

**MONIQUE BURR**  
FOUNDATION FOR CHILDREN, INC.  
**PREVENTION EDUCATION PROGRAMS**

Dear Educator,

**A report of child maltreatment is made every 10 seconds in the United States.<sup>1</sup>**

At the Monique Burr Foundation for Children (MBF) we want to “pull back the curtain” on child abuse. There are many factors that may increase a child’s risk of being victimized. These include, but are not limited to: a child with special needs, financial stress, divorce, death, illness, caregiver substance abuse, and domestic violence. If a report of child victimization is made every 10 seconds, how often does an event go unreported? Every adult can help prevent abuse by being aware of the problem and alert to the signs.

**April is Child Abuse Prevention Month.**

**MBF is providing the attached supplemental lesson plan** for use in classrooms to help educators teach students developmentally-appropriate strategies to promote personal safety, bring awareness to Child Abuse Prevention Month, and to prevent victimization. In addition to the lesson plan, we have also included our *Safety Brief: Identifying and Reporting Abuse* as a professional reference in the event a student discloses abuse after the lesson.

The lesson plan includes a review of the **MBF 5 Safety Rules<sup>®</sup>** from the **MBF Child Safety Matters<sup>®</sup> and MBF Teen Safety Matters<sup>®</sup>** prevention education programs. If your school is using MBF Prevention Education Programs, the 5 Safety Rules will be familiar to students. If you are not, the 5 Safety Rules are important concepts that will be introduced to help keep students safe. We encourage you to learn more about our comprehensive, evidence-based/evidence-informed, fun, and easy-to-use programs.

Known benefits of consistent prevention education implementation, such as that provided by **MBF Prevention Education Programs**, include:

- Lower dropout rates
- Improved attendance
- Improved school culture
- Increased test scores and grade point averages

Additionally, the lessons can be delivered virtually, and we also have mental health and substance abuse supplemental lessons. **To learn more about our programs, or to order program materials for students in grades K-12, visit [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org).** For additional information or assistance, email us at [info@mbfpreventioneducation.org](mailto:info@mbfpreventioneducation.org) or call 904-642-0210.

For more information about child abuse, please review the attached *Safety Brief: Identifying and Reporting Abuse*. We also encourage you to share the attachment, *Discussing Sensitive Topics*, with your students’ parents. For additional information and resources, including free online trainings, visit our website [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org).

Sincerely,  
The MBF Team

<sup>1</sup> [www.childhelp.org](http://www.childhelp.org)



<b>Grade Level</b>	K-2		
<b>Lesson Length</b>	25 minutes		
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>• Students will participate in Child Abuse Prevention Month activities.</li> <li>• Students will better understand how to be an Upstander and report unsafe situations and/or people.</li> <li>• Students will identify Safe Adults and ways they can help adults keep them safe.</li> <li>• Students will learn the <i>MBF Child Safety Matters</i>® 5 Safety Rules and will identify ways to use them to help them stay safe.</li> </ul>		
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Abuse</li> <li>• Bystander</li> <li>• Prevention</li> <li>• Safe Adult</li> <li>• Safety Buddy</li> <li>• Upstander</li> </ul>		
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• MBF Safety Rules Poster (optional)</li> <li>• Markers, colored pencils, or crayons</li> <li>• White board or chart paper</li> </ul>		
<b>Related Florida Standards &amp; Related Florida Standards for Health Education</b>	<b>Kindergarten</b> LAFS.K.L.1.1 HE.K.B.4.3 HE.K.B.5.2 HE.K.C.1.1 HE.K.C.2.4 HE.K.P.7.1	<b>1st Grade</b> LAFS.1.L.1.1 HE.1.C.1.1 HE.1.B.3.2 HE.1.B.4.3 HE.1.B.5.2 HE.1.P.7.1	<b>2nd Grade</b> LAFS.2.L.1.1 HE.2.B.3.2 HE.2.B.4.3 HE.2.B.5.2 HE.2.C.1.4 HE.2.C.2.4 HE.2.P.7.1

<p><b>Additional Resources (For teachers and parents)</b></p>	<p>Monique Burr Foundation for Children <a href="http://www.mbfpreventioneducation.org">www.mbfpreventioneducation.org</a></p> <p>Darkness To Light - Resources on Child Sexual Abuse <a href="http://www.d2l.org">www.d2l.org</a></p> <p>Nemours Child Health – Child Abuse Information for Children <a href="https://kidshealth.org/en/parents/child-abuse.html">https://kidshealth.org/en/parents/child-abuse.html</a></p> <p>Prevent Child Abuse America <a href="http://www.preventchildabuse.org">www.preventchildabuse.org</a></p> <p>The Role of Educators Preventing and Responding to Child Abuse <a href="http://www.childwelfare.gov/pubs/usermanuals/educator">www.childwelfare.gov/pubs/usermanuals/educator</a></p>
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**Prior to the Lesson:**

- Print and display the MBF 5 Safety Rules® poster. If you don't have a poster, write the following information where students will be able to see it during the lesson: on the board, on an overhead, or on a sheet of chart paper.
  - **The MBF 5 Safety Rules**
    - Safety Rule #1 - Know What's Up
    - Safety Rule #2 - Spot Red Flags
    - Safety Rule #3 - Make a Move
    - Safety Rule #4 - Talk It Up
    - Safety Rule #5 - No Blame | No Shame
- Note: Bolded and underlined words in the script are key terms that students need to understand. Write the Key Terms on the board to refer to throughout the lesson. The definitions of these terms are explained throughout the lesson. Please explain their meaning as you present the lesson to ensure comprehension.

**Begin the Lesson:**

- *At the beginning of the lesson, reinforce classroom and small group expectations for respectful discussions (i.e. listen before responding, don't interrupt, respect the opinions of others). Remind students to use "I" language rather than the more accusatory "you" language when responding to others. If they have personal stories to share, remind them to wait and share at the end of the lesson if there is time.*
- Good Morning/Afternoon students. April is Child Abuse Prevention Month. Before we get started, I want to make sure we all understand the words used to describe the month of April.
- How many of you have heard the word abuse? *(Raise hands)*
- **Abuse** is when an adult, or another child, hurts a child on purpose, either with words, or hurts a child's body.
- If someone says mean things to hurt you, and they say them over and over, this is called abuse with words.
- This kind of abuse does not leave a mark on the outside of your body, like a bruise or a broken bone, but it does hurt on the inside.
- Abuse to your body is when someone hits you or does something that hurts you and leaves a mark, or when someone does something to your body that is hurtful or unsafe. It is not abuse when someone hurts you accidentally, like if someone bumped into you and knocked you down, abuse is when someone hurts you on purpose.

- Another kind of abuse is when an adult, or another child, touches your private body parts or asks you to touch theirs.
- Private body parts are those parts covered by your bathing suit, that we keep to ourselves and don't show others.
- For boys, this is your bathing suit or swim trunks, front and back. For girls, your bathing suit top and bottom, front and back. These are the parts of your body you keep private or keep to yourself.
- Abuse can happen by a stranger, but it can also happen by an adult you know and trust.
- Does anyone know what **prevention** means? (*Elicit responses*)
- To prevent something means to stop it from happening. So, if we prevent abuse, we stop it from happening. That's why we are doing this lesson today. We want to try to prevent abuse. One way we can help prevent abuse is by talking about it.
- Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help them, like following rules about safety.
- What are some safety rules you know? (*Elicit several responses such as follow the rules during school safety drills, look both ways before you cross the street, wear a helmet when riding a bike, skateboard, or scooter, don't share your personal information online with strangers.*)
- Today, we're going to learn the **5 Safety Rules** from the *MBF Child Safety Matters*<sup>®</sup> program that can help you stay safe and help you know what to do if you or someone you know is ever hurt.
- *If you have a poster visible or wrote the 5 Safety Rules on the board prior to the lesson, point to each rule as you talk about it.*
- **Safety Rule #1 is Know What's Up.** Knowing what's up means you know what abuse is and you know important safety rules when you are at school, in the community, or at home.
- **Knowing What's Up** includes:
  - knowing your first and last name.
  - knowing your parents' or guardians' first and last name and phone number.
  - knowing where you live/your home address.
- **Safety Rule #2 is Spot Red Flags.** Spotting Red Flags means you can see warning signs that might tell you that a person or place is unsafe. One way to think of it is like a stoplight and the red light means do not go.

- They are not really red flags, but they are warning signs that let you know that you, or someone you know, might not be safe. Red Flags, or warning signs, are when an adult or another child:
  - uses mean or hurtful words.
  - uses hurtful touches.
  - touches your private body parts or asks you to touch their private body parts.
  - plays games about private body parts.
  - asks you to keep an unsafe secret.
  - plays tricks to try to get you to do something unsafe, or something you do not want to do.
- Other **Red Flags** can also be:
  - parents/guardians fighting all the time in front of children.
  - someone you do not know asking for your personal information.
  - someone showing you pictures of people without their clothes on or asking to take pictures of you without your clothes on.
- **Safety Rule #3 is Make a Move.** After you **Spot a Red Flag**, you can **Make a Move** and GET AWAY or STAY AWAY from an unsafe place or person. This means:
  - getting away from an unsafe place or person if you can, or
  - staying away from unsafe or inappropriate people and places.
- **Safety Rule #4 is Talk It Up.** Talking It Up means that you have a voice, and you can use it to help keep you and others safe. Here are some ways you can **Talk It Up**:
  - use a strong voice to say “No” to any person not respecting your space or if someone is hurting you.
  - use a strong voice to tell a person to stop hurting someone else.
  - and if you **Spot a Red Flag**, you should always talk to a Safe Adult.
- Let's talk about Safe Adults for a minute. What do we mean by a Safe Adult? (*Elicit responses*)
- A **Safe Adult** is someone you can go to if you ever feel unsafe, if you've ever been hurt, or if you're not sure if something is safe or unsafe.
- What should you look for in a Safe Adult? (*Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the Safety Rules and does not encourage them to break the Safety Rules, and someone who would know how to get you help.*)
- Think for a minute if you have someone with these qualities who is old enough to take care of you. I want you to try to think of at least two Safe Adults with these qualities, one who lives in your home with you and one who lives outside of your home.

- Who would like to share one of your Safe Adults? *(Answers will vary but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.)*
- Even if you cannot think of someone right now, you can always talk to a Safe Adult at school. Examples of Safe Adults at school could be a teacher, a school counselor, or the principal.
- You can also talk to a Safety Buddy. A **Safety Buddy** is a good friend that you trust and feel comfortable talking to. You can tell them what is happening and ask them to help you talk to a Safe Adult. You should never tell a Safety Buddy about being hurt or being unsafe INSTEAD of a Safe Adult. A Safety Buddy is someone to help you talk to a Safe Adult, but you ALWAYS need to talk to a Safe Adult.
- Telling a Safe Adult about something unsafe that is happening or that happened in the past is reporting; it is not tattling or snitching. Reporting unsafe behavior is a way to get help for you or someone else.
- Another way to Talk It Up is by being an Upstander. We have two choices when it comes to safety – we can either be a Bystander or an Upstander.
  - **Bystanders** allow unsafe behaviors to happen by standing by and watching and don't do anything to stop it.
  - **Upstanders** are people that act or help in some way.
- Being an Upstander also means you know when to Talk It Up and get help from a Safe Adult.
- **Safety Rule #5 is No Blame | No Shame.** The last Safety Rule means if you are ever hurt, you are never to blame, and you should never be ashamed to tell a Safe Adult.
  - No matter what anyone does to hurt you, or if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell a Safe Adult.
  - Even if the person who hurts you tells you that what happened is a secret, or that you did something wrong, or that you will get in trouble if you tell, you should still tell a Safe Adult.
- Let's all say the **5 Safety Rules** together.

**Safety Rule #1 – Know What's Up**

**Safety Rule #2 – Spot Red Flags**

**Safety Rule #3 – Make a Move**

**Safety Rule #4 – Talk It Up**

**Safety Rule #5 – No Blame | No Shame**



### Class Activity:

*Note: Research says children need multiple opportunities to practice what they would do in an unsafe or dangerous situation BEFORE it happens. This activity does not require modification to be presented virtually.*

- Let's do a quick activity to see how well you can use the **5 Safety Rules**. I am going to read some statements to you. If you think the statement is safe, show me a THUMBS UP, if you Spot a Red Flag, meaning it is unsafe, show me a THUMBS DOWN. (Have students practice showing you a THUMBS UP and THUMBS DOWN.)
  - Someone online asks you where you live. (THUMBS DOWN)
  - You talk to a Safe Adult about someone online asking you for a picture. (THUMBS UP)
  - Wearing a helmet when riding a bike, skateboard, or scooter. (THUMBS UP)
  - Someone asks you to keep your friendship a secret. (THUMBS DOWN)
  - Another student is being teased and called names on the playground. (THUMBS DOWN)
  - You use your strong voice to tell someone to stop tickling you. (THUMBS UP)

### Wrap-Up:

- Good job using the **5 Safety Rules**! Thank you for participating in the lesson to recognize Child Abuse Prevention Month. It's important to remember that adults are responsible for keeping children safe. Every child deserves to be safe, and no child ever deserves to be abused.
- To finish up today, let's all say the **5 Safety Rules** together.

**Safety Rule #1 – Know What's Up**

**Safety Rule #2 – Spot Red Flags**

**Safety Rule #3 – Make a Move**

**Safety Rule #4 – Talk It Up**

**Safety Rule #5 – No Blame | No Shame**



# THE 5 SAFETY RULES<sup>©</sup>



Know What's Up



Spot Red Flags



Make a Move



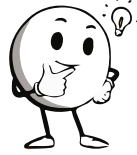
Talk It Up



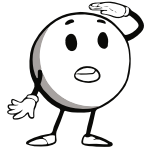
No Blame | No Shame



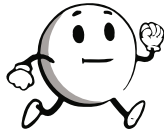
# I follow the Safety Rules!



Know What's Up



Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame



**Child Safety  
Matters®**

[www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)



# IDENTIFYING & REPORTING CHILD ABUSE

Child abuse and neglect, which is defined by state statute, impacts millions of children every year in the United States. Therefore, it is important to recognize the indicators of abuse, and understand one's obligations to report abuse to protect children.

## Indicators Of Abuse

- » Malnourished/Hungry
- » Tired/Lethargic
- » Chronic injuries
- » Bruises
- » Human bite marks
- » Untreated injuries
- » Head injuries
- » Non-accidental burns
- » Poor relations with peers
- » Poor academic performance
- » Change in behavior or attitude
- » Disruptive, impulsive, aggressive
- » Passive, depressed, withdrawn

## Disclosure

### Disclosure is often a process, not a one-time event.

- » Less than 1/4 of victims disclose immediately after abuse occurs.
- » Less than 1/4 may disclose from 1 month to 5 years later.
- » Over 1/2 may wait more than 5 years to disclose, if at all.

### Ways children may attempt to disclose abuse:

- » **Hinted Disclosure:** "A neighbor is messing with me."
- » **Questioned Disclosure:** "What would happen if somebody was hurting a kid and they told someone about it?"
- » **Conditional Disclosure:** "I need to tell you something, but if I do, you have to promise not to tell."

## Do...

- » Support, believe, and reassure the child
- » Understand your limits, you are not an investigator
- » Provide a quiet, safe environment
- » When you are done talking to the child, write down the child's exact words
- » Ask limited, open-ended questions
- » Respect the child's right to privacy
- » Seek help and advice
- » Report any suspicions of abuse/neglect

## Don't...

- » Make assumptions or promises
- » Show shock or other emotions
- » Interrogate or investigate
- » Put words in the child's mouth
- » Be judgmental about the abuser; it is often someone the child loves/trusts
- » Assume someone else will report abuse

## Reporting Abuse

In all states, professionals that work with children are **Mandatory Reporters**. In some states, **EVERY ADULT** is a **Mandatory Reporter**. You do not have to have proof abuse is occurring. If you have a **reasonable suspicion** that a child is abused, abandoned, or neglected, you **must report** it to your state's child welfare agency. Visit [www.childwelfare.gov/organizations](http://www.childwelfare.gov/organizations) for a list of state agencies and contact information. For abuse in sports organizations, report to the U.S. Center for SafeSport. For more information and additional resources, visit [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org).





## SAFETY BRIEF: DISCUSSING SENSITIVE TOPICS

Dear Parent or Guardian,

Prevention education is extremely important for children and teens today, as they face new and varied dangers more than ever before. Yet for a variety of reasons, many adults think discussing topics such as abuse, sexual abuse, online dangers, sexting, and pornography is inappropriate for children and teens. Some think that children and teens don't know what the concepts mean, and that having these conversations will expose them prematurely to material that might cause them emotional distress. However, research tells us that is not the case. Education does not take away a child's innocence, experiences do.

### The Problem:

Victimization, including sexual abuse and sexual exploitation, is very real starting at a very young age. Research shows:

- » 1 in 4 children will suffer some sort of trauma or victimization before they turn 18.
- » 1 in 10 children will be sexually abused before they turn 18.
- » 1 in 4 students will be bullied and 1 in 5 will be cyberbullied while in school.
- » The fourth most frequently searched term on the Internet for children under the age of 7 is "porn."
- » 90% of 8–16 year olds have viewed pornography online.
- » 42% of Internet users aged 10 to 17 surveyed said they had seen online pornography in the past 12 months.
- » Approximately 1 in 5 (19%) of teens have engaged in some kind of sexting; of those, 9% sent a sext; 17% received a sext; and 3% forwarded a sext.
- » 11 years old is the average age of first Internet exposure to pornography (meaning many students are exposed much younger).

### The Solution:

- » Children need to be educated and empowered with prevention education curricula from caring and trained adults. MBF Prevention Education Programs are comprehensive, evidence-based and evidence-informed prevention programs. *MBF Child Safety Matters*® for elementary school (grades K-5) and *MBF Teen Safety Matters*® for middle school (grades 6-8) and high school (grades 9-12), *MBF Athlete Safety Matters*® (for youth athletes), and *MBF After-School Safety Matters*® (for after-school and youth-serving organizations) are available. The programs teach students 5 universal Safety Rules® and other age and developmentally appropriate strategies, to prevent, recognize and respond appropriately to bullying, cyberbullying, the four types of child abuse (physical, emotional, sexual, neglect), digital abuse, and other digital dangers. Our goal is to reach every child and teen with these safety programs. To learn more, please visit [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org) and/or download our "Child Safety Matters" app at no cost from the App Store or Google Play.
  - » In addition to students receiving prevention education, parents or guardians need to discuss safety issues with their children. These are not always the easiest conversations to have, but they are important. So, we have provided you here with tips and activities to help make these conversations easier.
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# SAFETY BRIEF: DISCUSSING SENSITIVE TOPICS

## Keys to Successful Communication:

- » Become familiar and comfortable by researching a topic, such as sexual abuse, digital abuse/safety, cyberbullying, or sexting, before talking with your child/teen. Becoming informed and comfortable about a topic prior to discussing it is the key to having a productive conversation and not distressing your child/teen. Our website and app have downloadable Safety Briefs and free online trainings for parents on these topics and more; we also provide resources for you to find additional help.
- » Ensure your conversations are developmentally appropriate for your child's age. If you need help understanding their developmental level, see the Safety Brief: Child Development on our website.
- » Allow children/teens the opportunity to talk and to ask questions before you start talking. Often they know more than parents think, or they have incorrect information that you can correct once you begin the conversation.
- » Have ongoing conversations rather than one "big talk." If your child/teen is asking about an issue, answer them honestly and provide safety knowledge to educate and satisfy their request, but avoid giving too much information, or information that is too developmentally advanced.
- » Reinforce your child's use of the 5 Safety Rules to respond to unsafe situations. Learn more by visiting [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org) and reviewing our 5 Safety Rules.

## Activities to Facilitate Ongoing Conversations:

- » **Letters/Journals** – Sometimes it is easier to write thoughts than to articulate them verbally. If you are having difficulty beginning a conversation about a topic, ask your child/teen to write you a letter explaining what they already know and any questions they may have. This gives you a starting point for the conversation and questions to address directly. Should it still be difficult for you to have a face-to-face conversation with them, you can reply in turn with a letter.
  - » **Topic Cards** – Keep a "Conversation Jar" available; you or your child/teen can write down a topic or question you want to discuss on a card and place it in the jar to discuss at an appropriate time.
  - » **Books** – Books often naturally lead to questions or conversations, so they are great for facilitating discussions about sensitive topics. Depending on the child's age and the topic, you may choose to read a book with your child, or ask them to read it first and then discuss it.
  - » **Websites** – In addition to books, there are many great websites available to help facilitate discussions about sensitive topics. Look for websites with credible sources and authors for your child/teen to review, to help educate them, and to help you start conversations.
  - » **Media** – Look for everyday opportunities to have discussions with your child/teen about tough and sensitive topics. Movies, TV shows, and even commercials can often lead to a conversation about something of concern. Begin by asking them about the movie or show, what they thought, was there anything they saw they did not understand, was there anything they noticed that might not be safe, or anything that concerned them? Use these questions as starting points for a more in-depth conversation.
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## SAFETY BRIEF: DISCUSSING SENSITIVE TOPICS

### Talking to Your Child About Concerns:

- » If you suspect that something has happened to your child, such as abuse or bullying, do not be afraid to ask them specific questions. The conversation is important, the key is how you approach it.
- » Start by asking your child if they have noticed any Red Flags anywhere in their community or with anyone they are frequently around.
- » You can also ask them if someone has ever made them feel uncomfortable or unsafe.
- » If your child begins to express concerns, listen carefully and ask open-ended questions such as, "what happened next," or "tell me more" to keep the child talking.
- » Do not ask specific or leading questions such as, "did someone touch your private parts?"
- » Be sure you don't inadvertently cause your child to feel guilty by asking questions such as, "why didn't you run away" or "why didn't you tell me sooner."
- » If it seems your child does not want to talk about it, respect that and don't push.
- » If you have concerns, or if your child discloses abuse or victimization to you, report your concerns to your state child abuse reporting hotline. Contact information can be found at [www.childwelfare.gov/organizations](http://www.childwelfare.gov/organizations).
- » If your child has been through an MBF Prevention Education Program, reinforce your child's use of the 5 Safety Rules in your discussion. Learn more by visiting [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org) and reviewing our 5 Safety Rules.

As a parent, your main concern is to protect your child/teen. The best way to do that is to stay active and involved in their life to assess any risks they may be facing and to educate and empower them to protect themselves. Ongoing conversations about tough and sensitive topics are a great way to do that.

*Every child deserves to be safe!*

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