



# **Boundary Town School Kids**

## **Child Sexual Abuse & Human Trafficking Prevention**

**3-6<sup>th</sup> Grades  
2025 Fall Submission**

## Protective Factors

### 1 How PCAU's Curriculum promotes and builds protective factors for students:

- **Social Connections**
  - We ask students to identify trusted adults in their lives
  - We connect students to their teachers and school counselors
  - We talk with them about who they know that they can turn to for help
- **Concrete Supports in Times of Need**
  - We talk with students about neglect and what resources exist to meet their needs
  - We connect them with school counselors who can then further connect them to community resources
  - We report any disclosures we receive from students, bringing concerns to the attention of child welfare
- **Resilience**
  - We build resilience with students when we talk with them about body autonomy and encourage them to listen to their own instincts to identify when something is wrong
  - We say repeatedly that if something happens, it is never the child's fault
  - We offer parent nights and ask children to connect with adults who can keep them safe
  - We let students know that their parents are likely doing the very best they can and that the student has a right to be well cared for and loved
- **Knowledge of Child Development**
  - We offer parent nights and allow parents to review the curriculum if they desire
  - Parents are invited to attend the presentations and/or opt their child out of the presentation
  - We have age-appropriate education and times of presentations to accommodate student needs and development
  - We have the ability to provide the information to students with disabilities
- **Social Emotional Competence of Children**
  - We teach students body autonomy
  - We teach children to listen to their "uh oh feeling" or how to recognize when something is wrong
  - We teach them how to say, "no," and how to report when something is wrong
  - We teach the difference between surprises and secrets and which secrets can be kept and which should be told

## Positive Childhood Experiences

- 1 **How PCAU's promotes and builds Positive Childhood Experiences**
  - **The ability to talk with family about feelings**
    - Throughout the curriculum, children are encouraged to talk with their parents about what they have learned and discern between secrets to keep and secrets to tell. They are given examples of things that may produce feelings of shame and embarrassment and encouraged to talk with parents
  - **The sense that family is supportive during difficult times**
    - Students are invited to reflect on what it feels like to be safe and encouraged to think of the adults who protect them and keep them safe
  - **The enjoyment of participation in community traditions**
    - While this PCE isn't explicit in the content, having students participate in school and in these presentations IS participating in a community tradition
  - **Feeling a sense of belonging in high school**
    - This curriculum is for elementary students
  - **Feeling supported by friends**
    - Children are taught how to support their friends who may experience abuse or neglect. They are taught that sometimes keeping secrets, even when a friend asks you to, isn't the best way to get help.
  - **Having at least two non-parent adults who genuinely cared**
    - Children are asked to think about and identify at least FIVE adults they trust. It helps them to think beyond the obvious and have a deep bench of grownups they can tell when they need support
  - **Feeling safe and protected by an adult in the home**
    - Children are asked to think about adults they can trust and then draw a picture and write their names. They take their handouts home and talk with their parents about what they have learned.

## For the Trainer

### 1 Utah's Child Sexual Abuse Laws:

In the state of Utah, Law 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.

**The child abuse hotline is 1-855-232-3237.**

**2 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.

**3** 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. This law (Utah Code 62A-4a-411) changed in 2021. A person found guilty will likely need to complete community service or complete a program on child abuse prevention.

**4** Child abuse crosses all racial and socio-economic groups. As you prepare to teach, keep in mind how your own culture or upbringing may or may not hinder your ability to teach students in an equitable way. Talk with your supervisor if you have specific concerns or if those you are teaching express concerns.

**5** In human trafficking prevention, certain traits or behaviors of a child can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been subjected to sextortion are also at risk. Sextortion is a form of electronic blackmail that usually happens online and can cause stress and problems for the child. 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** In human trafficking prevention, 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.

## Standards/Guiding Principles

The following are **guiding principles** adapted from the USBE Standards about our content and things to keep in mind as you present.

- 1** This curriculum is in compliance with USBE rule 277-630 and must be administered with fidelity and according to the script in order to adhere to rule and law.
- 2** The materials focus on awareness, prevention, and interruption of child abuse and human trafficking.
- 3** The materials are age-appropriate and comply with the definition in [Utah Code 53G-9-207 \(a\)\(I\) and \(II\)](#). Instructors should not modify the content or delivery without express written permission of the Executive Director and only with written approval from USBE.
- 4** The following are strictly prohibited:
  - Do not invite students to share personal experiences about abuse during the presentation
  - Do not discuss consent. In Utah, no child under the age of 14 can legally consent so that is NOT a topic that will be covered in this curriculum.
  - Do not include any sexually explicit language or depictions.
  - Do not ask students to role-play where one student play acts the abuser and the other says no.
- 5** You do not know the histories of students or teachers. Please be sensitive to the fact that there are likely abuse survivors in the room.
- 6** Highlight what safe and appropriate adult behavior looks like. It should be clear that it is the responsibility for adults to keep children safe. Adults have a legal responsibility not to abuse or exploit children and can be punished for doing so. Modeling appropriate adult behavior is a preferred method of teaching. Children should be taught that they have the right to ask an adult to stop behavior that makes them uncomfortable and that they can report any behavior that concerns them to a trusted adult. Adults should not give gifts to children and expect repayment or something in return.
- 7** Empower children to listen to and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, to inappropriate activities that make them feel uncomfortable, as well as inappropriate comments about their body or matters of a sexual nature, and more. When children feel uncomfortable, they should communicate that with an adult they trust, and keep telling trusted adults until they receive help. Children should also tell an adult if they suspect a friend is being abused, trafficked, or exploited in any way. “Gut” feelings can be an indicator that something is wrong or headed in that direction.
- 8** The child should think of the adults in their life who they trust so that when a problem arises with them or a friend, they know who they can go to for help.
- 9** The concept of body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include how to recognize and respond to inappropriate activities.

## Standards/Guiding Principles Cont.

- 10** If someone tells a child to keep a secret about inappropriate activities, including touching or viewing private body parts, the child can and should tell another adult. Give scenarios to the child that all have the same answer: “Tell an adult you trust!” Include activities to help children outline a safety plan, both physically and verbally.
- 11** Teach children how to recognize general warning signs of a person who may be abusing a child. An adult can be an abuser even if they are in a position of power or trust. Remind children how red flags, or indicators, can help alert adults that something is not right. Children should be taught that no single indicator is necessarily proof of abuse or human trafficking. Recognizing the general signs of an abuser is the first step in identifying those who are potentially being targeted for abuse or trafficking (See minimum standards for examples of general warning signs)
- 12** Cover the concept of grooming. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building trust with a child and the child’s parent(s) or other caregivers, when the intent is to hurt or abuse the child.
- 13** Include activities that help adults recognize red flags, such as what an abuser might say or do at different stages in the grooming process. Point out how grooming might be hard to recognize at first, that grooming often happens at a gradual pace, and that the red flags may escalate over time. Some red flags for you to be aware of and explain to the teacher and counselor are:
- Fake trustworthiness – pretending to be the child’s friend in order to gain their trust.
  - Fake romantic relationship – providing false feelings of love and affection.
  - Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.), making the child feel extra special and telling them they are their favorite.
  - Touch – Over time, touch progresses from regular, mostly comfortable non-sexual touch, to “accidental” touch of private parts, then to explicit sexual touching.
  - Intimidation – using fear, embarrassment, or guilt to keep a child from telling anyone, or threatening to hurt them or their family members and friends.
  - Sharing sexual material – capitalizing on a child’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature.
  - Breaking rules – encouraging a child to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future.
  - Drugs and alcohol – Giving the child drugs and/or alcohol, as an incentive or in exchange for engaging in sexual acts, or as a way to make the child less able to stop the abuse because they are under the influence.
  - Communicating secretly – texting, emailing, or calling without parent knowledge; also visiting them at school or work unexpectedly, or dropping by the school or home when they’re outside playing. Parents do not know about the visits and the visits happen frequently and consistently. The child is told to keep the visits a secret.
  - Blaming and confusing – making the child feel responsible for the abuse or what could happen to the child, his/her family, or the abuser if the child tells anyone.
  - Giving gifts—abusers may give gifts and then expect a repayment or may make the child feel like they owe the abuser in some way.

### Standards/Guiding Principles Cont.

- 14** Teach children how technology can contribute to abuse and/or human trafficking. Give examples of appropriate and responsible behavior regarding technology use, and examples of behaviors that may put the child at risk to be in unsafe situations or that may lead to abuse or human trafficking.
- 15** Help children design a safety plan. The safety plan should cover both a physical safety plan (what the physical boundaries are of the child) and verbal safety plan (such as a safe word the child can say to a parent when the child feels unsafe) and provide various examples on what to do in dangerous situations.
- 16** Children should be provided with necessary tools to recognize when and how they should report something to a trusted adult. Help the child create a reporting plan that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or trafficked, or if it is happening to you? What are the specific names you can write down today of adults you know you can trust to help you?
- 17** Cover what a child should do if they suspect a friend is being abused. If one suspects a friend is being abused, one of the most powerful things to do is to check with the friend about their feelings and encourage them to express concerns to an adult they can trust. (See minimum standards for examples of actions that the child may take)
- 18** Cover reasons why the child should report if a friend discloses abuse. Telling an adult who can help about suspected abuse can lead to protecting the person being abused. You care about your friend and want him/her to be safe. No one deserves to be abused or afraid.
- 19** In an age-appropriate way, educate students about how to have safe interactions with others through electronic means, as well as the risks of sharing personal information and images. Give strategies to identify inappropriate electronic requests and how to address those situations.
- 20** We use the Protective Factor Framework and Positive Childhood Experiences to shape and guide our content. See above for more details. PFs and PCEs increase the well-being of children and families and protect against harm.
- 21** PCAU's materials demonstrate an understanding of Utah code as it applies to providing child sexual abuse prevention instructional materials to students. The materials also do not have inconsistencies with Utah's laws in regard to child sexual abuse (Utah Code 53E-9-302) or the code related to child sexual abuse prevention instructional materials.
- 22** PCAU's materials cover, in an age-appropriate way, that any sexual act towards a child is not safe or appropriate, whether it is done by an adult towards a child or by a child towards another child. There are situations where the child may not feel uncomfortable, but it is still considered abuse. The material should focus on the inappropriate behavior of the sexual act and not the feelings generated in the child to define abuse or inappropriate interactions.

### Standards/Guiding Principles Cont.

- 23** In an age-appropriate manner, define sexual abuse. Sexual abuse is defined in Utah Code, section 80-1-102 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.
- 24** Remind children that they have the right to say “no” in any situation that makes them feel unsafe or uncomfortable, and have them practice saying no.
- 25** Abuse can and does happen to anyone regardless of age, gender, race, etc. Most often an abuser is someone the child knows and trusts.
- 26** Children who have been sexually abused may likely feel the abuse is somehow their fault and that they brought it on themselves or encouraged it in some way. It is important to teach that responsibility falls on the adult who committed the acts and that as children they are in no way to blame for these abuse.
- 27** In an age-appropriate manner, teach the concept that abusers can be anyone. Sometimes, abusers can be people that use their positions of power and trust to get close to children in order to abuse them. The person may be a respected and admired member of society and may be charming and charismatic. Abusers can be a family member, relative, friend, neighbor, community leader, celebrity, teacher, coach, clergy or church leader, and even an older child living in the home or neighborhood. It can also be a child the same age as the child being abused. A person they like or care for deeply could still hurt them.
- 28** Abuse can happen anywhere and at any time. It generally happens in places where it is easy to be alone with a child and when there is some assurance that the abuse will not be seen, discovered, or interrupted by others. It can happen anywhere, such as in the child’s home, a friend’s home, at school, outside, in a car, bathroom, locked room, in dark areas or areas protected from view, on social media, etc. There is no specific time of day that abuse happens, although children may be more vulnerable when they are tired or asleep. It is important to emphasize that it is not the child’s fault if they find themselves in a place or situation where it is easy for an adult to abuse them. The responsibility falls on the adult who committed the acts and that as children they are in no way to blame.
- 29** Provide students with examples of signs of abuse or ways that children can be impacted by inappropriate contact. Examples of warning signs may include (but are not limited to) the following: • Fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love. • Emphasize that if a friend reports to them that they may be experiencing abuse, they should tell a trusted adult. This is not breaking a promise. It is being a good friend so that their friend is safe and is not hurt. • If a child notices that a friend is acting differently than normal, encourage them to check in on that friend.

### Standards/Guiding Principles Cont.

**30** PCAU's materials demonstrate an understanding of Utah code as it applies to providing the material to students. The content does not have inconsistencies with Utah's laws in regard to human trafficking or the code related to human trafficking prevention instructional materials, including the following: • Utah Code 53E-9-203 Activities prohibited without prior written consent - Validity of consent -Qualifications -Training on implementation. • Utah Code 76-5-308 Human trafficking for labor. • Utah Code 76-5-308.5 Human trafficking of a child -- Penalties. • Utah Code 76-5-309 Benefitting from trafficking and human smuggling -- Penalties. • Utah Code 76-5-310 Aggravated human trafficking -- Penalties. • Utah Code 76-5-311 Human trafficking of a vulnerable adult -- Penalties. • Understanding human trafficking as a form of abuse: Curriculum content should include both sex and labor trafficking. See Utah Code 78A-6-105, which specifies the definition of "Abuse".

**31** In an age-appropriate manner, cover the concept of human trafficking. Human trafficking is a form of abuse and modern-day slavery in which traffickers use force, fraud, or coercion to control those they abuse for the purpose of engaging in commercial sex acts or labor services against their will. Children who are exploited for commercial sex acts or for labor are unwilling subjects of human trafficking, even if force, fraud, or coercion are not used to compel their participation in those acts. It may be helpful to explain force, fraud, and coercion in an age-appropriate way.

**32** Our materials cover concepts for both sex trafficking and human trafficking in an age-appropriate manner. • Sex trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such act has not attained 18 years of age. Note: A child (under 18) cannot consent to any form of commercial sex. Thus, exchanging anything of value (money, food, water, shelter, controlled substances, a ride, etc.) for sex with a minor is a form of human trafficking where the minor is always the victim. • Labor trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See Utah Code 76-5-308). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, even in the child's own home, or any other workplace. The key question is whether the labor was obtained using force, fraud, or coercion. Examples of labor trafficking situations may include (but are not limited to) when a child: • is not permitted and/or is physically restrained from leaving their work environment or from quitting to find another job. • shows signs of physical abuse or injury from the employer. • appears to be fearful of or under the control of the person who employs them. • is afraid of being handed over to the authorities due to threats of the employer. • is forced to work under a threat of violence. • is forced to work by the employer as a way of repaying a loan or services that the employer has provided or will provide to the child or the child's family (such as travel or immigration services). • has their movements and freedom restricted by their employer. • is kept isolated and prevented from getting help. • has their activities restricted and monitored closely. • is escorted or guarded by associates of the traffickers. • is not allowed to have access to their own documents, such as a birth certificate, passport, or visa. • is not provided payment for work. • is not provided a safe work conditions or an environment free of physical, mental, and emotional threats and coercion. • is not permitted to "work off" a debt, or the debt is continuously added to so it becomes impossible to work off. • is forced to work long or late hours. • is consistently not provided regular breaks, as required by labor law. Examples of what is not labor trafficking of a child may include (but are not limited to) when a child is asked by their parent to: • help with chores in their home • work on their home work • assist with yard work

### Standards/Guiding Principles Cont.

**33** In addition to the general warning signs that a person may be abusing a child (outlined in section I), the information should focus on teaching children how to recognize specific warning signs that a friend or peer has possibly been or is being trafficked or exploited. Children should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying those who are potentially being subjected to trafficking. Emphasize that if a friend reports to them, they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). This is not breaking a promise. It is being a good friend, so their friend is safe and is not hurt. If a child notices that a friend is acting differently than normal, encourage them to check in on that friend. Examples of general warning signs of human trafficking may include (but are not limited to) the following: • Emotional signs: fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love. • Physical signs: an attempt to conceal scars, bruises, or other signs of maltreatment. They may also be “branded” with tattoos. They may present as hungry or malnourished. They may act uncomfortable with showing skin, or they may be inappropriately dressed based on weather conditions or surroundings. They may also show up with new or expensive clothing, revealing clothing, jewelry, or other items (such as phones or makeup) and not be able to explain where they came from, OR they may say they were “gifts”. They may have to take unexplained calls and have to leave at a moment’s notice. They may also be seen with adults that they introduce as their “boyfriend” or “girlfriend”. They seem to be very controlled by adults and they are afraid to make the adult angry or upset.

**34** Human trafficking can happen to anyone. Most often the trafficker is someone the child knows or has met (in the real world or online) and feels they can trust them. Children who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as children they are in no way to blame.

**35** Discuss certain traits or behaviors of a child can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been subjected to sextortion are also at risk. Sextortion is a form of electronic blackmail that usually happens online and can cause stress and problems for the child. 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).

### Standards/Guiding Principles Cont.

- 36** Vulnerable child populations include children with medical needs or special needs. Children involved in the juvenile justice system, Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant children; homeless and runaway children; and children who may have a gender identity or sexual orientation that may put them at greater risk; and American Indian/Native Alaskan children.
- 37** Children should learn rules that keep them safe from people, places, and situations that make them feel scared, uncomfortable, or confused. Remind children they have the right to say “no” in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Children should learn skills to get them out of situations as fast as possible when the person, place, or situation makes them feel scared, uncomfortable, or confused.
- 38** In our work on the Utah Trafficking In Persons Task Force, we have learned that the most effective way to report when Trafficking is suspected is to call the child abuse reporting hotline. Other actions an adult might take to report a suspected trafficking or exploitation may include (but are not limited to) the following: • Emergency call 911. • Utah Human Trafficking Tip line: 801-200-3443. 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 human trafficking. Leave a detailed message, along with your contact information, and an investigator from the SECURE Strike Force will return your call. • National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE). National Human Trafficking Hotline: The National Human Trafficking Hotline is a national, toll-free hotline, available to answer calls, texts, and live chats from anywhere in the United States, 24 hours a day, 7 days a week, in more than 200 languages. The National Hotline’s mission is to connect human trafficking victims and survivors to critical support and services to get help and stay safe, and to equip the anti-trafficking community with the tools to effectively combat all forms of human trafficking. The National Hotline offers round-the-clock access to a safe space to report tips, seek services, and ask for help. • Internet Crimes Against Children (ICAC) Tip line: 801-281-1211 or email ICAC. Utah Attorney General’s Internet Crimes Against Children Task Force is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit child
- 39** In Utah, sexual abuse is defined in Utah Code, section 80-1-102 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.



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## About

- 1** Prevent Child Abuse Utah's Human Trafficking and Child Abuse Prevention curricula were designed to satisfy the standards created by the Utah State Board of Education. The curricula are scaffolded to introduce concepts at developmentally appropriate levels. The goal of the program is to ensure that all standard criteria have been met by the time students exit secondary school.
- 2** This curriculum is also adapted for students with disabilities or special needs. For mild and moderate disabilities, our instruction in the mainstream classroom uses teaching methods conducive to all different learning types. Accommodations can be made for Spanish speaking students, including a student handout in Spanish. For severe disabilities, instructors can modify the curriculum by blowing up pictures, and using fewer words. Asking questions can gauge the student's level of understanding. Teachers can often help navigate the level of instruction that should be used and ensure the instruction suits each student's Individualized Education Program.
- 3** Students with disabilities, particularly those who are non-verbal, are statistically proven to be more vulnerable to child abuse. This training can help them learn how to advocate for themselves and understand what is appropriate.



### Third Through Sixth Grade

#### 1

The third through sixth grade prevention program builds off of the concepts taught to younger students. Older students are taught the proper terminology for the different types of abuse (physical, emotional, neglect, and sexual). Special focus is given to the two types of sexual abuse: contact and non-contact. Sixth graders additionally learn about child sex trafficking as another form of sexual abuse. Students learn safety rules and develop their own personal safety plan that includes names of trusted adults and strategies for getting help.

2 These curricula include games and activities to test students' knowledge of concepts and reinforce safety strategies. Each presentation takes place in the individual classroom, which is best practice, so that students can learn in a comfortable, small group setting, ask questions, and have opportunities to participate. Prevent Child Abuse Utah's curriculum should never be taught in an assembly or large group setting. The topics are sensitive and can be triggering for students who have experienced abuse. It is important for trainers to be able to see and gauge student reactions in order to provide support for each student. Teaching the content in small groups is a trauma-informed practice.



### Third Grade Curriculum

(One 45-minute session, one 30 minute session taught on consecutive days)

#### 1 Before the presentation:

- Learn the name of the school counselor or social worker so that you can use their name in the presentation when talking about school counselors as trusted adults. If the school counselor is sitting in on the presentation show the students who they are
- Give the teacher an Evaluation Form to be filled out and returned after class on the second day
- Invite the teacher or counselor to briefly share thoughts/feelings at the end of the presentation about what has been discussed. Ask them to offer support and help to the students if they need it (the purpose of this time is to include the teacher and/or counselor as part of the prevention team, so students feel comfortable talking to them about concerns of abuse)

#### Materials needed:

- Whiteboard and Marker or PowerPoint
- Flipbook or PowerPoint
- Book: Not in Room 204
- Tic Tac Toe Game
- 3<sup>rd</sup> Grade Worksheet

#### 2

#### Day 1 Objectives

##### Students will:

1. Understand the definition of Child Abuse;
2. Realize that when someone hurts a child on purpose, it is not the child's fault;
3. Understand how to identify the 5 types of child abuse which are:
  - physical abuse,
  - emotional abuse
  - trafficking
  - sexual abuse;
  - neglect

#### Day 2 Objectives

##### Students will:

4. Learn the Three Safety Rules for protecting themselves;
5. Practice the Three Safety Rules with scenarios
6. Develop their own Personal Safety Plan that includes specific names, phone numbers and strategies for getting help.

## What is Child Abuse?

### 1 Rapport Building

*(Greet students warmly and introduce yourself to the class. Let students know that you are there to teach them how to keep their bodies safe. Explain what your time together will look like. Set behavior expectations for the class. Simple rules like raising your hand if you would like to answer a question, saving stories for the end of class, being respectful about what we talk about today etc. Doing this will help with classroom management, and if anything happens during the presentation you can remind the students of the rules that you have.)*

### 2 Definition

Explain: We are going to talk about child abuse, so we need to know what it is. Let's break it down word by word. That way we can all be on the same page.

Ask/Discuss:

**Q: First, the world child. At what age do you legally become an adult?**

**A:** 18. A child is someone who is 17 years or younger.

**Q: Second, to define abuse we use two words, they both start with the letter H and have four letters. Do you have any idea what those are?**

**A:** To hurt or harm.

**Q: If a parent was wrestling around with their child, and the child accidentally got a bruise is that child abuse?**

**A:** No, that would be an accident. Abuse must be **on purpose**.

Explain: **Child abuse is to hurt or harm a child (17 or younger) on purpose.**

## Where & Why?

### 1 Ask/Discuss:

**Q:** Do you think that child abuse affects kids here in the United States, in our state, in our city, in this school?

**A:** Yes. It happens everywhere.

**2 Explain:** It does. Child abuse can happen to any child. It happens more than we may think. I'm going to tell you a number about how many reports of child abuse were made in one year across the United States. I'll start off really low, and have you tell me if you think it is higher. When you think we've reached the final number, drop your hand to say done

**4.4 million reports in United States** FY2023 from the US DHHS Children's Bureau (546,159 confirmed cases of abuse and neglect)

**47,325 reports in Utah** during FY2023 according to the DCFS annual report (9,278 confirmed cases of abuse and neglect)

### 3 Ask/Discuss:

**Q:** Now these are just the reports that we know about. Do you think all children who are abused report? Why not?

**A:** No, many children who are abused never report. They might feel scared to tell, they might feel like it's their fault or have been threatened, the person hurting them might be someone they love, or they might not know that what's happening is abuse.

**4 Explain:** This is why it is so important that we are talking about child abuse here today. That way we can try to prevent it from happening, or to stop it if it is ever happening to you, or to someone you know.

**5** It is an adult's job to keep children safe and not to hurt children. When or if adults hurt children, there are consequences. You can ask an adult to stop any behavior that makes you uncomfortable and you can tell another adult anytime you are worried about how someone is acting with you.

**6** Some things adults can do to keep kids safe are: giving high-fives or something else instead of hugs or kisses if you don't want that kind of affection, giving you space when you ask for it, not touching you - we'll talk more about that later, not being alone with you, having a parent with you or having your parent close by, keeping the door open where others are around.

**7** Some things that adults may do that may not keep you safe are: forcing hugs or other touching, showing inappropriate things to you, sharing a lot of details about their lives with you, paying a lot of attention to only you and no one else, telling jokes about inappropriate things, inviting you to come with them or be alone with them, or talking with you when your parents don't know about it.

## Who Abuses Children?

### 1 Ask/Discuss:

#### **Q: Who here has heard of stranger danger?**

*Stranger* danger is important and can help keep us safe, but when it comes to child abuse most children are abused by someone they know. Those who hurt children could be uncles, neighbors, fathers or mothers, stepfathers or mothers, older brothers or sisters, teachers, scoutmasters. **It could be anyone.**

**2 *Advance Graphic*** We've been taught to keep our bodies safe from strangers, but sadly, 9/10 times it is someone that the child knows and trusts that is abusing them. This is another reason why some children do not report. They don't want to get someone that they love or care about in trouble. We'll learn though, that we don't report to get someone in trouble. We report to get someone the help that they need.

### Why Does Abuse Happen?

1 Ask/Discuss:

**Q: Why would someone abuse a child?**

**A:** There are many reasons people abuse children. A few are: uncontrolled anger, frustration, discipline, drugs or use of alcohol, etc.

2 *\*\*\*\* If a child gives the answer that they might abuse because they were abused when they were younger, let them know that this is not often the case. A lot of times when children are abused, they grow up and choose to teach their children differently.*

3 Ask/Discuss:

**Q: Is there ever going to be a reason or an excuse good enough for an adult to abuse a child?**

**A:** Never. That means, if a child is being abused, it will never be their fault. I'm going to repeat it once more because it is important. If a child is being abused, it will never be their fault. Even if it feels like it is.



### Types of Abuse: Physical

1 Explain: There are different ways adults can hurt children. We will talk about five of those ways today (physical abuse, emotional abuse, sexual abuse, trafficking, and neglect).

#### 2 Physical Abuse

Explain: The first type that we will talk about today is physical abuse **Physical abuse is anything that leaves a long-lasting mark on the child's body.**

Ask/Discuss:

**Q: What are some examples of long-lasting marks?**

**A:** Bruises, cuts, scrapes, burns, broken bones—any type of injury that will last more than a couple hours.

**Q: What if a child did something bad on purpose, would it be okay for parents to hit that child hard enough to leave marks?**

**A:** No, even if the child did something wrong, it doesn't give the adult the right to hurt a child.

3 Explain: You may have been wondering whether spanking is Physical Abuse; let me tell you the answer. In the state of Utah parents CAN spank their children. However, a spanking turns into Physical Abuse if it leaves a lasting mark such as a welt or bruise.

4 Ask/Discuss:

**Q: Let's pretend that you are in charge of a child, and they did not do their chores. What are some consequences that you can think of?**

**A:** Encourage answers such as: grounding, taking away privileges, giving extra jobs, screen time-out, explaining the problem and having them fix what they did wrong, etc.

*\*Check in with the students to see if they have any questions about what has been discussed so far. \**

### Types of Abuse: Emotional

1 *Explain:* The next type of abuse we will discuss is emotional abuse. **Emotional abuse happens when a person uses hurtful words repeatedly to the point where the child starts to feel differently about themselves.** It's not just a one time thing. We all have probably said something that has hurt someone's feelings. Hopefully we apologized, and tried to not hurt their feelings again. Child Abuse is not a mistake, and neither is emotional abuse. Words can be used in many ways to hurt someone. Things like name-calling, insults, put downs, threats, swearing or yelling can all be part of emotional abuse.

2 *Ask/Discuss:*

**Q: How would a child feel if an adult kept telling them that they are worthless?**

**A:** They may start to think that what is being said is true. They'll start to believe it.

**Q: If a child believed that they were worthless, what do you think could happen to them?**

**A:** Hurt themselves, hurt others, lower self esteem, hard time making friends

3 *Explain:* These are all the things that can negatively affect a child's life. Though it may not leave a long lasting physical mark, emotional abuse can leave a long lasting impact. This is why we want to be careful with what is being said to us, and what we say to others. **Because children do abuse other children.** When it happens in school, sometimes it's called "Bullying" but it is still abuse, and it's not okay.

### Types of Abuse: Sexual Abuse (Contact)

1 Explain: Please remember to be respectful while we talk about this topic, because it may have affected someone that we know. The next type of abuse we are going to cover is Sexual Abuse. There are two types of sexual abuse, contact and non-contact. **Contact sexual abuse happens when an adult or older child's body makes contact with the private parts of a child's body. It is also when an adult or older child asks, forces, or allows a child to touch them on their private parts.**

2 Explain: The private parts of the body are what's covered by a swimsuit, including the front and back portions of the body. There needs to be a good reason for an adult to have contact with a child's private parts. One of those reasons is changing a baby's diaper.

Ask/Discuss:

**Q: Can a baby change its own diaper?**

**A:** No! It needs help.

3 Explain: Right! A baby can't change their own diaper, that would be a good reason for an adult to touch a child on that part of their body. Two other reasons could be helping a child bathe or potty train because they can't do it by themselves, or when receiving medical care from medical personnel. If it really is for a good reason, there will be no need for it to be a secret. If you have questions about contact sexual abuse or are confused, talk to an adult you trust. It's better to ask a question and stay safe than to stay quiet and get hurt.

### Types of Abuse: Sexual Abuse (Non-Contact)

**1** Explain: **Non-contact sexual abuse is when there is no physical contact, but a child is still being exposed to sexual things that they shouldn't be exposed to.** This includes when an adult looks at a child who is undressed, asks a child to take off their clothes, takes inappropriate photos of children, shows or sends the child inappropriate content, or talks to a child about inappropriate, sexual topics. This could also include when a child is exposed to inappropriate things virtually or when talking to a chatbot. It can be AI and still be child abuse.

**2** Ask/Discuss:

**Q: How many of us play games or watch videos online?**

**A:** Most kids will raise their hand. *You can list off a few of the games that they may play online*

**Q: If anyone ever sends inappropriate messages, photos, or videos, or something that made us feel unsafe or comfortable should we keep it a secret?**

**A:** No never! We'd want to report it to a trusted adult.

**3** Explain: We never want to keep anything that we do online a secret. If something is making us feel uncomfortable or we feel like it's wrong, or even if you've made a mistake and shared something you shouldn't have. We always want to report it to a trusted adult. Not only does it keep our bodies safe, it can also help other kids who are younger, may have special needs, or who are getting bullied. If someone is ever sharing or asking us to share inappropriate photos or materials, we want to report to a trusted adult right away.

### Types of Abuse: Sexual Abuse Cont.

**1** Grooming means when an adult or older child tries to gain a younger child's trust so they can later sexually abuse them. It can happen in a lot of ways. It might be when someone pays close attention to you, gives a lot of gifts, encourages you to break rules, or encourages keeping secrets from trusted adults. Listen to yourself and be sure to tell if anything like that is happening.

**2** **Your body belongs to you**, so you always have the right to say no to any unwanted attention, comments or contact. From other kids or adults. Even online. Usually, when sexual abuse happens, the abuser will try to get the child to keep it a **secret** by giving them gifts or threatening them; they might even try to make the child feel like what has happened is their fault.

**3** Ask/Discuss:

**Q: Is this true? Is sexual abuse ever the child's fault?**

**A:** NO! Sexual abuse is NEVER the child's fault

**Q: Is any type of abuse the child's fault?**

**A:** NO! child abuse is never the child's fault!

**Q: If the grown up makes the child promise to keep the abuse a secret, should the child keep that promise?**

**A:** NO! You should never keep secrets that make you feel sad, upset or confused or if someone is being hurt. If anyone tries to get you to keep a secret by giving you things or threatening you, that is not a secret you should keep. You should talk to a trusted adult to get some help.

Explain: If any adult tries to get you to keep a secret about something that makes you feel sad, scared, uncomfortable or confused, you should talk to a trusted adult.

*\*Check in with the students to see if they have any questions about what has been discussed so far.\**

### Types of Abuse: Trafficking

**1** Explain: Human Trafficking is when someone is forced to do something and someone else benefits from or gets paid for it. Trafficking can happen to adults and to children. One type of trafficking is when people are forced to work but do not get paid fairly for it. That is called labor trafficking. This is the most common form of trafficking in Utah.

**2** There are laws in the United States that say children can't be required to have a job or work. If you know of someone this is happening to or have a friend that you are worried about, talk with a trusted adult who can help.

**3** Ask/Discuss:

**Q: What about chores at home? Do you have to be paid to clean your room or mow the lawn?**

**A:** No. That isn't what we are talking about. We're talking about daily, consistent expectations that a child or adult is expected to work for little or no pay.

**4** Another form of trafficking is when a child is being sexually abused, and someone is receiving money or is benefiting off the child's abuse. Trafficking can be a confusing issue, and it's okay if you don't understand it right now. We just want to bring awareness to this issue. All you need to know is, should child abuse ever happen? No, and if it is, you need to tell someone.

### Types of Abuse: Neglect

**1** *Explain:* Let's talk next about Neglect. (*Write 'neglect' on the board*). **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 in order to make sure that they are healthy, happy and safe. (*Write 'Basic Needs' on board*)

**1. Shelter.** *It doesn't have to be a house (apartment, shelter, trailer) It just needs to have these 3 things:*

- Weather controlled environment (keeping warm in winter, cool in summer)*
- A door to the shelter that locks (keeping everyone inside safe)*
- A bed for the child to sleep in*

**2. Food/Water** - *Our bodies need these to grow!*

**3. Clothing**

- A size that fits*
- Clean and sanitized.*
- Weather appropriate (Children may wear shorts in the winter, but they at least need access to weather appropriate clothing.)*

**4. Education** - *Every child has a right to an education! Some children may receive their education at home. (Homeschooled.)*

**5. Medical** - *If we are hurt or sick we need to be taken care of properly so that our bodies can heal!*

**6. Hygiene** - *hygiene is being clean, having access to a bath, shower or toilet, and having a clean living space.*

**7. Love/Care** - *If we are receiving kind/loving/supportive or actions we are more likely to have higher self esteem, confidence, and motivation.*

### Types of Abuse: Neglect (Continued)

**1** Explain: At the beginning of class we talked about reasons why abuse can happen, and one of those reasons was drugs or alcohol. Many cases of neglect happen when parents are under the effects of drugs or alcohol. Drugs and alcohol can affect a parent's mood or make it difficult for them to make sure their children are getting the things that they need. By reporting, you can get your parents the help that they need and things can get better.

**2** Ask/Discuss:

**Q: If a child doesn't do their homework, and their parents take away their breakfast, lunch, and dinner, is that a safe consequence?**

**A:** No, that's not safe for a child! Taking away a snack or a dessert would be okay

**Q: If a child has to skip multiple days of school to help babysit, is that okay?**

**A:** No, a child has a right to an education.

**Q: If a child's parents are spending money on drugs/alcohol, but they aren't paying the water bill, is that okay?**

**A:** No, that wouldn't be getting a child the hygiene that they are needing.

**3** Explain: One important thing that I want you to know is that neglect is not about the amount of money that a family has, but it is about the choices that the grown-ups in that family are making. If at any time a family cannot afford to give their child one of the seven basic needs, there are lots of resources that are available to them that could help. The point of talking to someone about this is to get help for yourself, your family, and the adult.

**4** Ask/Discuss:

**Q: If your family is having a hard time getting your basic needs, who can you talk with to get help so that they can help solve the problem?**

**A:** Stress the school counselor (get their name before you teach), as school counselors have the ability to connect students to local resources that provide basic needs.

*\*Check in with the students to see if they have any questions about what has been discussed so far. \**

## Not in Room 204

### Slides: Not in Room 204

**1**     *\*\*\*At this point, students may start to get restless. To get their wiggles out, consider doing head, shoulders, knees, and, toes in different ways, or doing some quick stretches, jumping jacks, or running in place before moving onto the next section\*\*\**

**2**     Explain: We are going to read a book called “Not in Room 204”. It is a story that is similar to Katy’s story. In this book, a girl named Regina is being touched on the private parts of her body by her father. You won’t see that happen in the book, but I want you to pay attention to how that makes Regina feel and who she talks with to get help.

**3**     *(Read the book to the children while showing them the pictures, if the classroom has a document camera you can use that to project the images onto the screen for the children to get a better look. After you are done reading, ask the following questions to help the children process what they’ve heard.)*

#### Ask/Discuss:

**Q: What is Regina’s Secret?**

**A:** Her father has been touching her on the private parts of her body

**Q: Who is touching her on the private parts of her body?**

**A:** Her father

**Q: Is it Regina’s fault that she’s been touched on her private parts? Is it ever a kid’s fault that they’re touched on the private parts of their body?**

**A:** No, it is always the grown up’s fault

**Q: What does her teacher say when she tells her?**

**A:** “I know exactly what to do

**Q: Why do you think it was hard for Regina to talk to someone?**

**A:** She loves her Dad, doesn’t want her dad to get in trouble, afraid that her mom will get mad if she tells, afraid of causing trouble in the family, she think/feels like it’s her fault

**Q: Do you think that things like this happen in real life?**

**A:** Yes, and that’s why we should talk about them with the grown-ups in our lives

## **4 Conclusion**

Explain: Regina talked to Mrs. Salvador to get help. It is so important to know who the trusted adults in our lives are. Tonight when you go home, I want you to think of five adults who you could talk to if you or someone you know was being hurt in the ways we’ve talked about today. Tomorrow when I come back we will play a game to review everything we’ve talked about today, so try to remember it as best as you can! We’ll also go over some safety rules and do some activities! Before I leave do you have any questions? *(Answer questions before leaving.)*

## Day 2: Review Game

**1** **Rapport:** *Greet students warmly; introduce yourself to the class for those who might not remember, explain what your time together will look like and review behavior expectations.*

**2** **Tic Tac Toe Review Game**

Explain: We are going to play a game to review all of the things that we discussed yesterday. I'm certain you've played this game before.

*Draw a tic-tac-toe grid on the board.*

Explain: We are going to play tic tac toe. To win you need to get three x's or o's in a row, but our rules are going to be a little different.

*Number the boxes 1-9*

Explain: I am going to split you into two teams, one team will be team X the other will be team O. When it is your team's turn, you will pick the box with the number on it that matches where you want your team to go. I will ask your team a question that matches that box and if your team gets it right, you get your X or O in the spot. You get two chances to get the answer right.

*(Split the children into teams. This can easily be done by splitting the room down the middle.)*

Explain: To decide who goes first, I am going to pick one person who is sitting quietly at their desk to come up and do rock paper scissors. Whoever wins will get to decide if their team is X's or O's and their team will go first.

*(Call one student from each team up to do rock paper scissors. You can decide whether you want them to do best out of three or just one round. Ask whoever wins which team they would like to be, and tell the students that that team will go first. Send the two students back to their desks and begin the game.)*

*(Remind students to raise hands if they want to pick a spot or answer. Choose one child to select the spot and a different one to answer. If the answer is correct, put an X or O in the box. You can decide whether or not to let the other team steal the question if the students get the question incorrect. If you think the class won't handle stealing of questions well, simply ask the whole class the question, discuss it, and move on. You can play two rounds of tic tac toe if they are handling the game well. If they are rambunctious, play one and move on.)*

Explain: Wow! I am so impressed with how much you remembered from yesterday! Let's now go over safety rules so that we know how to keep ourselves and our friends safe!

### Safety Rules: Uh Oh Feeling

#### 1 Slide #17: The Uh Oh Feeling

Explain: The first safety rule is to listen to the uh oh feeling. This is the warning from your body that tells you to stay away from danger. Uh oh feelings can make us feel sad, worried, or scared, nervous, upset, or uncomfortable. Uh Oh feelings might make our hearts beat fast or make our hands sweaty. Sometimes our body knows it's not safe before our mind does. If our body is telling us it feels scared or uncomfortable, we want to listen to it! We don't have to wait for something bad to happen!

Ask/Discuss:

**Q: Do you think the stuff we have talked about today only happens to the people in these stories?**

**A:** No. The truth is, it could happen to anybody! That's why we want to talk about it today, so that you can remember what to do if it ever happens to you, or somebody that you know.

2 Explain: The way we remember the safety rules is by doing a chant. It starts off like this "Listen to the uh oh feeling" Let's see how well we can say that out loud. Say it in a strong voice, but not yelling. Let's do it on the count of three. One, two, three: "Listen to the uh oh feeling!" Great job! *(Have the children repeat the first safety rule a couple of times to help them remember it. You can have Safety Saurus clap and tell them good job when they say it well.)*

## Safety Rules: Say No

### 1 Slide #18: Say No

**Explain:** The next safety rule is to say no. If an adult was hurting you in one of the ways we talked about today, say no in a strong voice. That way they know you're serious and you don't like what's going on. And if anyone is nearby, they can hear you and come and help. We are the person who owns our body so we can say no to any time someone, a kid or adult, is touching our bodies or saying things making our bodies feel uncomfortable or scared. There are many different ways to say "No". Even if we are too scared to say "No." we can always think "No" too.

**Ask/Discuss:**

**Q: If an adult makes you feel scared and uncomfortable, what are some ways that you could say no to them?**

**A:** Leave me alone, I don't like it when you do that, don't touch me.

**Q: Is it okay to say no to an adult if they are trying to hurt you?**

**A:** Yes.

**Q: Who remembers what the first safety rule was?**

**A:** Listen to the uh oh feeling

**Q: If our body didn't feel safe being touched or with a hug, what's a way that we can say no?**

**A:** No Thank you, Not right now, stop, no, etc.

**Q: Is it rude to say no?**

**A:** Not at all!

**2 Explain:** Good job! We are going to combine our two safety rules and say them together, it will sound like this, "Listen to the uh oh feeling, say no!" Let's put them together and say this out loud on the count of three. One, two, three: "Listen to the uh oh feeling, say no!" (*Have students repeat both safety rules a couple of times to help them remember.*)

## Safety Rules: Go Tell

### 1 Slide #19: Go Tell

**Explain:** The next safety rule is go tell. That is the best way to get rid of the Uh-Oh feeling! Anytime that we have a secret to tell, or someone is hurting our body or making it feel uncomfortable, we don't want to keep that inside. We want to go tell! But who should we tell? A trusted grownup

**2** **Explain:** A trusted adult is someone who is over 18 years old, and who knows that a child owns their body, & helps to keep the child's body safe. It is an adult's job to help keep a child safe. If we go tell an adult that our bodies are being hurt or that we feel uncomfortable, those adults should help us. A trusted adult should never make you keep secrets that make you feel sad, scared or uncomfortable. Trusted adults can be anyone! We're all going to have different trusted adults, and that's okay! As long as you feel safe talking to yours, that's what is important.

### Slide #20: 5 Trusted Adults

**3** **Explain:** I want you to close your eyes, and I want you to think about some of the trusted adults in your life that you could talk to if you had an Uh-Oh Feeling. These adults can be someone in your family, maybe it's a Mom, Dad, Aunt, Uncle, etc. Someone here at school: Teacher, Counselor, Principal, etc. Or someone else in your life like a neighbor, babysitter, coach, friends mom or dad, etc.

**4** **Explain:** You said so many trusted adults! These are all trusted adults that we can talk to if we get uh oh feelings, or if someone is hurting us. A trusted adult is an adult who knows that a child owns their body, & helps to keep the child's body safe. A trusted adult should never make you keep secrets that make you feel scared or uncomfortable.

### Ask/Discuss:

**Q: What should you do if the grown up you told didn't believe you?**

**A:** Keep telling other adults until you get the help you need.

**Q: What if one of these people was the one hurting you or making you feel uncomfortable? What could you do?**

**A:** Tell a different trusted adult. Sometimes the ones who seem like they are our trusted adult are the ones that are hurting us. Because this could happen from any of these people. If that is the case, you want to keep telling different trusted adults until you get the help that you need.

**Q: What's the difference between tattling and going to tell?**

**A:** Tattling is just to get someone in trouble for no good reason, telling is to get someone help for a real problem.

**Q: What if we think a friend is being hurt. Should we keep that a secret?**

**A:** No! We want to go tell an adult to help keep our friends safe and other kids who might need some extra care. Like children with special needs, children in foster care, or kids who are being bullied.

**5** **Explain:** If anyone makes you feel unsafe or confused or gives you an uh-oh feeling whether you know them or not you need to tell a trusted adult. Even if the person doing it says that you shouldn't, and even if it is someone you love. We can even come up with a safe word to use with our trusted adults, so that way they know if we use that certain word they understand we are feeling uncomfortable and may not be able to ask for help right now.

## Review

1

### Slide #21: Safety Rules

Explain: Alright, now that we know all 3 of our rules, let's say all of the safety rules together! Remember to use a loud strong voice, but don't yell. Let's try it on the count of three. One, two, three: "Listen to the uh oh feeling, say no, go tell!" Great job!

2

### Slide #22: Safety Plan

*(Pass Out K-1 Worksheets and show the students)*

Explain: This is your Safety Plan to help you remember what we've talked about. You are going to draw the face and/or write down the names of five trusted adults who could help you if you or a friend ever had a problem and needed help. Once you are done, you can color the front.

*(Pass the handouts to the children, and send them to their desks to work on it. Walk around and help students with spelling and help keep them on task. **If you have run out of time, you can leave the handout with the teacher to do with the students later in the day).***

3

### Conclusion

*(Have the students repeat all of the safety rules three or four times until the students can say them on their own. Once you have finished the safety rules, ask if any students may have any questions before you leave. Once answered, you can also share that they can talk with their trusted adults if any other questions come up after you are gone.)*

*(Gather supplies and the evaluation from the teacher)*



**Fourth - Sixth Grade Curriculum**  
**(One 50-minute session, One 30 minute session taught on consecutive days)**

**Before the presentation:**

- Learn the name of the school counselor or social worker so that you can use their name in the presentation when talking about school counselors as trusted adults. If the school counselor is sitting in on the presentation show the students who they are
- Give the teacher an Evaluation Form to be filled out and returned after class
- Invite the teacher or counselor to briefly share thoughts/feelings at the end of the presentation about what has been discussed. Ask them to offer support and help to the students if they need it (the purpose of this time is to include the teacher and/or counselor as part of the prevention team, so students feel comfortable talking to them about concerns of abuse)

**Materials needed:**

- Whiteboard and marker
- Scenario cards
- Tic Tac Toe Question Sheet
- 4<sup>th</sup> – 6<sup>th</sup> grade worksheet

**Day 1 Objectives**

**Students will:**

1. Understand the definition of Child Abuse;
2. Realize that when someone hurts a child on purpose, it is not the child's fault;
3. Understand how to identify the 5 types of child abuse which are:
  - physical abuse,
  - emotional abuse,
  - trafficking,
  - sexual abuse,
  - neglect

**Day 2 Objectives**

**Students will:**

4. Learn the Three Safety Rules for protecting themselves;
5. Practice the Three Safety Rules
6. Develop their own Personal Safety Plan that includes specific names, phone numbers and strategies for getting help.

## What is Child Abuse?

### 1 Rapport Building

*(Greet students warmly and introduce yourself to the class. Let students know that you are there to teach them how to keep their bodies safe. Explain what your time together will look like. Set behavior expectations for the class. Simple rules like raising your hand if you would like to answer a question, saving stories for the end of class, being respectful about what we talk about today etc. Doing this will help with classroom management, and if anything happens during the presentation you can remind the students of the rules that you have.)*

### 2 Definition

Explain: We are going to talk about child abuse, so we need to know what it is. Let's break it down word by word. That way we can all be on the same page.

Ask/Discuss:

**Q: First, the world child. At what age do you legally become an adult?**

**A:** 18. A child is someone who is 17 years or younger.

**Q: Second, to define abuse we use two words, they both start with the letter H and have four letters. Do you have any idea what those are?**

**A:** To hurt or harm.

**Q: If a parent was wrestling around with their child, and the child accidentally got a bruise is that child abuse?**

**A:** No, that would be an accident. Abuse must be **on purpose**. *(Write 'on purpose' to the side of child abuse)*

Explain: **Child abuse is to hurt or harm a child (17 or younger) on purpose.**

## Where & Why?

### 1 Ask/Discuss:

**Q:** Do you think that child abuse affects kids here in the United States, in our state, in our city, in this school?

**A:** Yes. It happens everywhere.

**2 Explain:** It does. Child abuse can happen to any child. It happens more than we may think. I'm going to tell you a number about how many reports of child abuse were made in one year across the United States. I'll start off really low, and have you tell me if you think it is higher. When you think we've reached the final number, drop your hand to say done

**4.4 million reports in United States** FY2023 from the US DHHS Children's Bureau (546,159 confirmed cases of abuse and neglect)

**47,325 reports in Utah** during FY2023 according to the DCFS annual report (9,278 confirmed cases of abuse and neglect)

### 3 Ask/Discuss:

**Q:** Now these are just the reports that we know about. Do you think all children who are abused report? Why not?

**A:** No, many children who are abused never report. They might feel scared to tell, they might feel like it's their fault or have been threatened, the person hurting them might be someone they love, or they might not know that what's happening is abuse.

**4 Explain:** This is why it is so important that we are talking about child abuse here today. That way we can try to prevent it from happening, or to stop it if it is ever happening to you, or to someone you know.

**5** It is an adult's job to keep children safe and not to hurt children. When or if adults hurt children, there are consequences. You can ask an adult to stop any behavior that makes you uncomfortable and you can tell another adult anytime you are worried about how someone is acting with you.

**6** Some things adults can do to keep kids safe are: giving high-fives or something else instead of hugs or kisses if you don't want that kind of affection, giving you space when you ask for it, not touching you - we'll talk more about that later, not being alone with you, having a parent with you or having your parent close by, keeping the door open where others are around.

**7** Some things that adults may do that may not keep you safe are: forcing hugs or other touching, showing inappropriate things to you, sharing a lot of details about their lives with you, paying a lot of attention to only you and no one else, telling jokes about inappropriate things, inviting you to come with them or be alone with them, or talking with you when your parents don't know about it.

## Who Abuses Children?

### 1 Ask/Discuss:

#### **Q: Who here has heard of stranger danger?**

*Stranger* danger is important and can help keep us safe, but when it comes to child abuse most children are abused by someone they know. Those who hurt children could be uncles, neighbors, fathers or mothers, stepfathers or mothers, older brothers or sisters, teachers, scoutmasters. **It could be anyone.**

**2** **Advance Graphic on the board.** We've been taught to keep our bodies safe from strangers, but sadly, 9/10 times it is someone that the child knows and trusts that is abusing them. This is another reason why some children do not report. They don't want to get someone that they love or care about in trouble. We'll learn though, that we don't report to get someone in trouble. We report to get someone the help that they need.

### Why Does Abuse Happen?

1 Ask/Discuss:

**Q: Why would someone abuse a child?**

**A:** There are many reasons people abuse children. A few are: uncontrolled anger, frustration, discipline, drugs or use of alcohol, etc.

2 *\*\*\*\* If a child gives the answer that they might abuse because they were abused when they were younger, let them know that this is not often the case. A lot of times when children are abused, they grow up and choose to teach their children differently.*

3 Ask/Discuss:

**Q: Is there ever going to be a reason or an excuse good enough for an adult to abuse a child?**

**A:** Never. That means, if a child is being abused, it will never be their fault. I'm going to repeat it once more because it is important. If a child is being abused, it will never be their fault. Even if it feels like it is.

### Types of Abuse: Physical

1 Explain: There are different ways adults can hurt children. We will talk about five of those ways today (physical abuse, emotional abuse, sexual abuse, trafficking, and neglect).

#### 2 **Physical Abuse**

Explain: The first type that we will talk about today is physical abuse **Physical abuse is anything that leaves a long-lasting mark on the child's body.**

Ask/Discuss:

**Q: What are some examples of long-lasting marks?**

**A:** Bruises, cuts, scrapes, burns, broken bones—any type of injury that will last more than a couple hours.

**Q: What if a child did something bad on purpose, would it be okay for parents to hit that child hard enough to leave marks?**

**A:** No, even if the child did something wrong, it doesn't give the adult the right to hurt a child.

3 Explain: You may have been wondering whether spanking is Physical Abuse; let me tell you the answer. In the state of Utah parents CAN spank their children. However, a spanking turns into Physical Abuse if it leaves a lasting mark such as a welt or bruise.

4 Ask/Discuss:

**Q: Let's pretend that you are in charge of a child, and they did not do their chores. What are some consequences that you can think of?**

**A:** Encourage answers such as: grounding, taking away privileges, giving extra jobs, screen time-out, explaining the problem and having them fix what they did wrong, etc.

*\*Check in with the students to see if they have any questions about what has been discussed so far. \**

### Types of Abuse: Emotional

1 *Explain:* The next type of abuse we will discuss is emotional abuse. **Emotional abuse happens when a person uses hurtful words repeatedly to the point where the child starts to feel differently about themselves.** It's not just a one time thing. We all have probably said something that has hurt someone's feelings. Hopefully we apologized, and tried to not hurt their feelings again. Child Abuse is not a mistake, and neither is emotional abuse. Words can be used in many ways to hurt someone. Things like name-calling, insults, put downs, threats, swearing or yelling can all be part of emotional abuse.

2 *Ask/Discuss:*

**Q: How would a child feel if an adult kept telling them that they are worthless?**

**A:** They may start to think that what is being said is true. They'll start to believe it.

**Q: If a child believed that they were worthless, what do you think could happen to them?**

**A:** Hurt themselves, hurt others, lower self esteem, hard time making friends

3 *Explain:* These are all the things that can negatively affect a child's life. Though it may not leave a long lasting physical mark, emotional abuse can leave a long lasting impact. This is why we want to be careful with what is being said to us, and what we say to others. **Because children do abuse other children.** When it happens in school, sometimes it's called "Bullying" but it is still abuse, and it's not okay.

### Types of Abuse: Sexual Abuse (Contact)

1 Explain: Please remember to be respectful while we talk about this topic, because it may have affected someone that we know. The next type of abuse we are going to cover is Sexual Abuse. There are two types of sexual abuse, contact and non-contact. **Contact sexual abuse happens when an adult or older child's body makes contact with the private parts of a child's body. It is also when an adult or older child asks, forces, or allows a child to touch them on their private parts.**

2 Explain: The private parts of the body are what's covered by a swimsuit, including the front and back portions of the body. There needs to be a good reason for an adult to have contact with a child's private parts. One of those reasons is changing a baby's diaper.

Ask/Discuss:

**Q: Can a baby change its own diaper?**

**A:** No! It needs help.

3 Explain: Right! A baby can't change their own diaper, that would be a good reason for an adult to touch a child on that part of their body. Two other reasons could be helping a child bathe or potty train because they can't do it by themselves, or when receiving medical care from medical personnel. If it really is for a good reason, there will be no need for it to be a secret. If you have questions about contact sexual abuse or are confused, talk to an adult you trust. It's better to ask a question and stay safe than to stay quiet and get hurt.

### Types of Abuse: Sexual Abuse (Non-Contact)

**1** Explain: **Non-contact sexual abuse is when there is no physical contact, but a child is still being exposed to sexual things that they shouldn't be exposed to.** This includes when an adult looks at a child who is undressed, asks a child to take off their clothes, takes inappropriate photos of children, shows or sends the child inappropriate content, or talks to a child about inappropriate, sexual topics. This could also include when a child is exposed to inappropriate things virtually or when talking to a chatbot. It can be AI and still be child abuse.

**2** Ask/Discuss:

**Q: How many of us play games or watch videos online?**

**A:** Most kids will raise their hand. *You can list off a few of the games that they may play online*

**Q: If anyone ever sends inappropriate messages, photos, or videos, or something that made us feel unsafe or comfortable should we keep it a secret?**

**A:** No never! We'd want to report it to a trusted adult.

**3** Explain: We never want to keep anything that we do online a secret. If something is making us feel uncomfortable or we feel like it's wrong, or even if you've made a mistake and shared something you shouldn't have. We always want to report it to a trusted adult. Not only does it keep our bodies safe, it can also help other kids who are younger, may have special needs, or who are getting bullied. If someone is ever sharing or asking us to share inappropriate photos or materials, we want to report to a trusted adult right away.

### Types of Abuse: Sexual Abuse Cont.

**1** Grooming means when an adult or older child tries to gain a younger child's trust so they can later sexually abuse them. It can happen in a lot of ways. It might be when someone pays close attention to you, gives a lot of gifts, encourages you to break rules, or encourages keeping secrets from trusted adults. Listen to yourself and be sure to tell if anything like that is happening.

**2** **Your body belongs to you**, so you always have the right to say no to any unwanted attention, comments or contact. Even online. Usually, when sexual abuse happens, the abuser will try to get the child to keep it a **secret** by giving them gifts or threatening them; they might even try to make the child feel like what has happened is their fault.

**3** Ask/Discuss:

**Q: Is this true? Is sexual abuse ever the child's fault?**

**A:** NO! Sexual abuse is NEVER the child's fault

**Q: Is any type of abuse the child's fault?**

**A:** NO! child abuse is never the child's fault!

**Q: If the grown up makes the child promise to keep the abuse a secret, should the child keep that promise?**

**A:** NO! You should never keep secrets that make you feel sad, upset or confused or if someone is being hurt. If anyone tries to get you to keep a secret by giving you things or threatening you, that is not a secret you should keep. You should talk to a trusted adult to get some help.

Explain: If any adult tries to get you to keep a secret about something that makes you feel sad, scared, uncomfortable or confused, you should talk to a trusted adult.

*\*Check in with the students to see if they have any questions about what has been discussed so far.\**

### Types of Abuse: Trafficking

**1** Explain: Human Trafficking is when someone is forced to do something and someone else benefits from or gets paid for it. Trafficking can happen to adults and to children. One type of trafficking is when people are forced to work but do not get paid fairly for it. That is called labor trafficking. This is the most common form of trafficking in Utah.

**2** There are laws in the United States that say children can't be required to have a job or work. If you know of someone this is happening to or have a friend that you are worried about, talk with a trusted adult who can help.

**3** Ask/Discuss:

**Q: What about chores at home? Do you have to be paid to clean your room or mow the lawn?**

**A:** No. That isn't what we are talking about. We're talking about daily, consistent expectations that a child or adult is expected to work for little or no pay.

**4** Another form of trafficking is when a child is being sexually abused, and someone is receiving money or is benefiting off the child's abuse. Trafficking can be a confusing issue, and it's okay if you don't understand it right now. We just want to bring awareness to this issue. All you need to know is, should child abuse ever happen? No, and if it is, you need to tell someone.

### Types of Abuse: Neglect

**1** *Explain:* Let's talk next about Neglect. (*Write 'neglect' on the board*). **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 in order to make sure that they are healthy, happy and safe. (*Write 'Basic Needs' on board*)

**1. Shelter.** *It doesn't have to be a house (apartment, shelter, trailer) It just needs to have these 3 things:*

- a. *Weather controlled environment (keeping warm in winter, cool in summer)*
- b. *A door to the shelter that locks (keeping everyone inside safe)*
- c. *A bed for the child to sleep in*

**2. Food/Water** - *Our bodies need these to grow!*

**3. Clothing**

- a. *A size that fits*
- b. *Clean and sanitized.*
- c. *Weather appropriate (Children may wear shorts in the winter, but they at least need access to weather appropriate clothing.)*

**4. Education** - *Every child has a right to an education! Some children may receive their education at home. (Homeschooled.)*

**5. Medical** - *If we are hurt or sick we need to be taken care of properly so that our bodies can heal!*

**6. Hygiene** - *hygiene is being clean, having access to a bath, shower or toilet, and having a clean living space.*

**7. Love/Care** - *If we are receiving kind/loving/supportive or actions we are more likely to have higher self esteem, confidence, and motivation.*

### Types of Abuse: Neglect (Continued)

**1** Explain: At the beginning of class we talked about reasons why abuse can happen, and one of those reasons was drugs or alcohol. Many cases of neglect happen when parents are under the effects of drugs or alcohol. Drugs and alcohol can affect a parent's mood or make it difficult for them to make sure their children are getting the things that they need. By reporting, you can get your parents the help that they need and things can get better.

**2** Ask/Discuss:

**Q: If a child doesn't do their homework, and their parents take away their breakfast, lunch, and dinner, is that a safe consequence?**

**A:** No, that's not safe for a child! Taking away a snack or a dessert would be okay

**Q: If a child has to skip multiple days of school to help babysit, is that okay?**

**A:** No, a child has a right to an education.

**Q: If a child's parents are spending money on drugs/alcohol, but they aren't paying the water bill, is that okay?**

**A:** No, that wouldn't be getting a child the hygiene that they are needing.

**3** Explain: One important thing that I want you to know is that neglect is not about the amount of money that a family has, but it is about the choices that the grown-ups in that family are making. If at any time a family cannot afford to give their child one of the seven basic needs, there are lots of resources that are available to them that could help. The point of talking to someone about this is to get help for yourself, your family, and the adult.

**4** Ask/Discuss:

**Q: If your family is having a hard time getting your basic needs, who can you talk with to get help so that they can help solve the problem?**

**A:** Stress the school counselor (get their name before you teach), as school counselors have the ability to connect students to local resources that provide basic needs.

*\*Check in with the students to see if they have any questions about what has been discussed so far. \**



## Scenarios Activity

### 1 Scenarios Activity

*(You will need your scenario cards to pass out to students after explaining the activity)*

**2** Explain: We will be reading these scenarios together as a class. One person will be our out-loud reader. Remember to be respectful while reading these stories, you never know if someone in your class is experiencing something similar to this. **After the scenarios have been read, ask the questions aloud. Let them share their answers with everyone and discuss.**

*\*The Scenarios and answers are at the bottom of this script\**

### 3 Conclusion

Explain: Please remember the things that you have learned today, as best as you can. I will come back tomorrow to teach you the safety rules and play a review game. Start thinking about 5 trusted adults that you could talk to if you ever had a problem! Before I leave do you have any questions about the things we have discussed today?

*(Answer questions before leaving.)*

## Day 2: Review Game

**1** **Rapport:** *Greet students warmly; introduce yourself to the class for those who might not remember, explain what your time together will look like and review behavior expectations.*

**2** **Tic Tac Toe Review Game**

Explain: We are going to play a game to review all of the things that we discussed yesterday. I'm certain you've played this game before.

*Draw a tic-tac-toe grid on the board.*

Explain: We are going to play tic tac toe. To win you need to get three x's or o's in a row, but our rules are going to be a little different.

*Number the boxes 1-9*

Explain: I am going to split you into two teams, one team will be team X the other will be team O. When it is your team's turn, you will pick the box with the number on it that matches where you want your team to go. I will ask your team a question that matches that box and if your team gets it right, you get your X or O in the spot. You get two chances to get the answer right.

*(Split the children into teams. This can easily be done by splitting the room down the middle.)*

Explain: To decide who goes first, I am going to pick one person who is sitting quietly at their desk to come up and do rock paper scissors. Whoever wins will get to decide if their team is X's or O's and their team will go first.

*(Call one student from each team up to do rock paper scissors. You can decide whether you want them to do best out of three or just one round. Ask whoever wins which team they would like to be, and tell the students that that team will go first. Send the two students back to their desks and begin the game.)*

*(Remind students to raise hands if they want to pick a spot or answer. Choose one child to select the spot and a different one to answer. If the answer is correct, put an X or O in the box. You can decide whether or not to let the other team steal the question if the students get the question incorrect. If you think the class won't handle stealing of questions well, simply ask the whole class the question, discuss it, and move on. You can play two rounds of tic tac toe if they are handling the game well. If they are rambunctious, play one and move on.)*

Explain: Wow! I am so impressed with how much you remembered from yesterday! Let's now go over safety rules so that we know how to keep ourselves and our friends safe!

### The Three R's: Recognize

#### 1 (Grab 4<sup>th</sup> – 6<sup>th</sup> worksheet)

Explain: This handout is a personal safety plan that will help you know what to do to keep yourself safe. Let's first write down the 5 types of abuse we talked about yesterday. Spell out each type of abuse, and a brief description as a reminder.

#### 2 The Three Rs

*As you discuss, have the students fill in the 3 R's on their Safety Plan.*

Explain: Now that we know all five types of abuse, we're going to talk about ways you can protect yourself. Our safety rules are called "The Three Rs" and they will help keep you and your friends safe.

3 Explain: The first safety rule is **Recognize**. Recognize means that we can tell when abuse is happening to someone we know, or if it is happening to us. Hold up your thumbs for me. We can recognize how our body is feeling. Safe? Happy? Healthy? Or is it feeling scared? Nervous? Uncomfortable?

4 Explain: In younger classes, we teach them about the uh-oh feeling. An uh-oh feeling is a feeling that warns you when something is not right and that you should get help. You might feel scared, nervous, ashamed, embarrassed, uncomfortable, upset, angry, or even confused. You might get butterflies in your stomach, your heart might beat quickly, or your hands could get sweaty. When this happens, your body is giving you a warning and telling you that the situation you are in is not safe. uh-oh feelings can help us recognize abuse. We need to pay attention to these feelings. You might feel like this when you are in an unsafe situation, or if a friend tells you about something that happened to them that is unsafe.

### The Three R's: Resist

1 Explain: Once we have recognized that we are in an unsafe situation or that we are getting an uh-oh feeling, we need to **resist**. Waggle your pointer fingers. We use our finger to say no.

2 Ask/Discuss

**Q: If you recognize a dangerous situation, or someone is being abused, how could you resist?**

**A:** Get away, say no, fight back if appropriate, etc.

**Q: What are some ways that you could say no if something gave you an uh-oh feeling?**

**A:** No, scream, don't touch me, leave me alone, I don't like when you do that, etc.

**Q: Is it okay to say no to an adult who is making you feel uncomfortable?**

**A:** Absolutely!

3 Emphasize: *You Own Your Body. We have the right to say no to any unwanted physical touch or comments that make us feel uncomfortable.* When we say no, we need to say it in a strong loud voice, this lets others know that we are serious and we don't like what's happening, and if anyone is around us, they can hear us and come help. **While it is good to resist, even if you don't say no and don't resist, the abuse is STILL NOT YOUR FAULT.** So even if we can't say the words, or we can't get away, we can always think "No." and that's okay. That leads us to to our final "R."

### The Three R's: Report

**1** Explain: No matter what we do to resist, we should always go and **Report** to an adult we trust. Give me an air-high-five. We use our whole hand because it is the biggest step of all.

**We have a few different ways that we can report:**

**Safe UT APP** - discuss the app's functions (Counselor, reporting for bullying, anonymous reporting, directly to the school admin, 24/7, etc.)

**National Child Abuse Hotline** (800) 422-445 to Ask questions, 24/7, etc.

**2** Explain: But the best way to report is by telling a trusted adult. A trusted adult is someone who is over 18 years old, and who knows that a child owns their body, & helps to keep the child's body safe. The reason for this is It is an adult's job to help keep a child safe. We have a really cool rule here in Utah that requires adults to report about child abuse if they are ever made aware. This law is not to get adults in trouble, but it's to give children the help that they need. At the bottom of your safety plan is a spot to write in your 5 trusted adults. You can create a safety plan with the adults you trust in your life. It can include what they will do to keep you safe and what you will do to get help. It can also include a word that only you and your grownups know that tells them you are scared or need help.

**3** Explain: If anyone makes you feel unsafe or confused or gives you an uh-oh feeling whether you know them or not you need to tell a trusted adult. Even if the person doing it says that you shouldn't, and even if it is someone you love. We can even come up with a safe word to use with our trusted adults, so that way they know if we use that certain word they understand we are feeling uncomfortable and may not be able to ask for help right now.

**4** Ask/Discuss

**Q: What should you do if the person you talk to doesn't listen or believe you?**

**A:** Find someone else; keep telling until you get the help that you need. We want to help keep our friends safe and other kids who might need some extra care. Like children with special needs, children in foster care, or kids who are being bullied.

**5** **Q: What should you do if your friend tells you about some abuse that they've experienced, and they tell you not to tell anyone?**

**A:** Still report it, a good friend will always go and get help.

**6** **Q: What could happen if you don't report abuse?**

**A:** Things will stay the same, and the abuse could keep happening, or could even get worse. That person will continue to get hurt.

**7** Explain: **It is okay if it takes time to be brave to report.** Sometimes it can take kids months or even years. Of course, **the sooner the better**, but it's okay to take time to be brave. Children who are abused do grow up to live happy healthy lives once they get the help and care that they need.

### Conclusion

**1** *Explain:* We have talked about a lot of important things these past two days. Please remember what you have learned. If you or someone you know needs help, please speak out and talk to one of your trusted adults, even if you're not sure whether what's happening is abuse. It is better to ask a question and make sure you're safe, than stay quiet and maybe get hurt. Take your handy safety plans home and talk to your families about what you've learned over the past two days. Before I leave, do you have any questions about what we have discussed?

*(Answer remaining questions. Thank the students for their participation. Gather your materials and get the evaluation form from the teacher.)*



## 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](#)

### **Man 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 \_\_\_\_\_

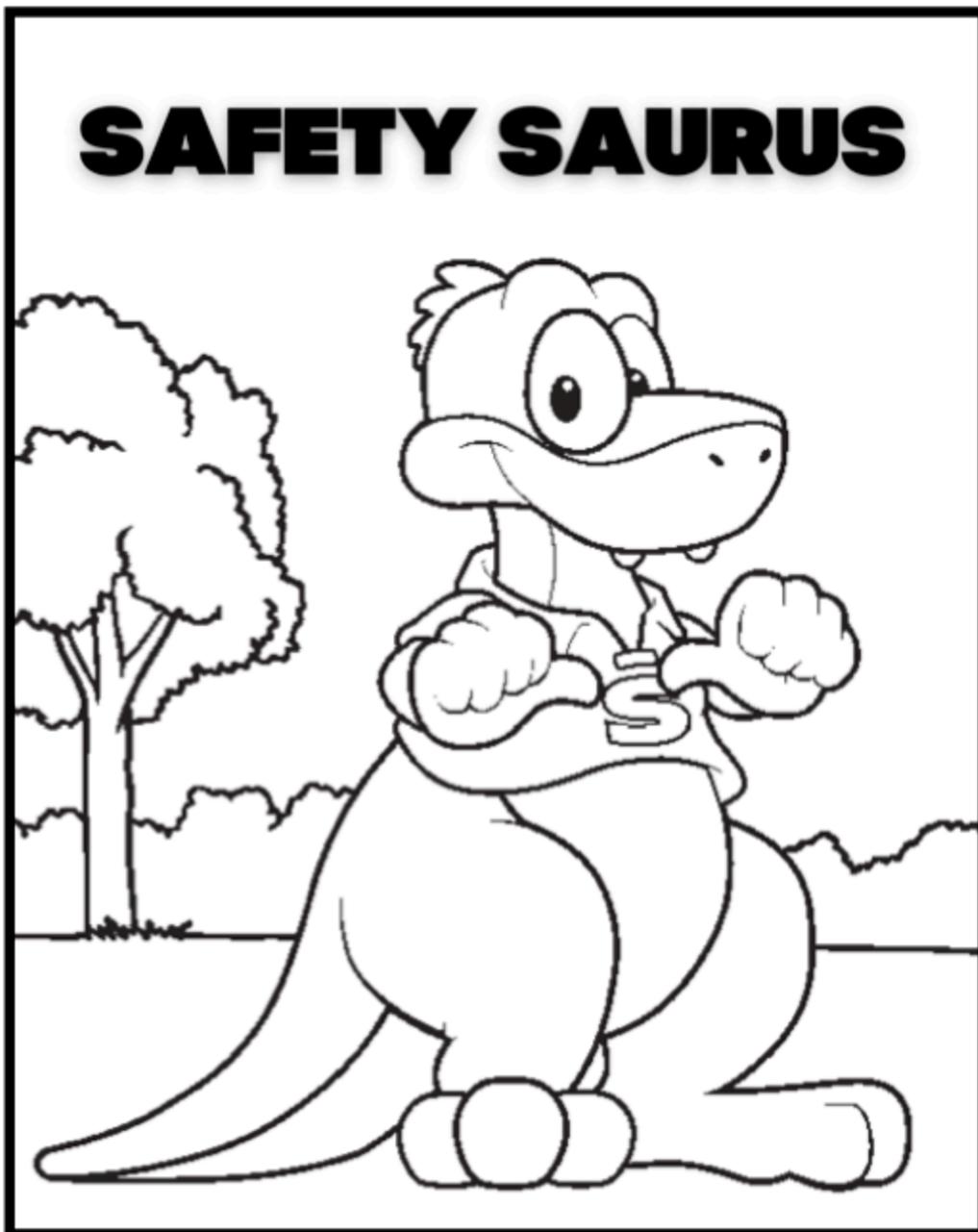
#10 \_\_\_\_\_

### THESE RULES HAVE BEEN SHARED WITH:

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

[www.pcautah.org](http://www.pcautah.org) | (801) 393 3366 | 2121 S State St Suite 202, SLC, UT 84115

Name: \_\_\_\_\_

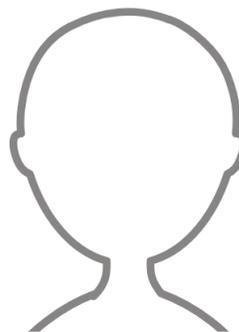
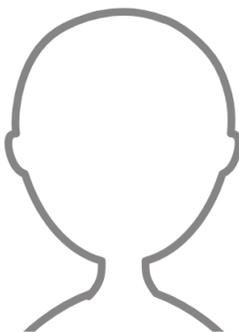
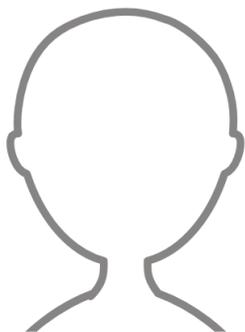


# SAFETY SAURUS

Remember the safety rules! Listen to the Uh-oh Feeling. Say No, Go Tell!

# TRUSTED ADULTS

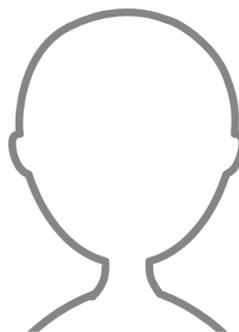
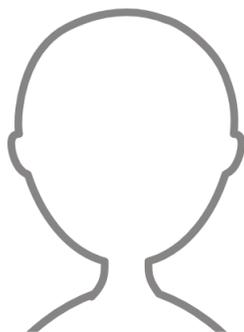
Write names and draw pictures of five trusted adults you could talk with if you get an "Uh Oh Feeling".



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.....

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Keep telling until you get the help that you need!

Name: \_\_\_\_\_

# CHILD ABUSE PREVENTION

❶ What are the 5 types of abuse?



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❷ What are the 3 R's?

**R**\_\_\_\_\_

**R**\_\_\_\_\_

**R**\_\_\_\_\_

❸ Who are 5 Trusted Adults that you could report to?



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E	D	D	D	J	R	V	Z	B	J	K	X	I	M	B	Y	X	W	A	U
T	Y	U	E	X	B	E	L	F	J	J	P	L	P	S	D	P	R	W	X
P	U	E	M	Q	P	H	C	O	Q	R	X	H	N	O	C	Z	E	K	J
H	F	D	M	X	F	T	U	O	A	M	K	G	J	C	T	E	U	H	V
Y	B	K	Z	O	J	C	W	C	G	S	W	Y	M	G	P	W	D	O	C
S	P	E	F	C	T	M	U	A	J	N	K	V	U	R	P	G	Q	J	N
I	X	N	F	K	S	I	B	X	B	Q	I	G	G	O	F	Z	K	T	E
C	X	T	Q	M	N	A	O	K	Y	Z	H	Z	F	O	W	P	T	I	G
A	B	M	B	G	H	Y	T	N	G	D	R	S	E	M	T	B	X	I	L
L	Q	S	I	V	S	Y	C	R	A	G	G	N	N	I	R	Y	Q	M	E
R	B	Z	L	Q	I	Y	I	A	U	L	M	O	L	N	O	U	S	U	C
Q	K	I	Q	G	S	A	J	H	T	S	Q	G	T	G	Q	U	O	Q	T
I	B	Y	U	P	C	A	F	A	E	B	T	F	X	A	Q	C	B	B	A
Q	Z	D	F	H	I	P	R	B	C	O	L	E	X	O	D	P	J	K	L
T	R	A	F	F	I	C	K	I	N	G	E	Z	D	G	Y	J	Q	M	R
A	A	A	Q	S	J	D	A	S	T	K	K	W	Z	A	F	O	Z	L	S
B	P	S	E	X	U	A	L	B	R	Z	Q	R	U	Y	D	K	W	Y	E
U	A	P	Y	V	E	K	C	N	R	E	S	I	S	T	Y	U	H	W	J
S	C	J	R	I	P	L	R	E	P	O	R	T	D	Y	X	U	L	M	I
E	R	W	C	H	P	M	F	B	G	Z	I	T	U	U	J	O	A	T	Y

- |                    |                      |
|--------------------|----------------------|
| <b>PHYSICAL</b>    | <b>GROOMING</b>      |
| <b>EMOTIONAL</b>   | <b>RECOGNIZE</b>     |
| <b>SEXUAL</b>      | <b>RESIST</b>        |
| <b>TRAFFICKING</b> | <b>REPORT</b>        |
| <b>NEGLECT</b>     | <b>TRUSTED ADULT</b> |

## 3RD GRADE

**1**

How many reports of child abuse were there in Utah in one year?

**2**

What are the 5 types of abuse?

**3**

How many reports of child abuse were there in the US in one year?

**4**

If a child doesn't do their chores, what are 3 consequences that aren't spanking or abuse?

**5**

Spanking is not abuse, unless it leaves a what?

**6**

What is Neglect?

**7**

What are 3 examples of a long-lasting mark?

**8**

What was Regina's secret?

**9**

Is it ever a child's fault if they are being abused?

# 3RD GRADE

1

What are the 3 times it might be okay for someone to touch a child on the private parts of their body?

2

What did Mrs. Salvador say when Regina told her about the abuse?

3

Emotional abuse is using what to hurt or harm a child?

4

How many kids out of 10, know the person who abused them?

5

How old are you when you legally become an adult?

6

What was one of the rules in Room 204?

7

What's an excuse an adult may have for abusing a child?

8

Why do some kids not report about child abuse?

9

What are 4 of our 7 basic needs?



## 4TH - 6TH

1

What are the 3 times it might be okay for someone to touch a child on the private parts of their body?

2

What does the word abuse mean?  
Is it an accident?

3

What is Emotional Abuse?

4

How many kids out of 10, know the person who abused them?

5

How old are you when you legally become an adult?

6

Can a child abuse another child?

7

What's an excuse an adult may have for abusing a child?

8

Why do some kids not report about child abuse?

9

What are 4 of our 7 basic needs?



## 4TH - 6TH

**1**

How many reports of child abuse were there in Utah in one year?

**2**

What are the 5 types of abuse?

**3**

How many reports of child abuse were there in the US in one year?

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If a child doesn't do their chores, what are 3 consequences that aren't spanking or abuse?

**5**

Spanking is not abuse, unless it leaves a what?

**6**

What is Neglect?

**7**

What are 3 examples of a long-lasting mark?

**8**

If someone is sending inappropriate photos online, what type of sexual abuse is that?

**9**

Is it ever a child's fault if they are being abused?

### Angel's Story

Angel was 12 year olds and loved playing video games. They would often play with their family friend, Mark, who was an adult.

Mark and Angel got along well, and enjoyed playing games in Angel's families' basement. One day, Mark told Angel that he had something to show them. Mark began to show Angel inappropriate photos on his phone. Over the next few months, Mark continued to show Angel inappropriate photos, and began to touch Angel on their private parts. Angel was nervous to tell anyone because they didn't say "No." to Mark. After three years, Angel came forward and told their parents what had happened.



- What type of abuse do you recognize in this story?
- How did you recognize this type of abuse?
- Why was Angel scared to report?
- How long did it take Angel to find the bravery to report?
- What could've happened if Angel kept this a secret?

### Timmy's Story

Timmy is a 14 year old boy with special needs. He has a hard time communicating with others. Each day he comes to school in the same dirty clothes and is starving. His teachers notice that he needs help and give him clean clothing and a shower. They also notice that he has some cuts and scrapes on his arms that have not been properly cleaned and are infected. The teachers report the lack of basic needs to the child abuse hotline and Timmy is given the care that he needs.



- What type of abuse do you recognize in this story?
- What basic needs is Timmy missing?
- Who reported the abuse?
- Do you think other students noticed or reported?
- What could have the students done to help Timmy?

### Melody's Story

Melody is a 12 year old sixth grader. One day she and her brothers came home from school and started playing video games. Time gets away from them and they realize too late that their mom is about to get home from work. They haven't done any of the chores she asked them to complete, or started to get ready for dinner. Their mom came home and got super angry that they hadn't done what she told them. She hit Melody across the face leaving her with a bruised cheek. That weekend Melody and her brothers went to their Father's house, he asked her where the bruise came from. Melody didn't want to tell her Dad because she didn't want her mom to get in trouble, but this wasn't the first time this has happened. She decided to tell him so that she and her brothers can be safe again.



- What type of abuse do you recognize in this story?
- How did you recognize this type of abuse?
- Do you think it was scary/hard for Melody to report? Why?
- Who did Melody tell to get help?
- Who did Melody get help for by being brave and reporting?

### Bridget's Story

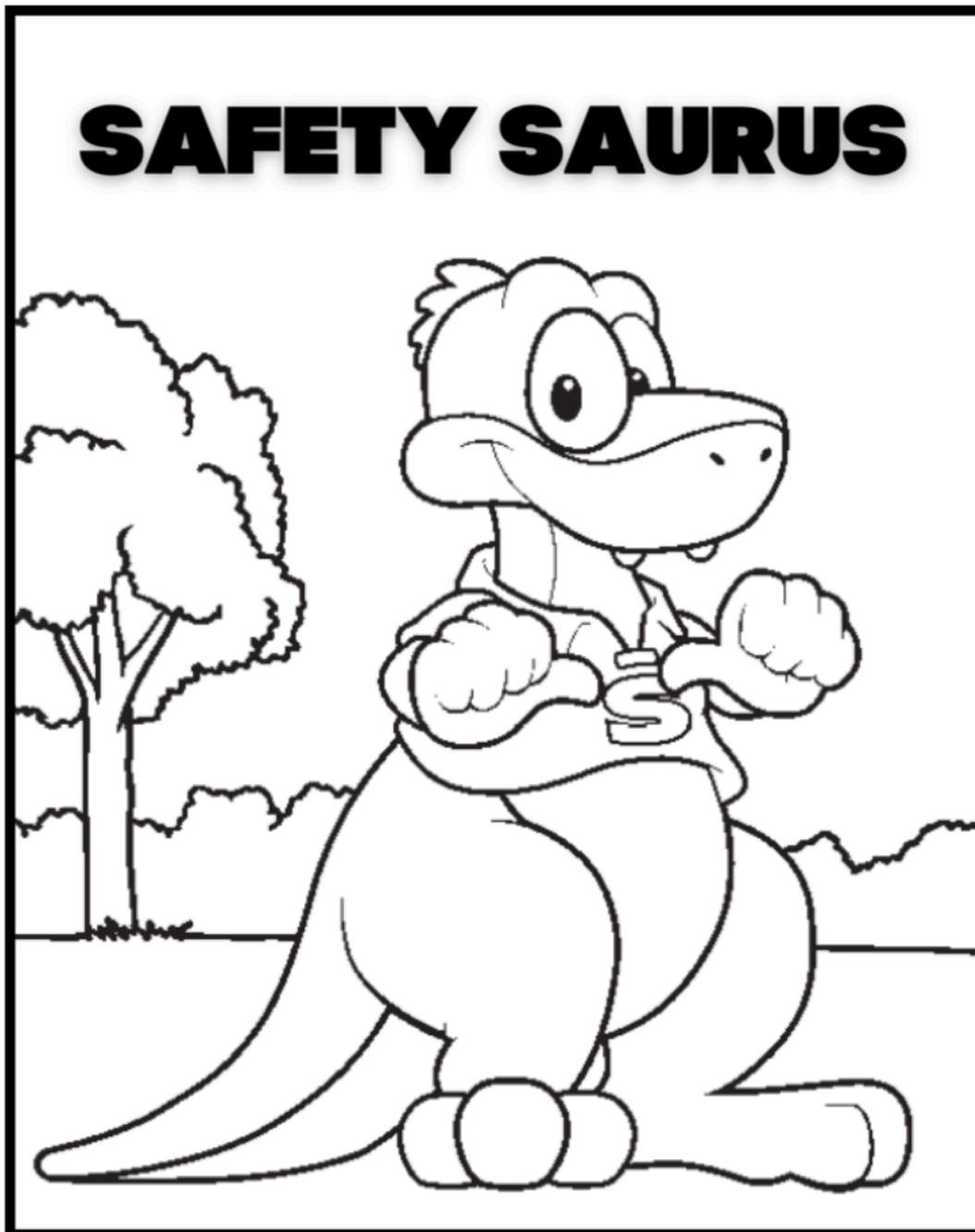
Bridget Farley joined the cheerleading team. The coaches promised support but her trust in the coaches was almost immediately betrayed. She was forced to train even when her knee was swollen and was ignored and teased over and over again when she said she was in pain.

The coaches were very strict about the girls' sizes and diets, often calling them mean names and making mean comments about their bodies. After some training with the coaches, Bridget was very depressed and looked for help with her therapist because she felt like her life was in danger. She said, "I feel like it's not worth it any more. I came here because I wanted to be on this team and I love cheering but I don't think I can do it anymore."



- What types of abuse do you recognize in Bridget's story?
- How did you recognize these types of abuse?
- Who did Bridget talk to to get help?
- Why do you think it was hard for Bridget to ask for help?
- Who did Bridget get help for by being brave and reporting?
- What could've happened if she kept this a secret?

Nombre: \_\_\_\_\_



¡Recuerda las reglas de seguridad! Escucha a tu sentimiento de oh-oh, di No, ve y dilo.

# ADULTOS DE CONFIANZA

Escribe los nombres y dibuja las caras de cinco adultos con los que tú puedas hablar si tienes un sentimiento de oh-oh



.....

.....

.....



.....

.....

**¡Sigue diciéndolo hasta que tengas la ayuda que tu necesitas!**

Nombre

Name: \_\_\_\_\_

## PREVENCIÓN DE ABUSO DE MENORES

# CHILD ABUSE PREVENTION

¿Cuales son los 5 tipos de abuso?

❶ What are the 5 types of abuse?



.....



.....



.....



.....



.....

¿Cuales son las 3 R?

❷ What are the 3 R's?

**R**.....

**R**.....

**R**.....

¿Quiénes son los 5 adultos a los que le puedes reportar?

❸ Who are 5 Trusted Adults that you could report to?



.....



# **CHILD ABUSE PREVENTION**

**3RD GRADE**

# AGENDA



INTRODUCTION



TYPES OF ABUSE



NOT IN ROOM 204



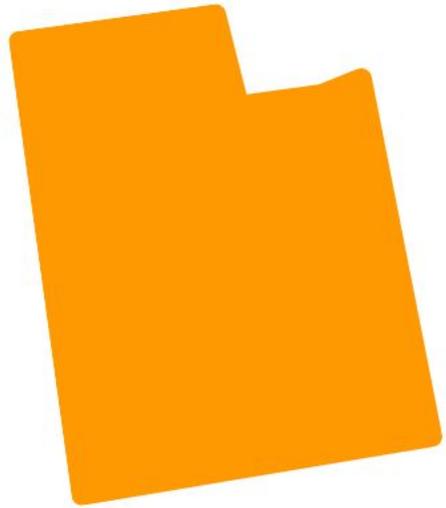
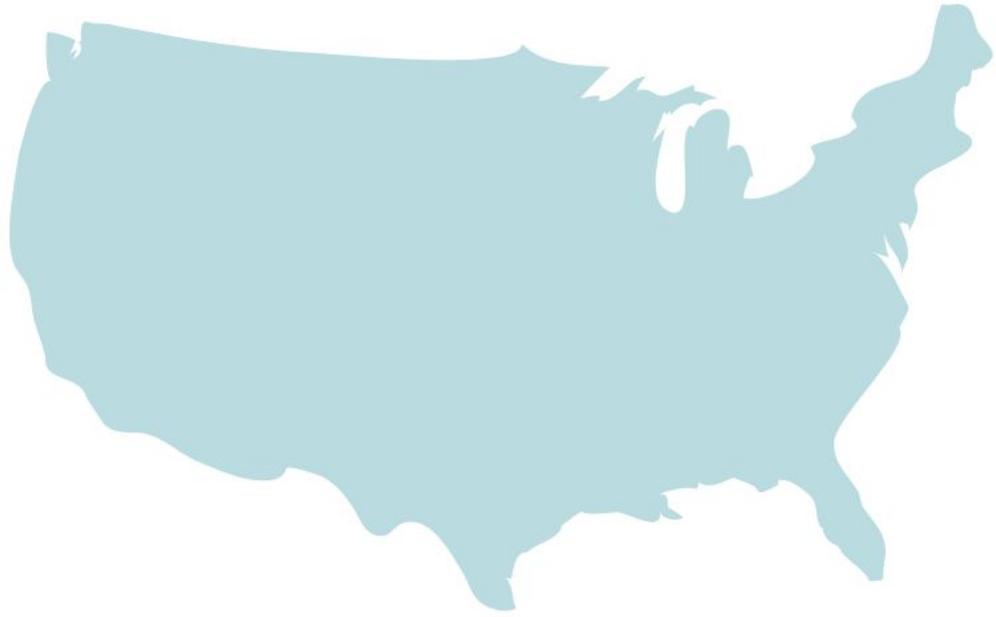
REVIEW

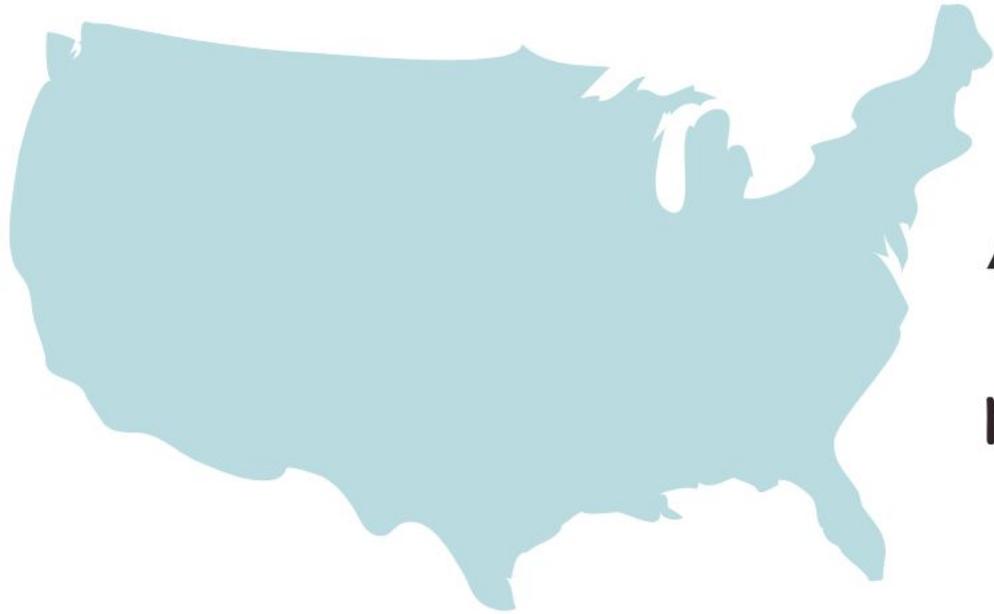


# DEFINITION

CHILD

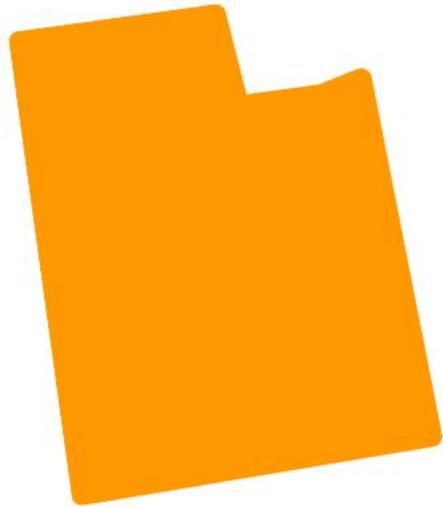
ABUSE

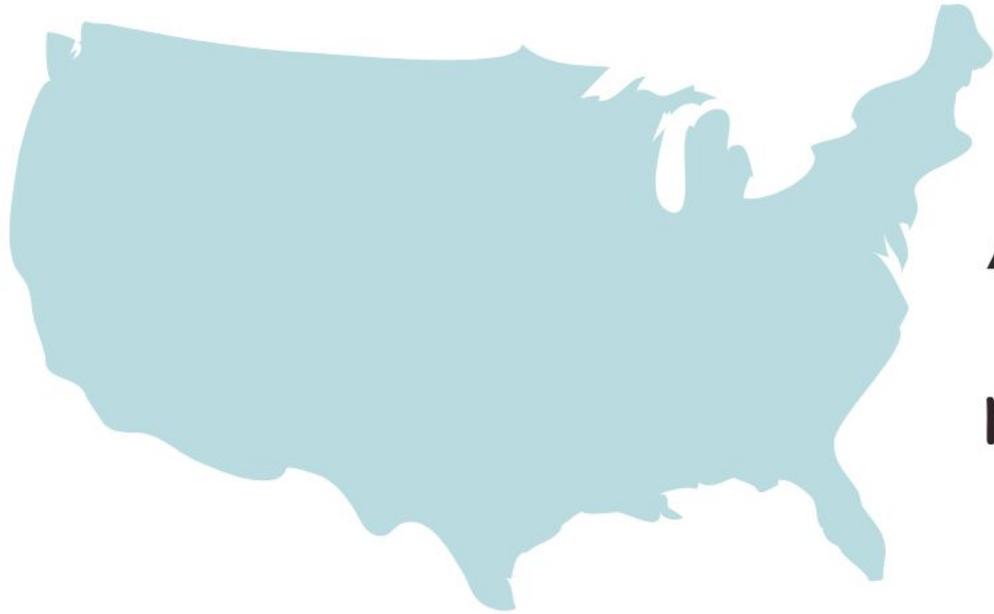




**4.4 MILLION**

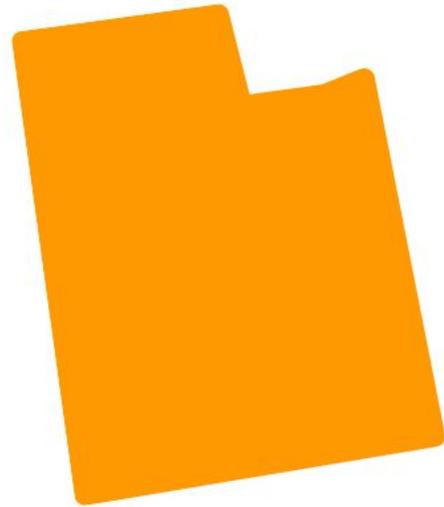
reports of child abuse in the US





**4.4 MILLION**

reports of child abuse in the US



**47,325**

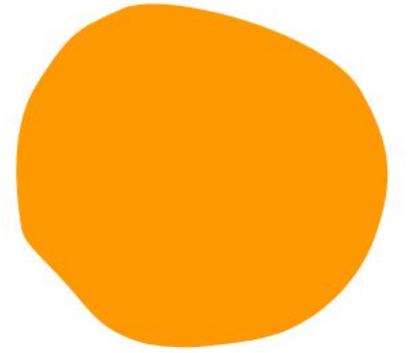
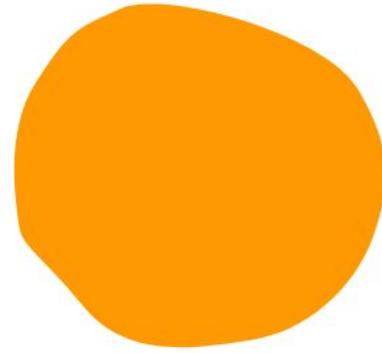
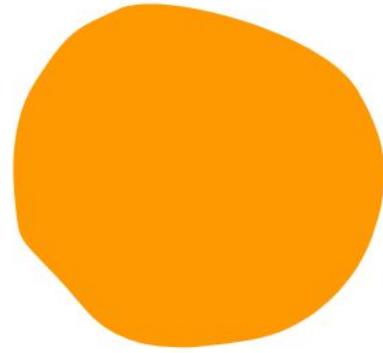
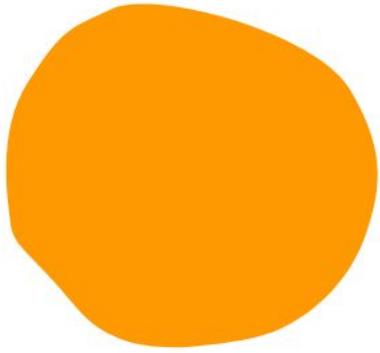
Utah had 47,325 reports





**9/10**

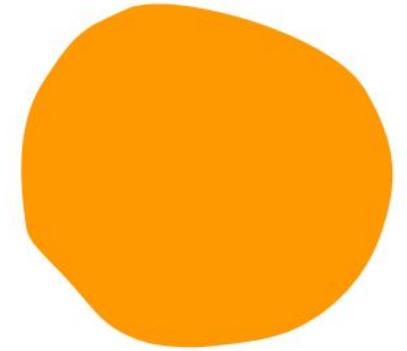
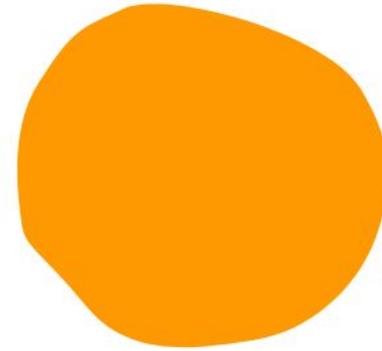
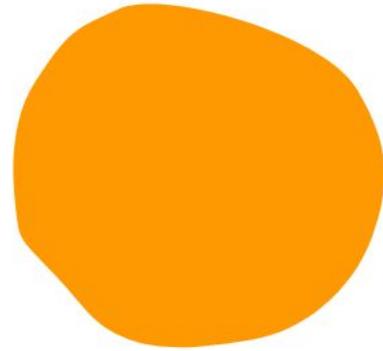
# TYPES OF ABUSE



# TYPES OF ABUSE



**PHYSICAL**



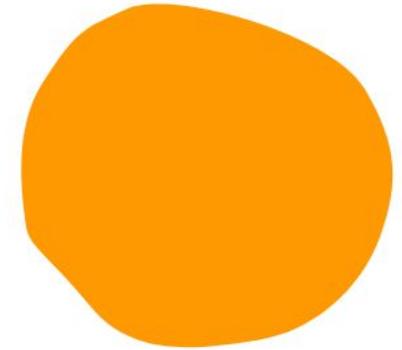
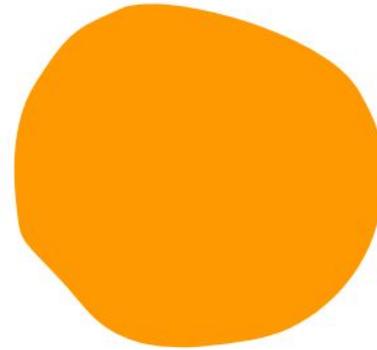
# TYPES OF ABUSE



**PHYSICAL**



**EMOTIONAL**



# TYPES OF ABUSE



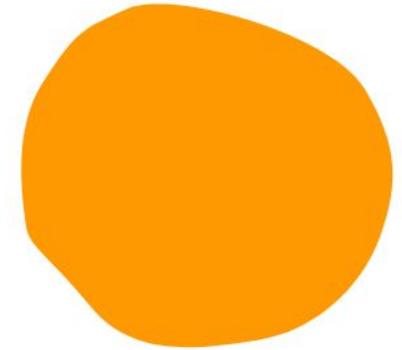
**PHYSICAL**



**EMOTIONAL**



**SEXUAL**



# TYPES OF ABUSE



**PHYSICAL**



**EMOTIONAL**



**SEXUAL**

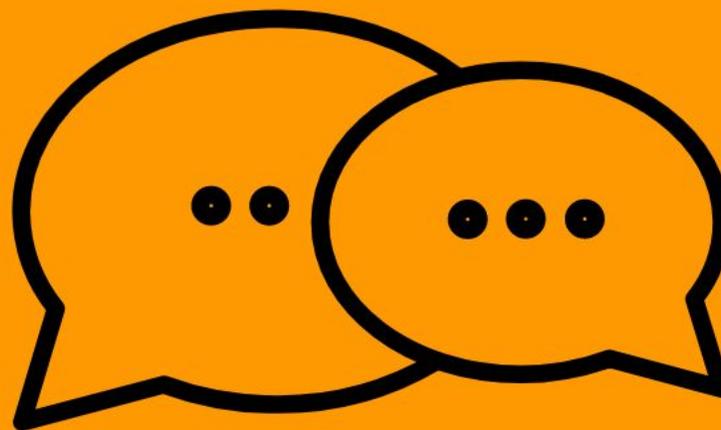


**NEGLECT**



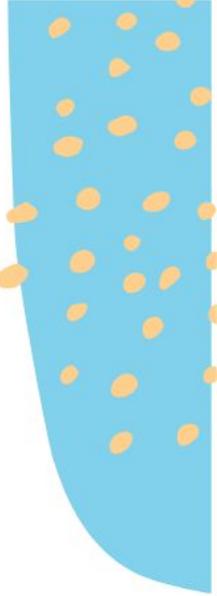
# **PHYSICAL ABUSE**

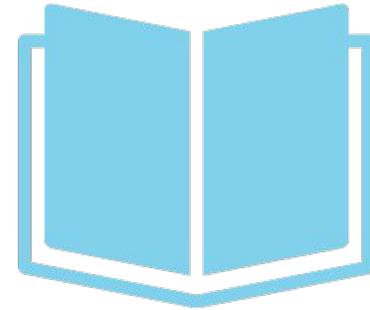
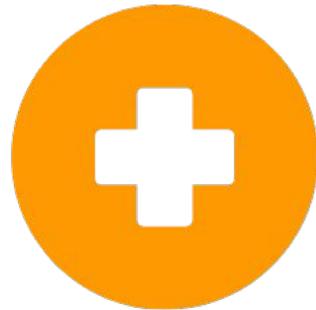
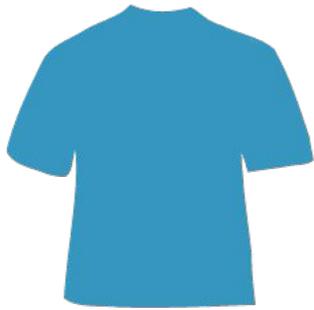
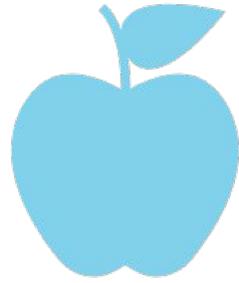
# **EMOTIONAL ABUSE**



# SEXUAL ABUSE

Contact vs.  
Non-contact





**NEGLECT**

# NOT IN ROOM 204

Breaking the Silence of Abuse



SHANNON RIGGS

pictures by  
JAIME ZOLLARS



On the first day of school, Mrs. Salvador said, “At home, when your parents tell you to clean your rooms, you might shove dirty socks under the bed and heap toys in the closet, and you might get away with it.”



The children in Room 204 smiled secret smiles. “But not in Room 204. Here, we keep our desks neat.” Some of the children fidgeted, but Regina sat up straight.

“In other places, you might get away with less than your best work,” Mrs. Salvador said. “But not in Room 204. In Room 204, if you turn in work that isn’t your best, I’ll give it right back to you, and you’ll have to do it over.”

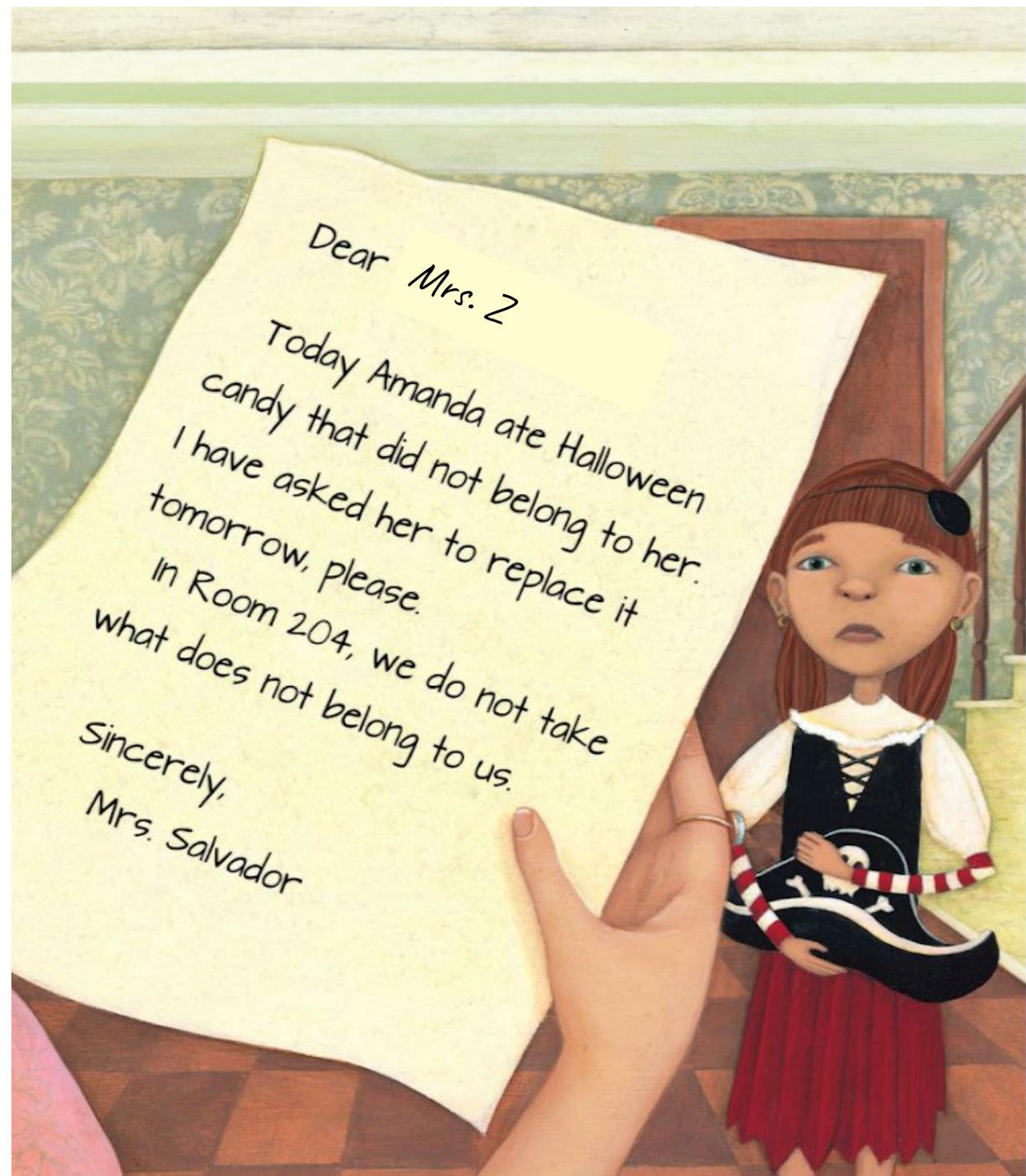
Jack whispered, “I think I’ll move my desk into the hall.” Mrs. Salvador heard.

“Jack, you might get away with distracting your neighbor in other classrooms, but not in Room 204.”



“In other places,” she continued, “you might get away with name-calling or being mean to other students. Not in Room 204. The students of Room 204 will show kindness to one another.”

In October, in Room 204, Amanda ate Brenda's Halloween candy without asking. Mrs. Salvador sent a note home to Amanda's mom.





In November, the class went on a field trip to the aquarium. Just loud enough for everyone to hear, Melanie said that the tour guide looked like a whale. Regina shook her head with disapproval.

Mrs. Salvador said, "Melanie, children in other classes might get away with making rude remarks, but not the students of Room 204. The students of Room 204 show respect. Please apologize, and then you will be my partner for the rest of the day." Melanie said she was sorry and was lead to the front of the line.

Report card conferences were at the end of the term.

Regina took a seat beside her mother.

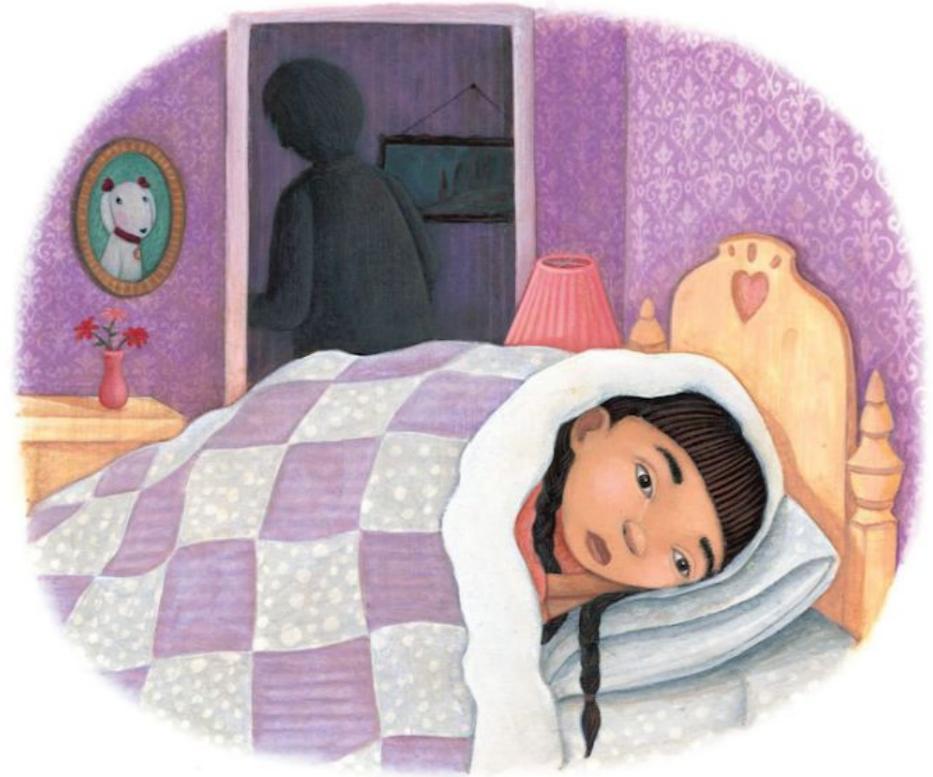
“Regina, I am very pleased with all of your written work. You are a very bright girl, and you’re always trying your best!” Mrs. Salvador turned her head to the side. “Are you quiet at home like you are in school?”

“Regina is always...” her mother began to say, but Mrs. Salvador held a finger up. “Maybe we can let Regina answer.” She smiled.

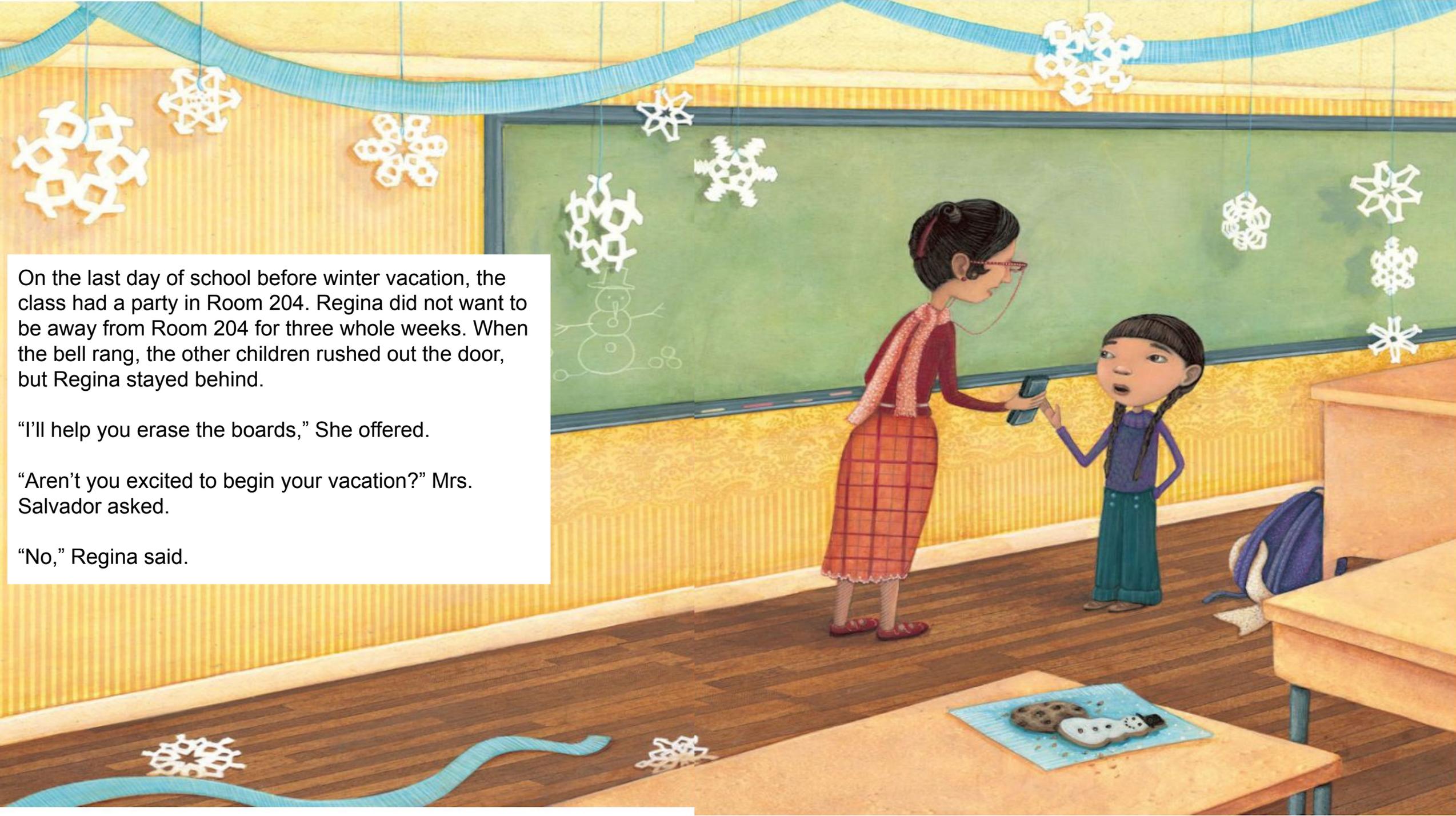




Regina thought of the many ways that she kept quiet, like reading, or playing with her Raggedy Ann doll.



But there were things that her father did that Regina kept so quiet about, not even her mother knew. “Yes,” Regina said. “I’m quiet at home too.” Mrs. Salvador nodded. “Maybe this is something that we could work on,” she said.



On the last day of school before winter vacation, the class had a party in Room 204. Regina did not want to be away from Room 204 for three whole weeks. When the bell rang, the other children rushed out the door, but Regina stayed behind.

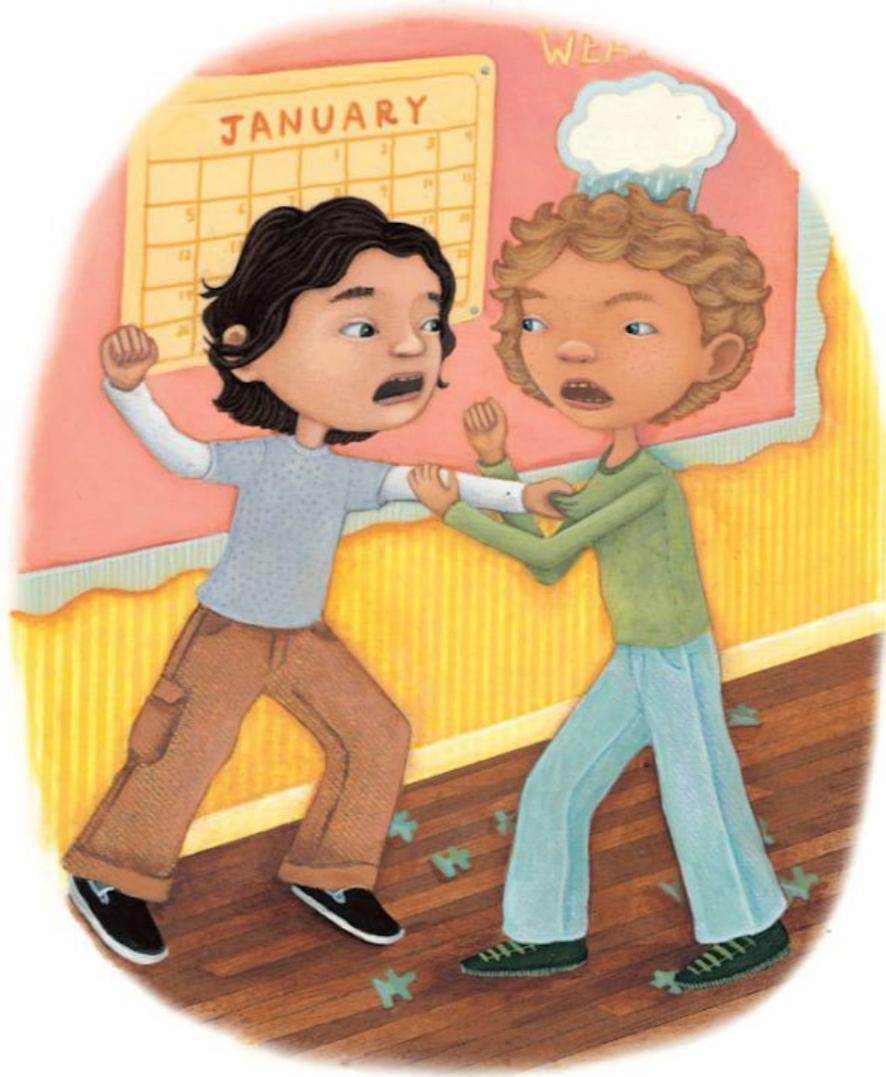
“I’ll help you erase the boards,” She offered.

“Aren’t you excited to begin your vacation?” Mrs. Salvador asked.

“No,” Regina said.

When all the boards were clean, Regina walked slowly home.





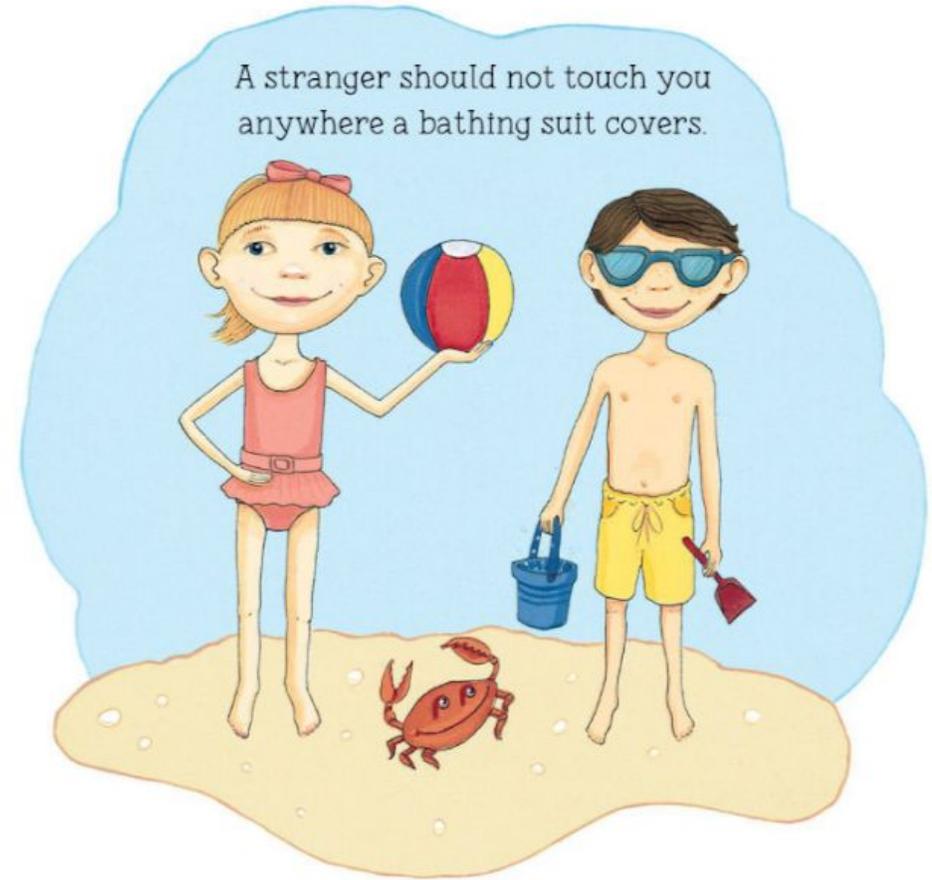
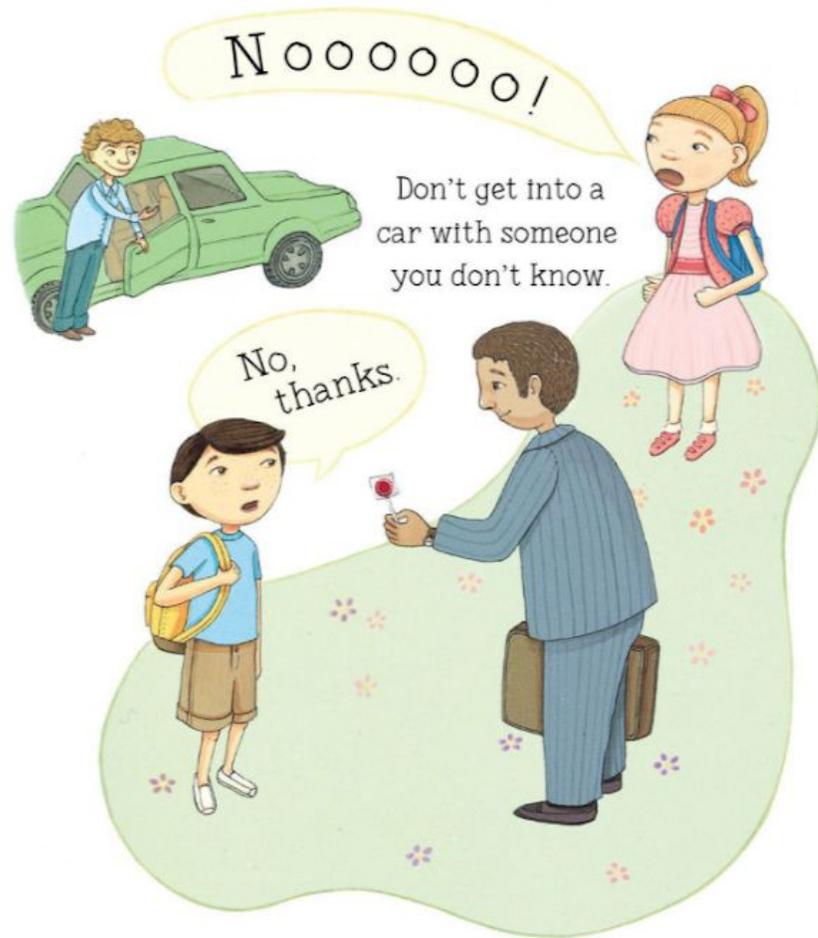
In January, after three days of bitter cold and indoor recess, Jack and Trevor had a fistfight.



Mrs. Salvador pulled them apart and stood between them.

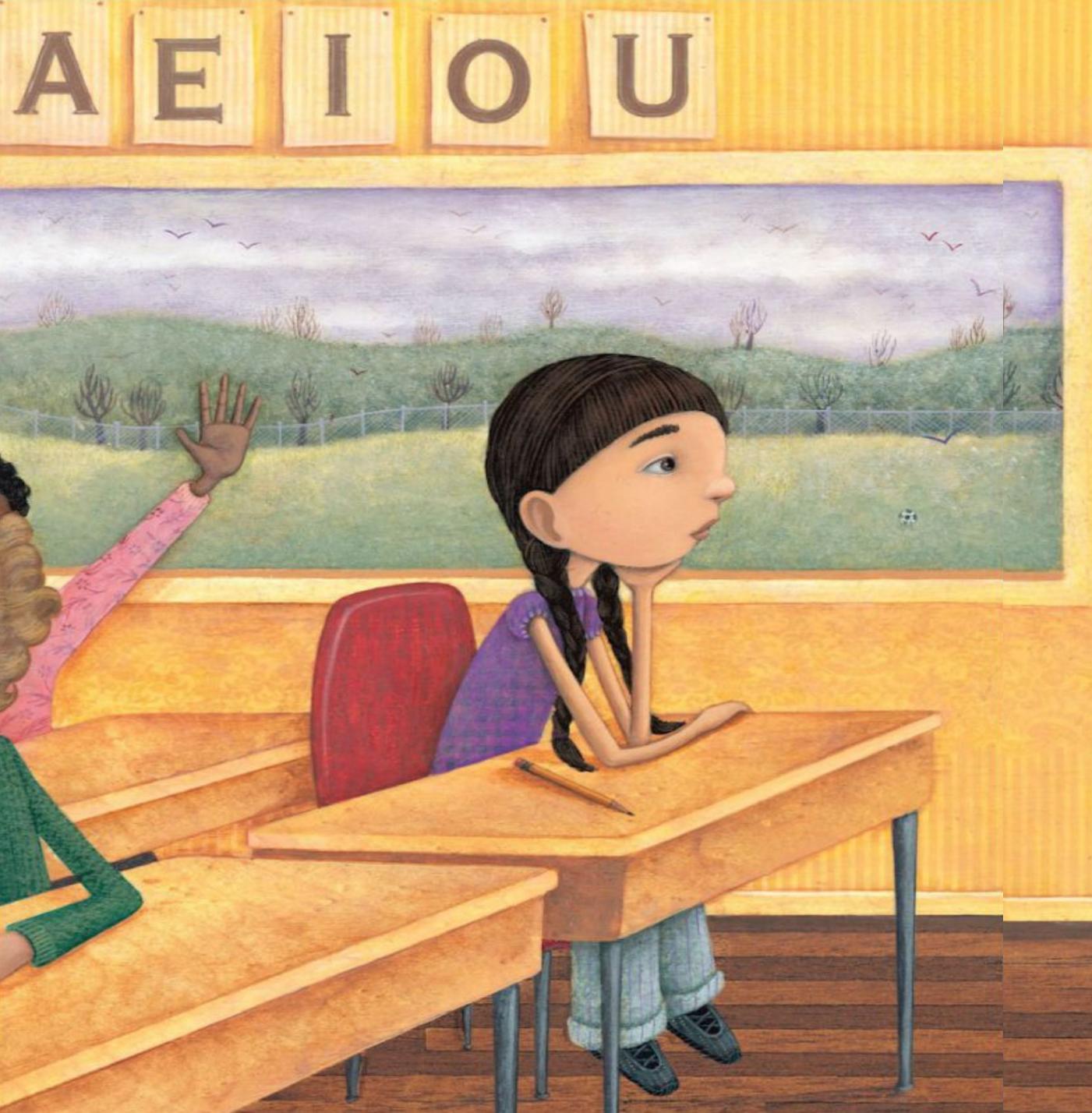
“In Room 204 we keep our bodies to ourselves,” she said.

Regina liked the rules of Room 204 very much.



In February, Mrs. Salvador read a book about stranger danger, the same lesson they have had every year since kindergarten. *Don't talk to strangers.* The children in room 204 slouched in their seats. *Don't get in a car with someone that you don't know.* *A stranger should not touch you anywhere a bathing suit covers.* They had heard it all before.

"I want to talk to you about something else," Mrs. Salvador said, closing the book. "Knowing about stranger danger is important, but it's not always strangers who touch children in ways that they shouldn't be touched. Usually, it's someone the child knows."



“It could be a friend, a babysitter, or someone in your own family. It happens more than most people think.” Mrs. Salvador sighed.

Regina felt very small and far away.

Amanda raised her hand. “Has it ever happened to a kid in this school?”

“Yes. More than one,” Mrs. Salvador said.

“Has it ever happened to a kid in your class?”

Regina watched the clock click through its slow circle.

“I would never tell other students such a private thing,” Mrs. Salvador said. “But I can tell you this. If someone told me this had happened to them, I know exactly what to do to help.”



The next day, Regina walked to school early in the rain.



Regina made her way down the long hallway, took a seat outside of classroom 204, and waited for Mrs. Salvador to arrive. When finally she did, Regina took a very deep breath.



“You’re an early bird! Come, help me take the chairs down!” Mrs. Salvador said.

She turned her head to one side. “Was there something that you wanted to ask me?”

Regina’s voice sounded small and quiet in Room 204.

“You know how yesterday you said you knew exactly what to do for a kid who...” Regina got quiet.

“Yes,” Mrs. Salvador said.

“Do you think you could help me like that?”

“Yes,” Mrs. Salvador said. “Has someone touched you in ways that you shouldn’t be touched?”

Regina nodded her head yes, looked away, then looked back.

Mrs. Salvador squeezed her hand. “You are very brave to tell me. I know exactly what to do to help.”



Regina looked around Room 204.  
Soon the other children would arrive, and a new day in Room  
204 would begin.  
“Good.” Mrs. Salvador said. “Let’s take down the chairs.”

The image features a central yellow triangle with a thick orange border. Inside the triangle, the text "UH OH!" is written in a bold, white, distressed font. The background is a light blue color with a subtle, textured pattern. In the corners, there are decorative elements: a teal and orange arc in the top right, and a teal and orange arc in the bottom left.

**UH OH!**



**SAY NO!**



**GO TELL!**

**5 TRUSTED ADULTS!**





**UH OH!**



**SAY NO!**



**GO TELL!**



# THANK YOU

[www.pcautah.org](http://www.pcautah.org) | (801) 393-3366



# **CHILD ABUSE PREVENTION**

**4TH-6TH GRADE**

# AGENDA



**INTRODUCTION**



**TYPES OF ABUSE**



**SCENARIOS**



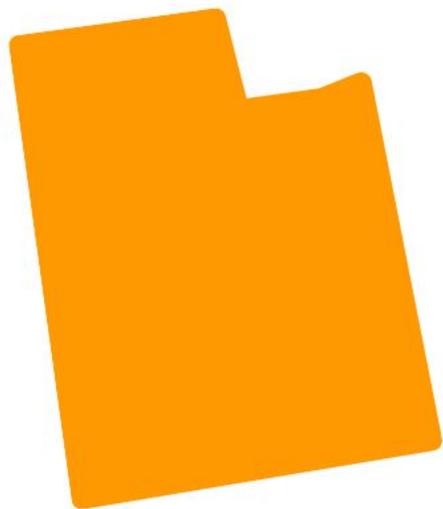
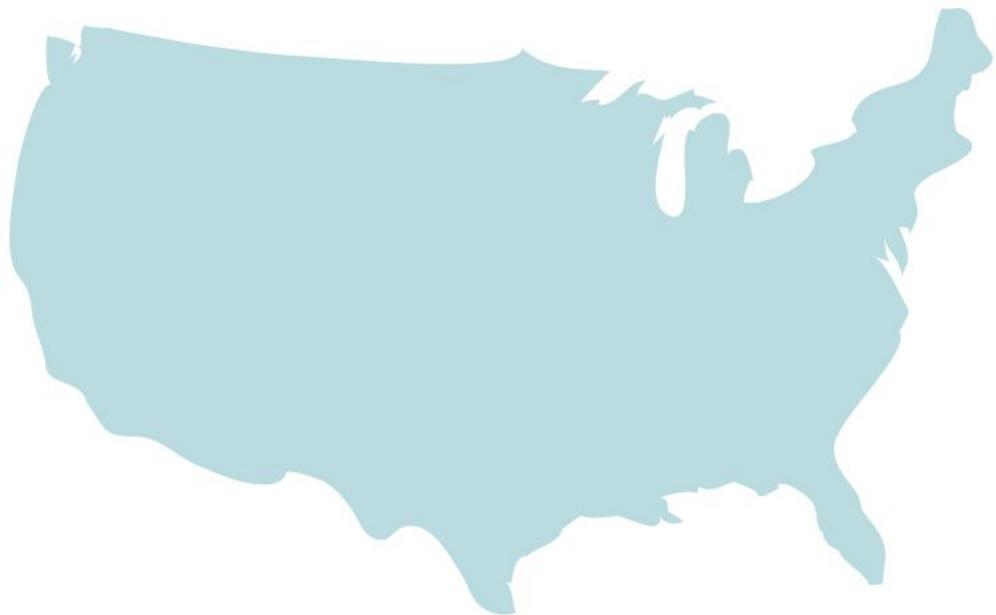
**SAFETY RULES**



# DEFINITION

CHILD

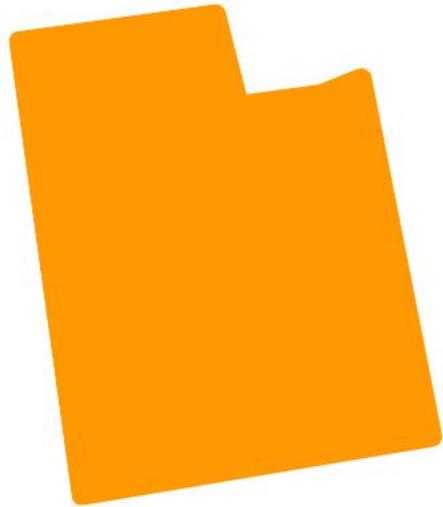
ABUSE

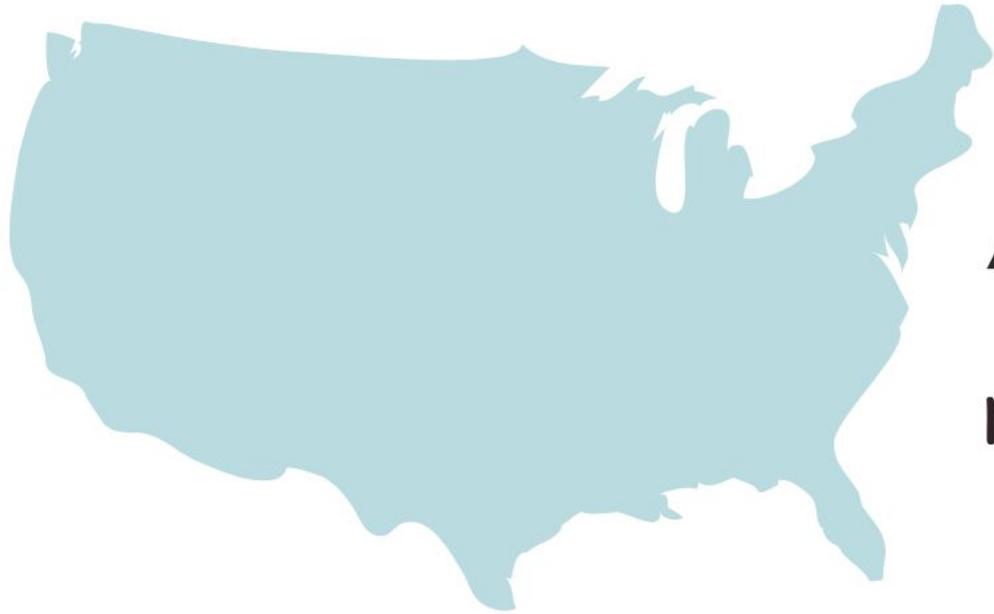




**4.4 MILLION**

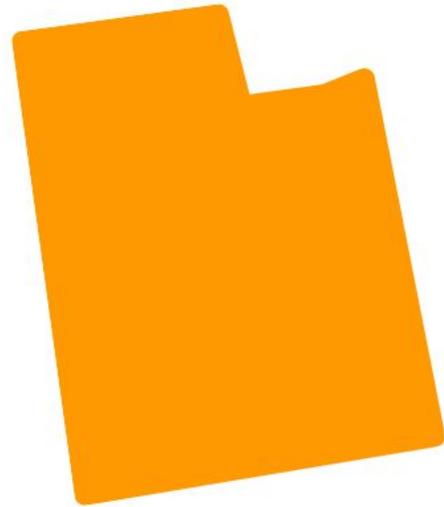
reports of child abuse in the US





**4.4 MILLION**

reports of child abuse in the US



**47,325**

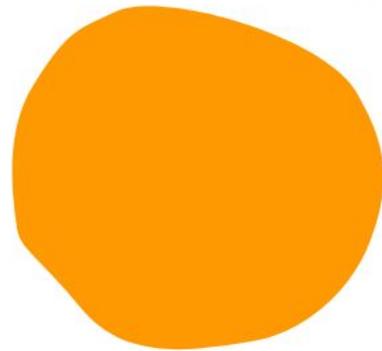
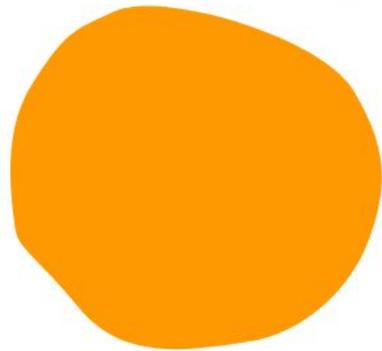
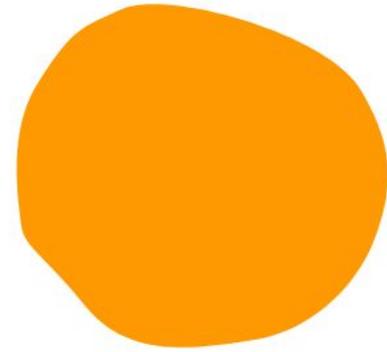
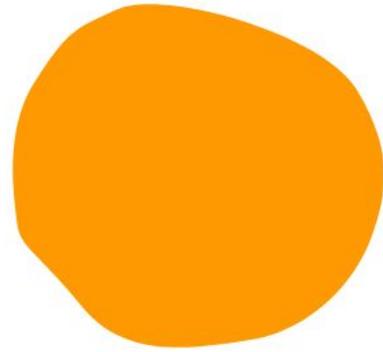
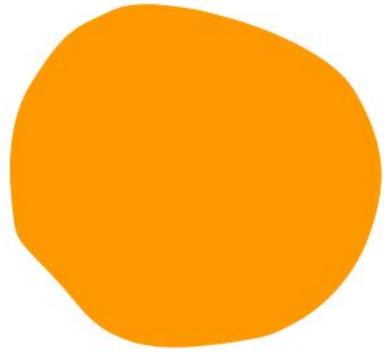
Utah had 47,325 reports





**9/10**

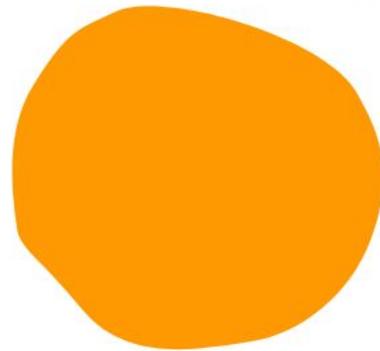
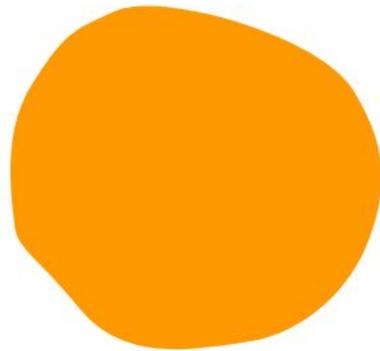
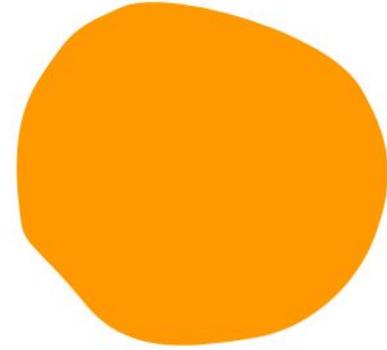
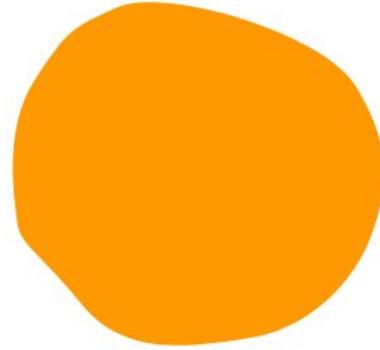
# TYPES OF ABUSE



# TYPES OF ABUSE



**PHYSICAL**



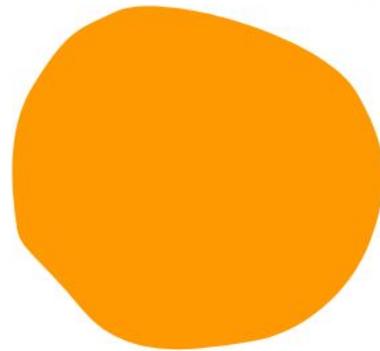
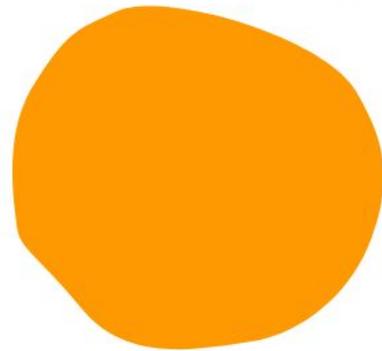
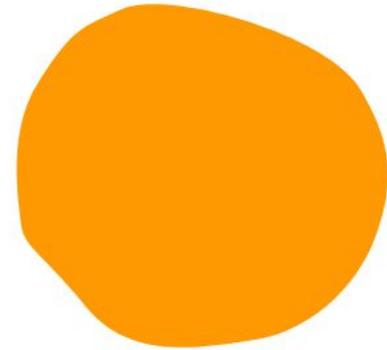
# TYPES OF ABUSE



**PHYSICAL**



**EMOTIONAL**



# TYPES OF ABUSE



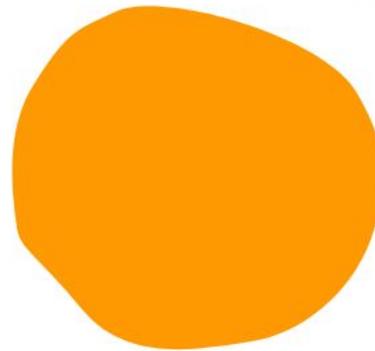
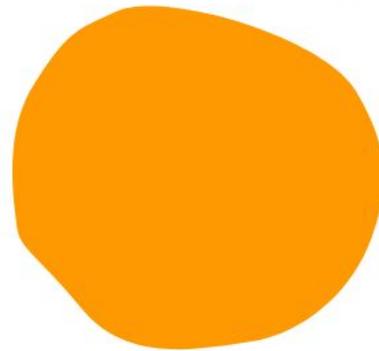
**PHYSICAL**



**EMOTIONAL**



**SEXUAL**



# TYPES OF ABUSE



**PHYSICAL**



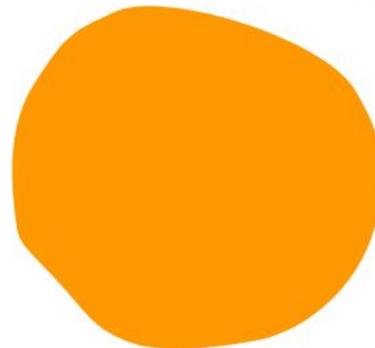
**EMOTIONAL**



**SEXUAL**



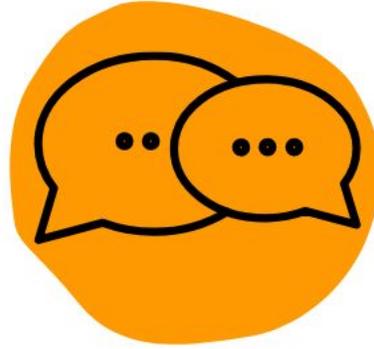
**TRAFFICKING**



# TYPES OF ABUSE



**PHYSICAL**



**EMOTIONAL**



**SEXUAL**



**TRAFFICKING**

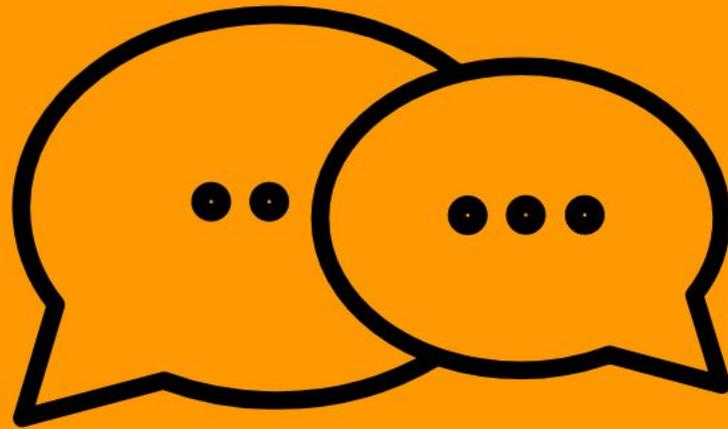


**NEGLECT**



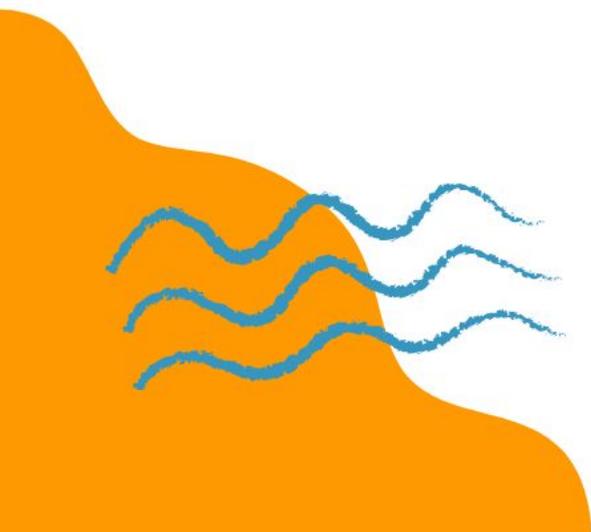
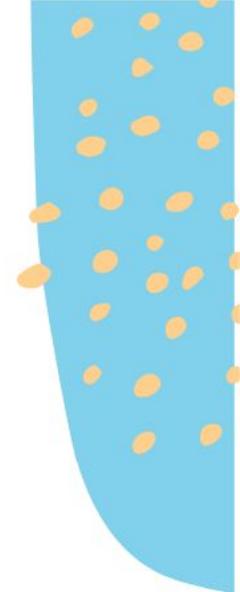
# **PHYSICAL ABUSE**

# **EMOTIONAL ABUSE**



# SEXUAL ABUSE

Contact vs.  
Non-contact

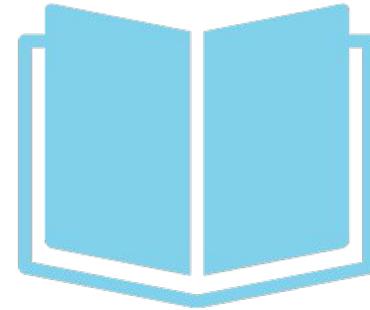
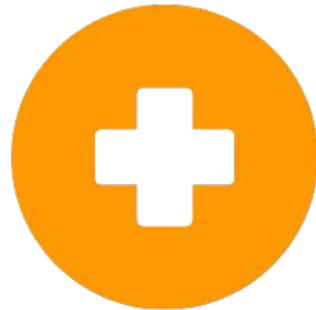
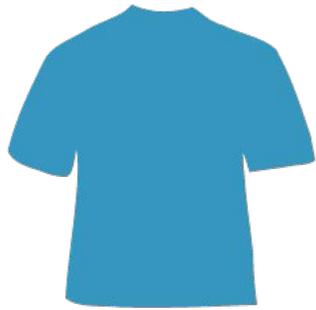
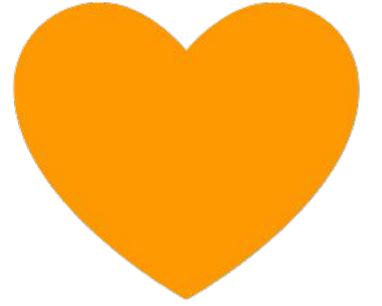
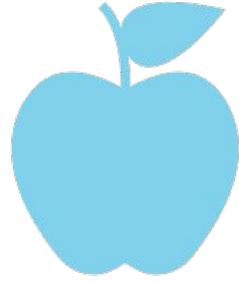


Labor Trafficking

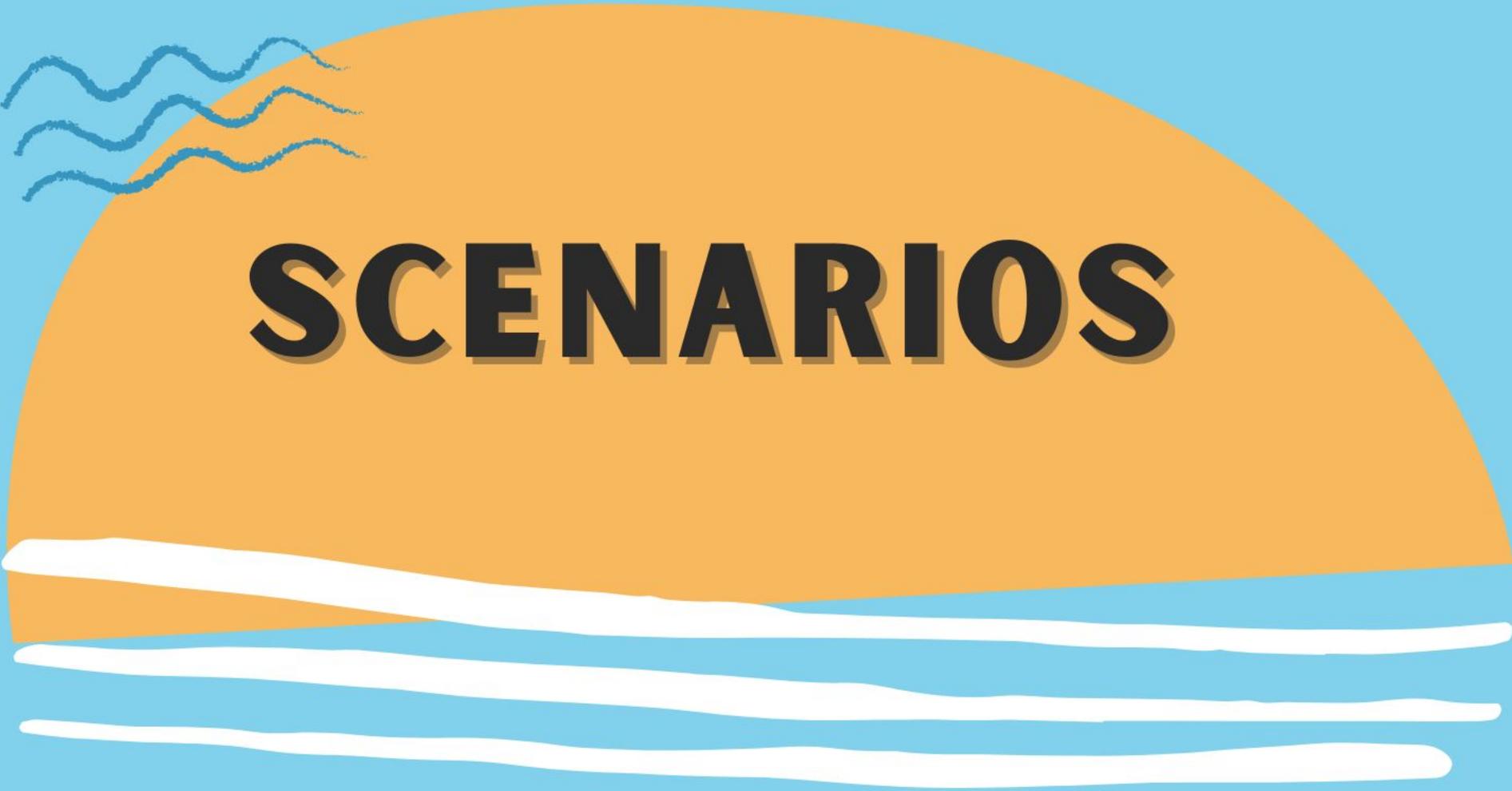


Child Sex  
Trafficking

**TRAFFICKING**



**NEGLECT**

A stylized graphic featuring a large orange semi-circle representing a sun or moon, set against a light blue background. To the left of the top of the orange shape are three blue wavy lines. Below the orange shape are three thick, white, horizontal brushstroke-like lines representing waves. In the top right and bottom left corners, there are partial views of a blue and orange curved shape, possibly representing a rainbow or a stylized object.

# SCENARIOS

## Angel's Story

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Angel was 12 years old and loved playing video games. They would often play with their family friend, Mark, who was an adult.

Mark and Angel got along well, and enjoyed playing games in Angel's families' basement. One day, Mark told Angel that he had something to show them. Mark began to show Angel inappropriate photos on his phone. Over the next few months, Mark continued to show Angel inappropriate photos, and began to touch Angel on their private parts. Angel was nervous to tell anyone because they didn't say "No." to Mark. After three years, Angel came forward and told their parents what had happened.

## Timmy's Story

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Timmy is a 14 year old boy with special needs. He has a hard time communicating with others. Each day he comes to school in the same dirty clothes and is starving. His teachers notice that he needs help and give him clean clothing and a shower. They also notice that he has some cuts and scrapes on his arms that have not been properly cleaned and are infected. The teachers report the lack of basic needs to the child abuse hotline and Timmy is given the care that he needs.

## Bridget's Story

---

Bridget Farley joined the gymnastics team. The coaches promised support, but her trust in the coaches was almost immediately betrayed.

She was forced to train even when her knee was swollen "like a balloon", and was ignored and teased over and over again when she said she was in pain. The coaches were very strict about the girls' sizes

and diets, often calling them mean names and making mean comments about their bodies. After some training with the coaches,

Bridget was very depressed and looked for help with her therapist because she felt like her life was in danger. She said, "I feel like it's not worth it any more. I came here because I wanted to be on this team and I love this sport, but I don't think I can do it anymore."

## Melody's Story

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Melody is a 12-year-old sixth grader. One day, she and her brothers come home from school and start playing video games. Time gets away from them, and they realize too late that their mom is about to get home from work. They haven't done any of the chores she asked them to complete or started getting ready for dinner. When their mom comes home, she gets very angry that they haven't done what she told them. She hits Melody across the face, leaving her with a bruised cheek.

That weekend, when Melody and her brothers go to their father's house, he asks her where the bruise came from. Melody doesn't want to tell him because she doesn't want her mom to get in trouble, but this isn't the first time it has happened. She decides to tell him so that she and her brothers can be safe again.



# **SAFETY RULES**

**RECOGNIZE**

**RESIST**

**REPORT**

# REPORTING

# REPORTING



Download the Safe UT  
app to report

# REPORTING



Download the Safe UT  
app to report



National Child Abuse Hotline  
1-855-323-3237

# REPORTING



Download the Safe UT  
app to report



National Child Abuse Hotline  
1-855-323-3237



Have a conversation with a  
trusted adult

# **UTAH'S ABUSE REPORTING LAW**



# REVIEW

**01**

What are the types of abuse?

**02**

What are the Safety Rules?



# THANK YOU

[www.pcautah.org](http://www.pcautah.org) | (801) 393-3366