative clothing
 - c. sexual deprivation
 - d. homosexuality

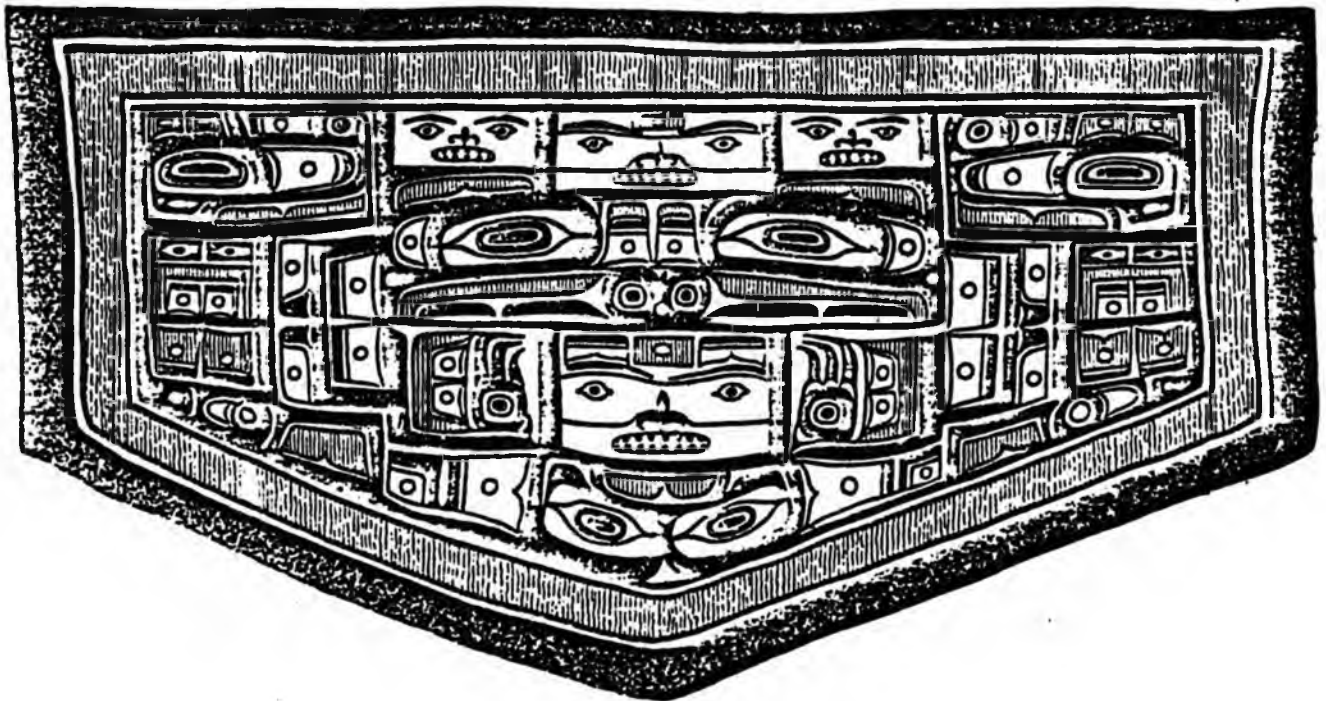
CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

6

LESSON PLANS FOR 7-12 GRADES

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Outline of 7-12 Grade Lesson Plans

Day One

Pre-Test

- A. Show video scene #2: "Getting Home"
 - B. Discuss video scene
 - C. "Mere Fear" exercise
 - D. Poster contest and collage exercise
- If time, teacher lecture "Prevention Techniques- Outdoors," chapter 7.

Preparation checklist:

- Order video projector
- Make copies of Pre-Test
- Re-read pages

Day Two

- A. Show video scene #1: "New in Town"
- B. Discuss video scene
- C. Teacher lecture on Psychological Prevention Techniques
 - 1. Education—mental preparedness
 - 2. Assertiveness
- D. "Self-Report Assertiveness Diary" exercise

Preparation checklist:

- Order video projector
- Make copies of activity games
- Re-read pages

Day Three

- A. Show video scene #3: "In My Room"
 - B. Discuss video scene
 - C. Role-play assertiveness exercise
- If time, teacher lecture "Prevention Techniques- Indoors," chapter 7

Preparation checklist:

- Order video projector
- Make copies of activity games
- Re-read pages

Day Four

- A. Show video scenes #4 and #5: "The Ride Home" and "Alone at Last"
- B. Discuss video scenes
- C. Class discussion "Effects of Alcohol on Decision Making"
- D. "What is a Friend?" exercise
- E. "Role Reversal" exercise

Preparation checklist:

- Order video projector
- Make copies of activity games
- Re-read pages



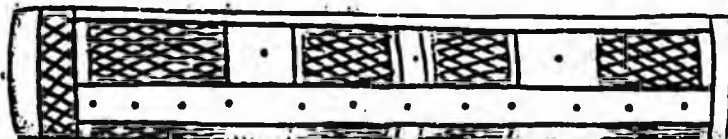
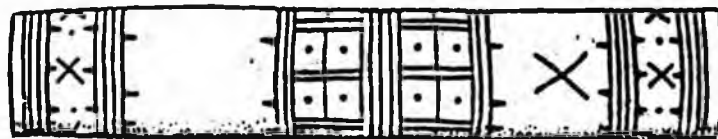
Day Five

- A. Teacher lecture on "Self-Defense" options
 - 1. Aggressive resistance
 - 2. Non-aggressive resistance
- B. Guest speaker from social service, crisis center or law enforcement or field trip to courtrooms, police department or crisis center.

Preparation checklist:

- Arrange for speaker/field trip
- Make copies of post test
- Re-read pages

Post-Test



PRE AND POST TEST

7-12 Grades

TRUE/FALSE

- T 1. Most rapes and sexual crimes occur in or around a victim's home.
- F 2. It is rare that a sexual abuse victim knows the person who committed the assault.
- F 3. Women "ask to be raped" by the clothes they wear.
- T 4. Most sexual abuse victims are abused by someone of their same race and cultural group.
- T 5. If you are in your car and someone is following you, it is generally best not to drive home.
- T 6. Hang up on obscene calls and report them to the police and telephone company.
- T 7. People are responsible for their own behavior, even if they have been drinking alcohol.
- T 8. There are two schools of thought in self-defense—aggressive and non-aggressive—either of which might work, depending on the situation.



MULTIPLE CHOICE

Write the letter of the correct answer in the blank.

- d 9. Which self-defense is *not* considered aggressive?
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d. a violation response
- a 12. Rapists are generally motivated to commit their crimes by
a. violence and opportunity
b. provocative clothing
c. sexual deprivation
d. homosexuality



- c 13. Most rape victims are attacked by a male who is
 - a. 40-60 years old and a "dirty old man"
 - b. of a different race.
 - c. 18-30 years old and of the same race
 - d. young and homosexual

- d 14. If a stranger comes to your door asking to use your phone, the safest response is:
 - a. let him in but watch him the entire time
 - b. see if he looks honest and decide whether to let him in
 - c. let him in and fake like there is someone else in the house
 - d. make the call for him without letting him in

- c 15. If you are walking alone on a city street and someone is following you, an assertive response is to:
 - a. turn around, run towards the person, and pretend to grab his throat
 - b. fall to your knees and start crying and pleading
 - c. confidently turn around and assess the person and the situation
 - d. keep looking straight ahead and ignore the person

16. A person whom you have seen several times around town comes up to you one Friday after school. You were just standing around with your friends, but end up talking for a couple of hours with this person. Everyone is ready to go home, and he offers you a ride. You politely say no thank you, but he becomes persistent. Give examples of assertive replies to his statements. Keep in mind that these statements are in sequence and should be answered as if it were a conversation.

"Oh, let me give you a ride home. It's no trouble."

"Look, your friends are leaving, and they've got a car full. Come on, I'll take you home." (He firmly grips your arm.)

"Oh, come on, what's the matter, don't you trust me?"

"See, your friends left. It's just you and me. I guess you've got no choice, honey."

Day One

Goal: To recognize potential sexual abuse situations where the offender is a stranger.

(7-12) Activity: Teacher Lecture—Introduction to Unit

1. Define personal safety

- It includes water safety, fire prevention, sexual abuse prevention, etc. This unit will focus on sexual abuse and what to do if you have touching problems.
- Sexual abuse includes rape, touching private parts of a person's body, exposing genitals and sexual assault.
- The offender could be a stranger, casual acquaintance, "friend," date or relative.

2. Sexual abuse could happen to you, so it is important to discuss so you will be aware and not afraid.



Objective #1: Students will be able to identify potentially dangerous situations involving people in a car during participation in class discussion.

Objective #2: Students will demonstrate an understanding of trusting one's own feelings ("inner voice") during participation in class discussion.

Objective #3: Students will name 2 ways of seeking help and who to tell if confronted with a scary/dangerous situation.

(7-12) Activity: Video Program - Scene 2: "Getting Home" (5 minutes) Video Discussion Questions (15 minutes)

Video program discussion questions (7-12)

The following discussion questions correspond with each of the scenes in the 7-12 video program. Gear the extent and depth of these discussions to the maturity and grade level of your class. This is the first opportunity for the students to think through what they have observed on the screen and to formulate questions. Try to get the involvement of the entire class. Frequently at this age, there is a "class clown," or the boys may tend to predominate the conversation (often due to embarrassment or uneasiness). Involve as many students as you can in the activity. This might mean breaking into small discussion groups so everyone gets a chance to talk. Remember to be non-judgmental in responding to their answers. Focus on the part of the response that is correct or nearly correct. This encourages class participation while minimizing jokes and far-fetched answers.

Scene #1: "Getting Home"

1. Who would you tell about this situation if you were Jeff?
2. Why is the attitude, "It won't ever happen to me" dangerous? How does it affect our judgment and behavior?
3. What did Jeff's "inner voice" tell him? Give examples of when you have listened to your "inner voice."
4. What are some of the ways to get "safe" transportation rather than hitchhiking (i.e., call family, friend, bus, taxi, walk in well-lighted populated areas)?
5. How is sexual abuse difficult for the victim? Why? Are boys ever sexually abused? Is it as difficult/traumatic a situation for boys as it is for girls?
6. How did being male affect Jeff's actions and thoughts?
7. List 3 situations where sexual abuse might occur. Why are they likely to occur (i.e., isolation, victim unfamiliar with how abuses commonly occur)?

Objective #4: Students will be able to recognize their own ability to cope with frightening situations by completing this exercise.

(7-12) Activity: "Mere Fear" Exercise (15 minutes)

Mere Fear

The goal of this exercise is to have the students recognize that they have each experienced a difficult situation, they responded, and they survived. The students will also discover they learned from that experience. This gives the students a sense of confidence that they can handle other difficulties such as situations of inappropriate or scary touching.

Have students break into small groups. Each person tells about a frightening or threatening situation they have experienced. Examples: scary airplane ride, car accident, dog bite, nightmare, home alone for the first time, lost, or any other predicament. Have students answer these questions: 1) What did they do? 2) Did they learn something about themselves? 3) What resources did they use (i.e., people, places, coping skills, money, etc.)? 4) What would they have done differently?

Objective #5: Students will make a statement about sexual abuse prevention by creating a visual expression of their ideas.

7-12) Activity: Introduce Poster Contest and/or Collage Exercise

Poster Contest

An interesting way to kick off the safety unit is to have a poster contest. Posters are an effective way of visually expressing an idea. Suggested themes for the posters are prevention, general safety and positive statements about how people can work together to stop sexual abuse. Posters may be left on display following the unit to remind students of the concepts learned.

Students can use their imaginations or any other resources available to them (magazines, felt-tip pens, paints, beads, leaves, wax paper, leather, etc.). You may want to set guidelines on the size, for instance, no smaller than 8½ x 11 and no larger than 36 x 36. The project could be coordinated with the art teacher or art classes.

Each student or pair of students creates a poster. If working in pairs, you may divide the class: ½ boys and girls, ½ girls and ½ boys. Compare the types of messages conveyed in the posters.

Collages

A collage is a collection of things which convey a message. In this exercise, students are asked to make a collage of pictures from magazines. The pictures and other objects can be glued in any order on to cardboard, wood or heavy paper. Themes for the collages might include:

- How advertising projects the image of sex and violence as attractive
- How advertising projects the image of sex and alcohol as attractive
- One-half of the collage can be pictures of how men or women are stereotyped in advertising (i.e., male as aggressive, female as passive), and the other half is how the student actually feels about him/herself.
- A collage of letters, spelling out a prevention message

As a follow-up, a class discussion of the collages is suggested.

If time allows, teacher lecture "Prevention Techniques Indoors," Chapter 7.



Day Two

Goal: To recognize potential sexual abuse situations where the offender is casually acquainted with the victim and to introduce assertiveness techniques.

Objective #1: Students will be able to identify potentially dangerous situations involving a stranger during participation in class discussion.

Objective #2: Students will be able to state at least one way to help another person who is being bothered or harassed.

Objective #3: Students will demonstrate an understanding of their "inner voice" or common sense during participation in class discussion.

(7-12) Activity: Video Program - Scene 1: "New in Town" (5 minutes) Video Discussion Questions (15 minutes)

Scene #2: "New in Town"

1. Barbara was new in town in this scene. What are some of the "risks" of being in a new or unfamiliar area (i.e., unsure of people, customs, unfamiliar with high risk parts of town, places to get help, etc.)?
2. Is it all right to be pleasant with casual acquaintances or strangers? Where do you "draw the line" on how much information you give out? How did Barbara's inner voice help her "draw the line"?
3. What emotion was the man trying to make her feel when he said, "Don't you trust me?" (i.e., guilt, embarrassment, relax her defenses, etc.)
4. What should you do so that you would not get stranded somewhere (i.e., carry money for a phone call, carry family/friends telephone number(s), tell someone where you will be and when you expect to return, etc.)
5. Was it Barbara's fault that this incident occurred? Why or why not?

Objective #4: Students will analyze and evaluate the role of assertiveness in sexual abuse prevention during class discussion.

Objective #5: Students will be able to distinguish between passive, aggressive and assertive responses during participation in class discussion.

(7-12) Activity: Teacher Lecture - "Psychological Prevention Techniques"

Psychological Prevention

Most people will not be sexually abused. Yet it is important to psychologically prepare yourself and to realize that the potential does exist. After acknowledging this fact, you will be more alert to your surroundings and responsive to your common sense and judgment.

1. Education

One way to decrease your chances of becoming a victim is to learn all you can about sexual abuse. (1) Why do you think it happens (i.e., need for power, control)? (2) What are common approaches or techniques used by sex offenders (could be friendly at first, not a stranger jumping out of a bush)? (3) What locations and other setting variables (i.e., lighting, isolation from people) affect the chances of a rape occurring? Can you assess the surroundings and get a sense of the risk factor?

Changing behavior is an individual decision. Only you can decide how much freedom and mobility you are willing to exchange for increased personal safety. Being active and meeting people is important to most young adults. It only hurts us if we stop activities in order to be "safe." Therefore, if you are educated to the facts of sexual abuse, you can go on living as you are but with an increased awareness and preparedness to handle difficult situations or people. Sexual abuse can happen to you, but education will enable you to be aware, not afraid, and hopefully, not a victim.

2. ASSERTIVENESS

Assertiveness, a method of simply stating what a person needs, wants or feels without putting down others, can be an effective technique in the prevention of sexual abuse. When you stand up for your-

self, when you express your true feelings, and when you stop others from taking advantage of you, then you are behaving assertively. You are generally able to get the results you want without upsetting or irritating others. If you are assertive, you can act in your own best interest and not feel guilty.

Non-verbal

Walk confidently, aware of your surroundings and at a steady pace. Give a visual impression that you are not an easy target for a purse snatch, mugging, abuse or rape. Pre-plan your route so you do not look lost and you know where to seek help if necessary. Offenders generally look for someone they think they can overpower. So your "body language" may prevent a sexual abuse from ever occurring.

Eye contact is another non-verbal, assertive behavior. When telling someone that you do not like their actions, make good eye contact. Your statement is more convincing and authoritative if you look the person directly in the eye.



Verbal

Many sex offenders attempt to manipulate, trick or "con" victims into doing something they would rather not do. Victims may be persuaded to give the offender too much personal information, accompany him to another location away from people, or be touched. Even though the victim's intuition or common sense says this could be a bad situation, many are afraid or embarrassed to refuse such requests.

Why are people afraid to be assertive?

- embarrassed
- afraid of reaction, rejection
- it is "easier" not to be assertive (initially)
- people (women in particular) are taught not to hurt feelings, to be polite, accommodating and helpful so saying "no" to someone may seem wrong
- women are often socialized to be passive and men aggressive
- children are told never to "talk back" to adults

Ask students: When is it easy for you to ask for what you want? When is it hard?

As soon as you get a "funny feeling" about someone, because of things they have said, they have gotten too close physically or touched you in an inappropriate way, an assertive response is needed. Some examples are listed.

SITUATION: If you are riding on a bus and a person you do not know or do not care for, puts his hand on your knee, an assertive response would be:

"Take your hand off my knee."

"I don't want your hand on my knee."

If it's a public place, do not be afraid to speak loud enough for others to hear. These statements should be made firmly with direct eye contact.

SITUATION: A relative comes to your home quite frequently. He's nice, but he always hugs you and gives you sloppy kisses. It makes you feel uncomfortable. An assertive response might be:

"Uncle Fred, I like you a lot, but I don't like to be kissed like that."

"Grandpa, it bothers me to be hugged (kissed) that way. Let's shake hands instead."

SITUATION: While walking home from school, a person starts following you. This goes on for at least 10 minutes and it worries you. Besides going to a house or business for assistance, an assertive response might be:

Confidently turn around and directly look at the person. Assess the distance between you and that individual (maybe it's only a postal carrier). Is there a weapon? What is the person's description? Is the person running towards you (at least you won't be taken by surprise if he is, you can get a few seconds head start)? By confidently turning around, you are giving yourself more information with which to work. You are also projecting an image of a person who can't be easily frightened, controlled or overpowered.



Sometimes it may be necessary to repeat a verbal assertive response over and over again. This technique is called "Echo talk." Echo talk may be necessary to convince the person that you are self-assured and are sincere in what you say. A common technique used by many sex offenders is to try to break down an assertive response, either by ignoring the statement, laughing or making comments such as "Oh, you don't mean it!" Just repeat your statement again. It does not have to be changed or reworded—just repeated or prefaced with, "I've said it twice..." or "I'll repeat myself again...you haven't listened." Remember, you have rights just like anyone else, so do not back down.

(7-12) Activity: Assertiveness Discussion

Have students break into small groups and talk about situations where they ended up doing something they didn't want to do. Were they pressured? How did they feel?

(7-12) Activity: Self-Report Assertiveness Diary - Due Day 4 (5-15 minutes)

After students have gained a basic understanding of assertiveness, ask them to keep a diary on their behavior for 2 days (7-9 one day, 10-12 two days). Students are to make notes of any confrontive situation and to determine whether they responded in a passive, aggressive or assertive manner. This might include asking a smoker not to puff their way, asking a sales clerk for correct change, telling a brother they do not want him to use their radio anymore, asking a fellow student to be quiet so they can hear the teacher better, asking someone for assistance, etc.

The Assertiveness Diary includes the following:

1. Briefly describe each situation. Who were the people involved (do not use names, just a general description—teacher, sister).
2. What did you say? Was it passive, aggressive or assertive? Do you tend to respond one way more than another?
3. Critique your verbal and non-verbal skills (body language).

This exercise can be graded and/or discussed in the classroom. For many students, this will be very self-revealing.

SELF-REPORT ASSERTIVENESS DIARY

Name _____

Date _____

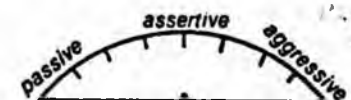
Day One

THE SITUATION:

MY RESPONSE:

(Verbal)

(Non-Verbal)



How would you rate your response? Draw an arrow from the dot on the Assert-o-Meter.

The Assert-o-Meter is a semi-circular scale with three points: 'passive' on the left, 'assertive' in the middle, and 'aggressive' on the right. A dot is placed on the scale, and an arrow is drawn from the dot to the corresponding label.

COMMENTS: (Is it easier for you to be passive, aggressive or assertive? How did you feel? How do you think the other person felt? What would you have done differently?)


Day Two

THE SITUATION:

MY RESPONSE:

(Verbal)

(Non-Verbal)



How would you rate your response? Draw an arrow from the dot on the Assert-o-Meter.

The Assert-o-Meter is a semi-circular scale with three points: 'passive' on the left, 'assertive' in the middle, and 'aggressive' on the right. A dot is placed on the scale, and an arrow is drawn from the dot to the corresponding label.

COMMENTS:

Day Three

Goal: To recognize and practice assertive responses to potential sexual abuse situations where the offender is known to the victim.

Objective #1: During participation in class discussion, students will be able to identify potentially dangerous situations involving someone they know.

Objective #2: Students will demonstrate the importance of listening to their "inner voices" during participation in class discussion.

Objective #3: Students will demonstrate the understanding of their right to say no during class discussion.

(7-12) Activity: Video Program - Scene 3 "In My Room" (5 minutes) Video Discussion Questions (25 minutes)

Scene #3: "In My Room"

1. What was the hardest or most confusing part of this situation for Keta? Why?
2. Was Keta "seductive" in her night-gown? Whose responsibility or fault is the abuse? Does clothing (or the fact she is female) give someone the right to take advantage of her physically/sexually?
3. If this situation occurred regularly when Keta's mother was away from home, should Keta tell her mother? What if her mother doesn't believe her? Whom else might Keta tell?
4. Why did the man want to make Keta feel dirty, bad and guilty (i.e., so she wouldn't tell anyone)?
5. Who are the offenders in sex crimes? Are they more often strangers or people the victims know?
6. Does who the offender is make any difference in deciding whether or not you tell someone about the abuse?
7. Discuss sexual offense laws in Alaska. What is incest? Why is it illegal? (See Chapter 4, main point: It is illegal if someone touches your private parts and you don't want them to. This includes family, strangers or anyone.)

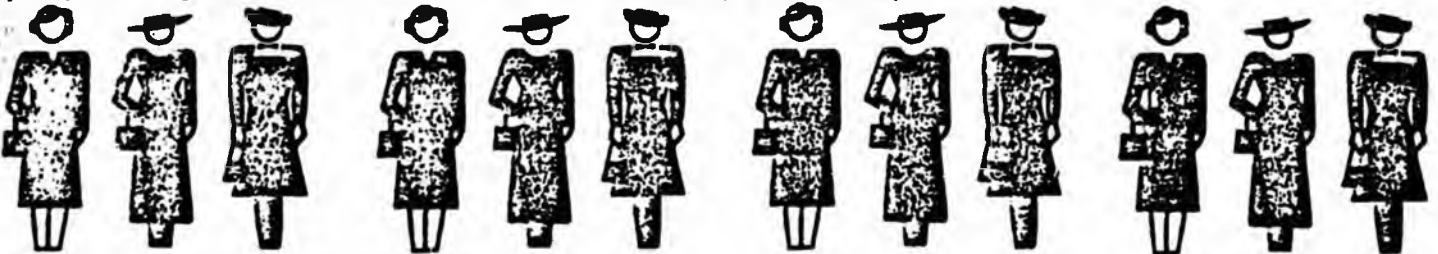
Objective #4: Students will be able to state the difference between passive, aggressive, and assertive responses during this exercise.

Objective #5: Students will analyze and evaluate the role of assertiveness in sexual abuse prevention.

Objective #6: Students will be able to observe and practice verbal and non-verbal communication during role play exercises.

(7-12) Activity: Review Self-Report Assertiveness Diary

(7-12) Activity: Role Play Assertiveness Exercise (25 minutes)



Role-Play Assertiveness Exercises

Students are asked to break into groups of 4 people. One student is in charge of reading the situation out loud. One student is to respond in an assertive manner (not passive or aggressive). The third student is to observe and critique the verbal response and the fourth will critique the non-verbal response. For each new situation, the students rotate roles.

SITUATION #1: You are outside in your front yard when a person comes up to you and says his car has run out of gas and he would like to use your telephone. He looks "OK" and your mom is inside taking a nap. Assertively handle this situation.

Examples: **Passive:** (avoids real issue) "I'm sorry, we don't have a phone." **Aggressive:** (verbally attack person) "Get lost creep head. You sure have a lot of nerve asking me that question!" **Assertive:** (direct and firm) "We don't let strangers in our house. There is a pay phone at the corner (or I can make the phone call for you, etc.)" Talk from a distance.

SITUATION #2: You are riding your bicycle in a residential area when it begins to rain. The faster you pedal, the wetter you get. Suddenly, you hear a "pop" and your tire goes flat. A person in a pick-up truck offers to give you and your bike a ride. You're tempted, but you really don't know this person.

Examples: **Passive:** "Gosh, I don't know, it'll stop raining soon." **Aggressive:** "Do I look helpless or something? Forget it! I don't need a ride from you!" **Assertive:** "No, thank you." or "No, but if you could make a call for me I would appreciate it."

SITUATION #3: You have many relatives that you love very much. But one uncle bothers you. He will often kiss and touch you. He jokes about your body and how much you have grown up physically. You don't like his behavior, but he is family and you hate to say anything to anyone. What might you say to your uncle directly?

Example: **Passive:** "Let's all go into the livingroom and watch TV." **Aggressive:** "You make me sick. Why don't you drop dead?" **Assertive:** "Uncle Fred, I don't appreciate being touched or talked to in that way. I love you very much, but I don't like it and I want you to stop."

SITUATION #4: You are sitting waiting for a ride, when a person comes up to you and says how nice you look. You say thank you and he asks you if you are waiting for a ride. You tell him. He asks if you go to school and where. You tell him. He then asks your name and you realize maybe you have given out enough information already. Assertively express yourself.

Examples: **Passive:** "Oh, here comes my ride." (even though it may not be). **Aggressive:** "What is this, 20 questions? Get lost you're bothering me." **Assertive:** "I don't give out my name to people I've just met."

SITUATION #5: It is Saturday afternoon and you are going for a walk with a person you love very much. This person keeps putting his hand on the inside of your leg and then tries to put his hands down your pants. Act assertively.

Examples: **Passive:** "Let's stop and get some ice cream soon." **Aggressive:** "Get your slimy hand off me, you pervert." **Assertive:** "Leave me alone. It bothers me." "I don't like that." "Stop doing that." "Stop it. This is against our family rules and I will tell my mom." "No, don't touch me. I don't want you to touch me like that."

SITUATION #6: Your parents have gone out to dinner and a movie so it is just you, your sister and your older cousin at home. Your cousin jokingly grabs you and has you sit on his/her lap. He/she keeps rubbing up against you and touching you until it makes you feel real uncomfortable. Act assertively.

Examples: **Passive:** "I want to watch TV now—Mr. Rogers, Wall Street Week, etc." **Aggressive:** "You hanchomacho. What kind of sex fiend are you anyway? Leave me alone, you animal." **Assertive:** "I don't want to sit on your lap. I don't like you rubbing up against me and touching me like that."

SITUATION #7: One afternoon at school, a person you know and see every day, asks you out for a date. He/she is someone you do not care to go out with, but you do not want to hurt his/her feelings, either. Respond appropriately.

Examples: **Passive:** "I'm late getting to class. I can't talk now." or "I'm busy that night." **Aggressive:** "Are you kidding? Go out with you? Ha-ah!" **Assertive:** "Thank you for thinking of me. You're a nice person, and I'm glad we can be friends. However, I'm not interested in dating you."

ASSERTIVENESS IS STANDING UP FOR YOUR OWN RIGHTS WITHOUT VIOLATING THE RIGHTS OF OTHERS.
IT INVOLVES VERBAL AS WELL AS NON-VERBAL COMMUNICATION.

Day Four

Goal: To recognize potential sexual abuse situations where the offender is well known to the victim and to understand how alcohol affects behavior.

Objective #1: Students will demonstrate an understanding of how peer pressure affects behavior through class discussion.

Objective #2: Students will demonstrate through class discussion how to recognize potentially dangerous situations involving a peer.

Objective #3: Students will be able to state during class discussion that fault and blame lies with the offender, not the victim.

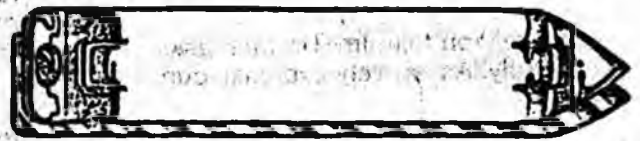
Objective #4: Students will demonstrate an understanding of the importance of stating what they think (assertiveness) and taking responsibility for one's own behavior through class discussion.

Objective #5: During class discussion, students will demonstrate the importance of trusting one's own feelings and listening to your "inner voice."

(7-12) Activity: Video Program - Scene 4 "The Ride Home" and Scene 5 "Alone at Last" (5 minutes each) Video Discussion Questions (25 minutes)

Scene #4: "The Ride Home"

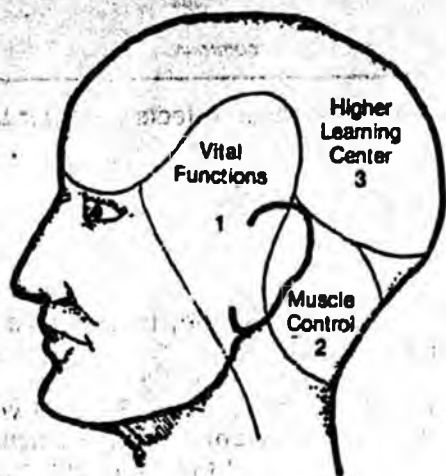
1. What choices did Craig and Trisha have about drinking?
2. How does alcohol affect decision making and behavior?
3. What are the consequences of drinking and driving?
4. Define respect. How is respect shown to others? Was respect shown here between Craig and Trisha? Between Fran and Trisha?
5. What choices/decisions face us as we begin to date people? (i.e., independence from home, questions about drinking, sexual relations)
6. Should Trisha tell anyone about this incident? Whom should she tell?
7. What do you think Craig and Trisha learned from this situation? Was it anyone's "fault?"
8. Discuss the myth "when a girl says 'no,' she really means 'yes.'"
9. Discuss peer pressure. Would you be embarrassed if your friends found out what happened? How do your friends affect your decisions?
10. If this situation had continued, would it have been "rape?"
11. Discuss how each of these four people felt (Fran, Bill, Trisha, Craig) physically, emotionally, sexually.
12. How should the transportation have been worked out? Was it fair of Fran to leave Trisha?



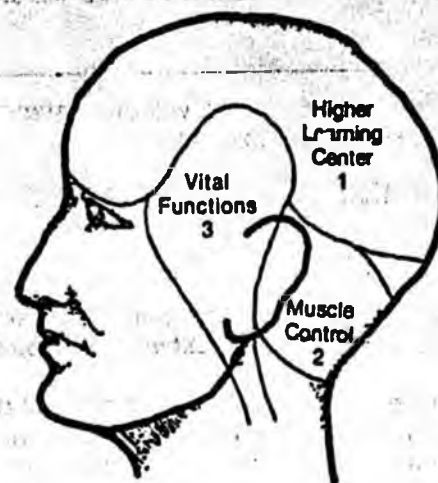
Scene #5: "Alone at Last"

1. What was Fran really trying to say when she said, "Don't you want to listen to music/TV?" Why couldn't she come right out and say it?
2. Describe how this scene could have been handled differently so that it was less awkward for both Fran and Bill?
3. Discuss the importance of knowing your limits prior to going on a date.

ALCOHOL AND THE BRAIN



Sequence of Normal
Mental Growth



Progression of Alcohol's
Sedative Effects

ALCOHOL'S EFFECT ON SEXUAL ABUSE

OFFENDER

If a person has been drinking, his higher learning center is the first thing impaired. He may not "look" drunk (muscle control reflexes are affected second), but his actions and behavior change. His judgment, such as what is right or wrong (physically, sexually, verbally), is altered so he is more likely to act in an inappropriate fashion. Alcohol does not cause someone to be an abuser. It may facilitate the behavior through impaired judgment.

VICTIM

A victim should be aware of the effect of alcohol on a potential offender. Likewise, if a victim is drinking alcohol, it could affect his/her common sense, judgment and assessment of the situation.

Objective #6: During class discussion, students will demonstrate their understanding of the effects of alcohol/drugs on behavior.

(7-12) Activity: Class Discussion on the Poster "Effects of Alcohol on Decision Making" (10 minutes)

(7-12) Activity: Making Decisions

Discuss how decisions are made using the following format. Write this chart on the board. Have students choose a problem situation and work it through this chart. Example: Fran's problem with Bill (Scene #5)

<i>What is the problem?</i>	<i>What information do I have?</i>	<i>What information am I missing?</i>
<i>What are the long and short term consequences of this decision?</i>		<i>What human factors influence my decision? my feelings? friends? family? community?</i>

Objective #7: Students will understand how sex roles and their socialization affects behavior by completing and discussing the exercise.

(7-12) Activity: "What is a Friend?" Exercise (15 minutes)

What is a Friend?

Have students either individually or in small groups make a list of what things they look for in a friend. Examples: good listener, trustworthy, good sense of humor, similar interests.

Next have students make a list of what they look for in someone of the opposite sex. This list will probably include physical characteristics as well as characteristics from the first list. Examples: large chest, shapely legs, nice rear, muscular, tan, long hair. Do not tell the students ahead of time what the list might include. Let them be surprised when you point out the differences in the lists.

You now have set the stage for a class discussion on why we primarily see people of the opposite sex as one-dimensional sexual objects. Discuss the following questions:

1. Why do we think of people of the opposite sex in physical terms?
2. Is physical appearance the most important characteristic? Can you judge a person by how they look?
3. "Trustworthy" is a characteristic often listed for friends. How do friends earn our trust? How do people of the opposite sex earn our trust? Trust is not automatic but gradual. People do have control over choosing friends and deciding whom they can trust.

(7-12) Activity: Sex Role Reversal Exercise (30 minutes)

One of the best ways for boys to understand how girls feel and vice versa is to "trade places." This level of understanding is important so that communication between the sexes can be clear and not misinterpreted. Frustration and stress related to the inability to communicate effectively with people of the opposite sex is one of many factors leading to sexual abuse.

The following is an example of a sex role reversal involving a prosecution, the way rape cases used to be handled. The victim is a man. Luckily, laws in Alaska have changed to protect victims from many of these embarrassing and unnecessary questions. However, it took many years before people realized how victims were affected by these questions.

"Was He Asking for It?"

Have two students take a role and read this story out loud.

Harper's Weekly carried an item from the American Bar Association Journal declaring that few rapists were punished for their crime: only one in five rapes is reported and only one out of eight reported rapes ends in con-

viction. In a dialogue to demonstrate why most rape victims prefer not to press charges, the article asks us to imagine a robbery victim undergoing the same sort of cross-examination that a rape victim does:



"Mr. Smith, you were held up at gunpoint on the corner of First and Main?"

"Yes."

"Did you struggle with the robber?"

"No."

"Why not?"

"He was armed."

"Then you made a conscious decision to comply with his demands rather than resist?"

"Yes."

"Did you scream? Cry out?"

"No. I was afraid."

"I see. Have you ever been held up before?"

"No."

"Have you ever given money away?"

"Yes, of course."

"And you did so willingly?"

"What are you getting at?"

"Well, let's put it this way, Mr. Smith. You've given money away in the past. In fact you have quite a reputation for philanthropy. How can we be sure you weren't contriving to have your money taken by force?"

"Listen, if I wanted to..."

"Never mind. What time did this holdup take place?"

"About 11 p.m."

"You were out on the street at 11 p.m.? Doing what?"

"Just walking."

"Just walking? You know that it's dangerous being out on the street that late at night. Weren't you aware that you could have been held up?"

"I hadn't thought about it."

"What were you wearing?"

"Let's see—a suit. Yes, a suit."

"An expensive suit?"

"Well—yes. I'm a successful lawyer, you know."

"In other words, Mr. Smith, you were walking around the streets late at night in a suit that practically advertised the fact that you might be a good target for some easy money, isn't that so? I mean, if we didn't know better, Mr. Smith, we might even think you were asking for this to happen, mightn't we?"

The object of the role reversal exercise is to develop the student's sensitivity to issues surrounding sexual abuse. They should be able to understand the issues from both a male and female perspective. Have the students break up into two groups: boys and girls. Have each group make a list of the following things:

1. What things do people of the opposite sex do that bothers you? (i.e., boys are rowdy and immature on the school bus, girls are so stuck-up when you just want to get to meet them, boys/men whistle when you walk by, girls have it easy, they don't know what it's like being a guy asking girls out for dates).
2. What do you think the opposite sex is trying to say when they do these things? Why do they do them?
3. What does this behavior actually say to you?

Take about 15-20 minutes for the group to meet. Although many of the group conclusions will be generalizations, they do serve to generate discussion. Have both the boys and girls get back together and talk about the two lists. You may have students who laugh or become defensive. Point out that: (1) these lists are people's impressions based on their own personal experience, (2) not all girls or all boys act alike.

Another role reversal activity is to have the boys stand in front of the class while the girls "look them over," ask them out on a date, take charge of all decisions (where to go, what to do, etc.). This exercise serves to illustrate what it is like for a woman to be objectified, powerless and having only one way communication. It also illustrates that males are often unwillingly placed in the role of decision-maker, aggressor, initiator, etc.

Day Five

Goal: To know how to respond in case of sexual abuse, who to tell and how to support others who have been abused

Objective #1: Students will demonstrate their knowledge of self-defense options in class discussion

(7-12) Activity: Teacher Lecture (20 minutes) "Self Defense: Aggressive and Non-Aggressive Resistance"

Stages in a Rape Attack

In the 1970's, James Selkin of Denver General Hospital conducted extensive research on rapists' behavior. He concluded that there were generally five distinct stages which surrounded incidents of sexual abuse. These stages were important to identify so that potential victims could recognize them and take the appropriate preventive measures.

1. TARGET SELECTION—VULNERABILITY STAGE

When seeking for a victim, the offender would look for any of the following characteristics:

- a. Physical defect
- b. Mental defect
- c. Appropriate location
- d. Solitude
- e. Easy access to victim
- f. Minimal likelihood of interruption

2. TESTING STAGE

This is the point where the victim's assertive behavior stopped the abuser from going further. (Video scenes: New In Town, The Ride Home, Alone at Last)

- a. Can victim be easily intimidated?
- b. Is victim submissive?
- c. Is victim frightened?
- d. Is victim hostile, unapproachable, confident?

3. THREAT STAGE

Stage where physical and/or verbal threats occur. (Video scene: In My Room)

- a. Punishment followed if she refused his demands
- b. Reward for complying (i.e., he stopped hitting her)

4. SEXUAL ASSAULT STAGE

The abuse occurs at this point.

5. TERMINATION STAGE

- a. Offender threatens to come back (rarely does he actually return)
- b. Apologetic and guilt statements made by offender
- c. Harsh treatment one last time



Self Defense

The ideas presented here are only suggestions of possible response options to use if involved in a sexual abuse. There is no "one" way to protect yourself. Since each situation is unique, each individual should respond in the way he or she feels will work at the time. By understanding all possible options, you will be able to act more calmly and logically. Your chances of getting away unharmed are greater if you are prepared and have thought about self defense techniques.

Of course, your first priority is to get away. However, if you are in a secluded spot and you do not have the ability to run, other options are still available. An immediate response is generally the most effective because it is unexpected and may throw the sex offender off guard. This may give you the needed seconds to escape.

Basically, there are two self-defense approaches: non-aggressive and aggressive resistance.

Non-Aggressive Resistance

Non-aggressive resistance is a method of self-defense which, if it fails, will generally not cause any harm to the victim. With non-aggressive resistance, your imagination is your only limit. Some of the most unusual responses have worked. The object is to "psychologically outsmart" the offender in a non-threatening manner. This can be done in a number of ways, all of which should either reduce the attacker's violence or stall for time until there is a safe time to escape. Some of the ideas are listed below:

1. **TALK.** Talk your way out of the situation. Examples: you have a contagious disease, someone is going to be coming by shortly ("Oh, I thought you were my Dad, he is supposed to be here by now"), a deterrent tactic ("Let's go to my house"), try to reason with the person, be assertive ("I don't wish to talk to you now"), or simply talk to calm down the tension and violence. Generally speaking, pleading does not work.
2. **PRETEND ILLNESS.** Examples: Pretend to faint, fake a seizure, vomit, urinate or act sick.
3. **BIZARRE BEHAVIOR.** Act crazy. Surprise the attacker. Examples: eat twigs, bark like a dog, mumble, go into contortions, etc.

Aggressive resistance

Aggressive resistance is designed to distract or temporarily disable the attacker. The purpose is to react immediately to startle or surprise him. If you try an aggressive movement, you must be willing to incapacitate the attacker because you only get one chance to try aggressive techniques. If you miss or only partially hurt the offender, he will be more angry than before. Aggressive resistance can be effective, but you must know what you are doing and do it effectively, the first time. The following are some aggressive resistance techniques.

1. **WEAPONS.** Many items you carry with you could be used as "weapons." Example: a rat-tailed comb, brush, keys, umbrella, book, pencil or other pointed object might temporarily stop the attacker if used against a vital point of his body (such as his eyes). Do not rely on items that you carry. They are not always easy to get (generally kept in a purse, backpack, pocket), and could be dropped or taken away and used against you.

Chemical sprays such as C.S. Tear Gas may be effective, but may also be taken away and used against you. The "shelf life" of many of these sprays is only one year so older canisters may not work. There is some question as to the chemical's immediate effectiveness with people who are drunk, high on drugs or mentally unbalanced. Test the canister to see if it works and to get a sense of its spraying capacity. Chemical sprays can affect you too if used in a confined area. Many states have banned the public from carrying these chemical sprays.

Statistics show that guns can be very dangerous if you are not proficient at using them. They can be turned and used against you. It is also illegal in Alaska to carry a hidden weapon. Other weapons that are illegal to carry include zap guns, brass knuckles, knife with blade over 3½ inches long, and a stiletto.



2. **FIGHTING.** Advice about whether a victim should fight back or not has come from all sides, ranging from, "Don't fight, he'll kill you!", "A child doesn't have a chance fighting," to "A woman has a right to defend herself." The decision to fight lies with the victim alone. The victim must be confident in his or her strength. If you want to learn self defense, a commitment of time and energy to learn how to fight effectively is absolutely necessary (as with learning any athletic skill such as basketball or track).

This sexual abuse prevention program is not designed to teach aggressive self-defense techniques. It is intended to provide information about this option and to encourage students to seek out additional training if desired. Aggressive self-defense not only teaches you physical skills, but it increases your confidence in your ability to deal with an attacker. It is a viable option for many people no matter what their size or if they are male or female.

3. **NOISE.** If you are sure help is within hearing distance and confident that the help will be immediate and sufficient, scream! If not, don't. Pressurized air horns, whistles and other noise makers may bring help, but they are less effective than a loud scream.

If you are faced with the threat of an attack, think... don't panic. Your assailant expects you to react solely out of fear—crying, pleading and ultimately submitting. Remember those are not your only options. You still have a good chance of escaping by using aggressive or non-aggressive resistance. Create that moment needed to escape any way you can.

Objective #2: During class discussion, students will be able to name who to tell if they have a touching problem, and resources for help in case of sexual abuse.

Objective #3: Students will demonstrate appropriate ways to support others who are victims of sexual abuse through class discussion.

(7-12) Activity: Guest speaker from social service, crisis center or law enforcement discussing who to tell about a sexual touching problem, what to expect psychologically and legally, and how to be supportive of someone who has been sexually abused. Possible field trip to courts, police, or crisis center. See community resources listed in the back of the guide. (30-60 minutes)

(7-12) Activity: Teacher Lecture - Wrap-up, Review, Follow-up Questions (10-30 minutes)

(7-12) Activity: Post Test

ADDITIONAL ACTIVITIES

K-6 Grade

Objective #1: Students will gain an understanding of good safety habits while outdoors through participation in class discussion.

Activity: (K-6) Teacher Lecture and Discussion on "General Safety Outdoors" (20 minutes)

General Safety: Outdoors



TO AND FROM SCHOOL

1. Always take the safest route to and from school (i.e., with crossing guards, lighted streets, traffic lights, populated, etc.).
2. Know your route to and from school. Think and plan where you could go for help if you needed it (i.e., store, school, church, hospital, Block Home, friend's house, etc.).
3. Walk with a friend if possible. There is safety in numbers.
4. Do not take short-cuts. Always take the same route so your mother and father or teacher know where you are and when to expect you.
5. Do not daydream. Always be alert and aware of your surroundings.
6. Walk on a sidewalk if possible, facing traffic. That way a car cannot sneak up on you from behind.
7. If riding public transportation, stay near the driver. Do not give out personal information to strangers on the bus or train.
8. Do not hitchhike. Do not accept rides from anyone unless your parents have said it is all right.

PLAYING

1. If you want to play at a friend's house or elsewhere, always get permission ahead of time. You don't want your parents to worry about you or wonder where you are.
2. Play with a friend if possible—safety in numbers once again.
3. Do not play in alleys, deserted buildings, construction sites or near restrooms. They could be dangerous and no one would be able to hear you if you needed help.
4. If someone is watching you or bothers you in any way, run and tell an adult. This might be when you are in the movies, at the park, riding your bike or walking to a friend's house.
5. Do not play in or near streets. Because you are small, a car may not be able to see you. If a stranger asks you a question from a car, for instance, directions, you may help him or her from a distance or simply do not talk to strangers.

General Safety: Basic Tips

1. Know your first name and your last name.
2. Know your street address or route (street "name and number"), and the city or village where you live.
3. Know your mother or father's name and phone number and how they can be reached.

This is important to know in case you get lost. Do not give out this information to anyone unless you are asking for help (i.e., police officer, school nurse, counselor, teacher, etc.).

Objective #2: Students will gain an understanding of good safety habits while indoors through participation in class discussion.

Activity: (K-6) Teacher Lecture and Discussion on General Safety Indoors (15 minutes)



General Safety: Indoors

IN THE HOME

1. Always check to see who is at your door before opening it. Use a peek hole or look out a window. Do not rely on chain locks. They can easily be forced open.
2. Refuse to open the door for any stranger or other person unless your parents have said it is all right. Do not let anyone in who wants to use your phone. Tell them the location of the nearest phone booth or make the call for them while they wait outside.
3. Keep doors locked when home alone. Do not "broadcast" the fact you are by yourself. Always have a phone number where your parents can be reached.
4. All exterior doors should have good locks, preferably a deadbolt lock located right above the door knob. Although the following information may be more technical than need be for this age level, students should know how to operate these locks and have a general understanding of security. This may be important if they move to other areas or travel. The doors should also be solid core, not hollow core. Deadbolts are helpful in reducing the probability of someone breaking in since it is easy to spring back the latch of the standard door knob with a knife or credit card. A single cylinder deadbolt is preferable on most doors unless there is a glass window in the door or next to the door. In this case, a double cylinder deadbolt is better since it takes a key for both the inside and the outside of the door to lock or unlock. Therefore, the intruder cannot simply break the glass and turn the latch from the inside since a key must be used. If it is the only exit from your home, a deadbolt double cylinder may not be the best choice, since it does take longer to exit the home in case of an emergency. It is important after changing any locks to practice a fire drill.
5. All exterior windows should be secured as well. Sliding glass doors and windows are particularly vulnerable. They should be secured in two ways:
 - a. In the upper track, drill screws straight up so that the head is facing down. Do this all along the top, every 3-4 inches. This takes up the gap so the window can't be lifted or pried out of the track.
 - b. Place a sturdy stick, dowel or metal rod in lower track. There should be no more than a 1/8" gap. Tie a bright colored piece of yarn around stick so a child can easily lift the stick out in case of emergency.
 - c. Wooden frame windows can be secured by "pinning" the frame where it overlaps. At a slight downward angle, drill a hole going through the front window's frame and catching the back frame. Place a nail in the hole so it can easily be lifted out yet so that the window can't be lifted up if the nail is in place.
6. Do not hide an extra key outside. Plan ahead, or keep an extra key with a reliable neighbor.
7. If you enter your home and something doesn't seem right, as though someone has been there, leave immediately and go tell an adult.
8. When home in the evening, always close curtains so no one can watch you from outside.
9. If someone is loitering or "hanging around" near your home for no apparent reason, tell an adult immediately, i.e., your parents, neighbor, police. Try to get a description of the person and/or car.

7-12 Grade

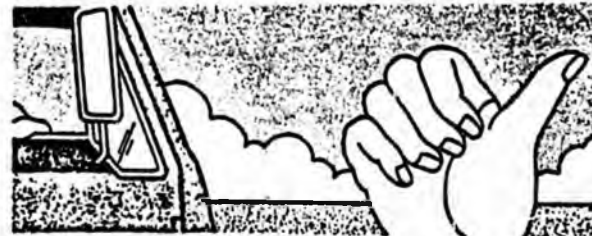
Objective #1: Students will demonstrate an understanding of good safety practices involving cars and being in public places.

Activity: (7-12) Teacher Lecture (25 minutes)
Prevention Techniques Outdoors: Car and Streets

Prevention Techniques—Outdoors

CAR

1. Lock car door at all times, day or night, whether you are in the car or out of the car. Always have your keys in hand whether you are heading to or from the car.
2. Check the back seat area and around the car before getting inside.
3. Try not to drive alone, especially at night. If you are "cruising," go with at least one friend and stay together. Do not leave separately or go off alone with other people.
4. Leave space between your car and other cars when driving or stopped. You need room to manuever and leave quickly in case of an attack.
5. Do not leave your purse, packages or other valuables in the car. If you do, put them out of sight (i.e., trunk, glove box, under the seat).
6. If you see a vehicle in distress, it may be best not to stop. Drive on and alert police or a nearby gas station. Note all details of vehicle.
7. If someone signals that something is wrong with your car, use your best judgment whether or not to stop. Try to make it to a public area and check it out.
8. Avoid parking in poorly lighted areas. Plan ahead if it is daylight when you leave your car and darkness when you return.
9. Prevent being stranded alone with a broken down vehicle:
 - a. Stick to well-traveled and well-lighted highways and streets.
 - b. Check your gas gauge before each trip.
 - c. Know how to change a tire.
 - d. Keep your car in good running order.
 - e. If your car breaks down in a strange area or neighborhood, stay in the car, and keep the doors locked. When someone comes by, roll down the window just far enough to ask them to call the police, service station, or CB emergency channel for you.
10. If you suspect someone is following you or trying to run you off the road, do something to attract attention. As long as your car is operable, stay in it and keep the motor running. Drive to a fire station, police station, an all-night grocery, drug store, restaurant or anywhere that there are people to help you. It's generally best not to go home.



The best advice about hitchhiking is "Don't." There are safer and better ways to travel: buses, bicycles, carpools, cross country skiing, snowmobiles, 3-wheelers, even walking. However, since some students will accept rides from strangers, here are some suggestions. But please remember, even if you follow these suggestions, you are still placing yourself in the highest rape-risk category. When you hitchhike, you are a prime target because of your obvious vulnerability.

1. Do not hitchhike alone. Make sure two of you get in and out of the car at the same time.
2. If you think the driver has been drinking, pass up the ride.
3. Find out the driver's destination before you say where you are going.
4. Check to make sure the inside door handle is there and that it is working so you can exit quickly in an emergency. If the door handle is missing, turn down the ride.
5. If you are carrying money, do not mention it.
6. Do not answer any personal questions.
7. Most important, use your intuition. If you have any doubts or uneasiness about the driver, turn down the ride.

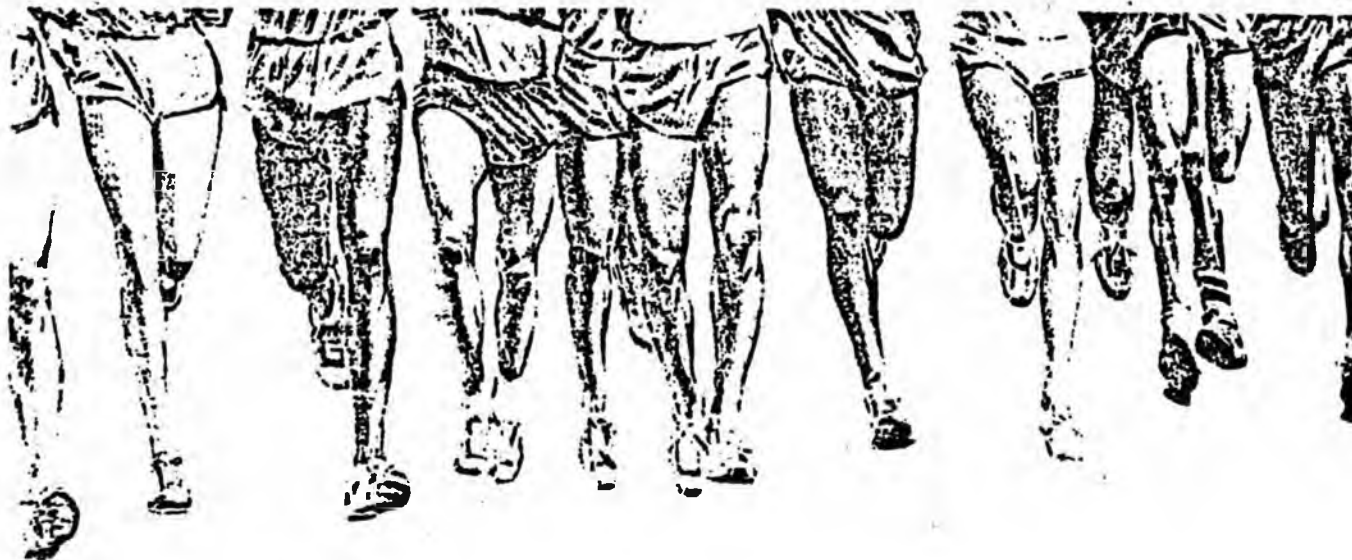
STREETS AND PUBLIC AREAS

WALKING

- 1. When possible, avoid walking alone, especially during dark hours. Walk with someone or at least in areas where other people are near.**
- 2. Stay in well-lighted areas away from dark secluded spots, wooded areas, and alleys. Walk in the center of the sidewalk.**
- 3. Be alert and do not daydream. Surprise is the attacker's best weapon.**
- 4. Do not overload yourself with parcels. Keep a tight grip on valuables, such as your purse.**
- 5. Avoid wearing expensive jewelry or carrying large sums of money.**
- 6. Have keys ready before you arrive home so you don't fumble around at your door, unaware of your surroundings.**
- 7. Walk on the sidewalk/side of the road facing the traffic.**
- 8. If you think you are being followed, go to the nearest business, residence, or cross the street. Walk confidently and try to get near other people. If that person is in a car, change directions. It is much harder for a car to turn around. Now you will have a head start on getting help. Remember to get a license number if possible.**
- 9. If a driver stops to ask you directions, avoid getting near the car.**
- 10. Do not stop to pick up mail at night.**
- 11. It is your right to wear anything you wish in public. However, sometimes clothing may communicate something you don't intend. Dress wisely. High heels, clogs, tight clothes, and heavy boots hinder quick movement.**
- 12. Carry your purse, backpack or wallet close to your body. Don't flash large sums of money in public. Some sexual abuses occur in conjunction with a robbery.**
- 13. Do not flirt with strangers at the movies, skating rink, store, bar, etc. Do not underestimate a stranger because he is nice, good looking, or appears to be honest.**
- 14. Do not step into an elevator alone with a suspicious looking person. Always stand by the floor button controls and the emergency call button.**
- 15. Do not go to laundromats alone late at night.**
- 16. Know your date. Avoid blind dates unless you are accompanied by another person or couple. Stay out of "lover's lanes" or isolated parking spots. When first dating a person, suggest public places.**
- 17. If riding public transportation alone, don't take back seats. Sit near the driver.**

RUNNING/JOGGING

Running and jogging are increasingly popular activities in Alaska. With this rise in popularity comes an increased awareness of the problems runners and joggers face.



1. Run with a partner. It is not always possible, but remember, there is safety in numbers.
2. Let someone know where you are going to be running and when you expect to return.
3. Always lock your house or apartment. Have good exterior lighting around your residence, especially for the winter months.
4. Do warm-up exercises inside or in areas where other people are near. Avoid using isolated areas.
5. Alter your route somewhat so that there is not a distinct pattern. However, be familiar with your routes and know the safety spots along the way. If you think you are being followed, go to the nearest business or residence for help. If there are no places to go, stop another jogger and tell them.
6. Traffic problems make you want to run in isolated areas, but they can be dangerous if an emergency arises (heart attack, injury, abuse, etc.) and help is needed. One solution is to run on bike paths and sawdust trails in parks. Unfortunately, these areas have gotten the undeserved reputation as a rapist's haven and because of this, people are avoiding them. However, the fact remains that as fewer people use these facilities they become increasingly isolated, and the risk of personal abuse rises.
7. If you must run on roads, pick your route carefully. Never run on a major highway or thoroughfare. Never run on a road that does not have an escape shoulder. Run facing the traffic and wear clothing that makes you highly visible. Wear light colored clothing at dawn and dusk, reflectors at night and bright clothing during the day.
8. Remember, as a runner, you are still a pedestrian and must obey all pedestrian laws including traffic signals. Be a defensive runner. Assume all motorists do *not* see you and will *not* yield to you. If you think that intersection down there is the finish line of the 5,000 meter run, you may be in your last race. If you want to race, do it on a track.
9. Stay in well-lighted areas. Avoid bushes, alleys, entry ways, and secluded locations. Run courses that pass by open areas or near roadways where there is at least some traffic or places to which you can run if pursued.
10. Be aware of traffic, people and your surroundings at all times. Do not daydream. An attacker many times chooses people who appear disoriented, lost or who lack self-confidence and direction.
11. Runners many times feel invincible. Never assume that because you are a runner you are faster than an attacker. Almost any attacker can muster up enough speed to catch a victim. A few yards of determined energy may be all he needs.
12. During your run, do not exhaust yourself by running so hard that if you are attacked you are too weak to resist or run away.

Report and encourage other runners to report *all* incidents, even those which seem only suspicious or minor in nature, to law enforcement officials. You may prevent other joggers from becoming future victims. You have the right to pursue such activities as running and jogging and the right to pursue them without fear of attack.

Objective #2: Students will demonstrate their ability to recognize home security weaknesses and how to correct them through class discussion and by completing the take home checklist.

Activity: (7-12) Teacher Lecture

Prevention Techniques—Indoors: At Home and with the Telephone (25 minutes)



Prevention Techniques—Indoors

There are many things in your physical environment which you can control. Whether it's changing a lock on a door or changing your name in the telephone book, you can regulate a portion of your own security.

IN THE HOME

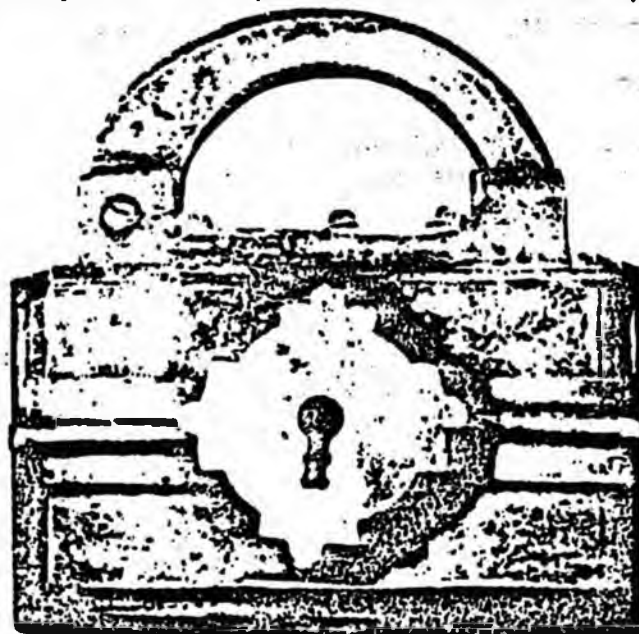
1. Keep all doors and windows locked. Install deadbolt locks on exterior doors. Be sure doors are solid core and hinges are on the inside of the house.
2. Sliding glass doors and windows should have a stick or rod in the lower track and flat headed screws in the upper track.
3. If you move to a new home or apartment, change all locks. You don't know who has duplicate keys.
4. Don't hide extra keys outside such as under a doormat.
5. Maintain good exterior lighting all around the house. Photoelectric cells are inexpensive and work well. They turn lights on and off in accordance with the daylight. Keep shrubbery and fences low so no one can hide easily behind them.
6. Purchase electric timers for inside lights. Have lights come on routinely. Always come into your home with lights on.

7. If you come home and suspect someone has entered while you were away, do not enter. Leave quickly and quietly and call the police from a neighbor's home.
8. When dark, pull all shades or drapes. Don't undress in front of an uncovered window.
9. When someone comes to your door, don't open it automatically. Check to see who is there by looking out the window or using a peek hole. Do not rely on chain locks since it takes minimal pressure on the door for the chain to come off the wall.
10. Require repairmen to show identification by slipping the card under the door. Call the business to verify his reason for being in the area. Don't call the number he has listed on his card.
11. Don't let strangers in to use your phone. Make the call for them or simply direct them to a telephone elsewhere.
12. Familiarize yourself with the position of all meters and fuse boxes in your home. If they are located outside, do not let anyone inside who needs to check them. Also, be sure they are padlocked if located outside.
13. A dog or a sign that says "Beware of Dog" may be a good deterrent.
14. Use your initials rather than your first name on your mailbox, a last name alone may be sufficient. You may want to add made-up names to give the illusion there are several living at the location.
15. Practice an "emergency" situation; for example, what would you do if someone broke into your home?

TELEPHONE

1. List your family's name in the telephone book under your last name and first two initials. You may also want to consider the option of not listing your address in the phone book.
2. Do not give out your number to someone who believes they have the wrong number. Instead, ask, "What number are you trying to call?"
3. Never tell strangers/acquaintances that you are home alone. Fake the presence of others if necessary, "I'll be right there, John," or "Would you like to speak to my father about this?"
4. Do not give name and address out to strangers over the phone.
5. Hang up immediately on obscene or threatening calls.
6. Report obscene or threatening calls to the police and the telephone company. Try to remember as much as you can about the voice: accent or peculiarities; where you have had your telephone number printed recently, etc.
7. Never answer the telephone with your name. Make the caller identify the name or number that he or she needs first.
8. List emergency numbers on the phone (i.e., with tape or stickers obtained from local emergency services).
9. Do not put your name and address on bulletin boards indiscriminately when advertising an item to sell. It is safest to only list your telephone number.

Activity: "Take Home Security Checklist" (5 minutes for instruction, 30 minutes at home)



Home Security Check-List



OK Needs
Change

DOORS

- Are all your outside doors equipped with deadbolt locks? Are your door hinges the type on the outside of the house that can be lifted out?
- Do your exterior doors, especially the front door, have peek holes or sight viewers?
- Are you careful about lending or giving out duplicate keys? Do you know where they all are?
- Are your sliding glass doors secured horizontally (stick) and vertically (screws)?
- Does your bedroom door lock?
- Are your exterior doors solid core, not hollow core?
- Is your garage door secure?

WINDOWS

- If you have wooden, double hung windows, are they "pinned" and secured?
- If you have sliding glass windows, are they secured horizontally and vertically?
- Do you close your curtains at night?
- Are your curtains heavy enough so no one can see in? (Check them at night.)

LIGHTING (Inside and outside)

- Do you have good lighting on the front of your home? (walkways, courtyard, front door)
- Do you have good lighting on the side of your home?
- Do you have good lighting on the back of your home?
- Are these outside lights high enough so they cannot be broken or unscrewed easily by someone at ground level?
- Is your fuse box on the inside of your home? If on the outside, is it locked?

LANDSCAPING

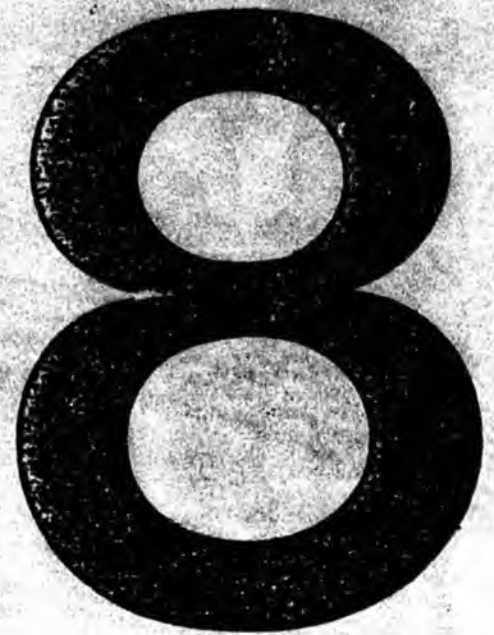
- Is your shrubbery trimmed so that it does not hide or conceal windows?
- Is your fence see through so that neighbors/police would notice a prowler?

MISCELLANEOUS

- Do you have emergency numbers printed on or next to your telephone?
- Have you practiced a fire drill within the home in the last six months?
- Do you avoid having identification on your keys?
- Do you know your neighbors? Could you call them for help if you needed it?

List specific recommendations on back for all "Needs to be Changed" answers.

RESOURCES FOR TEACHING UNIT



Resources for Assistance and Speakers

Bering Sea Women's Group
P.O. Box 1596
Nome, AK 99762
443-5444

Child Sexual Abuse Project
P.O. Box 1948
Bethel, AK 99559
543-3994

Juneau Women's Resource Center
110 Seward Street
Juneau, AK 99801
586-2977

Kodiak Women's Resource & Crisis Center
P.O. Box 2122
Kodiak, AK 99615
486-6171

Alaska Women's Resource Center
204 East 5th, #224
Anchorage, AK 99501
276-0528

Aiding Women from Abuse & Rape Emergencies
(AWARE)
P.O. Box 809
Juneau, AK 99802
586-6623

Abused Women's Aid In Crisis (AWAIC)
417 West 8th
Anchorage, AK 99501
279-9581

Advocates for Victims of Violence
P.O. Box 524
Valdez, AK 99686
835-2999

Arctic Women In Crisis (AWIC)
P.O. Box 69
Barrow, AK 99723
852-4357

Emmonak Shelter
General Delivery
Emmonak, AK 99581

Kenai/Soldotna Women's Resource and Crisis Center
P.O. Box 2464
Soldotna, AK 99669
262-9378

Kotzebue Women's Crisis Project
P.O. Box 38
Kotzebue, AK 99752
442-3969

Men's Support Network
P.O. Box 101071
Anchorage, AK 99510
272-4822

Sitkans Against Family Violence
P.O. Box 1573
Sitka, AK 99835
747-3370

Standing Together Against Rape (STAR)
P.O. Box 3356
Anchorage, AK 99510
747-7279

Valley Women's Resource Center
P.O. Box 1518
Wasilla, AK 99687
376-4080

Women in Safe Homes (WISH)
P.O. Box 6552
Ketchikan, AK 99901
225-9474

Men Emerging Now, Inc. (MEN)
211 4th St., Rm. 304
Juneau, AK 99801
588-3585

So. Peninsula Women's Service
P.O. Box 2328
Homer, AK 99603
235-7712

S.A.F.E.
P.O. Box 94
Dillingham, AK 99576
842-2316

Tundra Women's Coalition
P.O. Box 1537
Bethel, AK 99559
643-3455

Women in Crisis-Counseling Assistance (WIC-CA)
302 Charles Street
Fairbanks, AK 99701
452-2293

Action Resources (Where to voice your opinion)

- Television programming

Women Against Violence Against Women
543 North Fairfax
Los Angeles, California 90039

Women Against Violence in Pornography and Media
P.O. Box 14635
San Francisco, California 94114

- Laws, legislation

Contact your local legislator or an Alaskan Domestic Violence/Sexual Assault program listed above.

Teaching Aids

- Coloring and activity books for K-6

"Red Flag, Green Flag People"
Rape and Abuse Crisis Center
P.O. Box 1655
Fargo, North Dakota 58107

"What If I Say No!"
Bakersfield Active 20-30 Club
Bakersfield, California

"My Very Own Book About Me"
Spokane Rape Crisis Center
Lutheran Social Services
North 1226 Howard
Spokane, Washington 99201

"Private Zone"
Chas. Franklin Press
18409 - 90th Ave., West
Edmonds, Washington 98020



- Anatomically correct dolls and patterns

Migima Designs
P.O. Box 70084
Eugene, Oregon 97401
(503) 726-5442

- Lock displays

Local police department

Schlage Lock Company
P.O. Box 84188
San Francisco, California 94134

Kwikset Division of Emhart Industries
516 East Santa Ana
Anaheim, California 92803



Audio-visual listings

Acquaintance Rape Series. 16mm, 4 segments, 10 minutes each, Grades 7-12, ODN Productions.

Aware and Not Afraid. Video. 20 minutes. Grades 7-12. Holden-Hackney Productions. Council on Domestic Violence and Sexual Assault, Juneau.

Better Safe Than Sorry. 16mm, 14 minutes, Grades 4-7, Filmfair Communications.

For Pete's Sake Tell. Filmstrip/Tape, 6 minutes, Grades K-4, Krause House.

Incest: The Victim Nobody Believes. 16mm, 21 minutes, MTI Teleprograms.

It's OK to Say NO. Video. 14 minutes. Grades K-6. Holden-Hackney Productions. Council on Domestic Violence and Sexual Assault, Juneau.

No More Secrets. 16mm, 13 minutes, Grades K-6, ODN Productions.

No Word for Rape. 16mm, 35 minutes, Grades 7-12, Affinity Films.

Rape: Escape Without Violence. 16mm, 18 minutes, Grades 7-12, Perennial Education Films.

Speak Up, Say No. Filmstrip/Tape, 6 minutes, Grades K-4, Krause House.

Some Secrets Should Be Told. 16mm, 12 minutes, Grades K-6, MTI Teleprograms.

Sometimes It's OK to Tattle. 16mm, 12 minutes, Grades K-6, MTI Teleprograms.

Talking to a Child About Preventing Sexual Molestation. Slide/Tape, 20 minutes, for teachers and parents, Migima Designs

The Touching Problem. 16mm, or Video, 18 minutes, Grades K-6, MTI Teleprograms.

Who Do You Tell? 16mm, 11 minutes, Grades K-6, MTI Teleprograms.

Suggested Reading for Teachers and Parents

Against Rape by Medea and Thompson, 1974, Farrar, Straus & Giroux. 151 pages. \$8.95 hardbound, \$3.95 paperback.

Come Tell Me Right Away. Booklet. Resource Center for Parents and Children, 809 College Road, Fairbanks, Alaska 99701. (907) 456-2866.

He Told Me Not to Tell by King County Rape Relief, 1979, 28 pages. Available through the Council on Domestic Violence and Sexual Assault, Department of Public Safety, Pouch N, Juneau, Alaska 99811.

Here's Looking at You - curriculum on Alcohol and Youth, Alcohol Education Office, 7521 Old Seward Highway, Suite B, Anchorage, Alaska. (907) 349-6602 or Comprehensive Health Education Foundation, 20814 Pacific Highway South, Seattle, Washington 98188.

"No More Secrets" by Caren Adams and Jennifer Fay, 1981, Impact Publishers, 90 pages, \$3.95 paperback.

"Resources Against Sexual Assault", 1983, WICCA, 702 10th Avenue, Fairbanks, AK 99701, Cost \$3.00

"The Best Kept Secret--Sexual Abuse of Children" by Florence Rush, 1980, McGraw-Hill, 197 pages, \$5.95 paperback.

"The Silent Children" by Linda Tschirhart Sanford, 1980, McGraw-Hill, 367 pages, \$12.95 hardback, \$7.95 paperback.

TEACHER EVALUATION FORM

Class Grade Level _____

Have you ever taught a sexual assault prevention unit before? _____

Will you be teaching one again? _____

What parts of the Teacher Guide did you find most helpful? _____

Least helpful? _____

What parts of the video program(s) did you find most helpful? _____

Least helpful? _____

What changes did you see in the students after teaching this unit?

Was the parent information brochure helpful/not helpful in gaining community support? In what way?

What would you like to see done differently in the sexual assault prevention unit? Please list ideas and suggestions.

Return and mail to: Council on Domestic Violence and Sexual Assault
Department of Public Safety
Pouch N
Juneau, Alaska 99811

Introduced: 2/1/84
Referred: State Affairs and
Finance

Funding Information
General Fund \$50,000
Other Funds -0-
\$50,000

BY LACHER, PHILLIPS, FLOOD,
CLOCK SIN AND KOPONEN

1 IN THE HOUSE

2 HOUSE BILL NO. 568

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 THIRTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Public Safety, Council on Domestic Violence
8 and Sexual Assault, for a public awareness program;
9 and providing for an effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$50,000 is appropriated from the general fund
12 to the Department of Public Safety, Council on Domestic Violence and Sexual
13 Assault (AS 18.66.010), for a public awareness program relating to sexual
14 abuse of minors.

15 * Sec. 2. The unexpended and unobligated portion of the appropriation
16 made by this Act lapses into the general fund June 30, 1985.

17 * Sec. 3. This Act takes effect July 1, 1984.