

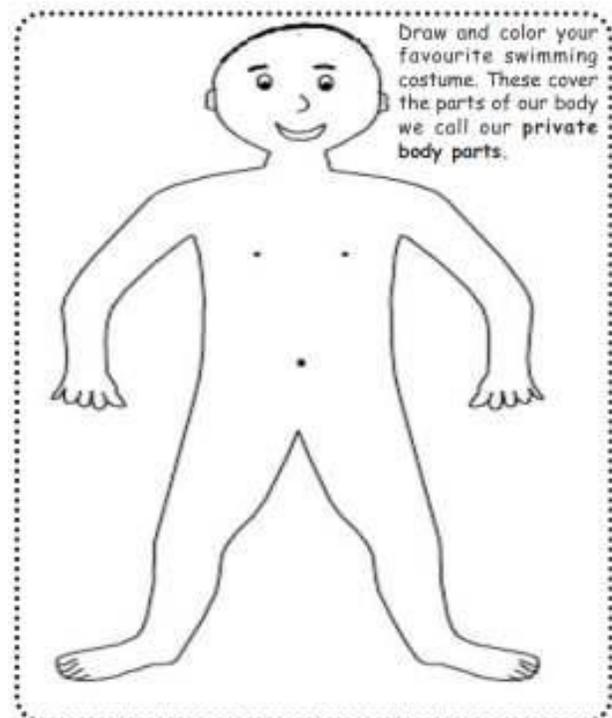
EDUCATION AND TRAINING: TEACHING STUDENTS

Research shows that personal safety/abuse prevention programs for children are successful when they are based on the most current research in prevention education and are rigorously evaluated; begin as early as pre-Kindergarten; use developmentally sequenced materials; utilize active, systematic and specific skills training; have multiple program components such as classroom training combined with parental involvement; use interactive instructional techniques that provide children multiple opportunities to observe the desired behavior, model the behavior and get feedback; and are instituted as a comprehensive part of the child's education - being repeated many times during the school year, and instituted over several years of instruction.

In its most effective form, sex abuse prevention education teaches children about “safe” and “unsafe” touches in a safety-based, developmentally sequenced curriculum. In order to provide children with adequate tools to resist the overtures of potential offenders, children must have the following information:

- The accurate names of private body parts
- Rules-based instructions regarding what to do if someone touches them in a way that is harmful (Say “No”, get away, tell a grown up)
- Assurances that they (children) get to say whether a touch is “unwanted” or not.
- Assistance in identifying the safe adults in their lives
- Reminders that they can always talk to parents or another trusted adult about anything
- That they should continue to tell about harmful, unwanted, unsafe, or bad touches until they are believed.
- That abuse is never their fault.

Sex abuse prevention education is “preventive” in nature. It is not intended – nor does it claim – to educate children about sex, sexuality, the sexual functions of private parts, or human love relationships. It is intended to teach children about their rights to assert limits over what happens to their bodies and to give them the tools necessary to communicate effectively if someone violates those boundaries. In short, sex abuse prevention education teaches children how to prevent themselves from being victims of criminal behavior.



In this AISA Child Protection Program Handbook we refer to two curriculum modules for implementation/adaptation for use at your school. The Curriculum modules are organized into Elementary School units of study for grades preK-5, and Secondary School grades 6-12.

Elementary School Module includes:

- Lessons for grade levels K-5 and sample resources for teacher use including print and on-line resources
- Grade level modules present content in skill development that can be easily organized into a series of lessons
- Suggested engagements for instruction and activities for student learning
- Lessons are designed for various delivery options: classroom teacher, PE teacher, counselor, and school nurse to be adapted to your school setting
- Lesson design is flexible enough to be adapted to various curriculum frameworks (PYP, British curriculum, US curriculum and other national and local curricula)
- Parent letters (sample) for each grade level to inform parents of topics addressed
- Suggestions for parent education/engagement
- Definitions of safe and unsafe touch
- Assertive skills training for students

At each grade level there are 5 major concepts/big ideas that are suggested for exploration. The nature of these conceptual understandings is developmental and spiraling in that with each year the level of depth of understanding increases. Each lesson focuses on a developmental appropriate exploration of a concept.

The scope and sequence of conceptual understandings is organized in the following framework:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Grade KG	Safe touch	Unsafe touch and assertiveness	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)

Secondary School Module includes:

- Lessons designed to be implemented or adapted for grades 6–12
 - Four main concepts essential to child protection
 - Consistent child protection vocabulary for students
 - Student skill development
- Curriculum design that can be implemented as
 - Stand-alone course
 - Weekend retreat/after school workshop setting for students and parents
 - Use in advisory programs or to be supplemented in advisory programs
- Teacher support includes
 - Notes to the Teacher
 - Skills
 - Vocabulary
 - Suggested Engagements
 - Parent Letter
- Curriculum implementation allows for flexibility to fit within your school program(s)
 - Advisory
 - Tutorial Time
 - Homeroom
 - Physical, Social, & Health Education (PSHE)
 - Physical Education
 - Health
 - Science

The scope and sequence of conceptual understandings is organized in the following framework. The 4 core concepts of the secondary curriculum remain the same in each grade: Identify, Access, Act, and Value. Teaching—and re-teaching—these essential learning objectives is key to student learning. Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	IDENTIFY! Safe and Unsafe Situations	ACCESS! Trusted Persons	ACT! To Stay Safe	VALUE! Self and Community
Grades 7-8	IDENTIFY! Safe and Unsafe Situations	ACCESS! Support Structures	ACT! To Stay Safe	VALUE! Self and Others
Grades 9-10	IDENTIFY! Safe and Unsafe Situations	ACCESS! Trusted Persons	ACT! To Stay Safe	VALUE! Self and Community
Grades 11-12	IDENTIFY! Safe and Unsafe Situations	ACCESS! Support Structures	ACT! To Stay Safe	VALUE! Self and Others

Please note that the lesson plans focus on private body parts. Most schools cover issues such as social-emotional development, bullying, and physical abuse. What is almost uniformly missing is direct reference to sexual abuse and exploitation. It is not our intent that child protection focus only on sexual abuse, instead we feel that by including these lessons your present sessions will become more holistic.