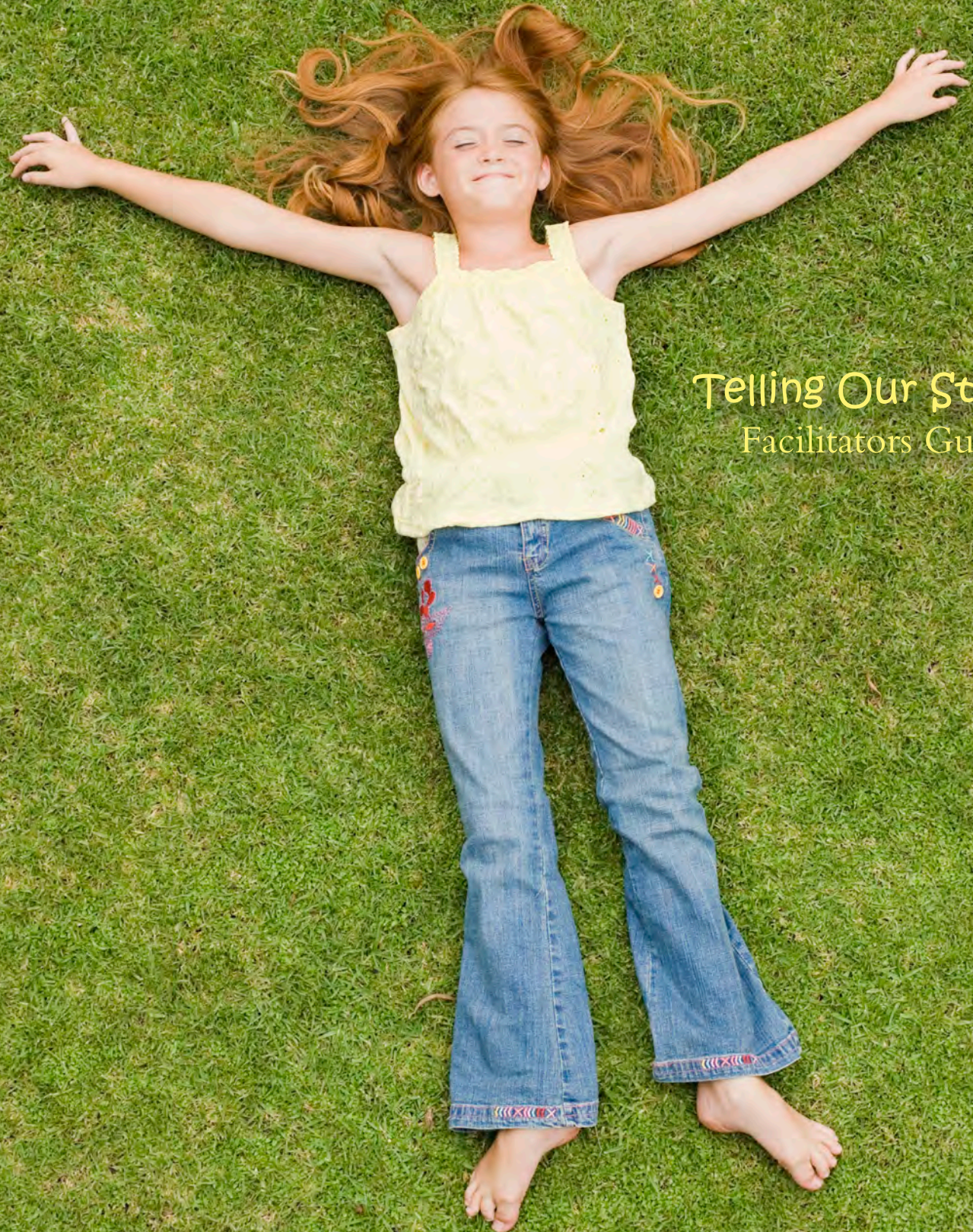


4 U 2 Know



Telling Our Stories
Facilitators Guide

4 U 2 Know: Telling Our Stories

Facilitators Guide

An 11 minute Personal Safety Video
designed to empower youth to trust their feelings
while teaching strategies, resistance skills, and ways to seek help.
Appropriate for students age 10 to 13 years

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Mary Worthington



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Introduction

Child sexual abuse is the violation of a child's right to normal, healthy, and trusting relationships. Any sexual contact between a child and an adult or other child, which results in sexual stimulation and gratification for the adult or other child, is child sexual abuse. It is a crime that uses power and control over the child and a crime that thrives in secrecy. Children are at risk for sexual abuse, frequently with people they know.

Developmentally appropriate prevention education programs are an important component in the response to child sexual violence. These programs should include active, personalized, and participatory learning methods. To effectively build violence prevention strategies in children, prevention programs must empower children to trust their feelings while teaching strategies, resistance skills, and ways to seek help.

Purpose

Developed to support sexual assault centers' prevention education programs for youth, age 10 – 13, 4 U 2 Know: Telling Our Stories provides a valuable tool in addressing the sensitive issue of child sexual abuse.

While youth in this age group are beginning to enjoy increased independence, many do not recognize the tricks that may lead to sexual abuse or believe sexual abuse will happen to them.

Additionally, to promote awareness and a supportive environment for survivorship, 4 U 2 Know: Telling Our Stories is an appropriate resource for parents, school staff, counselors, and faith based organizations.

The Video

4 U 2 Know: Telling Our Stories creates an awareness that sexual abuse can occur with someone we know and someone we trust.

The video depicts three unsafe situations involving youth.

1. Sabrina becomes uncomfortable when an adult encourages her to break a safety rule.
2. Carly unexpectedly finds herself in an unsafe situation with a neighbor Carly thought she could trust. Carly's story is also available in Spanish.
3. Zach is being sexually abused by a family member and contemplates telling a teacher but is afraid he will not be believed.

Facilitator Notes:

Learning Objectives

Benefits for youth:

- ◆ increase awareness of maintaining safety rules in existing relationships
- ◆ develop and enhance critical thinking skills
- ◆ develop and enhance resistance skills
- ◆ develop and enhance reporting skills
- ◆ reduce societal stigma of victimization
- ◆ promote resources for support



Benefits for victims in the audience:

- ◆ reduce personal stigma of victimization
- ◆ recognize the abuse was not their fault
- ◆ encourage disclosure
- ◆ build a supportive environment for survivorship
- ◆ identify dynamics of abuse
- ◆ promote resources for support

Benefits for victims in the audience:

- ◆ increase awareness of maintaining safety rules in existing relationships
- ◆ promote resources for support
- ◆ create a more supportive environment for victims
- ◆ provide knowledge on how to respond to a child victim
- ◆ mobilize assistance for victims
- ◆ reduce the stigma for the victimized child
- ◆ increase communication with the child
- ◆ build alliances

Facilitator Notes:

Valuable resource for Sexual Assault Counselors to help their clients:

- ◆ normalize feelings
- ◆ identify the dynamics of the abuse
- ◆ recognize the abuse was not their fault

Safety and Ground Rules

Sexual abuse is very personal and can be emotionally charged. It is important to create a safe space for youth. The following are suggested ways to create a safe and caring environment.

1. Share age appropriate information about your agency with students: your agency's mission and outreach to the entire community.
2. Establish that all individuals have the right to safe, equal, and respectful relationships.
3. Create awareness in students that discussion about this topic is promoting safety. Ask students to identify safety rules they practice in their everyday lives. Incorporate their examples (i.e. fire drills, seat belts, bike helmets, etc.) into an understanding that we may never need to use them but we follow safety rules just in case.
4. Be sensitive to students' individual experiences and perspectives. If any student is uncomfortable, provide the opportunity for her/him to talk about what s/he finds difficult.
5. Disclosures of neglect or abuse may be required to be reported. To assist students in making informed decisions, prior to the presentation, clearly explain your role as a mandated reporter.

Presentation

The video has been formatted to be shown in different ways:

- ◆ complete without interruptions
- ◆ with pauses for discussion
- ◆ Carly's Story is also available in Spanish

Facilitator Notes:

Possible Discussion Questions

The following questions are designed to promote open discussion between students and the facilitator to build students' critical thinking skills regarding: tricks perpetrator's use, instinct identification, and talking with someone about unsafe situations.

1. Sabrina's Story

- ◆ What is Sabrina's relationship with Mr. Craig?
- ◆ What responsibility does Mr. Craig have as an instructor?
- ◆ What is appropriate behavior for anyone who works with youth?
- ◆ Do you think it is appropriate for Mr. Craig to suggest that Sabrina go to his house?
- ◆ We have the right to safe, equal, and respectful relationships. Is Mr. Craig being respectful of Sabrina?
- ◆ Is Mr. Craig being respectful of Sabrina's family?
- ◆ Mr. Craig has the trust of Sabina's family and the community. Is he breaking that trust? How?
- ◆ Sabrina hopes to win the competition and wants to hear Mr. Craig's recording. Is Mr. Craig using this as an opportunity?
- ◆ Mr. Craig told Sabrina not to call her step-dad. Is that appropriate? Is that safe? Is that a trick? Why?
- ◆ Do you think it was difficult for Sabrina to say "no" to Mr. Craig's offer? Why?
- ◆ Did you notice any other tricks Mr. Craig used? What were they?
- ◆ Mr. Craig suggested they "can have a little party." What was he trying to do?
- ◆ When did your instinct, your inner voice, first tell you something was not right?
- ◆ Why do you think Mr. Craig was always acting nice to Sabrina?
- ◆ What if someone, not older but the same age as Sabrina, wanted Sabrina to go somewhere without telling her step-dad?
- ◆ How do you think Sabrina is feeling about this unexpected situation?
- ◆ Sabrina listened to her instinct, said "no" and got away. Is there anything else that Sabrina should do?

Facilitator Notes:

2. Carly's Story

- ◆ Did Carly expect to see Mr. Lewis when she brought Smokey home? Did Carly seem concerned?
- ◆ Do you think Carly feels safe with Mr. Lewis? Why?
- ◆ Do you think that Carly's family trusts Mr. Lewis?
- ◆ Did her family know where Carly was?
- ◆ Did anything seem a little weird when Carly was talking with Mr. Lewis?
- ◆ When did your instinct, your inner voice, start to tell you something was not right?
- ◆ What do you think about Mr. Lewis' reaction when he discovered no one was home at Carly's house?
- ◆ How do you think Carly was feeling when she saw the pictures?
- ◆ How would they make you feel?
- ◆ Did you notice the laptop on the table in Mr. Lewis' house?
- ◆ How could Mr. Lewis use his photographs over the Internet?
- ◆ What tricks was Mr. Lewis using to pressure Carly?
- ◆ Was Mr. Lewis using any physical force?
- ◆ Carly told Mr. Lewis that she didn't want to look at the pictures but Mr. Lewis kept encouraging Carly to look at them. Why?
- ◆ Mr. Lewis suggested that Carly keep this a secret. Why?
- ◆ Carly made the right decision by getting away. What do you think Carly should do next?

Facilitator Notes:

3. Zach's Story

- ◆ How do you think Zach is feeling?
- ◆ Why do you think he is feeling that way?
- ◆ Do you think any of this is Zach's fault?
- ◆ How do you think Zach is feeling about his aunt?
- ◆ Why did Zach's aunt want Zach to keep this a secret?
- ◆ Zach did tell his grandfather, but his grandfather told him it was a dream. Why do you think his grandfather said that to him?
- ◆ How do you think Zach felt when his grandfather didn't believe him?
- ◆ Did Mr. Carson notice anything unusual about how Zach was acting?
- ◆ Why was Zach acting that way?
- ◆ Do you think Zach really wanted to tell Mr. Carson?
- ◆ Do you think there can be situations when it is too late to tell about sexual abuse?
- ◆ Do you think Mr. Carson is someone that can be trusted with something really private? Why?
- ◆ What responsibility does Mr. Carson have to his students?
- ◆ Who is Zach helping by telling about the sexual abuse?
- ◆ How do you think Zach felt after he told Mr. Carson?

Facilitator Notes:

Guidelines for Skill Practice

Skill Practice provides an opportunity for students to build violence prevention skills in "what if" situations.

- ◆ critical thinking skills
- ◆ assertive responses
- ◆ safety strategies
- ◆ recognition of tricks

Keep each skill practice brief. Focus discussion on tricks, effective strategies, listening to your instinct, how the victim feels and what the victim can do.

Possible scenario:

Walking to my house skill practice... a community park scenario

The facilitator plays the part of an adult who pretends to be injured, needs help then asks a student for help.

- ◆ Facilitator asks students to visualize they are in a community park with some friends.
- ◆ Facilitator begins walking through the park carrying a bag of imaginary groceries.
- ◆ While walking, facilitator states that s/he could be a neighbor, a stranger or maybe someone the students know very well.
- ◆ Facilitator pretends to trip, hurt an ankle and then approaches a student. (Facilitator should select a student in the classroom s/he feels would be appropriate for this skill practice.)
- ◆ Suggested tricks:
 - ◆ "I've hurt my ankle and I need your help."
 - ◆ "You look like such a nice, strong boy/girl."
 - ◆ "I was just walking home from the store and this bag is so heavy." See, (opening bag to show student) there is sugar, chocolate, butter and flour in my bag. Tomorrow is my nephew's birthday and I always bake him a cake. Now I don't know how I'll be able to carry this bag to my house."
 - ◆ "When your school hears about how you helped me, they'll give you the Student of the Week Award!"
 - ◆ "Come on, you can help me. I know you are a good person."
 - ◆ "When we get to my house, you can call home."
 - ◆ Offer money
 - ◆ Offer DVD's
 - ◆ "We'll keep this just between us. It will be our little SECRET."

The student selected in this skill practice may say "no" right away. If so, facilitator may want to persist a bit longer.

- or -

The student selected in this skill practice may agree to help and go to the house. This presents a teachable moment to reinforce the safety rule: it is never safe to leave the location approved by a parent/guardian without their permission; even when the person seems safe, even when that person is asking for help. Give the student selected in this skill practice another opportunity. It is important to have the student say "no".

**An important note:
Facilitator should
use judgment on
when to stop
pursuing student.**

Facilitator asks the student selected in this skill practice: How do you feel?

Responses may include: weird, scared, uncomfortable, worried or surprised.

- ◆ Something told (refer to the student selected in this skill practice by name) that it wouldn't be safe to go. Reinforce if an adult, in this kind of situation really needs help, the adult needs to ask another adult for help, not a child.
- ◆ People who hurt kids want to trick them.

Facilitator asks all the students: What kinds of tricks did I use?

- ◆ Did I lure him/her?
- ◆ What did I say?

Facilitator creates a list of the tricks with students.

- ◆ Talk about any compliments used.
- ◆ Discuss trying to make (refer to the student selected in this skill practice by name) think that helping was the right thing to do. Even when your inner voice tells you it's not.
- ◆ "It will be our little secret." Establish that it is not safe to keep a secret about something your instinct, your inner voice, is questioning.
- ◆ Facilitator reinforces with students: Listening to your instinct, your inner voice, when it tells you that something just doesn't feel right, is one of the best ways to help you stay safe.

Facilitator Notes:

Risk Reduction: What You Can Do

Review the safety rules in 4 U 2 Know: Telling Our Stories:
Say No, Get Away, Tell Someone and Be Believed

1. Say No

Anytime you feel uncomfortable or don't feel safe, you have the right to say no. If the person respects you, they'll be OK with your decision.

Practice using a strong, assertive voice with confident body language.

2. Get Away

In any situation that does not seem safe or makes you uncomfortable, get away. It is important for you to know that you don't need to be polite.

Ask students to identify safe places.

3. Tell Someone

If this (scenario) had actually happened, (name the student selected in this skill practice) would have feelings that s/he needs to get out.

Ask Students:

- ◆ Who would be helped by telling an adult about it?

Responses may include: yourself, your parents and/or other kids in the park.

There are a few people who need help.

- ◆ (Name the student in this skill practice) may be feeling confused, scared, worried.
Telling will help (name the student in this skill practice).
- ◆ Telling will help other kids.
- ◆ Person who tried to do something like this needs help. This person is confused and not thinking right.

- ◆ Who could you tell?

- ◆ Someone you trust.

Responses may include: mom, dad, aunt, grandfather, teacher, sexual assault counselor and/or school counselor.

Facilitator Notes:

4. Be Believed

Remember Zach in the video? He told his grandfather but his grandfather didn't believe him. What would you do if you needed to tell someone about this and they didn't believe you?

Responses may include: tell them again, tell someone else and/or keep telling until someone believes you.

- ◆ If the first person doesn't believe you, don't give up. Find someone else you trust. Keep telling until you are believed.
- ◆ Debrief:
 - Ask students to talk about how it made them feel: as participants, as observers.
 - ◆ Reinforce that by talking about this and recognizing that it can happen, even with someone we know, we can reduce our risk and promote safety.
 - ◆ These are important rules 4 U 2 Know!

For additional information contact:

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Facilitator Notes:

Introducción

Abuso sexual a un menor es la violación del derecho a tener relaciones normales, saludables y de confianza. Cualquier contacto sexual entre un niño y un adulto u otro niño; el cual resultase en una estimulación sexual y de gratificación, es abuso sexual del menor. Es un crimen que hace uso del poder y control sobre el menor, es un crimen que logra su objetivo en secreto. Los niños están frecuentemente en peligro de abuso sexual, con personas que ellos conocen.

Los programas de educación preventiva, que sean desarrollados apropiadamente, son un componente importante como respuesta a la violencia sexual hacia el menor. Estos programas deberían incluir métodos de aprendizajes activos, personalizados y participativos. Para que sean efectivas las implementaciones de estrategias preventivas de violencia hacia los niños, los programas de prevención deben de preparar a los niños a confiar en sus sentimientos y enseñarles estrategias que incluyan habilidades de resistencia y formas de pedir ayuda.

Propósito

Para que Tú lo Sepas (4 U 2 Know): Contando Nuestras Historias fue desarrollado para apoyar programas de educación preventiva de los centros de asalto sexual para jóvenes de 10 a 13 años. Es un instrumento valioso para presentar de una manera sensible el tema de abuso sexual del niño.

Si bien, muchos jóvenes en este grupo de edad empiezan a disfrutar una mayor independencia, varios no reconocen los trucos que son manejados en el abuso sexual o creen que el abuso sexual no les pasará a ellos.

Adicionalmente de promover el conocimiento y otorgar un ambiente de apoyo para los sobrevivientes, Para Que Tú Lo Sepas (4 U 2 Know): Contando Nuestras Historias, es un recurso apropiado para padres, personal escolar, consejeros y organizaciones basadas en la fe.

El Video

Para que tu lo Sepas: Contando Nuestras Historias. crea un conocimiento que los abusos sexuales pueden ocurrir con alguien que sabemos y alguien confiamos en.

En la Historia de Carly, ella se encuentra inesperadamente en una situación insegura con un vecino, en quien ella pensó podía confiar.

Facilitator Notes:

Objetivos de Aprendizaje

Beneficios para los jóvenes:

- ◆ incrementar la conciencia del mantenimiento de las reglas de seguridad en las relaciones existentes
- ◆ mantener e incrementar habilidades de pensamiento crítico
- ◆ desarrollar e incrementar habilidades de resistencia
- ◆ desarrollar e incrementar habilidades para reportar
- ◆ reducir el estigma social de trato injusto
- ◆ promover recursos de apoyo



Beneficios para las víctimas en la audiencia:

- ◆ reducir el estigma social de trato injusto
- ◆ reconocer que el abuso no fue su culpa
- ◆ ayudar con la revelación
- ◆ construir un ambiente de apoyo para la supervivencia
- ◆ identificar las dinámicas de abuso
- ◆ promover los recursos de apoyo

Beneficios para los padres, maestros y otros miembros de la comunidad:

- ◆ incrementar la conciencia del mantenimiento de las reglas de seguridad en las relaciones existentes
- ◆ promover recursos de apoyo
- ◆ crear un ambiente de mayor apoyo para las víctimas
- ◆ proveer conocimiento de cómo responder ante un menor que es víctima
- ◆ movilizar asistencia para las víctimas
- ◆ reducir el estigma para niños que han sido víctimas
- ◆ incrementar la comunicación con el niño
- ◆ construir alianzas

Facilitator Notes:

Recursos valiosos para los Consejeros de Asalto Sexual para que ayuden a sus clientes:

- ◆ normalizar los sentimientos
- ◆ identificar las dinámicas del abuso
- ◆ reconocer que el abuso no fue su culpa

Reglas de Seguridad y Normas

El abuso sexual es muy personal y puede traer una fuerte carga emocional. Es importante crear un espacio seguro para el joven. Se sugiere los siguientes aspectos para crear un ambiente de cuidado y seguridad:

- ◆ De acuerdo a la edad de sus estudiantes, informe acerca de la agencia, su misión y alcance en la comunidad entera.
- ◆ Establezca que todos los individuos tienen derecho a relaciones seguras, de respeto e igualdad.
- ◆ Haga que sus estudiantes entiendan que el discutir este tema es promover la seguridad. Pida a los estudiantes que identifiquen reglas de seguridad que ellos practican diariamente. Incorpore sus ejemplos (prácticas de incendio, cinturones de seguridad, cascos para montar bicicletas etc.) bajo el entendimiento que quizá todo eso nunca lo necesitaremos usar, pero aun así, nosotros seguimos las reglas por si acaso.
- ◆ Sea sensible con las experiencias y perspectivas individuales de sus estudiantes. Si alguien se siente incómodo, provéale la oportunidad de hablar de aquello que encuentre difícil.
- ◆ Antes de la presentación ayude a sus estudiantes a tomar decisiones estando bien informados. Claramente explique cual es su rol y obligación de reportar. Pueda que le sea requerido reportar revelaciones de negligencia y abuso.

Presentación

El video ha sido preparado para ser mostrado de diferentes formas:

- ◆ Completo sin interrupciones
- ◆ Con intermedios para la discusión
- ◆ La Historia de Carly, el segundo bosquejo literario, también está en Español.

Facilitator Notes:

Posibles Preguntas Para la Discusión

Las siguientes preguntas fueron preparadas para promover una discusión abierta entre los estudiantes y el facilitadores y así, formar en los estudiantes habilidades de pensamiento crítico con respecto a: trucos que un perpetrador usa, identificación de los instintos y hablar con alguien acerca de situaciones inseguras.

La Historia de Carly

- ◆ ¿Carly esperaba ver al Sr. Lewis cuando ella trajo Smokey a casa?
- ◆ ¿Carly parecía preocupada?
- ◆ ¿Crees que Carly se siente segura con el Sr. Lewis? Por qué?
- ◆ ¿Crees que la familia de Carly confía en el Sr. Lewis?
- ◆ ¿Su familia sabía donde estaba Carly?
- ◆ ¿Algo parece extraño cuando Carly habla con el Sr. Lewis?
- ◆ ¿Cuándo tu instinto, tu voz interna empieza a decirte que algo no estuvo bien?
- ◆ ¿Qué piensas de la reacción del Sr. Lewis cuando descubre que nadie está en la casa?
- ◆ ¿Cómo crees que Carly se sentía cuando miró las imágenes?
- ◆ ¿Cómo te harían sentir a ti?
- ◆ ¿Notaste la laptop sobre la mesa en la casa del Sr. Lewis?
- ◆ ¿Cómo pudo el Sr. Lewis usar sus fotos en la Red?
- ◆ ¿Qué trucos usó el Sr. Lewis para ejercer presión en Carly?
- ◆ ¿Estuvo el Sr. Lewis usando alguna clase de fuerza física?
- ◆ Carly le dijo al Sr. Lewis que no quería mirar sus imágenes, pero el Sr. Lewis continuó intentando que las mirara. ¿Por qué crees que el hizo eso?
- ◆ El Sr. Lewis le dijo a Carly que mantuviera eso como un secreto. ¿Por qué?
- ◆ Carly tomó la decisión correcta al salirse. ¿Qué crees que Carly debería hacer luego?

Para Información Adicional Contactar

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