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566

Introduced: 2/1/84
Referred: Health, Education &
Social Services

1 IN THE HOUSE

BY LACHER, PHILLIPS, FLOOD,
CLOCKSIN, KOPONEN AND MCBRIDE

2

HOUSE BILL NO. 566

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6 For an Act entitled: "An Act relating to training of teachers and princi-
7 pals on the subject of sexual abuse of minors."

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

9 * Section 1. AS 14.03.030 is amended by adding a new subsection to
10 read:

11 (b) The school term in each school district shall include two
12 days of in-service training of teachers and principals on the subject
13 of ~~sexual~~ ^{child abuse and} abuse of minors.

INTENT OF LEGISLATION

HB 566 - "An Act relating to training of teachers and principals on the subject of sexual abuse of minors."

This legislation will do much to fill the educational gap which now exists within our school districts on the topic of sexual abuse of minors. It will require teachers and principals to attend two days of mandatory in-service training each school term on the subject of sexual abuse of minors. They must be familiar with the sexual assault laws of Alaska, and be aware of their statutory responsibility to report any suspected cases of abuse.

School personnel are the most likely group of people to see physical and behavioral indicators in children which signal sexual abuse has occurred. Because of the many hours children spend in the classroom, teachers are in a key position to know their students and to build relationships which would allow them to assist a child in a crisis situation.

Chapter 03. Public Schools Generally.

Section

- 10. Establishment of school system
- 20. School year
- 30. School term
- 40. Day in session
- 50. School holidays
- 60. Elementary, junior high and secondary schools
- 70. School age
- 80. Free education

Section

- 83. Contracting for services
- 90. Sectarian or denominational doctrines prohibited
- 100. Use of school facilities
- 110. Questionnaires and surveys administered in public schools
- 130. Display of flag
- 140. Emergency drills

Collateral references. — 68 Am. Jur. 2d Schools § 1 et seq.
 78 C.J.S. Schools and School Districts, §§ 1, 2, 12 et seq.
 Equivalence of educational facilities extended by public school system to members of white and members of colored race. 103 ALR 713.
 Residence for purpose of admission to public school. 83 ALR2d 497.

Modern status of doctrine of sovereign immunity as applied to public schools and institutions of higher learning. 33 ALR3d 703.
 Noncustodial parent's rights as respects education of child. 36 ALR3d 1093.
 Tort liability of public schools and institutions of higher learning for educational malpractice. 1 ALR4th 1139.

Sec. 14.03.010. Establishment of school system. There is established in the state a system of public schools to be administered and maintained as provided in this title. (§ 1 ch 98 SLA 1966)

NOTES TO DECISIONS

This title was enacted pursuant to Alaska Const., art. VII, § 1. *Hootch v. Alaska State-Operated School Sys.*, Sup. Ct. Op. No. 1154 (File No. 2157), 536 P.2d 793 (1975).
History of public education in Alaska. — See *Hootch v. Alaska State-Operated School Sys.*, Sup. Ct. Op.

No. 1154 (File No. 2157), 536 P.2d 793 (1975).
Collateral references. — Incorporated educational body as an institution belonging to the state. 65 ALR 1394.
 What is common or public school within contemplation of constitutional or statutory provisions. 113 ALR 697.

Sec. 14.03.020. School year. The school year begins on the first day of July and ends on the 30th day of June. (§ 1 ch 98 SLA 1966)

Sec. 14.03.030. School term. The school term begins and ends on the dates fixed by the governing body of the school district. However, the term shall include not less than 180 days in session, except that, subject to the approval of the commissioner, a day used for in-service training of teachers may be substituted for a day in session, up to a maximum of 10 days. (§ 1 ch 98 SLA 1966; am § 1 ch 65 SLA 1972; am § 1 ch 137 SLA 1976; am § 1 ch 24 SLA 1979)

Effect of amendment and sentence provided

Sec. 14.03.04
 a day in session on holidays by Saturdays shall be at least second, and all other provisions for any of the instruction SLA 1966:

Sec. 14.03.04
 session on the day in New Years holidays for school holidays immediate required to the salary perform etc.
 (b) The day upon school of the day
 (c) The day holidays.

Editor's note of subsection substituted for "h"

Sec. 14.03.04
 schools. through this range
 (b) A separate appropriate establishment with the
 (c) Graduated combination high school
 (d) This diploma to 1966)

COMMITTEE REPORT
HOUSE

(7)

FURTHER:

4
2/1/84

Date: MARCH 2, 1984

The Committee on HEALTH, EDUCATION AND SOCIAL SERVICES has had HB 566

"An Act relating to training of teachers and principals on the subject of sexual abuse of minors."

under consideration and recommends:

do pass do not pass

do pass with attached amendments(s)

replace with CS for HB 566 (HESS) same title new title

and recommends THAT IT DO PASS.

AND attaches a "Letter of Intent" New Fiscal Note

reports it back without recommendation Zero Fiscal Note Attached

referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

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J. H. [unclear]
Alan Vestergaard
Paul Gell
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[unclear]

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CHAIRMAN

PREVENTING SEXUAL ABUSE OF CHILDREN

A CURRICULUM FOR K-6 AND 7-12 GRADES

by
Marcia K. Morgan



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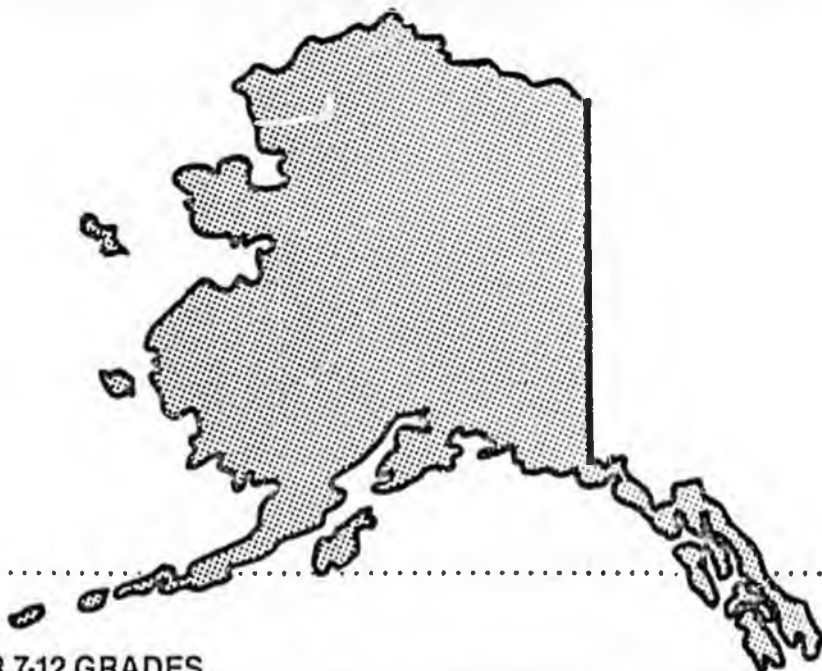
COUNCIL ON DOMESTIC VIOLENCE AND SEXUAL ASSAULT
Juneau, Alaska

///A § ///A III P
ALASKA SEXUAL ABUSE PREVENTION

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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



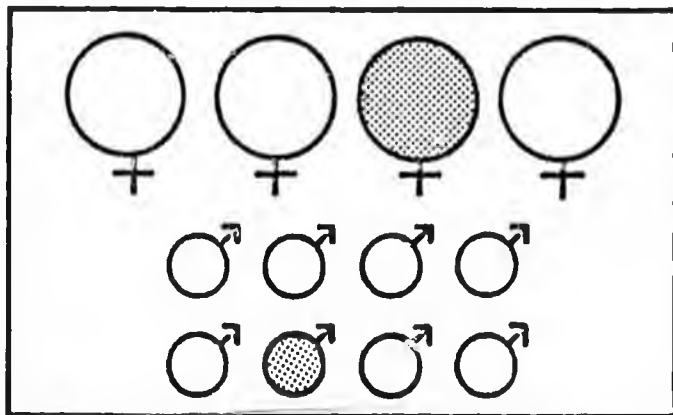
ALASKA SEXUAL ABUSE PREVENTION



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



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.

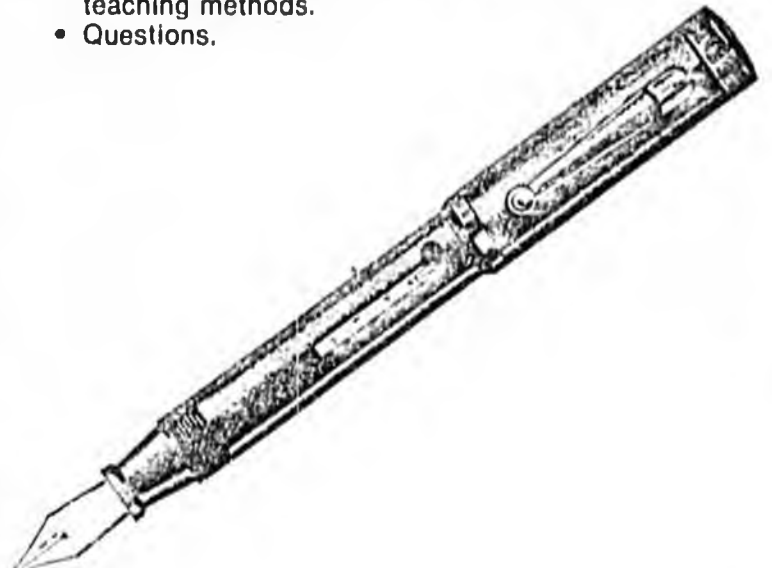
2 Set up a Parent Information Night. Send home flyers with the children. A sample flyer might read, "Dear Parents. You are invited to attend a meeting for all parents on the topic of Personal Safety of Children. The meeting will be held (date) at (time) at (location). A video program entitled (title) 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.

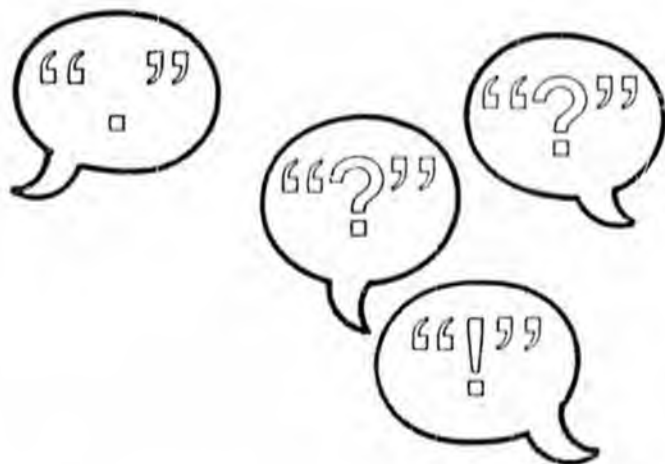
- The problem of sexual abuse of children.
- How curriculum and education can help prevent sexual abuse.
- Show video program.
- Discuss how this video is to be used and other teaching methods.
- Questions.

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 children—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.

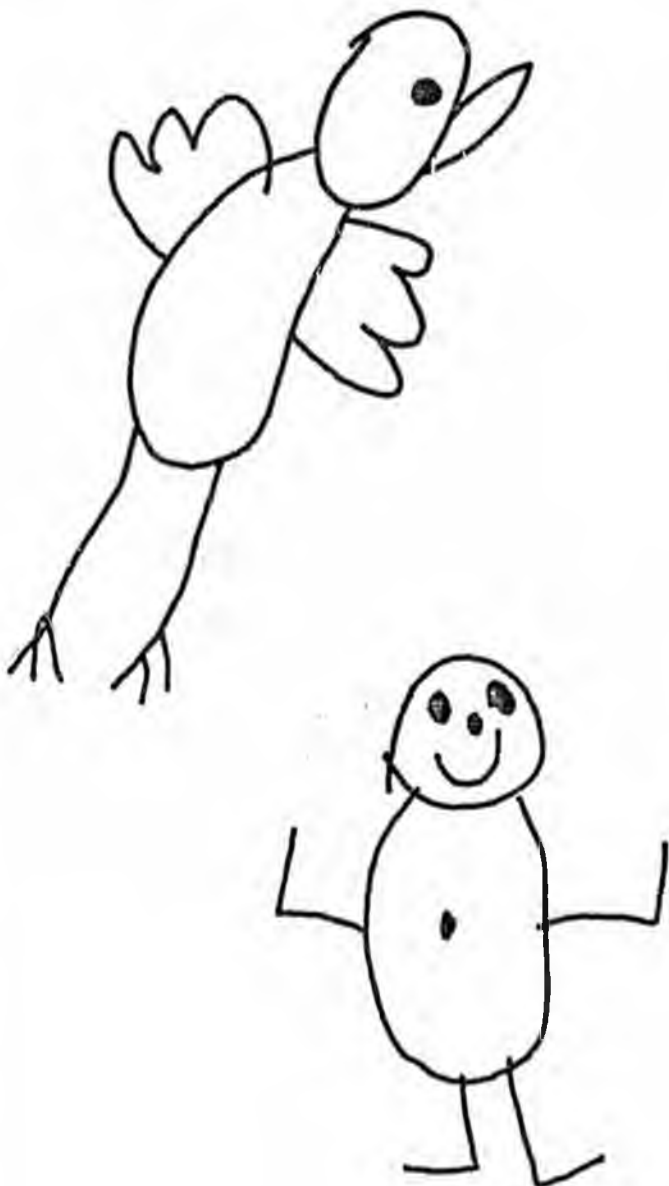


The policy regarding investigation, prosecution, and treatment of child sexual abuse cases varies from one part of the state to another, so it is a good idea for educators to become familiar with the people and processes in their own communities. It is also important to have a school protocol or established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

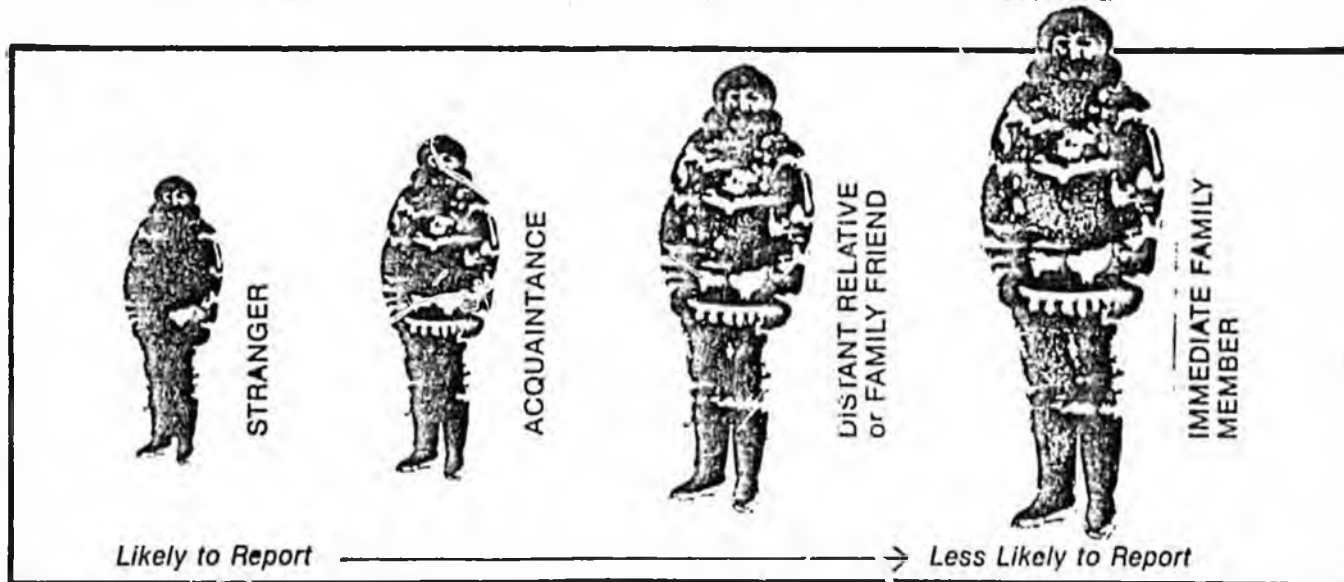
5. Children may not know 'how' to tell because they do not know the words to describe what happened. They may speak in vague terms. For example: "I don't like Uncle John anymore." "Our neighbor Mr. Thorsen wears funny looking underwear."



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 or 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 in 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.



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3

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:

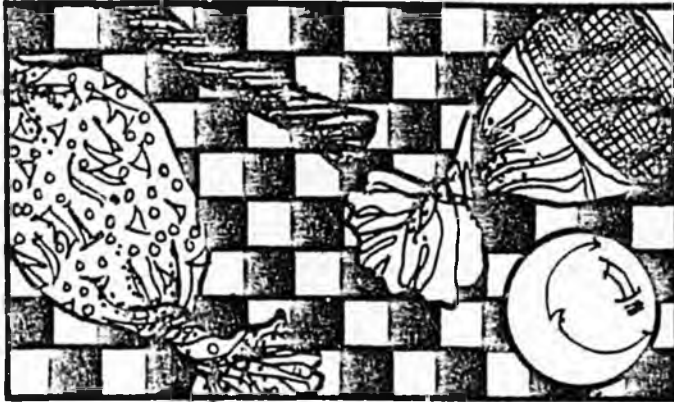
Strangers pose the biggest threat to children.

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."

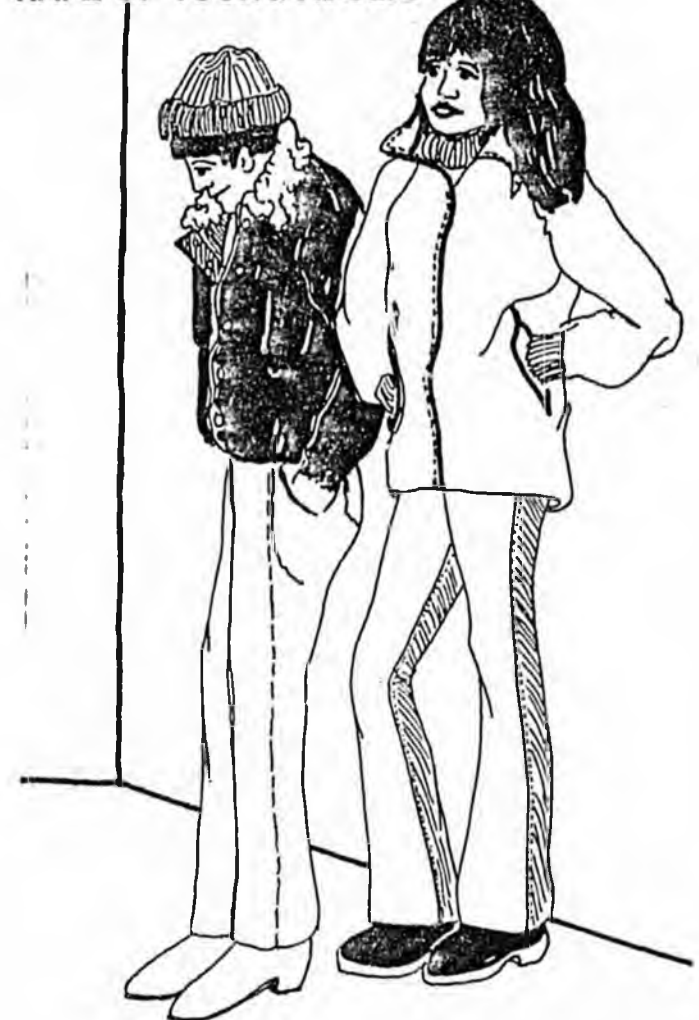
#6 Myth:

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 wrongly 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.

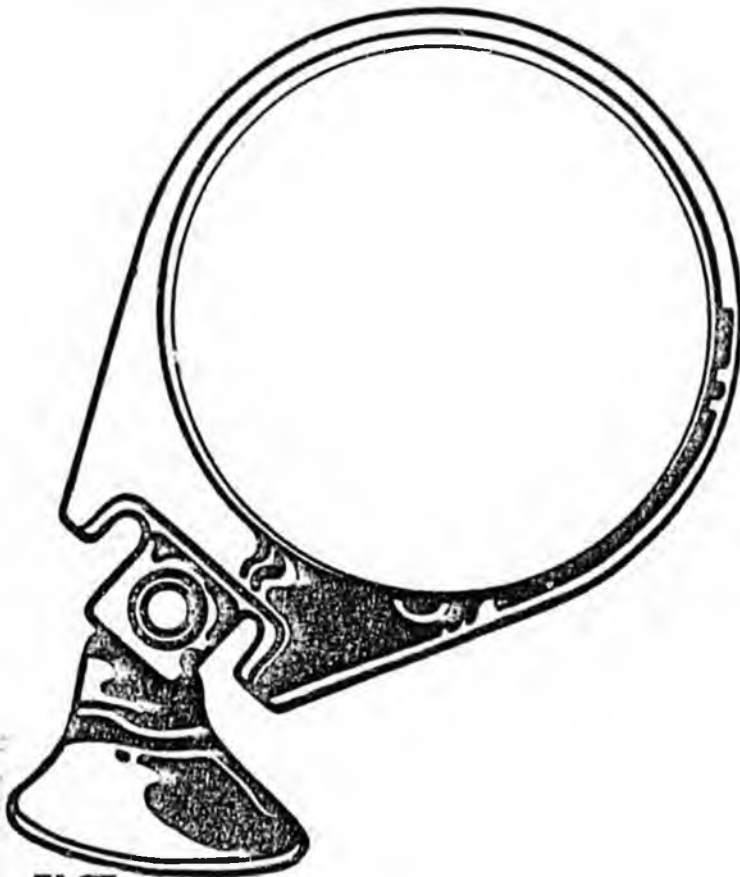
FACT:

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.



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.

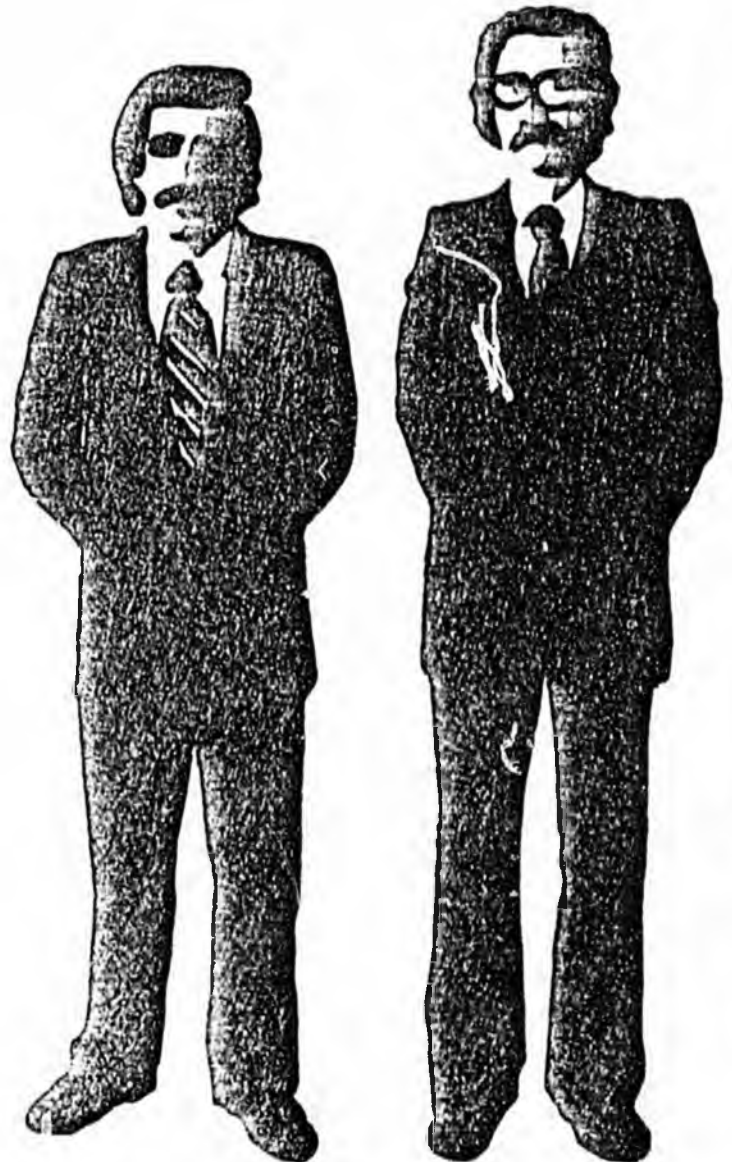
#14 Myth

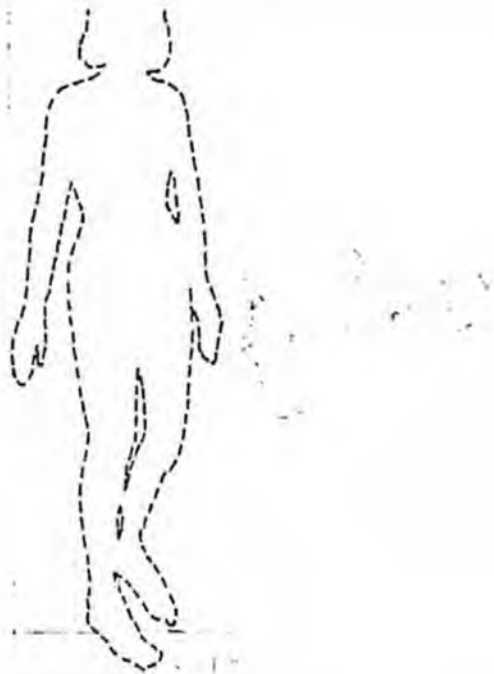
Rape is a woman's problem.

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-

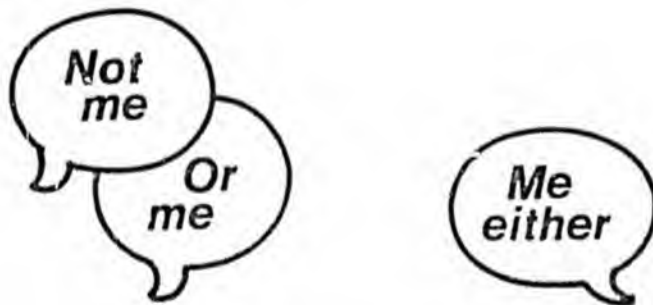
ledge will no doubt be based on myths and handed-down prejudices. Interviews with convicted rapists have shown that many felt their behavior was condoned by other men. This was reinforced by "rape jokes," and a cavalier attitude on the part of some to the seriousness of the crime. It was evident that 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.





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)
- 31% 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:

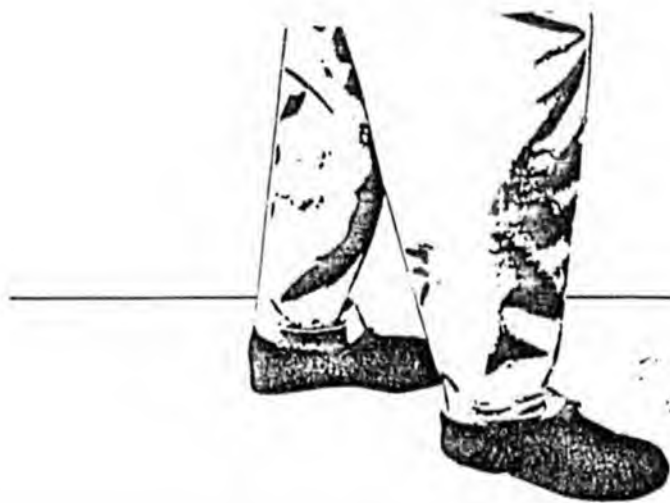
- Lack of trust and respect for people
- Feelings of low self-worth and self-esteem
- Feelings of isolation in peer relationships
- Lack of concentration

- 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:

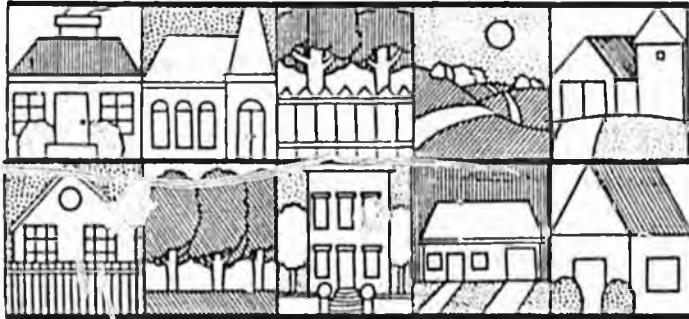
- *"It didn't hurt the child"*
- *"It was the child's fault"*
- *"She was teasing me/she seduced me"*
- *"It's my family, I can do what I want" (incest)*
- *"He/she made up the story to get attention"*
- *"I would have stopped if she/he would have asked me to"*

- *"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 emergency 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, judgment 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.

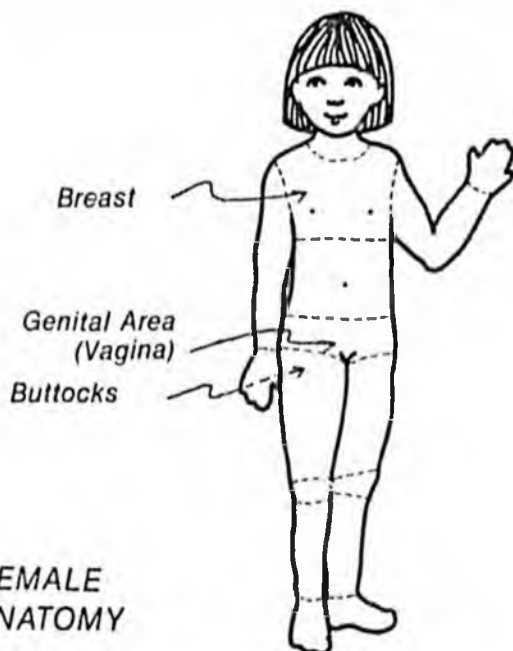
Buttocks: The rear or posterior part of a person's anatomy. Slang: ass, butt, bottom.

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

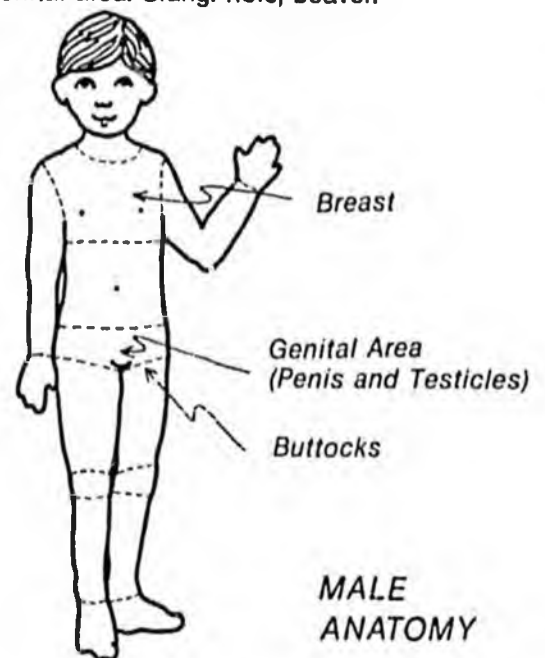
Penis: The male sexual organ used in sexual intercourse and from which a male urinates. Slang: wienie, cock.

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 Cordelia 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 reasor.ably 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

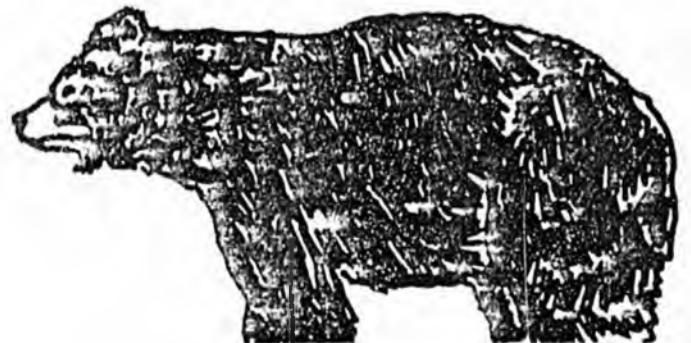
Exactly how you teach your students depends upon the children's ages, language level, maturity, community resources, the school structure and support of parents. *However, the goal is the same in each case: to provide children with enough information to recognize dangerous situations and to develop their 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

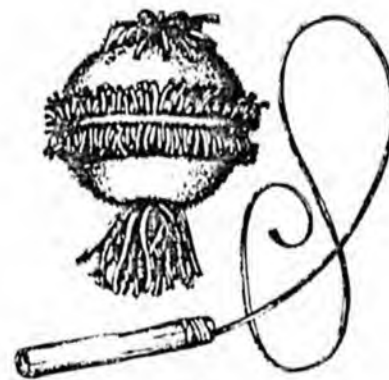
Day Five

- 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/tip
- 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"/>

1. T 2. T 3. F 4. T
 5. F 6. T 7. T 8. T
 9. F 10. T 11. T 12. T
 13. T 14. T 15. F 16. T
 17. T 18. T 19. F 20. 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

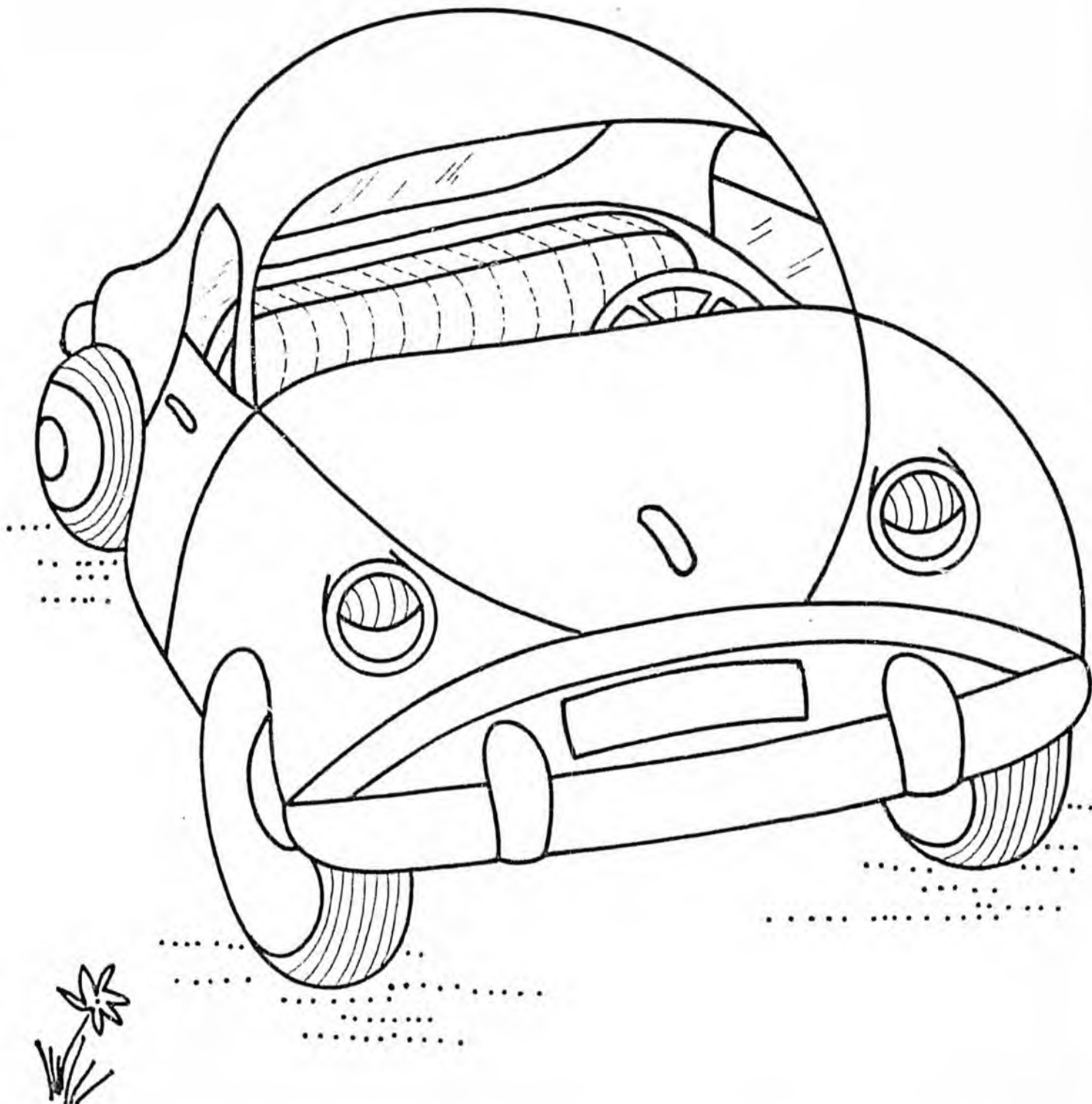
COLOR OF CAR _____

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).

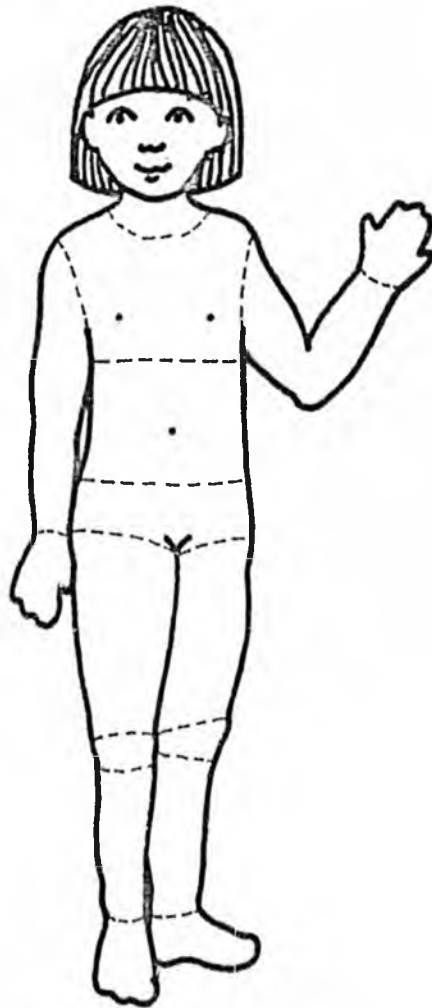
Next define public and private parts. Public means the parts of the body that are OK for the public and other people to see. This includes such parts as the head (point to the doll's head), arm, knee, toe, etc. Private means parts of the body that you keep covered by underwear or a swimsuit. This includes 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

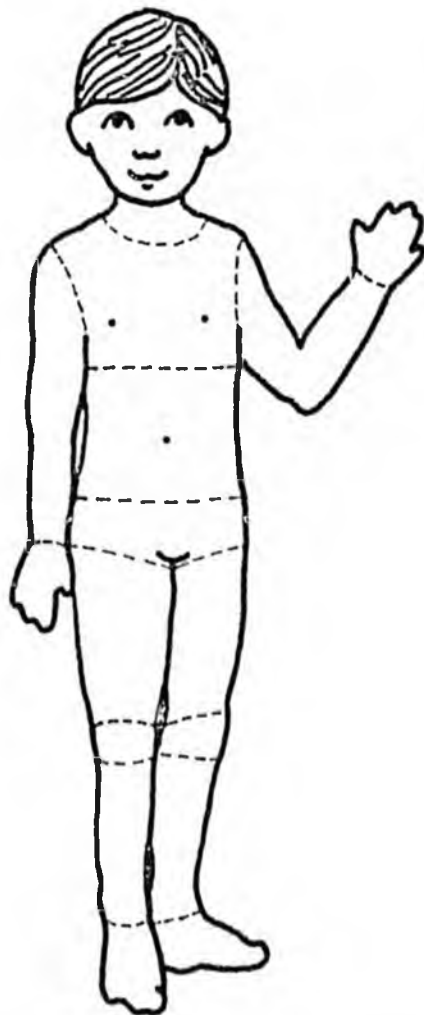
(Color box red.)

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)



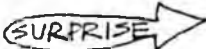
What is a Secret? (Discussion 10 minutes, game 10 minutes)

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."

OOPS! START AGAIN

"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)

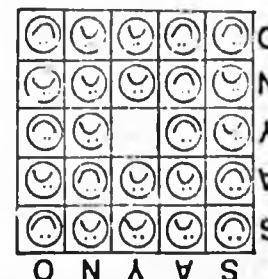


I SAY "NO" (Bad touch)

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

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 or 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

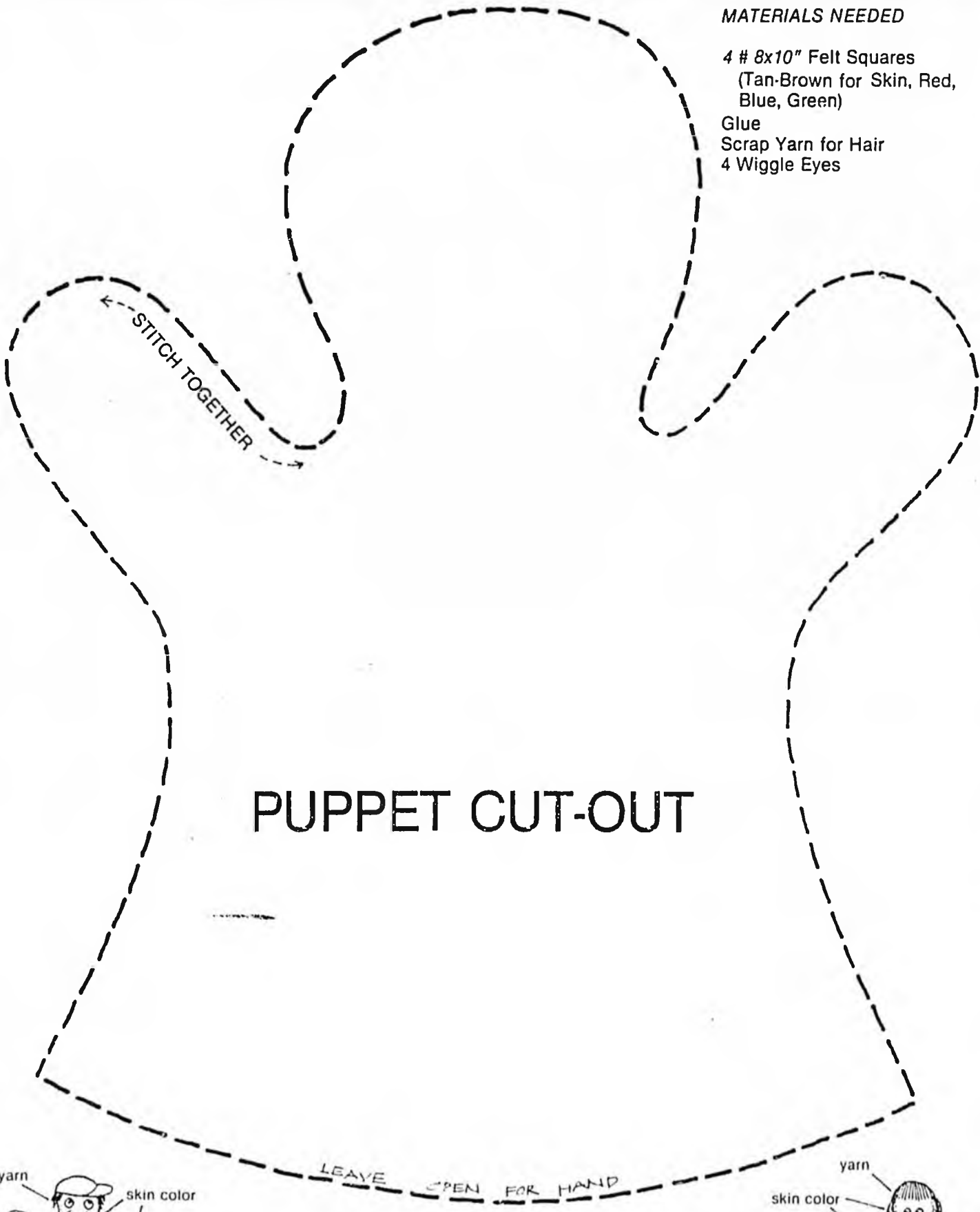
Goal: To gain a basic understanding of a touching problem with any adult.

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

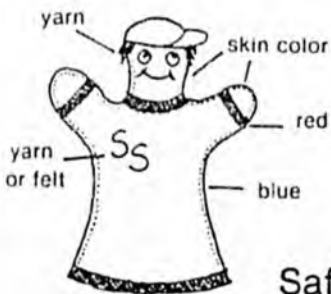
Grades (K-6)

MATERIALS NEEDED

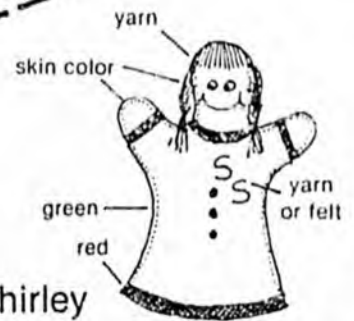
- 4 # 8x10" Felt Squares
(Tan-Brown for Skin, Red,
Blue, Green)
- Glue
- Scrap Yarn for Hair
- 4 Wiggle Eyes



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.

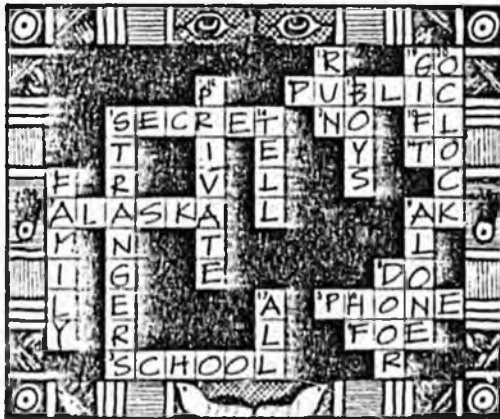
Activity (K-6) Scene 4, "The Bribe" (5 minutes)
Video Discussion Questions (15 minutes)

Scene #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

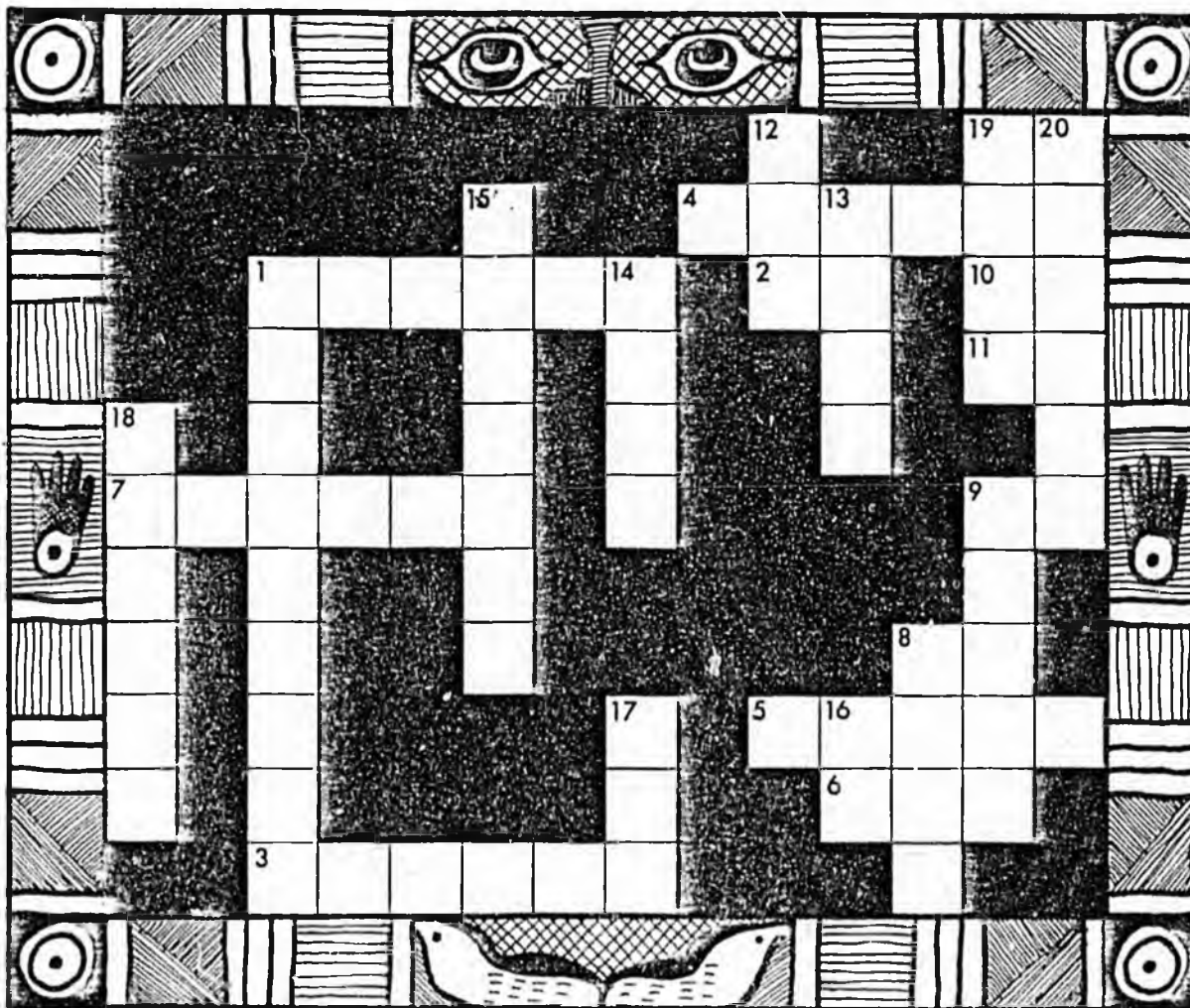
"FORCED" DOES NOT MEAN:

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

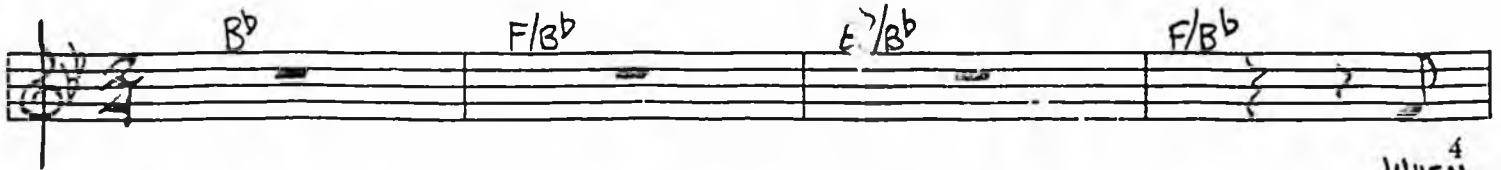
1. I never accept rides or gifts from _____.
8. I always check to see who is at the _____ before opening it.
9. I do not wander off _____ to play.
15. The genital area (penis or vagina) is a _____ part of the body.
12. If someone bothers me I say no and _____ away.
13. Both girls and _____ need to practice 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 -

$\text{♩} = 104$

B \flat F/B \flat E \flat /B \flat F/B \flat



WHEN⁴

B \flat F/B \flat E \flat /B \flat B \flat



GROWING UP IS HARD TO DO CAUSE SOME-ONE GETS TOO CLOSE TO YOU AND⁸

E \flat F B \flat F/E \flat




DEEP IN-SIDE THERE'S SOME-THING WRONG, RE.¹²

B \flat F/B \flat E \flat /B \flat B \flat



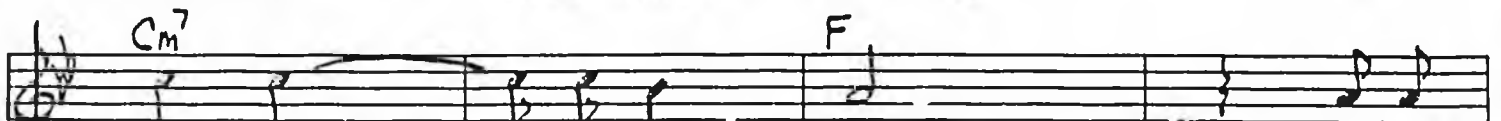
-MEM-BER YOU CAN STAND RIGHT UP AND SAY "HEY, I DON'T LIKE THIS STUFF,"¹⁶

E \flat F B \flat



YOU CAN BE THE ONE WHO'S STRONG! IT'S²⁰

Cm⁷ F



O KAY TO SAY NO WHEN YOUR²⁴

B \flat Gm⁷



IN-NER VOICE SAYS IT'S TIME TO GO, IT'S²⁸

Cm⁷ F



O KAY TO LET YOUR FEE-LINGS SHOW, IT'S³²

Cm⁷ B \flat /D E \flat E \flat /F B \flat



A-O KAY TO SAY NO!

36

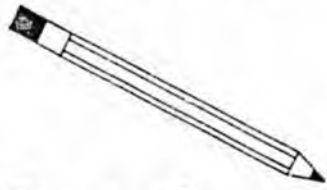
B \flat



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:

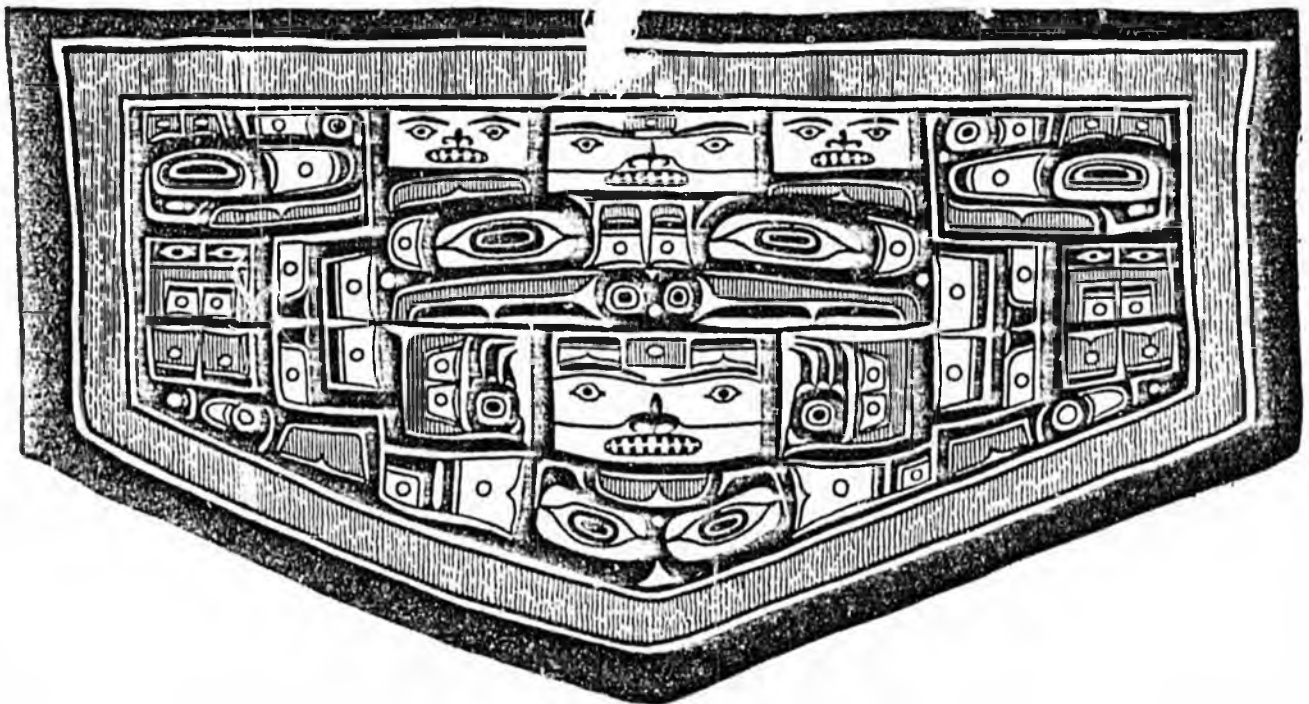
Peggy is eight years old. One night she was watching television with Dick, a 20-year old neighbor and friend of the family. He was babysitting her as he often times did. Peggy loves gymnastics and often times would tumble and wrestle with Dick. That night, Peggy and Dick were tickling and tumbling during 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.



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	<input type="checkbox"/>
Make copies of Pre-Test	<input type="checkbox"/>
Re-read pages	<input type="checkbox"/>

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	<input type="checkbox"/>
Make copies of activity games	<input type="checkbox"/>
Re-read pages	<input type="checkbox"/>

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	<input type="checkbox"/>
Make copies of activity games	<input type="checkbox"/>
Re-read pages	<input type="checkbox"/>

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	<input type="checkbox"/>
Make copies of activity games	<input type="checkbox"/>
Re-read pages	<input type="checkbox"/>



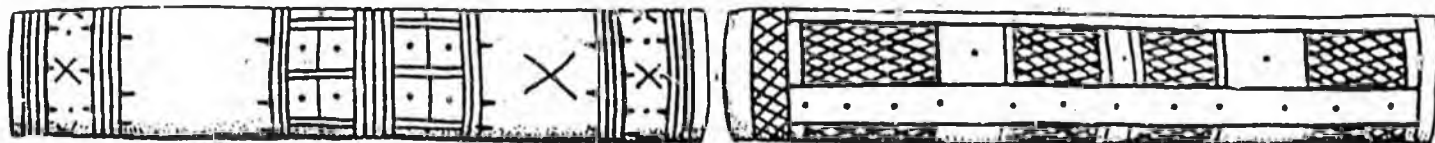
Day Five

- 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	<input type="checkbox"/>
Make copies of post test	<input type="checkbox"/>
Re-read pages	<input type="checkbox"/>

Post-Test

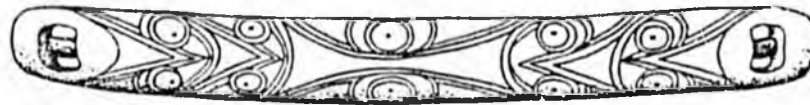


PRE AND POST TEST

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?
 - 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



- 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."

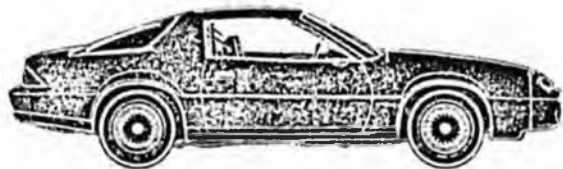
Day One

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

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

I. 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, ¼ girls and ¼ 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)	
	 <p>How would you rate your response? Draw an arrow from the dot on the Assert-o-Meter.</p>
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)	
	 <p>How would you rate your response? Draw an arrow from the dot on the Assert-o-Meter.</p>
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"

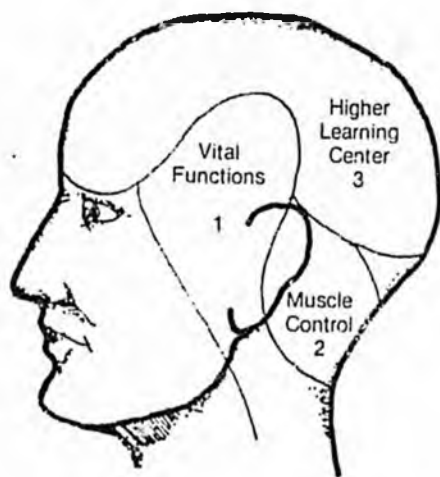
1. What choices did Craig and Trisha have about drinking?
2. How does alcohol affect decision making and behavior?
3. What are the consequences of drinking and driving?
4. Define respect. How is respect shown to others? Was respect shown here between Craig and Trisha? Between Fran and Trisha?
5. What 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?



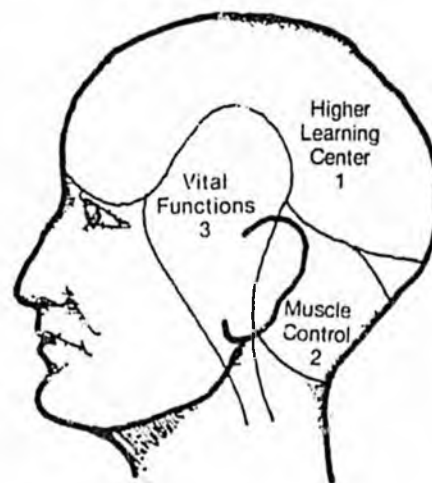
Scene #5: "Alone at Last"

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.).

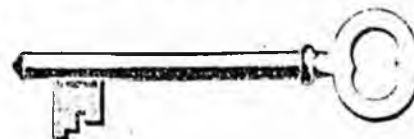
Objective #2: Students will gain an understanding of good safety habits while indoors through participation in class discussion.

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

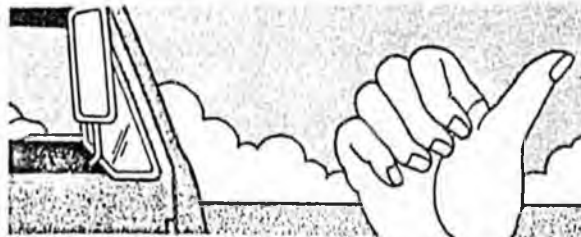
Objective #1: Students will demonstrate an understanding of good safety practices involving cars and being in public places.

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 maneuver 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.

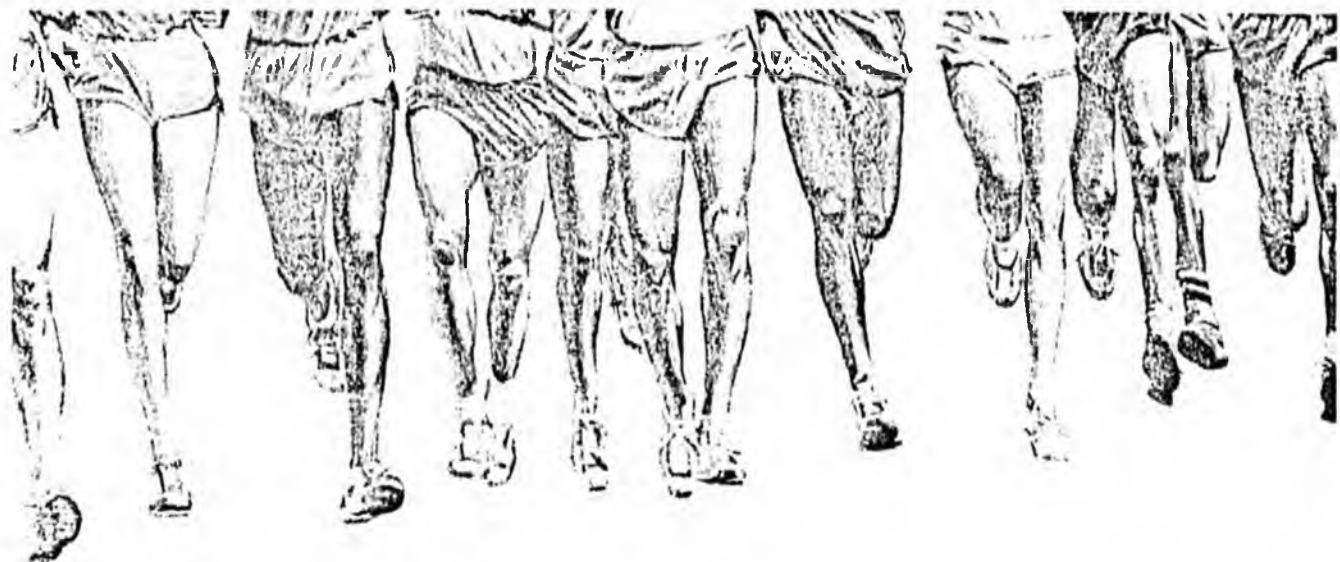
STREETS AND PUBLIC AREAS

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

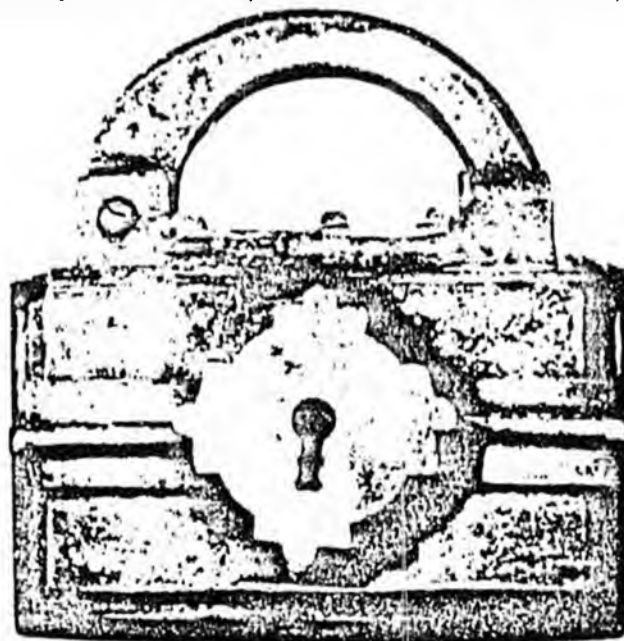
1. Keep all doors and windows locked. Install deadbolt locks on exterior doors. Be sure doors are solid core and hinges are on the inside of the house.
2. Sliding glass doors and windows should have a stick or rod in the lower track and flat headed screws in the upper track.
3. If you move to a new home 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

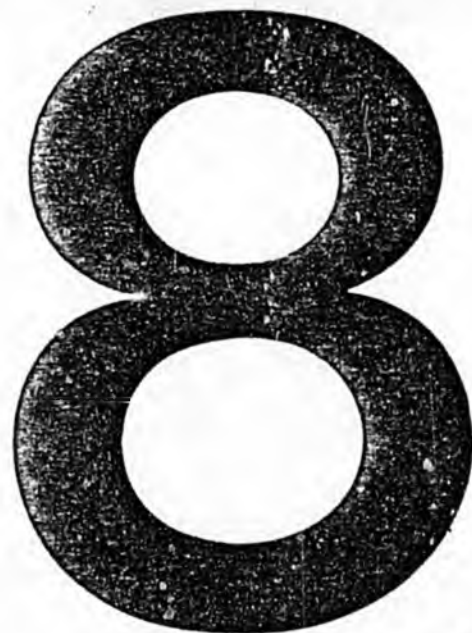
- Is your shrubbery trimmed so that it does not hide or conceal windows?
- Is your fence see through so that neighbors/police would notice a prowler?

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 99515
486-5171

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
276-7279

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
586-3585

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
543-3455

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 70064
Eugene, Oregon 97401
(503) 726-5442

- Lock displays

Local police department

Schlage Lock Company
P.O. Box 34186
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 Talk. 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

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: HB 566
 Title: Training of teachers and principals on sexual abuse....
 Sponsor: Lacher, Phillips, Flood
 Requestor: House HESS
 Date of Request: March 1, 1984

FISCAL DETAIL

Agency Affected: Education
 Program Category Affected: K-12 Support
 BRU, Program or Subprogram(s) Affected: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING	0	0	0	0	0	0
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

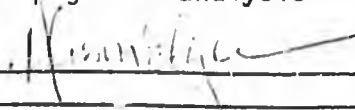
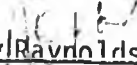
POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL:

Fiscal impact on Department is 0. There may be a fiscal impact to school districts which would be indeterminate at this time.

ANALYSIS: Attach a separate page for analysis

Prepared By: Alison Elgee  Phone: _____
 Division: _____ Date: _____
 Approved by Commissioner: Harold Reynolds  Date: _____
 Agency: Education

Distribution (by Agency preparing fiscal note):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

12/1/83

Levy
3/2/84 ✓

Version 1

Original sponsors: Lacher, Phillips,
Flood, et al

T. Lacher

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

1 IN THE HOUSE

2 CS FOR HOUSE BILL NO. 566 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 THIRTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to training of teachers and princi-
7 pals on the subjects of child abuse and sexual abuse
8 of minors."

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

10 * Section 1. AS 14.03.030 is amended by adding a new subsection to
11 read:

12 (b) The school term in each school district shall include two
13 days of in-service training of teachers and principals on the subjects
14 of child abuse and sexual abuse of minors.
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