

Boundary Town Parents

Child Sexual Abuse Prevention for Parents & Guardians

FOR THE TRAINER:

1 Prevent Child Abuse Utah's Boundary Town curriculum (Boundary Town: School Kids, Boundary Town: Parents, and Boundary Town: ASY) is built on a foundation of the protective factors: 1) Social Connections 2) Concrete Supports in Times of Need 3) Resilience 4) Knowledge of Child Development and 5) Social Emotional Competence of Children

2 The purpose of this training is to enlighten, educate, and empower adults to prevent child sexual abuse and human trafficking from happening in their communities and to intervene appropriately if abuse or trafficking is suspected.

3 This curriculum is in compliance with the Utah State Board of Education Administrative Rule 277-630 Child Sex Abuse and Human Trafficking Prevention Training and Instruction This Rule may be updated from time to time as Utah statute changes. Review the rule regularly.

4 [Utah's Child Sexual Abuse Prevention Law](#) (UT 53G-9-207) states that an LEA shall provide once every three years, training and instruction on child sexual abuse and human trafficking prevention and awareness to school personnel in elementary and secondary schools on responding to a disclosure of child sexual abuse in a supportive, appropriate manner; identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation and the mandatory reporting requirements described in Sections 53E-6-701 and 80-2-602, appropriate responses to incidents of sexual extortion, including connecting victims with support services.

5 In Utah's criminal code, ([UT 80-1-102](#)) , sexual abuse is defined and includes acts or attempted acts of sexual intercourse, sodomy, incest, or molestation by an adult directed towards a child. It also includes acts or attempted acts by a child towards another child under certain conditions defined in the law.

6 In the state of Utah, UT [62A-4a-403](#) requires any person who has reason to believe that a child has been subjected to abuse, neglect, or dependency to immediately notify the nearest office of Child and Family Services, a peace officer, or a law enforcement agency. Abuse, neglect, or dependency of a child can be physical, emotional, or sexual.

7 **The Utah child abuse reporting hotline is 1-855-323-3237.**

8 **If a child discloses abuse to you, you are required to personally make the report.** If the child spoke to you directly then you must make the report yourself, you cannot report it to a supervisor and have them make the call. The supervisor may be present while you make the call for support if needed, but you need to do the talking.

1 If you make a report, and it is investigated and no evidence is found, you will not be held liable because you made the report in good faith and were making sure that the child was safe. Failure to report, however, can have consequences. You can be charged with a Class B Misdemeanor. (UT 62A-4a-411) A person found guilty will likely need to complete community service or complete a program on child abuse prevention.

2 It is the responsibility of adults to prevent human trafficking and online exploitation. It is never a child's fault if they are abused, trafficked, or extorted.

3 Parents are the most important people in a child's life. Parents have the primary responsibility of keeping their children safe from abuse and trafficking. They are the primary protectors and trainers of their children. Parents are also primarily responsible for teaching their children these topics in age-appropriate, child-specific, and supportive ways.

4 The work of strengthening families also helps to prevent harm to children. Strong families create strong communities where children are safe to grow, learn, play, create, compete, and worship free of abuse.

5 One in seven Utah children are sexually abused before the age of 18. Many incidents of abuse are not reported. Knowing that many of the adults who take this training could be victims of child sexual abuse or trafficking, the course was written with trauma-informed practices in mind. Children who have been sexually abused are more likely to be subject to trafficking. All content is designed and delivered with that in mind. The average age of abuse disclosure is in adulthood so please be aware when teaching adults.

6 This course was created for parents and guardians and uses language that is appropriate for adults only. This course should not be taught to children. For content that is appropriate for elementary-age children, please see Boundary Town: School Kids. It complies with UT Code 53G-9-207 (a)(I) and (II)

7 Role-playing antisocial behavior is not permitted in any of Prevent Child Abuse Utah's trainings including those for children, parents, and adults who work with youth.

8 Utah law clarifies that victims of human trafficking should be treated as such, and not subjected to arrest or criminal prosecution for acts they engaged in as a result of trafficking. This concept is known as "safe harbor". Children engaged in commercial sex cannot be subjected to juvenile delinquency proceedings, but must be treated as victims of abuse and referred to services through DCFS (See U.C.A. 78A-6-1114). Children victimized in any form of labor trafficking should also be considered abuse victims. Children wrongfully adjudicated as "delinquent" for conduct they engaged in as a result of trafficking can petition courts to have those convictions vacated. Legislation has removed references to "child prostitution" or "child prostitutes" throughout the Utah Code. This recognizes the fact that children engaged in commercial sex are being exploited and are legally considered victims of human trafficking.

INTRODUCTION

1 Hello! Welcome to Boundary Town! My name is Mike Salus and this is my wife, Jessica. We're raising our family in Boundary Town. We'll be accompanying you as you get to know our neighbors. The adults in Boundary Town are just like you, working to strengthen their families and protect their children from abuse. They will teach you how to create safety in your home and community.

2 Here in Boundary Town, all adults are given the education and tools to keep the children in their home, neighborhood, classroom, school, field, studio, and church protected from abuse and neglect.

3 Child abuse is found in every city, every school, and every neighborhood. For a child suffering from abuse, the effects can span their lifetime.

4 It is estimated that more than 300,000 children in the United States are sexually abused every year. In Utah, 1 in 5 women and 1 in 12 men experienced child sexual abuse before their eighteenth birthday. 91% of the time, a child is sexually abused by someone known and trusted by the child or the child's family members. It is estimated that the impacts of child sexual abuse cost Utah taxpayers approximately \$1 billion annually. Abuse can affect anyone: Abuse can and does happen to anyone regardless of age, gender, race, etc.

5 Any sexual act towards a child is not safe or appropriate, no matter if it's done by an adult or a child.

6 In 2024, the National Human Trafficking Hotline (888-373-7888) identified 99 human trafficking cases in Utah. In those cases, there were 130 total victims. Nineteen were children.
(https://humantraffickinghotline.org/en/statistics/utah?utm_source)

7 Statistics for other forms of abuse are even harder to pin down. Many children wait to report or never report child abuse, therefore the numbers likely underestimate the true impact of the problem.

8 When you hear these statistics, you may believe that child abuse is a problem that can't be solved. Accepting the reality of the issue can also be motivating. By taking this course, you are positioning yourself to be part of the solution. We hope you'll take the pledge to protect children and prevent child abuse and trafficking in your home and community.

9 Child abuse isn't inevitable. It is preventable! With education and tools, every parent and guardian is equipped to keep their home, neighborhood, and community safe for children.

1 Utah Code 53g-9-207 states that, “an LEA shall provide, once every three years, training and instruction on child sexual abuse and human trafficking prevention and awareness to: parents of elementary school students on: recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; effective, age-appropriate methods for discussing the topic of child sexual abuse with a child and resources available for victims of sexual extortion. Boundary Town Parents: CSA Prevention works to fulfill this mandate.

2 Thank you for taking this course! In Boundary Town, we know that the best way to prevent child abuse is to strengthen families. Thank you for your love and sacrifice in providing for the needs of your children. We hope the information in this course helps you raise happy and healthy children.

3 Child abuse prevention matters. Together, all adults can ensure children have the freedom to grow, learn, play, create, and worship with safety. Again, welcome to Boundary Town!

INTERACTIVE MODULE: MR. & MRS. SALUS - PREVENTION STARTS AT HOME

4 Welcome to our home. We love raising our children and work to keep them safe from abuse here at home and while they are out in the community at school, in their after-school activities, and at church.

5 When we began learning about child abuse and how to prevent it, it was challenging at times. We individually took time to reflect on our own background, experiences and cultural upbringing about child abuse and child sexual abuse. We made a commitment to stay open to the information and concepts we learned. Will you make that same commitment? As you take the training, it can be helpful to have a notepad nearby to write down your feelings and take notes.

6 You must act on your commitment to keep your children safe by learning to recognize and respond to inappropriate behaviors around your children before your child is harmed. Parents must also commit to reporting to the proper authorities if something is disclosed to them by a child.

7 Through education, we learned some key prevention concepts and how to talk with and teach our children about these topics.

Safety Rules

8 Since our children were babies, we’ve always had safety rules. In our family culture, we treat rules like safety rails. Safety rules are in place to avoid injury and harm. For example, we have a rule that when you ride your bike, you have to wear a helmet. We also have rules about privacy.

1 Everyone in the family has rights to privacy in dressing, bathing, sleeping, and other personal activities. If anyone does not respect these rights, Mike and I clearly tell them the family rules and monitor to make sure those rules are honored. We communicate these rules to whomever is in our home.

2 As a family, we discuss who is allowed to help at bathtime, when a sleepover is okay, who can babysit, and when it's ok to be alone with an adult. Internet safety is also a part of our family rules.

3 We talk to our children about situations where they may feel scared, uncomfortable, or need help. As a family, we decided on a safe word that can be used when these situations come up. This word can be used on the phone or in person. Our children know they can use the safe word whenever they are trying to communicate that they are feeling unsafe.

4 You can create a safety plan for your family and home too. Use the template or come up with your own way of recording your boundaries. Make sure to share your family safety plan with anyone who interacts with your children or comes into your home.

5 We also teach our children the Safety Song. It's a simple jingle that goes like this: Listen to your Uh-Oh feeling. Say No! Go Tell. This memorable song contains the 3 essential parts of our Family Safety Plan. We have the Safety Song taped to our fridge alongside our Family Safety Plan.

Listen to the Uh-Oh Feeling - Secrets to Keep and Secrets to Tell

6 An important concept to teach your children to keep them safe from child sexual abuse is secrets to keep and secrets to tell. We discuss the difference between the two. Secrets to keep are things that make us feel happy, excited, and fun, like a surprise. Surprises are here to make us or others feel safe, happy, and fun. Surprises should never hurt someone.

7 Secrets to keep, just like surprises, don't stay secret for long. The surprise is always told or found out. We ask our children, "Have you ever had a surprise, & how did that make you feel? When you kept this secret, was anybody getting hurt? Did the surprise come out at the end?"

8 We emphasize that secrets to keep make us feel happy, excited, and fun!... but secrets to tell? Those make us feel sad, scared, or confused. They give us what we call the Uh-Oh Feeling.

9 The Uh-Oh feeling is that feeling you get in your stomach like when you see something scary on tv, have a nightmare, or go through a haunted house. It's our body's way of telling us "uh oh! Something is not right!"

1 We say to our children, “Have you ever had an Uh-Oh feeling? So if our body is telling us that something is wrong or that we feel scared or uncomfortable, should we keep that a secret? No! We don’t like the Uh-Oh feeling, so we want to get rid of it. The best way to do that is, to go tell a trusted grownup!”

2 You can use the Secrets to Tell vs Secrets to Keep worksheet to go over this topic with your family.

Say No - Body Safety

3 Another important concept we discuss with our children is body safety. We teach them that they own their bodies. Through our words and example, we let them know they have the right to say no to any physical contact that makes them uncomfortable.

4 We practice saying “No” in a strong voice so the person understands they are serious and so others nearby can hear and help. Because our children know their bodies belong to them, they know they can say no any time anyone touches them or says or does something that makes them feel uncomfortable or scared.

5 We also teach our children a variety of ways to say no. For example: “Leave me alone,” “I don’t like that,” “Please don’t touch me,” “No, thank you,” “Not right now,” “Stop,” and “No.”

6 Regardless of who it is, our children can say no to kids or adults, including family members, neighbors, teachers, coaches, and people at church. We also teach them that if any interaction makes them uncomfortable, they can talk to us or another trusted adult, even if they haven’t said “no” to the person.

Private Parts and Correct Terms

7 Teaching our children the correct names for private body parts helps them set boundaries and communicate clearly. We explain that “private parts” are the areas covered by a swimsuit, including the front and back parts of the body. No one should ever touch a child anywhere a swimsuit covers or force a child to show their private parts.

8 We also teach that there are appropriate times when an adult might see or touch where a swimsuit covers: 1) Changing a baby’s diaper 2) Helping a child go to the restroom or get changed because they cannot do it by themselves (children with disabilities may need extra help) or 3) For a medical or safety reason like at a doctor’s office.

9 None of these situations are done with secrecy or for sexual reasons. Other than these situations, no one should be touching them on the private parts of their body.

1 We know it is important to use the correct words when teaching our children about their own body. If they ever disclose abuse, the person they disclose to won't be confused by what they are describing. We teach our children to use the terms vulva, vagina, penis, and testicles.

Go Tell - Trusted Adults

2 Knowing how to get help is essential to our family safety plan. We practice with our kids what to do, and who to call or go to when they need help. We emphasize that it is never a child's fault if they are being abused and it is adults responsibility to keep them safe.

3 We have taught our children what safe people or trusted adults are. A trusted adult is someone who is over 18 years old, and who knows that a child owns their body. A trusted adult should never tell them to keep secrets that make them feel sad, scared or uncomfortable. Trusted adults can be anyone! We're all going to have different trusted adults, and that's okay!

4 We tell our children that trusted adults are, "grown-ups who help keep them safe. They respect that your body belongs to you and will never ask you to keep secrets that make you feel sad, scared, or uncomfortable. Your trusted adults might be different from your siblings or friends'—and that's okay."

5 Each child has come up with 5 trusted adults they can go to if they ever have uh-oh feelings or need help. We encourage them to keep seeking help until someone helps them. We've practiced memorizing our cell phone numbers with them. On notecards, we wrote down the names and phone numbers of their chosen trusted adults. Our kids keep a copy of these notecards in their bedrooms and their backpacks.

6 Use the Trusted Adults Worksheets to help your children come up with their own trusted adults.

7 One of our children asked what to do if they think a friend is being hurt. We tell our children: if you ever suspect a friend is being hurt, tell a trusted adult right away—and keep telling until someone helps. Speaking up helps keep their friend safe and protects other children, including those with disabilities, in foster care, or who are being bullied. It isn't tattling to keep someone safe.

Minimizing Risk

8 Jessica and I have some safety rules that are just between us. We made a commitment to each other to discuss any uncomfortable situations we find our children in and to listen to our spouse when they need to talk things out.

1 We are also committed to trust our intuition and reflect on situations and behavior of those around our children. We ask ourselves these questions: Does their behavior seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else commented or noticed? If the answer is yes to any of these questions, we will trust our instincts and act by reporting suspicions.

2 We know that we can be proactive in minimizing the risk of our children being abused. Some things we do to minimize that risk are:

3 Ensure that proper supervision is given to their children or that multiple adults are present to supervise, especially if the child is with older children or may potentially be alone with an adult.

4 Consider the safety of any isolated one-on-one settings, and encourage the child/youth to choose group situations whenever possible.

5 Monitor our children's internet use, including what they are posting online and who they are talking to or in contact with; perpetrators use the internet to lure youth into physical contact, creation of coerced pornography, or sextortion (sextortion is when someone threatens to share private or explicit pictures of a person unless that person does what they want, like sending more pictures or giving them money).

6 Ensure everyone in our family is using privacy settings online and on apps.

7 We also set clear boundaries and rules with our children's time (such as curfews or checking in).

8 The whole family has benefited from these conversations and activities. Our children gained clear language and confident boundary-setting. They recognize red flags and are more likely to disclose concerns safely.

9 As a couple, we have built trust and open communication. It feels really good to be aligned on rules and have the ability to respond calmly with a plan. Our family has developed a proactive safety culture and normalized body safety and privacy.

10 While we feel confident in our role as our children's primary protectors, living in Boundary Town also gives them a community that supports safe childhoods. Let's meet some of our neighbors and learn how they prevent abuse and strengthen families in the spaces they oversee.

INTERACTIVE MODULE: PASTOR JOE - NEGLECT PREVENTION

1 Hi! I'm Pastor Joe! I'm the presiding leader of one of the churches in Boundary Town. I keep the church building and the church grounds safe from abuse so that the children in my congregation can feel the joy of belonging and the peace that faith can bring.

2 Clergy play an important role in our Boundary Town community. Utah statute 80-2-602 (4)(a) requires that when a member of the clergy receives information about abuse or neglect from any source other than confession of the perpetrator, the member of the clergy is required to report the information, even if the member of the clergy also received information about the abuse or neglect from the confession of the perpetrator.

3 Today, I'm going to talk to you about a form of abuse called, "neglect."

4 Child neglect is a type of child abuse that occurs when a child's basic needs for physical, emotional, and psychological well-being are not met. It involves the failure of a parent or caregiver to provide for a child's essential needs, which can have serious and lasting effects on the child's development.

5 Federal law defines it as "any recent act or failure to act on the part of a parent or caregiver that results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act that presents an imminent risk of serious harm."

6 Neglect is when the basic needs of a child are not met. Basic needs are things that parents or guardians need to provide for their children to make sure that they are healthy, happy, and safe.

7 Basic needs include: Food and water, Shelter, Hygiene, Love and attention, Medical care, Education and Clothing

8 Clothes need to do three things to meet a child's basic needs: they need to be clean, they need to fit, and they need to be weather-appropriate.

9 Many cases of neglect happen when parents are under the effects of drugs, alcohol, or when there is an untreated mental health need.

10 Drugs and alcohol can affect a parent's mood or make it difficult for them to be sure their children are getting the things that they need. An untreated mental health need can affect a parent's ability to function on a basic level.

11 These situations can create a rollercoaster of emotions that are overwhelming to a child who doesn't have the mental capacity to process them.

1 One important thing that I want you to know is that neglect is not about the amount of money that a family has. It is about the choices that parents are making or limitations and stressors parents are facing.

2 If, at any time, a family cannot afford to give their child one of the seven basic needs, there are a lot of resources that are available to them that could help like local churches, nonprofits, and government agencies.

3 Many schools have food students can take home. Some high schools have teen resource centers where students can get hygiene supplies, menstrual products, food, and clothing.

4 When I suspect neglect is happening, I consider reaching out directly to parents. I want them to know that I'm available to help, regardless of how they found themselves in a situation where they couldn't provide for their children.

5 Neglect is a form of abuse that all of us in Boundary Town can interrupt and prevent, regardless of our relationship to the family.

6 Our church has resources to help and can connect families to other resources so they can meet the basic needs of their children. If those resources aren't enough, calling the reporting hotline can be an additional way to support parents getting the treatment and help they need to provide for their children.

7 Understanding neglect as a form of child abuse is vital to keep children safe. By recognizing the signs and taking appropriate actions, adults can contribute to the safety and well-being of their children.

8 Every child deserves a safe, supportive, and nurturing environment in which they can thrive and reach their full potential.

9 In Boundary Town, we want all children to be fed, clothed, educated, loved, and their hygiene and medical needs taken care of while living with their parents or guardians in a safe home, whatever that home may be.

10 We know that family stressors cause child abuse and neglect. When parents can provide for their children, families are strengthened, and child abuse is prevented. That's why I'm always watching out for ways to help families in need.

11 Sometimes families do not have the money they need to care for their children but poverty is not abuse.

12 Effects of Neglect: Child neglect can have significant and long-lasting effects on a child's physical, emotional, and cognitive development. Some potential effects include:

1 Physical Health Issues: Malnutrition, chronic illnesses, and developmental delays due to lack of proper care.

2 Emotional and Behavioral Issues: Children who experience neglect might struggle with forming healthy relationships, have low self-esteem, and exhibit behavioral problems.
Cognitive Delays: Neglect can hinder a child's cognitive development, leading to difficulties in school and learning.

3 Mental Health Challenges: Neglected children might be at a higher risk for mental health disorders, such as anxiety and depression.

4 You play a crucial role in identifying signs of neglect in children. These signs might include consistently poor hygiene, persistent hunger, excessive absences from school, withdrawal from social interactions, and emotional disturbances.

5 If you suspect a child is being neglected, it's important to report your concerns to the appropriate authorities by calling the child abuse hotline. Reporting ensures that professionals can investigate the situation and provide the necessary support to protect the child's well-being.

INTERACTIVE MODULE: COACH SANCHEZ - EMOTIONAL ABUSE PREVENTION

6 Hi! I'm Coach Sanchez! I'm the Boundary Town girls soccer coach! I keep the soccer field and locker rooms safe for our players. Today, I'm going to talk to you about Emotional Abuse.

7 Words influence children and affect how they feel about themselves, and the world around them. In Boundary Town adults use words to inform, educate, direct, discipline, encourage, and express feelings and emotions. Words can be used in many ways to hurt someone.

8 Emotional abuse happens when a person uses words to hurt or harm a child on purpose and it happens over and over again. These things can cause children to feel sad, frightened, or upset. Things like name-calling, insults, put downs, threats, swearing or yelling can all be part of emotional abuse.

9 When an adult's repeated words start to change how a child thinks, or feels about themselves – that is when it becomes abuse. When a child thinks they are bad, defective, unlovable or that they won't ever belong because of what they hear from an adult over and over again, that is emotional abuse.

10 It is also emotional abuse when a child witnesses or hears domestic violence between the adults in their home. This may be the only form of emotional abuse where Child Protective Services will open a case and become involved.

1 Let me tell you about a situation that happened when I confronted one of the coaches about emotional abuse I suspected and witnessed.

2 Shortly into the soccer season, I was in a car accident and got a pretty bad concussion. I had to stay in bed for a few weeks. Luckily, I had hired a volunteer assistant named Coach Blake before the season started.

3 Coach Blake coached the team while I was sidelined. He was an older gentleman who had recently retired. When his daughters were growing up, he coached their teams and won a few championships along the way.

4 Once my head healed, I was excited to get back onto the field. During my first practice, I was a bit confused by what I saw. Our star players seemed to have lost their confidence. Their energy was low, and it looked like many of them had lost weight. When our goalie missed blocking a ball, she started hitting herself and voiced outbursts like “I’m the worst, I’m such an idiot, and I don’t deserve to play, I’m such a loser!”

5 Before my accident, the players had a lot of competitive energy and were improving their skills and building their fitness levels. I wondered, “What happened while I was gone?”

6 During a water break, I heard Coach Blake talking to one of the players. He told her that, until she lost 10 more pounds she wouldn’t be a starter. He turned to another player and told her that he had coached her older cousin. He expressed how lazy her cousin was and unless she listened and obeyed with exactness, she was just like her cousin. Lazy.

7 I was angry at what I was witnessing! I was sad that my players had lost confidence in themselves and their soccer skills, after just a few weeks of being under Coach Blake’s supervision.

8 Then, I remembered something from a training I did before the season started. I was taught that when confronting another adult - I need to do 3 things: 1) Describe the behavior. 2) Set a limit and 3) Move on.

9 After practice, I asked Coach Blake to meet me in my office. I told him that I overheard him talking to a player about her weight and another player about being lazy. I then said, “Emotional abuse is not tolerated here in Boundary Town and he needed to stop talking to the players with abusive, negative, and hurtful comments.

10 He responded by telling me, “I learned from a very successful coach that the most effective way to motivate players is to tear them down so you can build them back up.” He emphasized that his championship teams were proof that this method worked.

1 I told Coach Blake that the players and their emotional health were more important than a championship cup and reiterated that the Boundary Town soccer field and locker rooms were safe spaces where players wouldn't experience abuse.

2 Though I was upset by his response, I slowly said that unless he changed how he talked to the players, he wouldn't be allowed to coach. He stood up and was visibly angry. He told me he needed some time to cool off before he decided what he was going to do.

3 After Coach Blake left my office, I called the child abuse reporting hotline. (1-855-323-3237) I wanted to be sure the incident was on record with authorities. I also wrote him an email that outlined our conversation.

4 The next day, he didn't come to practice and I led the players in their scrimmage by myself. After all the players had left for the night, I gave Coach Blake a call. When he answered, I told him I was surprised I hadn't heard back from him and wondered what he had decided to do.

5 Coach Blake told me that our conversation was reminiscent of some of the conversations he had recently with his daughters concerning some interactions he had with his granddaughters. He was humbled by all the feedback.

6 With a bit of gusto, he said he wanted to prove that an old dog could learn new tricks, but he was going to need some help and would probably make some mistakes along the way. I responded with excitement!

7 In moving forward, I suggested he and I meet with the players together so that he could apologize and let them know he was going to be coaching in a new way.

8 The players deserve to have a safe space to play and learn and I was willing to do what it took to create that safe space for them. Even if it meant confronting someone not used to receiving feedback.

9 We didn't win the championship that year, but the players ended the season with confidence in their ability to do hard things and the resilience to keep trying. Coach Blake proved that old coaches can learn new techniques. His relationships with his granddaughters improved as well.

INTERACTIVE MODULE: MS. MARSH - CHILD SEXUAL ABUSE PREVENTION

10 Hi there! I'm Ms. Marsh. I'm a teacher at Boundary Town Elementary School. The administration, teachers, and staff at our school work together to keep our campus safe from abuse so that our students' innocence and vulnerability are protected as they learn and grow.

1 We take the safety of our children seriously and know that protecting them from abuse ensures a healthy and prosperous future for Boundary Town.

2 Today, I'm going to teach you about child sexual abuse, red flags for grooming to gain access and how our school community has created boundaries and policies to create a safe space for our students.

3 Child sexual abuse is a crime. It feeds off trust and secrecy. Like all criminal acts, offenders are subject to police investigation and the criminal justice system.

4 Utah's child abuse reporting law gives all adults the responsibility, power, and permission to contact the police and child protective services when child sexual abuse activity is suspected or witnessed.

Effects of Child Sexual Abuse

5 Child sexual abuse crime has long-lasting effects and can cause various physical and/or mental health problems.

6 Survivors report increased likelihood of substance abuse, anxiety, insecurity, fear, medical issues, trauma, cognitive impairment, memory loss, and depression.

7 Side effects also include increased risk of eating disorders, and even suicide. Both male and female survivors are more likely to engage in prostitution and many report a loss of their innocence and lifelong, devastating emotional effects, carrying shame throughout their life

8 It's important to understand that most people who have experienced abuse do not become abusers.

9 There are two types of child sexual abuse crimes: contact and non-contact.

10 The simple definition of contact child sexual abuse is when an adult or older child contacts a child on the private parts of their body for no appropriate reason.

11 The crime of contact child sexual abuse also includes when an adult or older child asks, forces, or allows a child to touch them on their private parts.

12 The private parts of the body are defined as any part of the body that a bathing suit would cover, including the front and back parts of the body.

13 It is reasonable for an adult to change a baby's diaper or help a young child during toilet training and bathing. A doctor will examine a child's body during a check-up or sick appointment. None of these situations are done in secrecy or for sexual reasons.

1 The second type of child sexual abuse crime is non-contact. This type of criminal behavior can happen in many ways. It can happen in-person or using different forms of technology.

2 Non-contact child sexual abuse includes:

3 Using sexually explicit language around or when talking to a child

4 Taking inappropriate pictures of a child or asking the child to take inappropriate photos of themselves. It may also include sending the photos through any form of technology

5 Forcing a child to undress

6 When an adult exposes themselves to a child

7 Exposing a child to sexually explicit media and materials

Tactics for Grooming to Gain Access to Youth

8 Media causes us to believe that perpetrators who exploit children come from groups or places that are different from our own. In reality, most child sexual abuse perpetrators are people you encounter in your everyday life.

9 They can be charming, charismatic, and pillars in the community. Youth can also abuse children, especially when a child is older and has more power and control over a victim.

10 Perpetrators are generally methodical in their efforts to keep up the public image they have worked to create. People who society respects and admires can be child sexual abuse perpetrators, including those in the workplace.

11 Child sexual abuse can happen when perpetrators have access to children. Simply put, adults who have access to youth before or after school, or adults in positions of authority in any private situation who have access to children are more likely to sexually abuse and traffick children than those who do not.

12 Child sexual abuse and trafficking perpetrators can be doctors, clergy, elected officials, successful and wealthy business leaders, youth leaders, parents, and family members.

13 Perpetrators are almost always someone a child knows and trusts.

14 Abuse can happen in the child's home, a friend's home, at school, outside, in a car, bathroom or locker room, locked room, in dark areas or areas protected from view, etc.

- 1** There is no specific time of day that abuse happens, although children may be more vulnerable when they are tired or asleep.
- 2** Beyond a child's in-person life is their online life. Some child sexual abusers hide behind fake profiles on social media and websites including Instagram, Roblox, Discord, and TikTok. They gain access to a child through private and public messages. Unsupervised use of AI chatbots can also be dangerous.
- 3** Sexual extortion ("sextortion") is another form of coercive control and abuse.
- 4** Sextortion occurs when a perpetrator coerces a victim to engage in sexual contact or sexually explicit conduct including to produce, provide, or distribute an image, video, or other recording of any individual naked or engaged in sexually explicit conduct and communicates by any means a threat to the victim's person, property, or reputation or to distribute an intimate image, counterfeit intimate image, or video of the victim with intent to obtain a thing of value from a victim.
- 5** Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his or her will. An in-depth training on human trafficking prevention for parents and guardians can be found at the Boundary Town website. The course is called "Boundary Town Parents: Human Trafficking Prevention."
- 6** A misconception about child sexual abuse crime is that it happens suddenly. Perpetrators build up trust slowly and over time with the child and with the adults in a child's life.
- 7** 91% of the time, children are abused by someone they know and trust.
- 8** As a parent, perpetrators will work to earn your trust, causing you to let your guard down.
- 9** Perpetrators look for children they have or may gain access to. They determine what protective boundaries are in place before deciding what rules they will test, which adults they can manipulate, and which child to abuse.
- 10** Knowing this, at Boundary Town Elementary School we've created boundaries and policies to ensure our students are safe and protected from abuse. You can create safe spaces for the children in your community too.
- 11** To do this, you must understand how perpetrators build trust with children and their caregivers to gain access to a child. This behavioral pattern is called "grooming to gain access to youth".

- 1** When parents know how adults or older children try to gain access to children, they are better prepared to interrupt the process and prevent child sexual abuse before it happens.
- 2** Behaviors involved in grooming to gain access to youth include:
 - 3** Selection: A perpetrator looks for children and environments where access will go unchallenged or undetected. Selection can also be based on preferential factors such as the child's age or gender.
 - 4** Offenders also look at situational factors that allow easy access to children: their own child, the child of a relative, or children they have influence over.
 - 5** Other risk factors perpetrators look for are children with disabilities, or those who seek attention and affection due to low self-esteem and feeling lonely. Lack of appropriate information about sex and healthy human relationships also puts a child at risk.
 - 6** Engagement: The perpetrator creates, or works to strengthen a relationship or friendship with the selected child. They may also work to create a relationship with the parent.
 - 7** You might find yourself thinking, "Why does this adult want to spend so much time with this child?"
 - 8** To build trust, offenders will offer help, money, or gifts to the child and caregiver. It is important to be aware of individuals who focus too much time and attention on your child.
 - 9** Grooming: The perpetrator will test boundaries with the selected child. This can include acting overly casual, complimenting a student's body or appearance, gossiping about teachers or students, communicating secretly by text, email, phone, and social media, telling inappropriate jokes, or sharing sexual material.
 - 10** Offenders often encourage children to break rules. This includes family rules about phone use, drugs, and alcohol. This is a tactic used to make the child blame themselves and feel they played a part in the abuse. Sometimes perpetrators use drugs and alcohol as an incentive or in exchange for sexual acts or as a way to inebriate the child and control their defenses.
 - 11** Physical contact will start as regular, mostly comfortable non-sexual touch and gradually escalate to behavior like back rubs, then faked "accidental" contact of a child's private parts.
 - 12** Perpetrators will watch to see how the child reacts. They look for passivity or compliance in the child.

1 It is never a child's fault if they are abused or trafficked. It is the responsibility of adults to keep children safe. If an offender's grooming behavior is questioned or challenged, the abuse may not start or could be stopped.

2 Assault: Child sexual abuse assault can be confusing for a child. They may not understand what has happened. As their body reacts to the abuse, a child may not have the vocabulary to describe the body parts or sensations they feel. Assault is inappropriate behavior no matter the feelings generated in the child. The ability to trust in others can also be affected.

3 Concealment: Concealment is the stage where the perpetrator does all they can to manipulate the child into keeping the assault a secret.

4 The offender may cause confusion in the child by playing the victim. They may blame the child for the perpetrator's choice to abuse and make the child feel responsible for the abuse and they brought it on themselves or encouraged it in some way.

5 They may remind the child of their willingness to break certain rules and cause the child to believe that the "obedient or good thing to do" is to keep the abuse a secret.

6 An offender will threaten and intimidate the child and make them feel that no one would believe them if they were to tell.

7 Since perpetrators are often known, loved, and trusted by the child, a perpetrator may convince a child to keep the abuse a secret so the perpetrator won't get into trouble.

8 The ability for children to recognize abuse grows with age but vulnerability looks different at each stage of child development. Young children lack vocabulary and are easily manipulated. Children ages 6-9 are manipulated through shame or fear of punishment and may stay silent to avoid "getting in trouble." Older children may recognize abusive dynamics but may minimize or rationalize them due to loyalty or fear. They are also vulnerable to online grooming, peer pressure, and promises of gifts, money, or adventure.

9 After learning about child sexual abuse and grooming to gain access to youth, the administration, teachers and parents at Boundary Town Elementary School created a Safety Plan/Rules of Conduct for all adults who enter the school property.

10 Every adult is responsible for the safety of children. If someone approaches a youth in an inappropriate way, adults are the ones who need to prevent, recognize, and respond responsibly.

- 1** The Safety Plan/Rules of Conduct include:
- 2** Keeping doors open and windows clear and uncovered if a child is alone with an adult; isolation with a child is not permitted
- 3** Communicating with students using the approved platforms and apps the school uses. No private communication with students through text, email, phone calls, online gaming or social media websites is permitted.
- 4** Maintaining professional boundaries including not gossiping or sharing personal or intimate details of one's home life with a student
- 5** Confronting a co-worker or adult who is behaving in suspicious ways or contrary to the rules of conduct
- 6** Telling tasteful jokes
- 7** Giving high-fives or fist-bumps
- 8** Respecting a child's request for more personal space
- 9** Believing a child if they disclose abuse
- 10** Reporting suspected, disclosed, or witnessed child abuse directly to the child abuse reporting hotline. (1-855-323-3237)
- 11** We also created a plan so we know what to do and what to say if someone is violating the Rules of Conduct. Every employee has a card at their desk with the child abuse reporting hotline and the information they will need when they call.
- 12** Included in the safety plan are the steps to take after reporting abuse to Child Protective Services.
- 13** Additionally, the faculty at Boundary Town Elementary understand the power of positive childhood experiences. When teachers take a genuine interest in students and help everyone feel a sense of belonging, we are contributing to the protective factors of a strong and safe community.
- 14** By creating a culture of safety and professionalism and monitoring access to our students, we are directly preventing child sexual abuse crime from happening on our campus.
- 15** I've been able to take what we do at school and apply it to my home life as well!

1 If you or someone you know has experienced sexual attraction to a child, there is help. You can anonymously access resources and trainings through the [Moore Center for the Prevention of Child Sexual Abuse at Johns Hopkins](#).

INTERACTIVE MODULE: MRS. KYOSHI - PHYSICAL ABUSE PREVENTION

2 Hello! I'm Mrs. Kyoshi! I teach piano lessons to many of Boundary Town's children. I keep my home studio safe for my students so they are free to learn, grow and express themselves through music. Today, I'm going to talk to you about physical abuse.

3 Physical abuse is defined in the simplest terms as anything that leaves a long-lasting mark. In Utah, parents are allowed to spank their children for discipline if they choose to. However, the spanking cannot result in a lasting mark on the child's body.

4 Physical indicators that a child has been abused can include bruises, scratches, welts, black eyes, bloody noses, or internal injuries such as broken bones. Any kind of consistency or pattern to the marks is a red flag for physical abuse.

5 Remember, adults are responsible for their behavior and how they choose to interact with children.

6 It is never a child's fault when an adult abuses a child. No matter what a child is doing, it is never ok for an adult to hit a child hard enough to leave a lasting mark.

7 A child who has been physically abused will generally demonstrate behavioral indicators. The child may be easily frightened, particularly by adults. If a parent is physically abusive, the child could also be afraid to go home or wary of physical contact.

8 I'd like to tell you about an interaction I had with one of my students. His name is Henry.

9 Henry is a young boy who loves learning to play new songs. Henry's parents have always been gracious and kind to me and are dedicated to Henry's musical education.

10 During one of our weekly lessons, I was sitting next to Henry on the piano bench. Henry was wearing a long sleeve t-shirt. When he pushed up his sleeves, I noticed some large bruises on his forearms. I asked Henry about the bruises.

11 He told me that over the weekend, he climbed a big tree in his neighbor's yard. When he tried to get down, some of the branches hit him and it bruised his arms. I had never heard of getting bruised by tree branches, but because Henry comes from a good home, I didn't think much of it.

1 The next week when Henry arrived at his lesson, I noticed new bruises on his arms. I started to feel anxious. His story about the tree branches just didn't make sense to me. I took a deep breath and asked Henry about the new bruises. This time, Henry gulped and had a hard time speaking. I could see tears forming in his eyes.

2 I remembered a training I had attended at a local non-profit. The education specialist explained what to do if a child discloses abuse.

3 Even though I was really nervous, I remembered to breathe and keep a soft smile while I listened to Henry tell me about how the bruising actually happened.

4 He seemed as nervous to talk as I was to listen! I told Henry that I was happy to listen to him and asked him to help me understand why his arms were bruised.

5 Henry disclosed that his mother had been hitting his arms with a broken broom handle during his daily piano practice at home. He said that he had been bad by making mistakes on purpose and playing songs he already knew rather than practicing the songs he would be playing at the next concert.

6 He started to cry as he told me he was going to try harder to make his mom happy and play perfectly in the concert with no mistakes.

7 My heart hurt for Henry and, at the same time, it was hard for me to believe that his mother would treat him like that.

8 I wondered at first if Henry was telling the truth. But again, I remembered the training I attended and how believing a child when they disclose abuse is vital to the process of helping.

9 I told Henry that I believed him and that it was not his fault. I assured Henry that I knew what to do, and he wasn't alone. I handed him a tissue and comforted him the best I could.

10 I also praised his piano efforts and told him what a good student he was. I asked him to practice a song while I made a phone call.

11 I immediately called the child abuse hotline and told them what Henry had told me. I was nervous about calling but this was too big for me to handle on my own.

12 I provided Henry's name and address. The operator calmly took the information and let me know they would begin an investigation. They said that state law prohibits them from ever disclosing that I was the person who called them with the report and that they would

keep the report confidential. They also asked if they could contact me if they had further questions.

1 A few minutes later, Henry's dad arrived to pick him up.

2 The next week, I was nervous to see if Henry would be at his lesson but his dad dropped him off like normal. I could see that Henry's bruises were fading. I asked how he was doing and he said he was okay.

3 The incident made me curious to learn more about Child Protective Services and I discovered that even though it can be difficult for families to go through allegations and an investigation, professionals can connect families with services that can help. I was relieved that Henry's mom was getting help and that he was going to be safe.

4 Henry never missed a lesson and never had any new bruises on his arms after that. He also played beautifully at the concert!

5 With education and awareness, all parents and caregivers can learn how to create a safe place for children to grow and learn without the effects of physical abuse.

INTERACTIVE MODULE: MR. BROWN - RECOGNIZE AND REPORT CHILD ABUSE

6 Hello! I'm Mr. Brown. I work at Boundary Town Child Protective Services. Thank you for taking the time to understand what child abuse is and how to interpret and prevent it from happening.

7 Today, I want to talk to you about how to recognize some of the indicators a child might be being abused, how to receive a disclosure of abuse, and how to report child abuse, including what to expect when you call the child abuse reporting hotline (855-323-3237).

Recognizing Abuse

8 A youth may exhibit many different signs indicating that they have experienced abuse. A combination of signs could mean other stressors are occurring in a child's life that are affecting their well-being, such as divorce or bullying.

9 However, if an adult witnesses these indicators, they should pay close attention and address it immediately.

10 You may recognize behavioral indicators including sleep disturbances or sudden personality changes. Older youth may revert to younger behaviors. A child may have unexplained fear of being around a certain person or a refusal to go to typical activities.

11 A child may be participating in self-harming behaviors including cutting or engaging in risky or self-defeating behaviors such as substance abuse.

1 Sexual activity that is inappropriate for the youth's stage of development is also a behavioral indicator.

2 Physical indicators of a youth who has experienced abuse include difficulty walking or sitting, torn clothing, stained or bloody underwear, pain or itching in the genital area and a sudden weight gain or loss.

Risk factors

3 The circumstances and environments youth experience can put them at a higher risk of experiencing abuse. Parents or guardians who don't monitor access to their child in-person, or if a child has unsupervised access to technology puts a child at risk of being selected by a perpetrator.

4 Risk also happens when a child is exposed to media and online games that are violent, sexually explicit, or degrading to women.

5 Youth struggling with insecurity, low self-esteem, and loneliness are particularly vulnerable.

6 When children aren't taught appropriate information about sex and healthy human relationships it puts them at a higher risk.

7 If a youth has a disability (cognitive, physical, emotional and/or learning), he or she may be susceptible to abuse.

8 Vulnerable youth populations include those involved in the Children Juvenile Justice System; Division of Child and Family Services (DCFS) and the foster care system; Also, refugees and immigrant youth; homeless and runaway youth; lesbian, gay, bisexual, or transgender (LGBTQ+) youth; and American Indian and Native Alaskan youth.

9 The community a child lives in can also put them at risk.

10 Rural communities may be close-knit, but private. Victims may fear community backlash for reporting abuse. Rural communities often have less access to medical and behavioral health resources. Urban communities typically have homeless youth populations and gang activity. These characteristics increase the risk of abuse. Religious communities that put a high trust in leaders and emphasize protecting the community's reputation over justice enable the risk of abuse. Immigrant, refugee, and indigenous communities all have increased risk of human trafficking due to the lack of resources and generational trauma that often exists.

Receiving a Disclosure

- 1** As a parent or guardian in your community, you may be the person a child chooses to confide in and disclose abuse they have experienced or are experiencing.
- 2** When a youth discloses abuse, the way you respond plays an important part in whether the youth will continue to confide or will shut off. Remember to respond, don't react.
- 3** Generally, when children disclose abuse, they do not use direct and specific statements. They're often scared or worried about how the disclosure will be received.
- 4** They may think that they will not be believed or that they will get in trouble for disclosing. Youth may be ashamed and judge themselves according to how they feel you are perceiving them.
- 5** For these reasons, children may use more subtle ways of bringing up the abuse in an effort to identify a safe adult who will listen.
- 6** For example, you may hear a child say: "What would happen if a girl told her mom that her dad hurt her and her mom didn't believe her?" "Our neighbor wears funny underwear" or "My babysitter keeps bothering me"
- 7** Disclosures with "strings attached" are used by children who are nervous about the consequences of telling their secret. An abuser may use threats to keep children quiet.
- 8** Examples of a disclosure with strings attached sound like this: "I have a problem, but if I tell you about it you have to promise to keep it a secret." or "Do you promise not to tell anyone else?"
- 9** Some children may be curious about the reporting process after their disclosure.
- 10** Younger children, typically kindergarten through third grade, generally want to disclose their secret to someone they trust and let the adult take the lead with little or no follow-up questions from the child.
- 11** Older children, usually fourth grade and older are more familiar with what could happen after a disclosure. They have heard about foster care and they know that people can be arrested so they may have follow-up questions.

12 You might think it will be reassuring to know the person hurting them might go to jail; the child may not want their abuser to get in trouble. And you really can't know if that will be the outcome anyway.

1 Be honest and age-appropriate with the child. If they ask questions, often your answer will be, "I don't know." It is better to tell the child that you do not know because the child sees you as someone they can trust.

2 Let the child know that you will continue to support them and will try to answer any questions they may have. Don't make promises you can't keep. This can be harmful to the trusting relationship you have with a child. A promise or comment like "everything is going to be fine" may be misleading.

3 Reassure the child that they did the right thing by talking about the abuse and that you believe them. It is important to continue to remind the child that the abuse is not their fault.

4 When I teach parents in Boundary Town how to establish trust when they suspect a child is being abused or when receiving a disclosure of abuse, I advise them to:

5 Help the youth feel comfortable.

6 Try not to have a big reaction or show disbelief.

7 Actively listen as the child shares.

8 Ask yourself internal questions such as: Am I showing care and love? Am I feeling uncomfortable and reacting by casting aside their experiences?

9 Reassure the youth that the abuse is not his or her fault by saying, "This is not your fault."

10 Find out what the youth wants from you by saying, "What would you like me to do?"

11 Be honest with the youth.

12 Confirm the validity of the child's feelings by saying, "Your feelings are valid."

13 Be supportive and help the youth understand that he or she does not have to carry the burden alone by saying, "You don't have to carry this burden alone."

14 Use terms and language that the youth can understand.

15 I also advise adults to avoid interviewing the child. That's the job of trained law enforcement and professionals. Don't react with shock, anger or disgust.

16 Respect a child's boundaries and don't force a child to talk or show you their injuries.

1 Don't teach the youth new terms or words. Don't force a child to identify as a victim. Speak with care in a clear and simple way.

Reporting Abuse

2 Now that you can recognize child abuse, you need to become familiar with how to report it. In most instances of suspected child abuse, you should call Utah Child Protective Services, also known as CPS (855-323-3237). It is free to call and available 24 hours a day.

3 CPS will ask for information about the child such as his or her name and address. They will also ask what your suspicion is and information about the child's siblings and parents.

4 It is important to provide CPS with as much information about the situation and the child as possible. If you do not have the information they are asking for, a case may still be opened with only the name of the child, your suspicion, and the child's location, including their school, home, or daycare.

5 If the child is in immediate danger, please dial 911 to contact law enforcement or emergency services.

6 Adults are responsible to keep children safe. In 1999, Utah's child abuse reporting law went into effect. This law gives all adults in the state of Utah, the power, responsibility, and permission to report (in good faith) suspected abuse and trafficking.

7 Utah has created a youth concern reporting form for adults that work with youth. This form can be used to help you gather the information CPS will likely need if you make a report of suspected child abuse.

8 This is not an official form but can be used if you don't already have a form for this purpose.

9 Here are some frequently asked questions about reporting suspected, disclosed, or witnessed child abuse:

10 Can I report the abuse to my Bishop and let them contact CPS?

11 No. If you suspect abuse, or a child discloses to you, YOU must be the one to report the abuse to Child Protective Service or law enforcement. CPS needs first-hand information which only you can provide.

12 When should I report suspected abuse?

1 You should report suspected abuse as soon as possible. If you received a disclosure of abuse, you may want to write down some of the comments made by the child so when you make the call you will have the most accurate information. The earlier the report is made, the better.

2 What do I do if I feel the case was handled incorrectly?

3 Sometimes it is difficult to know what is happening behind the scenes. Legal restrictions prohibit the Division of Child and Family Services from disclosing details of an investigation. Children may be interviewed somewhere other than their home or school.

4 You may call CPS and ask the status of a case, but it is likely they can only tell you if the case is open or closed. It is best to remember that laws must be followed in all aspects of the investigation.

5 What should I do if I gather more information about a child after my initial report?

6 Call and re-report. Every time you gather a new piece of information, call and give that information to CPS.

7 CPS has specific requirements that have to be fulfilled when receiving an intake call in order to open a case. Sometimes one report of a suspicion of abuse isn't enough; however, every call is documented.

8 It is possible that multiple people might be calling with concerns of abuse. Each call provides more information and builds the strength of the referral so that a case can be opened. Parents and guardians are likely to be aware of possible abuse sooner than a caseworker.

9 If I make a report of abuse will my information be kept confidential?

10 You may report anonymously; however, if you give your name and contact information, the caseworker will have the option to contact you to discuss the information you previously provided.

11 Your information is not provided to the individual being investigated by Child Protective Service. It is kept confidential. It is okay to restate your desire to remain anonymous each time you contact CPS.

12 Thank you for taking the time and energy to learn about how you can be more proactive in keeping the children in your life and in your town, safe and secure.

1 Remember, it's: recognize, receive, and report. It is the adults' responsibility to keep children safe.

2 Every child deserves a safe childhood. It is up to all of us to make that happen. None of us can do it alone. You are taking the right steps today to educate and empower yourself.

3 By keeping your home and the other places you are in charge of safe for children to live, grow, play, learn, worship, and create, you are contributing to a bright and prosperous future for everyone. Thank you!

WHERE TO REPORT

Call 911 for emergencies

(855) 323-3237 - Child Abuse Reporting Hotline

If you suspect a child is being or has been abused, immediately call Utah's 24-hour child protection hotline. The hotline makes it easy to share concerns about a youth with a trained social worker. A person does not need to be certain abuse has occurred to call.

(801) 200-3443 - Utah Human Trafficking Tipline

The Utah Human Trafficking Tip Line is a 24-hour tip line run by the Utah Attorney General's office. Call the tip line to report tips about human trafficking. Leave a detailed message, along with your contact information and an investigator from the SECURE Strike Force will return your call.

(801) 281-1211 - ICAC Tip Line

utahicac@agutah.gov - ICAC Email

Utah Attorney General's Internet Crimes Against Children Task Force

The Internet Crimes Against Children Task Force (ICAC) is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit children.

HUMAN TRAFFICKING & SEXUAL EXTORTION RESOURCES

SAFE UT Crisis Chat and Tip Line

<https://safeut.org/>

NetSafe Utah

www.netsafeutah.org

Provides online videos and resources for kids, teens, parents and educators, including Internet Safety information that Utah schools need to meet the Children's Internet Protection Act (CIPA) requirements.

Utah 211

<https://211utah.org/> or Dial 211

211 Utah is the state's leading resource network connecting Utahns in need with local health and human services. Supported by United Ways of Utah, this vital service is free and confidential.

UTAH CODE

Utah child sexual abuse prevention law

[UT Code 53G-9-207](#)

Utah child abuse reporting law

[UT Code 53E-6-701](#)

Utah safe harbor law for child victims of sex trafficking

[UT Criminal Code 76-10-1315](#)

Utah law prohibiting human trafficking of children

[UT Criminal Code 76-5-308.5](#)

Utah laws prohibiting sexual abuse of a child

[UT Criminal Code 76-5-404.1](#)

[UT Criminal Code 76-5-404.3](#)

Utah law governing student privacy

[UT Code 53E-9-203](#)

Utah law about benefitting from trafficking and human smuggling

[UT Criminal Code 76-5-309](#)

Utah law defining aggravating human trafficking

[UT Criminal Code 76-5-310](#)

Utah law about human trafficking of a vulnerable adult

[UT Criminal Code 76-5-311](#)

Utah law defining abuse

[UT Criminal Code 76-5-109](#)



FOR EMERGENCIES CALL 911

OUR FAMILY SAFETY PLAN

As a family, discuss and decide safety rules together and fill them in below. Post this list in a location where everyone can see it, and review the rules often, so no one forgets! Be sure to talk about them with caregivers and other family members and friends who will be in the home.

Some ideas could be: Two babysitters at a time, babysitters do not give baths, no sleepovers, a family password when being picked up by someone, computers are in a public place in the house...

SAFETY RULES OF OUR FAMILY

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

#8 _____

#9 _____

#10 _____

THESE RULES HAVE BEEN SHARED WITH:

Name	Date	Name	Date
_____	_____	_____	_____
Name	Date	Name	Date



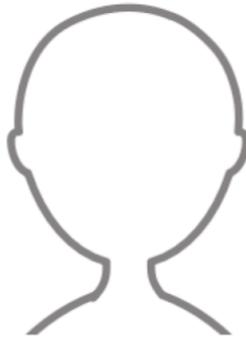
WHO ARE TRUSTED ADULTS





TRUSTED ADULTS

Write names and draw pictures of five trusted adults you could talk with if you get an "Uh Oh Feeling".



.....

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.....



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.....

Keep telling until you get the help that you need!

THE SAFETY SONG





Secrets to Tell Vs. Secrets to Keep

You are at the mall with your dad. He buys a present for you mom that he wants to give to her on her birthday. He asks you not to tell your mom about it.

Your friend tell you that they like someone in your class. They ask you to not tell anyone else.

Your babysitter's boyfriend came over to your house. You are not supposed to have visitors when your parents are not at home. The babysitter asks you not tell your parents about it.

You and your neighbor are not allowed to go to the store without an adult, but your neighbor has started stopping there after getting off the bus after school.

Your baseball team is planning a party for the coach after your last game, and no one is supposed to mention it in front of them

Your friend says that her mom's new boyfriend is always rubbing your friend's back, giving her hugs, and kissing her on the cheek. Your friend isn't comfortable with it, but hasn't told an adult about what's happening.

Your friend's sister says he knows a fun "touching game" that she wants to play with you, but it's only for kids. No adults can know about it.

You are walking down the street on the weekend and see an older kid you know from school break a window in a building. They know you saw, and threatens you not to tell anyone.

Parent Information

Kindergarten - 2nd

Overview

Your child is learning about body safety, recognizing “uh-oh” feelings, and the importance of telling a trusted adult if something feels wrong. At Prevent Child Abuse Utah, we know that prevention starts at home. Here are some key concepts taught in our child abuse prevention presentations. Ask your child about what they learned so you can continue the conversation at home!

Key Concepts

Who owns your body?

You do! Parents may take care of you, but you own your body. It is still important to follow rules and be respectful, but no one has the right to touch you on the private parts of the body, or hurt your body hard enough to leave a bruise.

Who are your 5 trusted adults?

Have your child share the 5 trusted adults they chose in class. Ask them why they chose each person.

What are the 3 safety rules?

“Listen to your Uh-Oh Feeling, Say “No”, Go Tell!”



Keep the Conversation Going!



Ask these questions often! Keep the conversation open. Remind your child that they can always come to you if they need help or if they have questions.

*Questions? Please contact
Emily Sparks, @esparks@pcautah.org
Visit our website at www.pcautah.org/curriculum*



Parent Information

3rd - 6th Grade

Overview

In 3rd-6th grade, students learn the 5 types of abuse, body ownership, and how to report abuse. At Prevent Child Abuse Utah, we know that prevention starts at home. Here are some key concepts to review with your child so you can keep the conversation going in your home.

Key Concepts

What are the 5 types of abuse?

Physical, Emotional, Sexual, Neglect, and Trafficking.

Who owns your body?

You do! Parents may take care of you, but you own your body. It is still important to follow rules and be respectful, but no one has the right to touch you on the private parts of the body, or hurt your body hard enough to leave a bruise.

Who are your 5 trusted adults?

Have your child share the 5 trusted adults they chose in class. Ask them why they chose each person.



Keep the Conversation Going!

Ask these questions often! Keep the conversation open. Remind your child that they can always come to you if they need help or if they have questions.

*Questions? Please contact
Emily Sparks, @esparks@pcautah.org
Visit our website at www.pcautah.org/curriculum*