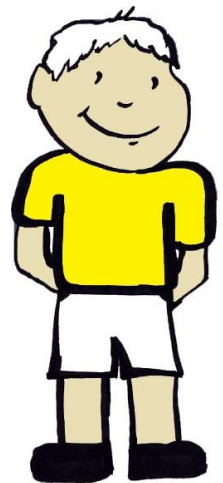


Keeping



Kids



Safe



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Section 1

Introduction and Overview

All material in this section is a compilation of information from the following sources with details listed in the References section:

2005 Community Resource Packet, Safe Children and Healthy Families Area a Shared Responsibility; 2005 Protecting Children from Sexual Abuse; Caregivers of Young Children: Preventing and Responding to Child Maltreatment User Manual Series; Prevention of Child Abuse in Early Childhood Programs and Responsibilities of Early Childhood Professionals to Prevent Child Abuse; Understanding Child Maltreatment: An Introduction to Definitions, Incidence, and Risk/Protective Factors; Protecting Children from Sexual Abuse in the Community, A Guide for Parents and Caregivers; In Loving Hands Kids Blossom.

Revised January 2022

Introduction and Overview

The Problem of Child Abuse

The impact of child abuse and neglect is far greater than its immediate visible effects. These experiences can shape child development and have consequences that last years, even lifetimes. Research now shows that the physical, psychological, and behavioral consequences of child abuse and neglect impact not just the child and family, but the community as a whole.

Child abuse and neglect can be devastating for children and their families. Numerous research studies have consistently documented a range of negative health, emotional and psychological outcomes for children who have experienced child maltreatment. The immediate physical effects of abuse can range from relatively minor, such as a bruise or cut, to severe, such as broken bones, internal bleeding or even death. The immediate psychological effects of abuse and neglect – isolation, fear, and lack of trust- can spiral into long term mental health consequences including depression and anxiety, low self-esteem, difficulty establishing and maintaining relationships, eating disorders and suicide attempts. Studies have found abused or neglected children to be at least twenty five percent (25%) more likely to experience problems in adolescence, including delinquency, teen pregnancy, drug use and low academic achievement. As adults, children who experienced abuse or neglect have an increased likelihood of criminal behavior, involvement in violent crime, abuse of alcohol and other drugs and abusive behavior.

Section 2

Protecting Children

All material in this section is a compilation of information from the following sources with details listed in the References section:

2005 Community Resource Packet, Safe Children and Healthy Families Area a Shared Responsibility; 2005 Protecting Children from Sexual Abuse; Caregivers of Young Children: Preventing and Responding to Child Maltreatment User Manual Series; Prevention of Child Abuse in Early Childhood Programs and Responsibilities of Early Childhood Professionals to Prevent Child Abuse; Understanding Child Maltreatment: An Introduction to Definition, Incidence, and Risk/Protective Factors; Protecting Children from Sexual Abuse in the Community, A Guide for Parents and Caregivers; In Loving Hands Kids Blossom.

Protecting Children

Parent Responsibilities

Help Your Children Feel Loved and Secure

A healthy, nurturing relationship with your child is built through countless interactions over the course of time. It requires a lot of energy and work, but the rewards are well worth it. Steps to strengthen a parent's relationships with their children include:

- ◆ Make sure your child knows you love them, even when they do something wrong.
- ◆ Encourage your children. Praise their achievements and talents. Recognize the skills they are developing.
- ◆ Spend time with your children. Do things together that you both enjoy. Listen to your child.
- ◆ Learn how to use nonphysical options for discipline. Many alternatives exist. Depending on your child's age and level of development, these may include simply redirecting your child's attention, offering choices, or using "time out."

Make Sure Your Children are Well Cared For

To take good care of your children, be sure they:

- ◆ Eat nutritious foods. Try to make mealtime fun. Regular meal times help you to be sure your children are getting the right nutrition at the right time.
- ◆ Receive good medical care. Care begins before babies are born. After birth, regular medical visits allow your children's doctor to monitor their development, immunize them against various diseases, and address any questions, concerns, or frustrations you have about your children's health or behavior.
- ◆ Develop good sleep habits. Happy, healthy children need regular sleep. Having a bedtime routine helps children settle down and prepare for sleep.
- ◆ Are kept safe. Infants should never be out of a parent or caretaker's sight unless they are in a crib or another equally safe place. As soon as children begin to crawl, it is important to childproof your home. Toddlers need supervision and frequent reminders about behaviors that are dangerous. Choose caregivers carefully to be sure your children are safe, even when you can't be with them.

Make Communicating with Your Child a Priority

Below are some communication tips for parents to follow. The tips build upon parent's existing good parenting skills and knowledge of their own children.

- ◆ Make time for your children.
- ◆ Build an open and trusting relationship with your children. Always listen carefully to their fears and concerns and let them know they should not be worried about telling you anything. This is just as important when children are adolescents.
- ◆ Know where your children are, who they are with, and agree upon a time when they should return. Make sure your children know where you are at all times and where you can be contacted.
- ◆ Be alert to any adult who is paying an unusual amount of attention to your children such as buying them candy, expensive gifts, video, or computer games, etc.
- ◆ Be cautious about anyone who has unsupervised contact with your children and find out as much as possible about anyone who is looking after them.
- ◆ Children need to know what is and what is not "appropriate" touching. Do not be too embarrassed to talk about this. You must help them understand what unacceptable behavior is and that they must always tell you if anyone, including a relative or friend, is behaving in a way that worries them.
- ◆ Explain the difference between "good and bad secrets in the family." Tell your child it is OK to have a secret about something like a surprise birthday, but not about anything which makes them feel unhappy or uncomfortable.
- ◆ Help with sex education. If you feel uncomfortable teaching a child correct names for body parts or answering questions young children ask about sex, your doctor or nurse should be happy to advise you.
- ◆ Most important of all, teach your child that they have the right to refuse to do anything with an adult which they feel is wrong or which frightens them.
- ◆ Stress that they should not hesitate to tell you or another adult if something happens that they don't like.

Despite what many people think, most abuse of children (including sexual abuse) is carried out by someone they know, including relatives and family friends. This can make it a very difficult problem to face.

Often parents find the idea of abuse so shocking that at first, they refuse to believe it could happen in their family.

Child sexual abuse can happen in all areas of society and can come from any professional, racial, or religious background. Sexual abusers may sometimes hold influential positions outside their families and so may appear to be well-respected members of society.

Those who abuse children in families include fathers, stepfathers, live-in partners, boyfriends, brothers, uncles, male cousins, grandfathers, and father figures. In a small number of cases the abuser may be the mother or female relative.

Adults who present themselves as family friends may also abuse children. Adults who abuse members of their own families may also abuse children in other families they know.

Contrary to the popular image, child sex abusers often appear kind, concerned and caring towards children. But this is part of deliberately building close relationships with children, to allow them to abuse without being suspected or discovered. They may also convince themselves that they are doing no harm to the child.

If a family member sexually abused you as a child or as an adult, you should do everything you can to protect your child from that family member or friend. Your children must be your first priority, however painful the consequences may be for you. The abuser's behavior is unlikely to stop unless you take action to protect your child and the abuser receives help.

Protecting Children

Provider Responsibilities

As the child's teacher and caregiver, you play a partnership role with the child's family in ensuring the healthy development and safety of each child in your agency. You have the primary responsibility to make sure that no child is abused or neglected in any way while in your care. In addition, you can play a significant part in teaching children to value themselves and to learn, as they develop, to care for and protect themselves.

Sexual abuse can have very damaging effects on a child, which can last into adulthood. However, for many children the effects will be relatively short-term, depending on the individual child, the nature of the abuse and the help they receive. Such abuse can continue for years, and sometimes into adulthood. Children often have very confused feelings about being abused by someone they trust to protect them. They may not always realize that what is being done to them is abuse.

Protecting Children

Community Responsibility

Because children are victimized in every part of the country, each community needs to provide an educational program that better ensures the safety of the children in its area. We all have a role to play in building strong neighborhoods where individuals, families and children are valued and supported.

Part of building a strong community is participating in the programs that support community members. Anything that supports kids and parents in your community can help strengthen families and reduce the likelihood of child abuse and neglect. With the help of family support activities, many families are able to find the strength and resources they need to raise safe, healthy, and productive children. As we learn more about why child abuse and neglect occur, communities are recognizing the best way to promote prevention is to provide parents with the skills and resources they need to understand and meet their children's emotional, physical and developmental needs and protect their children from harm.

Though research has generally focused on the risks associated with abuse and neglect, many researchers are now calling for more attention to be paid to the positive, mediating factors that protect children from experiencing harm. These factors, referred to as protective factors, reduce or counterbalance stress and other negative influences thereby making abuse less likely to occur. The community environment can have a tremendous influence on the ways families are able to raise their children. Access to adequate health care, quality education and employment services benefit adult caretakers and protect children.

Families operate within neighborhoods and communities. Factors that characterize a neighborhood such as availability of supports (governmental and community), stability, violence, poverty, disorganization, and isolation, all affect the ability of families to nurture their children. "Good communities" for raising children include both caring and adequate institutions such as quality childcare and social services that are accessible and community-based, as well as community connections between neighbors and friends.

Section 3

Personal Safety Curriculum

All material in this section is a compilation of information from the following sources with details listed in the References section:

2005 Community Resource Packet, Safe Children and Healthy Families Area a Shared Responsibility; 2005 Protecting Children from Sexual Abuse; Caregivers of Young Children: Preventing and Responding to Child Maltreatment User Manual Series; Prevention of Child Abuse in Early Childhood Programs and Responsibilities of Early Childhood Professionals to Prevent Child Abuse; Understanding Child Maltreatment: An Introduction to Definitions, Incidence, and Risk/Protective Factors; Protecting Children from Sexual Abuse in the Community, A Guide for Parents and Caregivers; In Loving Hands Kids Blossom

Personal Safety Curriculum

What Is a Personal Safety Curriculum?

The Tennessee Legislature recognized the vital contribution you can make in protecting children from all types of abuse, particularly sexual abuse. The 1985 Child Sexual Abuse Law, states that all staff in preschool and child care agencies receive training in the detection, intervention, prevention, and treatment of child sexual abuse and issued a mandate that a personal safety program be presented annually to children in every licensed or approved preschool and child care agency in the state. Many curriculums have been used through the years. Revision to the Growing Up Safe and Strong curriculum has resulted in the 2005 edition called Keeping Kids Safe. This material was designed to assist you in providing the most effective program possible, one that children will enjoy and understand. Research has established that children can be given the tools and knowledge to be safer. Because of this, the purpose of this safety curriculum is to improve the knowledge, self-confidence, and assertiveness skills of children thereby:

- ◆ Promoting disclosure of victimization
- ◆ Enhancing communication between parents and children about personal safety
- ◆ Reinforcing adult supervision and protection.
- ◆ Assisting children in learning to identify adults they can trust who can help them with problems too big for them to handle alone.

Available research supports the idea that more comprehensive programs repeated often produce greater results. Repetition of concepts in multiple sessions added significantly to learning. Role-playing and active rehearsal of desired behaviors are more effective for reinforcing the behavior to be learned than simply demonstrating.

Before you use a personal safety program in your agency, it is critical that you and your children's parents understand:

- ◆ The problems of keeping children safe, particularly child abuse and neglect, including sexual abuse.
- ◆ How to detect and deal with the problem.
- ◆ How you can help children grow and develop with knowledge and skill to avoid the problem when possible.

Effective Use of the Curriculum

To be effective in using the curriculum you will want to do two things:

1. Attend a training session arranged by your TDHS Child Care Licensing Consultant where you will:
 - ◆ Learn about the problem and its frequency.
 - ◆ Learn about the indicators of all forms of abuse and neglect so you can become more skilled in detecting the problem should it occur.
 - ◆ Learn how to respond to a child who discloses abuse or one who you suspect has been abused.
 - ◆ Learn how to be supportive of an abused child in a continuous, on-going way.
 - ◆ Learn how to present this personal safety curriculum effectively to the three, four and five year old children in your classroom.
 - ◆ Learn how to involve the parents or guardians of your children in the teaching of the personal safety concepts and rules.

If all the staff at your agency are not able to attend training, it is important that those who will be teaching the curriculum attend and those who attend conduct staff training at the agency for those who could not attend.

2. Hold a parent meeting to share this program (its purpose, goals, and content) with all your parents. At this meeting discuss how you will present the activities and the terms to be used with the children for the private body parts. This curriculum contains outlines for two parent meetings. One meeting focuses on the material in the curriculum and the other meeting facilitates a discussion with parents about communicating with their children.

It is critical that all parents are aware that the curriculum will be presented to the children, know when it will be introduced, and are knowledgeable about how they can assist you by asking their children questions, responding appropriately to their children's comments and questions, and by reinforcing the concepts and skills introduced at preschool or child care.

In the parent section of this book, you will find a suggested agenda for a parent meeting and parent letters that introduce the concepts of each unit to parents. These letters also have a list of suggested activities parents can do with their children to reinforce learning.

If it is not possible for you to have a parent meeting, discuss the curriculum individually with your parents of three, four and five year old's, and provide them with the handouts.

If you are a home provider with three, four or five year olds and children of other ages as well, you may be uncertain how you can use this curriculum in your situation. We suggest that you select a time when younger children are asleep to have an informal story time just as you do when you read books to the preschoolers. Select a comfortable place in your home, perhaps on a couch.

Be sure that you do not include any three year old in the lessons marked "Not for Threes". We encourage you to do some of the suggested supplementary activities from which all of your children could benefit and enjoy.

Personal Safety Curriculum

Guidelines for Child Safety Programs

Philosophy:

To be an acceptable child abuse prevention program, the curriculum must acknowledge the following:

- ◆ Both sexes can be victims of sexual and physical abuse.
- ◆ Both sexes can be perpetrators of sexual and physical abuse.
- ◆ Perpetrators are real people; most are not strangers and are known by the children.
- ◆ The child who is abused is never to blame.
- ◆ The program should be based on educational theories.
- ◆ Be appropriate for the age, educational and developmental levels of the child.
- ◆ Offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situation.
- ◆ Utilize qualified presenters who use active participation.

Scope of the Problem:

Child sexual abuse is more prevalent than the U.S. public would like to believe. It is widespread. Children of all ages, races, and ethnicities experience child sexual abuse.

Here are some other key findings from the CDC about child sexual abuse: ^[1]

- ◆ One (1) in four (4) girls and one (1) in thirteen (13) boys experience child sexual abuse at some point in childhood.
- ◆ Most children are sexually abused by someone they know and trust.
- ◆ In 2019, there were over 41 million videos of child sexual abuse reported compared to five (5) years ago when there were less than 350,000.
- ◆ Physical force is very rarely used, rather the offender uses manipulation such as bribes, gifts, and games.
- ◆ More than 80% of child sexual abuse cases never come to the attention of Child Protective Services (CPS) or law enforcement.
- ◆ Children often do not tell because they are afraid, they will not be believed or they worry about what a disclosure would do to their family.

- ◆ There is no typical offender—they come from all walks of life. It happens not only in impoverished areas but in affluent communities as well.
- ◆ The total lifetime known economic burden of child sexual abuse in the United States in 2015 was estimated to be at least \$9.3 billion.

In Tennessee, the Department of Children’s Services (TDCS) is the agency tasked to protect and nurture the state’s most vulnerable children and families.

Goals of Personal Safety Programs:

If we can improve knowledge, self-confidence, and assertiveness skills of children, then we can break the cycle of victimization in which some of those who have been victimized later become offenders. Therefore, the goals are:

- ◆ To enhance a child’s ability to avoid victimization.
- ◆ To enhance a child’s self-esteem and self-confidence.
- ◆ To reduce feelings of guilt and blame that often are associated with being abused.
- ◆ To enhance and coordinate community response.
- ◆ To reinforce adult supervision and protection.
- ◆ To deter offender behavior.

Content of Effective Programs:

Programs must include lessons on each of the following:

- ◆ Children own their body, and their genitals (the parts covered by a bathing suit) are private.
- ◆ Feelings are O.K. and it’s important to tell others how you feel.
- ◆ There are good and bad touches.
- ◆ Saying “NO”, getting away, and telling someone are ways to respond to unsafe touches.
- ◆ Children can be taught about good and bad touches as part of continuous learning to understand the difference.
- ◆ Programs to reduce child victimization have the greatest impact on elementary age children.
- ◆ A study comparing teachers and parents as instructors discovered parents and teachers are equally effective, and in some cases, parents were more effective at teaching their children about personal safety.

Preparation:

Because children are victimized in every part of the country, each community needs to provide an educational program that better ensures the safety of the children in its area.

- ◆ A primary objective of programs to reduce child victimization must involve children, parents, teachers, officials, organizations, and the community.
- ◆ Children are more likely to consider a program interesting and helpful if it has information for them to take home and if it prompted a discussion with parents.
- ◆ Know your state's law concerning physical and sexual abuse.
- ◆ Presenters need to be able to communicate effectively with the children they are teaching and they must be aware that they are mandated reporters of abuse.
- ◆ An effective evaluation should address areas of knowledge, skills, behavioral changes in children, and satisfaction of teachers and parents. In addition, the evaluation should document the number of incidents that are reported after the program is presented.

Format:

There are numerous formats for programs to follow; however, it is important to include the following.

- ◆ Objectives for the curriculum and each lesson are clearly stated.
- ◆ Step by step directions for the brief lessons are given.
- ◆ Simple, clear, appropriate language is used.

Essential Elements of Programs:

There are three (3) main areas of the program, which are addressed to get the message across to children; they are the skills, presentation and awareness.

- ◆ Programs should address protection as well as risk factors.
- ◆ The most effective programs use behavior rehearsal and role-playing and provide feedback to the presenters and the children.
- ◆ Programs should be tailored to the cognitive and learning abilities of children, with younger children requiring repeated behavioral rehearsal and feed back in order to comprehend the prevention strategies.
- ◆ Physically and developmentally challenged children have the same right and need to safety education as any other child.
- ◆ Skills trainings:
 - Teach children to recognize dangerous situations.
 - Teach children to know the difference between good and bad touches.
 - Teach children to say "NO" to unwanted touches.

- Teach children to better protect themselves and avoid dangerous situations.
- Encourage children to tell an adult about such episodes.
- Assure children that such incidents are never their fault.

Resources

Guidelines for Programs to Reduce Child Victimization: Resources for communities when choosing a program to teach personal safety to children. National Center for Missing and Exploited Children.

Child Maltreatment Fact Sheet: from the National Center for Injury Prevention and Control.

<http://www.cdc.gov/ncipc/factsheets/cmfacts.htm>

Section 4

Child Abuse and Neglect

All material in this section is a compilation of information from the following sources with details listed in the References section:

2005 Community Resource Packet, Safe Children and Healthy Families Area a Shared Responsibility; 2005 Protecting Children from Sexual Abuse; Caregivers of Young Children: Preventing and Responding to Child Maltreatment User Manual Series;

Prevention of Child Abuse in Early Childhood Programs and Responsibilities of Early Childhood Professionals to Prevent Child Abuse; Understanding Child Maltreatment: An Introduction to Definitions, Incidence, and Risk/Protective Factors; Protecting Children from Sexual Abuse in the Community, A Guide for Parents and Caregivers; In Loving Hands Kids Blossom;

<http://www.state.tn.us/youth>; <http://www.state.tn.us/humanserv/>

Child Protective Services Categories and Definitions of Abuse/Neglect

Definitions and Indicators

Child abuse affects children of every age, race, and income level. It often takes place in the home and comes from a person the child knows and trusts—a parent, relative, babysitter, or friend of the family.

Often abusers are ordinary people caught in stressful situations: young mothers and fathers unprepared for the responsibilities of raising a child; overwhelmed single parents with no support system; families placed under great stress by poverty, divorce, or sickness; parents with alcohol or drug problems.

The Tennessee Department of Children's Services (TDCS) defines the various categories of abuse/neglect in the following ways:

Physical Abuse:

Any non-accidental physical injury or trauma that could cause injury inflicted by a parent, legal custodian, relative or any other person who is responsible for the care, supervision, or treatment of the child. Physical abuse also includes, but is not limited to:

- ◆ A parent or legal custodian/caretaker's failure to protect a child from another person who perpetrated physical abuse on a child.
- ◆ Injuries, marks and/or bruising that go beyond temporary redness or are in excess of age appropriate corporal punishment. (e.g., a bruise, broken bone, cut, burn).
- ◆ Violent behavior by the parent or legal custodian/caretaker that demonstrates a disregard for the presence of a child and could reasonably result in serious injury. Striking (hitting, kicking, punching, slapping, etc.) a child in such a way that would result in internal injury. Factitious Disorder Imposed on Another (FDIA), formerly known as Munchausen by Proxy Syndrome could be considered physical abuse, medical neglect, or psychological abuse.

NOTE: Physical abuse should not be confused with developmentally appropriate, discipline-related marks and bruises on the buttocks or legs of children six (6) years of age and older when there are no developmental or physical delays, past history of abuse or recent (within the past year) screened-out reports.

NOTE: In its most severe form, physical abuse is likely to cause serious bodily injury or death.

Drug Exposed Child:

This allegation pertains to a person under the age of eighteen (18) who:

- ◆ Has been exposed to or experiencing withdrawal from use, sale, or manufacture of a drug or chemical substance (including, but not limited to alcohol such as a diagnosis of Fetal Alcohol Syndrome, cannabis, hallucinogens, stimulants, sedatives, narcotics, methamphetamines, heroin, inhalants) that could adversely affect the child's physical, mental, or emotional functioning as a result of the actions or behaviors of the parent/caregiver; or
- ◆ Has a parent/caregiver that uses drugs or chemical substances that impacts their ability to adequately care for the child; or
- ◆ Has a parent/caregiver that has current addiction issues that could adversely affect the child's physical, mental, or emotional functioning.

NOTE: The manufacturing of methamphetamine where children are present, or in close proximity, is always considered severe abuse.

NOTE: Infants born with a diagnosis of Fetal Alcohol Spectrum Disorder (FASD) is always considered severe abuse.

NOTE: Infants born with a diagnosis of Neo-Natal Abstinence Syndrome (NAS) where the diagnosis is not based on the mother's prescribed and appropriately followed Medication-Assisted Treatment is always considered severe abuse.

Neglect:

Failure or refusal to provide necessary food, clothing, shelter, education (as required by law), medical treatment, supervision, and other supports necessary for the child's well-being based on the age and developmental stages of a child. Neglect includes:

1. **Environmental neglect:**

A living situation either inside or outside the residence that is dangerous or unhealthy. The situation described can cause harm or significant risk of harm to the child(ren) in the home. The child's age and developmental status is considered when evaluating the impact of the environmental condition of the child. The following are some examples of environmental situations as they relate to the child's age and developmental status:

- ◆ Leaking gas from stove or heating unit.
- ◆ Substances or objects accessible to the child that may endanger health/safety.
- ◆ Open/broken/missing windows.
- ◆ Structural hazards such as caving roof, holes in floor or walls.
- ◆ Exposed electrical wires.
- ◆ Children that lack clothing so that they are dangerously exposed to the elements, i.e., not having shoes or warm clothing for winter, etc.
- ◆ Excessive garbage or rotted or spoiled food, which threatens health.
- ◆ Evidence of human or animal waste in the living quarters.
- ◆ Insect or rodent infestation; and
- ◆ Lack of or inability to obtain appropriate hygiene which threatens the health and well-being of a child, including the refusal to allow the child to bathe.

NOTE: In its most severe form, serious illness or significant injury has occurred due to living conditions and these conditions still exist (e.g., lead poisoning, rat bites).

2. Nutritional neglect:

A parent or legal custodian/caretaker's failure to provide adequate nutrition to a child. Nutritional neglect occurs when children repeatedly experience hunger for hours or a large part of the day and no food is available. These behaviors may include:

- ◆ Begging from neighbors for food.
- ◆ Eating out of garbage cans; or
- ◆ Constantly stating a need for food.

NOTE: In its more severe form, nutritional neglect is the failure to feed a child that result in poor growth which may include the child's weight, height and head circumference falling significantly below the growth rates of average children, malnutrition, and non-organic failure to thrive.

3. Medical neglect: A situation in which a child does not receive adequate health care, resulting in actual or potential harm. Medical maltreatment applies to procedures or treatment that a physician or other medical professional deems necessary. Medical neglect does not include elective health care or treatment.

NOTE: Medical neglect may rise to the level of severe abuse if the absence of medical care endangers the life of the child or is likely to result in severe impairment.

4. Educational neglect: Repeated failure of the parent or legal custodian/caretaker to meet the child's educational needs. This allegation applies to:
- ◆ Children legally mandated to be in an educational program through eighteen (18) years of age. When applying this allegation to children twelve (12) and over, it should only be considered after the inability of the school to engage the parent or legal custodian/caretaker to improve the child's school attendance.
 - ◆ Parent or legal custodian/caretaker failure to enroll a child in school or failure to register a home-schooled child with the Board of Education.

NOTE: This allegation is not appropriate for reports of children who willfully refuse to attend school.

NOTE: This allegation is not appropriate unless the school has demonstrated attempts to correct the situation under the Three Tier Progressive Truancy Intervention Plan.

5. Lack of Supervision:

Failure to provide adequate supervision, by a parent or other legal custodian/caretaker, who is able to do so. A lack of supervision allegation or determination means **that**:

- ◆ The child has been placed in a situation that requires actions beyond the child's level of maturity, physical ability, and/or mental ability; or
- ◆ Caregiver inadequately supervises a child. The caregiver is with the child, but is unable or unwilling to supervise (e.g., the caregiver is under the influence of alcohol or drugs, is depressed, sleeps during the day or has inadequate parenting knowledge or skills).
- ◆ Any registered sex offender residing in the home with unrelated minor children or victim of offender and/or caregiver knowingly resides with and/or allows children to be unsupervised with a registered sex offender.

6. Abandonment:

Deliberate absence of the parent or other legal custodian/caretaker for an extended period with no plan or provision for the child's care. It may include:

- ◆ Abandonment of the child in the child's own home, in day care or in substitute care.
- ◆ Abandonment of the child in a car, on the highway, or in a public place.

- ◆ Child left in the care of a suitable caregiver but without proper planning or consent. The caregiver leaves the child but does not return when scheduled or has a history of leaving the child without providing essentials for care (e.g., diapers, formula).
- ◆ Newborn infants who are aged two (2) weeks or younger and voluntarily delivered by the infant's mother to a designated facility as defined by TCA 68-11-255, Procedure for Surrendering Custody of Unwanted Infant Without Criminal Liability, per TCA 36-1-142) does not apply to the definition of abandonment.

Exception: Parents/caretakers with unruly children who exhibit unmanageable behavior and require intervention services are referred to Family Crisis Intervention Program (FCIP) services.

Sexual Abuse:

Child Sexual Abuse

1. Child sexual abuse occurs when a child who is under the age of thirteen (13) or was under the age of thirteen (13) when the abuse occurred or a child is age thirteen-eighteen (13-18) and meets the relationship criteria per policy, and the child is involved in intentional sexual acts that produce sexual arousal and/or gratification for the perpetrator including:
 - ◆ Explicit sexual acts.
 - ◆ Vaginal, oral, anal, or digital penetration with or without the use of an object.
 - ◆ Touching, fondling, molestation or intentional contact with genitals, buttocks or breasts of child or perpetrator. This also includes when adolescents or adults instruct children to engage in such behaviors with each other.
 - ◆ Indecent exposure and voyeurism; and
 - ◆ Intentionally exposing a child to sexually explicit material.
2. Sexual behaviors or situations in which the motivation may or may not be sexual, but there is a clear sexual component such as:
 - ◆ Taking pictures or videos of children engaging in sexual activities or in sexually explicit poses.
 - ◆ Making children available to others for sexual purposes.
 - ◆ The sexual gratification or benefit of an adult.
 - ◆ Use of a child for prostitution; and
 - ◆ Caregiver has knowledge or reasonable suspicion of child sexual abuse by another person and

intentionally fails to intervene or protect child.

Commercial Exploitation of a Minor (CSEM)

1. The use of any person under the age of eighteen (18) as defined in, numbers one (1) and two (2) of this section in exchange for anything of value either directly or indirectly. Force, threat, or coercion is not a factor for Commercial Sexual Exploitation of a Minor (CSEM).
2. For screening purposes, a report may be submitted for investigation of CSEM without direct allegations of Child Sexual Abuse as defined above when a reasonable suspicion of CSEM exists which may include one (1) or more of the below risk factors:
 - ◆ Chronic Runaway.
 - ◆ Large amounts of cash or prepaid cards.
 - ◆ Dramatic increase of material possessions with no other explanation.
 - ◆ Hotel keys, receipts, etc.
 - ◆ Older “boyfriend” or overtly concerned/controlling male or female.
 - ◆ Personal items don’t reflect living situation.
 - ◆ Multiple Sexually Transmitted Infections (STI’s).
 - ◆ Unexplained injuries; and/or
 - ◆ Significant change in behavior.

NOTE: Sexual abuse is always considered severe.

Psychological Harm:

A repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another’s needs and may include both abusive acts against a child and failure to act; neglectful behavior when age appropriate action is required for a child’s healthy development (e.g., when a child is shown no affection). It can occur as part of an extreme one-time incident, e.g., a parent frustrated about continual bed-wetting forces a six (6) year old to wear diapers in the neighborhood) but is usually chronic.

NOTE: An allegation of psychological harm does not have to come from a professional. Some types of psychological harm might include:

- ◆ An injury to a child by a caregiver that impairs his/her intellectual, emotional, or psychological

development.

- ◆ Verbal and non-verbal caregiver acts that reject and degrade a child such as belittling, degrading, shaming, and ridiculing.
- ◆ Terrorizing: including caregiver behavior that threatens or is likely to physically hurt, kill, abandon, or place the child or child's siblings, toys, or objects in recognizable dangerous situations to terrorize the child.
- ◆ Isolating that includes caregiver behaviors that consistently deny the child opportunities to meet needs for interacting or communicating with peers or adults inside or outside the home. Confining the child or placing unreasonable limitations on the child's freedom of movement within his or her environment.

Domestic Violence:

Acts of violence, coercion, or intimidation against a parent or caregiver by an intimate partner that could cause injury to a child, create an environment of hostility or instability, and/or impact the caregiver(s) ability to provide for the basic needs of the child(ren) including food and supervision.

Domestic violence includes, but is not limited to:

- ◆ Physical violence such as hitting, shoving, spitting, destroying possessions, threats toward any member of the household, throwing things, and attacks.
- ◆ Any form of domestic violence (to include but not limited to emotional abuse, financial control, stalking, harassment, violence towards pets, or sexual assault) where the safety and/or wellbeing of the child is impacted.

Child Death/Near Death:

1. Child death:

Child death is defined as:

- ◆ Any child death caused by abuse or neglect.
- ◆ Any unexplained death of a child when the cause of death is unknown or pending an autopsy report.
- ◆ Any child death caused by abuse or neglect resulting from the parent or legal custodian/caretaker failure to stop another person's direct action that resulted in the death of the child. Child deaths are always treated as severe abuse.

2. Near Death:

A near death, per Tennessee Code Annotated (TCA) 37-5-107(c)(4) is defined as a serious or critical medical condition resulting from abuse, neglect, or child sexual abuse, as reported by a physician who has examined the child subsequent to the abuse or neglect.

NOTE: Preliminary near deaths are always treated as severe child abuse.

Child Abuse and Neglect

Risk Factors

Rather than one single risk factor that leads families to maltreat their children, there are multiple factors interacting at different levels that lead to abusive or neglectful behavior in families. Factors which are enduring or long-standing in nature and which increase the risk of maltreatment include such things as a parent with a hostile personality or problem-solving deficits; a parent with an addiction to alcohol or other substances; families living in chronic poverty; or a child with a difficult temperament. Situational stressors, which may cause a predisposed parent to maltreat their child, include a parent losing her job, loss of a spouse, physical illness, and a child's expulsion from school.

Children who are most at risk for child sexual abuse appear to be children in which some type of family transition causes either maternal absence or rejection, or situation in which maternal ability to supervise adequately is compromised (e.g., divorce, maternal history of sexual abuse, substance abuse). Additionally, children who are emotionally vulnerable (due to poor parenting/nurturance or family transitions such as divorce) also seem to be at higher risk for abuse. In the vast majority of child sexual abuse cases, the child knows the perpetrator. The majority of perpetrators are men, although the field now recognizes that approximately 10% of child sexual abuse perpetrators are female. Additionally, a significant number of sexual offenses against children are perpetrated by children themselves, typically adolescents. Finally, a non-offending mother's previous history of childhood maltreatment (particularly sexual abuse) is a risk factor for children.

We may never fully understand all of the reasons why an adult may become abusive and it may be hard to think that a child under our guidance could be harmed by someone else. While there is no specific profile for an adult that makes him/her likely to abuse, there are some risk factors that may contribute. Often, parents and caregivers have no intention of harming a child, but they may be unable to cope with life stresses. They may then take their anger and frustration out on children. Other times adults are simply unaware that their form of discipline is too harsh or excessive for the child's age or behavior. Adults who abuse children may also face one or more of these challenges:

- ◆ Living at or below the poverty level
- ◆ Social isolation
- ◆ Frequent family crisis
- ◆ Abuse during their childhood

- ◆ Substance abuse
- ◆ Lack of parenting skills
- ◆ Unrealistic expectations of children
- ◆ Poor impulse control
- ◆ An unplanned or premarital pregnancy
- ◆ Abuse from their partner
- ◆ Unemployment

There are also potential situations that may place infants at high risk of being abused.

- ◆ Premature infants
- ◆ Infants with congenital abnormalities and developmentally challenged children
- ◆ Colicky infants
- ◆ Very ill infant or child
- ◆ Twin or multiple births
- ◆ Behavior indicative of lack of infant/maternal attachment
- ◆ Unwanted pregnancy
- ◆ Depression related to pregnancy
- ◆ One parent wanted either abortion or to relinquish the child but did not
- ◆ Difficult delivery
- ◆ Separation of mother and infant for health reasons of either parent or the child
- ◆ Mother does not understand or accept changes in her life which caring for an infant necessitates
- ◆ Parents who are overly concerned with the baby's sex, or voice a lot of concern about how they will cope with an infant
- ◆ Parent who makes no/few preparations for infant
- ◆ Parent who avoids touching or looking at the infant and does not visit the neonatal unit
- ◆ Single parents or young mothers under the age of 20

Child Abuse and Neglect

Protective Factors

Increasing attention is being paid to the protective factors that buffer families from stress and increase the likelihood that families can provide safe, nurturing, appropriate care for their children. Protective factors, like risk factors, can be situational or enduring. These factors can mitigate those effects and provide benefits, resulting in greater resilience for parents and children. Successful family support activities and child abuse prevention programs are designed to promote these protective factors.

Research has identified protective factors known to be connected with reductions in child abuse and neglect:

- ◆ Nurturing and attachment
- ◆ Social connections
- ◆ Knowledge of parenting and child development
- ◆ Effective problem solving and communication skills
- ◆ Concrete support in times of need
- ◆ Social and emotional competence of children
- ◆ Healthy marriages

Early childhood education programs often serve as an extended support system for families just as friends and relatives might have in the past. Supportive relationships with parents enable staff to be more responsive to children's needs and increase parents' abilities to care for their children. When parents feel less stress, they are more likely to interact positively with their children and less likely to take out their frustration on their children. Ways to provide this support include:

- ◆ Developing Positive Relationships with Parents
- ◆ Being Alert to Signs of Stress in Parents
- ◆ Providing Opportunities for Parents to Become Involved
- ◆ Communicating Regularly with Parents Concerning Children's Progress
- ◆ Providing Parent Education
- ◆ Modeling Developmentally Appropriate Practices
- ◆ Providing Information About Community Resources

Child Abuse and Neglect

Reporting Abuse and Neglect

The involvement of early childhood professionals in reporting child abuse and neglect is mandated in Tennessee state laws and Department of Human Services licensing regulations.

Persons may notify DCS by:

Calling the statewide child abuse and neglect reporting hotline

1-877-237-0004 or 1-877-54ABUSE (1-877-542-2873)

Reporting Non-emergency situations online at

<https://apps.tn.gov/carat/>

~~Faxing the statewide child abuse and neglect reporting hotline~~

~~1-615-253-6588~~

When a person notifies the Department of Children's Services regarding possible abuse or neglect of a child, Children's Services case managers determine how quickly to proceed with an investigation by assessing the referral information and focusing on the present and future risks to the child. Considering the condition of the child and the risk of future maltreatment help case managers know how to quickly respond to a Child Protective Services (CPS) referral and what priority to assign that referral. This process involves accepting oral or written allegations of child abuse or neglect for further investigation, gathering the information to determine the need for CPS and the urgency of the situation, and initiating the appropriate response and an investigative plan.

Children's Services accepts reports of child maltreatment provided it meets the following three criteria:

- ◆ The report pertains to a child under the age of eighteen (18) years
- ◆ The report alleges harm or imminent risk of harm to the child
- ◆ The alleged perpetrator is
 - A parent or caretaker
 - A relative or other person living in the home
 - An educator, volunteer, or employee of a recreational/organizational setting who is responsible for the child; or any individual providing treatment, care, or supervision of the child.

The Department of Children's Services accepts all referrals involving sexual abuse of children under the age of thirteen (13) years regardless of the previous relationship between the alleged victim and the alleged perpetrator. Children's Services does not investigate sexual abuse allegations of a child thirteen to eighteen (13 to 18) years old by an alleged perpetrator who does not have a relationship with the child, as defined above unless the child is in the Department's custody. In such cases the matter is referred to law enforcement, and Children's Services may assist law enforcement or the district attorney's office.

Information needed when reporting (please provide as much information as possible, but remember that you must report even if all of this information is not available to you):

- ◆ Nature of the harm or specific incident(s) that precipitated the report
 - Specific allegation(s), date(s) and descriptions of the injuries or dangers
 - Identities of alleged perpetrator(s) and their relationships to the victim
 - Details of any physical evidence available
 - Perpetrator's current access to the child
 - Present condition of the child (alone, in need of medical attention, etc.)
 - The location of the child and directions to get there
 - Any statements from the child
- ◆ Parent's current emotional, physical, or mental state, especially feelings about the children and reactions to the report
- ◆ How the reporter came to know the information and the reporter's thoughts about the likelihood of further harm to the child(ren).

These are just several examples of the questions that may be asked when reporting abuse or neglect. The reporter's identity is confidential, but a name should be given so the Department could follow-up contact with the reporter if necessary. *The reporter is free from civil or criminal liability for reports of suspected child abuse or neglect made in good faith.*

Many early childhood education agencies have policies defining the duties and responsibilities of all staff in reporting child abuse and neglect. A child care provider who suspects that a child is being maltreated must waste no time in reporting and is required to do so by TDHS licensing regulations. Taking this action will probably make the reporter feel at risk, stressed, confused and generally uncomfortable. Staff members should review their program's policies and procedures so they will be clear about their responsibilities. Every individual is responsible to report allegations of abuse or neglect.

A report of child abuse and neglect is not an accusation but is a request to determine whether child abuse or neglect exists and to begin the helping process. Caregivers of young children have an ethical and legal responsibility to protect the children in their care.

Tennessee Statutes Regarding Reporting Child Abuse and Neglect

Tennessee Code 37-1-403 (a)(1) states: Any person who has knowledge of or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect.

Tennessee Code 37-1-403 (a) (3) states: If any such person knows or has reasonable cause to suspect that a child has been sexually abused, the person shall report such information in accordance with § 37-1-605, relative to the sexual abuse of children, regardless of whether such person knows or believes that the child has sustained any apparent injury as a result of such abuse.

Tennessee Code 37-1-410 (a) (4) (B) states: Because of the overriding public policy to encourage all persons to report the neglect of or harm or abuse to children, any person upon whom good faith immunity is conferred pursuant to this subdivision shall be presumed to have acted in good faith in making report of harm.

In addition, remember that the Tennessee Department of Human Services' licensing regulations require providers to immediately report any reasonable suspicion of abuse or neglect.

Section 5

Keeping Kids Safe Curriculum

All material in this section is a compilation of information from the following sources with details listed in the References section:

2005 Community Resource Packet, Safe Children and Healthy Families Area a Shared Responsibility; 2005 Protecting Children from Sexual Abuse; Caregivers of Young Children: Preventing and Responding to Child Maltreatment User Manual Series; Prevention of Child Abuse in Early Childhood Programs and Responsibilities of Early Childhood Professionals to Prevent Child Abuse; Understanding Child Maltreatment: An Introduction to Definitions, Incidence, and Risk/Protective Factors; Protecting Children from Sexual Abuse in the Community, A Guide for Parents and Caregivers; In Loving Hands Kids Blossom.

Section 5

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Keeping Kids Safe Curriculum

Teaching the Curriculum

What the Curriculum Contains

Keeping Kids Safe is a Personal Safety Curriculum that takes a holistic approach to the safety of children. Sections 1-3 contain a general overview and information about the responsibilities of parents, providers, and the community in protecting children. Additionally, there is a general review of the components of a personal safety curriculum. Section 4 contains an extensive look at child abuse and neglect, including recognizing and reporting requirements specific to Tennessee. Section 5 contains the Keeping Kids Safe Curriculum. Included are Teaching the Curriculum Tips, Frequently Asked Questions, the Curriculum itself and Teaching Aides for the material. The Curriculum is composed of the following 6 Units

- ◆ Self Esteem
- ◆ Family and Friends
- ◆ Feelings
- ◆ Problem Solving
- ◆ Personal Safety (general) and Personal Safety (4 years and older)
- ◆ Safety Around Me

Units 1 through 4 have 5 sessions, with Unit 5 (Personal Safety) having 4 general sessions and 4 additional sessions for children 4-5 years old. All sessions begin with Group Time. Spot, the Dalmatian, sometimes introduces story time and gathers children to the story area. Following the story is a list of supplementary activities that give children practice in understanding the concepts.

Section 6 and 7 focus on engaging parents and conducting parent meetings to introduce the curriculum and develop parent support networks. Section 8 is a source of resources used in developing the material and additional information for providers and families.

Who Is to Receive this Curriculum

It is most important to remember that the curriculum is appropriate for children ages three to five years. There are four sessions, however, in Unit 5 that are specific for 4 and 5 year old children only.

These sessions involve more detailed information and require more complex thinking skills than we can expect three-year old children to handle. If your group has children of mixed ages when

you teach these activities, do not include threes in Group Time but have other activities planned for them.

When to Present the Curriculum

The best time to present the sessions is in the morning at a special group time. It is best if these sessions are not presented with other Group Time activities; however, it is all right to settle the children with a song or a finger play before beginning the session.

Using Hand Puppets as a Group Motivator/Storyteller

Spot the Dalmatian is a hand puppet that is used as a group motivator. Spot introduces each story and can be used to introduce activities. You may use another puppet of your choosing as a group motivator. It is important, however, that you use the puppet only for this special group time.

◆ Group Time

The first step in planning for Group Time should be to find the best place in your room for the activities. Finding a quiet place where you and the children won't be interrupted or distracted is important. The space that you decide on should be used each time you present the activities in the curriculum. Softness in the form of a rug or pillows will help the children to relax and enjoy the activities.

◆ Presentation

It is important you plan ahead and make materials well in advance. Look over the lesson and gather all the materials you will need. You may want to put them in a special box in the order in which they will be used so that you won't have to fumble for the item that comes next.

If the children are to enjoy the activities, you must present them enthusiastically. As you lead the activities, speak, and look directly at the children. Don't allow the pace to drag between activities or you will lose their attention.

The younger the age group, the shorter the lessons should be. For example, 10-15 minutes is long enough for three-year-olds, and 20 minutes is about the limit for four and five year olds. Even though you may not have finished the lesson, if you sense that the children are losing interest, it is best to end the activities and plan to finish them another time.

What If They Don't Listen

The puppet, Spot, is very shy and comes out only when it is quiet. That way Spot has a quieting effect on the children. Handle and pet him gently and speak softly to him. When he is not in use, he should be kept in his house, which could be a specially decorated basket or box.

Develop a special soft voice to use for the puppet. Children tire of our voices and sometimes tune us out, but they listen attentively to a new puppet voice. Be prepared, keep the activities moving, be enthusiastic, have fun with your children, and behavior problems will be few.

Use of Terminology for Genitals

The staff and parents should together decide what terminology to use when referring to the genitals, either the correct anatomical terms or the general term "private body parts." This decision should be made at the Parent Meeting when the curriculum is introduced.

It is important that young children know the correct names for the genitals. Teaching children the correct names helps them become aware of the entire body and gives them adequate vocabulary for describing potentially abusive situations. For boys, the correct names are penis and anus; for girls, the correct names are vagina, anus, and breasts. Lessons with these terms use the general terminology in the lesson plan with the optional "correct names" in parenthesis.

In determining the terminology to use in teaching the curriculum it is important to remember that this is a joint decision between providers and parents. Using the general terms for genitals will not prevent the learning objectives for those sessions from occurring. It is more valuable to work together as parents and providers than to allow terminology differences to keep children from participating in the many strength-based activities the curriculum contains.

If a Child Discloses in the Group

Throughout the years of presenting personal safety information to children in Tennessee, young children have disclosed abuse or situations which might have led to abuse. In so doing, they see teachers and caregivers as "an adult friend who can help". It is important that you, the caregiver, be prepared for this to happen and are ready to handle appropriately such a situation.

When a child discloses in your group, acknowledge the child's response, and assure them you will talk with them when the activity has been completed. Complete that portion of the session you are involved in. Ask another staff person to assist you by taking over the material and completing the session or redirecting the children to supervised play activity. Because the child has trusted to confide in you, it is important to honor that relationship. In a calm and non-threatening manner isolate the child from the other students to continue the discussion. Allow the child to continue to tell you what has happened to them or what they were trying to tell you during the activity.

Remember:

- ◆ Do listen in as calm a manner as possible. Under-react.
- ◆ Do reassure the child that no matter what happened, it was not their fault and they are not in trouble for telling.
- ◆ Do allow the child to talk to you as much or as little as she/he wants.
- ◆ Do accept what the child is telling you and don't pre-judge what may have occurred.
- ◆ Do share with your supervisor that information has been disclosed, and remember, you are responsible for calling the Department of Children's Services. They are responsible for investigating allegations of abuse and neglect. Any attempt by caregivers to conduct an investigation could have negative effects on the child and the family, and also remember that Department of Human Services' licensing rules prohibit any delay in reporting the abuse.
- ◆ Cooperate fully with DCS during their investigation.
- ◆ Do complete an incident report immediately detailing your conversation with the child and the steps you took upon hearing that disclosure
- ◆ Do help the child maintain their normal routine and reintroduce them back into the group.
- ◆ Don't inform the parents of the information the child has disclosed. This includes attempting to resolve the situation on your own or doing your own investigation. If the parent arrives at your center prior to Department of Children's Services staff, call 1-877-237-0004 again to update the intake staff and ask for direction on what you are to do next. Document on an incident report the name and position of the person you talked with, the date and time of the call.
- ◆ Don't tell other staff about the allegation unless there is a direct reason for them to know. Confidentiality is very important. Department of Children's Services will discuss the information with any other staff that they think need to be informed.
- ◆ Don't vent your anger or other feelings in front of the child or other staff members. Children may feel at fault if you appear upset and may regret disclosing the abuse.

If Children Were Taught the Curriculum Last Year

It is good review and reinforcement for your three- or four-year olds to be taught the curriculum again when they are four- or five years old. They will feel more confident about their knowledge and skills which helps improve their self-esteem. They will also be good role models for the "first timers" who may be in the group. You can add variety to the curriculum by using different supplementary activities each year.

Keeping Kids Safe Curriculum

Questions and Answers

Must our agency teach a personal safety program?

Yes. Tennessee law (TCA § 37-1-603) mandates that every licensed or approved child care agency (preschool or child care agency) in Tennessee provide annually a child sexual abuse prevention program for enrolled children. In addition, the Department of Human Services' licensing regulations require that a personal safety curriculum must be presented each year to any three-, four-, and five year-old enrolled in your agency. Younger children must not be included in these learning activities. When your Licensing Coordinator completes your annual review, she/he will ask for documentation that you have presented the curriculum each year.

Must our agency use this personal safety program/curriculum?

No. This particular curriculum is not a required curriculum. Your agency may choose to develop your own child sexual abuse prevention program or use an alternative curriculum. If you choose to develop or use another curriculum, it must be approved by the Tennessee Department of Human Services before use.

Must we teach the units and sessions as presented in the curriculum?

Preferably. The units and activities in each unit have been carefully ordered beginning with simple information and skills to increasingly more complex learning. Each activity builds on, extends, and reinforces learning from previous activities. Unit 1 introduces the characters used throughout the stories and would need to be presented first to set the stage for the remaining units. If the problem situations in Unit 5 and 6 were presented before the children had developed positive understanding and feelings about self, or skills to deal with problems, or knowledge of adults that can help with problems, children could be unnecessarily frightened about all kinds of safety issues.

How much time must we devote to the Personal Safety Curriculum?

There are 34 different 10-15 minute story lessons in this curriculum. Although not required, you are strongly encouraged to use some of the supplementary activities related to each story lesson. The story lesson is designed to simply introduce the concepts. Children will learn the concepts and skills as they have the opportunities to apply and practice them.

Must the person(s) who will teach the curriculum receive training first?

Yes. Whoever is going to present the curriculum to the three- through five-year-olds in your agency must first have the personal safety/child sexual abuse prevention training provided or arranged by the Department of Human Services. It is critical that the person(s) is knowledgeable about the goals of the curriculum and the activities and is comfortable presenting the curriculum to the children and to their parents.

Must I/we have a parent meeting before I/we teach the curriculum?

Yes. It is very important that every parent knows about the curriculum and understands what the children will be learning and why. The story lessons will introduce the important concepts and rules the children should learn; however, the objectives of this curriculum will be accomplished only when providers, teachers and parents help the children apply these concepts and rules in everyday situations all during the year. It is essential that you and parents are consistent and do and say the same thing regarding personal safety issues.

Is the personal safety curriculum a sex education curriculum?

No. This curriculum has nothing to do with sex. Its purpose is to teach the children about themselves and how to be strong and safe when they encounter dangerous situations. Teaching children names of private body parts is no different to them than teaching them the names of other body parts such as “head” and “foot.”

Unit 1: Self-Esteem**Session 1: I Am Unique****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Characters:** Keisha, José and Megan**Objective:** Each child will recognize that he/she is unique**Group Time****Meeting Our New Friends****Spot:**

Hello, I'm Spot, a friendly Dalmatian. Who are you?

Ms. Moon:

These are the children in my group. They are wearing dog biscuit name tags because they know you like dog biscuits. Can you read their names, Spot? (Spot reads each child's name and greets him/her appropriately)

Spot:

I live in this strong and sturdy dog house and I will come out to be with you when we have these special group times together. I want to be your friend. You will meet some of my friends today! Let me tell you some things about me. I am the only Dalmatian like me. I have lots of spots. No other Dalmatian has the same kind of spots in the same places I do. I am special. I have two eyes to see, two little ears to hear, a nose to breathe and smell and a mouth to eat. My favorite thing to eat is dog biscuits. Do you ever eat dog biscuits?

Now are you ready to meet my friends? This friend is Megan. (Point to Megan in the picture). Megan wants to tell you about herself.

Megan:

Hello, my name is Megan. I am special because I am the only Megan just like me. I have brown hair and blue eyes. I am four-years old. I get to live in two houses! I live in a blue house with a black door with my daddy and a white house with red flowers with my momma. I have a turtle named Slow Poke and a kitty named Cupcake. I go to child care while my momma or daddy goes to work. I like to play with dolls and build with blocks. I like to eat peaches best of everything. What do you like to eat? One of my friends is José. (Point to José in picture).

José:

Hello! I'm José. There is only one José just like me and that's me. I'm a big boy and I'll be four pretty soon. I have brown hair and brown eyes. I can run really fast! My momma and my big brother Pablo and I live in an apartment next to my aunt and uncle and my cousins Raquel and Victor. I like to go to the park to play. I like to ride my tricycle and I like to run fast. I stay at child care until my momma gets off work. I like to eat red Jello when Miss Betty, our cook, fixes it for our lunch. Megan and I have another friend, Keisha. (Points to Keisha in the picture.)

Keisha:

Hello! I'm me. I'm Keisha. I am special, too. I am the only little girl named Keisha that's exactly like me. I am three years old. I have black hair and brown eyes and a Band-Aid on my knee. I have a momma and a new daddy and a granny and a tiny baby sister named Jamella. I like to play in the doll corner and paint purple and red pictures. I like ice cream and I like to go to McDonald's. Here is our other friend, Chang. (Points to Chang).

Chang:

Hello! I am Chang and I am special too. I am the only Chang there is who is just like me. I am almost four years old. I have black hair and brown eyes and live in a special house with my mommy and daddy and me on one side, and my Aunt and Uncle and cousin Chin on the other side. I like to swing in my backyard and play with my cousin Chin every day after school. I love to eat pizza with my mommy and daddy. We have another friend named Matthew. (Points to Matthew).

Matthew:

My name is Matthew and I am a special kid. I am almost four years old, just like all my friends. I live in a big house with my grandparents. I have blonde hair and blue eyes. I like to run through the sprinklers at my house and sit on the steps and eat popsicles. I love to be with my friends at school and listen to Ms. Moon read us books.

Spot:

These are my friends; I want to know about you.

(Each child should be asked to tell Spot and his friends all about themselves. To help children tell about themselves, ask questions like "What color is your hair? Who are your friends? What is your favorite food? What is your favorite thing to do on the playground?)

It's fun to have so many new friends. We are all different. We are all special. There is only one Dalmatian that is just like me. There is only one child just like you. Let's all give ourselves a big hug. We are special. Time to go now. See you soon. Wave good-bye to me!

Unit 1: Self-Esteem

Session 1: I Am Unique

Activities

- ◆ **Spot stick puppets:** Children will make puppets by coloring Spot's face on a paper plate. A craft stick is attached to the bottom as a handle.
- ◆ **"Me" paper dolls:** Each child is given a piece of paper with the outline of a child's body drawn on it. The child colors it like himself/herself, adding clothes and cuts it out. The "me" paper dolls might be displayed on a bulletin board or on the classroom door.
- ◆ **"Me" books:** Children draw pictures of themselves, their families, their homes, their pets, their friends, things they like, etc. The pictures are put together as individual books and may be placed on the bookshelf for a few days and then taken home to share with families.
- ◆ **Who am I Game:** Children and teacher sit in a circle. One child sits in the center hiding his/her eyes. A child pointed to by the teacher comes quietly behind the first child and asks, "Who am I?" If the child gets the name right the second child takes his/her place. If the name given is wrong, the teacher asks children to give the child hints until the child guesses who it is. The game continues until all children have had a turn.
- ◆ **"Where am I" Song:** The group sings the song "Where is Thumbkin" substituting the names of children in the group. For example:

All: Where is Joshua? Where is Joshua?

Joshua: Here I am! Here I am!

All: How are you this morning? How are you this morning?

Joshua: Very well, I thank you. Very well, I thank you.

All: Run away. Run away.

- ◆ **Body Art:** Roll out butcher paper on the floor and let one child at a time lie down. Trace around each child's body with a pencil. Give children colors to decorate their bodies. Cut out each child's body and place them around the room. Talk about how everyone's body is alike and how the bodies are different. Be positive.

Unit 1: Self-Esteem**Session 2: I Am Special****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Characters:** José, Ms. Moon**Objective:** Each child will identify with José, who feels good about himself on his special day.**Group Time****José's Birthday**

Spot greets everyone and tells them today is someone's special day. Spot asks the group if they can guess what the day is. When someone guesses birthday, Spot acknowledges they are correct and thanks them.

Spot tells the group this is a story about José.

One morning at the child care center José ran excitedly to meet his teacher. He said, "Guess what today is! It's my birthday!"

Ms. Moon said "Yes, it is your birthday and we have some very special things planned for your 'special day'."

That morning at free play time, José's friends made pictures and gave them to him for birthday presents. He thanked his friends for the pretty pictures.

Later that day José had his birthday party. Ms. Moon had decorated a special chair with streamers and ribbons. José sat in the birthday chair. Ms. Moon had made José a beautiful silver birthday crown with lollipops on it and he wore the crown as he sat in the birthday chair. While José and his friends waited excitedly, Ms. Betty, the cook, brought in a beautiful birthday cake. It had white icing and José's name was written on it with blue icing. But best of all, there were four blue candles that showed José was four years old.

Everybody sang "Happy Birthday" to José. Then he took a great big breath and blew out all the candles.

They all ate birthday cake and chocolate ice cream, José's favorite kind. José thought his birthday was indeed a special day and he felt very happy. Spot returns to his house after saying goodbye and ends the lesson.

Unit 1: Self-Esteem

Session 2: I Am Special

Activities

- ◆ **Birthday Cakes:** Children draw pictures of their own birthday cakes, adding the number of candles that show how old they are.
- ◆ **Play Dough Cakes:** Children make birthday cakes from playdough and birthday candles.
- ◆ **Dramatize:** Children might dramatize the birthday party in the housekeeping center with birthday props.
- ◆ **Story Re-told:** The story could be re-told on the birthday of a child in the group, substituting his/her name for José.
- ◆ **Special Child:** Each child might be designated as Special Child for the Day. On his special day the child could dictate a story about himself to be read aloud to the group and posted on the wall or bulletin board.
- ◆ **Spotlight Board:** A Spotlight Board might be developed which would feature one child each week. Pictures and other personal things could be brought from home for the Board to tell about the child.
- ◆ **Birthday Crown and Pinata:** A Birthday crown and chair could be decorated and used to celebrate the birthdays of the children in the group.
- ◆ **Birthday Stories:** Ask the children to tell Spot about a birthday they have had and what made them feel good about their special day. Spot listens and responds appropriately.
- ◆ **Birthday in other languages:** Ask if there is someone in the group that could share how to sing Happy Birthday in another language.

- ◆ Ask the children if they can do the following items. Make sure every child can do at least one activity. The questions can be changed to fit the needs of a particular group:
 - Who can swing in a swing?
 - Who can sing a song?
 - Who can pick up their toys?
 - Who can spell their name?
 - Who can do a dance?
 - Who can skip around the room?

Unit 1: Self-Esteem**Session 3: I Am Important**

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: José, Ms. Moon

Objective: Children will identify with José as he recognizes that he can do many things to help others.

Group Time**José Helps**

Spot introduces this story but the teacher tells the story.

Do you remember that in the first story about José he just had a birthday? That tells us that he is getting bigger, but he still was not as big as his big brother, Pablo. José was the little brother.

Pablo could do lots of things that José couldn't because Pablo was bigger. Pablo got to stay up late, but José had to go to bed early because he was little. Pablo went to real school, but José couldn't go yet because he was little. Pablo could play football with his friends, but José couldn't play because he was little. Pablo could tie his shoes, but José couldn't tie his shoes because he was little. Pablo could ride a bike, but José couldn't ride a bike because he was little.

José felt like he couldn't do anything. Sometimes he felt sad about it, but his mother told him that one day he'd be big enough to do all the things he couldn't do yet.

One morning when José and his mother arrived at the child care center Ms. Moon said, "Today it is José's turn to be the Helper for the Day". José's mother smiled and said, "You'll have a great day."

After his mother had left, Ms. Moon showed José where his name was on the Helper's chart. Sure enough! It said "José" in the space for Helper for the Day. José was excited because this was his first time to be the Helper.

José fed the goldfish and Ms. Moon said, "You did that well, José."

José watered the plants and Ms. Moon said, "Good work! The water will really help the plants grow."

José helped to mix the paint for the easel and his teacher said, "I like the way you stirred the paint so carefully, José."

Before lunch José came inside and washed his hands. He helped to set the table. He put a napkin, a fork, and a glass by every plate. Ms. Moon said “Thank you, José. You made sure each person got what they will need.”

Just before it was time to go home, Ms. Moon told him she had a surprise for him. She put a badge on José’s shirt that said, “Good Helper.”

José felt happy and proud because after all, there were many things he could do even though he was little. And he knew that when he got older, he could do the things Pablo could do.

Unit 1: Self-Esteem

Session 3: I Am Important

Activities

- ◆ **Badge:** From construction paper of each child's choice, he/she cuts out a badge in any shape. The Teacher writes "Good Helper" on each one and pins it to the child's shirt with a safety pin
- ◆ **Can Do It:** Children are asked to draw a picture of something they can do. Child dictates to teacher what he/she is doing in the picture. Teacher writes the child's description and fastens it to the picture. Example, "Jeremy can feed the goldfish."
- ◆ **Helper's Chart:** A Helper's Chart should be made and followed so that each child has the opportunity to be the Helper. For example, child-sized hands bearing children's names could be made from construction paper for each child in the group. A large "Helping Hands Chart" might be drawn with simple symbols to represent each job in the classroom. A child's hand could then be placed by each of the jobs and changed daily or weekly.
- ◆ **Helping Activities:** On Mother's Day, Father's Day, Grandparent's Day or birthdays of people who are special to the children, children might be encouraged to plan a special helping activity for the honored person. The child could give a card to the honoree on which he had drawn the service to be done for that person. For example, the child might draw a wastebasket to show that he will empty the wastebasket.
- ◆ **Program for Others:** Children might do a program of songs and finger plays for other classes at the center.

Unit 1: Self-Esteem**Session 4: I Am Fantastic**

Materials Needed: Area for group time, A pair of decorated safety glasses, Spot the Dalmatian puppet

Characters: Spot, Megan, Ms. Moon, Chang

Objective: Children will learn that differences are positive and allow you to continue to be what you want to be.

Group Time**I Am Fantastic**

One day at child care, during circle time, Ms. Moon asked the children what they wanted to be when they grew up.

“I would like to be the President of the United States,” said Chang.

“That sounds very exciting Chang, put your mind to it and you can be anything you want” said Ms. Moon.

Megan exclaimed, “I would like to be a princess because you get to live in a big castle and eat cake all day.”

“You can’t be a princess, princesses don’t wear glasses,” said Chang.

The children laughed.

Megan’s face turned red and tears began to fill her eyes.

“Everyone can be a princess or prince,” said Ms. Moon. “As a matter of fact there is a story about a princess who wore glasses. These magical glasses could help her find anything that was lost in the village,” said Ms. Moon.

“Can we hear it?” smiled Megan.

“Most definitely,” said Mrs. Moon as she began the story of Princess Farina.

Princess Farina and the Magic Glasses

Princess Farina lived in a village far, far away. She was kind and nice to everyone and everyone loved her. It was known throughout the village that Princess Farina wore special glasses. These magical glasses could help them find things that were lost. People would come from miles and miles to seek her help.

There was a man who lost his dog and he went to Princess Farina. She placed on her glasses and said, “*Kalamazoo Bazaar-Lip gloss help us find the dog that is lost!!!!*” Within seconds, the man remembered that his son had taken the dog to school for show and tell!

There was a little old lady who lost her rolling pin and wanted to bake an apple pie. Princess Farina placed on her glasses and said, “*Kalamazoo Bazaar-ten Lynn- help us find the rolling pin!!!!*” Within seconds, the little old lady remembered that she let her sister borrow it.

One day a little girl stopped Princess Farina and asked her why she had those funny glasses on her face.

Princess Farina told her they were her special glasses that helped her see lost things.

The little girl wanted to know what kinds of special things she could see.

Princess Farina told about finding the man’s lost dog and also about finding the little old lady’s lost rolling pin.

“Well!” she stomped her foot and exclaimed, “ I want those special glasses.”

Princess Farina took off her special glasses and gave them to the little girl to put on.

“I want to look for my beautiful baby doll,” she said. “I can’t remember where I put it.”

The little girl put the glasses on and looked everywhere but nothing happened.

Princess Farina told her to say “*Kalamazoo Bazaar-yes maybe – help us find the little baby!!!!*” But nothing happened. She said it again, still nothing happened.

“Your glasses don’t work, and they are silly. You can’t be a princess,” said the little girl.

Princess Farina took the glasses from the little girl and put them back on. She was sad that the little girl said she couldn’t be a princess. As she put the glasses on, she said “*Kalamazoo Bazaar-yes maybe – help us find the little baby!!!!*” Within seconds, the little girl remembered she had put her baby to bed at her grandma’s house and had forgotten to wake her up and take her with her when her daddy came to get her the next morning.

“You can be a princess,” said the little girl. “Glasses aren’t silly, they are special and princesses are special. You are fantastic!”

Princess Farina smiled knowing that wearing her special glasses made her unique, and she liked being called fantastic!

Unit 1: Self-Esteem**Session 4: I Am
Fantastic*****Activities***

- ◆ Have the children get into a circle. Decorate a pair of safety goggles to look very special. Give each child a turn at putting on the glasses. As each child puts on the glasses, the person on his/her right will say "Glasses, glasses, say what you see; Tell what is special about me". The child wearing the glasses says one nice thing about the child who recited the verse. He/She then removes the glasses and passes them to the child on his/her left. Continue around the circle until all the children have participated.
- ◆ Cut construction paper into 4" strips. (The construction paper may need to be pieced together to fit the child's head.) Cut one side to look like a crown with diamond shape points. Let the children decorate their crowns with glitter, crayons and markers. Staple the ends together for the children. Let the children be princesses or princes for the rest of the group time.

Unit 1: Self-Esteem**Session 5: I Am Loved****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Character:** Keisha**Objective:** To help children feel loved**Group Time****I Am Loved**

One day, Keisha was getting ready for school, and it was time to eat breakfast. Granny and Daddy were eating breakfast. They were having pancakes. Keisha's Mommy wasn't eating any because she said she wasn't hungry. Then Keisha's Mommy took her to school.

That day at school, Keisha colored, read books, and played on the playground. When Daddy came to pick Keisha up from school, Mommy was with him. They told her that they had some special news for Keisha, Mommy was going to have a baby. In a little while, she would have a baby brother or sister.

Keisha felt excited. She would have somebody to play with at her house all the time! Then, Daddy and Mommy brought a teddy bear to Keisha. They told her that they needed help taking care of the new baby, and that they wanted Keisha to help them practice. Keisha put a diaper on the bear, gave it a bottle, and held it just like a new baby. Her parents told her that she is a big girl now, and that she is going to be a great big sister. She even painted a picture to hang on the baby's wall next to the crib. "Do you think that baby will like living here?" asked Daddy. "I think so!" said Keisha.

That night, Daddy and Mommy tucked Keisha into bed. "Mommy will you and Daddy still tuck me in when the baby is here?" asked Keisha. "Yes, we will," said Mommy. "And will you still love me?" Keisha asked. Mommy said, "Of course we will, Keisha! Daddy and Mommy will always love you very, very much, especially when the baby gets here. The baby will love you too."

A few weeks later, Granny came and picked up Keisha from school. She said that Mommy and Daddy were at the hospital to have the new baby. Keisha waited and waited, and she thought, "I am so glad that my Mommy and Daddy will love me and the baby too."

Daddy came home later to pick Keisha up. Keisha asked, “Is the baby here?” “Yes, Keisha, you have a new baby sister. Her name is Jamella! Do you want to go see her?” Keisha said, “Yes, please!”

When Keisha got to the hospital, the nurse showed her how to wash her hands so that she could see her new sister. Then, when she went into the room, Keisha saw Mommy and her new sister. Mommy even let her hold Jamella. When Jamella came home, Keisha knew that Mommy and Daddy loved her and the baby too, and she knew that they would get along great. It was so much fun to be a big sister.

Unit 1: Self-Esteem

Session 5: I Am Loved

Activities

- ◆ Sing this song with the children to London Bridge is Falling Down: “Love is something if you give it away, give it away, give it away, Love is something if you give it away, you end up having more.” Follow the song by asking children to share some recent kind thing that they did for someone else.
- ◆ **Kiss Pictures:** Have the children draw pictures of their face, without the mouth. Using an unused tube of lipstick and a cotton swab, apply lipstick to each child. Then have them kiss the picture where the mouth should be. Encourage the children to take the pictures to loved ones.
- ◆ **Trace outlines of the children’s hands** on several sheets of paper, then let them color their hands turning them into anything they want, such as turkeys, flower gardens, faces, etc.
- ◆ **Make a copy of a star pattern.** Explain that we all have characteristics that are loveable. Ask the children what their special characteristics are and help them write or draw pictures of these things in their stars.
- ◆ **Make an “I love myself” necklace** using heart shaped cutouts. Let the children decorate their heart, and then make it into a necklace by punching holes in it and putting it on yarn. Explain to the children that the necklace stands for the love that everyone has for you.
- ◆ **Talk with children about love. Ask questions like:**
 - What does love feel like?
 - How do you know when people love you?
 - Do you love yourself?
 - Help the children identify some of the things that make them feel loved. You might begin by sharing some examples like, “I feel loved when someone hugs me.”

Unit 2: Family and Friends**Session 1: All Kinds of Families****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Characters:** Ms. Moon, Keisha, Megan**Objective:** Children will understand that families are all different and that family members help each other and love each other.**Group Time****All Kinds of Families**

One day Keisha was playing in the housekeeping area. Her friend, Megan, came over to play, too. Megan asked Keisha, "What are you playing?"

Keisha answered, "Momma and Granny."

Megan said, "Don't you mean Momma and Daddy?"

"No" said Keisha, "I have a Momma, a Granny, a Daddy and a baby sister, Jamella."

Ms. Moon, the teacher, had heard Megan and Keisha. "You know, there are lots of ways to play family. There are different kinds of families. Some are big; some are small. But each person helps out."

Megan thought about what Ms. Moon had said. Then she turned to Keisha and said, "Show me how to play Momma and Granny."

"O.K." said Keisha excitedly. "You be the Momma and I'll be the Granny."

Later in group time, Ms. Moon asked Keisha and Megan to share with the group what they had been playing in the housekeeping area. "Momma and Granny!" Chimed Megan. "I learned to be a Granny!"

"So, Keisha showed you how her Granny helps care for the family?" Asked Ms. Moon.

"Yeah" said Megan.

"Keisha, share with all of us what your Granny does for you," said Ms. Moon. Keisha had a big smile on her face.

“My Granny makes me pretty dresses. She gave me a baby doll name Tia. She made me a birthday cake. And she hugs real good.”

Everyone smiled. It felt good to talk about families. Ms. Moon asked Keisha if there were other people who lived in her home.

Keisha said there was Momma and Daddy and her baby sister Jamella.

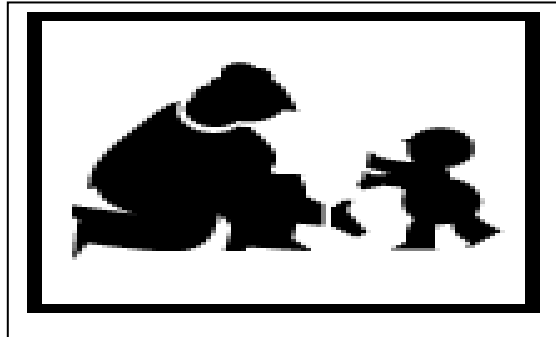
Ms. Moon asked everyone to share who is in our families.

Ms. Moon asked Megan who lived in her home. Megan said she had two homes! She had one home where she lived with her momma and her kitty Cupcake and another house where she lived with her daddy and her turtle Slow Poke.

Ms Moon said they had just discovered that each of them are a member of a family and families can be different. They had also found out that each family member helps out in different ways.

Unit 2: Family and Friends

Session 1: All Kinds of Families



Activities

- ◆ **Discussion:** Ask each child who is in his/her family and to tell some things each person does for other family members.
- ◆ **Discussion:** Assist children in exploring their roles in the family by using such topics as
 - I help at home by
 - I share by
 - At home I like doing
- ◆ **Family Portraits:** Using old magazines, let the children cut and paste pictures of their family compositions in a booklet.
- ◆ **Make Your Family:** Collect pictures of people of various ages. Let the children sort the pictures into family members of children, parents, and grandparents. Let the children form groupings similar to their own families.
- ◆ **Housekeeping Area:** Try out different family roles. Think about the different jobs each family member has.
- ◆ **Share Family Photographs:** Ask the children to bring a photograph from home that has the child and family members in it. Have conversations about the different family formations.
- ◆ **My Family and Me:** Have the children answer the questions below. Focus on how the children's families are alike and different.
 - Everyone in my family likes to
 - Everyone in my family like to play
 - Everyone in my family likes to watch
 - Everyone in my family likes to visit

- ◆ **“Me Mobile”**: Help the children draw pictures of themselves and their families and friends, including pets and glue the pictures on squares of construction paper. Help the children punch holes in the pictures. Tie different lengths of yarn to the pictures. Tie them on the hanger. Ask the children to explain their mobiles to others in the group.

Unit 2: Family and Friends**Session 2: Families Love and Care For Each Other****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Characters:** Chang, Keisha**Objective:** To help the children understand that families love and care for each other.**Group Time****Families Love and Care for Each Other**

Chang lives with his mommy and daddy in a house that is connected to another house that is exactly like Chang's. In the house next door, Chang's Uncle Li, Aunt Kuzako, and cousin Chin live there. On the first day of school, Aunt Kuzako took Chang and Chin to child care. When they got to child care, Chang's friend Keisha came running up to them, "Chang, who is that bringing you to school? That's not your mommy!" she asked. "No, that is my Aunt Kuzako." Chang said. Keisha did not understand why Chang's Aunt would be bringing Chang to child care instead of his mommy. Chang told Keisha, "We share everything!"

Chang said, "My Mommy works in the daytime, so Aunt Kuzako brings me to school. At night, when it is time to go home, Chin comes home with me while Aunt Kuzako and Uncle Li go to work. You see Keisha, I know that Aunt Kuzako and Uncle Li love me and Chin very much. I also know that mommy and daddy love me and Chin too. See, in my family, we share everything!"

"At home, where our houses are joined together, there is a swing set in the big backyard that we play with every afternoon after school. It's so fun to have Chin live so close to me and spend so much time with me because we can take turns pushing each other on the swing, and it so much more fun to slide when there's someone there to play with you!" said Chin. "And when its time for dinner, Chin and I sit down to dinner with my Mommy and Daddy and have a great time!"

"My mommy and daddy take care of Chin when my aunt and uncle are at work, and my aunt and uncle take care of me when my mommy and daddy are at work. We all take care of each other! That's what families do."

Keisha thought a minute, and then said, "I guess that the way you play together every day is really the same as the way I play with my little sister Jamella! And your aunt and uncle and

mommy and daddy take care of you both just like my mommy and daddy do us! I guess families can look lots of ways and they all love each other and take care of each other!”

Chang smiled at Keisha and said, “ Now you see! My family and your family both help each other and try to keep us all safe and happy!! That’s what families do.”

**Unit 2: Family and
Friends****Session 2: Families Love
and Care For Each Other*****Activities***

- ◆ Have children divide up into “families.” Give each group a specific problem that needs to be solved, i.e., baby sister needs to be picked up from child care and mommy and daddy are both at work. Help children brainstorm how to take care of the problem by suggesting who might help mommy and daddy out.
- ◆ Ask children to share their experiences of watching over their smaller siblings or cousins at the playground or when they were helping their mommy and daddy or other family members.
- ◆ Have children sit in a circle and tell about things they do to show their family how much they love them. Encourage children to think about their extended family and how they have or can help care for them. Help them think of times when their parents might have gone to take care of a sick relative or taken a grandparent, etc., to the doctor. Explain that these are all ways that families love and take care of each other.

Unit 2: Family and**Session 3: Friends are Special**

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: Ms. Moon, Matthew, Chang, Keisha

Objective: To encourage children to understand the value of friendship.

Group Time

Friends Are Special

Matthew's favorite part of the day at preschool is playing on the playground. He loves to swing, slide and play hide and seek with his friends Chang and Keisha. One day, Matthew was playing hide and seek, and he tripped on a big rock and scraped his knee really bad. His knee was bleeding and he started crying because it hurt so badly.

Luckily, Chang saw that his friend Matthew was hurt and he rushed over to Ms. Moon and said, "Ms. Moon, Matthew fell down and hurt his knee, he is bleeding and crying."

Ms. Moon came over to Matthew, helped him up, took him inside and they cleaned up his knee. Ms. Moon even put a really cool band-aid on his knee. This made Matthew feel a lot better.

During lunch, Chang and Matthew always sit together. Chang asked Matthew how his knee was feeling. "My knee really hurts, but I have a neat band-aid, do you want to see it?" said Matthew. Then Chang said, "I got one just like that when I fell off my bike. I will get your lunch for you since your knee is hurting," and Matthew told him thank you.

Later in the afternoon, Ms. Moon gathered all the kids together for art time and they were asked to make a get-well card for Matthew. The children had fun making special cards just for Matthew. They used scissors, crayons, markers, stickers, and paint to make their cards, and at the end of the day, each child gave their special get well card to Matthew. This made Matthew feel great.

When Matthew's grandma came to pick him up from child care, Chang ran over to her and said, "Matthew fell and hurt his knee, he feels better now, and we made him get well cards!"

Matthew's friends helped him make the day a great day after all.

Unit 2: Family and Friends

Session 3: Friends Are Special



Activities

- ◆ **Everyday Heroes:** Let's help children recognize the special people around them. Explain to your children what a hero is, and how there are everyday heroes in our life who are special people. Discuss famous heroes and explain that heroes and special people are kind, helpful, and brave. Tell your kids how special they are and get the children to tell the class about somebody special in their lives. Have the children draw and dictate special people awards to give to their special person. They can even decorate the awards with a prize ribbon or stickers. Ask the children if they would like to give their awards to their special person. You could even give out a weekly everyday hero award to one child per week; make sure that all children receive an award.
- ◆ **Heart Stamp:** Cut several sponges into the shape of a heart and pour several colors of paint onto a paper plate. Help the children dip the sponge into the paint and then stamp their paper with hearts all around it. Write or draw a story or picture about somebody that is special to them. Ask the children to tell the class what makes their special person so neat. Ask the children if they want to give their special art to their special person in their lives.
- ◆ **Special Handprint Wreath:** You will need paper, glue, paper plates and coloring supplies. Have each child trace their hands on a piece of paper and decorate their handprints. Then cut out each of the handprint and glue them onto a paper plate to make a special handprints wreath. You can make one big wreath for the class or you can make several smaller wreaths for the children to take home. If you want to make several small wreaths, have the children trace many copies of their handprints. Then you can give the children one handprint from everybody in the classroom to put on his or her wreath.
- ◆ **Special Friends:** Ask the children why they think their friends are special? Ask what they can do for friends when they are sick or don't feel good to help them feel special.

- ◆ **Songs:** Here is a simple song you can teach your children to sing together (to the tune of “Are You Sleeping Brother John”)

I am special, I am special
So are you, so are you,
We can work together, we can play together,
At preschool, at preschool.

- ◆ **Songs:** Here is another song you can teach your children to sing. You can sit in a circle and go around to each child and put their name in the song (to the tune of “Mary Had a Little Lamb”).

Will you meet a friend of mine?
A friend of mine, a friend of mine?
Will you meet a friend of mine?
Here is my friend (child’s name).

Unit 2: Family and Friends**Session 4: Friends Care About Each Other****Materials Needed:** Area for group time, Spot the Dalmatian puppy**Character:** Matthew**Objective:** To help children understand the value of friendship**Group Time**

Matthew's Special Friend

Matthew always spent every Wednesday at home with his Grandma. He loved these special times because he and Grandma found something interesting to do together. Matthew was pretty shy and quiet, but he really enjoyed talking to his Grandma.

One Wednesday morning Matthew was helping Grandma clean their living room. Grandma was pushing the vacuum cleaner and Matthew was dusting the coffee table and shelves in the room. Matthew was being so careful that even Grandma noticed and said to him "You are really doing a good job today Matthew! Our room looks so shiny and clean!" Matthew gave Grandma a big hug and said, "What are we going to do today?"

Grandma said, "You remember Mrs. Walker who lives next door? I noticed she hasn't had any company lately. I'll bet she is lonely. Why don't we bake some cookies and take them to her? Do you think she would like that?"

Matthew said, "Oh boy, Grandma, can we bake chocolate chip cookies and may I have some too?" Matthew and Grandma baked the cookies, put them in a pretty tin, and tied them with a bow. They took the cookies next door to Mrs. Walker's house.

Mrs. Walker was glad to see Matthew and Grandma. She opened the tin of cookies so she could share them and said, "Matthew, would you like one?"

Matthew said, "Yes, please," in a real soft voice.

"Matthew can you come sit in this chair so I can see and hear you better?" asked Mrs. Walker.

Matthew went over to Grandma and hid his face against her shoulder. Grandma explained to Matthew that Mrs. Walker is hard of hearing so it would help if he could talk louder. Matthew

gradually slid over on the sofa until he was closer to Mrs. Walker. He said in a nice loud voice, "I'd like a cookie, please, Mrs. Walker."

After they all had cookies and milk, Grandma said they needed to go and do some errands. Matthew was having such a good time with Mrs. Walker he said "Grandma, can't we stay longer, please?"

Grandma said, "We have to go, dear, but we will come back next Wednesday."

"Oh, good! Is that okay Mrs. Walker?" said Matthew.

"Matthew you behaved so nicely; I'd love to have you come over again," said Mrs. Walker.

Teacher: Who are some of your adult friends? How do your adult friends show you that they care about you?

Unit 2: Family and Friends

Session 4: Friends Care About Each Other



Activities

- ◆ **Discussion:** At group time, children might identify some of their adult friends and discuss how special friends show they care for us.
- ◆ **Grandparent's Day:** Set aside a special day and invite grandparents to come to class for Grandparents' Day. Invitations, puppet shows, and thank you notes might be included as related activities.
- ◆ **Nursing Home Visit:** Children can collect a tray of items to deliver them to a nursing home. Items might include flowers, magazines, books, food, cards, and pictures.

Unit 2: Family and Friends**Session 5: Trusting Family and Friends****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Characters:** Matthew, Chang**Objective:** We can trust adults who listen to us and do not hurt us***Group Time*****A Bathroom Accident**

Chang celebrated his 4th birthday a few days ago and he just started coming to child care. Some days he would get really scared about coming to school in a new place, having to make new friends, and being away from his family all day long. He was also scared that he might accidentally use the bathroom in his pants. He knows how to use the potty, but every once in a while, he would have an accident. Luckily, if he ever used the bathroom in his pants, his mother would help him clean up and tell him that everybody has accidents, and it was going to be O.K.

His mother told him that if he ever had an accident at school, he could trust Mrs. Moon and she would not make fun of him. She would also help him clean up after his accident.

One day while Chang and Matthew were playing on the playground. Matthew said something really funny and Chang started laughing. Chang laughed so hard; he accidentally used the bathroom in his pants before making it to the bathroom. He was scared and did not know what to do.

Then Chang remembered what his mother told him about trusting his teacher, so he ran over to Mrs. Moon.

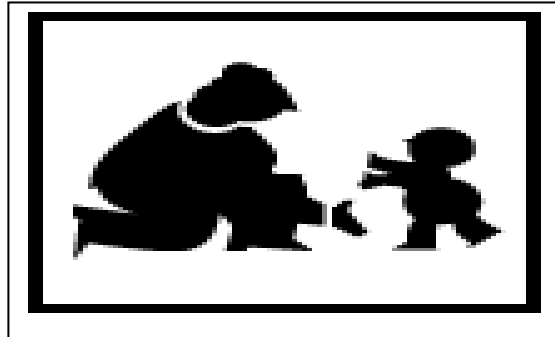
“I had an accident; can you help me Mrs. Moon?” said Chang.

So, Mrs. Moon took Chang inside and she helped him clean up and change clothes. She did not laugh at him and she made him feel O.K. even though he had an accident.

Today, Chang learned a good lesson about trusting people, and he knows that if he is ever in trouble, he can talk to one of his family members or his teachers, and they will help him.

Unit 2: Family and Friends

Session 5: Trusting Family and Friends



Activities

◆ **Ask the children:**

- Who would you go to at child care if:
 - Your stomach hurt?
 - You were scared of a storm?
 - Someone made you sad?
- Who would you go to at home if:
 - You lost your favorite toy?
 - You broke a glass on the table?
 - You woke up and were scared?

- ◆ **Friendship tree:** This is a great way to help children make new friends, learn social skills, and realize who they can trust. You will need blue and green paper, brown yarn, glue, scissors, and markers. Have the children list their favorite friends and family members they love and trust. Help the children trace, with glue, a tree design on their blue piece of paper and then outline the tree with the brown yarn. As the glue is drying, cut out enough leaves from the green paper for every name on the child's list of people. Write the name of the people on the leaves for the children. Then, the children can glue their leaves of people on to their trees, be sure to leave room so they can add more people throughout the year.

- ◆ **Songs** (To the tune of "Are you Sleeping Brother John")

I like you, I like you,
 Yes I do, yes I do,
 Friends are for caring, Friends are for sharing,
 I like you, yes I do.

Unit 3: Feelings

Session 1: Sad/Glad/Happy/Mad

Materials Needed: Area for group time, Spot the Dalmatian Puppy.

Characters: Keisha, Ms. Moon

Objective: Children will identify with Keisha and experience her happy, sad and mad feelings.

Group Time

Buttercup Girl

One sunny spring morning, Keisha was getting dressed to go to the child care center. Her granny had made her a pretty new yellow dress. Keisha felt happy when she put on the new dress. When she looked in the mirror, she saw her smiley happy face.

As they were getting in the car, Keisha's momma said, "Look, Keisha. Look at the buttercups. They match your yellow dress." Keisha said, "Oh please, Momma, can I pick some to take to Ms. Moon? She likes flowers." Momma said, "O.K., hurry and pick some."

After Keisha picked the flowers her momma said, "Oh, Keisha, you look so pretty in your new yellow dress with the yellow buttercups. You look like a buttercup girl!" Keisha smiled because she felt happy.

When Keisha gave the buttercups to Ms. Moon, Ms. Moon said, "What beautiful flowers! Thank you, Keisha. I'll put them in water. They'll make our room look pretty."

Ms. Moon asked Keisha if she could give her a hug to thank her for the flowers. When Keisha said, "O.K.", Ms. Moon hugged her. Keisha's smile got bigger because she was feeling so happy.

Later that morning, Keisha was painting a beautiful purple and red picture when she suddenly accidentally spilled purple paint on her new dress, Keisha said, "My new dress is ugly now. It has purple paint all over it."

Keisha looks at that big purple stain on her dress and felt sad. She went to find Ms. Moon because she knew Ms. Moon would help her. Ms. Moon was in the book corner reading to Megan and some other children.

When Ms. Moon saw Keisha's face, she knew something was wrong because Keisha did not look happy. She said, "What's wrong, Keisha?" Keisha said, "I got purple paint on my new dress and now it looks ugly."

Ms. Moon knew just what to do. She helped Keisha change into jeans and a shirt and then she washed the purple paint out of the new dress. When the dress was dry, Keisha put it on. How do you suppose Keisha felt then? That's right. Keisha felt happy.

Unit 3: Feelings**Session 1:
Sad/Glad/Happy/Mad****Activities**

- ◆ **Poster:** Have the children make a “happy” poster from pictures children cut from magazines.
- ◆ **Happy-Sad-Mad Puppets:** Child draws a happy face on one side of a paper plate and a sad face on the other side. A Popsicle stick is attached to the bottom of the plate as a handle.
- ◆ **Happy-Sad-Mad Puppet Game:** Children are asked to turn the side of their puppets toward the teacher showing either happy or sad faces in response to these situations:
 - Your momma takes you with her to the car wash.
 - You get a letter in the mail.
 - You can’t go to child care because you are sick.
 - You have to get a shot because you are sick.
 - You sit by your best friend at circle time.
 - You fall and scrape your knee.
 - You lose the quarter your uncle gave you.

Unit 3: Feelings**Session 2: Surprised and Excited**

Materials Needed: Area for group time, Spot the Dalmatian puppet.

Characters: Keisha, Ms. Moon

Objective: Children will identify situations when they would feel surprised and excited.

Group Time

A Tale of Rachel the Real Rabbit

It was story time and Ms. Moon and the children were sitting on the rug. Ms. Moon showed the children the pictures of the rabbits in the book and then she read them Rachel the Real Rabbit.

Keisha loved the story about the rabbits and she especially loved the little girl rabbit named Rachel.

When the children went outside to play, Keisha pretended to be Rachel. She hopped on two feet and made her arms and her head go back and forth.

She said, "Look, Ms. Moon! Look at me. I'm Rachel the Real Rabbit!"

Ms. Moon said, "You're having fun being Rachel. She must have been your favorite rabbit in the story."

Keisha smiles at Ms. Moon and hopped all around the playground

That night at home Keisha told Granny about Rachel the Real Rabbit and said, "I want a little girl rabbit with a hat named Rachel."

Granny said, "Keisha, I wish I could get you a Rachel the Real Rabbit, but I can't do it now."

Keisha felt sad because she wanted that Rachel rabbit so much.

The next day at child care Keisha played Rachel again and looked at the pictures of the rabbits in the book Ms. Moon had read. She wished and wished and wished for a Rachel but then she remembered that Granny said she couldn't get her one. She felt sad.

Momma came to pick Keisha up and on the way home Keisha told her about the Rachel rabbit. Her momma said she wished she could get her that rabbit but that they needed too many other things.

When they went in the door Keisha saw something sitting in her rocking chair. It was Rachel rabbit with a hat on! Keisha was so surprised! Granny had gotten it after all! Granny had found the pattern at the store and the extra material in her closet. While Keisha had been at school, Granny had made Rachel the Rabbit. Keisha gave Granny a big hug and thanked her for making her a special Rachel the Rabbit. She was so excited. Then Keisha sat in her rocking chair and cuddled Rachel. She was very happy.

Teacher: Who can tell Spot the Dalmatian how Keisha felt when Granny said she couldn't get her Rachel the Rabbit? How did Keisha's face look when her Granny told her they couldn't get the rabbit? Have you ever wanted something so much but you couldn't get it?

How did Keisha feel when she saw Rachel the Rabbit sitting in her rocking chair.

How did Keisha's face looked when she was surprised?

Who can tell me about a time you were surprised?

Unit 3: Feelings

Session 2: Surprised and Excited



Activities

- ◆ **Draw Pictures:** Children draw pictures of Keisha showing how her face looked when she was happy, sad and surprised.
- ◆ **Sort Faces:** Provide collection of magazine pictures of people looking sad, happy and two paper plates with happy and sad faces drawn on them. Children sort the magazine pictures into the appropriate plate.
- ◆ **Pretend:** Example: Your daddy was gone. You missed him. You felt sad. Your momma, said, "Daddy will be home tonight." You felt happy.
- ◆ **Take a Walk:** Teacher leads the group in "Follow the Leader." Walk as if you are happy, sad, mad, scared, proud, surprised and encourage children to use their whole bodies to express those feelings.

Unit 3: Feelings**Session 3: Scared****Materials Needed:** Area for group time, Spot the Dalmatian Puppet**Characters:** Matthew**Objective:** To help children understand that feeling scared is OK**Group Time****I'm Scared of the Dark!**

Matthew was using his imagination to be a King when his grandpa came into his room. "Okay, Matthew, it's time for bed," Matthew's grandpa told him. Even though Matthew did not want to go to bed, he knew that it was the rule. Matthew's grandpa told him that kids need lots of sleep so they can grow healthy and strong. His grandpa pointed out the window, "Look, even the sun has gone to bed!"

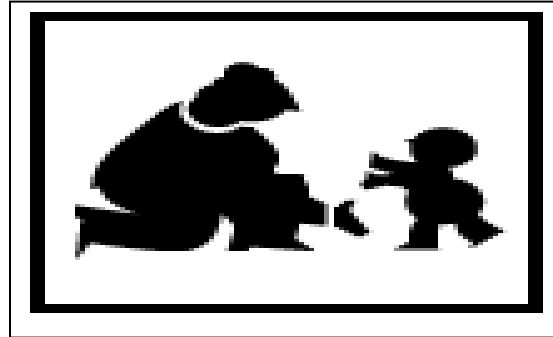
Matthew put on his pajamas, brushed his teeth, and washed his face. Then his grandpa read him a story. Matthew picked a story about monsters, but his grandpa told him that monsters are only in our imagination.

Matthew lay awake in the dark. Everything in his room looked strange and scary. The door looked like a monster! He even thought he heard a growl! He tried to hide under his covers, but that didn't work. He had to go find his grandma and grandpa. He got out of bed and tiptoed to their room. His grandpa told him not to be scared, and he picked him up and took him back to bed.

Matthew tried to go to sleep, but everything looked scary. Matthew started to cry. He ran again to his grandma and grandpa's room. "What's wrong, Matthew?" They asked him. "I am scared of the dark!" Then, Matthew's grandpa took him outside to show him the moon, "See, the moon is awake, it's not really dark out here," and Matthew saw that it wasn't. Matthew's grandpa told him that he used to be scared of the dark too, until he saw the moon. Matthew couldn't believe that his grandpa could ever be scared of anything. Then his grandma told him to think of nice things, so he wouldn't be scared anymore. Then Matthew thought of being a king, and he wasn't scared at all.

Unit 3: Feeling

Session 3: Scared



Activities

- ◆ **Body Outline:** Trace the children’s bodies on butcher paper. Give each child colored pencils, markers, crayons, etc. Have the children illustrate what happens to them when they feel scared and color the places where they feel feelings. Ask questions like:
 - “What color is your stomach when you are afraid?”
 - “Does your hair stand up on the back of your neck?”
 - “Do you get goose bumps? Do you feel cold?”
 - “Where else in your body do you feel afraid?”
 - Help them label their outline, “Feeling Scared.”
- ◆ **Tell the children,** “Feeling brave doesn’t mean that we can’t feel scared. What are some things that you can do to feel safe?”
- ◆ **The Bravery Medal:** Have the children affirm their bravery by making bravery medals. Tell them that this will help them not feel scared. When the children finish decorating their medals, pin or tape them to their shirts.
- ◆ **Talk with the children about things that scare them.** Ask questions like:
 - How do you know when you’re scared?
 - What kinds of things are scary?
 - Who can you tell when you’re scared?
 - What do you need when you’re scared?

Unit 3: Feelings**Session 4: Growing Up**

Materials Needed: Area for group time, Spot the Dalmatian Puppet.

Characters: José, Chang, Ms. Moon

Objective: Children will identify with José as he realizes that he is growing in the ability to do things for himself.

Group Time**José Swings**

José loved to play outside on the playground with other children. He could ride the tricycles and slide down the tallest slide. He could hop on one foot. He could run fast. He could climb up the ladder to the tree house.

José could do lots of things, couldn't he? But there was one thing José could not do. He couldn't pump himself with the swing. He always had to ask somebody else to push him. Megan tried and tried to make the swing go up high. He watched the other children swinging themselves but he just couldn't do it. José wanted to learn to pump himself in the swing more than anything in the whole world.

One day on the playground José watched his friend Chang swinging himself. Chang said, "José, do like this. Lean way back in the swing when you're going up and pull your feet back when you're coming down."

José did what Chang said, and you know what (pause) That's right!

José made the swing go up and down all by himself.

José showed Ms. Moon how he had learned to swing himself.

Ms. Moon gave José a hug and told him how proud she was of him.

And do you know what else Ms. Moon did? She made a big sign with a picture of a little boy on a swing. The sign said, "José learned to swing himself today." She put the sign on the door to their classroom so everybody would see it.

When José's mother came to pick him up that day she saw the sign. She was proud of José. She gave him a hug and told him what a big boy he was and said, "Aren't you proud of yourself?"

Unit 3: Feelings**Session 4: Growing Up****Activities**

- ◆ **I Can” Circle Group Time:** Children take turns telling something they can do for themselves.
- ◆ **“Watch Me”:** At group time children take turns pantomiming something they can do for themselves. Others guess what the action is.
- ◆ **Telephones:** A construction paper telephone with the child’s home phone number on it could be given to him/her to take home when the phone number is learned.
- ◆ **“I Can” Cans:** Each child should be given a can and decorative paper such as contact paper, construction paper, wallpaper or gift wrapping paper to cover the can. Achievement strips are made by the teacher, which state things children can do for themselves such as, “I can zip my coat,” “I can ask of help.” The appropriate strip is put in the child’s can when he has learned that skill. As the can fills up, the child is helped to recognize his/her increasing abilities to take care of his/her own needs.

<p>Unit 3: Feelings</p> <p>Session 5: Stand Up for Myself</p>	<p>Materials Needed: Area for group time, Spot the Dalmatian puppet.</p> <p>Characters: Chang, Matthew, Ms. Moon</p> <p>Objective: Children will identify with Chang as he stands up for himself.</p>
<p>Group Time</p>	

BIG GIANT FEET

One hot summer morning Chang was playing in the sandbox under the big shade tree. The cool damp sand felt good on his bare feet. He carefully patted the sand into the shape of a cake.

“Matthew” Chang said, “This is my birthday cake. It’s chocolate cake. Yum, yum.”

Then he broke a long stick into four little sticks. Pushing them into the cake he said, “ This is my birthday cake and it has four candles and I am four years old. Happy Birthday to me.”

Matthew had been sitting on the edge of the sandbox watching Chang. He said, “Let’s have a birthday party and sing “Happy Birthday.” The two boys sang and then they pretended to blow out the candles.

Matthew said, “Now I am a giant! Look at me stomping all around with my big giant feet. I am a big giant with big giant feet!”

Chang said, “Don’t you step on my birthday cake.”

Matthew said, “Giants can do anything they want to do,” as he started toward the cake.

Chang shouted, “Stop Matthew!”

Matthew shouted, “I’m a giant!” and then threw sand on the birthday cake.

Chang said, “You messed up my birthday cake and made me mad.”

Matthew said, “You are just four but I’m four and a half. Baby, baby! Chang’s a baby.”

Chang said, “I’m not a baby, I am going to go ride the trikes.”

Chang ran over to the trike path to ride trikes with Megan and José.

Ms. Moon said, “Good for you, Chang. You’re learning to stand up for yourself! I can remember when you would have cried if somebody called you a baby. Not anymore!”

Unit 3: Feelings**Session 5: Standing Up
for Myself****Activities**

Paper Feelings: This activity promotes children’s imagination in dealing with feelings. Children can pretend to be mad without actually getting mad.

- ◆ Materials needed: jar, pencils, paper
- ◆ Write feelings on slips of paper. Collect the papers and then have each child select one. Tell the child what the feeling is and have them act it out. Have the rest of the children guess what feeling is being acted out.

Puppet Show: The teacher might dramatize the following puppet show with two puppets, asking children to describe how they feel about what is happening.

- ◆ Puppet #1 hasn’t had a cracker at snack time. As he reaches to take the last one, Puppet #2 grabs it for himself. Puppet #1 hits Puppet #2.
- ◆ Puppet #1 is reading a book. Puppet #2 says, “I want that book!” Puppet #1 says “No!” Puppet #2 grabs the book tearing the page.
- ◆ The Puppets are marching to music and playing their rhythm sticks. Puppet #1 hits Puppet #2 with his sticks. Puppet #2 cries.

Feelings Review- Additional Activities

Overview and Activities

This lesson is additional and is provided for teachers who feel their groups need more practice in labeling and expressing feelings.

Children are reminded of the rules for special group time as needed by Spot. Children are told that there will not be a story for this lesson but they will play some games to show Spot how much they learned about feelings. Activities can be chosen from those below to fit the needs of the group.

1. Show Me:

The following “what if” situations are read. Children take turns expressing with their faces and describing with words their responses to the “what if” situations. Help them decide when they should ask a trusted adult for assistance.

Teacher: What if....

- ◆ You learned to pump yourself in the swing?
- ◆ It was your birthday and you had a party?
- ◆ You fell down and skinned your knee?
- ◆ You painted a beautiful green and pink picture?
- ◆ Your momma let you wear your special new shoes to child care and when you played outside you got mud on them?
- ◆ Your friend invited you to come play at his/her house?
- ◆ You took your teddy bear to the mall when you went shopping with your grandma and when you were getting in the car to go home, you couldn't find your teddy bear?
- ◆ You helped pick up the blocks and I said you are a big boy or girl?

- ◆ You were in a restaurant with your momma and daddy and suddenly a great big man you didn't know just scooped you out of your seat and said, "Aren't you a cutie pie?"
- ◆ You went in your room to get a toy and suddenly the light went off and you were alone in the dark?

2. What would you say?

The following situations are read and children are asked to respond:

Teacher: What would you say if....

- ◆ Somebody took the toy you were using?
- ◆ Somebody pushed you down the slide?
- ◆ Somebody broke in line in front of you?
- ◆ You wanted a turn with the wagon?
- ◆ You were glad to see your friend?
- ◆ Your momma left you at child care and you wanted to go with her?
- ◆ Your daddy came to pick you up early because you were going on a picnic?

Unit 4: Problem Solving**Session 1: Listening**

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: Megan

Objective: To help children learn the importance of listening

Group Time**Megan Listens and Learns**

One day while sitting on the steps of her Dad's house, Megan was sad. She could not find her new blue whistle.

"You can whistle with your mouth," said her Dad.

"How?" asked Megan.

"Place your two pinky fingers in your mouth" said Dad. "Like this."

Dad's whistle sounded like a train. But when Megan tried the only sound that came out was a loud hissing noise. Megan tried and tried. She was still sitting on her steps when her mother came by to pick her up and go home.

"Momma," said Megan, "Can you teach me how to whistle?"

"Make an O with your mouth," said Mom. "Like this."

Momma's whistle was so loud she had to cover her ears. Momma's whistle sounded like a bird.

"Keep trying," laughed Mother. But Megan couldn't. On the way home she kept trying and trying.

When she got home, she was still sad.

"Try a little quietly this time," said Momma.

Megan listened to what her momma said, made an O with her mouth, tried very, very quietly, and she whistled!

"I can do it", she yelled.

"Yes," said Momma, "You learned to whistle by listening to directions and trying hard."

"This is one whistle that you can't lose," said Momma.

Unit 4: Problem Solving**Session 1: Listening****Activities**

Moving Machine: This activity will require children to use listening skills to get the machine moving. This is an excellent activity to begin group with. Have the children to think of a motion and a sound to go along with their motion. One child at a time stands up and begins to make their motion and sound. The next child touches the first child on the shoulder, and then adds his or her motion and sound. Continue adding one child at a time, making sure they touch the previous child on the shoulder before they make their motion and sound. At the end, you have one giant moving machine.

Simple Simon Says: This activity will help children develop listening skills. It also helps in the development of cognitive thinking skills. Stand in front of all the children. Say “Simon Says” and then have the children perform a body movement, you can demonstrate as well. Explain to the children that they need to follow the command only if you say “Simon Says” first. If the child gets it wrong, they become Simon.

Catch and Call: This activity will help children develop hand-eye coordination and thinking skills. This activity will also help children to develop reflexes and gross motor skills. Have the children sit in a circle. Think of a category, such as foods, games, toys, or animals. Ask the children to think of examples from the category you picked. As each child catches the ball, they must call out their example from the selected category. If someone misses, change categories and play again.

Unit 4: Problem Solving**Session 2: Cooperation****Material Needed:** Area for circle time, Spot the puppet**Characters:** Chang**Objective:** To help children learn to cooperate with each other**Group Time**

Chang and His Friends

One morning at child care a new little boy and his momma came to Ms. Moon's room. The new little boy was named Chang and he was crying. He was crying because he was scared. Chang was scared his mommy wouldn't come back to get him. He was scared because he did not know Ms. Moon either. Would she take care of him? He was also scared because he didn't know the other children in his class. Would they play with him? Poor Chang was really scared.

After Chang hugged his mommy good-bye, she said she had to go to work and she left.

Ms. Moon said, "I know it's pretty scary on your first day at child care. I will take care of you until your mommy comes back. If you need help you can tell me. Now let's meet the other children and look at all the fun toys." Chang stopped crying because he was not feeling as scared then.

Ms. Moon introduced Chang to Matthew, Keisha, José, Megan, and the other children in her room. She asked José to be Chang's special friend because he was feeling a little scared on his first day at child care.

José remembered the first day he had come to childcare and that he was scared too. José said, "Come on Chang, let's work on some puzzles. Ms. Moon put some new ones out today."

José had fun with Chang. After they worked puzzles, they painted pictures on the easel. Chang told José his picture was for his mommy.

Later that morning, Chang and José were playing with the trucks in the block center. Matthew wanted to play, too. He wanted the truck Chang had and he took it away from Chang.

Chang started to cry and then he remembered what Ms. Moon had said about asking for help.

Chang said, "That boy took my truck, I had it first and he just grabbed it away from me."

Ms. Moon said, "Let's go talk to Matthew about the truck and see if we can work it out."

Ms. Moon looked at Matthew and said, "Chang said you took his truck. That makes Chang feel really sad. What else could you have done?"

Matthew said, " I should have gotten another truck off the shelf." Then he gave the truck back to Chang.

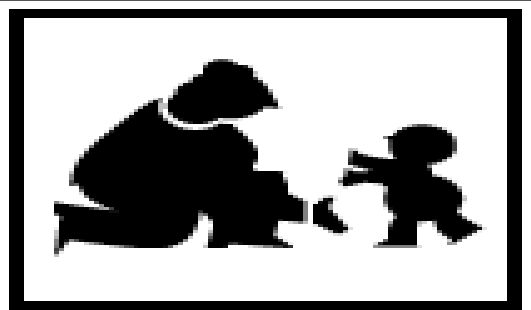
Chang felt better because he knew Ms. Moon would help him with any problem. After snack, the children went outside to play.

Chang was playing in the sandbox when Keisha threw sand on him.

Chang said, "Stop that, I do not like for you to throw sand on me."

Ms. Moon said, " I heard Chang tell Keisha not to throw sand on him. Good for Chang! He can feel proud of himself and help take care of himself!"

After naptime, Chang's mommy came to pick him up. He proudly gave her the picture he made for her. He said, "I had fun today! I worked a puzzle all by myself and I played with trucks and I played in the sand. José is my new friend and I like child care." Chang smiled because he felt happy and proud of what he had done at child care.

Unit 4: Problem Solving**Session 2: Cooperation****Activities**

We can do it: Each child is asked to tell about something he or she can do to help others at school and at home. Write down all the ways the children can help others and cooperate with people around them. Make a chart with the child's name on one side and their ideas to help and cooperate on the other. When the child completes an item on their list, place a star or a sticker by their name.

Talk about the story:

- ◆ What would you do if somebody took a toy out of your hands?
- ◆ What do you say?
- ◆ Who do you talk to?
- ◆ What would you do if somebody threw sand on you in the playground?
- ◆ What is the right thing to do?
- ◆ What do you say?
- ◆ Who do you talk to?

Act out these situations and let the children practice their ideas at learning to cooperate with one another.

Unit 4: Problem Solving**Session 3: Choices**

Materials needed: Area for circle time,
Spot the Dalmatian puppet

Characters: Keisha

Objective: To help children learn the
importance of making good choices
and not to lie.

Group Time**Telling the Truth**

One day Keisha was playing with Megan at the art table. Keisha loved to make beautiful pictures for her momma and granny. Keisha enjoyed playing with crayons and markers, but her favorite thing to do was paint. But at Keisha's house, she was not allowed to paint because her momma said she would make a mess and her baby sister, Jamella might get into her paints. So, Keisha could only draw or color at home but she could paint at childcare.

One afternoon, Keisha decided to paint a picture of her family for her momma and give it to her when she came to pick her up from school. On that day, her momma got off work early and Keisha was not finished painting when her momma came to get her. Keisha was so sad because she wanted to finish her painting and she knew she did not have paints at home. What was Keisha going to do?

Ms. Moon asked everyone to start cleaning up and get their bags together because it was almost time to go home. When Keisha was getting her bags together, she decided to take her paints home with her so she could finish her painting.

That night, Keisha ate dinner and then rushed to her bedroom to start painting. She got her brushes together and got a glass of water. She was so proud of her painting but all of a sudden, she dropped her paint and it went everywhere. Keisha knew that she was going to get in trouble.

Her momma came to check on her and asked her how paint got on her floor.

Keisha said, "Jamella came into my room and knocked it over."

Keisha's momma knew that Jamella did not knock it over because she had already gone to bed.

"Keisha," her momma said, "Did you bring these paints home from child care today?"

Keisha told her momma that her granny had given her the paints and she said it was O.K. if she painted in her room. But just as she was telling her momma, her granny walked into her room too.

“Keisha, I did not give you permission to bring those paints home,” said her granny.

“Keisha, I know that Jamella did not knock your paints over either because she has gone to sleep. Will you tell me what really happened?” said her momma.

Keisha looked down and said, “Yes,” and she started to cry.

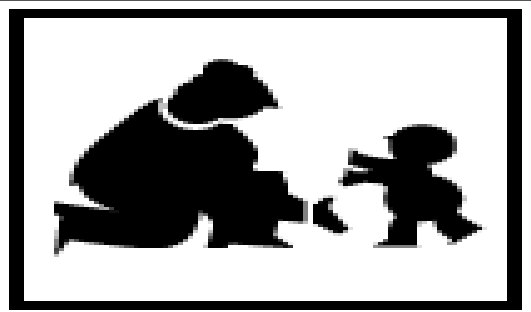
Keisha knew that she had made several bad choices today. She should not have brought those paints home and she should not have told her momma and granny something that was not true. She really didn’t mean to spill her paint and she really wanted to finish the picture for her momma, that’s why she brought them home in her bag.

Her momma bent down and told her, “I am proud of the picture that you are drawing, it is beautiful. But, I am sad you did not tell me the truth today. It is always better to tell the truth. We cannot paint at our house, so let’s put up the paints in your bag. Let’s go get the paper towels and clean up the mess. I am sad you did not tell the truth, but I love you very much. Let’s pack your paints up and you can finish you picture tomorrow at school”

Keisha learned an important lesson today about telling the truth and making good choices.

Ask the children:

- ◆ Where was Keisha supposed to paint?
- ◆ What could Keisha do to finish her picture?
- ◆ How did Keisha’s granny feel?
- ◆ What did Keisha’s momma say to her when they put the paints up?

Unit 4: Problem Solving**Session 3: Choices****Activities**

Choices: You will need Spot for this activity. Help the children to think about the consequences of their actions. Get all the children together in a group and ask them if they have ever had to make a choice, whether a good choice or a bad choice. Discuss how sometimes we all make good choices and other times we make bad choices. Ask the children to give examples of their good and bad choices and get them to share why they chose what they did. Explain that Spot is confused because he does not know how to make a good choice, but maybe the children could help him learn to make good choices and not bad choices.

Let's choose: You will need some stuffed animals for this activity as well. You will try to help the children learn more about the choices they have to make. Get the children to sit in a circle and put several stuffed animals on the ground. Talk to one of the animals and say, "Mr. Bear, would you like cereal or cheese today?" Ask the children to answer for Mr. Bear. Discuss the pros and cons of the choice. Pick up another animal and say, "Bunny Rabbit, are you going to play outside or inside today?" Let the children answer for the rabbit and discuss the answer. It is important for the children to feel good about every choice he or she makes.

Unit 4: Problem Solving**Session 4: Choices****Material Needed:** Area for circle time, Spot the Dalmatian puppet**Characters:** Matthew**Objective:** Help children learn about choices in their lives.**Group Time**

What Pet Shall I Choose?

Matthew had waited a long time for his family to move from an apartment in town to a house in the country. His grandma and grandpa had promised him that as soon as they moved, he could have his own pet. Matthew's grandpa told him that he would have to take care of his own pet. Matthew would have to clean it, brush it, take it for walks, make sure it was protected from bad weather, keep it fed and watered. But most of all he would have to love it. Matthew knew he would have no problem with that part. He did not know what kind of pet he would get, but he knew he already loved it.

Matthew's head had barely hit the pillow and images of pets started jumping in and out of his dreams. What kind of pet would he choose? There were certainly a lot from which to choose. But he thought of what his grandpa had said, "You will have to clean it, brush it, take it for walks, make sure it is protected from bad weather, keep it fed and watered. But most of all you will have to love it."

"I know," he said to himself, "I will get a giraffe. I like their colors and I could ride around on its head so I could see for miles around. Yes, a giraffe is the pet for me. But where would I keep a giraffe? A giraffe is taller than the house. I would have to cut a hole in the roof so her head could stick out. But what if it rained? No! A giraffe will never do."

Well, Matthew thought, if I cannot have a giraffe then I must have an elephant. Yes! An elephant is the pet for me. I could ride it like the giraffe and an elephant can spray water. What great fun we will have all summer. I could keep my pet in the garage where it would be protected from bad weather. An elephant would be nice, but when an elephant grows up it eats so much. I would have to spend all my time and allowance just to feed my pet. No! An elephant is not the pet for me.

Matthew then opened his eyes and there by his head stood his grandpa shaking the bed. “Matthew, it’s time to get up. Do you remember what we are going to do today?” He jumped from his bed and was dressed in a flash. Breakfast took no time at all. Matthew finished his toast in 4 bites. Then he finished his juice and cereal. He was ready to go in short order.

In no time at all they were at the animal shelter. There were so many people going in and out of the shelter that Matthew became worried. He asked his grandpa, “Do you think they have taken all the pets? Do you think there will be any pets left for me?” His grandpa laughed, “There will be plenty of pets. We will find the one pet that is just right for you.”

Matthew pulled his grandpa across the parking lot. He could hardly keep from running ahead to the building. He knew he would find his pet in the shelter.

First, they saw small pets like rats and rabbits and things, but Matthew decided that these were not the pets for him.

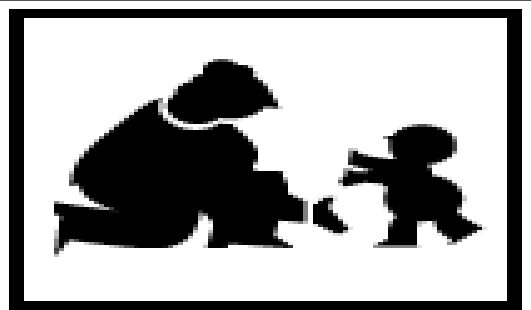
They started down another hallway of pets. The further they went; the more worried Matthew became. They saw big dogs, little dogs, happy dogs, sleepy cats, tall cats, and even a dog scratching fleas. But there was no pet for Matthew.

When they came to the very end of the hallway, Matthew began to shout, “ Here it is. Here it is. Here is my pet. Oh! Grandpa can I have it? Can I have it?” There in the cage was the cutest little spotted dog Matthew had ever seen. Matthew had found his pet.

“Oh, Grandpa this is the best pet anyone could ever have, “ said Matthew, “Thank you, thank you, thank you. You are the best grandpa in the whole wide world.” And with that Matthew gave his grandpa a great big hug. Yes, Matthew got his pet, but his grandpa received even more.

Unit 4: Problem Solving

Session 4: Choices



Activities

Circus Acts: You will need some masking tape for this activity. Children will learn to work together to think of ideas for their circus. Explain to the children that a circus is a show with several acts. Act out some different circus acts and then let the children perform some too. Let one child be the ring master and introduce the other acts. Have the children take turns being the different acts. Here are a couple of ideas:

1. Tightrope walker: Put masking tape on the floor and practice balancing and walking on the masking tape like it were a wire.
2. Clown: Act out a clown with a sad face and then have a happy face, act out a silly stunt like slipping on a banana peel and making silly faces.

Can you guess? Select a clearly visible object in the room. Tell the children you are thinking about something and give them a clue such as the color, size, or shape. Ask the children to guess the item. Repeat several times, you could even take this activity outside and go on an outdoor exploration adventure. Or, you can have the children take turns and choose an object and get the other children to guess what they are thinking about.

Unit 4: Problem Solving**Session 5: Asking for Help****Materials Needed:** Area for circle time, Spot the puppet**Characters:** Megan**Objective:** Helping children understand that they can ask for help when they need it**Group Time**

The Block Corner

Megan was building with the blocks. She had very carefully stacked square blocks and had made a tower almost as tall as she was. When she went back to the shelf to get more blocks, she heard a big crash. There stood Matthew with a handful of square blocks and Megan's tower had fallen down.

Megan shouted, "Matthew, you made my blocks fall down! Give me back my square blocks." Megan was really mad.

Matthew said, "No! They are mine. I need some square blocks." He was mad too. Then Megan pushed Matthew and he fell down.

Ms. Moon came to see what the problem was.

Megan said, "I was using the square blocks and Matthew took some and made all my blocks fall down. He wouldn't give them back to me."

Matthew said, "She's supposed to share the blocks. She pushed me down."

Megan said, "I was mad, I was really mad Ms. Moon."

Ms. Moon looked at Megan and said, "It is OK to be mad, but it is not OK to hurt people because you are mad. What else could you have done to get Matthew to give you the square blocks instead of pushing him down?"

Megan said, "Well, I guess I could have asked Matthew without yelling at him to give me the blocks. Then I could have asked you to help me if he did not give them to me."

Ms. Moon said, “That’s right Megan. If you cannot work things out with somebody then you need to ask an adult to help you. Matthew, how did you feel when Megan yelled at you and pushed you down?”

Matthew said, “It hurt when Megan pushed me down and I was mad at her.”

Ms. Moon said, “What could you have done to get Megan to share instead of taking her blocks?”

Matthew said, “Well, maybe I could have helped her build the tower instead of making it fall.”

Ms. Moon helped Matthew and Megan realize that they need to ask each other when they want to use something, and to ask for help if they are in trouble.

Ms. Moon told Matthew and Megan how proud she was of both of them for thinking about what to do when they are mad instead of hurting people’s feelings or pushing them down. Megan and Matthew then built a really tall tower together. They were not mad anymore because they worked out their problem and they felt proud they could build such a huge tower of blocks.

Unit 4: Problem Solving**Session 5: Asking for Help****Activities**

Let's Make Cookies: You will need several ingredients for the cookie dough.

3 cups oatmeal, 1.5 cups brown sugar, 1.5 cups margarine, 1.5 teaspoon baking powder, bowls and baking sheets, double this if you make two batches of cookies.

It will be important for the children to LISTEN and ASK for HELP to find out how much of each ingredient to put in the bowl to make the cookies.

If you have time, make two batches of cookies. For the first batch, let the children guess how much of each ingredient to put into the bowl. Put the ingredients out on a table and let the children figure out what they need to make cookie dough. They will quickly realize that they need to ask for help to read and follow directions.

On the second batch, you can tell the children how much of each ingredient and help them measure and pour the ingredients into a bowl. Once everything is in the bowl, have the children mash, knead and pound the cookie dough. Roll the dough into small little balls and put on a cookie sheet.

Bake the cookies at 350° for 10-12 minutes and let cool before handing the cookies out to the children. Remind them that it is important to ask for help when we are doing things that we cannot do by ourselves, and it is important to ask for help when we are in trouble.

Unit 5: Personal Safety**Session 1: My Body
Belongs to Me****Materials Needed:** Area for Group Time, Spot the Dalmatian puppet**Character:** Keisha**Objective:** To help children understand that their body is their own**Group Time****Keisha's Bad Morning**

Keisha was swinging on the playground. Megan wanted Keisha's swing so she pushed Keisha out. Keisha said "No! You can't push me out of the swing. You shouldn't push me unless I say you can."

Keisha was feeling sad because she was having a bad morning. Ms. Moon said "Keisha, would you like a hug?" Keisha said, "Yes."

Ms. Moon gave Keisha a big hug because Keisha said she could. Keisha felt better. She liked Ms. Moon to hug her and it made her feel better.

Ms. Moon brought everyone together in a circle to do this activity.

Ms. Moon says, "Everybody stand up and see if you can do this activity with me?"

Ms. Moon says, "Show me where your bodies are! Your body is from the hair on top of your head down to the bottom of your feet. Is your head a part of your body? Is your tummy a part of your body? What about your fingers?"

"That's right, everything from the top of your head down to the bottom of your feet is your body. Your body belongs to you. Your body is yours just like your clothes. Nobody should use your clothes unless you say they can and nobody should touch your body unless it is okay with you."

Ms. Moon asks, "Can you think of other things that belong to you?"

The children say, "Your sweater, your teddy bear, your shoes, your bubblegum all belong to you. No one should use these things that belong to you unless you say they can. They are yours. Your body is yours. No one should touch your body unless it is okay with you."

Ms. Moon asks, "Can Chang take Keisha's hat out of her cubby and run away with it? No, because it is Keisha's. Can Megan eat a cookie off Matthew's plate? No, because the cookie

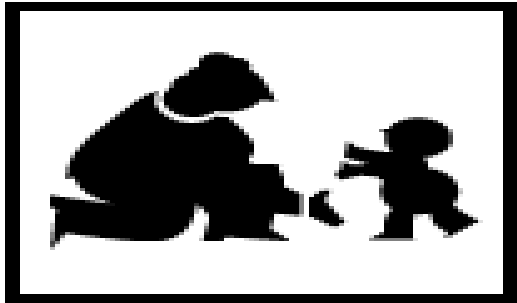
belongs to Matthew. Is it okay if José's big brother Pablo pushes José's back on the slide? No, because José's back is part of his body and belongs to him. No one should touch José's body unless he says it's okay."

Ms. Moon continues, "Is it okay for Megan to pull Keisha's ponytail? No, because her hair is part of her body. Keisha's body belongs to her. Tell me who your body belongs to?"

Everyone says, "My body belongs to me".

Unit 5: Personal Safety

Session 1: My Body Belongs to Me



Activities

Sing A Song: (to the tune of Mary Had A Little Lamb)

My head , my shoulders,
 My knees, my nose,
 My knees my nose,
 My knees, my nose,
 My head, my shoulders,
 My knees, my nose,
 My body belongs to me.

My arms ,my legs,
 My fingers, my toes,
 My fingers, my toes,
 My fingers, my toes,
 My arms. My legs,
 My fingers, my toes,
 My fingers, my toes,
 My body belongs to me.

Big Art: Children lie on a large piece of paper. Teacher outlines his/her body with a marker. Child paints or colors the picture of themselves. Pictures should be displayed together so that children can see likenesses and differences within the group and feel pride about their own bodies.

Personal Bubble Movement: Children form a circle and spread out so that when their arms are extended, they do not touch another child. Teacher asks children to stay inside their own “personal bubble” while hopping on two feet: touching their toes; popping up and down like popcorn; bouncing on a pretend bed; floating like a cloud on the sky.

Unit 5: Personal Safety

Session 2: Every Part Has a Name

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: Keisha, Matthew, Ms. Moon

Objective: Children will identify major body parts.

Group Time

Exercise

Today at child care it rained all morning and when it was time for the boys and girls to go outside, they couldn't because the play yard was too wet.

Keisha said, "What can we do if we can't go outside?"

Matthew said, "Why don't we do some exercise; my body needs to move."

"That's a good idea," said Ms. Moon.

Ms. Moon told everybody to find spaces on the rug where they would have enough room to move. First, they did jumping jacks, then they ran in place, then they touched their toes.

Ms. Moon said, "Why don't we do some movement with the parts of our body that bend. Can anyone find body parts that move?"

Keisha said, "Yes, my shoulders,"

"My wrist," said Matthew.

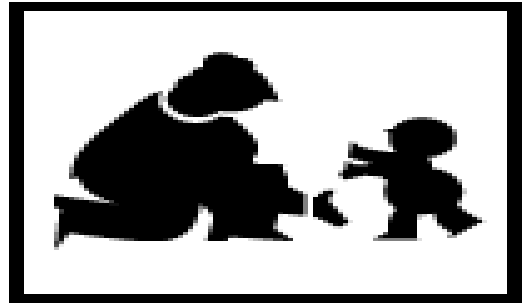
"My elbow," said Chang.

"My waist and knee" said José

"My ankle." said Megan.

Unit 5: Personal Safety

Session 2: Every Part Has a Name



Activities

Play Body Part Game

Have children do the following:

- ◆ Point to wrist. Make it bend
- ◆ Point to elbow. Make it bend.
- ◆ Point to waist. Make it bend back and forth.
- ◆ Point to knee. Make it bend.
- ◆ Point to ankle. Make it bend.
- ◆ Point to shoulders. Make them move up and down.

Play Spot Says

Spot says: Move your wrist high in the air.

Spot says: Bend at your waist from side to side.

Spot says: Move your shoulders up and down.

Spot says: Touch your elbow with your knee.

Spot says: Move your ankle back and forth.

Spot says: Touch your knee.

Bracelets: Make a wrist or ankle bracelet out of pipe cleaners or ribbon.

Measuring: Measure children’s feet using ribbon or string. Use to make a chart of everyone’s feet measurements

Example

Chang_____
Megan_____

Movement Activities: Select a piece of music and children move their moving body parts.

- ◆ Play “Follow the Leader” using moving body parts.
- ◆ Play Bend and Freeze: Let children move to music, having them “freeze in place” when the music stops. To personalize, comment on each child’s position (example: “Keisha is bending her elbow”; Matthew is bending his knee”).

Elbow painting: Let children “elbow paint” (instead of finger paint).

Play “Robots”: Let Children pretend to be robots, moving a designated joint to the beat of a drum or tambourine.

Unit 5: Personal Safety**Session 3: Taking Care of Me****Materials Needed:** Area for Group time, Spot the Dalmatian puppet**Characters:** Megan**Objective:** Children will learn the importance of taking care of their bodies and that their bodies are special.**Group Time****Do I Need a Bath?**

Megan had fun playing outdoors. She spent the day at Keisha's. They rode big wheels, made mud pies and ran around her yard. Soon Megan's momma came to Keisha's house to walk Megan home. Megan and her momma skipped and hopped and were all tired and hot when they got home. Megan started playing in her sandbox outside the kitchen window as her momma cooked dinner. When dinner was ready, Megan's momma helped Megan go into the bathroom and wash her hands. Megan looked at her hands and they were so dirty! She used lots of soap. Soon they were so clean her momma said they were shiny! Now they were ready to eat dinner.

After dinner and a story, Megan's momma told her it was time to get ready for bed. Her momma said, "You played so hard today, you really need to scrub tonight when you take a bath." "Do I have to?" cried Megan, "I'm too sleepy."

"Yes," her momma said, "We all need to take care of our bodies by keeping them fresh and clean. While you are playing all day, you get dirt and germs on your body. Sometimes you get scratches. You need to wash all your skin to get it very clean so you don't get itchy. I'll run the bathwater and you can put in the toys."

Megan jumped into the warm soapy water. "I'll help you wash," said her momma.

"Oh, no," said Megan, "I'm a big girl and I can do it myself."

Megan washed all the dirt off her body and she looked shiny again! Then Megan washed all the toys with her in the bathtub until they were shiny too.

Megan's momma said, "Time to get out! Let me check and see if all the dirt is gone."

Megan said, "Okay Momma, but I am having so much fun do I have to get out?"

“Yes,” Momma said, laughing.

Megan’s momma helped her out of the tub, gave her a big dry towel, and said, “You look shiny and clean all over!”

Megan put her pajamas on and was ready to hop into bed when her momma said, “I think it’s time that you helped decide what to wear to child care tomorrow!”

Megan was so excited. She liked choosing her own clothes. It made her feel grown up. First she chose a pink shirt and then she chose her favorite green pants to go with it.

“What socks do you want to wear?” her momma asked.

“I think I will wear my pink socks tomorrow,” said Megan.

Momma gave Megan a big hug and said, “I’m so proud of your choices!”

Megan was proud too. She knew she could take her own bath and chose her own clothes. She could hardly wait to tell Ms. Moon tomorrow!

Unit 5: Personal Safety

Session 3: Taking Care of Me



Activities

- ◆ **Water Play:** Provide a container of water, a washable doll, soap, washcloth and towel.
- ◆ **Story book:** Read books such as A Trip to the Dentist or A Visit to the Doctor by Stan and Jan Berenstain and discuss the importance of caring for our teeth and the reasons we need to go to the doctor.
- ◆ **Song:** Sing to the tune of “The Mulberry Bush”
 - This is the way we wash our face.
 - This is the way we brush our teeth.
 - This is the way we comb our hair.
- ◆ **Routine Activities to Reinforce Learning**
 - Have children brush their teeth every day after snack and/or lunch and discuss how they are working to keep strong teeth.
 - Always have children wash hands after toileting and before eating and discuss how they are getting rid of dirt and germs to stay healthy.
 - Do morning health checks of the children—checking ears, nose, mouth and throat. Discuss each body party as you do the check and talk about staying healthy.
 - At mealtime, discuss the foods you serve and how each one helps them stay healthy. Talk about eating good food to develop strong bones and muscles, etc.
 - At naptime, discuss why sleep and rest help children stay healthy and have more energy.
- ◆ **Special Visitor:** Invite a special visitor—nurse, doctor, dentist—to discuss ways of taking care of the body.

Unit 5: Personal Safety**Session 4: Private Body Parts**

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: Matthew, Keisha, Megan

Objective: Children will understand that some parts of the body are private.

Group Time**Matthew Goes Swimming**

Today is a very special day for Matthew, Keisha, and Megan. Matthew's grandma and grandpa are taking them to the swimming pool at the park. Matthew's grandma had bought him a new swimming suit and two yellow beach bags to carry all of his swimming things. Matthew's grandpa called him to get in the car and go to the pool. Matthew ran out to the car and jumped in.

His grandma asked, "Where is your beach bag?"

Matthew was so excited that he had forgotten it. He ran back into the house and grabbed the yellow bag.

Matthew and his Grandma and Grandpa drove to Keisha's house to pick up Keisha and Megan. Then off they went to the pool. When they got to the pool, Grandma took Megan and Keisha to the girls' dressing room to put on their suits. Grandpa took Matthew into the boys' dressing room to put their suits on. Matthew was in the dressing room when he looked in the yellow bag and pulled out the swimming suit. He put it on and saw that something was wrong, because the suit did not fit.

Matthew didn't know what to do, but he sure wasn't going to go out of the dressing room.

Matthew's Grandpa called, "Come out, Matthew!"

"No," Matthew said.

"How come?" said Grandpa.

"I just can't," said Matthew.

Matthew's Grandpa went to the dressing room door. "Is something wrong?"

“Yes,” said Matthew.

“What’s wrong?” said Grandpa.

“ I can’t walk. I have the wrong suit and it keeps falling down. I think it is your old suit.”

Matthew’s Grandpa said, “Oh I’m sorry. We need to get you something that fits. We need to wear clothes that cover our bodies when we are at the swimming pool. That’s a very private part of your body and you shouldn’t show it.”

“I’ll tell you what,” said Matthew’s Grandpa, “let’s go back to our house and get your suit.”

“O.K.” said Matthew, beginning to smile.

It seemed like it took forever to go home and get his swimsuit. While he was there, his Grandpa said for him to put it on and see if it fit. It did! When they got inside the pool, they looked for grandma and Keisha and Megan.

Megan, Keisha and grandma were waiting by the kiddie pool for Matthew and grandpa.

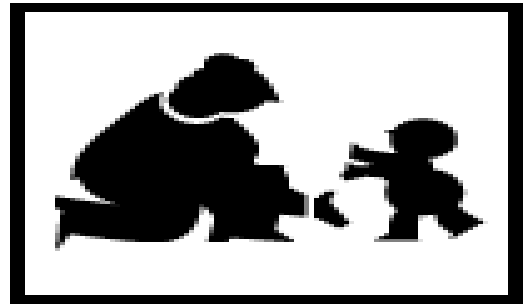
Keisha said, “That sure is a nice suit.”

“I’ll have to put your name on your swimsuit so this doesn’t happen again,” said Grandma.

Matthew smiled and said, “Thanks.”

Unit 5: Personal Safety

Session 4: Private Body Parts



Activities

- ◆ **Dress-Up Area:** Provide adult (or large-sized child's bathing suits) for dress- area. (Swim suits are placed over child own clothes.)
- ◆ **Art Activity:** Make body outlines of each child. Let child draw a bathing suit to cover private body parts.

**Unit 5: Personal Safety
(Ages 4 and over)****Session 1: Diapers****Materials Needed:** Area for Group Time, Spot the Dalmatian puppet**Characters:** Ms. Moon, Megan**Objective:** Learning about safe and unsafe touches***Group Time*****Baby Jamella**

Keisha was so excited to have a new baby sister, and she wanted to help her momma take care of her. Baby Jamella was really cute. She had big brown eyes, curly hair and she smiled a lot.

Keisha's momma showed Keisha how to hold her. She also talked about how she liked to be rocked and sung to.

Keisha said, "May I hold her?"

"Sure," said Keisha's momma.

Keisha sat in the rocking chair and her momma handed Jamella to her. She cradled her in her arms.

Jamella smiled at Keisha and Keisha said, "She likes me, doesn't she?"

"She sure does," said Keisha's momma.

"May I sing a song to her?" asked Keisha.

"Why sure, what is your favorite song?" asked her momma.

"The Wheels on the Bus," said Keisha.

Keisha's momma told Keisha that was her favorite song too, then Keisha began singing to Baby Jamella.

When Keisha finished her song, Baby Jamella began to cry.

"Does she want me to sing another song to her?" asked Keisha.

"Keisha, I think it's time to change her diaper," said her momma.

Keisha's momma placed a changing pad on the rug and laid Baby Jamella on top. She took out a diaper and some baby wipes. "Look momma, Baby Jamella has stopped crying. She likes having a clean diaper," said Keisha.

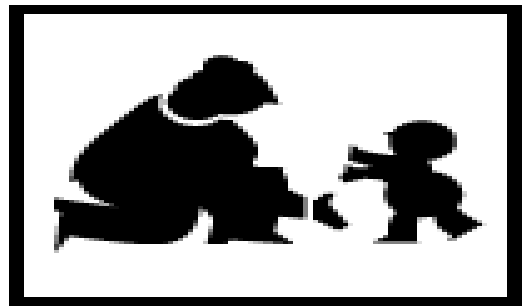
Baby Jamella cooed and smiled.

Keisha's momma thought it would be a good time to talk to Keisha about the boys and girls private body parts.

"Keisha, girls have private body parts called a vagina, and boys have private body parts called a penis. Boys and girls have different body parts. These are your private parts that are under your swimsuit. Sometimes grownups have to touch a little girl's private body part (vagina) or little boys private body part (penis), just like now, when I am changing Jamella's diaper." Then Keisha's momma wiped Jamella's private body part (vagina) with a baby wipe. Keisha said, "Momma, that's a safe touch."

"I changed Baby Jamella's diaper and that was a safe touch. I had to clean her private body part (vagina).

Keisha learned a lot today about babies.

**Unit 5: Personal Safety
(Ages 4 and over)****Session 1: Diapers*****Activities***

Dramatic Play: Provide props for diapering and washing a baby. Gather together baby dolls, diapers, wash cloths, wipes, empty lotion bottles and have the children talk about taking care of babies and explain that changing a baby's diaper is a safe touch to keep them clean and healthy.

Visitor: Invite a parent with a young baby to your classroom. Have parents talk about caring for babies. The parent may want to change the baby's diaper to help teach the children.

Chart: Write the Personal Safety Rules on a large piece of paper. Discuss these rules with the children and review them often.

Personal Safety Rules: Talk with the children about Personal Safety Rules. There are times when it is safe for a grown up to touch a little boy's private body part (penis), or a little girl's private body part (vagina). These are the times:

1. When a grown-up has to change a baby's diaper.
2. When a doctor has to touch your private body parts to help you stay healthy and well.
3. When a grown-up has to help a child with a bathroom accident.
4. When a grown-up has to help a child take a bath.

**Unit 5: Personal Safety
(Ages 4 and over)****Session 2: Visit to the
Doctor****Materials Needed:** Area for group time, Spot the puppet**Character:** Matthew**Objective:** Children will learn that there are times when it is acceptable for an adult to see you with no clothes on.***Group Time***

Going to the Doctor

Keisha just stayed on the rug when it was time for the girls and boys to go outside. Ms. Moon knew right away that something must be wrong because she was always the first to get her coat and hat to go outside.

“Hey, Keisha, aren’t you going outside today?” asked Ms. Moon.

“I don’t feel so good,” said Keisha.

Ms. Moon felt Keisha’s head and she felt very warm.

“What seems to be the matter Keisha?” said Ms. Moon.

“My head hurts and my throat hurts. I want to go home,” said Keisha.

“I will call your momma at work and see if she can take you to the doctor,” Ms. Moon said.

In the meantime, Ms. Moon put Keisha on her mat and covered her with her soft cuddly blanket. Keisha’s momma arrived at the child care center and took Keisha straight to the doctor.

“Keisha, I am sorry you do not feel well. I have made an appointment with Dr. Sarah and we are going to see her right now,” said her momma.

Keisha and her momma arrived at Dr. Sarah’s office. Keisha liked Dr. Sarah because she was really nice to her and she always got a sticker when she left.

The nurse took Keisha and her momma into the examining room and Keisha’s momma helped her take off her clothes and put a gown on. Then she lifted Keisha onto the examining table.

Dr. Sarah knocked on the door and walked in to see Keisha.

“Hello, Keisha. I hear that you are not feeling well today, tell me what is hurting,” Dr. Sarah said.

“My head hurts and my throat hurts and I am cold all over,” said Keisha.

“Keisha, I will need to listen to your heart and take your temperature,” said Dr. Sarah.

“Okay,” replied Keisha.

Now let me look in your mouth, open wide. Uh-um. Looks like your tonsils are swollen. Now I need to listen to your heart with my stethoscope, I need to take your gown off to listen to your heart.” said Dr. Sarah.

Keisha looked at her momma with a funny face and asked, “Do I have to take my gown off to have my heart listened to?”

“Yes, you do in order to get well and be healthy again,” said Dr. Sarah.

“Momma, I do not want Dr. Sarah to see under my gown. That is a private body part that my swimsuit covers.”

“Keisha, I can understand how you feel but she has to see your chest to hear your heart beat strong” said her momma.

Dr. Sarah told Keisha that she is proud that she knew that under her shirt is a private part. She told Keisha that all girls have private parts under their shirts, and this is called their breasts. She told Keisha that we wear shirts and bathing suits to cover this private body part.

“This is a time when it is all right for a grown up to see your chest. This is a safe touch. Dr. Sarah is helping make you well again,” said Keisha’s momma.

“Now do you understand Keisha?” said Mom.

“O.K., I understand that this is a safe touch and she is not trying to hurt me,” said Keisha.

Dr. Sarah touched Keisha’s chest (breast) to listen to her heart beat. “Sounds great to me,” said Dr. Sarah, “You can put your gown back on.”

“I believe you have a sore throat,” Dr. Sarah said. She told Keisha’s momma she would give her a prescription for some of the pink medicine that helps Keisha get better fast.

“Keisha, here is a special sticker for being such a super patient,” Dr. Sarah said as she patted her on the shoulder.

“Thanks,” said Keisha, “I will feel better soon.”

“You sure will. Now go home and find some quiet things to play with,” said Dr. Sarah.

On the way home, momma said to Keisha, “I am glad you told me how you felt about Dr. Sarah looking at your chest where your private parts are. You have a right to say NO to an unsafe

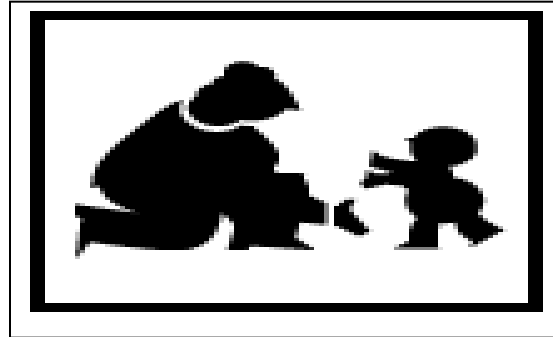
touch. But Dr. Sarah is a doctor and this is a time when it is all right for a grownup to touch you there. There are other times when grown-ups might touch a child's private body part: when giving a child a bath, helping clean up a bathroom accident, or changing a baby's diaper. These are all safe touches."

"That's a lot for a little girl to think about, especially when she doesn't feel well. We will talk later when you feel better. Why don't you lay down and take a nap, that will make you feel better I am sure," said her momma.

Then Keisha took a nap.

Unit 5: Personal Safety (Ages 4 and over)

Session 2: Visit to the Doctor



Activities

Spot the puppet or the teacher can say, “This is a lesson about keeping our bodies safe. We always need to be safe. You can say no to bad or unsafe touches and you can tell somebody who you trust if you are ever in any danger.”

Let’s talk about a few situations and see what we should do.

#1: Chang was very busy. He was so busy playing at the water table; he forgot he needed to go to the bathroom. He had a bathroom accident and his clothes got all icky. Ms. Moon took Chang to the bathroom and helped Chang clean his private body parts (penis) and change his clothes.

Why is it all right for Ms. Moon to help Chang clean his private body parts (penis)?

#2: Megan’s mother is keeping her friend’s baby, Rachel. It is time to change the baby’s diaper. What can Megan’s momma do? Why is it all right to touch a baby’s private body part when you are changing a diaper? Is this a safe or unsafe touch?

#3: Keisha is a little girl. She needs help taking a bath. Her daddy washes her face, hands, and private body parts. Keisha is now nice and clean. Why is it all right for Keisha’s daddy to touch her private body parts when she gets a bath? Is this a safe or unsafe touch?

Play “Who would you tell?” Let’s make a list of resources people for all the children.

Teacher: “Who would you tell if someone touched you and made you feel scared?”

One might answer, “My mother.”

Teacher: “Who would you tell if she did not believe you?”

One might answer, “My teacher.”

Teacher: “Who would you tell if she did not believe you?”

Continue until you have several people on the list of people the children can trust and can talk to about this.



**Unit 5: Personal Safety
(Ages 4 and over)**

**Session 3: Momma's
Friend**

Materials Needed: Area for group time, Spot the Dalmatian puppet

Character: Megan

Objectives: Learn personal safety rules and learn that some adults can be trusted

Group Time

Mother's Friend

Megan liked riding the van home from child care every day. But lately, she did not like going home because Momma's new friend Rick would be there. He took care of Megan while her mother was at work in the afternoons.

Megan had liked Rick at first. He would buy her special presents. He took her shopping at the mall, they looked at all the dolls and he even bought Megan one of her favorite dolls. But lately, he had been touching her in a way she did not like. He would put his hand into her panties and touch her private body part (vagina). He made Megan promise never to tell anyone. He said it was going to be their little secret. Megan told Rick she was going to tell her momma but he said that if she told her Momma her Momma would be mad at her and not like her anymore.

Megan was so confused, mad, and scared. She knew she wanted Rick to stop touching her, but she also did not want her Momma to be mad at her and not like her anymore. And if Momma liked him, shouldn't she like him too? Would her Momma be mad at her for what Rick was doing to her?

That day when Megan got off the van, she saw her Momma standing at the door of the apartment. She looked very sad and worried.

"Momma," said Megan, "I am glad you are at home. What is wrong? Where is Rick?"

Momma took Megan by the hand and walked into the living room and sat down on the couch.

Momma said, "Megan, Rick has gone away and will not be coming back. He is no longer my boyfriend. We just could not get along, anyway. I know that you liked him, he was very good to you but....."

Megan began to cry.

"Sweetheart, what is wrong? We can still do things together; Rick just will not keep you in the afternoons anymore."



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Megan spoke in a very

quiet voice, "I am glad he is gone." "But I thought you liked Rick."

"No, not anymore," cried Megan.

"Why not, Megan?" asked her Momma.

"He is not a nice man; I do not like him bothering me."

"Megan, he bothered you? How did he bother you?"

"I do not like him putting his hands on my vagina (on my private body part) and touching me," said Megan.

"You mean Rick has been touching your vagina (private body parts)? Oh, Megan thank you for telling me and I will not let that happen again," said Momma.

"He told me if I told you that you would be mad at me and not like me anymore. He told me it was a secret just between us. Did I make him go away? Are you mad at me?" cried Megan.

"Oh sweetheart, it is not your fault and I am not mad at you. You are not to blame for what Rick did to you!" said her Momma.

That night Megan and her Momma had a long talk. She told Megan that nobody should ever do that to her again. She talked about safe and unsafe touches and what Rick was doing was an unsafe touch.

"Megan, let's talk about some Personal Safety Rules," said her Momma.

1. You should never keep secrets about someone touching your vagina or breast (private parts). If someone asks you to keep a secret like that, you can always tell me or another adult you trust.
2. If anyone tries to touch you on your vagina or breast (private body parts) you can say "NO!" and go to someone you trust. These kinds of touches are unsafe touches.
3. Find someone you trust to tell about what happened, like me, your teacher, or Pastor Smith or your grandmother.

"Megan, know that I love you very much and I know it was hard to tell me about Rick, but I am glad you did. It is important to remember these personal safe rules. You need to know what to do if anybody tries to touch you on your vagina or chest (private body parts) and remember, you can always tell your Momma anything."

Momma gave her a great big hug and Megan felt safe and happy for the first time in a long time.



Unit 5: Personal Safety (Ages 4 and over)

Session 3: Momma’s Friend (Adapted version)

Materials Needed: Area for group time, Spot the Dalmatian puppet

Character: Megan

Objectives: Learn personal safety rules and learn that some adults can be trusted

Group Time

Mother’s Friend

This story is an adaptation of the original version. This will allow the childcare agency to select a name for the mother’s friend that would not be a problem for the children in the group. The story is generic in calling male and female genitalia “private parts” and it identifies the male in the story as momma’s friend.

Megan liked riding the van home from child care every day. But lately, she did not like going home because Momma’s new friend _____ would be there. He took care of Megan while her mother was at work in the afternoons.

Megan had liked _____ at first. He would buy her special presents. He took her shopping at the mall, they looked at all the dolls and he even bought Megan one of her favorite dolls. But lately, he had been touching her in a way she did not like. He would touch her private body parts. He made Megan promise never to tell anyone. He said it was going to be their little secret. Megan told _____ she was going to tell her momma but he said that if she told her Momma her Momma would be mad at her and not like her anymore.

Megan was so confused, mad and scared. She knew she wanted _____ to stop touching her, but she also did not want her Momma to be mad at her and not like her anymore. And if Momma liked him, shouldn’t she like him too? Would her Momma be mad at her for what _____ was doing to her?

That day when Megan got off the van, she saw her Momma standing at the door of



Keeping Kids Safe

the apartment. She looked very sad and worried.

“Momma,” said Megan, “I am glad you are at home. What is wrong? Where is _____”

Momma took Megan by the hand and walked into the living room and sat down on the couch.

Momma said, “Megan, _____ has gone away and will not be coming back. He is no longer my friend. We just could not get along, anyway. I know that you liked him, but...”

Megan began to cry.

“Sweetheart, what is wrong? We can still do things together; _____ just will not keep you in the afternoons anymore.”

Megan spoke in a very quiet voice, “I am glad he is gone.”

“But I thought you liked _____.”

“No, not anymore,” cried Megan.

“Why not, Megan?” asked her Momma.

“He is not a nice man; I do not like him bothering me.”

“Megan, he bothered you? How did he bother you?”

“I do not like him putting his hands on my private body parts and touching me,” said Megan.

“You mean _____ has been touching your private body parts? Oh, Megan, thank you for telling me, I will not let it happen again,” said her Momma.

“He told me if I told you that you would be mad at me and not like me anymore. He told me it was a secret just between us. Did I make him go away? Are you mad at me?” cried Megan.

“Oh sweetheart, it is not your fault and I am not mad at you. You are not to blame for what _____ did to you!” said her Momma.

That night Megan and her Momma had a long talk. She told Megan that nobody should ever do that to her again. She talked about safe and unsafe touches and what _____ was doing was an unsafe touch.

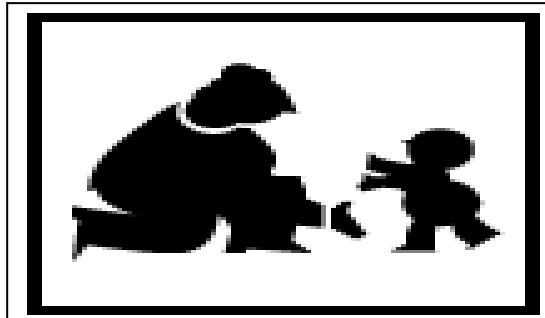
“Megan, let’s talk about some Personal Safety Rules,” said her Momma.

- You should never keep secrets about someone touching your private parts. If someone asks you to keep a secret like that, you should always tell me or another adult you trust.
- If anyone tries to touch you on your private body parts you should say “NO!” and go to someone you trust. These kinds of touches are unsafe touches.
- You should find someone you trust to tell about what happened. You can tell someone like me, your teacher, or Pastor Smith or your grandmother.

“Megan, know that I love you very much and I know it was hard to tell me about _____, but I am glad you did. It is important to remember these personal safe rules. You need to know what to do if anybody tries to touch you on your private body parts, and remember, you can always tell your Momma anything.” Momma gave her a great big hug and Megan felt safe and happy for the first time in a long time.

**Unit 5: Personal Safety
(Ages 4 and over)**

**Session 3: Momma's
Friend**



Activities

Teacher: Today's story was about Personal Safety. Personal Safety means keeping our bodies safe. Megan's mother taught her some rules for keeping her body safe from bad touches. Megan got a bad touch from her mother's boyfriend, Rick. Sometimes children can get bad touches from people they know. Rick tried to touch Megan on her private body part (vagina). Remember that private body parts are the parts of the body that are covered by your underpants, for girls they are called vagina, and under your swimsuit top is called breast. For boys under their underpants is called a penis.

Megan's mother gave her some Personal Safety Rules to follow.

- ◆ Don't keep secrets about someone touching your vagina or breast or your penis (private parts). If someone asks you to keep a secret like that, you should always tell your momma or daddy, me or another adult you trust.
- ◆ If anyone tries to touch you on your vagina or breast or your penis (private body parts) you can say "NO!" and go to someone you trust. These kinds of touches are unsafe touches.
- ◆ You should find someone you trust to tell about what happened. You can tell your momma or daddy, me, your teacher, or someone like your aunt or your grandmother.

Practice Saying "NO"

Have the children say "NO" one at a time or in a group as you read the following.

- ◆ Stand up tall when you say "NO"
- ◆ Say "NO" like you really mean it.

Have Spot the dog ask the following questions and let the children say "NO"

- ◆ Can I have one of your cookies?

- ◆ May I ride your bike, please?
- ◆ Let me touch your private body parts.
- ◆ Can I wear your hat?
- ◆ Will you be my friend?
- ◆ Will you take your clothes off?

Problem Solving:

#1: Chang's cousin wants to touch Chang's private body part (penis). Chang is scared but he knows it is an unsafe touch and he know he needs to do something. What can Chang do? What can Chang say to his cousin? Is it Chang's fault? Who can Chang tell?

#2: Megan is staying with the lady next door while her mother is away. The neighbor wants to play a touching game. She asks Megan to touch her private body part (vagina). She says to keep it a secret. Is it okay to touch her private body part (vagina)? Should Megan keep it a secret? What would you do if someone asked you to touch their private body part? What if Megan was scared to tell her mother? Who else could she tell?

**Unit 5: Personal Safety
(Ages 4 and over)**

Session 4: A Secret

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: Matthew

Objectives: Children will learn Personal Safety Rules and learn that there are adults you can trust.

Group Time

A Secret

“Hey, Matthew, Uncle Mark just called and he wants to take you on a weekend camping trip. Doesn’t that sound like fun? I can’t believe him; he is always doing nice things for you,” said Matthew’s Grandma,

“Matthew, did you hear me?”

Matthew said, “Yes, I heard you, grandma.” Matthew’s face grew sad; he remembered the last time he was with Uncle Mark.

It seemed like a long time ago, the last time Matthew spent the night at Uncle Mark’s. He was having so much fun. They went riding on a big black motorcycle and ate dinner at McDonald’s. Later that night at Uncle Mark’s apartment, they watched T.V. and ate popcorn.

Matthew must have fallen asleep. That was when it happened. He was sleeping on the couch and when he woke up, Uncle Mark was sitting beside him. Uncle Mark had put his hand inside Matthew’s pajama bottoms and was touching Matthew’s private body parts (penis). Matthew was so scared, and he just lay there saying nothing. He was wishing his uncle would stop touching him.

It seemed like forever and then suddenly Uncle Mark stopped. Matthew just looked at Uncle Mark. He did not know what to say. Then Uncle Mark told Matthew that what just happened was a secret and that it could not be shared with anybody, not even his Grandma. He said that if he told anyone, that Matthew would not get the bicycle Uncle Mark had promised to get him for his birthday. Uncle Mark asked Matthew to put his hand under Uncle Mark’s pajamas and touch Uncle Mark’s penis (private part). Matthew was so scared he couldn’t remember if he did touch Uncle Mark’s penis (private part), but he knew he didn’t want to.

That was what happened the last time Matthew was with Uncle Mark. And now Uncle Mark wanted to take him on a camping trip.

Matthew was so scared and confused. His Grandma wanted him to go on the trip. She thought it would be fun, but his Grandma did not know what Uncle Mark was doing to him.

“Matthew, did you hear me? Don’t you want to go with Uncle Mark?” Grandma said, looking concerned.

Matthew just looked at his Grandma, unable to say a word. A tear began running down his face.

“Matthew why are you crying, I have never seen you so scared before,” said his Grandma.

Matthew said softly, “Uncle Mark does things to me that I do not like.”

“Like what?” his Grandma said.

“Uncle Mark touches me down there. He touches my penis (private part) and asks me to touch his penis (private part). He told me not to tell anybody or he would not get me my bicycle. He said it was our secret, I thought I would get in trouble if I told,” said Matthew.

His Grandma was really quiet. She wiped Matthew’s tear away and pulled him close to her.

Grandma said, “Matthew, I am so glad you told me. It is not your fault that he touched you. I am not mad at you. I am glad you told me. I will stop Uncle Mark and you will not have to stay with him anymore.”

Later that evening Matthew’s Grandma came to his room to talk. She smiled at him and gave him a kiss on the head.

“Your Uncle Mark had no right to give you an unsafe touch. It was not your fault. It must have been very scary for you.

“You are a brave young boy. Thank you for telling me about Uncle Mark. I believe you and will keep you safe from Uncle Mark“, said Grandma.

“I am glad I told you”, said Matthew.

“Is there anything else you would like to tell me?” asked Grandma.

“Will Uncle Mark be mad at me?” asked Matthew.

“It is not your fault. Uncle Mark should not have touched you or made you scared.” said Grandma, “Uncle Mark has nothing to be mad at you about. You did what was right.”

“Do you still love me?” asked Matthew

“Of course, I do,” said Grandma, “and I will always be here for you to talk to and take care of you.”

“I love you too!” said Matthew, closing his eyes and going to sleep.

**Unit 5: Personal Safety
(Ages 4 and over)**
**Session 4: A Secret
(adaptation)**

Materials Needed: Area for group time, Spot the Dalmatian puppet

Characters: Matthew

Objectives: Children will learn Personal Safety Rules and learn that there are adults you can trust.

Group Time

A Secret

This story is an adaptation of the original version. The story is generic in calling male and female genitalia “private parts” and it identifies the person that touches Matthew as _____ so that the child care staff telling the story can fill in the blank with whatever name or identity that would work with the group.

“Hey, Matthew, _____ just called and he wants to take you on a weekend camping trip. Doesn’t that sound like fun? I can’t believe him; he is always doing nice things for you,” said Matthew’s Grandma.

“Matthew, did you hear me?”

Matthew said, “Yes, I hear you, grandma.” Matthew’s face grew sad; he remembered the last time he was with _____.

It seemed like a long time ago, the last time Matthew spent the night at _____. He was having so much fun. They went riding on a big black motorcycle and ate dinner at McDonald’s. Later that night at _____ apartment, they watched T.V. and ate popcorn. Matthew must have fallen asleep. He was sleeping on the couch and when he woke up, _____ was sitting beside him. _____ had put his hand inside Matthew’s pajama bottoms and was touching Matthew’s private body part. Matthew was so scared, and he just lay there saying nothing. _____ asked Matthew to touch his private body part. He couldn’t remember if he did or not but he knew he didn’t want to. He was wishing his _____ would stop touching him. He did not know what to say. Then _____ told Matthew that what just happened was a secret and that it could not be shared with anybody, not even his Grandma. He said that if he told anyone, that Matthew would not get the bicycle _____ had promised to get him for his birthday. That was what

happened the last time Matthew was with _____. And now _____ wanted to take him on a camping trip.

“Matthew, did you hear me? Don’t you want to go with _____?” Grandma said, looking concerned.

Matthew just looked at his Grandma, unable to say a word. A tear began running down his face.

“Matthew why are you crying, I have never seen you so scared before,” said his Grandma.

Matthew said softly, “_____ does things to me that I do not like.”

“Like what?” his Grandma said.

“_____ touches me down there. He touches my private part under my pajamas. Yes, Grandma, and he told me not to tell anybody or else he said that he would not get me my bicycle. He said it was our secret, I thought I would get in trouble if I told,” said Matthew.

His Grandma was really quiet. She wiped Matthew’s tear away and pulled him close to her.

Grandma said, “Matthew, I am so glad you told me. It is not your fault that he touched you. I am not mad at you. I am glad you told me. I will keep you safe from him.

Later that evening Matthew’s Grandma came to his room to talk. She smiled at him and gave him a kiss on the head.

“Your _____ had no right to give you an unsafe touch. It was not your fault. It must have been very scary for you.

“You are a brave young boy. Thank you for telling me about _____. You do not ever have to worry about going anywhere with him again. “

“I am glad I told you”, said Matthew.

“Is there anything else you would like to tell me?” Asked Grandma.

“Will _____ be mad at me?” asked Matthew.

“It is not your fault. _____ should not have touched you or made you scared.” Said Grandma. “_____ has nothing to be mad at you about. You did what was right.”

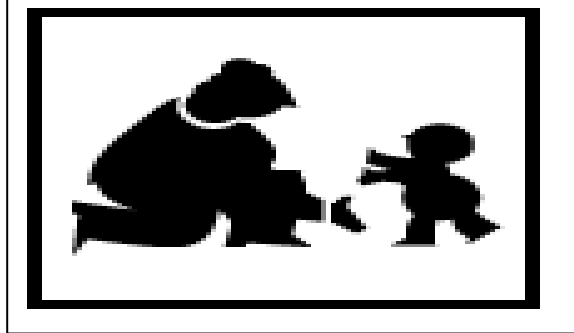
“Do you still love me?” asked Matthew

“Of course, I do,” said Grandma, “and I will always be here for you to talk to and take care of you.”

I love you too!” said Matthew, closing his eyes and going to sleep.

Unit 5: Personal Safety (Ages 4 and over)

Session 4: Uncle Mark



Activities

Explanation of Personal Safety Rules

Today's story was about ways we can help keep our bodies safe. We talked about safe and unsafe touches. Sometimes children might get unsafe touches from people they know. A person might want to touch you on your private body parts - that area covered by your underpants or bathing suit. (A person might want to touch your penis or your vagina or breasts). There are some things we can learn that will help us know what to do about unsafe touches.

Here are some important things to remember about Keeping Safe:

- ◆ Don't keep secrets about someone touching your vagina or breast or your penis (private parts). If someone asks you to keep a secret like that, you should always tell your momma or daddy, me or another adult you trust.
- ◆ If anyone tries to touch you on your vagina or breast or your penis (private body parts) you can say "NO!" and go to someone you trust. These kinds of touches are unsafe touches.
- ◆ You should find someone you trust to tell about what happened. You can tell your momma or daddy, me, your teacher, or someone like your aunt or your grandmother.

The Answer is NO: Read the following scene and ask children the questions at the end of the scene.

Megan's babysitter, Rose, wanted to play a game (play a game where they touched each other's private parts) with her. Megan was scared and she did not want to play the game (touching game) with her babysitter. Megan said "NO" to Rose in a big voice. When Megan's mother came home, she told her mother about Rose.

- ◆ Did Megan do the right thing?
- ◆ Who else could Megan talk to about this?
- ◆ What would you say if someone wanted to play a touching game with you?

- ◆ Who would you tell?
- ◆ Would you be scared about getting in trouble?

What if?* Saying NO! ***Telling!**

Ask the following “what if” situations, using the concepts of “saying NO” and “telling.”

1. What if you are in the park and a man calls you over to look at his private body part (penis)? What would you do?
2. What if a big kid sits close to you while riding in a car and gives you an unsafe touch? Is it your fault? What else could you do? Who could you tell?
3. What if you tell your mother that your aunt is touching your private body part (penis/vagina) and she does not believe you? Who else can you tell? What would you say?
4. What if your brother asks you to touch his private body part (penis)? What can you say? Who can you tell?
5. What if the lady next door touches you on your private body part (vagina) and tells you to keep it a secret. How would you say “NO”? Who can you tell? What if they do not believe you?

Unit 6: Safety Around Me**Session 1: Street Safety****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Character:** José**Objective:** Children will learn rules for street safety**Group Time****Watch Out José!**

It had been snowing showers of snowflakes all morning and it was very cold; but the snow finally stopped and the sun came out. Pablo and José were tired of staying in the house.

Pablo said, “ Please, Momma please! We want to go outside.”

Momma said, “ I’m ready to go outside too. Let’s get on our warm coats.”

Pablo put on his heavy jacket and zipped it by himself. He put on his red hat and pulled it down over his ears. Momma gave him a little help with his gloves so that his fingers would go in the right places.

Momma said, “It’s so cold we can’t stay out very long. Let’s walk around the block.”

Pablo and José were so excited they started to run ahead of Momma.

Momma called, “Come back here boys! José, you need to hold my hand when you’re near the street. Pablo, you need to walk with us and hold my hand when we cross the street.”

José held Momma’s hand and Pablo walked with them. They walked on the sidewalk because Momma said that the street was for cars and the sidewalk was for people.

José saw a tiny blue flower peeping out from the fallen leaves. Momma said that it was a crocus. Pablo found a smooth brown rock that looked like a jelly bean. He put it in his pocket to take home and show to his friends.

When they came to the corner, Momma said, “When we need to cross the street we stop, we look both ways, and listen for cars. If it’s all clear, we cross the street.” After they were sure no cars were coming, José and Pablo held Momma’s hand and they crossed the street.

José heard a bird singing in a tree. Momma said it was a red bird.

Pablo said, “ It sure is a cold day for that red bird to sit up in a tree singing!”

As they came to the next corner José saw a kitty in the yard across the street. He let go of Momma's hand and dashed into the street calling, "Kitty, kitty."

Just then a car came around the corner. Momma cried, "José! José!"

Pablo yelled, "Watch out, José!"

José ran back to his mother as Mama and Pablo called out to him. After the man had driven away, Momma said, "José, I was scared when you let go of my hand. That was not safe!"

Pablo said, "I thought that car was going to hurt you. I was so scared. I was shaking!"

Momma said to the boys, "Always, always remember these rules about street safety! Walk on the sidewalk. Hold a grown-up's hand. When crossing the street, stop, look both ways, listen for cars and cross when it's clear. Now do you think you can remember that, José and Pablo?"

The boys promised Momma they'd remember the rules about street safety. And they did.

Unit 6: Safety Around Me**Session 1: Street Safety****Activities**

The teacher says, “ Spot the Dalmatian wants all of you to be safe too when you are walking outside.” Let’s stand and say the Street Safety Rules for him.”

- ◆ I will walk on the sidewalk.
- ◆ I will hold an adult’s hand or walk beside an adult and hold hands when crossing the street.
- ◆ When I cross the street, I will stop, look and listen for cars and only cross when the street is clear.

The teacher says, “ I am so proud of you! I will write the Street Safety Rules on a big piece of paper so that we can read them and then go for a walk!”

- ◆ **Take a short walk:** Being sure that there are enough adults to help supervise the children, plan a walk to practice the Street Safety Rules. Talk with the children about where you will go and what they might see. As the children line up by the door, read the rules to them. Then take the walk observing the rules and praising them for observing the Street Safety Rules.
- ◆ **Block Play:** Provide people figures and cars for the block center. Encourage children to build streets and sidewalks and to observe the Street Safety Rules as they play with the cars and people.
- ◆ **Playground:** Mark off streets and sidewalks on the playground with chalk, string or blocks. Children on wheel toys can pretend to be cars driving on the street. Other children can pretend to walk on the sidewalks observing the Street Safety Rules.
- ◆ **Sandbox:** Provide cars and people figures for the sandbox. Encourage children to make streets and sidewalks and to observe the Street Safety Rules.

Unit 6: Safety Around Me**Session 2: Riding Toy Safety****Materials Needed:** Area for group time, Spot the Dalmatian puppet**Characters:** Megan, Chang, Matthew, José**Objective:** Children will learn rules for riding toy safety**Group Time****Runaway Trike**

It had been raining all morning and the children were disappointed because they couldn't play outside. But just then, the sun came out and Ms. Moon said they could play outside after all!

Megan and Chang rushed to get the same red tricycle.

Chang said, "I had it first!"

Megan said, "But I want to ride the red trike."

Chang said, "I know what Megan, I'll pedal and you ride on the back. Then we can both ride the red trike."

Megan said, "O.K. Chang, but I get a turn to pedal the trike too!!"

Off they went. Chang pedaled as fast as he could. They started down the hill and the red trike went faster and faster.

Chang said, "Hold on Megan! Here we go!"

It was fun going fast down the hill. Megan and Chang were laughing. The red trike went speeding around the corner. Suddenly, they saw José and Matthew coming toward them. Matthew was riding in the wagon, and José was pushing him. The red trike was going too fast to stop. Bang! Crash! The trike and the wagon ran into each other and wrecked. The trike turned over and threw Megan and Chang onto the sidewalk. The wagon turned over and Matthew and José fell onto the sidewalk too.

Megan said, "My knee is skinned!!! It hurts!!"

Chang said, "Oh, I bumped my head!"

Matthew cried, "My arm, my arm! I want my mamma!"

José said, "My mouth hurts!"

Then all four children began to cry. Ms. Moon rushed to see what had happened. She saw that none of the children were badly hurt. She comforted the children and took them inside. She washed their hurt places and put a little medicine on them and then she got the bandages. She put a bandage on Megan's knee, Chang's head, and Matthew's arm. She even gave José a Popsicle to make his mouth feel better. Soon they all felt better.

Ms. Moon called the rest of the children inside and said, "We had a bad accident on the riding toys this morning and we need to talk about what happened."

The children sat on the rug and Megan, Chang, Matthew, and José told the others about their wreck and showed them their bandages. Then Ms. Moon said, "Now we need to think of safe ways to ride the riding toys and make some safety rules so that this won't happen again." All the children agreed that they should be more careful when they ride their riding toys.

The teacher said, let's decide what rules we should have for safety on the riding toys. Let's try very hard to remember the riding toy safety rules so that we don't have accidents. The riding toy rules are as follows:

- ◆ One child at a time on the tricycles.
- ◆ Be careful not to run into people on other riding toys
- ◆ Pull the wagon, don't push it.
- ◆ Ride at a safe speed so you can stop quickly.

Unit 6: Safety Around Me**Session 2: Riding Toy
Safety****Activities**

- ◆ **Riding Toy Safety Rules:** The rules from the lesson should be written on a large piece of paper and placed by the door to be read to the children before they play outside. If your playground needs additional or different rules, they should be developed by the children and used the same way.
- ◆ **Accident Stories:** Children take turns telling the group about riding toy accidents they have had. The teacher asks the children how the accidents might have been prevented if they had been using the riding toy safety rules.
- ◆ **Block Play:** Dolls and small boxes with attached strings to be used as wagons are added to the block corner. Children might be encouraged to build riding toy sidewalks and to pretend to observe the riding toy safety rules as they pull the dolls in their make believe wagons on the walk.

Unit 6: Safety Around Me**Session 3: Fire Safety****Materials Needed:** Area for group time, Spot the Dalmatian Puppet**Characters:** Matthew and José**Objective:** Children will learn rules for fire safety**Group Time****Matches Are a No-No**

It was a warm day at the child care center and Ms. Moon's class was out playing on the playground. Matthew and José were playing in the clubhouse at the far end of the yard when Matthew spotted something on the ground.

"Look José, look what I found – some matches! I know how to strike a match. Wanna see?"

"No, don't do that! You're not supposed to play with matches!"

"Come on José, I'll be careful. I'm a big boy."

"No, you know the rules! We'd better take them to Ms. Moon."

"Oh, ok," said Matthew.

Matthew and José ran over to Ms. Moon shouting, "Look what we found!"

Ms. Moon said, "Slow down boys and tell me what you're so excited about."

"Look, we found these matches by the playground fence!" said José.

"You did?" said Ms. Moon. "You boys were right to bring them to me. I want to tell the rest of the boys and girls what happened when we get inside."

When the children returned to the classroom, Ms. Moon gathered them on the rug and said, "I want to talk to you about what happened today on the playground. Matthew and José found these matches by the fence, and you know what they did when they found them?"

"Did they light them?" asked Keisha.

"No," said Ms. Moon, "They brought them to me because they know matches and lighters are not toys. When you find matches and lighters, give them to an adult. What if Matthew and José had struck the matches? What might have happened?"

“They might have burned their fingers!” said Megan

“They could have caught the grass on fire and burned our playground all up!” said Keisha.

“They might catch their clothes on fire and then they would really be in trouble!” said Chang.

Ms. Moon said, “You are all correct; all those things might have happened if Matthew and José hadn’t remembered the fire safety rule about matches!”

“Ms. Moon, I know what to do if your clothes catch on fire – You Stop, Drop and Roll,” said Megan.

“You are right! That’s an important rule to remember. We will practice our Stop, Drop and Roll after naptime.”

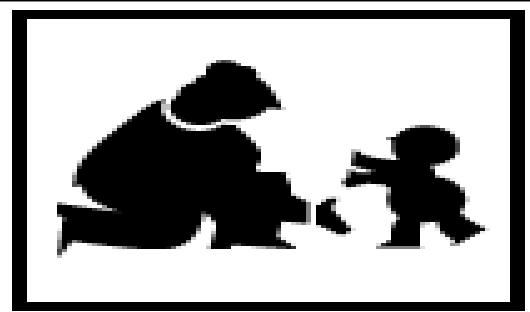
“It’s good that Matthew and José brought the matches to an adult.

“Let’s all repeat the fire safety rules together.”

- ◆ If your hair or clothes catch on fire you should
 - Stop, don’t keep running
 - Drop to the ground
 - Roll on the ground and the fire will go out.

Unit 6: Safety Around Me

Session 3: Fire Safety



Activities

Art: Provide red and black paint at the easel

- ◆ **Dramatic Play:** Provide toy phones for children to practice reporting a fire. Add firefighter props to dramatic play center –helmet, boots, section of a garden hose. Add fire truck to block center.
- ◆ **Visitor:** Invite a firefighter to your class. Have him dress for a fire – boots, helmet, pants, and coat. Give children an opportunity to see how a firefighter looks if he had to rescue them from a building.
- ◆ **Field Trip:** Take a trip to the fire station. Have firefighters talk to children about the fire safety rules. If class is unable to take a field trip, invite the fire department to come to your center and bring the fire truck.
- ◆ **Fire Drill:** Learn and practice the correct fire drill procedure and practice it every month.
- ◆ **Smoke Alarm:** Locate the smoke alarms in your building. Talk about the purpose of a fire alarm. Let the children hear the sound it makes.
- ◆ **Stop, Drop, Roll:** Teach the Stop, Drop and Roll safety rule. Explain that this will probably never happen, but it's a good idea just in case your clothes were to catch on fire. Explain to the children that if their clothes catch in fire, they should stop (do not run, it makes the fire grow) drop to the ground and roll. Have children practice this rule.

Unit 6: Safety Around Me**Session 4: Water Safety****Material Needed:** Spot the Dalmatian Puppet**Characters:** Matthew, José and Megan**Objective:** Children will learn rules for water safety.**Group Time****Swimming Lessons**

Grandma knew something was wrong with Matthew when he came to the breakfast table. He did not have a very happy face.

“What’s wrong, Matthew?” asked his Grandma.

“ I don’t want to go to child care today,” whispered Matthew.

“But Matthew, I thought you liked going to child care. You like your teacher and you like all the boys and girls.”

“Yes, I do like my teacher and my friends.”

“Then what is it, Matthew,” Grandma said in a concerned voice.

“I just don’t want to go swimming,” said Matthew.

“Oh, that’s right. You’re starting swimming lessons this week, aren’t you? Are you thinking about what happened at the YMCA when your cousin pushed you into the pool? I can understand why you might be afraid. When we get to child care let’s talk to Ms Moon about what happened and that you are feeling a little afraid to take swimming lessons.”

“Okay, “ said Matthew still hoping he wouldn’t have to get into the water.

When Matthew and his Grandma got to the center, they saw Ms. Moon talking with José and Megan. They were both excited about learning to swim and meeting Carl, the swimming teacher.

“Ms. Moon,” said Matthew’s Grandma, “ may Matthew and I talk with you?”

“Why yes, how are you both today? Matthew, why do you have such an unhappy face?” asked Ms. Moon.

“Well, that’s what we wanted to talk to you about. Matthew doesn’t want to take swimming lessons. Last summer, his cousin pushed him into the pool, and since then, he’s been afraid of the water,” said Grandma.

Ms. Moon bent down to speak to Matthew, “ You must have been really scared when that happened to you!”

“I sure was! I almost drowned. I couldn’t swim and my grandpa had to jump in and save me!”

“Matthew, I understand how you felt, but that’s why we’re having the swimming lessons so that you won’t have to be afraid of the water ever again. Soon, you will be able to swim!”

Matthew looked at Grandma who said, “Matthew, that sounds like a great idea to me. Why don’t you give the swimming lessons a try?”

“O.K.” said Matthew, “ I’ll try to be brave and try.”

At circle time, Ms. Moon introduced the boys and girls to Carl, the swimming teacher.

“Hello boys and girls! I’m Carl, your swimming teacher and I’m going to teach you to swim this summer. Tomorrow, we will go to the park and see the pool where you will learn to swim. But today, we’re going to talk about some water safety rules.”

“These are the safety rules for swimming. By following these rules, we can have a good time and also be safe.”

1. Be sure that an adult is there when you go swimming.

“Who can tell me why?” asked Carl.

“Because if you need help, the adult can help you,” said Megan.

2. Always walk on the pool deck. Never run!

“Who knows why?” said Carl.

“I know, I know. The deck is slippery and you can fall if you run!” said José.

3. Never push anyone!

“Can you tell me why?” asked Carl?

Matthew raised his hand. “ It’s scary to be pushed into the water and you could drown.”

“That’s a really great answer Matthew!”

“You boys and girls must have had your thinking caps on today! You all had good reasons for following the water safety rules.”

“Now tomorrow we will go to the pool, but before we go, we will talk again about the water safety rules.”

Ms. Moon thanked Carl for coming. She was very proud of her class.

“I’m going to write the water safety rules on the chart paper so we can remember them! Will everyone be ready to go to the pool tomorrow?”

Ms. Moon looked at Matthew who was smiling and saying, “YES!!!”

Unit 6: Safety Around Me**Session 4: Water Safety*****Activities***

- ◆ **Poster:** Write the water safety rules on the chart paper and post in the classroom
- ◆ **Dramatic Play:** Build a pool out of large blocks. Provide props: whistle for lifeguard, straw hats, sunglasses, beach towels, etc. Dramatize the water safety rules.
- ◆ **Sand Table Pool:** Set up a swimming pool in the sand table. Provide water props; plastic people, container of water to represent the pool.
- ◆ **Summer Project:** Teach the children how to swim. Contact Parks and Recreation to locate swimming courses for young children in your area.

Unit 6: Safety Around Me**Session 5: Car Safety****Materials Needed:** Area for group time, Spot the Dalmatian Puppet**Character:** Keisha**Objective:** Children will learn the rules of car safety.**Group Time****The Holiday Parade**

Keisha and Jamella were excited. Their Daddy was taking them to the holiday parade and they were going to see the Super Snowman and his special hat.

Daddy and Jamella were all ready, but Keisha was looking for her dress-up shoes.

Daddy said, “Keisha, hurry and get ready. It’s almost time for the parade to start!”

“I’m hurrying as fast as I can!”

Granny said to Daddy, “You and Jamella go out and get in the car. I’ll help Keisha find her shoes.”

As they were going to the car, Daddy said, “Hurry Keisha! We don’t want to miss the snowman.”

Daddy put little Jamella in the backseat safety seat and buckled her up. Then he got in the driver’s seat and buckled up his seat belt. They were ready to go but Keisha didn’t come. Daddy blew his horn so Keisha would hurry.

Finally, Keisha came running out. Granny had found her dress-up shoes and she was ready to go to the holiday parade. Keisha jumped into the back seat and away they went. She was so excited that she was jumping up and down and saying, “Snowmen, Snowmen, Snowmen!”

At the end of the driveway, Daddy looked back at Keisha. “Oh no! What did I forget? I was in such a hurry to get to the parade I forgot one of the most important car safety rules! Keisha, do you remember what they are?”

Keisha said,

- ◆ The backseat is the safest.

- ◆ Jamella and I get buckled into our car safety seats.
- ◆ Daddy and any other big person get buckled into the seat belts.
- ◆ We sit quietly.
- ◆ The car doesn't go until everyone is buckled up.

Daddy turned off the engine of the car and unbuckled his seat belt. "Do you know what I forgot to do?"

Keisha looked around, and realized she wasn't buckled into her booster car seat! She turned to Daddy and said, " Oh no! I'm not buckled in!"

"That's right Keisha! I forgot to buckle you into your big girl booster car seat! I'll do that right now and then we can go on to the parade. We must all try to remember the car safety rules even when we get excited and in a hurry." Daddy helped Keisha into her seat and buckled her in safely. "Now, who wants to see the Snowmen?"

"We do, we do!" cried Keisha and Jamella from the back seat.

They got to the Holiday parade just before it started. The best part of all was seeing the Snowman in his special hat! He waved to the girls and threw them little candies! After that day, Keisha always remembered the car safety rules. There will be no more unsafe car trips for Keisha and Jamella!

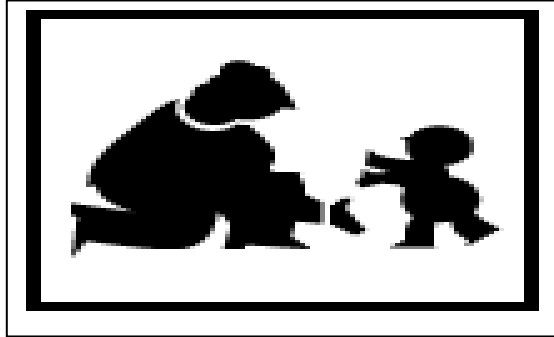
The next Monday at child care, Keisha told the car safety story to Ms. Moon. Ms. Moon used the story of Keisha and her little sister Jamella to talk to the class about car safety. "Let's talk about the car safety rules."

- ◆ Why is the backseat safest?
- ◆ Why did Jamella and Keisha need to sit in their car seats?
- ◆ Why do bigger children and adults need to buckle up in the seat belts?
- ◆ Why is it important to sit quietly?
- ◆ Why did Keisha's Daddy have the rule that the car won't go until everyone is buckled up?

Ms. Moon said, "Can everyone stand up and say after me. 'I will always buckle up! It's the safe thing to do!"

Unit 6: Safety Around Me

Session 5: Car Safety



Activities

- ◆ **Dramatic Play:** Place a car safety seat in the Housekeeping Center so that the children can use it with baby dolls for dramatic play.
- ◆ **Dramatization:** Use real car and booster seats to show the children the correct way to sit. Explain why/how the seat and belts are made to keep them safe. Let each child take turns being buckled in. Use the seats and chairs to create vehicles to practice the rule that the car does not move until everyone is buckled up. Some children may play adults and scarves or belts may be used to represent adult seat belts.

Unit 6: Safety Around Me**Session 6: Strangers**

Materials Needed: Area for group time, Spot the puppet

Characters: José, Matthew, Megan

Objectives: To learn not to accept money and/or gifts from strangers, and that there are adults who can be trusted and who can protect them.

Group Time**A Tricky Decision**

It was the evening of the Child care picnic in the park, and the children were finishing up seconds and thirds of Ms. Betty's fried chicken. Leaving the parents and visiting at the tables, they moved to the playground equipment and began to climb around on it.

The stranger said, "Hey up there!!! Can you do a trick?"

José said, "Watch me hang upside down by my knees!!"

The stranger smiled and clapped his hands.

Megan said, "Now watch me! I can slide down the sliding pole all by myself!"

The stranger said, "I like to do tricks too! I'm too old for hanging upside down, but I'm real good at coin tricks. Just look at all the nickels I've got for you in this bag! Can you hear them jingle when I shake it? See how the nickels in the bag shine so brightly? And I'm about to get us even more money! Come and see if we can find enough so that we can buy snow cones down by the ball field!"

Megan was feeling very confused and ran toward Ms. Moon and gave her a quick hug.

Ms. Moon came quickly and said, "Boys and girls, Ms. Betty is almost finished with the homemade ice cream but she needs a little help with the cranking. Scoot and we'll all have some for dessert!"

Ms. Moon said to the stranger, "It's really not a good idea for children to take money from people they don't know. Please understand, I just want our children to be safe wherever they



Keeping Kids Safe
go.

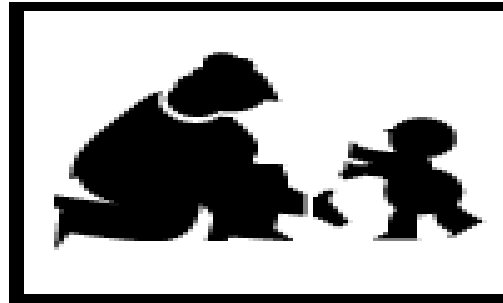
The stranger said, "You don't want the kids to have any fun!"

Megan was afraid because his face looked angry and his voice was loud. She took Ms. Moon's hand as they turned and walked towards the ice cream freezer.

Ms. Moon said, "Sometimes it's hard to figure out what to say to a stranger isn't it? Well, just remember this. If someone you don't know speaks to you, it's ok to walk away and go to someone you know. You don't have to say hello to someone you don't know and you don't go away with someone you don't know."

"Ok, I'll remember!" said Megan.

Ms. Moon and Megan joined the children clustered around Ms. Betty. The parents drifted over, and Megan's mother and father found her. When she saw them, she gave them each a big hug.

Unit 6: Safety Around Me**Session 6: Strangers****Activities**

Ms Moon asked the children to think of times when they might see a stranger. Then she told them to help her think about the best thing to do in the following situations.

1. Keisha asks her Momma if she can go to the toy department while Momma shops for curtains. Momma says it's ok but that Keisha must stay in the toy department and not wander away. A pretty lady walks up to Keisha and says she will buy Keisha a present if she takes a walk with her.
 - ◆ What should Keisha do?
 - ◆ What should Keisha say to the lady?
 - ◆ What would you do?
2. Matthew and his cousin Rochelle get lost in the grocery store. A nice looking man asks if they will come with him. If they come, he will buy them a cookie.
 - ◆ What should Matthew and Rochelle do?
 - ◆ What could they say?
 - ◆ What would you say?
3. Megan is playing in her yard. A neighbor comes up to Megan and tells her he has some brand new puppies he wants to show her. He says she must come to his house to see the puppies.
 - ◆ What should Megan do?
 - ◆ What should she say?
 - ◆ How could Megan's mother help?

Section 6

Partnering with Parents

Date:

Dear Parent:

This week the children will be hearing stories about how each of them are unique: That their birthdays are special; that they are growing with the ability to do things for themselves and others; that they have a right to assert themselves; and that they are important, fantastic, and loved.

The children will be taking part in games, role-playing, art and music activities, and puppet plays designed to deepen their understanding of these concepts and to relate these concepts to themselves. The purpose of the stories and activities is to help children grow in self-esteem. A self-confident child is more able to assert himself/herself in a potentially abusive situation.

Self-esteem cannot be taught to a child in the same way the ABC's are taught, but it is the result of many positive experiences with the important people in the child's life. To reinforce these experiences, please see the attached activities that you can do with your child at home this week.

Enjoy helping your child feel important!

Sincerely,

Activities You Can Do At Home

- Help design a “Good Helper At Home Chart” for your child. Put things on the list that your child can accomplish such as:
 - Picking up their toys and putting them in their room
 - Brushing their teeth at night and in the morning
 - Taking clean clothes to their rooms
 - After the dishes are washed, put up the forks and spoons
 - Help unload bags from the grocery store

As these jobs are completed, put a star on the chart next to the item. Every time a star is placed on the chart have a celebration and share with you child what a good job they did.

- Butterfly Feet – Have your child stand barefoot on a piece of paper with their feet together. Trace around each child’s feet. Have your child add an antenna to his butterfly and decorate it. Make one for everyone in the family and talk about how each is unique.
- Draw a copy of a light bulb. Help your child fill in the light bulb with words or pictures showing things they do well. Have everyone in your family make a light bulb picture and tell each other about their picture.
- The Me-Mobile. Help your children draw or cut out pictures of their favorite toys, food, animals, and activities. Ask them to draw a picture of themselves on a piece of paper. Make mobiles with the pictures and drawings using coat hangers and yarn.

Date:

Dear Parent:

This week the children will be hearing stories about different kinds of families, and how families love and care for each other. We also will be talking about friends. The children will learn that they have a support system of family and friends that they can count on.

The children will learn that they can have many types of friends—friends their own age and grown-up friends. They will learn ways of being friends to others by helping, caring for and showing affection.

An important part of Personal Safety for children is to develop a support system of family and friends who they can talk with about problems, including an abusive situation.

Please see attached activities that you can do with your child this week to encourage healthy friendships and relationships with family members.

Sincerely,

Activities You Can Do At Home

- ❑ Draw a picture of your house and help your child write the names of everyone that lives in the house. Help them draw the faces with hair and eye colors that match in the windows or in front of the house.
- ❑ Tell your child stories about yourself or other family members when they were children.
- ❑ Select different members of your family and give your child short descriptions of them and let them guess who that person is. Then let them select someone and give you descriptions while you guess.
- ❑ Collect different items of clothing from various members of your family, including grandparents and aunts and uncles. Help your child dress up like that family member and tell you what they like the most about them.
- ❑ Use a doll to play with your child as they act out being a mommy or a daddy or grandparent or other person that might be caring for them. Use positive reinforcement when your child attempts to do a good job “parenting” the doll. Examples of play include:
 - Putting the doll to bed
 - Feeding the doll
 - Dressing the doll
 - Reading to the doll
 - Playing with the doll

Date:

Dear Parent:

This week the children will be talking about feelings and the importance of expressing feelings in the right way. The feelings we will cover are happy, sad, mad, glad, scared, surprised, and excited. The children will learn to recognize and tell what those feelings are and they will learn that other people and things that happen influence the feelings they have. They will learn that all feelings are acceptable and OK.

We also will work with the children to develop skills to solve some problems with others. The children will learn that they are growing up, and we will talk about standing up for ourselves.

To reinforce these concepts at home, please see the attached list of activities. Children who can recognize feelings that make them uneasy, can problem-solve, and can find adult help are better prepared to react to a potentially dangerous situation.

Sincerely,

Activities You Can Do At Home

- Gather old magazines or newspapers and help your child make “happy” posters from pictures children cut from magazines.
- Gather pictures of your family and look at them with your child. Look for pictures that show people that are happy, sad, glad or mad. Talk with your children about the pictures and what these feelings are.
- Talk about times when your child felt scared. Ask them who they will tell when they are scared.
- Save a small can like a soup can or a can that frozen orange juice was in. Make sure there are no sharp edges on the can and the top of the can is removed. Color and decorate paper to put around the can. You can also use contact paper, construction paper, or gift-wrapping paper to cover the can. Make circles and write on them when your child learns something new. Put the circle in the can. Call it the “Can Do” Can. As the can fills up, take the circles out and read them to your child asking them to show you again what they have learned to do.
- Play a game with your child in which you answer questions about what you might feel or do in a situation. You also take turns playing the game and give a positive answer to the situation you have. Situations might be:
 - Somebody took the toy you were using
 - Somebody pushed you down the slide
 - You wanted a turn with the wagon
 - You were glad to see a friend
 - Your grandma came to child care early to pick you up and go on a picnic to the park. At the park you can swing in the swings

Date:

Dear Parent:

This week the children will be talking about listening, cooperation, and making choices. Children will learn positive problem solving skills. They will be participating in music, art, and games that will teach positive problem solving that they can use in many different ways in their life.

Children who are able to cooperate with others while using positive problem solving skills are more likely to be able to keep themselves safe in a potentially abusive situation. To reinforce these concepts at home, please see the attached activities that you can do with your children this week.

Sincerely,

Activities You Can Do At Home

- ❑ Play Simon Says with your child. Explain to them how to play the game and take turns with them saying and following the commands of Simon.
- ❑ Play “Can You Guess”. Select a clearly visible object in the room. Tell your child you are thinking about something and give them a clue such as the color, size, or shape. Ask the children to guess the item. Repeat clues until they are able to guess correctly. After they have played the game a few times, ask them to select an item and give you clues until you guess it. You can play this game inside and outside.
- ❑ Play a Choice Game with your child by giving them choices they can make for themselves. Begin to work with them about clothing choices by offering them two choices that would be acceptable to you. Then allow them to wear the choice they made. You can do the same thing with choices about what they want to drink or eat or play with. Always make sure that either choice is okay with you.
- ❑ Read stories to your children. Reading to your child allows them to hear the words and improves their listening and communication skills. Books are wonderful ways to help children be better prepared for school. As children learn to enjoy books let them practice reading to you. Since most young children can’t read, listen to the story they tell you and praise them for doing a good job in telling you a story.
- ❑ Play “Red Light, Green Light”. When you say “green light” your child will run, but when you say “red light” your child must stop. Play the game until your child is able to cross a large area and get to you. Then change places and let your child say, “red light” or “green light” and you either run or stop depending on what they say.

Date:

Dear Parent:

This week the children will be talking about our bodies. We will be learning the names for body parts, to feel good about our bodies, and we will learn ways to take care of our bodies.

In teaching the body parts, our four and five year old's learned about the private body parts—for girls, vagina and anus for boys, penis, and anus. Our three-year old's will lean about private body parts next year when they are four.

We encourage you to use the correct names when referring to the genitals. Teaching body parts, including the genitals, helps children become aware of the entire body and give them adequate vocabulary for describing potentially abusive situations. By teaching children that their bodies are special and belong to them, we give them control over their bodies and help them develop respect for themselves and others.

Children 4 and older will learn to recognize unsafe situations that could occur involving people—people they know and people that they might be unfamiliar with.

The children will learn to be aware of safe and unsafe touches given by grown-ups or older children. Safe touches are hugs, pats from people they know and care about and touches made to the body, including private body parts, that are for health or cleanliness reasons—changing diapers, cleaning a child at bath time, cleaning a child who has had a bathroom accident, or a physical examination made by a doctor.

The children will learn ways of asserting themselves in abusive situations. They practice telling someone they trust about the situation.

Please see the attached activities to reinforce the concepts we will be learning at childcare.

Enjoy your special time with your child!

Sincerely,

Activities You Can Do At Home

- ❑ Have the children name the body parts that they know. If they are uncertain about what a certain body part is, tell them. Now would be a good opportunity to talk to your children about the names you call private parts. Children that understand what the correct names for their private parts are have a better ability to communicate about any danger or problems they have with touching or other personal safety issues.
- ❑ Have your child pretend to be a robot, moving designated joints when you tell them to.
- ❑ Provide a container with water and some soap and a washcloth and a towel. Give your child a washable doll and help them learn how to give the doll a bath. Talk about why it is important to wash our bodies.
- ❑ Name different kinds of touches and ask your child to tell you if they are good or bad kinds of touches. If they say something is a bad touch ask them whom they would tell. Praise them for saying they would tell you or another adult.

Date:

Dear Parent:

This week we will be learning about potentially dangerous situations and some ways to be safe. The first section of safety rules included street, riding toy, car, fire and water safety. Please ask your child's teacher to share what they learned about safety. We encourage you to formulate family rules for safety to be used at home—answering the telephone, answering the door, what your child should do if he/she gets lost, how to deal with strangers. These are just a few of the issues you may want to address.

Please see the attached list of activities that you may do at home with your child this week to reinforce what they learned during the week. These sessions are meant to help empower children because they will know what to do in unsafe situations, helping them feel more confident in all situations.

Enjoy your special time with your child!

Sincerely,

Activities You Can Do At Home

- Reinforce the Safety Rules your children learned at childcare. These rules are:
 - Walk on the Sidewalk
 - Hold an adult's hand or walk beside them when crossing a street
 - When you cross a street, Stop, Look and Listen. Cross only when the street is clear.
- Reinforce the Riding Toy Rules your child learned at childcare. These rules are:
 - One person at a time on riding toys
 - Be careful and do not run into people when you are on your toy
 - Pull a wagon, don't push it
 - Ride at a safe speed so you can stop quickly.
- Reinforce the Stop, Drop and Roll Safety rule. Explain that this will probably never happen, but if their clothes were to catch on fire they should stop, drop to the ground and roll. Ask them what this will do and have them practice the rule.
- Reinforce the Safe Swimming Rules. These are:
 - Be sure an adult is there when you go swimming
 - Always walk at the pool, never run
 - Never push anyone

Section 7

Parent Meeting Guide



Keeping Kids Safe

Parent Power

Session 1—Communicating with Our Young Kids

1. Introduction (10-15 minutes)

Welcome each parent warmly at the door. Give time at the beginning of the group for them to introduce themselves and find out the names and ages of their children. After each parent has a chance to introduce himself or herself, you may choose to use one of the icebreakers in the back of this unit. Pass out name tents or name cards, if available. Introduce yourself to the group as a whole, giving your name and brief history of your experiences with parenting and/or children.

2. Discussion Question (15 minutes)

Why do we need good communication? How should we talk to each other?

Give parents time to talk about a time that they did not feel listened to, or they did not feel like they could share with someone. Validate their experiences, giving positive feedback and eye contact.

Listening to our kids means listening to their feelings too.

Listening to the feelings of our children when they talk to us not only helps us communicate with them, but it also helps them identify how they are feeling, so that they can use these words in the future. It may be helpful to talk with our toddlers about their feelings frequently, using a feelings faces worksheet. Distribute the feelings faces worksheet to the parents, explaining that it can be used with children to help identify feelings.

Some things to avoid when communicating with our children:

- ◆ *Blaming and accusing:* “Look what you’ve done now!” When we blame our children, they are less likely to talk with us about how they feel for fear that they have messed up.
- ◆ *Threats:* “Do that one more time and you’ll get...”
- ◆ *Name Calling:* “That was so stupid! You’re clumsy.”
- ◆ *Ordering and Lecturing:* “Because I said so, that’s why!”
- ◆ *Comparisons:* “Why can’t you be more like your brother?”

3. Different types of communication (15 minutes)

Using a flipchart, write out the different communication techniques. Have participants go around the room and write an example of this kind of communication on the paper.

- ◆ Information—This involves sharing facts or events
- ◆ Feelings—Sharing feelings or concerns
- ◆ Problem solving—Brainstorming and exploring ideas
- ◆ Commands—Get someone to do something

Which is the most effective with our young children?

4. Communication Guidelines (10 minutes)

Distribute the Parent Power Page with Communication Guidelines and discuss each technique. Involve participants by asking if they have ever tried this with their toddler and what happened when they did.

When we practice the techniques, our kids feel more comfortable talking with us when something goes wrong in their lives or when they feel bad.

We want our kids to feel open talking with us so that they can tell us when something bad happens to them that they need us to protect them from. This includes telling you when they have been abused.

- ◆ Teaching children to tell:
 - Children need to know that you support them. Children may be less likely to tell you when they’ve been abused if they feel like they have to worry about your feelings.
- ◆ Children need to know that they will be believed when they tell you of abusive incidents. Although the immediate reaction may be anger, revenge, or anger at the child, the child may not seek your help again if you respond with “I told you so,” or “Just wait until I get my hands on...”

It's also important to keep open communication with our children about other adults:

- ◆ Teach children it's okay to say no. Tell them it's alright to say no to an adult that tries to harm them.
- ◆ Talk to children about not keeping secrets. That some secrets should NEVER be kept no matter if they promised not to tell.

5. Wrap-up (5-10 minutes)

Remind parents of the next meeting, and make sure there are no questions. Let them know you look forward to seeing them next time.



Keeping Kids Safe

Parent Power Pages

Communication Guidelines

- ◆ Get your head physically on your child's level.
- ◆ Look directly at the child, use gentle touch.
- ◆ Notice your body language, your body should let the child know you are giving them your attention.
- ◆ Give clear and consistent instructions. Avoid mixed messages such as laughing at a behavior once and then giving a consequence the next time.
- ◆ Avoid giving too many instructions at a time.
- ◆ Never use trickery; lying to a child creates distrust and teaches them it's okay to lie.
- ◆ Allow children to make choices appropriate to their age level.
- ◆ Keep lines of communication open by:
 - Listening to your children
 - Being honest and open in answering questions
 - Accepting their fears, ideas, and feelings as real, not exaggerated.
 - Sharing your own feelings and ideas.
 - Being warm and supportive
- ◆ Give nonverbal affection, smiles and hugs.
- ◆ Make an effort to keep promises.



Keeping Kids Safe

Parent Power

Session 2

1. Introduction (10-15 minutes)

Welcome each parent warmly at the door. Give time at the beginning of the group for them to introduce themselves and find out the names and ages of their children. After each parent has had a chance to introduce himself or herself, you may choose to use one of the icebreakers in the back of the unit. Pass out name tents or name cards, if available

2. Discussion Question (15 minutes)

How can we protect our children from abuse?

Give parents time to talk about what they have done to protect their children from abuse. Validate their experiences, giving positive feedback and eye contact.

Sexual Abuse: Children are more likely to be abused by someone they know well or by a family member than by a “stranger.”

Excessive caution about strangers does little to protect children and may damage their ability to meet new people and make friends. Children need to feel safe and secure; they should not live in fear.

3. To protect children from sexual abuse(15 minutes):

- ◆ *Watch small children closely.* Select baby sitters and other caregivers very carefully.
- ◆ *Maintain open communication.* Be an askable parent.
- ◆ *Be alert to hints or coded statements from children.* Examples may be, “Mr. Jones wears red underwear.”

- ◆ *Help children distinguish between good and bad touch or confusing touch.*
Children's books can be very helpful.
- ◆ *Tell children that if anyone "bad touches" or "confusing touches" them, they should come and tell you right away.*
- ◆ If children tell you of an abusive incident:
 - Believe them.
 - Comfort them.
 - Assure them that it is not their fault and that you still love them.
 - Tell them you will do all you can to protect them from this happening again.
 - Remain calm, no matter how shaken you feel. Avoid threats against the offender.
 - After you have done all of the above, contact the appropriate authority.

4. Child Abuse Warning Signals (15 minutes)

It is up to us as parents to make sure that we are not putting our children in harmful situations by leaving them with certain caregivers. But how do we know who is safe and who is not? Review the Parent Power Pages, Child Abuse Warning Signals. Ask for any questions.



Keeping Kids Safe

Parent Power Pages

Child Abuse Warning Signals (Yellow Lights: Slow Down!)

It is very difficult to predict who may hurt your child. No one of these factors alone predicts abuse, but they should put you on alert. When several of these signals are present in someone, the situation could be dangerous.

- ◆ Expectations too high: does not understand what is normal for small children.
- ◆ Controlling, rigid, expects others to obey without question
- ◆ Persistent negative feelings. Angry, irritable, flies into rage easily.
- ◆ Isolation, loneliness, does not want you to be with your friends or extended family.
- ◆ Blaming, suspicious, lacks trust.
- ◆ Keeps weapons and seems interested in them.
- ◆ Slam's doors or throws things, and has other scary behaviors
- ◆ Verbally/emotionally cruel
- ◆ Frequently in conflict with others inside and outside the family
- ◆ Enjoys violence in movies, TV, and so on
- ◆ History of fighting, including wrestling or prize fighting
- ◆ Poor self-esteem or exaggerated sense of what he/she deserves
- ◆ Was abused, harshly punished, or neglected as a Child
- ◆ Came from a family where others were abused
- ◆ Believes in harsh punishment

- ◆ Lacks parenting information and skill
- ◆ Has had problems with the law
- ◆ Abuse's alcohol or other drugs

Child Abuse Warning Signals (Red Lights: Stop!)

Any *one* of these behaviors signals *serious danger*. Get out with your child or get him/her out right away!

- Threats—*any* threat of harm to you or another family member.
- Other frightening behaviors, such as knocking a hole in the wall with his/her fist, thrusting a knife into a counter top, breaking things, jerking the phone from the wall, and so on.
- Has abused others. Find out as much as you can from people who know him/her. Don't accept "explanations" such as "they provoked it" or "they deserved it" or "I only pushed them a little bit."
- Has abused or hurt you.

Parent Group Icebreakers

1. Tell me about your best friend
2. Which room in your house do you like best?
3. Who is your favorite relative? Why?
4. If you could go anywhere in the world, where would you go?
5. What is your favorite movie or TV show?
6. What is the best thing that happened to you this past week?
7. The hardest thing I have ever done is....
8. Do you have a nickname? If so, what is it? What nicknames do you have for your children?
9. What was the happiest moment in your life?
10. If you had this week over again what would you do differently?

Section 8

Resources

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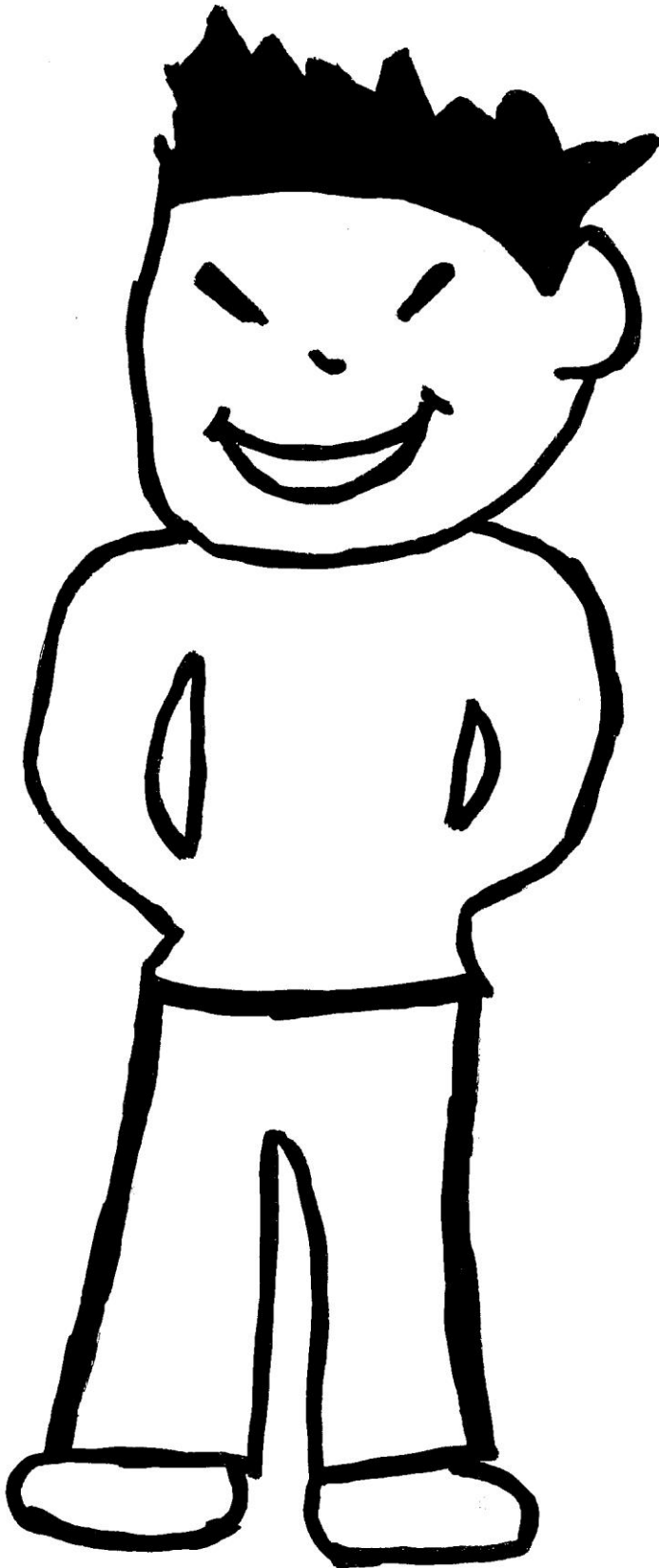
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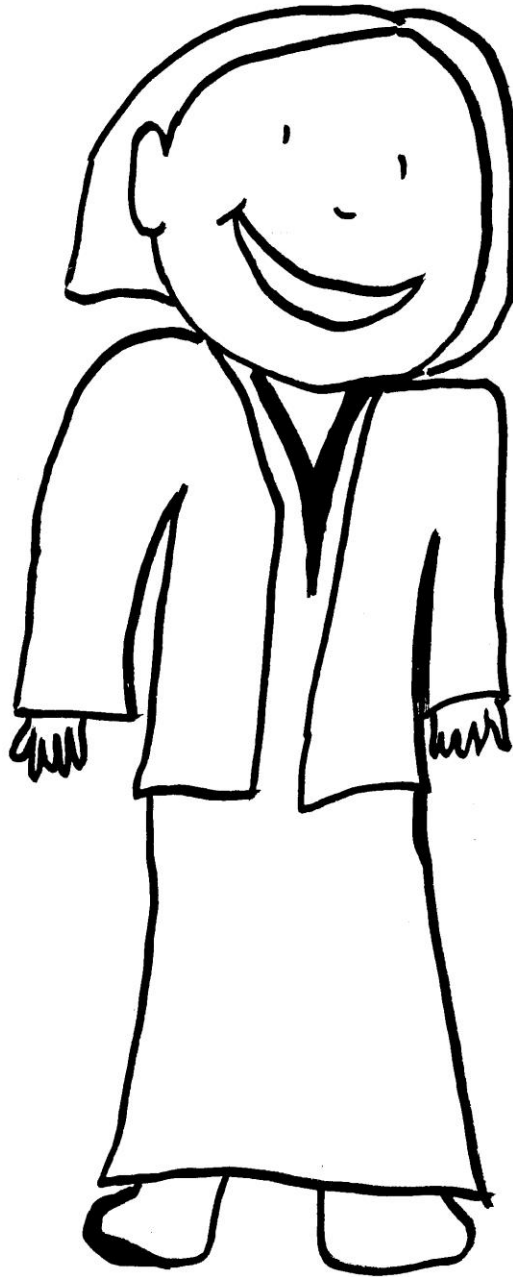
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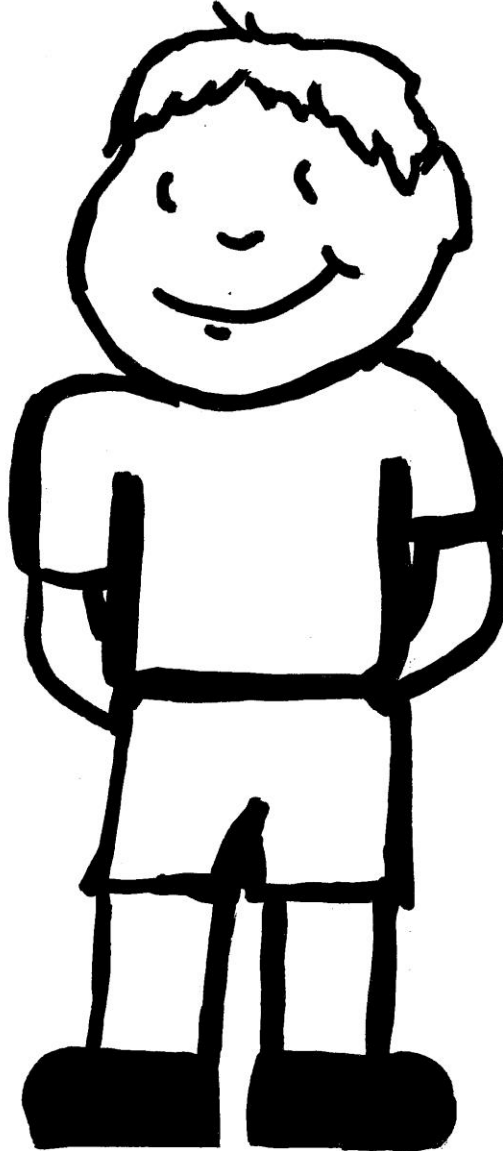
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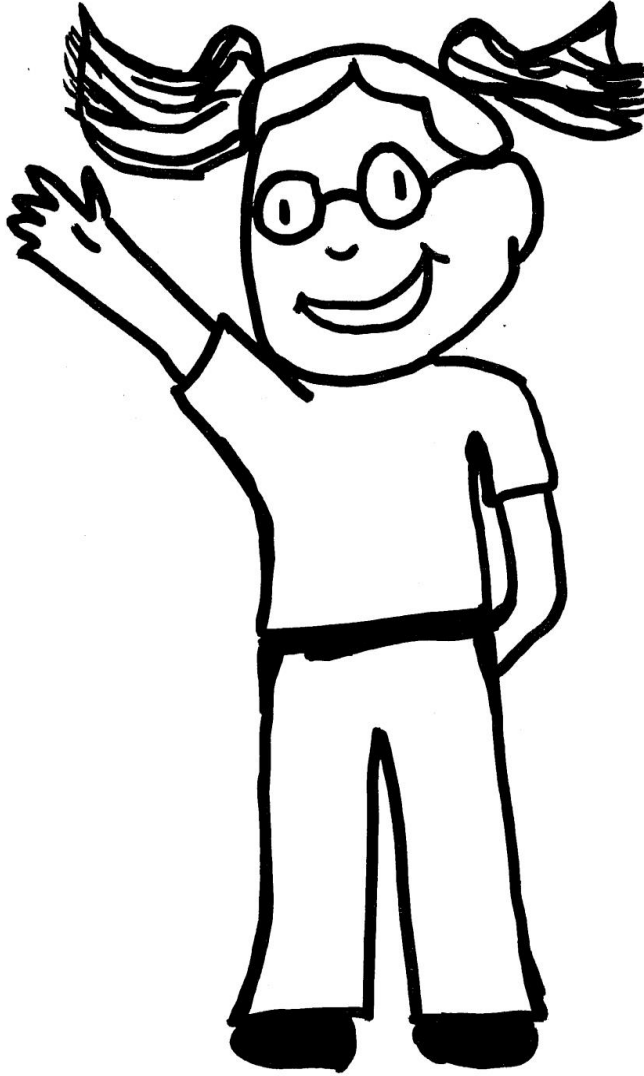
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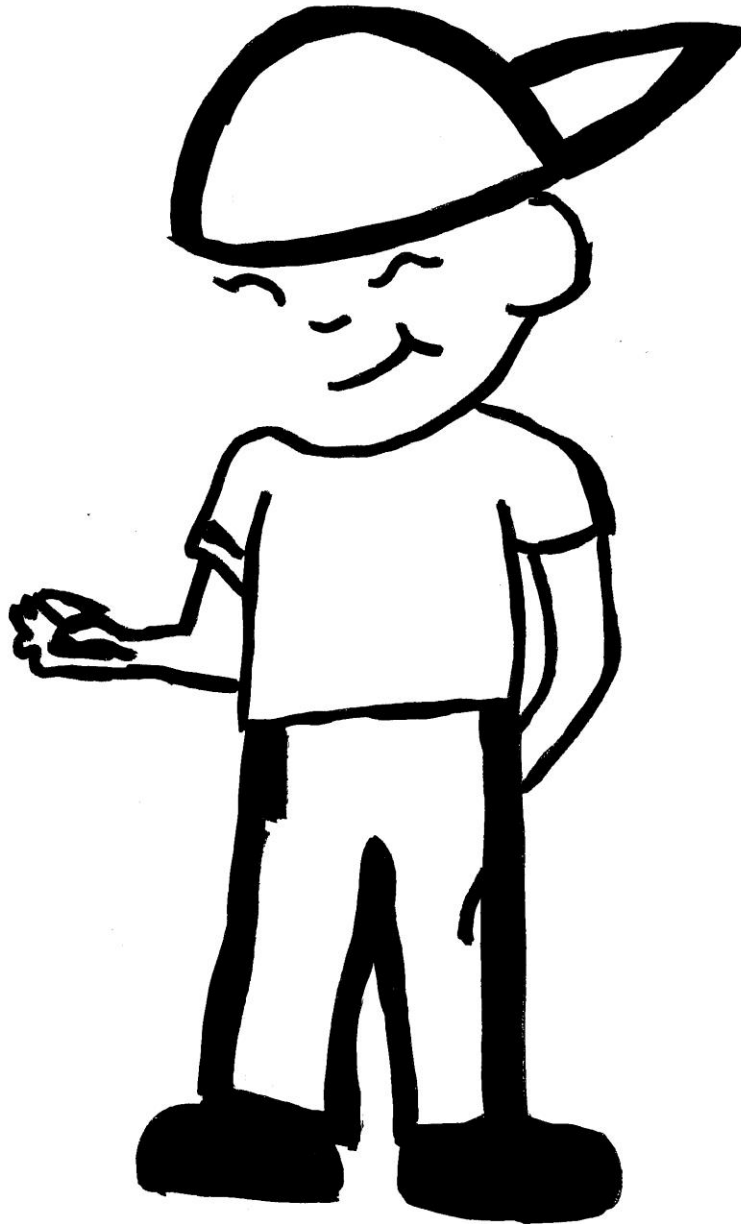
Character Sketches













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