

ALASKA LEGISLATURE COMMITTEE FILES 1983-1980 00/2

3906 SHEB SB 8

88



# RECORDS CERTIFICATION

I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

*James O. Smith*  
Signature of Camera Operator

*10/31/89*  
Date

S B

80

Senate Health, Education and Social Services Committee

Legislation Checklist

Bill number: SB 8  
Sponsor: Kerttula  
Date referred to committee:  
Synopsis completed: 1/10/84  
Fiscal note:  
Further referrals:

CONTACTS:

✓ STEVE HOLE, DOE 2800  
BARBARA MIKLAUS, Council ~~586-3650~~ 4756  
✓ Kerttula 4967  
Bob Manners, TEA 586-3090  
Emma Walton, AK Assoc. for Supervision and Curriculum Development 269-2274  
Mike Price, DASS - 3030 (3170)  
Bob Green, AK School Bds 586-1083

Danny - call  
Norma Lang

---

2/19/85 - Kerttula wants the word  
"abduction" added.

fiscal note - teacher training - specialized  
per region - one person to pull  
all this together.  
- Contracting and work w/ DOE  
meeting days -  
A. Kivi elements - Apr

# COMMITTEE REPORT SENATE

FURTHER: FINANCE

2/1/85

Date 3 26 85

Mr. President

The Committee on HESS considered SB 8  
relating to personal safety curriculum in public schools.

and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SB 8
- new title
- same title and recommends Pass
- and attached a "LETTER OF INTENT"  NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

MEMBERS HAVING  
OTHER RECOMMENDATIONS

Edna M. [Signature]  
\_\_\_\_\_  
[Signature]  
\_\_\_\_\_  
Alexis Stangalinski  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Signature]  
Chairman

[Signature]  
Chairman recommendation

DEPARTMENT OF PUBLIC SAFETY

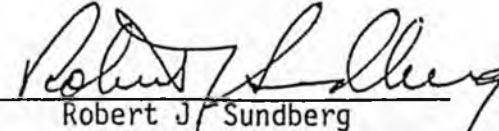
POSITION PAPER

SB 8

The Council on Domestic Violence and Sexual Assault supports SB 8, "An Act relating to a personal safety curriculum in public schools." The Council believes it is important to teach children that they have a right to protection from sexual assault and domestic violence. Since the Council and its funded programs have already developed personal safety curricula, the Council is supportive of participating in the development of a statewide model.

In developing the guidelines, it is important that attention be placed on the existing sexual assault/domestic violence curricula as developed by the Council on Domestic Violence and Sexual Assault, Standing Together Against Rape in Anchorage, the Youth Network in Juneau. In FY 83, the Council contracted with Men, Inc. to develop a teacher's guide for child sexual assault. A manual and video tapes were developed and one copy of the manual was sent to each school district in the State. The Council does not have funds to reproduce or disseminate the materials in sufficient quantities to meet requests. Also, Standing Together Against Rape in Anchorage has developed a sexual assault curriculum which has been implemented in the Anchorage school district; and the Youth Network in Juneau, which includes the Aiding Women from Abuse and Rape Emergencies and MEN, Inc., both Council funded programs, has developed a comprehensive behavioral health curriculum that includes domestic violence and sexual assault components. The Youth Network's curriculum has been accepted and used in the Juneau school district. Also, since the topics are so sensitive, child sexual assault and domestic violence information must be presented in a sensitive manner by trained personnel.

The Council's involvement in this process will not require additional resources.

  
Robert J. Sundberg  
Commissioner  
Department of Public Safety

RECEIVED

POSITION PAPER

SENATE BILL NO. 8

For an act entitled: "An act relating to a personal safety curriculum in public school."

This bill as written would add to section 14.30.360 of the Alaska statute a recommendation that each school district include personal safety and the identification of child abuse and domestic violence in school curriculum for grades K through 12. The bill would also require the Department of Education to coordinate with the Council on Domestic Violence and Sexual Assault in reviewing existing curricula and developing new curricula in personal safety.

A child's knowledge of how to attain personal safety coupled with other public awareness and prevention efforts will assist in breaking the destructive cycle of abuse in successive generations. As noted in the American Humane Association report, "Trends in Child Abuse and Neglect: A National Perspective" (1984), more children die of neglect than of child physical abuse or child sexual abuse. Furthermore as reflected on the attached chart, "Reports of Child Abuse and Neglect in Alaska", reports of neglect represent the largest category of reports of harm in the state. As a result, it is suggested that neglect be included in the personal safety program.

The Department of Education has statutory responsibility for establishing by regulation a minimum course of study for public schools and to establish criteria for accreditation for schools which meet those standards. The Department of Education in executing its professional responsibility to ensure quality programming, coordinates with various other professionals and agencies outside the Department when preparing curricula standards. The Department of Health and Social Services is legally mandated to provide intervention and treatment services to child victims of neglect, physical and sexual abuse and has expertise which would be valuable in developing a personal safety curriculum. The Council on Domestic Violence has expertise in the area of child sexual assault which would be valuable in the development of the sexual abuse component of the personal safety curriculum.

POSITION

Support in concept with amendments:

Page 1, line 17, add neglect after child abuse.

Page 1, lines 2-23 change to read "The Department of Education shall coordinate with the Department of Health and Social Services and the Council on Domestic Violence and Sexual Assault in developing personal safety curricula."

RECOMMENDED:

*Michael L. Price*  
Michael L. Price, Director  
Division of Family  
and Youth Services

DATE:

*1/29/85*

APPROVED:

*John P. Pugh*  
John P. Pugh, Commissioner  
Department of Health  
and Social Services

DATE:

*1/29/85*

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

Revision Date: \_\_\_\_\_

REQUEST

Bill/Resolution No.: SB No. 8  
 Title: An Act relating to.....  
personal safety curriculum  
 Sponsor: Sen. Kerttula  
 Requestor: \_\_\_\_\_  
 Date of Request: 1/18/85

FISCAL DETAIL

Agency Affected: Health and Social Services  
 Program Category Affected: \_\_\_\_\_  
Social Services  
 BRU, Program or Subprogram(s) Affected: \_\_\_\_\_  
Social Services

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>	-0-	-0-				
<b>CAPITAL</b>	-0-	-0-				
<b>REVENUE</b>	-0-	-0-				

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>	-0-	-0-				

POSITIONS:

FULL-TIME	-0-	-0-				
PART-TIME	-0-	-0-				
TEMPORARY	-0-	-0-				

ANALYSIS: Attach a separate page if necessary

N/A

Prepared By: Michael L. Price *Michael L. Price* Phone: 465-3170  
 Division: Family and Youth Services Date: 1/18/85

Approved by Commissioner: J. R. Oy *J. R. Oy* Date: 1/27/85 *JCC*  
 Agency: \_\_\_\_\_

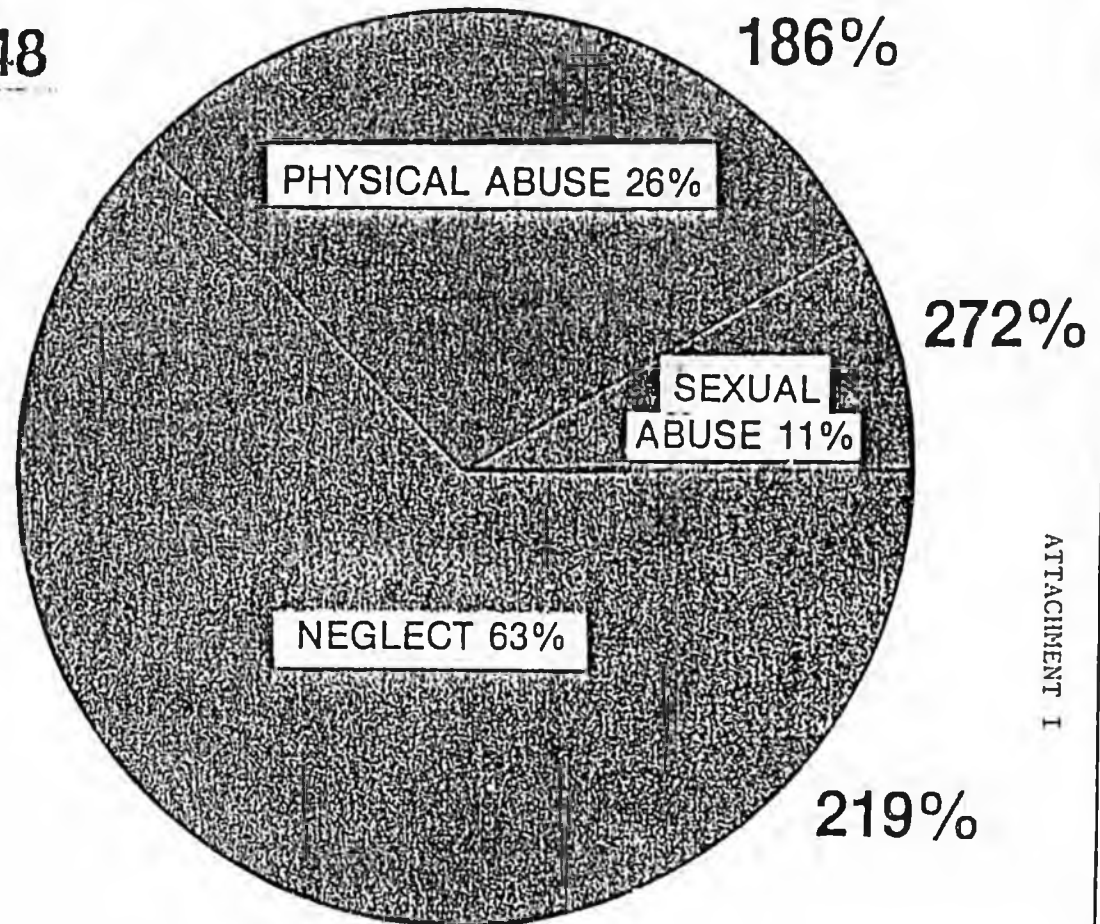
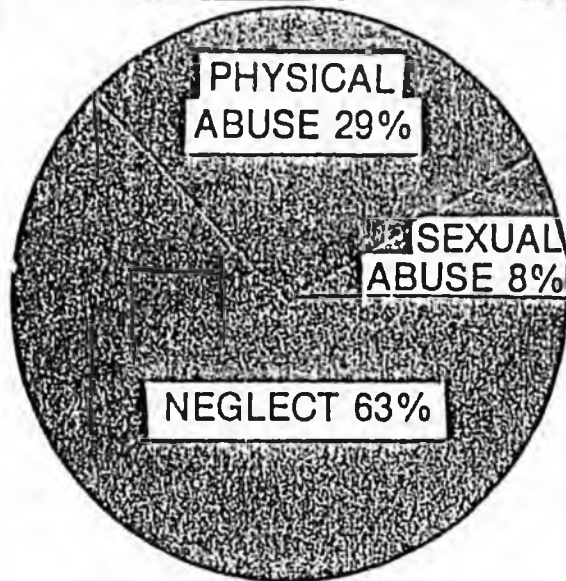
Distribution (by Agency preparing fiscal note):

Legislative Finance  
 Legislative Sponsor  
 Requestor  
 Office of Management and Budget

# REPORTS OF CHILD ABUSE AND NEGLECT IN ALASKA

FY83 Total Reports: 5,574

FY78 Total Reports: 1,748



Division of Family and Youth Services

POSITION PAPER OF THE DEPARTMENT OF EDUCATION

FOURTEENTH ALASKA LEGISLATURE

Senate Bill 8  
January 23, 1985

The Department supports this approach to satisfying the need for training for both students and school district employees in the areas covered by the bill.



Harold Reynolds, Jr.  
Commissioner

RECEIVED  
JAN 24 1985

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

Revision Date: \_\_\_\_\_

**FILE COPY**

REQUEST

Bill/Resolution No.: SB-8  
 Title: ...personal safety curriculum...  
 Sponsor: Senator Kerttula  
 Requestor: Senate State Affairs  
 Date of Request: 1-22-85

FISCAL DETAIL

Agency Affected: Education  
 Program Category Affected: Elementary and Secondary Education  
 BRU, Program or Subprogram(s) Affected: \_\_\_\_\_

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES		75.0				
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		75.0				

<b>CAPITAL</b>						
----------------	--	--	--	--	--	--

<b>REVENUE</b>						
----------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		75.0				
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>		75.0				

POSITIONS:

FULL-TIME		0				
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

While materials presently exist in the areas mentioned in the bill, it is expected that some materials development will be necessary. Additional costs are anticipated in coordinating the efforts of the various agencies, printing materials for dissemination to school districts and conducting teacher training.

Prepared By: Steve Hole Phone: 465-2800  
 Division: Commissioner's Office Date: 1-23-85  
 Approved by Commissioner: Harold Reynolds, Jr. Date: 1-23-85  
 Agency: Education

Distribution (by Agency preparing fiscal note):

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

7/1/84

Beth — See  
attached rec.

**ATTORNEY GENERAL'S  
TASK FORCE  
ON  
FAMILY VIOLENCE**

**Task Force Members**

**CHIEF WILLIAM L. HART, *Chairman***  
**JOHN ASHCROFT**  
**DR. ANN BURGESS**  
**NEWMAN FLANAGAN**  
**URSULA MEESE**  
**CATHERINE MILTON**  
**DR. CLYDE NARRAMORE**  
**CHIEF RUBEN ORTEGA**  
**FRANCES SEWARD**

**FINAL REPORT**

**SEPTEMBER 1984**

**Prevention and Awareness Recommendation 4:**  
Schools should ensure that all teachers are familiar with family violence prevention and that a special prevention curriculum is part of every child's school experience.

Schools have an important leadership role in implementing prevention of abuse aimed at the very young. Instruction regarding abuse should begin very early in a child's education as experts are stating that abuse is starting at younger and younger ages.<sup>1</sup>

At a minimum, school administrators should adopt one of the several available "good touch, bad touch" programs and require that all kindergartners or first graders be given the course. The course should include the possibility of molestation by strangers as well as loved ones. Children must be taught that they can say 'no' to an adult and that they can safely turn to others for help. We must prepare children to deal with threats, bribes and force. In some jurisdictions the actual teaching is done successfully by trained volunteers, in others by trained police officers or the school teacher. In any case, the school teacher must be trained and prepared to refer these children who commonly come forth after such a program to tell about a bad touch situation they have experienced.

Sensitized and trained teachers who come into contact with their students on a daily basis should be able to discern any change in the child's physical and/or emotional well-being. By building upon the trust they have generated with their students, teachers should be able to elicit information regarding the student's life that would not be available to others.

Schools also have an important, long-range role to play in prevention of abuse. The generational nature of battering and abuse is well documented. The Task Force heard a number of experts suggest that the best way to break this generational cycle is to work with very young children to teach them techniques, such as, "time-outs," to handle angry and violent feelings without resorting to violence.

**Prevention and Awareness Recommendation 5:**  
The media should publicize local family violence treatment and service programs and provide substantive stories, articles, and programming, educating the public about the problem.

break the violence cycle through early educ.

The power of the printed and broadcast word is great, its influence perhaps immeasurable. By publicizing services and resources available for both victims and abusers, local newspapers, magazines, and radio and television stations are performing a valuable community service.

Many local stations have accepted their responsibility to serve in the public interest and have freely broadcast public service announcements regarding various family violence issues. These public service announcements are strongly encouraged because they are essential in increasing public awareness concerning the problem of family violence. However, the public service announcements in and of themselves are insufficient. Documentaries, news stories and TV movies, such as "Something About Amelia" and "Adam," are needed. These programs generated millions of calls from victims requesting help as well as from the public volunteering their assistance and requesting additional information.

The media can help us in our fight against family violence by continuing to air public service announcements, news stories, documentaries and TV movies that make the public aware of the extent and seriousness of family violence as well as appropriate public responses to the problem. Further, these shows should be broadcast at prime time to give them the widest possible exposure. Educational materials that are developed in conjunction with the shows should be distributed to as many schools and community groups as possible.

In addition, newspapers should print stories that help to educate the community about the nature, extent, prevention, costs and illegality of family violence. Newspaper and magazine stories that familiarize the community with the dynamics of family violence can also help to resolve and prevent the problem.

The media has another, less readily recognized, role to play in reducing the incidence of family violence—particularly battering and molestation. There is mounting concern that media depictions of violence and abuse, whether in print or via broadcast, can encourage aggressive, anti-social behavior by those who see them. We are increasingly aware of and concerned about anecdotes of young people emulating illegal and often violent acts they have seen presented by the media. The media industry must recognize the tremendous influence it can have and strive to avoid depictions that may lead to further violence.

*Twenty percent of our combined tax dollars and our personal income goes to deal with problems of child abuse... I think if the American public was made aware of what it's costing them, those that don't have a human interest might begin to have a practical interest... — Jennifer James*

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU, ALASKA 99811  
907-465-3800

LEGISLATIVE AFFAIRS AGENCY  
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HESS 2-20-85 5:05 PM  
3-26-85 1:38 PM

# Alaska State Legislature

BETTYE FAHRENKAMP, Chairman  
ARLISS STURGULEWSKI, Vice Chairman  
JOE JOSEPHSON  
PAUL FISCHER  
EDNA ARMSTRONG-DE VRIES



POUC 4 V  
STATE CAPITAL  
JUNEAU, ALASKA 99811  
(907) 465-3834  
(907) 465-3835

## Senate Committee on Health, Education and Social Services

### MEMORANDUM

TO: Members, Senate Committee on Health, Education and Social Services

FROM: Committee Staff

RE: Committee Meeting, February 19, 1985

DATE: February 14, 1985

---

On Tuesday, February 19 at 1:30 pm in the Beltz Room, the Senate Committee on Health, Education and Social Services will hear the following bills:

#### SB 8

Current statute encourages school districts to conduct health education programs. SB 8 would include personal safety, specifically the identification and prevention of child abuse, neglect, sexual abuse and domestic violence in the suggested curriculum. The bill does not prescribe a specific curriculum, but does require that the Department of Education in conjunction with the Council on Domestic Violence and Sexual Assault review existing personal safety programs and develop material appropriate to the expanded definition of health education.

Each school district has either a curriculum development office or a curriculum contact person. Many districts, such as Anchorage and Juneau, have already begun to incorporate personal safety and child abuse instruction and training in their health education programs. Local non-profit agencies have been working with school districts to this end, as has the Council on Domestic Violence and Sexual Assault.

TO: Bettye

FM: Edie

RE: SB 8

The purpose of the bill is to expand the definition of health education program, in statute, by including not only physical health (drug and alcohol abuse, dental health, sex education, etc.), but also personal safety and the identification and prevention of child abuse, neglect, sexual abuse and domestic violence.

The bill DOES NOT prescribe a specific curriculum, but DOES require that the Department of Education in conjunction with the Council on Domestic Violence and Sexual Assault review existing personal safety programs and develop material appropriate to the expanded definition of health education.

Each school district has either a curriculum development office or a curriculum contact. Many districts, such as Anchorage and Juneau, have already begun to incorporate personal safety and child abuse instruction and training in their health education programs. Local non-profit agencies have been working with school districts to this end, as has the Department of Public Safety and the Council on Domestic Violence and Sexual Assault.

Though the Department of Education says it's not a big deal, they would prefer that the Council not be named specifically in the bill. However, the Council feels that since they are required by law to coordinate efforts associated with domestic violence and assault among the various agencies, their being included in statute assures their participation in developing appropriate material and training guidelines for the school districts as well as writing the regulations defining the broad terms of "child abuse, neglect, sexual abuse and domestic violence."

DHSS OFFERED AN AMENDMENT IN STATE AFFAIRS THAT WOULD INCLUDE THEM IN THE BILL, IT WAS NOT ADOPTED. THEY ARE GOING TO PROPOSE THE SAME AMENDMENT IN HESS. DHSS IS ALREADY REPRESENTED ON THE COUNCIL.

DHSS, DOE, and Public Safety, on behalf of the Council on Domestic Violence and Sexual Assault, all support the bill. NEA and the Alaska Association for Supervision and Curriculum Development support the bill as long as it does not create a mandatory curriculum in statute.

CAN YOU EXPLAIN WHY THIS FISCAL NOTE IS \$75,000?

It seems that the Council on Domestic Violence and Sexual Assault have the personal and capabilities of developing much of the material needs that the Department may need. Further, the Anchorage School District spent approximately \$3,000 last year for teacher training, development and purchase of materials, and films.

Since the DOE does not appear to be responsible for implementing new curriculum guidelines, where does the cost come in?

IT IS MY UNDERSTANDING THAT A NUMBER OF THE SCHOOL DISTRICTS IN ALASKA HAVE BEGUN TO INCORPORATE PERSONAL SAFETY IN THEIR HEALTH EDUCATION PROGRAMS. CAN YOU EXPLAIN WHAT AREAS THEY'RE FOCUSING ON AND WHAT'S ENTAILED?

The Anchorage School District has been implementing their revised health education program, adopted by the school board, for the last two years. Their new curriculum was developed with the help of STAR, Standing Together Against Rape, and includes instruction on personal safety as well as teacher training on an ongoing basis. The School district spent about \$3,000 last year on materials and training.

The Juneau School District has developed a curriculum of personal safety and teacher training that is being used as a model in some school districts inside and outside of the State. They have placed a lot of emphasis on teacher training and staff development. The funding for this has come from a federal grant and a grant from the Juneau Municipality.

HAS THE FEDERAL GOVERNMENT PROVIDED THE STATE WITH SUGGESTED GUIDELINES ON CHILD SEXUAL ASSAULT AND ABUSE? IF SO, WHAT ARE THEY?

Neither the Department of Education nor the Council on Domestic Violence and Sexual Assault are aware of any federal guidelines for the schools in addressing child sexual assault, neglect, and personal safety.

HAS THE COUNCIL DEVELOPED SUGGESTED GUIDELINES? WHAT ARE THEY?

The Council has prepared a teachers guide on sexual abuse, which includes a videotape and flyers.

The Department of Education has recently updated their health education curriculum guidelines and have them distributed among the school districts and various agencies for comment. With respect to personal safety and child abuse, it is the position of the DOE that if more money were available, they would be able to provide more information and assistance in that area to the school districts.

*file*

SENATE  
JOURNAL SUPPLEMENT

2/1/85

No. 11

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

SB  
8

REQUEST

Bill/Resolution No.: SB-8  
 Title: ... personal safety curriculum ...  
 Sponsor: Senator Kerttula  
 Requestor: Senate State Affairs  
 Date of Request: 1-22-85

FISCAL DETAIL

Agency Affected: Education  
 Program Category Affected: Elementary and Secondary Education  
 DRU, Program or Subprogram(s) Affected: \_\_\_\_\_

EXPENDITURES/REVENUES: (Thousands of dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES		75.0				
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		75.0				
<b>CAPITAL</b>						
<b>REVENUE</b>						

FUNDING: (Thousands of Dollar):

GENERAL FUND	75.0					
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

ANALYSIS:

While materials presently exist in the areas mentioned in the bill, it is expected that some materials development will be necessary. Additional costs are anticipated in coordinating the efforts of the various agencies, printing materials for dissemination to school districts and conducting teacher training.

The Department supports this approach to satisfying the need for training for both students and school district employees in the areas covered by the bill.

Prepared By: Steve Hole Phone: 465-2800  
 Division: Commissioner's Office Date: 1-23-85  
 Approved by Commissioner: Horn Reynolds, Jr. Date: 1-23-85  
 Agency: Education

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

REQUEST

Bill/Resolution No.: SB124

Title: Agriculture Omnibus

Sponsor: \_\_\_\_\_

Requestor: \_\_\_\_\_

Date of Request: \_\_\_\_\_

FISCAL DETAIL

Agency Affected: Natural Resources

Program Category Affected: NRMFC

BRU, Program or Subprogram(s) Affected:

Agriculture

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS		25.0	25.0	25.0	25.0	25.0
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		25.0	25.0	25.0	25.0	25.0

<b>CAPITAL</b>						
----------------	--	--	--	--	--	--

<b>REVENUE</b>						
----------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>FEDERAL FUND</b>		25.0	25.0	25.0	25.0	25.0
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>		25.0	25.0	25.0	25.0	25.0

POSITIONS:

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>FULL-TIME</b>						
PART-TIME						
TEMPORARY						

ANALYSIS:

Funds will be expended for commodity commission grants and expenses.

Prepared By: Ned Farquhar Phone: 465-2400  
Division: Commissioner's Office Date: January 23, 1985

Approved by Commissioner: [Signature] Date: January 23, 1985  
Agency: Natural Resources

Offered: 2/1/85  
Referred: Health, Education and  
Social Services

Original sponsors: Kerttula, Sturgulewski,  
Halford, et al

1 IN THE SENATE BY THE HEALTH, EDUCATION, AND SOCIAL SERVICES COMMIT  
2 CS FOR SENATE BILL NO. 8 (HESS)  
3 IN THE LEGISLATURE OF THE STATE OF ALASKA  
4 FOURTEENTH LEGISLATURE - FIRST SESSION  
5 A BILL

6 For an Act entitled: "An Act relating to a personal safety curriculum in  
7 public schools."

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

9 \* Section 1. AS 14.30.360 is amended to read:

10 Sec. 14.30.360. CURRICULUM. (a) Each district in the state  
11 public school system shall be encouraged to initiate and conduct a  
12 program in health education for kindergarten through grade 12. The  
13 program should include instruction in physical health and personal  
14 safety including alcohol and drug abuse education, cardiopulmonary  
15 resuscitation (CPR), early cancer prevention and detection, dental  
16 health, family health, environmental health, the identification and  
17 prevention of child abuse, <sup>CHILD ABDUCTION</sup> neglect, sexual abuse and domestic  
18 violence, and appropriate use of health services.

19 (b) The state board shall establish [by regulation] guidelines for  
20 a health and personal safety education program. Personal safety  
21 guidelines are to be developed in consultation with the Council on  
22 Domestic Violence and Sexual Assault. Upon request, the Department  
23 of Education and the Council shall provide technical assistance to  
24 school districts in the development of personal safety curriculum.

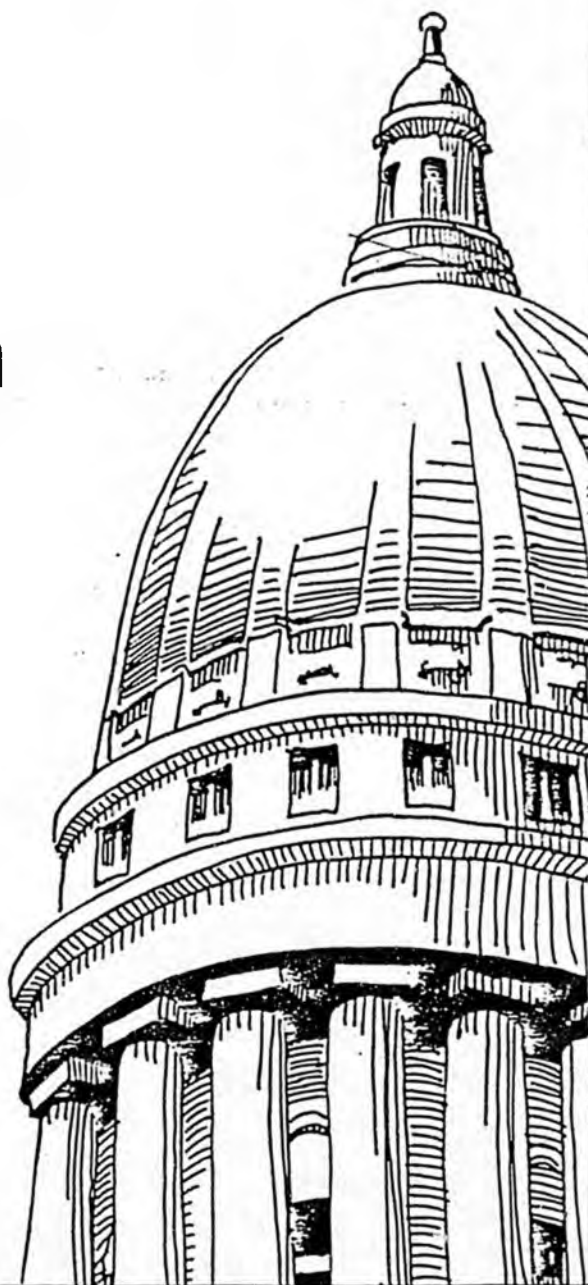
25 A school health education specialist posi-  
26 tion shall be established and funded in the department to coordinate  
27 the program statewide. Adequate funds to enable curriculum and re-  
28 source development, adequate consultation to school districts, and a  
program of teacher training in health and personal safety education  
shall be provided.



NATIONAL  
CENTER FOR  
**MISSING  
& EXPLOITED**  
CHILDREN

# **Selected State Legislation**

**A  
Guide for  
Effective  
State Laws  
to  
Protect  
Children**



## 6. Education and Prevention

Educating children, families, and professionals about abduction, sexual exploitation, and child abuse is the best way to reduce crime against children. The schools are a good place to begin. The National Center for Missing and Exploited Children in late 1985 will provide information on effective training and education programs for the schools.

State legislation may be used to mandate that education and prevention programs for children be available throughout the state. In addition, state legislation may be used to set up community programs to educate professionals about child abuse and exploitation. It is important to note that these programs should be directed toward sexual abuse, exploitation, and abduction as well as child abuse.

### State Programs

California (1984, A.B. 2443) recently passed a comprehensive education and training proposal to establish two state education centers and local prevention programs to address the issues of child abuse, sexual assault and, in general, the vulnerability of children. In enacting this important law, the legislature issued findings that included the following assessments of the school's unique ability to be the appropriate setting for the prevention program:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting a healthy family environment.
4. To ensure comprehensive and effective primary prevention education to all of California's public school children, it is the intent of the legislature to provide adequate funding for training for children four times in their school career, including once in preschool, elementary school, junior high school, and senior high school.

The legislature was careful to define the goal of the new initiative as one that included preventing physical abuse, sexual assault, neglect, and reducing the general vulnerability of children.

California established two distinct kinds of programs. The first is a primary prevention program that provides workshops for parents, teachers, and children. These workshops are designed to counteract common stereotypes about victims and offenders, provide parents and school staff personnel the proper training on child safety, how to detect abuse victims, what to do in a crisis, and how to report the information to the proper agencies.

In addition, the legislature had the foresight to provide for a period of counseling and reporting for the children after each children's workshop.

The second program provides for two Prevention Training Centers, which will act as state clearinghouses to provide information on prevention curriculums and technical assistance to local programs.



# Curriculum in Alaska School Districts 1984

Compiled by the Office of Curriculum Services  
Alaska Department of Education  
December 1984



## Elementary Curriculum Guides in Alaska School Districts

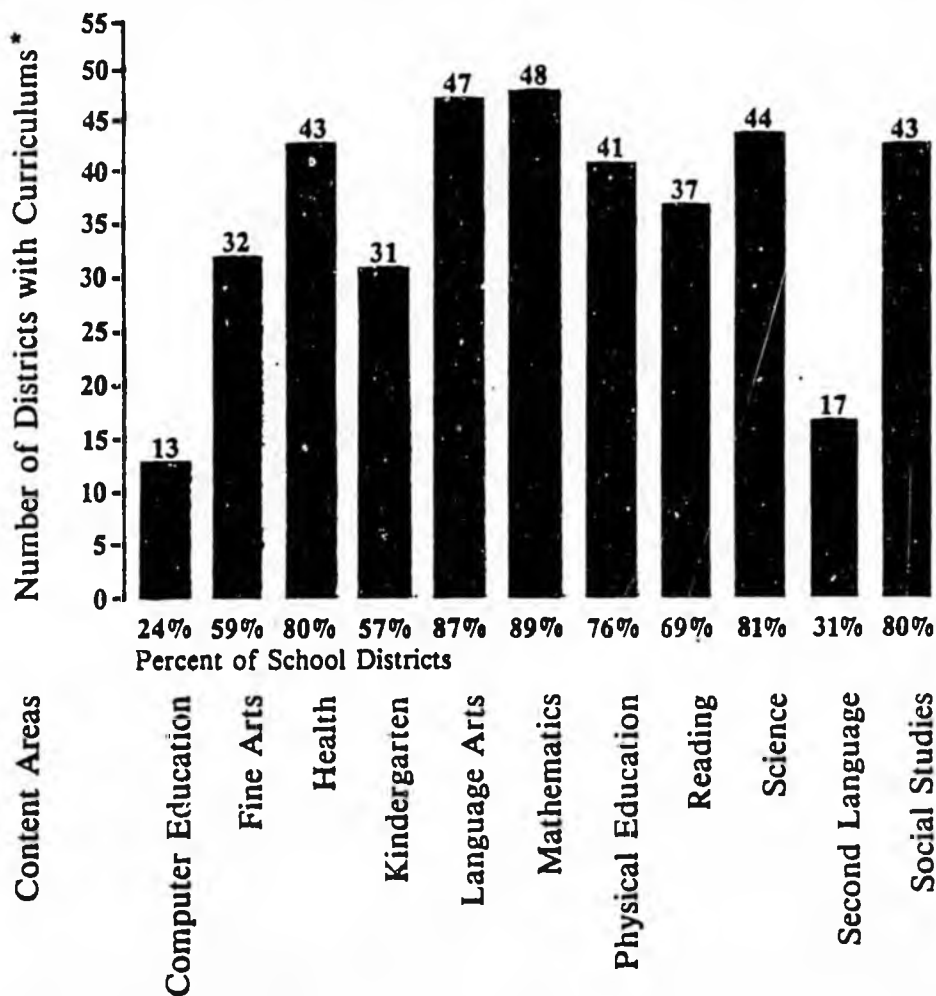
In the area of Elementary Curriculum, the survey results confirm that a substantial number of Alaska school districts have developed curriculum guidelines in major content areas. The charts below depict the number of districts now using guides in each content area. A chart showing current use of guides by individual district can be found in Appendix A.

*Notes for interpreting Figure 1:*

- Figure 1 does not include curriculum guides in progress. Guides currently being developed or revised are included in the chart in Appendix A.
- Music curriculums reported are included in the Fine Arts category. The Fine Arts Model Curriculum guide includes Music, Visual Arts, Dance, Drama and Creative Writing.

*Figure 1*

### Elementary Curriculum Guides in Alaska School Districts



*\*Total number of districts, including Centralized Correspondence Study = 54*

- The survey did not ask districts to clarify whether the curriculum guides being used were locally developed, created by a consulting agency for the district, or taken verbatim from basal textbook series. The 1985 Curriculum Status Report will seek more in-depth information to determine the nature of the guidelines being used.
- Five districts noted Kindergarten guidelines as part of their objectives in the other Elementary Curriculum areas. Those districts were not included in the tally on Kindergarten, which reflects use of a separate Kindergarten guide.
- Survey results list Reading as separate from Language Arts. The tally does not include seven districts that reported Reading as a part of their Language Arts guidelines.
- A number of districts reported using curriculums in additional areas including Career Education, Guidance and Counseling, Library Media, Alcohol Education, Sex Education, Preschool and Bilingual/Bicultural education. Refer to Appendix A for details.

*"We have established kindergarten through twelfth grade curriculum, but we attempt to leave as much creativity as possible up to the classroom teacher."*

*—Stephen McPhetres,  
Supt., Haines School  
District*

## Secondary Curriculum Guides in Alaska School Districts

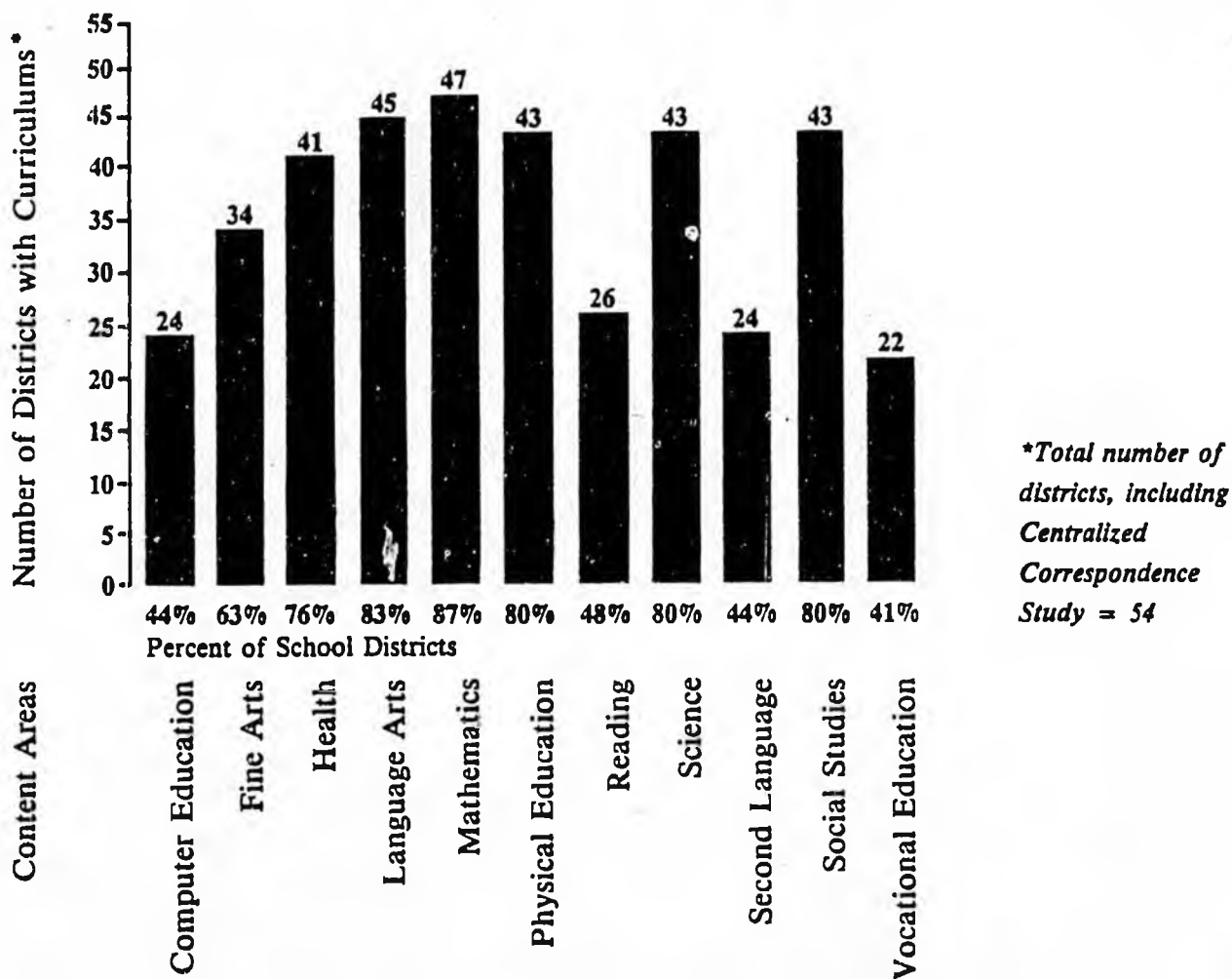
The number and content areas of Secondary Curriculum guidelines districts reported are similar to those reported for elementary guidelines, suggesting that most districts develop a content area for kindergarten through twelfth grade all at one time. Appendix A graphs the content information by district and is useful when drawing comparisons.

*Notes for interpreting Figure 2:*

- The tally of Vocational Education guidelines reported includes Consumer Education, Industrial Arts, Home Economics and Business Education.
- As in Figure 1, guides in progress are not counted in the tally but are recorded in Appendix A.

*Figure 2*

### Secondary Curriculum Guides in Alaska School Districts



- Other content areas such as Pilot Training, Driver Education, Special Education, Correspondence Study, Library Media and Bilingual/Bicultural Education are itemized by district in Appendix A.

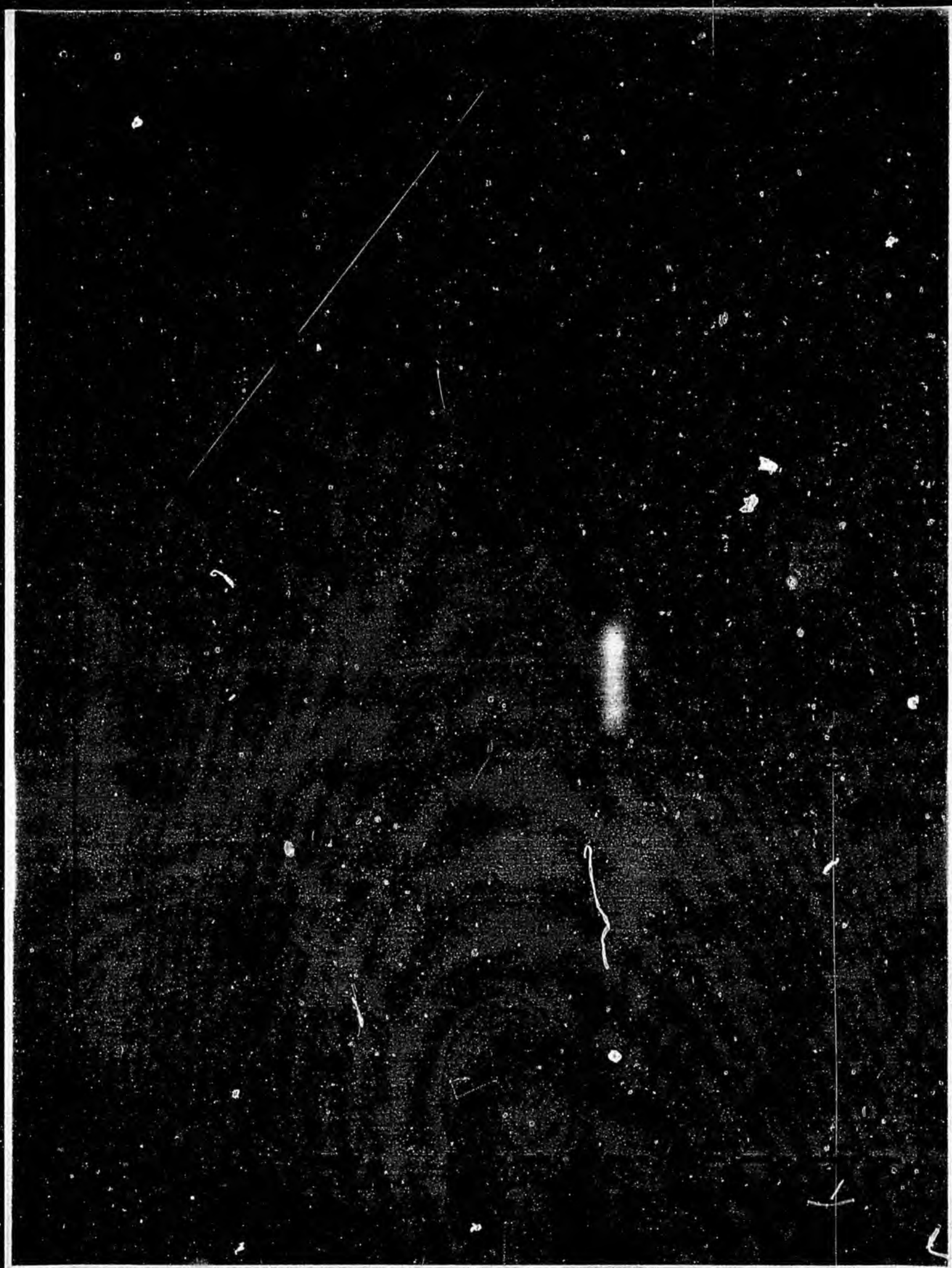


TABLE OF CONTENTS

PROGRAM SUMMARY: YEAR TWO.....1

EVALUATION SUMMARIES:

Mendenhall River In-Service Evaluation.....3

Floyd Dryden In-Service Evaluation.....5

Mendenhall River Parents' Night Evaluation.....9

Floyd Dryden Parents' Night Evaluation.....10

Student Pre and Post Test Results: Mendenhall River.....13

Student Pre and Post Test Results: Floyd Dryden.....15

Student Pre and Post Test Results: Juneau Douglas High.....17

FUTURE PROGRAM PLANS.....19

## Program Summary: Year Two

The Youth Network was formed in April, 1982 to address youth problems in the areas of sexual assault, domestic violence, alcoholism and drug abuse. In its two years of operation, the following agencies have comprised the Youth Network: Big Brothers/Big Sisters, MEN, Inc., AWARE, the Juneau affiliate of the National Council on Alcoholism, Tlingit and Haida Social Services, the Division of Family and Youth Services and the Juneau Douglas School District.

To maximize its impact on youth and families the Network includes both educational and treatment components. A steering committee acts to administer the Network project and to monitor the achievement of stated goals, objectives, and strategies.

The educational component has developed curriculum materials in the subject areas of healthy decision making, domestic violence, sexual assault and alcohol abuse. Separate curriculum materials and activities are used for the elementary and secondary levels. Each year, a curriculum matrix is designed to determine target schools and grade levels to receive Network presentations.

During the 1983 to 1984 school year, the Youth Network made student presentations in four schools. The full Network curriculum was presented at Mendenhall River Community School, Floyd Dryden Junior High School, and Juneau Douglas High School. In addition, the child sexual assault curriculum was presented at Gastineau Elementary School.

In addition to the student presentations, teacher in-service trainings and parent information meetings were held at Mendenhall River and Floyd Dryden Schools.

Evaluation and feedback is an important facet of the Network educational component. Evaluation questionnaires were completed by parents, teachers, and counselors who attended the in-service trainings and information sessions. Pre and post tests were administered to students receiving the Network curriculum. The test results were collated to measure the students' change in knowledge concerning the curriculum subject areas. The evaluation data, which has been favorable, is included within the present report.

The success of the Network's educational program has been demonstrated by two events. In October the Community Education Council selected the Youth Network as the most outstanding community education project in Juneau for this past year. The award was presented to the Network at the "Futures in Education" conference. In addition, the Juneau Board of Education accepted the Youth Network curriculum as an official resource within the school district's health curriculum.

The treatment component of the Youth Network has also been very active this past year. The Network's Treatment Team is composed of masters level counselors from seven participating agencies. The Treatment Team has met on a biweekly basis to coordinate treatment services to client families experiencing problems with domestic violence, sexual assault, and/or alcohol abuse. During the FY

1984 program year, twenty-one families were staffed by the Treatment Team; this figure is up substantially from the previous year in which eleven families received Treatment Team services.

The Treatment Team developed assessments and treatment recommendations for client families with actual treatment services being provided by Youth Network member agencies. During this past year, increased services to youth were offered by member agencies. AWARE began offering groups for teenage incest/sexual assault victims and non-offending parents. MEN, Inc., through the VISTA Volunteer program, added a Youth Counselor to its staff. Also, MEM offered group counseling for violence prone youth.

The final major project of the Youth Network has been the development of a training manual. The manual will include a history of the Network project, detailed curriculum information, evaluation information and specific information on the Network's training and treatment components. The manual will be completed by the end of September, and at that time copies will be distributed on a local, statewide and national basis.

YOUTH NETWORK

Mendenhall River Teacher In-Service Evaluation

Summary Information

March 1984

Summary Ratings (15 Respondents):

Scale:	Poor				Excellent	
	1	2	3	4	5	
1. Quality of speaker(s)						4.6
2. Usefulness of information						4.8
3. Information presented logically and completely						4.5
4. Quality and usefulness of handouts						4.3
5. Immediate value of information						4.7
6. Long term value of information						4.7
7. Need for follow-up						4.3

Written Comments:

What was the best or most useful part of the in-service?

- Important for teachers to know (1)
- Suggestions for teachers and characteristics to look for (3)
- Knowing what will be presented in the classroom (1)

What was the worst or least useful part of the in-service?

- All of the presentation was excellent (1)
- Too much time spent on statistics (1)
- Time of day bad (1)

Are you glad that your school is one of the "target schools" for student presentations by the Network on areas of decision-making, alcoholism in the family, sexual assault, and domestic violence? Yes (11) No (1)

Please explain:

- Students and teachers need the information (6)
- Timely to receive drug and alcohol information (1)
- Too early to tell (1)
- The statistics are reason enough to pursue (1)

What follow-up to this in-service, if any do you believe is necessary for teachers?

- follow-up and counseling that we can do with the students (1)
- statistics on how Youth Network presentations reach kids (1)

Other Comments:

Thanks (2)

Well organized (1)

Very professional approach (1)

Excellent (1)

YOUTH NETWORK

Floyd Dryden Teacher In-Service Evaluation  
Summary Information  
January 24, 1984

Summary Ratings (24 respondents):

Scale:	Poor _____ Excellent					
	1	2	3	4	5	
1. Quality of speaker(s)						4.2
2. Usefulness of information						4.0
3. Information presented logically and completely						4.2
4. Quality and usefulness of handouts						4.1
5. Immediate value of information						4.0
6. Long-term value of information						4.2
7. Need for follow-up						4.1

Written Comments

What was the best or most useful part of this in-service?

- Characteristics to watch for, what a teacher can do (6)
- Overviews and speakers (1)
- Overview of specific services (1)
- Abuse information (1)

What was the worst or least useful part of the in-service?

- Treatment information, we have to use school resources first (1)
- Would like domestic violence information on a handout (1)
- Timing bad, day before report cards due (2)
- Repetition of material (1)
- Too fast, more examples needed (3)
- Already knew information (2)

Are you glad that your school is one of the "target schools" for student presentations by the Network on areas of decision-making, alcoholism in the family, sexual assault and domestic violence? Yes (22) No (1) Please explain:

- Remains to be seen (1)
- Need more specifics on what youth will receive (1)

What follow-up to this in-service, if any do you believe is necessary for teachers?

- More ways teachers can help (1)
- Slower, refresher sessions spaced throughout the year (1)
- On site observation of classes, role models (1)
- More specifics on actual work with youth, case studies (3)
- None (1)
- More ways to identify problems (1)

Other Comments:

Good job (1)

Teachers aware of resources, but first contact has to be the school counselor (1)

Not enough counselor teacher contact (1)

YOUTH NETWORK

Floyd Dryden Teacher In-Service Evaluation

Summary Information

January 26, 1984

Summary Ratings (22 respondents):

Scale:	Poor				Excellent	
	1	2	3	4	5	
1. Quality of speaker(s)						4.4
2. Usefulness of information						4.7
3. Information presented logically and completely						4.4
4. Quality and usefulness of handouts						4.2
5. Immediate value of information						4.5
6. Long term value of information						4.6
7. Need for follow-up						4.5

Written Comments:

What was the best or most useful part of the in-service?

- Pat McClear's (AWARE) presentation on sexual abuse (5)
- Tastefully stated (1)
- Information that is important (1)
- Steps to take if abuse is suspected and reporting procedures (3)
- DeAnn Grummett's (DFYS) presentation on reporting abuse (2)
- Statistics and accurate information on myths about abuse (1)
- Information on what will actually be taught to the kids (1)

What was the worst or least useful part of the in-service?

- Too fast (1)
- Bad time for teachers (1)
- Child sexual abuse reporting information (1)
- Would like to see movies before the kids do (1)
- Extreme emotionalism of the sexual abuse presentation (1)

Are you glad that your school is one of the "target schools" for student presentations by the Network on areas of decision-making, alcoholism in the family, sexual assault and domestic violence? Yes (10)

What follow-up to this in-service, if any do you believe is necessary for teachers?

- Role modeling on how to handle situations (1)
- Continued contact, knowing what happens to reports we make (1)
- Feedback after presentations to the students (1)

Other Comments:

Good to know resources available (1)

Nothing told I did not already know (1)

Felt strong overtones of hostility and anger towards men (1)

YOUTH NETWORK

Mendenhall River Parents' Night Evaluation  
Summary Information  
March 1984

Summary Ratings (10 respondents):

Scale:	Poor						Excellent
	1	2	3	4	5		
1. Quality of speaker(s)						4.5	
2. Usefulness of information						4.5	
3. Information presented logically and completely						4.5	
4. Quality and usefulness of handouts						3.3	
5. Immediate value of information						4.0	
6. Long term value of information						3.8	
7. Need for follow-up						4.3	
8. How important do you think the Network curriculum is for your child? (1 to 5 scale)						4.4	
9. How important do you think the Network curriculum is for the Juneau-Douglas School District? (1 to 5 scale)						4.6	

Written Comments:

What was the best or most useful part of tonight's meeting?

- Information good for my child (1)
- Learning about the Network (1)
- Curriculum information (1)
- All very useful (1)

What was the worst or least useful part of tonight's meeting?

- Detailed information on the Treatment Team (1)
- None (1)

What follow-up to this meeting, if any, would you like as a parent?

- More parent training and information for dealing with these situations (4)
- Program extending to other schools (1)

Are you interested in more information about your child and:

	<u>YES</u>	<u>NO</u>
a. healthy decision making?	6	1
b. alcoholism/drug abuse?	4	0
c. sexual assault?	4	1
d. violence?	3	1
e. community resources?	5	1

Other Comments:

None

YOUTH NETWORK

Floyd Dryden Parents' Night Evaluation

Summary Information

January 26, 1984

Summary Ratings (10 respondents):

Scale:	Poor						Excellent
	1	2	3	4	5		
1. Quality of speaker(s)						4.0	
2. Usefulness of information						3.9	
3. Information presented logically and completely						3.9	
4. Quality and usefulness of handouts						3.0	
5. Immediate value of information						3.4	
6. Long term value of information						3.5	
7. Need for follow-up						3.0	
8. How important do you think the Network curriculum is for your child? (1 to 5 scale)						3.6	
9. How important do you think the Network curriculum is for the Juneau-Douglas School District? (1 to 5 scale)						4.2	

Written Comments:

What was the best or most useful part of tonight's meeting?

- Sexual abuse presentation (3)
- What will be given to the kids (2)
- Domestic violence presentation, tools to express anger (2)
- Overview of services available (1)

What was the worst or least useful part of tonight's meeting?

- Coffee break (2)
- Family problems too general, over simplified (1)
- Reporting abuse information (1)
- Level of positive things that happen in family (1)

What follow-up to this meeting, if any, would you like as a parent?

- None (2)
- More handouts to show other concerned parents (1)

Are you interested in more information about your child and:

	<u>YES</u>	<u>NO</u>
a. healthy decision making?	6	3
b. alcoholism/drug abuse?	3	3
c. sexual assault?	3	3
d. violence?	3	2
e. community resources?	3	3

Other Comments:

Would like to see a program that deals with less catastrophic problems, such as divorce and separation issues (1)

Would like more information on resources available (1)

Where is the positive aspect of family life? (1)

YOUTH NETWORK

Mendenhall River - 5th Grade  
Sexual Assault Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (45 responses)	<u>Post Test</u> (34 responses)	<u>% Change</u>
1	93.3	91.2	(2.30)
2	31.1	47.1	51.4
3	24.4	50.0	104.9
4	84.4	97.1	15.0
5	68.9	70.6	2.5
6	93.3	97.1	4.1
7	91.1	97.1	6.6

Mendenhall River - 5th Grade  
Alcohol Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (46 responses)	<u>Post Test</u> (15 responses)	<u>% Change</u>
1	95.7	80.8	(16.4)
2	87.0	87.0	none
3	50.0	86.7	73.4
4	93.5	93.3	7.1
5	97.8	93.3	(4.6)
6	52.2	86.7	66.1
7	89.1	100.0	12.2

YOUTH NETWORK

Mendenhall River - 6th Grade  
Sexual Assault Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (45 responses)	<u>Post Test</u> (34 responses)	<u>% Change</u>
1	98.1	100.0	1.9
2	67.3	93.9	39.5
3	67.3	85.7	27.3
4	88.5	95.9	8.4
5	57.7	83.7	45.1
6	96.2	100.0	4.0
7	98.0	98.0	none

Mendenhall River - 6th Grade  
Decision Making Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (68 responses)	<u>Post Test</u> (66 responses)	<u>% Change</u>
1	77.9	80.3	3.1
2	82.4	83.3	1.1
3	16.2	10.6	(34.6)
4	88.2	87.9	none
5	95.6	97.0	1.5
6	92.6	93.9	1.4
7	19.1	27.3	42.9

YOUTH NETWORK

Floyd Dryden - 7th Grade  
Domestic Violence Pre and Post Tests  
Summary Information

% of Correst Responses

<u>Question</u>	<u>Pre Test</u> (115 responses)	<u>Post Test</u> (64 responses)	<u>% Change</u>
1	93.0	92.2	(0.01)
2	67.0	79.7	13.9
3	83.6	89.1	7.9
4	85.2	85.9	.01
5	93.0	98.4	5.8
6	87.0	89.1	2.4
7	86.1	87.5	1.6
8	59.1	81.3	37.6
9	53.0	68.8	29.8

Floyd Dryden - 8th Grade  
Alcohol Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (82 responses)	<u>Post Test</u> (37 responses)	<u>% Change</u>
1	28.0	51.4	83.6
2	89.0	89.2	none
3	34.1	48.6	42.5
4	37.8	70.3	86.0
5	73.2	73.0	none
6	70.7	78.4	10.9
7	80.5	100.0	24.2

YOUTH NETWORK

Floyd Dryden - 8th Grade  
Decision Making Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (96 responses)	<u>Post Test</u> (52 responses)	<u>% Change</u>
1	58.3	75.0	28.6
2	81.3	88.5	8.9
3	37.5	61.5	64.0
4	84.4	98.1	16.2
5	93.8	98.1	4.6
6	85.4	90.4	5.9
7	41.7	65.4	56.8

YOUTH NETWORK

Juneau Douglas High School - Mixed Grades  
Decision Making Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (76 responses)	<u>Post Test</u> (64 responses)	<u>% Change</u>
1	59.2	71.9	21.5
2	89.5	89.1	(.4)
3	48.7	65.6	34.7
4	92.1	93.8	1.8
5	89.5	87.5	(2.2)
6	88.2	96.9	9.9
7	39.5	57.8	46.3

Juneau Douglas High School - Mixed Grades  
Alcohol Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (69 responses)	<u>Post Test</u> (64 responses)	<u>% Change</u>
1	53.6	57.8	7.8
2	97.1	96.9	(.2)
3	52.2	75.0	43.7
4	42.0	71.9	71.2
5	75.4	75.0	(.5)
6	78.3	73.4	(6.3)
7	94.2	95.3	1.2

YOUTH NETWORK

Juneau Douglas High School - Mixed Grades  
Domestic Violence Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (69 responses)	<u>Post Test</u> (67 responses)	<u>% Change</u>
1	92.8	89.6	(3.5)
2	71.0	86.6	2.2
3	89.9	94.0	4.6
4	91.3	95.5	4.6
5	95.7	95.5	(.2)
6	85.5	89.6	4.8
7	89.9	89.6	(.3)
8	75.4	10.9	10.9
9	63.8	62.7	(1.7)

Juneau Douglas High School - Mixed Grades  
Sexual Assault Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (71 responses)	<u>Post Test</u> (67 responses)	<u>% Change</u>
1	94.4	95.5	1.2
2	88.7	89.6	1.0
3	85.9	92.5	7.7
4	50.7	77.6	5.3
5	97.2	98.5	1.3
6	98.6	92.5	(6.2)
7	98.6	98.5	(.1)

### Future Project Plans

For its third year of operation, the Youth Network will maintain its basic structure and format, but will make several refinements. All agencies from prior years will continue to participate in the Youth Network.

The educational component of the Youth Network will continue to provide curriculum presentations to students. At this point, we plan to offer the full curriculum to all third, sixth and ninth grade students throughout the school district. Teacher in-services and parent information sessions will also continue. The Network will also provide training to interested teachers and other school personnel on presenting the Network curriculum; this may allow more student presentations to take place by expanding the pool of classroom presenters.

Another planned activity for the educational component is to have school personnel provide training to Network presenters on teaching methods. This should further improve and maintain the quality and consistency of the Network presentations.

Concerning evaluation the Network will eliminate the formal process of student pre and post tests and teacher/parent evaluation forms. We believe it is appropriate at this point to rely on verbal feedback and continued evaluation meetings with school district personnel and parents.

In order to have more students participate in the Youth Network presentations, the Network strongly advocates returning to a negative parental consent process for the new school year. With negative parental consent, parents will return a permission slip only if they do not want their child to participate in the Network presentations.

The treatment component of the Youth Network will continue as in past years. The Treatment Team will meet on a biweekly basis, and will coordinate with the Training Team so that clients who are identified through student presentations can receive treatment. In addition, Network member agencies will continue to expand services for youth and their families, such as intervention with incest/child sexual assault victims and violence prone youth.

Anyone desiring more information on the Youth Network project may call any of our participating agencies.



*Juneau, Alaska*

DOMESTIC VIOLENCE K-3

Lessons #1 and #2

by

Pat McLearn  
Rosemary L. Murray

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3583

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432



Juneau, Alaska

DOMESTIC VIOLENCE K-3

GOAL: To teach children to understand violence and to develop appropriate survival strategies in response to violence.

Objectives:

1. To introduce names of speakers, organizations they represent and the topic to be discussed in the lesson.
2. To introduce the concept of feelings.
3. To help students understand and identify their own and other's anger.
4. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
5. To demonstrate that violent expression of anger hurts other people.
6. To help students identify situations at home in which they are likely to feel unsafe.
7. To demonstrate the difference between emergency and non-emergency situations.
8. To teach emergency plans for handling dangerous situations at home.
9. To teach the concept that no one has the right to beat you and no one deserves to be beaten.

*Participating Agencies:*

**AWARE**

586-6623

Big Brothers/Big Sisters

586-3350

M.E.N. Incorporated

586-3585

City & Borough Social Services

586-9780

Division of Family & Youth Services

586-1861

Juneau School District

586-2303

National Council on Alcoholism/Juneau

586-1688

Tlingit-Haida Social Services

586-1432

DRAFT  
LESSON #1

DOMESTIC VIOLENCE K-3

Activity #1:

Objective

1. To introduce the speakers and the organizations they represent.
2. To introduce the topic of the lesson.

Procedures:

1. Each speaker introduces him/herself to the children and where they're from (which agency).
2. The children are told that they will learn about anger today.

Activity #2: Learning to Identify and Handle Our Anger Positively

Objective: To introduce the concept of feelings.

Materials: Pictures of children expressing the following feelings: angry, sad, happy, scared.

Background Information: Children often don't know how to name and identify their feelings. This lesson is designed to help the children identify four feelings: anger, sadness, fear and happiness.

Procedures:

1. Tell children that we're going to talk about four feelings: anger happiness, sadness and fear.
2. Show and identify one by one pictures of children expressing these feelings.
3. Ask the children to demonstrate how these feelings look on their own faces.

Activity #3:

Objective: To help the students to identify their own and other's anger.

Materials: The Temper Tantrum Book by Edna Mitchell Preston.

Procedures:

1. Introduce the story.
  - a. Tell the children it's about being angry.

- b. Ask them to listen carefully to see what makes each animal angry.
2. Read selected parts of the story (the whole story takes too long).
3. Ask the children to tell you (1) what makes them angry; (2) what they do when they're angry. NOTE: If the children report being violent when angry, be sure and match each of their violent solutions with a statement which shows empathy for their victim and a sense of the consequences. For example, "That must have hurt your friend," etc.
4. Summarize by saying, "A lot of things can make us angry but it's important not to hurt anyone's feelings or bodies when we've been feeling that way. Remember this rule, no one deserves to be hit and no one has the right to beat or hit you."
5. Tell the children that next they're going to meet some friends of ours, Jo and Jan and see what Jo and Jan learned to do when they're angry.

Activity #4:

Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
2. To teach children that violent expression of anger hurts other people.

Materials: 2 puppets, playing cards

Procedures:

1. Introduce puppets--their names, and that they are friends, Jo and Jan. Tell the children that Jo and Jan are their age.
2. Explain that these two friends used to get angry with each other and get into fights.
3. Demonstrate one of these arguments: Jan and Jo are playing cards. Jan wins the game. Jo gets up and hits Jan and says, "That's not fair. I wanted to win. You always win."
4. Ask the children the following questions: Was Jo angry? What did Jo do to Jan? Was Jan hurt? How do you think Jan felt? Summarize by saying Jo hurt Jan's feelings and body and that made Jan very unhappy.
5. Tell the children that Jo and Jan used to fight like this a lot and after a while Jo and Jan didn't like being friends. Finally, Jo and Jan's parents were concerned and decided they had to help Jo and Jan learn to get along better. They asked presenter's name and presenter's name to teach Jo and Jan how to control their anger and not to hurt each other.

6. Explain to the children that the first thing you taught Jo and Jan was this rule: "Use your words, not your hands." Ask the children to repeat this rule with you.
7. Demonstrate the argument between Jo and Jan again but substitute the assertive response versus the violent response as a solution to the anger. Remind the children to use a strong voice, not a scream or a shout, i.e., Jo says "I feel angry that I lost again. I want to play a game where I can win."
8. Ask the children the following questions:
  - a. Was Jo angry?
  - b. Did Jo hit Jan?
  - c. What did Jo do?
  - d. Was anyone hurt?
  - e. Were Jo and Jan still friends?
9. Tell the children, now we'll show you another rule we taught Jo and Jan to use when they feel angry. It's called "Take a Break." Here's how it works. Demonstrate the same role play--using this technique. For example, Jo and Jan were playing cards. Jan wins the game. Jo gets up and leaves the room. After this role play ask the following questions:
  - a. Was Jo angry?
  - b. Did Jo hit Jan?
  - c. What did Jo do?
  - d. Was anyone hurt?
  - e. Were Jo and Jan still friends?

Activity #5:

Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
2. To demonstrate that violent expression of anger hurts other people.

Materials: 2 puppets

Background Information: This activity is meant to reinforce the preceding activity.

Procedures:

1. Using the puppets, demonstrate the following role plays. After each role play ask the children the following questions:
  - a. Was Jo angry?
  - b. Did Jo hit Jan?
  - c. What did Jo do?

- d. Was anyone hurt?
- e. Were Jo and Jan still friends?

Role Play:

1. Jo and Jan were playing ball. Jan kept winning. Jo got very angry and decided to go play on the slide.
2. Jan and Jo both want to play on the swing. Jo got to the swing first and starts to swing. When Jan gets there, all the swings are gone. Jan said to Jo, "Please may I swing too?"
3. Jo and Jan are playing basketball. Jan always wins. Jo gets tired of losing and says, "I think I'll go home and play with my little brother now."
4. Jan and Jo are playing with some dolls. Jo takes all the doll clothes for her doll to use. Jan says, "Please I'd like to use some of your doll clothes."

Activity #6:

Objectives:

Same as Activity #5.

Background Information: This activity is simply a short review of the anger control techniques.

Materials: None

Procedures:

1. Tell the children you want to talk about what they learned.
2. Ask the following questions:
  - a. Do we hit other people? NO
  - b. Remind children that no one has the right to hit or beat you and no one deserves to be beaten.
  - c. What do we do when we're angry?
    1. "Use our words, not our hands," or
    2. Take a break.

## LESSON #1

### Follow-up Activities

#### Activity #1:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and taking a break.

Materials: None

#### Procedure:

1. Teacher reminds the children of the rules around how to handle their anger before each recess.

#### Activity #2:

#### Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and taking a break.
2. To teach children that violent expression of anger hurts other people.

Materials: None

#### Procedure:

1. Teacher makes up stories about children being angry with each other and asks them the following questions:
  - a. What would you do?
  - b. Which rule would you use?

DRAFT  
LESSON #2

DOMESTIC VIOLENCE K-3

Activity #1:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and taking a break.

Materials: None

Background Information: This lesson is a review of the anger control techniques learned during the first lesson and of the values around violence, i.e., No one has the right to beat you and no one deserves to be beaten.

Procedures:

1. Ask the children if they remember what the rule is about hitting. (Ask the children to raise their hand.) Listen to a few children as they respond to your question.
2. Repeat the rule and ask the children to say it with you: "No one deserves to be beaten or hit and no one has the right to beat you."
3. Next, ask the children what we taught them to do instead of hitting. (Ask the children to raise their hands.)
4. Repeat the techniques and ask the children to say them with you: "Use your words, not your hands," "Take a break."

## LESSON #2

### SAFETY AT HOME K-3

#### Activity #1:

Objective: To teach emergency plans for handling dangerous situations at home.

Materials: Pictures of community people

#### Procedures:

1. Tell the children that they may need to ask someone for help sometime. Give the example of calling the fire department when there is a fire.
2. Tell the children you are going to show them pictures of other people who might help them.
3. Show the children and name the following pictures: neighbor or friend, minister, rabbi, extended family, policeman, teacher, principal, doctor, nurse.
4. Tell the children that they usually need to tell an adult as well as their friend when help is needed because adults can help them in special ways their friends can't.

#### Activity #2:

Objective: To help students identify situations at home in which they are likely to feel unsafe.

Materials: Cartoon drawings of each situation.

#### Procedures:

1. Explain to the children that sometimes they may feel unsafe and scared at home.
2. List these situations and show cartoon sketch of each.
  - a. Stranger at door or hanging around house.
  - b. Obscene phone call.
  - c. Brother/sister beating/hurting you.
  - d. Dad beating mother.
  - e. Dad or Mom beating you. Not spanking, but beating.
3. Tell the children that you will help them learn what to do to keep safe in each of these situations.

### Activity #3:

#### Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and taking a break.
2. To demonstrate that violent expression of anger hurts other people.
3. To demonstrate the difference between an emergency and non-emergency situation.

Materials: Cartoon pictures of dangerous situations at home (see attached pictures).

#### Procedures:

1. Review the situations (a) stranger at the door and (b) obscene phone call, and tell the children to handle them either by:
  - a. hanging up
  - b. calling the police
  - c. telling a big person.
2. Tell the children that when someone is being hurt at home they need to tell someone. Say, "I don't mean spanked or teased, but really hurt."
3. Show the children the cartoon example of the man hurting the woman. Ask the following questions and encourage the children to respond in unison or by raising their hand as indicated by you:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about the marks on the woman's face, etc.)
  - c. Should the person in the picture ask for help? (All answer)
  - d. Who should the person in the picture tell? (Hands) Encourage the children to name the community helpers reviewed previously. If they respond with "police," repeat 911.
  - e. What should the person in the picture do if no one believes him/her? (Tell someone else.) (All or hands)
4. Show the children the remainder of the pictures one by one. Ask the above questions. However, when reviewing the picture of the dad beating his son, also remind the children that their parents do have the right to spank them. It's only when the child is seriously hurt that they need to tell someone. Help them find ways of knowing the difference, i.e., bruises, bleeding, other injuries.

After reviewing the picture of dad beating mother, tell the children that all parents fight, and that if no one is being seriously hurt they may feel scared or sad but that they don't need to tell someone unless they want to. It's when someone is being seriously hurt that you need to tell. Review again with the children the signs on the mother's body that indicate she has been seriously hurt.

Activity #4:

Objective: Same as for Activity #3.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about things that have happened to children their age and that you want them to help the children decide what to do.
2. Review the rule "No one has the right to beat you, no one deserves to be beaten." Then read the following vignettes. After each vignette ask the children these questions:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about what the person did that might or might not hurt the other person.)
  - c. Should \_\_\_\_\_ ask for help? (All answer)
  - d. Who should \_\_\_\_\_ tell? (Hands) (Encourage the children to name community helpers reviewed previously.)
  - e. What should you do if no one believes you? (Tell someone else.) (All or hands)
3. Vignettes:
  - a. Mary's brother is teasing her. He took Mary's doll.
  - b. Tom's brother is hitting and punching him in the stomach. Tom's stomach hurts a lot.
  - c. Mary's dad and mom are arguing about money. Sometimes they are yelling at each other.
  - d. Tom's dad is hitting and punching his mother. His mother's face is bleeding and black and blue.
  - e. Mary's mother got very angry with Mary and spanked Mary. Mary was sad but not hurt. (Remind the children that parents have the right to spank but not beat them.)

- f. Tom's father beat Tom with a belt so hard that his back and legs were bruised and bleeding.
- g. Dick's father read Dick a goodnight story. On the way up to bed, Dick fell down the stairs. Dick was hurt and his dad helped him up the stairs and tucked him in bed.

Activity #5:

Objective: To teach emergency plan for handling dangerous situations at home.

Materials: Crayons, paper

Procedures:

1. Ask the children to draw a picture of someone they could ask to help them.
2. Circle the room and talk to the children as they do this.
3. Say goodbye to the children and thank them for their time.

## LESSON #2

### Follow-up Activities

#### Activity #1

#### Objectives:

1. To demonstrate the difference between emergency and non-emergency situations.
2. To teach emergency plans for handling dangerous situations at home.
3. To teach the children that "No one has the right to beat you and no one deserves to be beaten."

#### Materials: Portraits of victims

#### Procedures:

1. Read the following portraits to the children.
2. Ask the children the following questions after each portrait:

Is anyone hurt?

How can you tell?

Should \_\_\_\_\_ tell someone?

Who should be told?

What should \_\_\_\_\_ do if no one believes him/her?

  - a. Joey's father came home from work and discovered dinner wasn't ready. Joey's dad got very angry and started throwing things at Joey's mom. A plate hit his mother in the head and she passed out.
  - b. Caren came home late from playing after school. Her father was very angry with her and spanked Caren. Caren wasn't hurt.
  - c. Ted's older sister was teasing him. She wouldn't let Ted play with her and her friends.
  - d. Janey got poor grades on her report card. Her father beat her with his hands and fists so that her whole body ached.

Activity #2:

Objective: To teach emergency plans for handling dangerous situations at home.

Procedures:

1. Teach the children the phone number of the police to call in case of emergency. Review with the class 911. Emphasize that this is only to be used when there is an emergency.
2. Teach the children their home address and phone number to give out in case they have an emergency.



*Juneau, Alaska*

DOMESTIC VIOLENCE 4-6

Lessons #1 and #2

by

Pat McLearn  
Rosemary L. Murray

*Participating Agencies:*

**AWARE**

586-6621

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3525

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432



Juneau, Alaska

DOMESTIC VIOLENCE 4-6

**GOAL:** To teach children to understand violence and to develop appropriate survival strategies in response to violence.

Objectives:

1. To introduce the concept of feelings.
2. To help students identify their own and other's anger.
3. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
4. To demonstrate that violent expression of anger hurts other people.
5. To teach the concept that "No one has the right to beat them and no one deserves to be beaten."
6. To help students identify situations at home in which they are likely to feel unsafe.
7. To demonstrate the difference between emergency and non-emergency situations.
8. To teach emergency plans for handling dangerous situations at home.

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3330

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432

DRAFT  
LESSON #1

DOMESTIC VIOLENCE (Grade 4)

"Learning to Identify and Handle Our Anger Positively"

Activity #1:

Objective #1: To introduce the concept of feelings.

Materials: Chalk and blackboard

Procedures:

1. Tell children we're going to talk about feelings today, especially anger.
2. Explain that there are many different kinds of feelings.
3. Ask the children to brainstorm a list of feelings.

Activity #2:

Objective: To help students identify their own and other's anger.

Materials: Silas and the Mad/Sad People by Amber Jayanti, blackboard, chalk

Procedures:

1. Introduce the book Silas and the Mad/Sad People.
  - a. Tell the children that today we're going to talk a lot about anger and that right now we're going to read them a story about a boy, Silas, and what happened to him when he got angry at his friend Bill.
  - b. Tell children names of main characters: Silas, Bill, Noah, Chuff, mom and dad.
  - c. Tell children what has been happening so far to Silas--previous to this particular chapter.
  - d. Read "The World's Best Buddies" and "Broken Rule".
  - e. Ask the children the following questions:
    1. What rules did Silas break? (The no hitting rule)
    2. How was Silas feeling that morning when he woke up and then later when he got to Noah's house and saw the family eating breakfast? (Lonely and sad)

3. Why do you think Silas hit Noah? (He was lonely and sad.)
4. What else could Silas have done instead of hitting his friend? (Used his words not his hands. Walked away and taken a break.)

Activity #3:

Objectives:

1. To help students identify their own and other's anger.
2. To demonstrate that violent expression of anger hurts other people.

Materials: Chalk, chalkboard

Procedures:

1. Have the children brainstorm a list of what makes them mad.
2. Have the children brainstorm another list of what they do when they're mad. NOTE: If the children report being violent when angry, be sure and match each of their violent solutions with a statement which shows empathy for their victim and a sense of consequences. For example, "That must have hurt your friend," etc.
3. State the non-violence rule and why "No one has the right to beat you and no one deserves to be beaten." Violence hurts people's bodies and is dangerous. It hurts their feelings and makes them feel sad. Elaborate and have the children give examples.
4. Erase all the violent examples of responding to anger from the brainstorm list of what the children do when they're angry.

Activity #4:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and "take a break."

Materials: Vignettes

Procedures:

1. Tell the children that you are going to teach them two things that they can do when they feel so angry that they might hurt someone.
2. Tell the children that the first rule to remember is "Use your words and not your hands." Ask the children to repeat this rule.
3. Tell the children that you are going to show them how this works by telling them a story about two children their age who learned to use this rule. Tell the children that these children are named Mary and Jo and one day they were playing cards. Jo loses again. This is the fifth time in a row and Jo is very upset and angry--he feels like

hitting Mary but then he remembers the rule, "Use your words, not your hands," and he said, "I'm sick of losing. I want to play a game I'm good at." Mary said, "Ok," and they played checkers. Ask the children: (1) Did Jo hit Mary? (2) What did he do instead? Have the children repeat the rule with you, he "used his words, not his hands."

4. Next, tell the children that there is another rule they can use when they're angry and it's called, "taking a break." Say, "I'll show you how this works by telling you a story about how Jim and Joe used it. Tell the children the following story: Joe and Jim are playing ball. Jim keeps striking out. Joe teases Jim about being a bad ball player. Jim felt very hurt and angry with Joe. He wanted to hit him. Instead, he dropped his bat and said, "I'm going home now. See you later."

Ask the children the following questions: (a) Did Jim hit Joe? (b) What did Jim do instead? Ask the children to repeat the rule "take a break."

Activity #5:

Objectives: Same as #4.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about children their age who get angry at their friends and that you want them to listen carefully and tell you which rule they used.
2. Tell the following stories. After each story, ask the children the following questions:
  - a. Was \_\_\_\_\_ angry?
  - b. Did \_\_\_\_\_ hit \_\_\_\_\_?
  - c. What did \_\_\_\_\_ do?
  - d. Which rule did \_\_\_\_\_ use instead?
  - a. Jo and Jan were playing a video game called Space Armada at (name your local video place). Jan kept winning. Jo got very upset and suggested they go get a coke and relax for awhile.
  - b. Jo and Jan are playing basketball and they are choosing teams. Jo didn't choose Jan. Jan was very upset. He decided to sit this game out.
  - c. Jo and Jan are playing basketball. Jan always wins because he knows how to shoot baskets. Jo is very hurt and angry. Finally she says, "Jan, will you teach me how to shoot baskets like you?"

- d. Jo is teaching Jan how to play a video game, Tron. Jan just can't seem to do it. He becomes very frustrated and angry. Finally he says, "I'm tired. Let's go home."
- e. Jan and Jo are very good friends. They also have another friend, Erin. Jo found out that Erin and Jan went to the movies the night before without her. She is very angry. So she asked Jan why she wasn't invited. Jan apologized for not inviting her too.



*Juneau, Alaska*

DOMESTIC VIOLENCE 5-6

Lessons #1 and #2

by

Pat McLear  
Rosemary L. Murray

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1684

**Tlingit-Haida Social Services**

586-1432

DRAFT  
LESSON #1

DOMESTIC VIOLENCE (Grades 5-6)

"Learning to Identify and Handle Our Anger Positively"

Activity #1:

Objective: To introduce the concept of feelings.

Materials: Chalk and blackboard

Procedures:

1. Tell the children we're going to talk about feelings today, especially anger.
2. Explain that there are many different kinds of feelings.
3. Ask the children to brainstorm a list of feelings.

Activity #2:

Objectives:

1. To help students identify their own and other's anger.
2. To demonstrate that violent expression of anger hurts other people.

Materials: Chalk, chalkboard

Procedures:

1. Have the children brainstorm a list of what makes them mad.
2. Have the children brainstorm another list of what they do when they're mad. NOTE: If the children report being violent when angry, be sure and match each of their violent solutions with a statement which shows empathy for their victim and a sense of consequences. For example, "That must have hurt your friend," etc.
3. State the non-violence rule and why "No one has the right to beat you and no one deserves to be beaten." Violence hurts people's bodies and is dangerous. It hurts their feelings and makes them feel sad. Elaborate and have the children give examples.
4. Erase all the violent examples of responding to anger from the brainstorm list of what the children do when they're angry.

### Activity #3:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and "take a break."

Materials: Vignettes

#### Procedures:

1. Tell the children that you are going to teach them two things that they can do when they feel so angry that they might hurt someone.
2. Tell the children that the first rule to remember is "Use your words and not your hands." Ask the children to repeat this rule.
3. Tell the children that you are going to show them how this works by telling them a story about two children their age who learned to use this rule. Tell the children that these children are named Mary and Jo and one day they were playing cards. Jo loses again. This is the fifth time in a row. He is very upset and angry. He feels like hitting Mary but then he remembers the rule, "Use your words, not your hands," and he said, "I'm sick of losing. I want to play a game I'm good at." Mary said, "Ok," and they played checkers. Ask the children: (1) Did Jo hit Mary? (2) What did he do instead? Have the children repeat the rule with you, he "used his words, not his hands."
4. Next, tell the children that there is another rule they can use when they're angry and it's called "taking a break." Say, "I'll show you how this works by telling you a story about how Jim and Joe used it. Tell the children the following story: Joe and Jim are playing ball. Jim keeps striking out. Joe teases Jim about being a bad ball player. Jim felt very hurt and angry with Joe. He wanted to hit him. Instead, he dropped his bat and said, "I'm going home now. See you later."

Ask the children the following questions: (a) Did Jim hit Joe? (b) What did Jim do instead?

### Activity #4:

Objective: To demonstrate that violent expression of anger hurts other people.

#### Procedures:

1. Ask the children whether they agree or disagree that violence is never okay.
2. Reinforce the idea that there are always consequences to the victim even if we don't hear about them directly.
3. If the students bring up the example of the need for violence when defending oneself, give them the following guidelines:

- a. Try the rules around how to handle anger.
  - 1. Words, not hands.
  - 2. "Taking a break."
- b. Ask for help.
- c. Make sure they are defending themselves because they are really in danger, not just because someone has hurt their feelings and they want to get even.

Activity #5:

Objective: To demonstrate that violent expression of anger hurts other people.

Materials: Cartoon films

Procedures:

1. Before showing film--tell the children that they have been given the impression through movies and cartoons that violence doesn't really hurt people. This is false. Ask the children to watch for the results in this film and notice how unrealistic it is.
2. Show cartoon films which depict a lot of violence such as roadrunner.
3. Show film.
4. Discuss the violence in the film and what the real consequences are likely to be. Chart this on the blackboard in the following manner:

Violent event	Result	What the real result would be
------------------	--------	-------------------------------------

Activity #6:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and "take a break."

Materials: None

Procedures:

1. Give the children sample situations of people feeling angry and ask them to finish the stories with non-violent solutions--using the two alternatives: Use your words/Taking a Break.

Activity #7:

Objectives: Same as #4.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about children their age who get angry at their friends and that you want them to listen carefully and tell you which rule they used.
2. Tell the following stories. After each story, ask the children the following questions:
  - a. Was \_\_\_\_\_ angry?
  - b. Did \_\_\_\_\_ hit \_\_\_\_\_?
  - c. What did \_\_\_\_\_ do?
  - d. Which rule did \_\_\_\_\_ use instead?
  - a. Jo and Jan were playing a video game called Space Armada at (name your local video place). Jan kept winning. Jo got very upset and suggested they go get a coke and relax for awhile.
  - b. Jo and Jan are playing basketball and they are choosing teams. Jo didn't choose Jan. Jan was very upset. He decided to sit this game out.
  - c. Jo and Jan are playing basketball. Jan always wins because he knows how to shoot baskets. Jo is very hurt and angry. Finally she says, "Jan, will you teach me how to shoot baskets like you?"
  - d. Jo is teaching Jan how to play a video game, Tron. Jan just can't seem to do it. He becomes very frustrated and angry. Finally he says, "I'm tired. Let's go home."
  - e. Jan and Jo are very good friends. They also have another friend Erin. Jo found out that Erin and Jan went to the movies the night before without her. She is very angry. So she asked Jan why she wasn't invited. Jan apologized for not inviting her too.

DRAFT  
LESSON #2 SAFETY AT HOME

DOMESTIC VIOLENCE (4-6)

Activity #1:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and taking a break.

Materials: None

Background Information: This lesson is a review of the anger control techniques learned during the first lesson and of the values around violence. (No one has the right to beat/hit you. No one deserves to be beaten or hit.)

Procedures:

1. Ask the children if they remember what the rule is about hitting. (Ask the children to raise their hand.) Listen to a few children as they respond to your question.
2. Repeat the rule and ask the children to say it with you: "No one deserves to be beaten or hit and no one has the right to beat/hit you."
3. Next, ask the children what we taught them to do instead of hitting. (Ask the children to raise their hands.)
4. Repeat the techniques and ask the children to say them with you: Use your words, not your hands. Take a break.

Activity #2:

Objective: To teach emergency plans for handling dangerous situations at home.

Materials: Pictures of community people.

Procedures:

1. Tell the students that they may need to ask someone for help sometime. Give the example of calling the fire department when there is a fire.
2. Ask the students to help you make a list of other people in the community who can be called and/or asked for help. Be sure and include the following: ministers, rabbi, priest, doctor, nurse, teacher, principal, counselor, neighbor, family members and extended family members.
3. Tell the students that they will usually need to tell an adult as well as their friend when help is needed because adults can help them in special ways that their friends can't.

Activity #3:

Objective: To teach children to identify situations at home in which they are likely to feel unsafe.

Materials: Cartoon drawings of each situation.

Procedures:

1. Explain to the children that sometimes they may feel unsafe and scared at home.
2. List these situations and show cartoon sketch of each.
  - a. Stranger at door or hanging around house.
  - b. Obscene phone call.
  - c. Brother/sister beating/hurting you.
  - d. Dad beating mother.
  - e. Dad or mom beating you. Not spanking, but beating.
3. Tell the children that you will help them learn how to keep safe in each of these situations.

Activity #4:

Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and taking a break.
2. To demonstrate that violent expression of anger hurts other people.
3. To demonstrate the difference between an emergency and non-emergency situation.

Materials: Cartoon pictures of dangerous situation at home (see attached pictures).

Procedures:

1. Review the situations (a) stranger at the door and (b) obscene phone call and tell the children to handle them either by:
  - a. hanging up
  - b. calling the police
  - c. telling a big person.
2. Tell the children that when someone is being hurt at home they need to tell someone. Say, "I don't mean spanked or teased, but really hurt."

3. Show the children the cartoon example of the man hurting the woman. Ask the following questions and encourage the children to respond in unison or by raising their hand as indicated by you:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about the marks on the woman's face, etc.)
  - c. Should the person in the picture ask for help? (All answer)
  - d. Who should the person in the picture tell? (Hands) Encourage the children to name the community helpers reviewed previously. If they respond with "police," repeat 911.
  - e. What should the person in the picture do if no one believes him/her? (Tell someone else.) (All or hands)
4. Show the children the remainder of the pictures one by one. Ask the above questions. However, when reviewing the picture of the dad beating his son, also remind the children that their parents do have the right to spank them. It's only when the child is seriously hurt that they need to tell someone. Help them find ways of knowing the difference, i.e., bruises, bleeding, other injuries.

After reviewing the picture of dad beating mother, tell the children that all parents fight and that if no one is being seriously hurt, they may feel scared or sad but that they don't need to tell someone unless they want to. It's when someone is being seriously hurt that you need to tell. Review again with the children the signs on the mother's body that indicate she has been seriously hurt.

Activity #5:

Objective: Same as for Activity #3.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about things that have happened to children their age and that you want them to help the children decide what to do.
2. Review the rule "No one has the right to beat you. No one deserves to be beaten." Then read the following vignettes. After each vignette ask the children these questions:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about what the person did that might or might not hurt the other person.)

- c. Should \_\_\_\_\_ ask for help? (All answer)
- d. Who should \_\_\_\_\_ tell? (Hands) (Encourage the children to name community helpers reviewed previously.)
- e. What should you do if no one believes you? (Tell someone else.) (All or hands)

3. Vignettes:

- a. Mary's brother is teasing her. He took Mary's doll.
- b. Tom's brother is hitting and punching him in the stomach. Tom's stomach hurts a lot.
- c. Mary's dad and mom are arguing about money. Sometimes they are yelling at each other.
- d. Tom's dad is hitting and punching his mother. His mother's face is bleeding and black and blue.
- e. Mary's mother got very angry with Mary and spanked her. Mary was sad but not hurt. (Remind the children that parents have the right to spank but not beat them.)
- f. Tom's father beat Tom with a belt so hard that his back and legs were bruised and bleeding.
- g. Dick's father read Dick a goodnight story. On the way up to bed, Dick fell down the stairs. Dick was hurt and his dad helped him up the stairs and tucked him in bed.

Activity #6:

Objective: To teach emergency plans for handling dangerous situation at home.

Materials: Crayons, paper and pencil.

Procedures:

1. Explain to the children that if they are in danger in the house they may need to have an emergency escape plan--similar to a fire escape plan for their house.
2. Ask the children to draw their house including the windows and doors, location of the phone.
3. Next, they should think of an emergency plan for leaving.
4. If they finish this, they can draw their neighborhood on the other side and mark off locations of the phone booths and/or neighbors they may ask to help them.

5. Walk around the room and talk to the children about their drawings.

This may be used as a follow-up activity.

Activity #7:

Objective: To teach emergency plans for handling dangerous situations at home.

Materials: Chalk, board, crayons, paper

Procedures:

1. Write the phone number of the police/troopers on the board, and AWARE.
2. Ask the children to copy these numbers down on their house drawings.
3. Ask the children to memorize these numbers.



Juneau, Alaska

DOMESTIC VIOLENCE

7-12

(AWARE Lesson )

Part 1

BY:

PAT McCLEAR  
ROSEMARY MURRAY

c 1983

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432



*Juneau, Alaska*

## DOMESTIC VOLENCE (7-12)

### AWARE Portion

**GOAL:** To provide a general overview of the dynamics of domestic violence and how to prevent it.

**Objectives:**

- a. The four part definition of domestic violence.
  - b. Legal information regarding domestic violence.
  - c. Statistical information regarding domestic violence.
  - d. The cycle of violence.
  - e. Victim reactions to abuse.
  - f. The resources available to victims and abusers in the Juneau community.
1. To introduce the speakers and the organization they represent to the students.
  2. To present the students with the topic and an overview of the material to be discussed in the lesson.
  3. To present information in the following areas:

**Participating Agencies:**

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3385

**City & Borough Social Services**

586-9700

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432

DRAFT  
Lesson #1  
Domestic Violence 7-12

Activity #1

Objectives

1. To introduce speakers and the organization they represent to students.
2. To present students with the topic and an overview of the material to be discussed in the lesson.

Materials: Chalk, chalkboard.

Procedure

1. Each speaker introduces his or herself and writes the name of the organization they he/she represent on the blackboard.
2. The topic of today's lesson is stated.
3. An outline of the content of today's topic is out lined on the blackboard and reviewed.

Activity #2:

Objectives:

1. To teach the students the four part definition of domestic violence.

Materials: Chalk, chalkboard.

Procedure:

1. Write domestic violence on the board.
2. Tell the students that domestic violence has a four part definition.
3. Write the four parts on the board:
  - a. The destruction of property and pets.
  - b. Physical abuse.
  - c. Psychological abuse.
  - d. Sexual abuse.

4. Tell the students that:
  - a. Violence in the home can include one or all of these components;
  - b. This violence is carried out by a family member towards another family member and thus can be any combination such as husband against wife, wife against husband; children against parent children against each other. Remind the students that no one deserves to be beaten and no one has the right to beat you.
5. Tell the students that today's focus will be wife abuse - by husband - that this is a frequent type of violence and needs to be understood so they can learn to be more positive in their personal relationships. Remind the students that this information is also true for child abuse.

### Activity #3

#### Objectives

1. To teach the students the four part definition of domestic violence.

Materials: Chalk board and chalk.

#### Procedure:

1. Draw a line across the board above this line write the label physical abuse continuum.
2. At the ~~end~~ of the continuum write murder, suicide, low self confidence, mental illness.
3. At the beginning of this line write an example of minimal physical abuse such as pinching.
4. Explain to the students that they are to help you fill in the rest of this continuum with behaviors that are physically abuse and that you will write them down - putting the more severe examples on the right, less severe in the middle, and minimally abuse on the left (See examples at the end of this lesson).

Tell the students that all examples of physical abuse are correct and will be included. While the students are giving examples share with them the following information:

- a. That violence is addictive and always escalates.
- b. That it will eventually lead to murder, suicide, low self confidence or mental illness.
- c. That as far as murder is concerned there is a 50%

chance that battered women will kill her husband out of fear and/or self defense.

5. Repeat this procedure for psychological abuse.

Activity #4

Objective: To teach the students statistical information regarding domestic violence.

Materials: Chart of statistics.

Procedures:

Tell the students:

1. That until recently no one knew that domestic violence existed, it was a hidden crime.
2. In the last 5 or 6 years, it is beginning to be studied and statistics about how often it occurs are shocking. Put the following information on a chart with colored print.
  - a. The FBI estimates that 1 in 2 women will experience some sort of domestic violence during their lifetime. That means 1/2 of the girls in this room will experience being beaten.
  - b. Most of this violence is men against women.
  - c. Each year 3-4 million women are beaten in their homes by their husbands, ex-husbands or boyfriends each year.
  - d. In addition 3-4 million women have been beaten in the past.

Activity #5:

Objective: To teach the students legal information regarding domestic violence.

Procedures:

1. Tell the students that:
  - a. Another important piece of information that they need to know about domestic violence is that it is a crime. - Physical abuse within or outside marriage constitutes assault also child abuse is illegal.
  - b. Officers can and do arrest abusers if they have "probable cause" to believe an assault has taken place.

- c. Officers in this state receive special training in the area of domestic violence.

Activity #6:

Objectives:

1. To understand the cycle of violence.
2. To understand victim reactions to abuse.

Materials: Chart with the cycle of violence, Chart of victim reactions.

Procedures:

1. Summarize to the students what they've learned so far:
  - a. What domestic violence is.
  - b. How often it happens.
  - c. That domestic violence is illegal.
2. Now the big question in most people's minds is why does she stay?
3. To answer that question it is important to understand the cycle of violence and the stages victims go through in reacting to their abuse.
4. Explain to the students the cycle of violence using chart:
  - a. The violent event.
  - b. Period of remorse "honeymoon stage."
  - c. Build up of tension.
  - d. The violent event.
5. Explain to the students that one reason a victim stays is because when in the honeymoon stage. he convinces her he'll never do it again.
6. Explain to the students that another reason she stays is because it takes her a while to understand that the violence isn't her fault, for example, she goes through the following stages in understanding the abuse: (Use chart to demonstrate these stages).
  - a. Disbelief and denial that it happened.

- b. Situational - outside stress or circumstances are causing him to temporarily "break down."
- c. Blaming self and trying to "improve."
- d. Recognizing he has a problem with violence but victim thinks she will help him get over it.
- e. Understanding partner has a problem with violence and that he needs to get help and take responsibility for it.

Activity #7:

Objective: To teach the students the resources available to victims and abusers in the Juneau community.

Procedure:

1. Hand out brochures and speak briefly about services available in the community.
2. Remind the students that child abuse is illegal and if they are being abused they should be sure and tell someone so that it can be stopped. Tell the students that sometimes people don't take child abuse seriously and they may need to tell more than one person before they are believed and/or something is done to ensure it stops.



*Juneau, Alaska*

DOMESTIC VIOLENCE CURRICULUM 7-12

Part 2

by

Walter Majoros  
Pat McLearn  
Rosemary L. Murray  
Ron Rivard

c 1983

*Participating Agencies:*

**AWARE**  
586-6623  
Big Brothers/Big Sisters  
586-3350

**M.E.N. Incorporated**  
586-3383  
City & Borough Social Services  
586-9780

**Division of Family & Youth Services**  
586-1861  
Juneau School District  
586-2303

**National Council on Alcoholism/Juneau**  
586-1688  
Tlingit-Haida Social Services  
586-1432