



# The Agape Project

**Safety Against Sexual Abuse**

**Servant Training: Fall 2021**

*The Agape Project*

*Communication. Education. Compassion. Empowerment.*

*United Towards A Christ-Centered Church Community*

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## **Team Members**

- **Content Advisors and Creators:**
  - Fr. Mark Cherubim, *MA, LICSW*
  - Angelina Awad, *BS, PhD student*
  - Anne Elshama, *MSW, LICSW*
  - Mary Mesiha, *MSW, LICSW*
  - Yosstina Saadallah, *MSW, LICSW*
  
- **Curriculum Liaisons:**
  - Heba Fanous, *MB, BCh*
  - Maggi R.M. Ibrahim, *MA*
  - Samer Ibrahim, *DO*
  - Sarah Johnson, *MAT*
  - Thomas Matta, *PharmD*
  
- **Strategy and Operations:**
  - Fr. Samuel Hanna, *PharmD, MTS*
  - Martina Matta, *Esq*
  - Mena Mesiha, *MD, MTS*
  - Mary Sedrak Bissada, *PsyD*

To learn more about our multidisciplinary team,  
please visit our website at <https://www.agape-project.org/>.

## Introduction

During the Fall of 2020, The Agape Project came together with a shared goal to educate our community on matters of safety against sexual abuse. Our multidisciplinary team of allied professionals began by putting together resources for our congregation and launching our first educational series, titled “Safety Against Sexual Abuse.” Over the course of several weeks, we launched a five-lecture series aimed at educating five different groups: servants, young adults, parents of children grades K-6, parents of children grades 7-12, and general congregants. By the Grace of God, we were able to reach almost 800 parishioners from across the United States and all over the world.

After the series, we identified that while the lectures were enlightening and helpful, parents and servants desire further education and want practical solutions to everyday problems. They asked us to help with specific questions like: “What do I say when X happens?” Thanks to engagement from our participants and their constructive feedback, we were able to identify the needs of our community and create the workshops and activities you see in the following pages.

The Servant Training in this document is intended for servants of grades K-12 children. The following real-life scenarios and instructions aim to prepare servants and guide them in applying the knowledge they acquired in our very first lecture series. We hope you enjoy this workshop and find it to be fruitful and **empowering**.

To learn more about our organization and to watch the series mentioned above, please visit <https://www.agape-project.org/>.



## Outline and Overview

### *Safety Against Sexual Abuse: Servant Training*

**Audience:** Servants of K-12 grades children

**Objective:** To equip servants of K-12 grade children with the tools needed to communicate appropriately on the subject matter of safety against sexual abuse and to empower them to effectively implement that knowledge in everyday interactions.

**Materials:**

1. Technology (Zoom, laptop, projector, etc.)
2. Grade-Specific Content Lessons
3. Completed Content Presentation (Must be generated based on Pre-Assessment responses)
4. Supplement A: Pre-Assessment (English)
5. Supplement B: Pre-Assessment (Arabic)
6. Supplement C: Classroom Management Techniques and Strategies
7. Supplement D: A Guide to Handling Difficult Conversations
8. Supplement E: Workshop Debriefing Guide
9. Supplement F: Servants' Infographic
10. الملحق هـ: دليل لمعالجة المحادثات الصعبة

**Pre-Assessment and Servant Preparation:** Supervising servants should familiarize themselves with all content material for *Unit One: Safety Against Sexual Abuse*. In particular, supervising servants should review *Agape Project* material, lectures, and post-assessment data for Parents K-6 (both English and Arabic), Parents 7-12 (both English and Arabic), and all three content sets of grade-specific curricula (Content A, B, C), presented on the following pages.

All participants should complete *Supplement A: Pre-Assessment (English)* or *Supplement B: Pre-Assessment (Arabic)* before the start of this training. If the pre-assessment has not been completed before the start of the workshop, it should be completed at the start of the workshop.

### Workshop Agenda

1. Introductions and Objectives
2. Pre-Assessment Data (*Supplement A & B*)
3. Brief Curriculum Introduction
4. Break out room for each age group to answer questions, etc.
5. Content Review (Break-Out Rooms)
6. Debriefing
7. Exit Ticket

**Workshop Outline:**

- 1. Introductions and Objectives (5-7 min):**
  - a. Team members should introduce The Agape Project, the team members present, and their backgrounds.
  - b. Facilitating servants should explain the objective of the day, review the agenda, and give a brief summary of the workshops.
- 2. Pre-Assessment Data (5 min):**
  - a. Facilitating servants should present the data generated from the pre-assessment responses.
  - b. Servants can field questions, then transition to correcting misconceptions.
- 3. Participants will view curriculum overview (10-15 min):**
  - a. Facilitator will show the full curriculum of all 3 grades and invite participants into breakout rooms. Facilitator will share the objective of each of their respective lessons, with one slide for each group.
- 4. Content Review (Break-Out Rooms) (20 min):**
  - a. Give Servants an allotted time to read/review and think about the curriculum. Agape servants can split up the reading among participants. Reconvene to share parts that they've read.
  - b. Discuss: 1) what have you learned, 2) what do you wonder/notice, and 3) what questions do you have.
  - c. Agape Servants should validate discomfort and hesitations. Servants can use responses such as, "*This is a time where it's normal and okay to be uncomfortable*" and/or "*This is a judgement-free zone.*"
  - d. Depending on the size of each group and the comfort level assessed, Agape servants can ask participants to share their personal goals and what they hope to gain from these sessions.
  - e. Address questions that servants have.
- 5. How to use classroom management learning strategies (10-15 min)**
- 6. Debriefing and Take-Home Resources (5-10 min)**
  - a. Agape Servants should refer to *Supplement E: Debriefing Guide* for further instruction.
  - b. Agape Servants should present *Supplement D: A Guide to Handling Difficult Conversations* and *Supplement G: Resources* guide.
- 7. Exit Ticket**

## Content A: Elementary Curriculum (Grades K-4)

*Each of the following is a “mini” lesson for the servant to add to the end of a series of lessons. These mini lessons should be repeated from Pre-K to Grade 2 and adapted to each church’s curriculum. Example: Pre-K curriculum is “God loves me” and one unit is called “God made people.” This unit talks about how God made us, our family and helpers. One possibility is that each of these mini-lessons can be added to this unit in the context of how we are treated by other people. Feel free to modify these to suit your individual class/grade, and reach out to us if you need help to customize them to work with your existing curriculum.*

### **Elementary School: Pre-K to Grade 2**

**General Topic:** Safety

**Objective:** To teach children how to keep themselves safe.

**Essential Questions:** How can young children keep themselves safe?

**Body of Content:**

**1. God made me:** Learning about me

- a. We are precious and “wonderfully made” -*Psalm 139:14*
- b. God made each one of us in His image. And we are very precious and important to Him.
- c. He made us all similar in a lot of ways: We all have two eyes and two arms. We can do similar things like run, jump, and play.
- d. He also made us different in some ways. For example, boys and girls look different. People from other countries may look, sound, or act differently. And that’s all ok. Even with our differences, we are all made in God’s image.
- e. Our bodies are precious, too. So what do we do with something that is precious? We protect it. We don’t hurt our bodies and we don’t hurt anyone else’s body.
- f. **No one** is allowed to hurt your body in any way. And you are not allowed to hurt anyone else’s body in any way either.
- g. This includes hitting, biting, punching, and it also includes our private areas. No one is allowed to see or touch our private areas.
- h. We always keep our private areas covered, and we don’t touch anyone else’s private areas.
  - i. If you’re not sure if it’s a private area, think of when you go to the beach or the pool. The areas that are covered up by a bathing suit are your private areas.

**2. God made others:** Learning about other people

- a. God made each one of us unique and special.

- b. God made our families and our friends, and these people are all very special to us. We love them, and they love us.
- c. We show our love in lots of different ways. Sometimes we may give someone a card or a gift. We may help our parents with things around the house. We may help our younger siblings with eating or putting toys away.
- d. Sometimes we show our love with hugs and kisses.
- e. There are different types of hugs and kisses. Some are ok, and some are **not** ok.
- f. “Ok” touch is the type of touch that is comforting and welcome.
- g. “Not ok” touch is the type of touch that is uncomfortable, unwelcome, unwanted or painful.
- h. Remember that your body belongs to YOU.
  - i. If someone wants to hug or kiss you, it’s ok to say no thank you and walk away.
  - ii. If that person does not listen to you, go find an adult that you trust.
- i. You have the right to say “NO” when being touched, even by a grownup, if it makes you feel uncomfortable.

### 3. God made helpers: Asking for help

- a. God is always there for us, and we can always turn to Him when we are sad or afraid. He will always listen to us, and He will help us.
- b. God also put a lot of special people in this world to help us, too. This includes people like police officers, firefighters, doctors, teachers, and mommy or daddy.
- c. Mommy and daddy (*or another caregiver*) take care of us every day, and they love us very much. They are like God’s helpers on earth who He sent to take care of us.
- d. We can always go to mommy and daddy when we are scared, sad, or upset.
- e. Since they are here to protect us, we should never keep a secret from mommy and daddy.
  - i. *If you have to explain a secret, you can say, “Secrets are something you are never supposed to tell anyone.”*
- f. If someone does something to hurt your feelings, you tell mommy and daddy, or another adult that makes you feel safe.
- g. If someone does something to hurt your body, you tell mommy and daddy, or another adult that makes you feel safe.
- h. If someone is touching you in a way that is “not ok”, you tell mommy and daddy, or another adult that makes you feel safe.
- i. God wants us to be safe, that’s why we have so many different helpers in our life.
- j. God also gave us a way to keep ourselves safe called the “uh-oh” feeling. The “uh-oh” feeling” is when you begin to feel something weird in your stomach. Listen to it. Get away from that person who is making you feel like that and find an adult you trust.



#### 4. Not Everyone is Safe: Dealing With Strangers

- a. God put a lot of people in this world to help us and to help keep us safe.
- b. Most people are good, but some people are not and cannot keep kids safe. It's very important that you only go with people you know, like your mommy, daddy, aunt, or uncle.
- c. A stranger is someone we don't know. We shouldn't talk to people we don't know when we are not with mommy, daddy, or an adult we trust. Because remember, even though most people are good, some people don't know how to keep kids safe.
- d. A good rule to always keep in your head: do not go anywhere, with anyone, without asking permission from mommy, daddy, or the adult you are with.
  - i. Even if that stranger is asking for help. Always get an adult you trust first before trying to help.
  - ii. Even if that person is offering you candy or something else that looks fun. Always get an adult you trust first before going to that stranger.
- e. Remember the "uh-oh" feeling: if you begin to feel something weird in your stomach, listen to it. Get away from that person who is making you feel like that and find an adult you trust.

#### 5. Be careful little [eyes, ears, mouth] what you [see, hear, say]: Media

- a. Sometimes when we see or hear something scary, it's hard to get the pictures or sounds out of our heads.
- b. We have to be very careful with what we are watching and what we are listening to.
- c. Remember that we are precious and special. Our body is precious and special so we have to protect it. Our eyes are precious and special, and our ears are precious and special, so we have to protect them.
- d. When we are making choices about what we watch, what we listen to, and the words we say, we should be thinking about God and if what we are doing will make Him smile.
- e. Sometimes we may watch something that isn't very good to watch. We may watch things when our parents are not around that we know our parents wouldn't allow us to watch. For example, some shows are very violent. Some shows have bad words. Some of the shows or movies we watch may not be right for our age. If you aren't sure if it is something you should be watching, it's always good to ask your mom or dad.
- f. We have to always remember that God wants us to be safe and happy. And that not everything on the tv, the computer, the ipad is ok for us to see.
- g. If someone shows us something that we know isn't ok to see, or says a word to us that isn't ok to say, we should tell mommy and daddy or other adults we trust.

- 6. Nothing is too big for God:** God will always be there for you
- a. Every day when we wake up, we make a lot of choices. We may choose what we want for breakfast and which shirt to wear to school.
  - b. Sometimes we make choices we are happy with and sometimes we make choices we aren't very happy with.
  - c. Sometimes we make choices that make our parents happy and sometimes we make choices that make our parents not very happy.
  - d. Sometimes we make choices that make God happy and sometimes we make choices that make God not very happy.
  - e. But always remember that even if your parents or God are a little sad about the choice you made, your parents and God still love you and will always love you no matter what.
  - f. God will always love you and there is no choice you can make that will make him not love you.
  - g. You can ALWAYS turn to God and your parents, no matter what you do or did.
  - h. If you are in trouble, and you think it's because of a bad choice you made, you can ALWAYS turn to your mommy and daddy. Remember, God put them here to help you and keep you safe.
  - i. No problem is too big for God or for mommy and daddy (the helpers he made to keep you safe).

***Elementary School: Grade 3-5***

**General Topic:** Safety

**Objective:** To learn how to keep themselves safe.

**Essential Questions:** How can young children keep themselves safe?

**Body of Content:**

**1. God made me:** Respecting our bodies

- a. We are precious and “wonderfully made” -*Psalm 139:14*
- b. God made each one of us in His image. And we are very precious and important to Him
- c. Our bodies are precious too, so what do we do with something that is precious? We protect it. We don’t hurt our bodies and we don’t hurt anyone else’s body.
- d. We talk about all the parts of our body with respect, all the parts of our body are important and we have to know how to take care of and talk about our body.
- e. God created men and women. We are the same in many ways and we are also different in many ways.
- f. Our bodies are beautiful and holy because our bodies are created in God’s image. Every body part has its own name and its own function.
- g. NO ONE is allowed to hurt your body in any way. And you are not allowed to hurt anyone else’s body in any way either.
- h. This includes hitting, biting, punching and it also includes our private areas. No one is allowed to see or touch our private areas.
- i. We always keep our private areas covered and we don’t touch anyone else’s private areas.
  - i. If you’re not sure if it’s a private area, think of when you go to the beach or the pool. The area that’s covered up by a bathing suit is your private area.
- j. It’s ok to have questions about your body. You can talk to mommy, daddy or your doctor about your question.
- k. If we are hurting or need help, you can go to mommy, daddy, or another adult you trust.
- l. There are a lot of adults in your life who love you and want to make sure you are safe.

**2. God made others:** Respecting others

- a. God made each one of us unique and special.
- b. God made our families and our friends and these people are all very special to us. We love them and they love us.

- c. We show our love and respect in lots of different ways. Sometimes we may give someone a card or a gift. We may help our parents with things around the house or help our younger siblings with eating or putting toys away.
  - d. Sometimes we show our love with hugs and kisses.
  - e. There are different types of hugs and kisses. Some are ok and some are not ok.
  - f. “OK” touch is the type of touch that is comforting and welcome.
  - g. “Not ok” touch is the type of touch that is uncomfortable, unwelcome, unwanted or painful.
  - h. Remember that your body belongs to YOU.
  - i. If someone wants to hug or kiss you, it’s ok to say no thank you and walk away, even if that person is an adult and is someone you love.
  - j. If that person does not listen to you, go find an adult that you trust.
  - k. Everyone has the right to say “NO” when being touched, even by a grownup, if it makes you feel uncomfortable.
- 3. God made Helpers: Asking for help; no topic is off limits**
- a. God is always there for us and we can always turn to him when we are sad or afraid. He will always listen to us and He will help us.
  - b. God also put a lot of special people in this world to help us too. This includes people like police officers, firefighters, doctors, teachers, mommy or daddy.
  - c. Mommy and daddy (or other caregiver) take care of us every day and they love us very much. They are like God’s helpers on earth who he sent to take care of us.
  - d. We can always go to mommy and daddy when we are scared, sad or upset.
  - e. Since they are here to protect us, we should never keep a secret from mommy and daddy. (if you have to explain a secret you can say, secrets are something you are never supposed to tell anyone).
  - f. If someone does something to hurt your feelings, you tell mommy and daddy, or another adult that makes you feel safe.
  - g. If someone does something to hurt your body, you tell mommy and daddy, or another adult that makes you feel safe.
  - h. If someone is touching you in a “not ok” way, you tell mommy and daddy, or another adult that makes you feel safe.
  - i. God wants us to be safe, that’s why we have so many different helpers in our life.
  - j. God also gave us a way to keep ourselves safe called the “uh-oh” feeling. The “uh-oh” feeling” is when you begin to feel something weird in your stomach, listen to it. Get away from that person who is making you feel like that and find an adult you trust.
- 4. Not Everyone is Safe: Dealing With Strangers**
- a. God put a lot of people in this world to help us and to help keep us safe.

- b. Most people are good but some people are not and cannot keep kids safe. It's very important that you only go with people you know, like your mommy, daddy, aunt or uncle.
- c. A stranger is someone we don't know. We shouldn't talk to people we don't know when we are not with mommy, daddy or an adult we trust. Because remember, even though most people are good, some people don't know how to keep kids safe.
- d. A good rule to always keep in your head: do not go anywhere, with anyone, without asking permission from mommy, daddy or the adult you are with.
- e. Even if that stranger is asking for help. Always get an adult first before trying to help.
- f. Even if that person is offering you candy or something else that looks fun. Always get an adult first before going to that stranger.
- g. Remember the "uh-oh" feeling: if you begin to feel something weird in your stomach, listen to it. Get away from that person who is making you feel like that and find an adult you trust.

#### **5. Respecting our eyes, ears, mouth: media**

- a. Sometimes when we see or hear something scary, it's hard to get the pictures or sound out of our heads.
- b. We have to be very careful with what we are watching and what we are listening to.
- c. Remember that we are precious and special. Our body is precious and special so we have to protect it. Our eyes are precious and special, our ears are precious and special so we have to protect them.
- d. When we are making choices about what we watch, what we listen to and the words we say, we should be thinking about God and if what we are doing will make Him smile.
- e. Sometimes we may watch something that isn't very good to watch. Maybe someone showed us something that we know isn't very good but we watch it anyway. Maybe we watch something that doesn't have kind words or shows people not being kind to each other.
- f. We have to always remember that God wants us to be safe and happy. And that not everything on the tv, the computer, the ipad is ok for us to see.
- g. If someone shows us something that we know isn't ok to see. Or says a word to us that isn't ok to say, we should tell mommy and daddy or other adults we trust.
- h. When we are using the internet, ipad, computer phone...
  - i. An adult should always know what you are doing and who you are talking to
  - ii. Use the computer in a public space like the kitchen, living room or library instead of your bedroom

- iii. Do not share your password or any personal information with anyone online or when gaming. Personal information includes: where you live, where you go to school, your phone number, pictures of yourself, friends or family or other personal information
- iv. Be aware that people are not always who they say they are online. It's really easy to pretend you're someone else online.
- v. Close/delete pop-ups and spam messages without responding
- vi. If you run into a problem, get an adult instead of trying to solve it yourself. Even if you think your parents will be mad. Your parents love you and they want to make sure you are safe. If you need help, stop and go get an adult.

#### **6. God will always be there for us**

- i. Every day when we wake up, we make a lot of choices. We may choose what we want for breakfast and which shirt to wear to school.
- j. Sometimes we make choices we are happy with and sometimes we make choices we aren't very happy with.
- k. Sometimes we make choices that make our parents happy and sometimes we make choices that make our parents not very happy.
- l. Sometimes we make choices that make God happy and sometimes we make choices that make God not very happy.
- m. But always remember that even if your parents or God are a little sad about the choice you made, your parents and God still love you and will always love you no matter what.
- n. God will always love you and there is no choice you can make that will make him not love you.
- o. You can ALWAYS turn to God and your parents, no matter what you do or did.
- p. If you are in trouble, and you think it's because of a bad choice you made, you can ALWAYS turn to your mommy and daddy. Remember, God put them here to help you and keep you safe.
- q. Sometimes we are put into situations that feel like a big problem. If you are in a situation like this, get an adult you trust to help you.
- r. You can make a code word with your mom or dad or another adult. Example: code word "pretty please" if your friend wants to have a sleepover but you don't want to. Say, can we have a sleepover "pretty please" and then your parents know that you actually don't want to do that but your friend is making you.
- s. No problem is too big for God or for mommy and daddy (the helpers He made to keep you safe).

### Helpful Notes and Tips for Elementary School

**The biggest takeaway from these lessons is that they are precious, that they should feel empowered to protect themselves and have some basic tools to use if they are in trouble (uh-oh feeling, say NO, get an adult, no topic is off limits)**

1. Keep answers short and simple but make sure you answer all questions. Kids are very present minded and don't need big extravagant answers. Stick to answering just their question. Take it at face value. If they want to know more, they will ask.
  - a. Examples of potential questions & answers:
    - i. **How do babies get inside a mommy's tummy?** A mom and a dad make a baby by holding each other in a special way.
    - ii. **How are babies born?** Doctors and nurses help babies who are ready to be born. If your child wants more details, you might say, "Usually a mom pushes the baby out of her vagina. What's in there by Robbie Harris
    - iii. **Why doesn't everyone have a penis?** Boys' bodies and girls' bodies are made differently.
    - iv. **Why do you have hair down there?** Our bodies change as we get older. If your child wants more details, add, "Boys grow hair near their penises, and girls grow hair near their vaginas."
2. This can be uncomfortable but make sure you control your own emotions so you are not passing on shame or anxiety to the child.
3. Don't be embarrassed by any question! All questions are good questions and it's ok to be curious. You don't need to know the answers to every question. You can tell children that you aren't sure.

### **Other Resources**

**How do you feel today poster:**

<https://static1.squarespace.com/static/50769910e4b07864e5d07147/t/5f8c5d9be084c71df02e1f92/1603034533313/How+are+you+feeling+today+A3-UK.pdf>

**My body safety rules poster:**

<https://static1.squarespace.com/static/50769910e4b07864e5d07147/t/5f3e63120cfa573f4f451347/1597924128277/MyBodySafetyRulesPoster-Mom.pdf>

**My early warning signs poster:**

[https://static1.squarespace.com/static/50769910e4b07864e5d07147/t/5aa740410d9297e66dc112bd/1520910412276/Poster\\_US\\_A3-Color-MEWS.pdf](https://static1.squarespace.com/static/50769910e4b07864e5d07147/t/5aa740410d9297e66dc112bd/1520910412276/Poster_US_A3-Color-MEWS.pdf)

**Video about safety:** this video goes over several different types of safety including ok touch and not ok touch (although it calls it good and bad touch).

<https://www.youtube.com/watch?v=CqH2QYt6oOc>



# My Body Safety Rules

## My body is my body and it belongs to me!

I can say, 'No!' if I don't want to kiss or hug someone.  
I can give them a high five, shake their hand or blow them a kiss.  
I am the boss of my body and what I say goes!



## I have a Safety Network

These are five adults I trust. I can tell these people anything and they will believe me.  
If I feel worried, scared or unsure, I can tell someone on my Safety Network how I am feeling and why I feel this way.



## Early Warning Signs

If I feel frightened or unsafe  
I may sweat a lot, get a sick tummy,  
become shaky and my heart might  
beat really fast.

These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



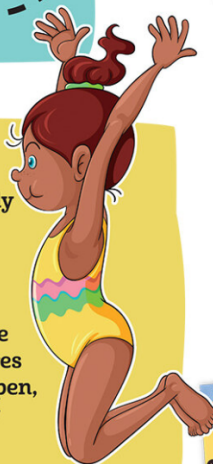
## Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or unsafe, I must tell an adult on my Safety Network straightaway!



## Private Parts

My private parts are the parts of my body under my bathing suit. (My mouth is a private part too.) I always call my private parts by their correct names.  
No one can touch my private parts.  
No one can ask me to touch their private parts. And no one should show me pictures of private parts. If any of these things happen,  
I must tell a trusted adult on my Safety Network straightaway.



## **Content B: Middle School Curriculum (Grades 5-8)**

**General Topic:** Safety

**Objective:** To learn how to keep themselves safe.

**Essential Questions:** How can middle school children keep themselves safe?

### **Lesson #1: Basics Info & Body Changes, Social & Emotional Changes, & a Healthy Understanding of the Body in Middle Schoolers**

**Rationale:**

We want to protect our Sunday school children to the best of our ability. This happens by making proactive choices. Any step we take to protect our children means taking personal risks, or maybe doing something that you've never done before, and that is ok. This can feel scary or daunting for many. It is not an easy thing to do, but it is the best thing to do for our kids for their health and safety. We may fear uncertainty, but these are things we should do in order to do our part in keeping our children safe.

Part of this lesson entails using the correct names for every part of the body, including genitals. Children must know the name for penis or vagina just like the other parts of their body, such as their arms, feet, ears, and elbows. Anatomically correct terms for genitalia are different because they are private — we usually keep them covered — but they are healthy, good, and acceptable body parts nonetheless. Use words that do not cause confusion. Be very specific, and do not use any negative connotations, so that children do not feel ashamed or wrong in using these terms. This can be difficult if you are not accustomed to using this language. To prepare, it is helpful to practice saying these terms to a fellow servant or a person you trust. It is extremely important for children to learn the anatomically correct terms for their body parts for several reasons. First, if an adult is using funny terminology/mannerisms to describe a body part, that child will sense that the body part is different or uncomfortable and may be deterred from discussing their bodies, or reaching out for help in the future. Second, if a child discloses sexual misconduct, it is important to know exactly what the child is referring to when they are speaking. Finally, a child who knows the correct terms of their body parts informs potential predators that they are aware of their body and they have a present adult in their life that has taught them these things.

It is important for servants to know if the students have received a lesson on basic biology, puberty, etc. If not, this lesson should precede the talk on safety. This should be brief as most of them are likely to have received a health class in school (for most this happens around 5th grade). However, some parents opt their children out of this class, so be aware of this.

Part of this lesson has to do with sexuality. It can be hard to acknowledge that all of us, even children, are sexual beings, have sexual feelings, and are curious about sex and sexuality. It can be hard to tell the difference between “normal” sexual behaviors and behaviors that are signs that a child may be developing a problem. The guidelines in the lesson below can help. Talking

openly breaks down barriers and reduces stigma. By talking openly about sex, our bodies and boundaries, we can encourage children to trust and share.

Self stimulation in private is common, and this should be addressed in an appropriate Christian way, without causing the children to feel shame. Remember that even after you discuss this issue, some children may continue to have an ongoing struggle with this temptation. Remain patient, give them guidance, and advise them to speak with their father of confession.

Please note that the following sexual behaviors are uncommon at this age, and if present require appropriate intervention: masturbation in a public place, and sexual interest directed toward much younger children.

A small percentage of children in the general US population are having sex at this age (research varies 6-12% of 6th graders have had vaginal sex by this age. Numbers are different for oral and anal sex). Students at this age may know that some of their peers have had intercourse and may ask questions about this. This needs to be dealt with very carefully and appropriately.

### **Body of Content:**

#### **1. Basic info (body parts and their names) & body changes**

##### **a. Body Parts**

- i. Using appropriate language for body parts is important (*Note to servants: Teach children names of body parts (e.g. penis, vagina, breasts etc).*)
- ii. It's good to know about your body parts. Some people make up fun or silly names for them, but knowing the right words is important. You call your elbow your elbow, you should do the same with all your body parts!

##### **b. Puberty**

- i. What is puberty? It's a funny word, but it's the name for when your body begins to change and develop. Puberty is a normal phase of development that every single person goes through. It occurs when your body starts to transition into an adult body and prepares for the possibility of reproduction. During puberty your body will grow faster than it has at any point in your life (except for when you were a little baby)!
- ii. The changes of puberty are physical, sexual, social and emotional. Puberty starts when changes in a your brain cause sex hormones to be released in the ovaries (girls) and testes (boys). In general, these changes usually start to occur around ages 10 or 11 for girls and age 11 to 13 for boys. So boys tend to start puberty later than girls. However, for either, it can start anywhere from 8/9 yrs old to 13/14 yrs old.
- iii. Puberty will last roughly anywhere from 18 months to 5 years. **EVERY PERSON IS DIFFERENT!**
- iv. It's good to know about the changes that come along with puberty before they happen, and it's really important to remember that everybody goes through it. No matter who

you are, where you are from, whether you're a boy or a girl, you will experience the changes that happen during puberty. No two people are exactly alike. But one thing all adults have in common is that they made it through puberty!

**c. Physical changes during puberty in both genders**

- i. Your skin might start to get oily. Acne or pimples come with puberty. It has to do with the hormones in your body. This is ok and totally normal! Good facial hygiene is important, try washing your face with a gentle cleanser in the morning and the evening. The good news about acne is that it usually gets better or disappears by the end of adolescence!
- ii. Your hair gets more oily... and you might get a little more smelly! That smell is body odor and it happens to everyone. Taking a shower everyday, either in the morning or at night, if you don't already, is a good idea. Using deodorant (or deodorant with antiperspirant) every day can help keep body odor in check, too
- iii. "Spurt" is the word used to describe a short burst of activity, something that happens in a hurry. And a **growth spurt** is just that: Your body is growing, and it's happening really fast! When you enter puberty, it might seem like your sleeves are always getting shorter and your pants always look like you're ready for a flood — that's because you're experiencing a major growth spurt. Both boys and girls will have some kind of growth spurt. The average growth for children going through puberty is about 8 cm/year (3.15 inches/year). If some of your friends grow faster than you, don't worry! Everyone grows in their own due time.

**d. Changes in Boys**

- i. As your body grows taller, it will change in other ways too.
- ii. When boys go through puberty, their chest and hips will widen.
- iii. Testes and scrotal sac will develop.
- iv. One of the first signs of puberty is hair growing on your body where it may not have grown before! Hair on your underarms, legs, chest, and around penis may begin to grow.
- v. The larynx voice box develops and your voice will break and then eventually deepen. You might find your voice going very deep one minute and high the next. The Adam's apple will grow and become more prominent.
- vi. Boys have erections from the time they are babies. An erection is when your penis is filled with blood and gets hard. Boys may experience something called "wet dreams" or "nocturnal emissions." This is when a boy's penis becomes erect when they sleep, and then they ejaculate. Because this happens when you are sleeping, you are not aware of it until after the fact. They are simply a boy's body response to a sudden increase in testosterone level.
- vii. All of these changes are normal and it just means that your body is developing appropriately during puberty.

**e. Changes in girls**

- i. Just like in boys, as your body grows taller, it will change in other ways too.
- ii. Breast development- breast buds.
- iii. One of the first signs of puberty is hair growing on your body where it may not have grown before! Or for some, maybe just thicker hair than it was before. You may find hair on your underarms, arms, legs, mustache area, and vaginal area.
- iv. Girls might see and feel a white, mucus-like discharge from the vagina. This doesn't mean anything is wrong; it is just another sign of your changing body and hormones and is completely normal.

v. **Menstruation**

- 1. One of the biggest changes for girls in puberty is menstruation or getting your period.
- 2. Each girl will begin menstruation at a different time, and that is ok. Your period will be irregular at first and that is normal too, that means that your period may come every 28 days, or even longer.
  - a. Some discomfort with periods, such as headaches and cramps will be normal.
- 3. Girls will usually get their period roughly two years after their breasts start to develop.
- 4. Many girls have questions about what to wear to keep themselves clean during their period.
  - a. The two basic choices are pads and tampons.
    - i. Pads are made of a soft, absorbent material that are placed on top of the inside of your underwear.
    - ii. A tampon is a plug of soft, absorbent material inserted into the vagina to absorb blood before it leaves the body.
      - 1. Wearing a tampon does not make you lose your virginity.
  - b. There are many other options that you may consider as well, such as menstrual cups and menstrual underwear, but choosing between a pad or tampon may be easier in the beginning.
    - i. Which you choose to use is a very personal decision, and one that you should make with your parent/trusted adult.

2. **Healthy understanding of the human body**

- a. There is nothing shameful about the human body. Our private parts are private, we keep them covered, but there is nothing shameful about them.
- b. Puberty is an intense period. Lets remove all negative language about adolescence/puberty (e.g. calling teen girls dramatic, or referring to a teen's mood swings in a negative way).
- c. Your bodies are changing in a positive way. Just as growing taller and losing teeth are positive and exciting, so are the changes that come with puberty. *(Note: talking about puberty changes need to be done in a positive and exciting way too to remove the current negative stigma.)*

- d. Your body is growing in new and wonderful ways. “I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.” Psalm 139:14. This change cannot be bad by definition because it is from God.
- e. There are so many positive things that come along with growing up, such as more freedom, independence, understanding more about ourselves and the world around us, and tackling new skills you have wanted to learn. In a few years, you will learn how to drive and eventually start planning for college. There are so many wonderful things associated with growing up and lots of things to look forward to. There may have even been some things that you’ve always wanted to do, but haven’t been able to because you were too young (e.g. woodworking, baking/cooking, picking your own classes in school, going to movies that aren’t G rated; etc.)

### 3. Sexual behaviors (what's developmentally appropriate/curiosity and when to be concerned)

- a. What is common at this age:
  - i. It’s normal at your ages to start becoming more interested in the opposite sex.
  - ii. For the girls, some of you may have begun menstruation (getting your period). If not, it will likely begin in the next few years.
  - iii. Boys will begin to produce sperm.
  - iv. From a medical perspective, masturbation, during the teenage years, is normal. Although the urge to masturbate might be strong, why we should try to refrain from touching ourselves that way. Your feelings are common and expected and that God created humans with this desire. And that this desire is fulfilled in the loving bond of the sacrament of matrimony.

### 4. Social & Emotional Development

- a. While your body is adjusting to all the new hormones, so is your mind. The hormones that trigger physical changes during puberty also affect your feelings.
- b. During puberty, you might feel confused or have strong emotions that you've never experienced before. You may feel anxious about how your changing body looks. You might experience quick changes in your moods, and may become a little more withdrawn.
- c. Or you might become more confident and positive about the changes in yourself. Intense emotions, including happiness, love, anger, frustration, sadness - these emotions are a normal part of development.
- d. Even though it is normal to have these quick changes in intense moods, you may feel like you are struggling with your mental or emotional health, reach out to a trusted adult to guide you in finding help.
- e. Your friend group, as you all know, takes on more and more importance. The feeling of wanting to belong and fit in is normal. But it’s important to remember your values and what is important to you. Don’t compromise your values to fit in. Changing friendships

can sometimes happen, and this is ok. It's all a part of figuring out who you are, and what your identity is.

- f. This is an age where a lot of kids have “crushes” or romantic feelings towards other kids. This is, in part, due to all the hormones in your body during puberty. This can sometimes be hard to deal with.

### Activities

- **Activity #1:** Watch this Video from amaze.org on menstruation with students and discuss: <https://youtu.be/DBe7-PHRav8>
- **Activity #2:** Watch this video from amaze.org on Teen Angst: [https://www.youtube.com/watch?v=u1\\_kUgZrXpw](https://www.youtube.com/watch?v=u1_kUgZrXpw)

### Resources

- <https://amaze.org>
- [Healthychildren.org](https://www.healthychildren.org)
- <http://www.anatomyforkids.com>
- <https://kidshealth.org/en/parents/questions-sex.html>
- <https://www.safesecurekids.org>
- <https://fightchildabuse.org>

## **Lesson #2: Safety, Consent, Boundaries & Secrets**

### **Rationale:**

When talking to children about ok and not ok touch, it is important to use the terms “ok and not ok touch” rather than “good/bad touch.” This removes guilt from the child, and keeps them from having to make a moral distinction about what is and is not appropriate.

Secrecy is a main tactic of sexual abusers. That’s why it’s important to teach the difference between safe and unsafe secrets and to create a climate of confidence. Every secret that makes a child anxious, uncomfortable, fearful or sad is not good and should not be kept; it should be told to a trustworthy adult (parent, teacher, etc.). Oftentimes sexual abusers will tell kids not to say anything, and will say things like “this our special secret.”

Children have the right to refuse a kiss or a touch, even from a person they love, like an aunt/uncle or a grandparent. Sometimes we unintentionally confuse kids by insisting they hug an uncle or grandmother even when they don’t want to. In our community this is tough because hugs and kisses are common and expected (maybe not since COVID). You can help Sunday School kids by practicing healthy boundaries. For example, upon greeting kids in class you can ask them how they want to be greeted (e.g. hug, handshake, waving, fist bumps etc.). Even in COVID times, you can ask, “Do you want to bump elbows or wave?” You are empowering them to make choices for their body. We want to avoid forcing physical contact. Children should be taught to say “No” immediately and firmly, to unwanted or inappropriate physical contact, to get away from unsafe situations, and to tell a trusted adult.. When a child says no, we need to respect that.

### **Body of Content:**

#### **1. Safety (ok touch and not ok touch)**

- a. You are the boss of your own body. You have ownership of your own body and can set your own boundaries. You have the right to say no.
- b. It’s ok to say no to physical touch (e.g. hugging or kissing a family member), even if it’s from someone you love.
- c. If someone touches you in ANY WAY that makes you feel uncomfortable, you should say no and tell a trusted adult.
- d. No person should ask to see any private parts of your body or ask to touch them (penis, vagina, buttocks, chest area). If they do, tell a trusted adult.
- e. No person should even ask you to look at their private parts. If that happens, or if they even mention this to you, tell a trusted adult.
- f. If a person touches you in any way that makes you uncomfortable, even if they are not touching a private area, it’s ok to say no. For example, if you are being tickled and you don’t like it, you can say “No.” Always trust your gut and tell a trusted adult! (*see infographic “My Early Warning Signs”*).



- g. You NEVER need to give a reason to say No. No means no. Period.
- h. If you are pressured emotionally or physically, if you go along with something because you feel you don't have a choice and you don't know how to get out of that situation, this is called **coercion**.
- i. **Sexual abuse** is when someone does someone sexual to another person without that person's consent. It is wrong and against the law if you or someone you know was touched in a way that was not okay or if you were forced to touch someone else in a way that makes you uncomfortable, don't keep it a secret. This can also include watching something like this or someone watching you.
- j. Even if the person who did this is an adult or an older kid who told you not to tell anyone, you should tell someone. Tell someone you trust—like a parent, family member, teacher, friend's parent or neighbor. If the first person you tell doesn't do anything, tell someone else you trust. Keep telling adults you trust until you get help.

## 2. Consent & Boundaries

- a. Every person gets to decide what they are ok and what they are not ok with (*scenarios can be very helpful here to get student's thinking*). These are called your boundaries.
- b. Your boundaries might change depending on who you are with, where you are, and what you are doing (e.g. at school with friends vs at home with family)
- c. Our boundaries need to be respected and we need to respect others' boundaries.

## 3. Secrets

- a. There are unsafe secrets and there are surprises.
- b. Surprises are something happy or good that will be revealed later. Some examples of surprises include:
  - i. Surprise birthday parties that everybody knows about except one person, who is going to find out.
  - ii. Gifts that are going to be opened at a special occasion, at which point they won't be secrets anymore.
  - iii. Fun games with kids your age that don't break your safety rules, don't leave other kids out, and don't involve saying bad things about others. Games whose surprises can be revealed later.
- c. Secrets can be harmful, and **no one** should ask you to keep a secret that you wouldn't be able to tell mom or dad. Some examples of these unsafe or harmful secrets include:
  - i. Any kind of touch
  - ii. Games that might break your safety rules (or your personal boundaries) or that might be hurtful to anyone
  - iii. Presents that other people give you or favors that they do for you and tell you not to tell your parents about them

- iv. Taking photos or movies of you, or watching movies together and telling you that you should not tell your parents
- v. Anything about people and their private areas or your private areas
- vi. Anything that bothers you - trust your gut, and it is always ok to speak up!

#### 4. Online Safety

- a. Online sexual predators—pretending to be someone they are not—trick children and teens into meeting them in person, increasing the chance for sexual assault or even kidnapping. This can be through any social media platform, video games, texts, etc. Here are some ways you can stay safe:
  - i. Avoid using suggestive names or pictures-- this can result in unwanted attention from online predators.
  - ii. Avoid using your real name as your handle.
  - iii. Don't talk to anyone online that you don't know in real life.
  - iv. Don't accept friend requests from strangers.
  - v. Don't open emails from an unknown sender.
  - vi. If someone asks you to send sexual pictures, even if you know them, do not do this! Images are forever and cannot be deleted. They can be used to hurt you in the future. In many states, they can also be considered child pornography if you're underage, and you can be criminally charged with that.
  - vii. Don't share personal information, and be careful of someone online who is asking for personal information. Never share your real name, address, neighborhood or school you go to online with someone you don't know or are not sure you know.
  - viii. Keep in mind that people are not always who they think they are. Someone might say that they are a 15 year old girl, but they are actually a 60 year old man.
  - ix. **Never** arrange to meet in person with someone you met online. Even if it's in a public area. Predators will often do this and might try to tempt you with gifts, money, etc.
  - x. Tell your trusted adult right away if someone makes you feel uncomfortable online.
- b. Remember that ANYONE can be the victim of an online sexual predator. Don't feel that you are immune. Most often predators will hold respectable jobs or community positions. People who want to exploit children most often relate more easily to children than to adults. They may also seek employment or volunteer at children's organization
- c. All this information is not to make you afraid. But it is to **empower** you to make decisions that keep you safe.

### Activities

1. **Activity #1:** This is an activity to do with students to assess their knowledge and understanding of consent (from *learningforjustice.org*)
  - a. Consent...
    - i. is an active process between two people;
    - ii. is activity-specific;
    - iii. can be taken back at any time;
    - iv. must be given in a free and clear mindset.
  - b. Give students everyday examples. For instance, what if Terry wants to read his best friend Sam's diary? Ask questions like...
    - i. Why should Terry ask Sam? (Because it's Sam's, and she gets to set her boundary—remember boundaries are self-created. Terry can ask, but getting consent needs to be an active process between him and Sam.)
    - ii. If Sam gives Terry consent to read her diary, can Terry also share it with his other friends? (No. Consent is activity specific. Sam might be OK with sharing her diary with Terry but not with his friends. That needs to be a separate conversation!)
    - iii. What if Sam changes her mind and asks Terry to stop reading her diary and return it to her? (Terry should stop and return it. Boundaries can change, and consent can be taken back at any time. Terry doesn't have to understand why Sam changed her mind to treat her well and respect her boundaries.)
    - iv. Should Terry ask Sam about reading her diary while she's sleeping and take her snoring as a "yes"? (No. If Sam's not actively listening and hearing what Terry's asking permission for, she can't give consent in a free and clear mindset. What other things might cause her to not have a free and clear mindset?)
    - v. Is it OK for Terry to beg, pressure, threaten or make Sam feel guilty if she doesn't want to let him read her diary? (No. Consent must be given in a free and clear mindset—it's not fair for Terry to disrespect Sam by making her feel bad about setting her own boundaries.)
  - c. It's also important to ask students if people always need to use words to communicate consent. Have them think about playing a game of catch. We know the other person is ready because of eye contact and they'll have their hands out, poised to catch the ball. However, if they're not looking or they freeze or close their eyes, are they ready to play? Of course not!

- d. We know how to read nonverbal cues. However, if students are ever confused about whether a classmate wants to let them read their diary or borrow something or give them a hug, they can always ask.
  - i. Ask the students how they might tell through nonverbal cues if someone does not want a hug, for example?
  - ii. Tell students, "If you can't figure out whether someone has given you their consent using nonverbal clues, ask so that you can respect their boundaries."
2. **Activity #2:** Watch this video on OK/not ok touches and safe and unsafe secrets:  
<https://www.youtube.com/watch?v=uAD17zMgiHc>
  - a. After watching the video, review the protect yourselves rules shown in the video:
    1. safe/unsafe touches
    2. Smart choices
    3. Doesn't matter who it is
    4. Hitting is wrong
    5. Doesn't matter who it is
    6. Tell an adult (*note, the next lesson in this series will help children identify who their trusted adult is, so it's ok if they are not sure yet*)
3. **Activity #3:** Potential video to use and discuss: "Sexual abuse can happen to anyone":  
<https://youtu.be/STyNOVjgxcM>
4. **Activity #4:** Have the children visit this website in class, so they are aware that this is a National child abuse hotline that they can call themselves.
  - a. <https://www.childhelp.org/resources-kids>
  - b. Remind them that this is anonymous, and someone can talk with them 24 hours a day, 7 days a week. If children have a phone, have them save this number in their telephone. If they do not have a phone, you as a servant can share it with them in some other way (handout, email, whatsapp, etc.)

### Resources

- <https://www.kidpower.org/library/article/safe-unsafe-secrets/>
- <https://www.wiredsafety.com>
- <https://www.learningforjustice.org/magazine/teaching-consent-doesnt-have-to-be-hard>
- <https://www.stopitnow.org>
- <https://www.childhelp.org/resources-kids/>
- <https://www.safesecurekids.org>
- <https://fightchildabuse.org>

# My Early Warning Signs

If I feel unsafe my body lets me know.

Here is how!

Hair feels like it is standing on end

Sweaty brow

Start to cry

Heart beats fast

Goosebumps

Feel sick in the tummy

Sweaty palms

Need to go to the toilet

Shaky all over

If I feel unsafe, I must tell a trusted adult on my Safety Network straightaway!

Wobbly legs



### Lesson #3: Trusted Adults

#### Rationale:

When children are abused they feel shame, guilt and fear. We as servants should avoid creating taboos arounds sexuality. We should make sure children know who they can turn to; who their trusted adults are. You can work with them to help them identify who their trusted adults are. It's usually their parent who is a trusted adult, but unfortunately that's not the case for all kids. You as the servant might be their trusted adult. Children are also encouraged to choose more than one trusted adult who is not related to them.

#### Body of Lesson

##### 1. Trusted Adults:

- a. A trusted adult is someone you can talk to about anything. They can help you, and may have helped you in the past.
- b. Knowing that you have a trusted adult in your life is important. That way if something happens to you that makes you feel scared or worried (or happy too!) then you have someone you can tell about that.
- c. Having a trusted adult you can talk to can help you feel safe and less alone
- d. For many kids, their trusted adult is one or both of their parents. It's ok if your trusted adult is someone else, like a grandparent or a teacher.

##### 2. What to do if something has happened to me or my friends?

- a. What if something is happening or has happened to me?
  - i. It's never too late to tell someone. Know that you have done nothing wrong and this is not your fault.
  - ii. Tell a trusted adult right away (see previous section on trusted adults). No matter what the abuser is saying to you, abuse is **always** wrong and it is **never** your fault.
- b. What if something is happening or has happened to my friend?
  - i. Maybe you sense that things aren't right in your friend's family. Maybe you witnessed something while you were at your friend's house. Or maybe your friend told you about the abuse or neglect.
  - ii. Even if your friend has sworn you to secrecy, do not keep this a secret. This is not a secret you can or should keep. It's important to get a trusted adult involved if someone you know is being abused or neglected. You can't stop what's happening to your friend by yourself. You are protecting your friend by doing so.
  - iii. Listen to your friend if they want to talk. Remember that you can't rescue your friend or solve their problem. But being there to listen, believe and support your friend in a positive way can greatly influence their healing process.

- iv. Believe what your friend tells you. It may have been difficult for them to talk to you and trust you
- v. Get help for yourself if you need it. Listening to someone's experience with abuse can be very difficult. Talking to someone about it might help.
- c. This is a resource that you can call for yourself or for your friend:
  - <https://www.childhelp.org/resources-kids/>
  - i. This has a National Child Abuse Hotline that kids can call.

### **Activities**

1. **Activity#1:** Watch this video on Trusted adults  
<https://amaze.org/video/healthy-relationships-finding-an-adult-you-can-trust/>
  - a. After explaining what a trusted adult is, and explaining the importance of having one, you can do a short activity where kids write down the answers to these questions on a piece of paper
    - i. Who are people in your life that you trust?
    - ii. Answers may include parents, guardians, a priest, best friends, other relatives, siblings etc.
    - iii. Why do you trust these people?
    - iv. These people may have been supportive, understanding or helpful in the past. Let kids know that it is important to have friends their age to talk to, but it is also very important to have trusted adults who can help them
    - v. How can you get in touch with the adults you trust?
    - vi. This is more practical. For example, if their priest is their trusted adult, do they have his phone number?

### **Resources**

- <https://www.safesecurekids.org>
- <https://fightchildabuse.org>
- <https://kidshelpphone.ca/get-info/how-help-friend-dealing-family-abuse-or-neglect/>

## **Content C: High School Curriculum (Grades 9-12)**

### **Main Overview of Content:**

High school is a time when we begin to explore our own identities, and so this time also becomes a time of exploration of the world around us. But as we begin to explore more and more and begin to consider aspects of life that are new to us, we may be exposed to things we've never had personal experience with.

This unit on safety is centered around the high school adolescent experience and will discuss three main topics: "Who am I?" — in which we discuss the developments that teens go through emotionally and psychologically so that we may better understand what they may be feeling during this time of extreme change. "What is Mine?" — in which we discuss the concepts of consent and autonomy so that we may empower students to educate themselves on the matter of what is off limits to potential perpetrators. "How Can I Stay Safe?" — in which we discuss a practical approach to creating an environment that minimizes the risks of sexual abuse happening in the first place.

It is important that we approach these discussions with open minds and open hearts, without judgement so that kids feel comfortable enough to ask questions. It is better for both students and servants to tolerate a period of awkward silence and awkward conversation and get the correct information than to foster an unsafe environment where students feel that they will be judged or shunned for having a question or an opinion. It is important to establish trust with students and to make it clear that they will not be punished, shunned, or judged for asking a question. It would be a good idea to also set up some sort of means by which students can submit questions anonymously so that they can be heard, even if they are not ready to come forward personally with their question.

For access to these materials for high school students, please contact us and we can provide you with them and set up a special training session to make sure that they are used to their fullest potential.



### Supplement A: Pre-Assessment (English)

Please rate your comfort/understanding level for the following questions or statements:

Understanding of topics:

1. I feel confident that I understand the differences between sexual abuse and sexual violence
  - Confident
  - Somewhat confident/unsure of the differences
  - Not confident
2. Sexual abuse only involves penetrative sex
  - Agree
  - Disagree
  - Unsure
3. Sexual abuse in children is rare
  - Agree
  - Disagree
  - Unsure
4. The rate of sexual abuse in boys is rare
  - Agree
  - Disagree
  - Unsure
5. Sexual abuse of boys and girls within the Coptic church is rare
  - Agree
  - Disagree
  - Unsure
6. Sexual abuse/sexual assault victims may share some of the blame and responsibility
  - Agree
  - Disagree
  - Unsure
7. I feel confident in understanding the signs of child grooming
  - Agree
  - Disagree
  - Unsure
8. Those who commit sexual abuse are often someone the child/family interacts with or knows
  - Agree
  - Disagree
  - Unsure
9. I feel confident in understanding how to identify and lower risks of sexual abuse
  - Agree
  - Disagree
  - Unsure

10. I feel confident in being able to identify signs and symptoms if a child were to experience sexual abuse or sexual assault
- Agree
  - Disagree
  - Unsure
11. Please select the area(s) that you feel additional resources or education would benefit you properly discussing sexual abuse and violence with your child or Sunday school class.
- Identifying what constitutes sexual abuse or sexual violence
  - Recognizing signs of sexual abuse or sexual violence
  - Using scenarios and examples to discuss of sexual abuse or sexual violence
  - How to help someone who has experienced sexual abuse or sexual violence
  - How to have conversations regarding sex, sexual touching, sexual abuse, internet safety, and consent
  - When to have conversations regarding sex, sexual touching, sexual abuse, internet safety, and consent
  - What to do if a child discloses sexual abuse to you

### Supplement B: Pre-Assessment (Arabic)

أسئلة الخدام والوالدين حول فهم ومناقشة الجنس والاعتداء الجنسي

يرجى تقييم مستوى راحتك / فهمك للأسئلة أو البيانات التالية:

- أشعر بالثقة في فهمي الاختلافات بين الاعتداء الجنسي والعنف الجنسي
  - موافق
  - غير موافق
  - غير متأكد
- الاعتداء الجنسي يشمل الجنس المخترق فقط
  - موافق
  - غير موافق
  - غير متأكد
- الاعتداء الجنسي على الأطفال أمر نادر الحدوث
  - موافق
  - غير موافق
  - غير متأكد
- معدل الاعتداء الجنسي على الذكور نادر
  - موافق
  - غير موافق
  - غير متأكد
- من النادر حدوث اعتداء جنسي على الفتيان والفتيات داخل الكنيسة القبطية
  - موافق
  - غير موافق
  - غير متأكد
- قد يشارك ضحايا الاعتداء الجنسي / الاعتداء الجنسي بعض اللوم والمسؤولية
  - موافق
  - غير موافق
  - غير متأكد
- أشعر بالثقة في فهم علامات الاستدراج بالطفل
  - موافق
  - غير موافق
  - غير متأكد
- غالبًا ما يكون مرتكبو الاعتداء الجنسي شخصًا معروف للطفل أو لعائلته
  - موافق
  - غير موافق
  - غير متأكد
- أشعر بالثقة في فهم كيفية تحديد وتقليل فرصة الاعتداء الجنسي
  - موافق
  - غير موافق
  - غير متأكد
- أشعر بالثقة في قدرتي على تحديد العلامات والأعراض إذا تعرض الطفل للاعتداء الجنسي أو العنف الجنسي
  - موافق

- غير موافق  
 غير متأكد

يرجى تحديد المجالات التي تشعر أن المزيد من الموارد أو التعليم سيفيدك عند مناقشة الاعتداء الجنسي والعنف بشكل صحيح مع طفلك أو فصل مدرسة الأحد.

- تحديد ما يُشكل اعتداءً جنسيًا أو عنفًا جنسيًا  
 التعرف على علامات الاعتداء الجنسي أو العنف الجنسي  
 استخدام السيناريوهات والأمثلة لمناقشة الاعتداء الجنسي أو العنف الجنسي  
 كيفية مساعدة شخص تعرض لاعتداء جنسي أو عنف جنسي  
 كيفية إجراء محادثات بشأن الجنس واللمس الجنسي والاعتداء الجنسي وأمان الإنترنت والموافقة  
 متى يكون لديك محادثات بخصوص الجنس ، واللمس الجنسي ، والاعتداء الجنسي ، وأمان الإنترنت ، والموافقة  
 ماذا تفعل إذا كشف الطفل لك عن اعتداء جنسي

## Supplement C: Age-Specific Resources

### **Ages 3-5:**

*Use simple, precise and definitive language when dealing with kids.*

*Rhyming helps.*

*Use of pictures and graphics can be helpful.*



# Teach Your Kids the Bathing Suit Rule

This two-part rule helps children understand the difference between safe and unsafe touch so they can protect themselves from sexual abuse. Be sure to clearly explain any exceptions to the rule, such as a doctor needing to examine these areas during a checkup.





No one should touch you in places that your bathing suit covers.





No one should take pictures of body parts that your bathing suit covers.

### OK vs. NOT OK touches:

- Flex arms to show muscles and strength. Say NO in a strong, assertive voice.
- This is the Power NO! The Power NO gives you the ability to be in charge of your body concerning what harms you and what is safe for you.

- There are three steps for the Power NO:
  - 1. Say NO.
  - 2. GO away from the situation.
  - 3. Tell an adult.
- An easy way to remember it is: NO! GO! TELL! [1]

### Ages 6-11:

*Use simple, precise and definitive language when dealing with kids.*

*Rhyming helps.*

*Use of pictures and graphics can be helpful.*

# Teach Your Kids the Bathing Suit Rule



This two-part rule helps children understand the difference between safe and unsafe touch so they can protect themselves from sexual abuse. Be sure to clearly explain any exceptions to the rule, such as a doctor needing to examine these areas during a checkup.





No one should touch you in places that your bathing suit covers.

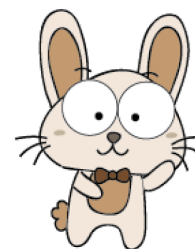
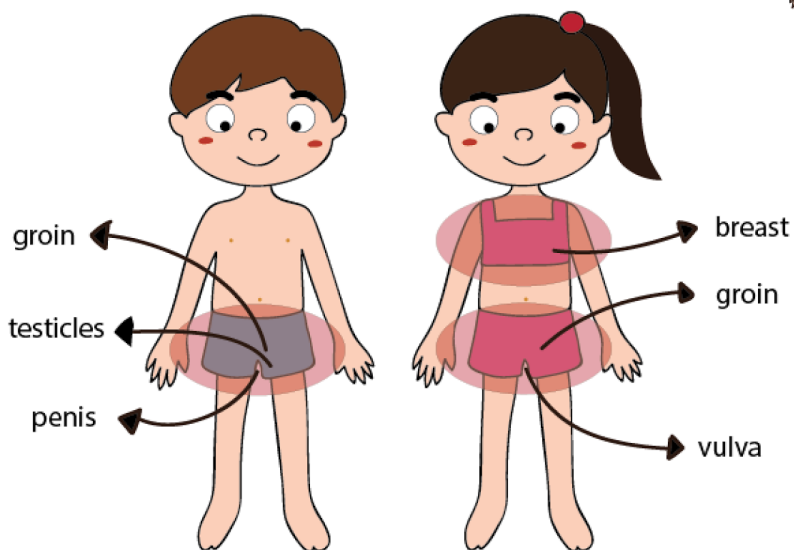
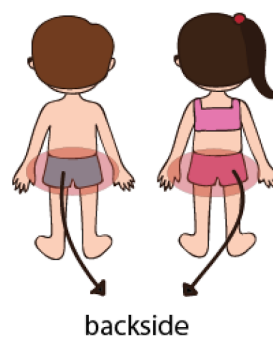




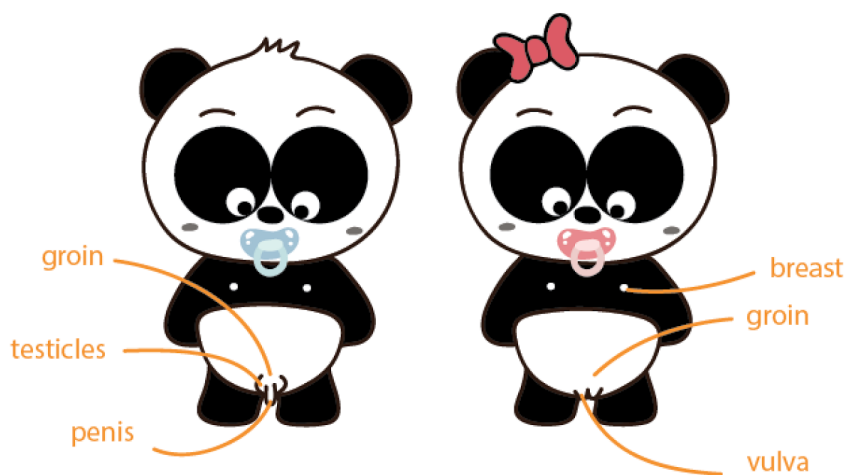
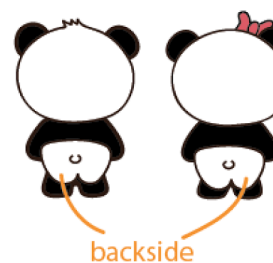
No one should take pictures of body parts that your bathing suit covers.

At this age, we can start to teach the kids the proper names for their organs.

 What are private body parts?



 What are private body parts?



[2] OK vs. NOT OK touches:

- *With an outstretched arm make a “stop” sign with authority and say “NO” in a strong, assertive voice.*
- This is the Power NO! The Power NO gives you the ability to be in charge of your body concerning what harms you and what is safe for you.
- There are three steps for the Power NO:
  - 1. Say NO.
  - 2. GO away from the situation.
  - 3. Tell an adult.
- An easy way to remember it is: NO! GO! TELL!

NOT OK Touch and NOT OK Talk will probably never even happen to you. *Stress this!* But you should know what to do just in case.

How do you feel when someone you love gives you a big hug and says she loves you? Do you feel proud and happy when someone you know pats you on the back and says you are a terrific kid? These touches probably make you feel loved, special and important. If they do, then they are OK Touches. We get OK Touches all the time and you probably don't even think about them most of the time.

*Touch on how keeping secrets is bad.*

Secrets secrets are no fun. Secrets secrets hurt someone.

**Middle School:**

- With middle and high school kids, the conversation can be a little more straightforward and concise.
- Start by making sure they know the proper names for their body parts.
- Above diaphragm and “bathing suit” rule is encouraged as a good general “rule-of-thumb” however children in middle school are capable of understanding some nuance.
- The conversation here should be more bi-directional than with younger ages. But still mainly guided by the servant. Try to present the information with short questions that require short answers to gauge the children's knowledge and then elaborate on the correct answers given or correct the incorrect answers.
- Discuss Consent: [3]
  - Consent is an agreement between two willing participants to engage in ANY activity. This ranges from consent to play a board game together to consent needed for sexual activities.
  - **VERY IMPORTANT:** It is crucial that you discuss the appropriateness and timing of romantic relationships with children (often as early as middle school).



However, this topic **should not** be discussed at the same time or on the same day as sexual abuse.

- How does consent work? Consent is all about communication. If someone tries to hold your hand and you are uncomfortable with it then you need to communicate that.
- You can take back consent at any time. If you are holding hands with a friend and they start to cross the street when there are cars zipping by, you have the right to pull your hand back.
- Consent for kids:  
[consent for kids - YouTube](#)
- Steps to take to prevent sexual assault:[4]
  - Create a distraction: if you are in an alarming situation, you can try to redirect the situation by maybe saying something like “do you want to order pizza?” or “I think my phone just went off.”
  - If you see someone that might be in trouble of being a victim of sexual abuse, ask direct questions, “are you uncomfortable?” or “is this person bothering you?”.
  - Do not hesitate to refer to authority, teachers, security guards, nearby employees, and of course the police.
- These kinds of talks with middle school children can get somewhat awkward (sometimes, not always). Therefore the servant giving the talk must be confident and comfortable with these topics so as to not let the children’s coyness deter him/her from effectively delivering the information.
- Splitting boys and girls?
  - The answer to this question is determined largely by the population of kids you have in the class.
  - Pros of splitting the genders:
    - It allows for a more open discussion with less of a fear of embarrassment. It will allow for a “safe space”.
    - If you split the genders then you will likely have a same-gender teacher and that can also help facilitate the conversation.
  - Pros of a combined class:
    - Ensure equal distribution of information to both genders.
    - Allow either gender to have a better understanding of what the other gender is going through and struggles with.
  - If possible you can have the same discussion multiple times, once separating the genders and then again with them combined.

### High School:

- Start the conversation with a trigger warning. Some of these kids might have actually experienced sexual abuse whether at school, work or even church.
- Discussion of these topics with high school aged adolescents are less likely to be “awkward” and more likely to be inquisitive and, at times, impassioned. Make sure the speaker is comfortable with the topic, knowledgeable and most importantly compassionate.
- Discuss Consent: [3]
  - Consent is an agreement between two willing participants to engage in ANY activity. This ranges from consent to play a board game together to consent for sexual activities.
  - It is crucial that you discuss the appropriateness and timing of romantic relationships with children (often as early as middle school). However, this topic **should not** be discussed at the same time or on the same day as sexual abuse.
  - Also define **Enthusiastic Consent**: Simply put, enthusiastic consent means looking for the presence of a “yes” rather than the absence of a “no.”
  - How does consent work? Consent is all about communication. If someone tries to hold your hand and you are uncomfortable with it then you need to communicate that. Communication is important in all kinds of relationships (not just romantic).
  - You can take back consent at any time. If you are holding hands with a friend and they start to cross the street when there are cars zipping by, you have the right to pull your hand back.
- Steps to take to prevent sexual assault:[4]
  - Create a distraction: if you are in an alarming situation, you can try to redirect the situation by maybe saying something like “do you want to order pizza?” or “I think my phone just went off.”
  - If you see someone that might be in trouble of being a victim of sexual abuse, ask direct questions, “are you uncomfortable?” or “is this person bothering you?”.
  - Do not hesitate to refer to authority, teachers, security guards, nearby employees, and of course the police.
- Splitting boys and girls?
  - The answer to this question is determined largely by the population of kids you have in the class.
  - Pros of splitting the genders:
    - It allows for a more open discussion with less of a fear of embarrassment. It will allow for a “safe space”.
    - If you split the genders then you will likely have a same-gender teacher and that can also help facilitate the conversation.
  - Pros of a combined class:
    - Ensure equal distribution of information to both genders.

- Allow either gender to have a better understanding of what the other gender is going through and struggles with.
- If possible you can have the same discussion multiple times, once separating the genders and then again with them combined.

## Supplement D: Classroom Management Techniques and Strategies

Becoming a Sunday school servant is 100% a volunteer act. As servants, we encompass a wide range of careers, diverse backgrounds and unique upbringing experiences. We are all united to serve God and His children and youth to the best of our ability.

Over the years, myself and many other servants have faced the daunting reality that we know nothing about public speaking, teaching or managing a classroom. We usually learn the skills by practice.

The subject at hand” Education on Sexual Abuse prevention” comes with its own set of challenges. It is perceived by many as an extremely uncomfortable topic to discuss, many are embarrassed to openly talk about it let alone teach others, and we might question our own knowledge on the topic thus increasing our sense of insecurity to cover this in a classroom setting.

In this module we will present you with practical tools to help overcome these obstacles.

1. Understanding your students' learning styles. This will help you reach each of them and ensure that they retain the information presented thus ensuring an impactful awareness with meaningful change.
  - a. Learning Styles; Visual (pictures, graphs, charts..etc), Auditory (hear, listening, discussions), Kinesthetic / Tactile (hands-on, physical activities) and Read/write ( flash cards, handouts, powerpoint, books, note-taking or written assignments).
2. Class management skills
  - a. Setting: Each class/ year should identify if it is best to separate boys and girls or give the lesson together.
  - b. Ground Rules: Make sure you give a thorough introduction on the sensitive topic and clarify that joking, giggling or rude comments will not be tolerated.
  - c. Seating arrangement: Plan ahead your classroom seating arrangement according to the workshop/ activities that will take place to minimize disruption and have better control on who is in the smaller groups. Be mindful that certain activities/ discussions will need to be led by a servant and they have to be well prepared as well on the topic.
  - d. Give an introduction the communicates the objective and its importance
  - e. Do a mock presentation and make sure you have enough time for all that you prepared to ensure that you cover everything. Time to recap and test retention of essential take home messages is necessary.
3. Be a confident presenter/ teacher and command attention of the listeners (eye contact , voice, tone, body language).
  - a. Commanding attention is a key skill to all public speaking, with the Sunday school class as no exception. First thing is to know the material inside out. Confidence is directly proportional to knowledge on the subject matter. Practice

your presentation and rehearse your time. Make it your own, add your own phrases and stories without omitting the core fundamentals of the topic. Use catchy phrases that are easily memorized by your audience for example; “ok and not ok touch”, “Bathing suit area”, “honesty over secrets”.

- b. Be mindful of your tone of voice and its strength. Do not mutter or talk in a low non-audible voice. Speak clearly and confidently. Make an emphasis by repeating any point that is of extra importance (take-home message). Slow down if you see your audience drifting away or losing interest.
  - c. Maintain eye contact to all those around the room. Each one in the audience needs to feel included and an important participant. It also adds a message of sincerity to your message.
  - d. Walk around without causing a distraction. Ask the students to repeat what you said or answer a question (no cold calling).
  - e. Your facial expression has to be neutral and not distressed. Set a tone that it’s perfectly fine to talk about this topic and ask any question. Do not get shocked or become dismissive when any child/ youth asks a question candidly. Respond in a neutral tone of voice.
4. Age appropriate approach to ensure an experiential learning experience that is meaningful and impactful.
- a. Pre-K to 2nd grade: It is more of a laying of a foundation that will be built on as they proceed in life. See Safety Unit curriculum for main points. Understanding body safety and boundaries is the most important point.
    - i. A simple diagram of a boy and girl figure wearing a bathing suit. Name the body parts under the swimsuit. Identifying my body is my own and body safety rules. Safe and unsafe touch and boundaries.
    - ii. The Children can take turns to put a NO Touch sticker on the swimsuit area on a girl and boy figure as an activity and get a badge to wear with honesty means no secrets..or a better phrase.\* (ask Tina and Mary to look over this idea)
  - b. Grades 3-5/ Elementary: Expand on previous knowledge with stress on an embraced culture/ value of honesty and openness rather than secrets. Encourage disclosure to stop further abuse. In addition to reassuring them that the whole community will NEVER blame a victim but rather is there to protect, listen and support!! If we are able to create a culture of understanding and empathy, with best practice in place on a basis of known facts then we have succeeded in creating a safe environment and one that facilitates disclosure - God forbid- if abuse has occurred.
  - c. Grades 6-8/ Middle school: Most children feel more comfortable disclosing a sexual abuse event to a peer or friend. In order to overcome that, as a baseline we should, as servants and parents within the congregation, always ask about the

students physical and emotional wellbeing. Social support and direct questioning has been proven, through research, to be the most effective way that encourages disclosure of sexual abuse. It abolishes three of main factors that hinder disclosure namely; fear , shame and lack of open communication or oppertunity.

- i. Watching a short video as a discussion opener is a good idea for this age group.
- d. Grades 9-12/ High school: Engage in non judgemental genuine social engagement and strive to develop friendships with the highschoollers in your class. Maintaining open and unrestricted communication with the youth, will ensure that they become more receptive to the lessons and information shared within the Sunday school class.
- i. Assess prior knowledge and general background understanding.
  - ii. Possible methods of delivery may include secondary sources, discussion questions, or even Socratic seminars.
  - iii. Identifying that peer misinformation, over exaggerated fibs to gain attention is common about many sexual education points.
  - iv. Internet and social media exposure to explicit material, normalization of early sexual encounters and pornography.
  - v. The “hook-up” culture and how it hurts!
  - vi. Discussion based setting for an activity with responses to scenarios is ideal for this age group. They can also engage in a small sketch/ skit for a different learning style activity.

## **Supplement E: A Guide to Handling Difficult Conversations**

### ***What is child sexual abuse?***

1. Any interaction between a child and an adult (or another child) in which the child is used for the sexual stimulation of the perpetrator or an observer.
2. This can include both touching and non-touching behaviors.
3. Abusers may use physical force or coercion or can use persuasion and manipulation to keep the child engaged.
4. No community, population or country is immune from child sexual abuse.

### ***Why don't children disclose?***

1. Children have a fear of not being believed, due to threat to the child, the child's family or getting the abuser in trouble.
2. They may feel shame or guilt from feeling they did something wrong.
3. They may not have the language to communicate the abuse or understand that it is wrong.
4. More and more research has shown that children do not make up stories stating they have been sexually abused. It is not in their interest to do so.

### ***What should I do if a child discloses?***

1. Remain calm and give them your full attention.
2. Tell them that you believe them.
3. Tell them you know it is difficult to share and you are proud of them for sharing.
4. Tell them that they did not do anything wrong.
5. Let the child know the steps you will take to keep them safe.
6. Contact your healthcare provider.
7. Report to Department of Children and Families (See section below on reporting). Access support system.

### ***What should I NOT do if a child discloses?***

1. Do not ask them why they did or did not do something.
2. Do not ask the child to keep repeating the story or for more details than s/he is ready to give.
3. Do not confront the perpetrator.

## **Reporting**

1. If a child has disclosed abuse to you, report it right away. You do not need to know all the details. Your job is to report, and the agency's job is to investigate. Report to:
  - a. Law enforcement: You can call the local law enforcement where you believe the abuse occurred, or you can call your own local law enforcement for aid.
    - i. If you believe the child may be in immediate danger, call 911. Otherwise, call the local police department to report the incident.
  - b. The Department of Children and Families (or your state's equivalent of this).
2. Contact the child's healthcare provider as soon as possible. Evidence could be on the child's body, and the child may need medical attention and treatment, including being tested for STIs.

## الملحق ه: دليل لمعالجة الحوادث الصعبة

### ما هو الاعتداء الجنسي على الأطفال؟

- أي تفاعل بين الطفل و شخص بالغ (أو طفل آخر) يستخدم فيه الطفل للتحفيز الجنسي للجاني أو المراقب.
- ويمكن أن يشمل ذلك كلا من لمس أو سلوك جنسي بدون لمس.
- ويجوز للمسيئين استخدام القوة البدنية أو القسر أو استخدام الإقناع والتلاعب لإبقاء الطفل على المشاركة.
- ولا يوجد مجتمع محلي أو بلد محصن من الاعتداء الجنسي على الأطفال.

### لم لا يفصح الأطفال؟

- يخاف الأطفال من ألا يصدقوا، بسبب تهديد الطفل أو أسرة الطفل أو الوقوع في مشاكل مع المعتدي.
- قد يشعرون بالعار أو الذنب من الشعور بأنهم فعلوا شيئاً خاطئاً.
- وقد لا يكون لديهم لغة لإبلاغ الإساءة أو حتى فهم أنها خاطئة.
- وأظهر المزيد والمزيد من البحوث أن الأطفال لا يقوموا بتأليف قصصا تشير إلى أنهم تعرضوا للإيذاء الجنسي. وليس من مصلحتهم فعل ذلك.

### ماذا ينبغي أن أفعل إذا كشف طفل عن إساءة جنسية؟

- حافظ على هدوئك و اعطيهم انتباهك كاملاً.
- أخبرهم أنك تصدقهم.
- أخبرهم أنك تعلم أنه من الصعب الكشف عن هذه الحادثة والتحدث عنها، وأنت فخور بهم للمشاركة.
- أخبرهم أنهم لم يفعلوا شيئاً خاطئاً.
- أخبر الطفل بالخطوات التي تتخذونها لإبقائه آمن.
- اتصل بطبيب العائلة/ مزود الرعاية الصحية.
- تقديم تقرير إلى إدارة شؤون الأطفال والأسر (انظر الفرع أدناه بشأن الإبلاغ).
- حاول الوصول إلى نظام الدعم.

### ما لا يجب فعله إذا كشف طفلك

- لا تسألهم لماذا فعلوا أو لم يفعلوا شيئاً.
- لا تطلب من الطفل أن يستمر في تكرار القصة أو للحصول على مزيد من التفاصيل، أكثر مما هو/هي مستعد لتقديمها.
- لا تواجهوا الجاني.

### الإبلاغ

- إذا كان الولد قد كشف لكم عن الإساءة، أبلغوا عنها فوراً. لا تحتاج إلى معرفة كل التفاصيل. وظيفتك هي الإبلاغ، ووظيفة الوكالة هي التحقيق. مرجع إلى:
- 1. فرض القانون. يمكنك الاتصال بسلطات تطبيق القانون المحلية حيث تعتقد أن الإساءات حدثت، أو يمكنك الاتصال بسلطات تطبيق القانون المحلية للمساعدة.
- إذا كنت تعتقد أن الطفل في خطر مباشر، فاتصل بالرقم 911. وإلا فاتصل بقسم الشرطة المحلية للإبلاغ عن الحادث.
- 2. قسم الأطفال والعائلات (أو ما يعادله في ولايتك، قد يسمى شيئاً مختلفاً قليلاً).
- اتصل بموفر الرعاية الصحية للطفل في أقرب وقت ممكن. ويمكن أن تكون الأدلة على جسد الطفل، وقد يحتاج الطفل إلى رعاية وعلاج طبيين، بما في ذلك إجراء اختبارات على الأمراض المنقولة جنسياً.



### **Supplement F: Workshop Debriefing Guide**

At the end of the workshop, it is critical to implement debriefing strategies and ensure the proper results are achieved.

First, a conclusion/summary of the content delivered should go here.

This should include the main points we want each attendee to leave knowing.

**Each one of us can be someone who averts a child from getting sexually abused. Let us make sure we fulfill our roles as best as we can!**

#### **The “Do’s” of keeping children safe:**

- Do educate yourself about normal biological development/ developmentally appropriate milestones, and sexual behaviors in both genders on a physical and emotional level.
- Do get correct and reliable statistics about incidence and rate of sexual abuse and do not depend on your own beliefs or perceptions. Facts are not personal opinions!
- Do become a better active listener and communicator. Encourage open and healthy dialogue, with no topic being off limits. This will build trust between you and your Sunday School kids and make you a figure that is approachable with their questions and worries.
- Do teach your Sunday School kids that maintaining secrets can often deprive them of help and wisdom. Keeping secrets leaves us feeling isolated and helpless and can lead to more harm than good. Do assure them that whatever they disclose will not have negative consequences or any harm will become of them or their loved ones.
- Do embrace guidelines of how to handle difficult conversations. Stay **calm**, reaffirm and provide safety rather than curiosity or sense of shock.
- Do **believe** any child that discloses being sexually abused.

#### **The “Don’ts” of keeping children safe:**

- Don’t assume that kids know the correct name for body parts or that they attended a session about normal biology and sexual development at school. Many parents opt **not** to send their children to school, when sexual education is being discussed. Yet, they also do not cover the topic at home. This leaves the children vulnerable to misinformation and abuse.
- Don’t assume that kids have correct information or are aware of how a sexual perpetrator grooms his/her victims or coerces them. The more you inform your Sunday School kids, the easier they will recognize the warning signs. Prevention through education is the best method to foresee and ward off sexual abuse!
- Don’t react in a negative way or make the child feel ashamed if they ask a question about biology, sexuality or abuse. There is no shame or stigma in education. Our

Christian faith was based on dialogue and education. There is also no part in God's creation that is shameful or is in any way unrighteous to speak about.

- Don't assume that kids know what boundaries are or what consent is. Many of our children are raised to be polite and obedient especially towards older adults, and rightfully so, yet perpetrators abuse that virtue.
- Don't live in denial that childhood sexual abuse does not exist. It is sadly prevalent!
- Don't think that the abused child is at any fault or blame. They are **VICTIMS!** They are NOT responsible!

Debriefing Questions:

1. What did you learn today?
2. What are you still confused about?
3. Is there anything you are still concerned about, in regards to your relationship with your child?
4. Was there one scenario in particular that taught you a valuable lesson?
  - a. Can you share it with the group and elaborate on the lessons learned?
5. Is there an outcome you disagreed with?
6. In regards to having difficult conversations with your child, do you feel more confident in your abilities after this session?

The following questions can be asked through a post-assessment survey OR at the time of debriefing.

- Did you feel comfortable throughout the session?
  - If not, what made you uncomfortable?
- Did this exercise help you feel more empowered in your communication skills with your child?
- What can we do better to serve you next time?

## Supplement G: Servants' Infographic



# The Servant's Role Against Sexual Abuse

## 5 Steps to Keep our Children Safe:

1. Learn the facts
2. Minimize opportunity
3. Talk about it
4. Recognize the signs
5. React responsibly

### 1. Learn the Facts

Child sexual abuse takes many forms, **it's not just sex**. It includes touching and non-touching behaviors. A child can **never** consent to any form of sexual activity.

Child sexual abuse is not just physical. It includes non-contact acts (Myers et. al., (2002)  
Child pornography is always considered sexual abuse (US Department of Justice, 2020) **1 out of 10 children** will be sexually abused by their 18th birthday (Townsend, 2013).

In as many as 93% of child sexual abuse cases, the child knows the person who commits the abuse (Child Sexual Abuse Statistics, 2015). Child sexual abuse is a preventable public health problem. (Center for Disease Control, 2020)

### 2. Minimize Opportunity

**More than 80%** of sexual abuse incidents occur when children are in isolated, one on one, situations (Darkness to Light, n.d).

**Eliminate, reduce, and fill the gaps that allow offenders access to children.** There should always be two or more adults supervising children. Scan the physical environment for hidden or secluded dangers and make any necessary changes. Make sure interactions can be observed and interrupted.

Interview and use background checks for those who will have any potentially unmonitored time with children.

### 3. Talk About It

Talking openly breaks down barriers and reduces stigma. By talking openly about sex, our bodies, and boundaries, we can encourage children to trust and share.

**The underwear rule:** A child should not be touched by others on parts of the body usually covered by their underwear/bathing suit. Use the correct names for genitals and other parts of the body. or course in an age-appropriate manner.

Children have the right to refuse a kiss or a touch, even from a person they love. Kids should be told it is not okay if someone looks at or touches their private parts or asks them to look at or touch someone else's private parts.

Secrecy is a main tactic of sexual abusers. That's why it's important to teach the difference between safe and unsafe secrets and to create a climate of confidence. Every secret that makes a child anxious, uncomfortable, fearful, or sad is not good and should not be kept; it should be told to a trustworthy adult.



## The **Servant's** Role Against Sexual Abuse

### 5 Steps to Keep our Children Safe:

1. Learn the facts
2. Minimize opportunity
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#### 4. Recognize the Signs

Physical signs are not common. Any kind of STI, bleeding, bruising or swelling, redness, or rashness in the genital or anal area needs to be examined by a professional.

Behavioral warning signs are more common, including but not limited to:

- sleep issues
- a sudden fear of caregiver
- change of mood
- inappropriate sexual knowledge
- regression, change in bathroom/toileting habits

In adolescence behaviors also include, self-harm, changes in hygiene, use of substances, sexual promiscuity, depression, anxiety.

#### 5. React Responsibly to Abuse

1. Disclosure: If a child does report abuse to you, Call the child protective services. If the child is in immediate danger, call 911. Talk to a professional (such as a doctor, social worker, teacher, mental health provider)
2. Discovery—if you've witnessed abuse or heard about it from a credible source or you know of potential child sexual abuse from another source. Seek the support of others to make a solid plan if needed. Report the abuse right away using the above-mentioned sources; call Child Protective Services, call 911 if needed, and talk to a professional. Same as above.
  - Remember that if you have discovered child pornography (even accidentally) then you have discovered child sex abuse. Child pornography is always illegal and is always considered child sex abuse (US Department of Justice, 2020). **Report this to law enforcement right away**
3. Suspicion. Perhaps you've seen signs of sexual abuse or boundaries being crossed. Suspicion does not mean that sexual abuse is definitely happening. It means that we need to be aware, keep our eyes open.

Reach out to a professional (doctor, social worker, mental health provider) to discuss your concerns.

Report the abuse if you feel you need to. Make sure that the child you are concerned about has more than one safe adult they know they can talk to if/when they need to.

## Supplement H: Resources and References

- Stop It Now! prevents the sexual abuse of children by mobilizing adults, families and communities to take actions that protect children before they are harmed.  
<https://www.stopitnow.org>
- If you are a survivor or need further support/information and/or want to report suspected abuse: <https://www.rainn.org>
  - National Sexual Assault Hotline: 1-800-656-HOPE (4673)
- For statewide resources dedicated to sexual assault survivors in Massachusetts:  
<https://www.mass.gov/info-details/statewide-resources-for-sexual-assault-survivors>
- The CDC provides a hub for additional information and studies on sexual violence located here: <https://www.cdc.gov/violenceprevention/sexualviolence/resources.html>
  - As well as a hub dedicated specifically to preventing child sexual abuse here: <https://www.cdc.gov/violenceprevention/childsexualabuse/fastfact.html>
- To report a suspected child abuse/neglect in Massachusetts, please contact the “DCF Child At Risk Hotline” at (800) -792-5200
- The National Suicide Prevention Lifeline is a United States-based suicide prevention network of over 160 crisis centers that provides 24/7 service via a toll-free hotline with the number 1-800-273-8255. It is available to anyone in suicidal crisis or emotional distress. Contact the National Suicide Prevention Lifeline (the Lifeline) at 1-800-273-TALK (8255). Crisis workers are available 24 hours a day. Calls are free and confidential.
- To find a trained and licensed professional who can provide therapy/support during any point of this process, you can visit Psychology Today:  
<https://www.psychologytoday.com/us/therapists/sexual-abuse/> - There, you can find therapists who specialize in this work, who take your insurance, who are in your area, etc.
- “Safety and Prevention.” *RAINN*, [www.rainn.org/safety-prevention](http://www.rainn.org/safety-prevention).
- Safety Kids, Inc. (n.d.). *Power NO: No OK Touch/Not OK Talk*. Safety Kids.  
<http://www.safetykids.org/docs/CCF%207-gr%205%20%20Not%20OK%20Touch.pdf>
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