INTRODUCTION

The purpose of this Activity Guide is to increase comfort and flexibility for advocates working with child survivors of sexual assault and for prevention programs for young children. This guide is not intended to be an exhaustive list of activities or curricula, but rather a starting point to increase capacity to best work with children. The target age group of this Guide is 5-12 years old. For support with other age groups please contact us.

Every agency needs to be able to provide adequate direct services to all survivors, including minors. This guide will provide different ways an advocate can work with a child client directly in a developmentally appropriate and beneficial way.

Some of the included activities are designed to be flexible and may be used directly with child clients or incorporated in a comprehensive prevention strategy with children. Other activities may be only suited for advocacy or prevention purposes. You will find information about the appropriate setting, needed materials, audience considerations, and instructions for each of the activities in this guide.

Activities in this guide are organized by key learning objectives. These were informed by best practice research in child development, and sexual assault advocacy and prevention. Before utilizing the activities in the guide with child clients or children in your prevention program, we suggest reviewing the next section of this guide that presents an overview of the philosophies and best practices of both child advocacy and primary prevention. Additionally, at the end of this guide there are several related national resources on child development, childhood sexual development, risk and protective factors of sexual violence, and core concepts of prevention.

As you explore this Activity Guide and this about the application to your work supporting child survivors, and engaging youth in prevention, we encourage you to reach out to the staff at WCSAP for support as needed. Please let us know any questions that come up for you.

Topics included in this packet

- Icebreakers & Fun Activities
- Reflection and Self-Esteem
- Emotional Identification
- Emotional Regulation & Safety
- Empathy
- Boundaries & Consent

- Gender Expectations
- Relationships
- Sexual Development and Bodies
- Additional Resources
PHILOSOPHY OF CHILD ADVOCACY

Each activity should be able to be adapted to the needs of an individual client, including cultural needs. Self-determination is the most important factor for long-term recovery. An advocate's role is to provide choices and support whatever the client chooses, including minors. Self-identity, connection to the self, and autonomy are all impacted by sexual trauma. Many of these activities are intended to promote growth or reconnect children to themselves: to their likes/dislikes, their emotions, and their preferences for self-soothing. Ideally, advocacy with youth would promote autonomy from peer groups while prompting interpersonal relationships.

Advocates need to explore with their clients to tailor activities and sessions to best meet the clients’ needs. The client is the only person who can direct the advocate in this, because people are the best judge of their own needs. Try to incorporate something physical into each session if that appeals to your client and they are able to participate. Keep in mind some clients may have mobility concerns, be prepared to adapt your plans.

It is important to build a relationship with clients, especially child clients, outside of legal and medical appointments to increase rapport, trust, and credibility with the advocate. If a child survivor only sees an advocate during legal/medical appointments, the advocate is only another unfamiliar adult in an unfamiliar and scary meeting.

BENEFITS OF PLAY

A marked consequence of childhood sexual assault is reduction of creative and critical thinking which are linked to free play. Because of the disconnection to themselves, distrust in others, and inability to be present in time or imagine the future, the ability to play and the resulting benefits are often underdeveloped in childhood survivors. It is appropriate advocacy for children to simply play during appointments. The goal of this is to provide a safe place to explore play again. Advocate do not provide play therapy, in which the experienced trauma and processing of that trauma are acted out in in play. In advocacy we are looking to explore joyful, silly, free play while giving the child free range to direct the play with the advocate.

The following excerpt from the article "The Need for Pretend Play in Child Development" published on Psychology Today summarizes some of the key research elements that support the use of play in our work.
"The research reviewed by Berk, Mann & Ogan, (2006) and Hirsh-Pasek, Golinkoff, Berk, & Singer (2009) suggest that make-believe games are forerunners of the important capacity for forms of self-regulation including reduced aggression, delay of gratification, civility, and empathy. When children use toys to introduce possible scenarios or friends, the representation of multiple perspectives occurs naturally. Taking on different roles allows children the unique opportunity to learn social skills such as communication, problem solving, and empathy (Hughes, 1999).

An important benefit of early pretend play may be its enhancement of the child’s capacity for cognitive flexibility and, ultimately, creativity (Russ, 2004; Singer & Singer, 2005). The important concept of “theory of mind,” awareness that one’s thoughts may differ from those of other persons and that there are a variety of perspectives of which each of us is capable, is closely related to imaginative play (Jenkins & Astington, 2000; Leslie, 1987; Singer & Singer, 1990; Singer & Singer, 2005).”

**STRUCTURING APPOINTMENTS**

Ultimately the flow of the session is determined by the client. However, a possible way to organize an appointment is:
- Conduct emotional check-in or body scan
- Discussion or activity to find out what the client wants to talk about
- Corresponding activity/discussion
- Journaling
- Ending session fun activity

**TRAUMA-INFORMED SERVICES**

In order to best meet the needs of childhood sexual assault survivors, advocates need to provide trauma-informed services and spaces. What this means is two-fold: 1) have a sound foundational understanding of trauma and childhood development, and 2) provide an environment and delivery of services in the most trauma-sensitive way possible. For example, understand why survivors often cannot control fidgeting AND provide an outlet, with fidget toys or coloring materials. Be open to changes in your usual delivery of services, for example, sitting on the ground rather than using a desk. The list of possibilities is endless. Get creative and explore with the client what feels best for them.
COMMON CONCERNS FOR PROVIDING SERVICES TO MINORS

Does the child want to receive services? A common concern for advocates working with minors is to make sure the child client wants to engage in services and isn’t being forced by a parent. If the child does not want to receive advocacy services, explore with the child how you can help them with that. Can the three of you discuss with the parent the importance of self-determination? Make sure everyone knows that the child can start services anytime they want. If the child doesn’t want to get into trouble, or if they think there may be consequences for them if they do not receive services, let the child know you can continue to meet with them but you don’t have to do anything serious or anything they don’t want to do. If the child does want to receive services, make sure they know appointments will be done on their terms.

What if I do more harm than good? Often advocates are nervous they might do more harm than good with a child client. It is important to remember the core values of advocacy: honesty, validation, respect, confidentiality, and self-determination. If an advocate is guided by these values, any missteps can be corrected. If a client tells you you’re wrong about something -- that’s good! That means they are asserting what they feel with you. Acknowledge it, believe them, and move forward.

The article “Child Therapist’s List of Top Worries by Age” provides some of the most common worries for children. For example, 5-7 year olds are commonly afraid of peer rejection and bad guys. Becoming familiar with this information will help advocates feel more comfortable working with children.

Please contact WCSAP if you have any concerns working with a minor client.

References
PHILOSOPHY OF PRIMARY PREVENTION

Primary prevention focuses on stopping sexual violence before it starts by working to change the root causes that allow for it to exist. This is often referred to as “moving upstream.” This approach to prevention is also quite different than awareness and risk reduction strategies.

Sexual violence is a complex issue; it cannot be explained solely by individual deviance or any one societal reason but instead it’s woven into our social norms and then reinforced by people and daily practices. Additionally, the impact of living in a culture of sexual violence is not only harmful to survivors but has ramifications for everyone. Therefore it benefits everyone to take a part in ending sexual violence. This is why we consider it to be a public health issue. By utilizing this approach it allows us to shift the burden off of victims to protect themselves and instead looks to communities to stop sexual violence.

CHILD SEXUAL ABUSE PREVENTION

Over the last five years, WCSAP has had an increased focus on the primary prevention of child sexual abuse (CSA). Through our exploration of promising practices nationally, and the expertise of those in our own state, we determined that a comprehensive initiative should include primary prevention programming and advocacy with child survivors. The primary prevention of CSA involves engaging caregivers and communities in shifting the norms and beliefs that support CSA.

WCSAP supported several programs in our state in piloting a primary prevention curriculum for caregivers. In the curriculum sessions, participants increase their ability to identify and appropriately respond to red flags from potential perpetrators, increase bystander intervention skills, and learn how to promote healthy sexual development and relationships for children. Additionally they are asked to engage in take home assignments with their children that let them practice their skills. While there has been great success in implementing this model across the state, we know there is much more work to be done in order to make the community-wide impacts we want to see. One of the findings from these pilots is the need for additional educational programming with children.

Often CSA prevention programs designed for children focus on awareness and early identification/reporting of abuse, which is risk reduction and not primary prevention. It’s
important to be clear that the goal of prevention programs with young children is not to have them protect themselves from sexual violence. The work to protect children must be carried out by caregivers and communities.

However, there is work that can be done with children that also meets threshold of primary prevention. The goals of child-focused primary prevention programs are to provide children with skills to develop into healthy young adults, shift the community norms related to sexual violence, and strengthen protective factors for children. This work is best done in conjunction with other efforts to engage parents and communities in CSA prevention.

Through a comprehensive and multifaceted prevention plan, work can be done to promote healthy children, empowered families, and engaged communities free of sexual violence.
ICEBREAKERS & FUN ACTIVITIES

The purpose of this section of the Activity Guide is to build rapport and give the advocate and client or prevention group members an opportunity to get to know each other.

Advocacy Considerations:
- These topics are not meant to prompt heavy topics, instead easier but meaningful discussions. It’s important that kids know the purpose is not to be re-traumatizing.
- Victim services providers should not share out about ourselves with child clients, i.e. self-disclosures about our own victimizations.
- Movement is encouraged during these activities.
- These activities may take up to an entire session.

Prevention Considerations:
- Group icebreakers can help start a prevention session, but may also be useful in the middle to transition topics or as a closing activity to reinforce the lesson.
- While mostly for fun, consider customizing them to draw on the topics discussed later in the session, or refer back on what was learned in the last lesson.
- Many of these ice breakers may only require 5 to 10 minutes to complete, but others may require closer to 20 to 30 minutes.

Included in this section:
- “What I Want to Talk About Today” Coloring Activity
- Conversational Ball
- Get-To-Know-You Jenga
- Me, Too!
- Brownbag
- Ending an Appointment
Things I want to talk about today!

Color in the areas you want to talk about:

- My Family
- My Grades
- Pets
- Special Things:
- My Star
- Something Else
- Bullies
- Looking Up...
- Dreams
- School
- I need help:
- Things are going okay...
- Anger
- I am thinking about:
- I need to say this:
- I don't want to talk...
- Fears

Source: "What to talk about today" from http://www.creativecounseling101.com/
CONVERSATION BALL

**Audience:** Children ages 8-12
**Time:** 5-30 minutes
**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.
**Goal:** Getting to know each other.

**Materials:**
- Large but light ball, such as a beach ball
- Permanent marker
- List of prompts

**Facilitator Notes:**
- Use a permanent marker to write questions all over the ball ahead of time.
- You may want to get several balls and write questions with different themes and/or for developmental stages.

**Activity Instructions:**
- First person tosses the ball to another.
- The second person answers one question from where either of your hands landed.
  - Individuals can always pass on answering or pick a different question.
- Continue to toss the ball from person to person until time is up, everyone has had a turn, or the group loses interest.
- You can choose your own preferred questions, but keep in mind developmental level when choosing questions.
  - To get started, here is one example list: [http://www.thehealthy.com/ice-breaker-questions/](http://www.thehealthy.com/ice-breaker-questions/)
GET-TO-KNOW-YOU JENGA

Audience: Children ages 5-12
Time: 5-30 minutes

Setting: Can be used in prevention groups or in one-on-one advocacy sessions.
Goal: Getting to know each other.

Materials:
- Jenga set
- Printed prompts
- Tape or glue
- Permanent marker (optional)

Facilitator Notes:
- Before the session print out, cut apart, and tape or glue the questions onto wide surface the Jenga blocks.
- Alternatively, you can write the questions directly on the blocks with a permanent marker.
- It's fine to use or add your own questions, just keep in mind developmental level when choosing questions.
- An alternative to purchasing Jenga is to make a set yourself! You can even make it with giant blocks. A quick search of DIY Jenga will provide a few options for building it.

Activity Instructions:
- Play Jenga with normal rules.
- As each player removes a block they answer the question prompt.
- Individuals can always pass on answering or pick a different question.

Source: This activity is adapted from a resource was created by Rachel Lynette and accessed through www.teacherspayteachers.com/.

Washington Coalition of Sexual Assault Programs (2016) www.wcsap.org
Get-to-Know-You Jenga

Use these statement strips to make Jenga into a fun way for students to get to know each other better. There are 54 statement strips, one for each block in a standard Jenga game.

Simply cut out the statement strips and tape each one onto the bottom of a different Jenga block (this is a great job for a student or a parent volunteer). If you use 3/4 inch tape, the tape will cover the strip perfectly.

Set up the game as usual with the statement strips facing down. Play the game following the normal Jenga rules, except that when a student successfully pulls out a block, he or she must read the statement on the block and then finish it. It shouldn't take more than a sentence of two for each student to finish the statement - that way the game can keep moving and no one will get bored.

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<table>
<thead>
<tr>
<th>Three adjectives that describe me are...</th>
<th>My favorite sport is...</th>
<th>I am really good at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a good friend because...</td>
<td>My favorite place in the world is...</td>
<td>If I were to write a book, it would be about...</td>
</tr>
<tr>
<td>Three of my favorite foods are...</td>
<td>The last great book I read was...</td>
<td>One of my favorite movies is...</td>
</tr>
<tr>
<td>If I could have any pet I wanted, I would choose...</td>
<td>Someone I admire is...</td>
<td>My favorite time of year is...</td>
</tr>
<tr>
<td>Something that scares me is...</td>
<td>Something I have done that I am proud of is...</td>
<td>I would love to go on vacation to...</td>
</tr>
<tr>
<td>One of my favorite indoor activities is...</td>
<td>One of my favorite outdoor activities is...</td>
<td>One thing I hope I have done by the time I am 20 years old is...</td>
</tr>
<tr>
<td>My favorite subject in school is...</td>
<td>If I could be an animal for a day, I would be a...</td>
<td>Something that is hard for me is...</td>
</tr>
<tr>
<td>On weekends, I like to...</td>
<td>My favorite part of the day is...</td>
<td>If I could have a super power, I would want...</td>
</tr>
<tr>
<td>My favorite kind of music is...</td>
<td>Something that really annoys me is...</td>
<td>If I were famous for something I would want it to be for...</td>
</tr>
<tr>
<td>The luckiest thing that ever happened to me was...</td>
<td>If I were a cartoon character, I would want to be...</td>
<td>One of the nicest things I have ever done for someone else is...</td>
</tr>
<tr>
<td>A gift I would really like to get is...</td>
<td>My most treasured possession is...</td>
<td>One of the hardest decisions I have ever made was...</td>
</tr>
<tr>
<td>If I could change my name I would change it to...</td>
<td>I would like to learn how to...</td>
<td>If I had a million dollars I would...</td>
</tr>
<tr>
<td>Three words that describe my family are...</td>
<td>One of the hardest things about being a kid is...</td>
<td>The very first thing I can remember is...</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>One of my favorite memories is...</td>
<td>One thing I really like about school is...</td>
<td>I know a lot about...</td>
</tr>
<tr>
<td>Something that always makes me laugh is...</td>
<td>One of my favorite folktales is...</td>
<td>If I could change one thing about myself, I would change...</td>
</tr>
<tr>
<td>I sometimes wonder about...</td>
<td>One of the most interesting things about me is...</td>
<td>I sometimes worry about...</td>
</tr>
<tr>
<td>If I could have one wish I would wish for...</td>
<td>If I had to live in another country, I would live in...</td>
<td>Something I remember from about this time last year is...</td>
</tr>
<tr>
<td>One of the stupidest things I've ever done is...</td>
<td>If I were the president I would...</td>
<td>Something that makes me angry is...</td>
</tr>
</tbody>
</table>

Thank you for downloading this activity! I hope your students will really enjoy it. You may also be interested in these 200 Question Cards.

Teachers Pay Teachers Store

Minds in BLOOM by Rachel Lynette
Ready-to-Use Teaching Materials

✓ ready-to-use
✓ highly rated
✓ Focused on higher level thinking skills
ME, TOO!

**Audience:** Children ages 5-12  
**Time:** 20-45 minutes  
**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.  
**Goal:** Team building.

**Advocacy Considerations:**
- To modify this activity to work in one-on-one sessions, you could invite a couple of advocates or volunteers to join in. This will be best when you already have rapport established with the client. This could be used in a support group or in shelter.

**Materials:**
- No materials needed, but you will need at least three people to play.

**Facilitator Notes:**
- Make sure there’s enough space to move around.
- This is a good activity for a group with different English language levels because the terms that are frequently used are simple and/or pop culture references that easily translate “I like Adventure Time” is “Quiero Adventure Time”. Only a basic understanding of either language is necessary.

**Activity Instructions:**
- The group arranges in a circle (either with chairs or not).
- One participant stands in the middle and states something true about them, such as “I have a cat”.
- The others for whom this is also true must move into the middle and then find a new spot in the circle, while the original middle person moves back into the circle (similar to musical chairs).
- The person left without a spot then stands in the middle and shares something about them. The game continues on like this.
BROWNBAG

**Audience:** Children ages 5-12

**Time:** 20-45 minutes

**Setting:** This activity is for an advocacy setting

**Goal:** Engage the client in talking about meaningful moments or things in their lives, but not in an assessment or clinical manner.

**Advocacy Considerations:**
- A child who can answer questions like: "who shows you affection? Who sees you as a special person? Who do you feel safe with?" are often more successful at affect regulation as an adult.
- If a client you're working with cannot answer these questions with a positive adult, they may additional referrals to system-based support networks. Such as connecting the children with the Big Brothers Big Sisters or the Boys & Girls Club.

**Materials:**
- A brown bag
- Printed copy of the instructions
- The client will need to bring five items

**Instructions:**
- Have the child put five items from home that are special to you inside the brown bag. In a group setting they may be encouraged to share a little about each item to the group.
- Some ideas may include: something or someone you love (family or pet photo), something you to do (favorite hobby or sport), favorite food, what you want to be when you grow up, a favorite memory (family vacation), or something you're good at.
- For a younger client, a non-offending caregiver's (NOC) assistance might be required to complete this for the next session. Ask the client if it's okay to talk to their NOC about the project. If the client is not okay with talking to the NOC, some alternatives may include gathering objects from around the building that they connect with.
Brown Bag Biography

Directions: Answer the following questions about the special objects in your brown bag to help let the class know a little more about you! Be creative and have fun with it!

1. The first item in my bag is __________________________
   This is special to me because __________________________

2. The second item in my bag is __________________________
   This is special to me because __________________________

3. The third item in my bag is __________________________
   This is special to me because __________________________

4. The fourth item in my bag is __________________________
   This is special to me because __________________________

5. Finally, the fifth item in my bag is __________________________
   This is special to me because __________________________
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www.makinglemonadeinsecondgrade.blogspot.com

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ENDING AN APPOINTMENT

**Audience:** Children ages 5-12

**Time:** 10-45 minutes

**Setting:** This activity can be used during one-on-one advocacy appointments.

**Goal:** End the session with something fun to help transition to the next part of the client’s day.

**Advocacy Considerations:**
- It can be helpful to end each appointment with something positive or calmer especially for heavier appointments.
- These should be chosen either by or with the individual client in mind

**Materials:**
- Whatever fun item the client likes

**Instructions:**
- Have fun!

**Facilitator Notes:**
- This is a flexible activity based on whatever the client finds fun or relaxing
- Some ideas might include:
  - Take turns showing each other fun/inspiring videos.
  - Color adult coloring pages
  - Go on a walk
  - Quick dance party

- Some fun video options to get started:
  - [https://www.youtube.com/watch?v=l-gQLqv9f4o](https://www.youtube.com/watch?v=l-gQLqv9f4o)
  - [https://www.youtube.com/watch?v=AWvefaN8USk](https://www.youtube.com/watch?v=AWvefaN8USk)
  - [https://www.youtube.com/watch?v=G4Sn91t1V4g](https://www.youtube.com/watch?v=G4Sn91t1V4g)
  - [https://www.youtube.com/watch?v=P0zVPZBykSE](https://www.youtube.com/watch?v=P0zVPZBykSE)
REFLECTION AND SELF-ESTEEM

The purpose of this section of the Activity Guide is to help children explore concepts of identity and develop healthy self-esteem.

The Developmental Assets Framework has identified positive identity and self-esteem as essential building blocks to healthy development. These traits are important to cultivating young people who are caring and responsible. This is a promising protective factor to sexual violence perpetration throughout the lifespan.

A common result of sexual trauma is disconnection with one’s self; which may include not knowing the basics of yourself, your likes and dislikes, and not feeling good and comfortable with yourself. Additionally, research from the CDC has documented that survivors of sexual violence often experience several long-lasting psychological consequences, include low self-esteem and self-blame. Advocacy can provide a safe space for child survivors to get to themselves again. We know that some negative outcomes are a reality, but it’s also true that children are resilient. Some researchers suggest sexual assault recovery is the ability to “visit one’s self with compassion.” This is connected to self-esteem and views of self-worth.

Included in this section:
- ‘I Am’ Poem
- Journaling
- Coloring Sheets: Heart & Star
- Bill of Rights
- Be The Solution Game & Discussion Guide, Kids Edition
- FLASH lesson plans for Elementary School; Lesson 3 “Self-Esteem”
- Self-Esteem Act Activities
- Hope-Vision Board
- Self-Affirmation Art
- Different Kinds of Intelligence

1“The Body Keep the Score: Brain, Mind, and Body in the Healing of Trauma”. Bessel van der Kolk, MD. 2015.
'I AM' POEM

**Audience:** Children ages 9-12

**Time:** 25 minutes

**Setting:** This activity can be used in advocacy.

**Goal:** The poem is meant to be a self-reflection exercise. Each line could potentially be an area in the client's life to explore and try to reconnect with.

**Materials:**
- Poem, on the next page
- Paper and pencil or pen

**Instructions:**
- Review the poem together.
- Assist client with finishing the poem.
- Discuss each section.
  - Which parts were hard to think about?
  - Which were easy?
  - Is there one topic they want to discuss further or work on?

**Source:** Mrs. Rios Teaches: growing little readers one book at a time blog.
http://mrsriosteachessecondgrade.blogspot.com/2012/08/open-houseif-ycu-feed-them-they-will.html
I Am Poem

I am ____________
I want ____________
I hear ____________
I see ____________
I want ____________

I pretend ____________
I feel ____________
I touch ____________
I worry ____________
I am ____________
JOURNALING

Audience: Children ages 5-12

Setting: This activity can be used in advocacy.

Goal: Promote well-being.

Advocacy Considerations:

- **Clarify your thoughts and feelings.** Do you ever seem all jumbled up inside, unsure of what you want or feel? Taking a few minutes to jot down your thoughts and emotions (no editing!) will quickly get you in touch with your internal world.
- **Know yourself better.** By writing routinely you will get to know what makes you feel happy and confident. You will also become clear about situations and people who are toxic for you — important information for your emotional well-being.
- **Reduce stress.** Writing about anger, sadness and other painful emotions helps to release the intensity of these feelings. By doing so you will feel calmer and better able to stay in the present.
- **Solve problems more effectively.** Typically we problem solve from a left-brained, analytical perspective. But sometimes the answer can only be found by engaging right-brained creativity and intuition. Writing unlocks these other capabilities, and affords the opportunity for unexpected solutions to seemingly unsolvable problems.
- **Resolve disagreements with others.** Writing about misunderstandings rather than stewing over them will help you to understand another’s point of view. And you just may come up with a sensible resolution to the conflict.

Materials:

- A notebook or journal

Facilitator Notes:

- You may want to set aside a minimum of ten minutes towards the end of each session to allow for journaling.
- The journaling reflection can also be non-traditional, as in drawing or arts and crafts time.
- For examples of developmentally appropriate prompts see: journalbuddies.com/journaling-resources/self-esteem-confidence-journal-prompts-for-kids/

http://psychcentral.com/lib/the-health-benefits-of-journaling/
COLORING SHEETS: HEART & STAR

**Audience:** Children ages 5-12

**Time:** 10-15 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goal:** Help a child client or young people in a prevention group explore identity, self-worth, and self-esteem.

The HEART coloring page is to encourage conversations about all the ways the child or children are valuable, unique, and talented.

The STAR coloring page is to encourage exploration about what ways the child or children feel proud of themselves, what they consider achievements, and what they like the best about themselves.

**Advocacy Considerations:**
- If coloring is not an activity that the child enjoys, try asking the questions on the coloring pages while doing something they like – perhaps while on a walk, playing a game, having a snack, or building something.

**Prevention Considerations:**
- Allocate quiet time to work on this. Allow the children to choose whether this worksheet is to be kept to themselves or if it will be displayed in the space for others to see.

**Facilitator Notes:**
- This activity can be done simply and with less time by limiting it to a few words or an image. You can make it more artistic and crafty by including things such as magazine collages, photos, or more advanced art supplies if working with older children.

**Materials:**
- Copies of the following coloring worksheet for each participant
- Art supplies such as crayons or markers, stickers, magazines to cut apart, or things to glue on
What do you love about yourself?
What makes you a star?
BILL OF RIGHTS

Audience: Children ages 5-12

Time: 10-20 minutes

Setting: Can be used in prevention groups or in one-on-one advocacy sessions.

Goals: Explore issues of autonomy, boundaries, safety, and respect. While content will depend on developmental stage, the underlying message should be consistent: children have choice and voice!

Advocacy Considerations:
- This is a tool that the child can refer back to in situations that feel uncomfortable, unsafe, or unfamiliar.
- If the child’s caregiver is also working with an advocate, it could be suggested to have the caregiver and child fill out another Bill of Rights that is specific to their rights at home.

Prevention Considerations
- You can adjust how personal this activity gets depending on the group dynamic.
- To keep this a light activity, focus on establishing the rights of everyone while in a group or classroom together. In this case everyone may share or display their completed bill of rights.
- If making it more introspective and personal, consider dedicating quiet time to complete this following a more directed conversation about autonomy and rights. Give children the option of not sharing their Bill of Rights.

Materials:
- A copy of the worksheet

Activity Instructions:
- With the child or children, create a list of the rights they have at school, in public, and in their interactions with others.
  - For example, “You have a right to be safe” or “You have a right to share your feelings”.
- Provide age appropriate examples or scenarios to help the child or children understand what these rights mean.
My Bill of Rights
BE THE SOLUTION GAME & DISCUSSION GUIDE, KIDS EDITION

**Audience:** Children ages 5-12  
**Time:** 10-45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goals:** Nurture protective factors and build resiliency by encouraging discussions related to healthy development.

While the entire guide can be used, for the purpose of this lesson we suggest the following sections: STAR Symbol and Dreams.

**Prevention Considerations:**
- If you are able to play this game spread over multiple sessions, you could let the children spin the game board and answer any topic.
- If you have a very large group and have more than one adult facilitator, you may consider breaking into smaller groups.

**Advocacy Considerations**
- You can have your client play the game more formally with the board, or you can use the guide to prompt conversations.

**Materials:**
- A copy of the BTS Guide, Kids Edition (included in the back of the binder but can also be downloaded from www.wcsap.org)

**Activity Instructions:**
- Have one child spin the game board or pick the topic in another manner.
- As the facilitator you can choose which question to read from that topic page.
- Continue the game until everyone has had a chance to be given a question or until your allotted time frame runs out.
FLASH LESSON #3 "SELF-ESTEEM"

**Audience:** Children ages 9-12  
**Time:** 25-35 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goal:** Explore the concept of self-esteem and external factors that may impact that feeling, as well as practice affirming statements.

**Advocacy Considerations:**

- In an advocacy setting, use the lesson plan to have a guided conversation. An advocate can use the lesson as prompts to ask open-ended questions or use the riddles to engage in a conversation about self-esteem.

**Materials:**

- Self-Esteem Visuals #1 and #2
- Self-Esteem Worksheet
- Pencils

---

**Source:** FLASH Lessons for Elementary School. This lesson and the rest of the curriculum can be downloaded for free from: [http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~/media/depts/healthy/family-planning/documents/elementary-school/Grades456Lesson3.ashx](http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~/media/depts/healthy/family-planning/documents/elementary-school/Grades456Lesson3.ashx)
Self-Esteem
Grades 4-6, Lesson #3

Time Needed

25-35 minutes

Student Learning Objectives

To be able to...
1. Explain that everyone needs to feel:
   - "I belong"
   - "I can do things"
   - "People appreciate me."
2. Describe the feelings he or she has when he or she is left out of a group, fails at something, or does something that goes unnoticed.
3. Explain the value of differences and the difficulty of differences.
4. Make an affirming statement to him/herself.
5. Make an affirming statement to a classmate and to a family member.

Agenda

1. Explain the purpose of the lesson.
2. Define self-esteem and describe the origin.
3. Use riddles (Visual #1) to unscramble 3 key elements of self-esteem.
4. Identify situations that damage self-esteem.
5. Use "Self-Esteem Worksheet" to reinforce activity 3.
6. Identify situations that build self-esteem.
8. Use an esteem-building small group exercise.
9. Discuss the exercise to summarize the lesson.
Materials Needed

Classroom Materials: (1 per class)

- Self-Esteem Visuals #1 and #2 (contained in this lesson and also available online as PowerPoint slides: www.kingcounty.gov/health/FLASH)

Student Materials: (for each student)

- Self-Esteem Worksheet (same as Visual #2)
- pencils
Activity:

1. Explain that self-esteem means liking yourself. And explain that people with lots of self-esteem (i.e., who like themselves) tend to make healthier decisions than people with only a little. They tend to make friends, and keep friends, more easily, etc. This lesson will give everybody some tips on how to boost their own--and others'--self esteem.

2. Describe the origin of self-esteem:
   We're all born with an imaginary empty treasure chest. As people love, cuddle, brag about and play with us, it puts treasure in. As they criticize us, it takes treasure away. Sometimes when a lot of put-downs accumulate, the treasure chest locks. Locking protects us from hurts, but also prevents us from feeling the good feelings inside the treasure chest. Three keys can unlock those feelings.

3. Use riddles (Visual #1) to unscramble 3 key elements of self-esteem. Show the class the first (scrambled) key on Visual #1, but keep the others covered.
   a. Read the class your CLUE FOR KEY NUMBER ONE:
      "Everybody needs to feel this way. You feel this way when someone chooses you to be on their team. You feel this way when your whole family gets together for Thanksgiving. You feel this way when everybody's going somewhere and they ask 'Aren't you coming?' You feel this way when you're home sick and somebody calls just to see if you're OK. You feel this way when somebody invites you to be in their club."
      Ask if anyone knows what the first key to feeling good about yourself is... ANSWER: "I belong."
      Have the person who thinks he/she knows come up and write the answer on Visual #2.

   b. Repeat the process for KEY NUMBER TWO:
      "Everybody needs to feel this way, too. Jimmy is only three years old; he feels this way when he puts his clothes on by himself. Kathie is seven; she feels this way when she rides her two-wheeler for the first time. Mick is eleven; he gets this feeling by building model airplanes. Denise is sixteen; she feels this way when she drives the car with her new driver's license. Damien is in a wheelchair; he feels this way with his new electric wheelchair that allows him to go places without being pushed. Grandpa Walt feels this way when he takes care of his great-grandbaby for the evening."
      ANSWER: "I can do things."

   c. CLUE FOR KEY NUMBER THREE:
      "Everybody needs to feel this way, also. Mary is doing her chores when the phone rings. She asks her little brother, Jack, to answer the phone. He answers it and takes a message for Mary. She says, 'Thanks, kid,' and Jack feels this way. When her mother comes home she sees that Mary straightened up and she says, 'The house looks great, honey.' Mary feels this way. Mary's Mom opens a shopping bag and shows Mary the safety pins Mary's been asking for. Mary grins. 'You remembered,' she says, hugging her. Mom feels this way."
      ANSWER: "People appreciate me."
d. You will end up with Visual #2 looking like this:

4. Identify situations that damage self-esteem.
   Ask the class to think of examples of when a person might feel, "I DON'T belong."
   How about examples of when they might feel, "I CAN'T do things"?
   Now help them come up with examples of times when a person might feel, "Nobody appreciates me."

5. Use "Self-Esteem Worksheet" to reinforce activity 3.
   Each student fills in his or her own copy of Visual #2.

6. Identify situations that build self-esteem.
   Ask the class for examples of when a person might feel "I DO belong." Remembering those occasions can unlock your treasure chest when you feel like there's something wrong with you, because you're lonely. Have them list times they've felt "I CAN do things." Again, remembering is helpful when you feel like giving up. Have them list times they've felt "People DO appreciate me." And finally have them consider how to give other people self-esteem treasure.

7. Answer "Anonymous Question Box" questions about self-esteem.
   For referral resources, see Appendix F.

8. OPTIONAL: Use an esteem-building small group exercise.
   In groups of four to six, have each person go around the group saying one thing they like about each other person. Remind them of the ground rule, "No put-downs." This exercise will only work in a class that is experienced in small group work. It may work best later in the school year, after the class has built some rapport and a sense of community. As alternatives, see Related Activities A, B and C below.
9. Reiterate that a person's feelings about him/herself are influenced by three things:
   - whether he/she feels belonging to a family or other group
   - whether s/he feels competent--able to do something well
   - whether s/he feels as if other people notice and are gladdened by his or her presence.

Related Activities For Integrated Learning

A. Social Studies
   Students can make time lines of their lives, listing things they could do at age 5, now, and things they will be able to do at age 15, age 20, and age 25.

B. Art
   Students can draw personal coats of arms showing: in one quadrant, one place they belong; in another, something they can do; in a third, something people appreciate about them; and in the fourth, one way they help to build OTHER people's self-esteem.

C. Bulletin Board
   Take a snapshot of each student and make a display of them, with each child's name under his or her picture.

D. Art
   Students can draw, paint, or construct self-esteem treasure chests.

Homework

Students' options:
   - Ask an adult in their family whether they felt popular when they were the student's age and whether that has ever changed.*
   - Give someone (a friend, family member, teacher, or even a stranger) a gift of a piece of self-esteem treasure in one of three ways, through:
     - including that person (to give them a sense of belonging), or
     - complimenting the person on some skill (to give them a sense of being able to do things, or
     - thanking them for something (so they'll feel appreciated).

*see "Preparing Parents" page 6-7
Self-Esteem Visual 1

Keys To Feeling Good About Yourself

1. bgnleo
2. nac od sthgin
3. leepo cartepapi em
Keys To Feeling Good About Yourself

DIRECTIONS: Unscramble the keys. Write the answer inside each key.
SELF-ESTEEM ART ACTIVITIES

**Audience:** Children ages 5-10  
**Time:** 30-45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions

**Goal:** Improve the skill of identifying positive traits in others and increase self-esteem.

**Advocacy Considerations:**
- This can be done during a one-on-one appointment by the client and advocate passing the handouts back and forth.
- This activity could also be done during a combined appointment with a caregiver, sibling, or friend.

**Prevention Considerations:**
- It is important to start with, or reference, ground rules about respectfully communicating with each other in the group.

**Sunshine Materials:**
- Blank copies of Sunshine handout for each person, included at the back of the lesson.
- Colored pencils and/or markers.

**Banner Materials:**
- Banner shaped pieces of cloth, such as old sheets/pillow cases work best (plain light color/preferably white)
- Permanent markers, water paints, and paint brushes
- Plastic cups for water

**Facilitator Notes:**
- Facilitate a discussion about self-esteem before engaging in either of the art activities.
- You could do either or both of these depending on the time you have.

**Talking Points:**
- Esteem: is a fancy word for thinking that someone
or something is important or valuing that person or thing. “Self” means— you! So when you put the two words together, it’s easier to see what self-esteem is:

- How you feel about you.
- It is how much you value yourself.
- It’s how you see yourself and how you feel about the things you do.

- What can influence your self-esteem?
- What does unique mean?

**Sunshine Activity Instructions:**

- Participants can write their name in the middle of the sun with a colored pencil or marker.
- Ask all participants to pass their handout to the person on their left.
- Everyone now has someone else’s handout; they then write something positive about the person whose name is in the sun within the rays of sunshine.
- Keep passing the handout to the left and continue writing something positive on each participant’s handout until you receive yours back.
- Once you receive yours back, look at all the wonderful things others had to say about you.

**Banner Activity Instructions:**

- Participants can write their name in the middle of the banner with a sharpie marker.
- Ask all participants to pass their flag to the person on their left.
- Everyone now has someone else’s flag; they then write something positive about the person whose name is on the flag.
- Keep passing the flags to the left and continue writing something positive on each participant’s flag until you receive yours back.
- Take a thin layer of watery water paint and lightly design the banner.
- Place banner in a safe place to dry.

Let The Sunshine In
HOPE-ACTION BOARD

**Audience:** Children ages 5-12  
**Time:** 30-45 minutes  
**Setting:** This activity can be used during one-on-one advocacy appointments.  
**Goal:** This is a visual grounding exercise.

**Advocacy Considerations:**
- Before having a client do this activity, make sure to have conversations about the process of thinking of the present and the path to the future.
- The key benefit of a vision board is to focus on the path to the goal with positive energy. In addition to the outcomes being represented, direct the client to include symbols of the path.
- Be sure to emphasize the meditative aspect in the process of building the board.
- Research shows those who spend more time visualizing on how to obtain the goal were more successful in achieving it. For example, students who visualized how they were going to study for an exam did better than those who only visualized receiving an A. The path is as critical as, if not more so, then the goal. This may be useful in guiding clients in making their board.

**Materials:**
- Magazines
- Scissors, markers, and glue
- Paper or poster board

**Facilitator Notes:**
- For younger children the board may consist of "hero" or soothing images.
- For older children, the board may consist of goals, hopes, soothing imagery, and the path to get to each one.

**Source:** "Throw Away Your Vision Board" Psychology Today.  
[https://www.psychologytoday.com/blog/the-blame-game/201205/throw-away-your-vision-board-0](https://www.psychologytoday.com/blog/the-blame-game/201205/throw-away-your-vision-board-0)
SELF AFFIRMATION ART

**Audience:** Children ages 8-12  
**Time:** 15-45 minutes  
**Setting:** This activity can be used during one-on-one advocacy appointments.  
**Goal:** Assist clients in expanding their views of themselves.

**Advocacy Considerations:**  
- Affirmations can be a powerful tool to help you change your mood, state of mind, and manifest the change you desire in your life. But they work best if you can first identify the unwholesome belief that is opposing them.

**Material Ideas:**  
- Paper  
- Stones  
- Religious, spirituality, or belief system icon  
- Markers, paint, or crayons

**Facilitator Notes:**  
- The materials in this activity can be varied. Ideally, the base material would have personal meaning to the client.

**Activity Instructions:**  
- Ask the client to first identify messages that resonate with themselves.  
- Next, discuss what materials they would like to use and why.  
- The client writes affirming and inspiring messages on whatever materials they choose.  
- An advocate can also participate and create some of their own. Plan with the client in which situations they would like to use the affirmation, for example in school or at court.

**Source:** "5 Steps to Make Affirmations Work for You" Psychology Today.  
https://www.psychologytoday.com/blog/the-wise-open-mind/201108/5-steps-make-affirmations-work-you

Washington Coalition of Sexual Assault Programs (2016)  
www.wcsap.org
DIFFERENT KINDS OF INTELLIGENCE

Audience: Children ages 8-12
Time: 15-45 minutes

Setting: This activity can be used during one-on-one advocacy appointments.

Goal: Assist clients in expanding their views of themselves.

Advocacy Considerations:
- Often, a consequence of sexual abuse/assault is shame and self-blame.
- It's common to hear "if I wasn't so stupid" from a client, and this a gentle way to start challenging this internal framework.

Materials:
- Print out of different intelligences

Activity Instructions:
- Discuss different ways a person can be smart.
- Ask exploring questions:
  - What ways do you think you are intelligent?
  - Are some intelligences worth more than others?
  - What are examples of each?
COMICS AND EDUCATION... WHERE TO BEGIN?

MULTIPLE INTELLIGENCES & COMICS EDUCATION by S. Marek Bennett, M.Ed.

HMMMM... POP! OH YEAH!

SNAP!

YOU'VE HEARD OF MULTIPLE INTELLIGENCES, RIGHT?

IT'S LIKE, HEY, SURE, I CAN ACE THIS SPELLING TEST...

BUT MATH? FORGET IT!

AND MY MAD DANCING SKILLZ!

...AND MY MAD DANCING SKILLZ!

WHOLE 'NOTHER STORY!

A+ BRAND!

D- SEE ME!

RESEARCHERS LIKE HOWARD GARDNER (AND MANY OTHERS) HAVE IDENTIFIED EIGHT SPECIFIC TYPES OF HUMAN INTELLIGENCE...

HERE THEY ARE....

(AND WHAT WE DO WHEN WE USE THEM)
Actually, we can see right away how this chart is kind of simplistic and artificial... For example:

What is Dance?

What is Rap?

In my experience, all the great forms of human expression and communication...

Use as many intelligences as possible.

Oh... except for schools.

Be sure to fill in each multiple choice answer neatly and completely.

If you do not fill them in neatly, the machines will not be able to read your work.

And while the linguistic and mathematical intelligences are important in their own right...

...they function most strongly in combination with the other intelligences.

So what do we call such complex and challenging intelligence clusters?
In this sense, M.I. theory doesn't so much define learning styles...

Blah Blah Blah Blah

Sorry, I'm not a linguistic learner.

Rather, it challenges us all to develop better ways...

To activate our human intelligence clusters!

Now... uh... where were we...?

Oh, yeah! Comics 'n' Education!

"Comics" provide ample opportunities to exercise all the intelligences...

Modern comics usage clearly addresses at least two intelligences...

But the others might not be so immediately obvious...

So here are a few ways they manifest in the comics classroom:
AND WHEN WE COMBINE THESE INTEGRATED INTELLIGENCE ACTIVITIES... WITH STANDARDS-BASED CURRICULAR CONTENT...

(PEDAGOGICALLY SPEAKING, OF COURSE.) ANYWAYS, WE'RE JUST ABOUT OUT OF TIME... OR SPACE, RATHER...

SO, LET'S END WITH A...

FINAL EXAM: Multiple Intelligences and Comics Education

Directions: This test is worth 100% of your grade for the class. Please answer all the questions carefully & to the best of your ability. If you cannot answer a question, skip it & come back and store at it later with tears of frustration brimming in your eyes. Shaking your fist at it might also help you feel at least a little bit better. Be sure to fill in each answer complete and neatly, so that some buzzing blinking electronic machine in a large windowless building somewhere far, far away can read your “work” and grade it according to some statistical expectation generated by a similar machine, and then assign a corresponding numerical evaluation to your name in some gigantic database on yet another gargantuan computational behemoth, thereby quickly & efficiently assessing the quality of your personal intellectual capabilities compared to those of your peers' (your basic “intelligence” on a percentage scale of 0-100), the “adequacy” of the school environment where you are taught to take tests like this, the competence of your teachers in preparing you for such limited & mind-numbing assessment regimes, and the overall course of Western Civilization (via analysis & extrapolation in the margin). Please maintain a relaxed attitude during this test; in anxiety & stress WILL adversely affect your performance & there's very little you can do about it.

THIS IS AN IMPORTANT HIGH-STAKES TEST. DO NOT DOODLE IN THE MARGINS.

You will have one hour to complete this exam. When you are done with the test, you may listen to make-produced music on a personal entertainment device, but due to concerns about cheating you are not allowed to read a book or write anything to one of those journals you usually carry around. You may also just sit in your seat & stare blankly at the drab shades of that smoky window high up on the beige cinderblock classroom wall & wonder what life is all about. You may begin.

1. Which word best describes the tone of the article?
   (a) effective
   (b) evangelical
   (c) sagacious
   (d) unhinged
   (e) expository
   (f) all of the above

2. What is the author's intent in writing this article?
   (a) to convince the reader of the power and potential of comics
   (b) to impress upon the reader the value of comics
   (c) to provide a vehicle for writing & assigning multiple choice questions (an inexplicable and unfortunate hobby ever since his strange lonely childhood)
   (d) to all of the above

3. What is the average reader most likely to shout out loud at the top of their lungs after reading this article?
   (a) "Callipin' Ghosts, comics sure are nifty!"
   (b) "Who's responsible for this nonsense?"
   (c) "So, comics really DO provide multiple opportunities to exercise our diverse & validated intelligences in innovative ways!"
   (d) "Hey, we're out of tissue paper... Oh, never mind."
   (e) all of the above

4. In panel 82, the second item to the lower-left of the protagonist could best be described as:
   (a) guilefully inscrutable
   (b) incisively pejorative
   (c) paronomastically pedantic
   (d) vaguely tenebrous
   (e) all of the above

5. According to the article, which of the following is NOT a "Multiple Intelligence"?
   (a) Visual-Spatial
   (b) Reserve control savvy
   (c) Knowing when to keep your trap shut
   (d) Ability to draw superheroes
   (e) Irritability

6. In panel 84, the second term to the lower-left of the antagonists could best be described as:
   (a) adroitly incisive
   (b) inoffensively pejorative
   (c) paronomastically pedantic
   (d) vaguely tenebrous
   (e) all of the above

7. What is the ultimate lesson of this article?
   (a) Comics provide multiple pathways to full engagement in the learning process
   (b) Reading & creating comics challenges & nurtures active agents of authentic creativity while building "mad skillz."
   (c) Comics are fun
   (d) I probably couldn't draw it better
   (e) all of the above

STOP. Do not proceed to the next page until someone in a position of authority instructs you to do so.

ANSWERS: If you answered all of the above questions, please go back and read the article. If you did not answer any questions, but rather spent your time doodling on the margins and then all over the test page itself, then there may yet be hope for you all...

YOUR RESULTS WILL BE POSTED ONLINE FOR EVERYONE TO VIEW AND COMMENT ON AT: www.MarekBennett.com
EMOTIONAL IDENTIFICATION

The purpose of this section of the Activity Guide is to assist clients in identifying their emotions and begin to reconnect their emotional experiences.

A common effect of sexual trauma is a disconnection with one's own emotions. It is normal for survivors to be unsure of their emotional states or to feel numb. This can be an area for exploration for the client and the advocate. It is an important aspect of recovery to gain awareness of emotions and relearn how they can benefit the survivor.

Included in this section:
- Feelings Game
- "Where Do I Feel!" Coloring Activity
- Inside Out Feelings Workbook
- What Pushes Your Buttons?
- Be The Solution Game & Discussion Guide, Kids Edition
- Emotion Heart Coloring Activity
FEELINGS GAME

Audience: Children ages 5-12

Time: 25-45 minutes

Setting: Can be used in prevention groups or one-on-one advocacy sessions.

Goal: Identify feelings words and how to attach them to experiences.

Advocacy Considerations:
- This game is a non-threatening way to help children process feelings.
- It also helps to establish rapport between advocate and client. It helps children normalize feelings when they realize that their advocate has feelings, too.

Materials:
- Candy Land board game
- Print out of the key for the color spaces, included at the back of this section

Facilitator Note:
- Advocates will need to create a free account with Teachers Pay Teachers to download files.
- Keep the advocate’s disclosures/sharing appropriate and more “in general”. Find a balance between honest experiences and not sharing too many personal details. For example, if the advocate lands on orange (embarrassment) pick a real life example (forgetting important papers [homework] for a meeting), rather than disclosing personal abuse/assault. The advocate can help the client by focusing on how the advocate’s experience was embodied, rather than the specifics of the events.
- This activity may bring up strong or uncomfortable emotions, it’s important to resolve emotions before closing out the session.
- You can switch up the questions to take the monotony out of the game, especially with a child who is quiet. Instead of asking when you experienced these feelings, you could ask things like “What would make a person feel _________”, or “Do you know someone who felt _________?”
Activity Instructions:

- If the child isn’t familiar with the Candy Land game already, explain the rules.
- Let them know that in this version we will discuss feelings as part of the game.
- Lay the paper with prompts on the table so that they can easily see which feeling correlates with each color and won’t be caught off guard.
- If during the game the client begins discussing a situation which triggers emotion, you can put the game on hold to process feelings.
- At the end of the game encourage the child, on their willingness, to discuss their feelings and take time to talk with them about how they feel after the game.
  - Does it feel better to get those feelings out?
  - Was it scary to talk about your feelings?
  - What did you learn about your feelings?

Source: This activity is adapted from a resource was created by Rachel Lynette and accessed through www.teacherspayteachers.com/.

Washington Coalition of Sexual Assault Programs (2016)  www.wcsap.org
Feelings Candy Land
Instructions

Feelings Candy Land is one of my go to games for counseling. It works very well with young children (4-5 years old) and is even requested by some of the middle school children that I see. It is very versatile and easy for children to learn. This is how I use it, but feel free to tweak things and make it your own!

I use Feelings Candy Land for several different reasons:

1. To help children identify feelings words and how to attach them to experiences.
2. To help children process feelings in a non-threatening format.
3. To establish rapport. I think that it helps children normalize feelings when they realize that their therapist has feelings, too.

Beginning of session: I generally begin the session with a check in of how things have been going for the past week. We talk about new problems or how they have made progress.

Introducing the game: I begin by asking the child if they are familiar with the Candy Land game. If not, I explain the rules. I tell them that since they are in counseling, we will discuss feelings as part of the game. I lay the paper with prompts of the table so that they can easily see which feeling correlates with each color.

Playing the game: I usually let the client go first. If a the client begins discussing a situation which triggers emotion, we will put the game on hold to process feelings. Often times I also have to process feelings of frustration or sadness with the child if they do not win.

Closing the Session: It is always important to resolve emotions before closing out the session. I will generally encourage the child on their willingness to discuss their feelings and take time to talk with them about how they feel after the game. Does it feel better to get those feelings out? Was it scary to talk about your feelings? What did you learn about your feelings?

Switch It Up: Sometimes I will switch up the questions to take the monotony out of the game, especially with a child who clams up. Instead of when did you experience these feelings, you could ask things like “What would make a person feel _________”, or “Do you know someone who felt _________?”
Feelings Candy Land

Created by Tasha Milligan, MA LPC, Pathways to Peace Counseling

Red - Anger
Tell about a time you felt angry.

Orange - Embarrassed
Tell about a time you felt embarrassed.

Yellow - Happy
Tell about a time you felt happy.

Green - Anxious / Scared
Tell about a time you felt anxious.

Blue - Sad
Tell about a time you felt sad.

Purple - Loved
Tell about a time you felt loved.

Pink - Special Day
Tell about a special day that you have experienced.
"WHERE DO I FEEL" COLORING ACTIVITY

**Audience:** Children ages 5-12

**Time:** 20-45 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Help children identify feelings words and how they are experienced in their bodies.

**Advocacy Considerations:**
- This art activity is a non-threatening way to help children process feelings.
- It also helps to establish rapport between advocate and client.

**Prevention Considerations:**
- Allocate time for children to work on this individually after a discussion.
- Allow the children to choose whether this worksheet is can be kept to themselves or if it will be displayed in the space for others to see.

**Materials:**
- Coloring Sheets:
  - The Lego character
  - OR blank person
- Colored pencils, crayons, or markers

**Instructions:**
- Talk to the client about how feelings are experienced in the body.
  - For example, anger may be felt in the stomach and the hands, whereas excitement may be felt in your back and shoulders.
- Give prompts of different emotions.
- Discuss how it can be empowering to be connected to your body.

**Source:** [http://www.therapistaid.com/therapy-worksheet/where-do-i-feel/art/none](http://www.therapistaid.com/therapy-worksheet/where-do-i-feel/art/none)
Where Do I Feel?

We can recognize emotions by feeling them in our body. Color in where you feel each emotion.

<table>
<thead>
<tr>
<th>Color:</th>
<th>Sadness</th>
<th>Happiness</th>
<th>Fear</th>
<th>Anger</th>
<th>Love</th>
</tr>
</thead>
</table>
INSIDE OUT: FEELINGS WORKBOOK

Audience: Children ages 5-12

Setting: This activity can be used during one-on-one advocacy appointments.

Goal: Facilitate a discussion on how complex emotions can be.

Materials:
- Copy of the workbook
- Something to write and/or color with

Facilitator Note:
- Go through the workbook with the client to facilitate a discussion about emotions.

Activity Instructions:
- In the workbook there are both guided facilitation and then an activity for the client to fill out.
- The emotions that are covered are: happiness, sadness, anger, fear, disgust, and imagination.
- The advocate should be prepared ahead of time to discuss how each of these emotions can be impacted by trauma.
  - For more information on this:
    http://www.wcsap.org/effects-sexual-assault

Source: This activity is from The Mathematics Shed and can accessed from:
http://www.mathematicshed.com/miscellaneous.html

Washington Coalition of Sexual Assault Programs (2016)
WHAT PUSHES YOUR BUTTONS?

**Audience:** Children ages 10-12  
**Time:** 10-20 minutes  
**Setting:** This activity can be used during one-on-one advocacy appointments.  
**Goal:** Explore what triggers anger in the client.

**Considerations:**
- Often, child survivors have a difficult time finding a middle ground with an emotion.
- A consequence of trauma is an "all or nothing" emotional regulation system.
- During the activity discuss the level of emotional response, such as from 1 to 10, for different emotional "buttons".

**Materials:**
- Copy of "What Pushes Your Buttons?" handout, included at the back of this section
- Something to write with

**Facilitator Note:**
- Advocates will need to create a free account with Teachers Pay Teachers to download files.

**Activity Instructions:**
- Give the client the worksheet and discuss the different "buttons". It is important for the advocate to be able to assist in differentiating between regular annoyances and what may be a trigger for the client. You do not need to directly discuss what happened in the assault that has made it a trigger, rather focus on what happens in the body and mind that would differentiate it from an annoyance, such as the body entering into a danger-response state.

**Source:** This activity can be downloaded for free from:  

Washington Coalition of Sexual Assault Programs (2016)  
www.wcsap.org
What Pushes Your Buttons?

- Being Told No
- Waiting
- Hunger
- Cheating
- Being Touched
- Too Much To Do
- Rumors or Gossip
- Hurt or Pain
- Being Scared
- Bad News
- Unfair Treatment
- Tests and Grades
- Being Late
- Being Criticized
- Being Tired
- Being Ignored
- A Misunderstanding
- Being Disrespected
- Being Bumped Into
- Loud Noises
- Losing a Game
- An Accident
- Being Left Out
- Being Bullied
- An Interruption
- Things Do Not Go As Planned
- Things Are Not Fair
- Not Understanding What To Do
- Being Told What To Do
Credits

https://www.teacherspayteachers.com/Store/Digital-Classroom-Clipart


https://www.teacherspayteachers.com/Store/Mental-Fills

TPT Feedback greatly appreciated😊
BE THE SOLUTION GAME & DISCUSSION GUIDE, KIDS EDITION

Audience: Children ages 5-12  
Time: 10-45 minutes

Setting: Can be used in prevention groups or in one-on-one advocacy sessions.
Goals: Nurture protective factors and build resiliency by encouraging discussions related to healthy development.

While the entire guide can be used, for the purpose of this lesson we suggest the following sections: HEART symbol and Big Deals.

Prevention Considerations:
- If you are able to play this game spread over multiple sessions, you could let the children spin the game board and answer any topic.
- If you have a very large group and have more than one adult facilitator, you may consider breaking into smaller groups.

Advocacy Considerations
- You can have your client play the game more formally with the board, or you can use the guide to prompt conversations.

Materials:
- A copy of the BTS Guide, Kids Edition (included in the back of the binder but can also be downloaded from www.wcsap.org)

Activity Instructions:
- Have one child spin the game board or pick the topic in another manner.
- As the facilitator you can choose which question to read from that topic page.
- Continue the game until everyone has had a chance to be given a question or until your allotted time frame runs out.
EMOTION HEART COLORING ACTIVITY

Audience: Children ages 5-12

Time: 15-45 minutes

Setting: Can be used in prevention groups or one-on-one advocacy sessions.

Goal: The goal of this activity is to visually represent what the client is currently feeling.

Materials:
- Heart print out with blank key, on the next page
- Box of crayons, color pencils, or markers

Facilitator Note:
- Go through the workbook with the client to facilitate a discussion about emotions.

Activity Instructions:
- Let the client choose what emotions go in the key.
- Tell them to color the amount (and general shape) of the emotions in their heart.
- Discuss what the client colors, especially noting how complex emotions are and how a person can feel more than one emotion at a time.

Source: This activity is created by Jessica Spence and can be accessed from:
EMOTIONAL REGULATION & SAFETY

The purpose of this section of the Activity Guide is assist clients in being able to think constructively about how to cope with feels.

“A common symptom of sexual trauma is emotional dysregulation and difficulty self-soothing. These are issues an advocate can assist a client with. "Among child psychologists, a consensus has emerged. A child’s increasing ability to “regulate” her emotions — to express her feelings in constructive rather than impulsive or hurtful ways — is now recognized as a critical factor in children’s psychological health.”¹

“Improved emotion regulation leads to benefits in all areas of a child’s life. Children who are able to regulate their emotions pay more attention, work harder, and achieve more in school. They are better able to resolve conflicts with their peers and show lower levels of physiological stress. They are also better behaved — and more caring towards others.”¹

Rather than processing the underlying trauma (which is a therapist’s role), we can help develop and/or support coping skills.

Included in this section:
- FLASH Lesson Plans for Elementary School; Lesson 7 “Sexual Exploitation”
- “I’ve Got A Lot On My Plate”
- Coping Skills: 8 Calming Down Tactics
- Coping Box Activity
- Peter Levine’s Self Soothing Hands Positions

¹ “How Do Children Learn to Regulate Their Emotions?” Huffington Post
FLASH LESSON #7 "SEXUAL EXPLOITATION"

**Audience:** Children ages 9-12  
**Time:** 35-45 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Explore the concepts of safe/healthy, unsafe/unhealthy, and confusing touches. Review personal rights, sexual exploitation, facts and myths about sex abuse, and how to find help.

**Advocacy Considerations:**
- It's important that facilitators are clear with children they are not responsible for keeping themselves safe.

**Prevention Considerations:**
- This lesson alone falls within the parameters of risk reduction and early intervention, not primary prevention. However, it may fit within a multi-session approach to healthy sexuality for the purpose of violence prevention.

**Materials:**
- None

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**Source:** FLASH Lessons for Elementary School. This lesson and the rest of the curriculum can be downloaded for free from: http://kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~media/depts/health/family-planning/docs/elementary-school/Grades456Lesson7.ashx

Washington Coalition of Sexual Assault Programs (2016)  
www.wcsap.org
Sexual Exploitation, day 1

Grades 4-6, Lesson #7

Time Needed

35-45 minutes

Student Learning Objectives

To be able to ...
1. List 3 examples each of "safe or healthy or unfair touch," "unsafe or unhealthy or unfair touch" and "confusing touch."
2. Define sexual exploitation.
3. Distinguish between facts and myths about sex abuse, with 5 out of 6 correct.
4. Describe 3 ways to get out of an exploitative situation.

Agenda

1. Define "exploitation" and "sexual exploitation".
2. Explain purpose of lesson.
3. Use brainstorm to contrast safe/unsafe or healthy/unhealthy touch.
4. Define "private parts".
5. Discuss children's rights.
6. Explain how child sexual exploitation usually happens.
7. Use choral recitation to reinforce concept of rights.
8. Use case study to introduce ways of recognizing and getting out of exploitive situations.
9. Use oral true/false "quiz" to summarize lesson.

This lesson was most recently edited August, 2009.
Materials Needed

None
Activity

1. Define "exploitation" and "sexual exploitation".
Start by defining exploitation: "one person using another person to make themselves feel good or to get something from the other person no matter how the other person feels"

Suggest this analogy: "If you offered to buy your first grade brother's bicycle for $1.00, that would be exploiting or using him because you know it's worth a lot more money but he doesn't. You trick or pressure him into the sale and then you tell him to keep it a secret. That is exploitation."

Explain that sometimes people trick or pressure a child into secret touching and that that is sexual exploitation. Write the term on the blackboard. Adults can also be sexually exploited and children can be exploited by other children, but when a child is sexually exploited by an adult or older child, there is a special name for it: "sexual abuse."

2. Explain purpose of lesson.
Explain that today's lesson is intended to reduce the chances that anyone in the class will be exploited in the future and to help those who may have already been exploited to feel better about themselves. Brainstorm examples of touch. Give examples of when the touch could be safe/unsafe or fair/unfair. Conclude that only the person being touched can tell.

3. Use brainstorm to contrast safe/unsafe or healthy/unhealthy touch, with a third column for "confusing touch."

4. Define "private parts."
If students introduce terms such as "molestation" and "rape," record these on the blackboard, too. Whether they introduce the term "private parts" or not, define "private parts" as "the parts of the body covered by a bathing suit: the bottom, a boy's or man's penis and scrotum, a girls' or woman's labia and vagina, and girls' chests...even if they're too young to have breasts."

5. Introduce the concept of rights.
- You have the right not to be touched on private parts. That's why they are called "private". There may be exceptions like when a doctor is examining you or when parents change a baby's diapers. You can decide about this touching.
- You have the right not to have to look at other people's private parts or listen to talk about private behaviors.
- Exploitation is wrong; touch that is not exploitative (like a doctor's exam) is OK.

Give specific examples of sexual abuse, i.e., an older or stronger person wants you to look at or touch their genitals or to touch your genitals.

Exploitation is wrong EVEN IF
- the person is older and bigger
- the person has done or promises to do favors or buy gifts
- you liked the touch to begin with (like tickling) and changed your mind
- it took you a long time to get up the courage to tell or even to realize it wasn't fair
- the person is "in charge" (like a parent, a teacher, a babysitter, a bus driver, etc.)
5. **Explain how child sexual exploitation usually happens, in particular that it:**
   - usually happens gradually (over months or years...the average duration is four years)
   - usually is not violent (no weapon)
   - usually involves tricks, threats or special treats
   - usually involves someone the child knows--and maybe loves--not strangers (although the latter can be offenders, too); 85% are known to the child
   - almost always involves a pact of secrecy
   - may give children a warning feeling, in their guts...sometimes called an "UH-OH feeling"
   - can involve boys as well as girls (1 out of 4 girls are sexually exploited by age 18, and at least 1 out of 6 boys--so if this were a class of 30 girls...7 or 8 would be abused by 18 and if this were a class of 30 boys...about 5 would be abused by 18)

6. **Have the students repeat after you "in a big voice":**
   "I AM SPECIAL."
   "I DESERVE GOOD TOUCH."
   "MY BODY BELONGS TO ME."

7. **Introduce the issues of prevention and reporting via the following case study:**

   "David and Maria were doing yard work for their neighbor, Mr. Simms, the way they had done every summer for years. This time, instead of bringing them their pay when they were done, he invited them into his house for lemonade. They figured it was OK, since they'd known him a long time. While he was handing them the cups of lemonade, he touched their hands longer than necessary and then he stroked Maria's hair while she drank ..."

Ask the class "How do you think David and Maria felt?" Students will say things like "scared," "angry," "embarrassed." Point out that they may also have felt "fine." NOT ALL TOUCH IS BAD TOUCH. But, in this case: You're right, that is how they felt.

"They looked at each other, and David moved closer to Maria. Then Mr. Simms offered them twice their usual pay if they would take off their clothes."

Ask the class, "What can the kids do?" As they respond, write their answers on the board. If students suggest violence, say, "It would be all right, if necessary, but it probably ISN'T necessary." In other words, it may be sufficient to:

A. SAY NO, in a big voice (or "Cut it out." "Leave me alone.")
B. LEAVE.
C. BE RUDE. (After all, he's been rude and you are no longer obligated to consider his feelings).

"They did tell him to leave them alone. He did stop. And he handed them twice their usual salary anyway, saying 'Let's keep this just between us.' They were afraid to say no, so they did promise not to tell and they took the money and left
quickly.”

Ask the class, “How do you think they felt now?” And “What do you think David and Maria should do?” Make sure the class decides that they should tell someone. There are two reasons: To protect themselves from continued abuse and (even if it’s a one-time occurrence which they can avoid in the future) to protect other children...neighbors, their own younger brothers, sisters.

"They decided it was OK to break their promise. They told their parents. They thought they might get yelled at for going into Mr. Simms' house to begin with; but their dad just said, "I'm glad you told us. It's not your fault this happened and I'm sorry it happened to you.' And their mom called the police. She said 'Mr. Simms may be nice in other ways, but he's got a serious problem and we need help protecting you and other children from him.' David and Maria were awfully glad they told.”

8. Ask the class, aloud, to tell you whether each of the following statements you will read to them is TRUE or FALSE:

- Sexual exploiters usually have guns or knives. (false)
- Kids are usually exploited by someone they know; not a stranger. (true)
- Only girls are sexually exploited. (false)
- Sometimes, if a child says "No!" the exploiter will stop. (true)
- Even if a child promises to keep the exploitation a secret, it's OK to tell. (true)
- Usually a child will be exploited only one time. (false, it's usually gradual and continuing.)

Explain that tomorrow's lesson will include what to do if the person you tell doesn't believe you, or doesn't know how to help you.
"I'VE GOT A LOT ON MY PLATE"

**Audience:** Children ages 5-12  
**Time:** 30-60 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Identify how to cope with stressors in a healthy way.

**Advocacy Considerations:**
- Can be used in advocacy as a facilitated conversation and art project. The advocate can make their own art while guiding the conversation.

**Materials:**
- Paper plates, strips of colored paper, glue sticks, and markers.

**Activity Instructions:**
- Discuss what things make people feel stressed. Normalize stress.
- Give each group member colored strips of paper and a paper plate.
- On each piece of paper group members can write something that stresses them out.
- Glue each strip of paper on one side of the paper plate.
- Help group members identify coping skills to deal with stress, and possible resolutions to stressful situations. Have them write these on more strips of paper.
- On the other side of the paper, have group members glue their coping strategies.
- They can keep this project as a reminder of how to personally deal with stress.

**Source:** This activity was adapted from "Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth", Vermont Network Against Domestic and Sexual Violence.  

Washington Coalition of Sexual Assault Programs (2016)
COPING SKILLS: 8 CALMING DOWN TACTICS

**Audience:** Children ages 5-12  
**Time:** 10-45 minutes

**Setting:** This activity can be used during one-on-one advocacy appointments.

**Goal:** Expand and practice coping skills.

**Advocacy Considerations:**
- An advocate needs to be prepared to explain each tactic for calming down and possibly act them out with the client.

**Materials:**
- Print out of 8 calm down tactics

**Facilitator Note:**
- Can be printed as a pocket size so children can keep with them.

**Activity Instructions:**
- Go over each option to self-sooth, talk about which ones might be more useful in certain settings over others. Practice each one.

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Washington Coalition of Sexual Assault Programs (2016)  
www.wcsap.org
8 WAYS KIDS CAN CALM DOWN ANYWHERE

All kids can have a hard time regulating their emotions. Some have a tougher time than others. For those that need a bit of extra help, these calming tools that they can do ANYWHERE will provide them with the skills necessary to calm down in any situation.

1. COUNT TO 5.
   Counting is a great way to help kids learn how to stop and think before reacting to their anger. Impulse control is difficult to come by for young kids. This simple tactic gives them a chance to think before they act.

2. TAKE A DEEP BREATH.
   Deep breathing is such a great relaxation technique. Despite how they are feeling, taking a deep breath (or two) can help them calm their bodies quickly.

3. BLOW INTO YOUR HANDS.
   This is another technique for promoting deep breathing. By blowing directly into their hands rather than the air, the child receives feedback and can feel the strength of their breaths.

4. PLACE HANDS IN POCKETS.
   This act provides kids with some deep pressure and physical restraint. An alternative to this would be to sit on hands or clasp them tightly.

5. ACKNOWLEDGE ANTECEDENTS TO ANGER.
   It is so important that kids begin to notice and realize what happens to their bodies when they become angry. What does their face feel like? Is there tension in their body?

6. MAKE A FIST, THEN RELAX THE HAND.
   Squeezing hands into fists and then releasing is a great way to remove some of the tension built up in the body. Often kids do not realize how much tension they are holding in their bodies when becoming upset.

7. DO A BODY SCAN.
   Start at the head, working down the body, notice areas of tension and relax those muscles.

8. ASK FOR A HUG.
   Hugs make everything better. Find someone you love and hug it out.

www.viewsfromastepstool.com
SAFE HANDS

Audience: Children ages 5-6
Time: 40 minutes

Setting: Can be used in prevention groups or one-on-one advocacy sessions.
Goal: Explore alternatives for anger management.

Advocacy Considerations:
- In advocacy this can be modified to be a facilitated conversation.

Prevention Considerations:
- It's important to be clear that these skills are mainly to help children be kind and respectful to each other. They are not responsible for keeping themselves safe.

Materials:
- Blank paper, scissors, and poster board
- Markers or crayons

Activity Instructions:
Use these talking points for the discussion.
Today we're going to talk about using our hands for helping, and what might happen if hands are used for hurting.
- How can we use our hands to help?
- Has anyone been around a person who is mad?
- How did you feel when you were around someone who was mad?
- Has anyone ever been mad?
- What are some positive things you can do when you are mad?
- Sometimes people use their hands when they are mad by hitting. Is this okay?
- Why is it not okay for hitting to happen in school or outside of school?
- It's not right to hit somebody because you're mad or in a bad mood. This is a bad choice. It's okay to be angry, it's not okay to hit because you're angry.
- People can make you angry, but they can't make you choose to hit.
- Let's talk about what might happen if someone makes a bad choice and hits.
  - If you're at school and one child hits another, what might happen?
  - If you're at home and someone hits someone else, what might happen?
  - If you're around someone who is mad and hitting it's very important that you stay safe.
Here are three things that will help you stay safe:

- Don't get in the middle of a fight. Why? You can't control someone else's anger and you could get hurt.
- Get away from the place where they are hitting and go someplace safe.
  - On the playground, where could you go?
    - Teacher, in the school, another part of the playground.
  - At home, where could you go?
    - Your room, a neighbor's, outside, another part of the house.
- The third thing you can do to keep yourself safe is to talk to someone you trust, like your teacher and tell them how you are feeling.
  - Who else could you talk to?

Let's go over what we learned today:

- When someone else is hitting or hurting someone, it is not your fault
- Hitting can make you feel confused, scared, angry or sad
- You can help yourself be safe by: not getting in the middle of a fight; getting away from the hitting and going someplace safe; and talking to people you trust

Art project:

- Now we will trace and decorate our handprints to show how our hands will be helpful, safe hands.
- Now we will trace and decorate our handprints to show how our hands will be helpful, safe hands.

PETER LEVINE'S SELF-Soothing HANDS POSITIONS

**Audience:** Children ages 5-12

**Time:** 15-45 minutes

**Setting:** This activity can be used during one-on-one advocacy appointments.

**Goal:** Expand and practice coping skills.

**Advocacy Considerations:**
- An advocate needs to be prepared to explain each self-soothing skill as a coping tactic.

**Materials:**
- Possibly three pillows, but they are not necessary

**Activity Instructions:**
- You may have your eyes opened or closed, whatever feels most comfortable for you. You may lie down or be seated. Get into a comfortable position.

- Place one hand on your forehead. If you are laying down, you may place 3 pillows to one side so you can relax your arm onto the pillows as you rest your hand on your forehead.

- Place the other hand on your heart. Pay attention to what is going on inside your body.

- Gently place your attention on the area between your two hands, the area inside yourself between your head and heart. Remain that way until you feel a shift.

- You may have to wait a long time, so be patient.
  - Peter Levine instructs us: “Just feel what goes on between the hands. Sometimes they will feel an energy flow or a change in temperature or a feeling... I just ask them just to keep their hands there, it could be a few moments, or 5 or 10 minutes, until they feel some kind of shift.”
- Take the hand that is on your forehead and place it onto your belly. Repeat as in STEP 1.

- Pay attention to inside your body, to any feelings between the hands or sensations where the hands are lying.

- Wait until there is a shift “Then take the upper hand and put it on the belly.

- And again just wait until there is some shift, until there is some flow.

- If they do simple things like that, they will fall into sleep much more easily.”

- An additional breathing exercise: https://www.youtube.com/watch?v=OaVB7j4BJnY

COPING BOX ACTIVITY

Audience: Children ages 5-12
Time: 20-45 minutes

Setting: This activity can be used during one-on-one advocacy appointments.
Goal: Expand and practice coping skills.

Advocacy Considerations:
- An advocate needs to be prepared to explain each self-soothing skills as a coping tactic.

Materials:
- Print out Coping Box activity and 13 Things to Say to Anxious Kids
- The client will likely be supplying most materials. The advocate should have empty boxes (that can be decorated) and some general coping items: stress ball, snack, small box of crayons, etc. for the client to choose some items to add to their box.

Activity Instructions:
- The goal of this activity is to build coping options that appeal to the client ahead of needing them. The handout explores different options. The advocate will need to explore with the client what physical items they could add into the box would be the most useful for them.
- Explore what do they think has helped in the past? How much did it actually help or was it just supposed to help (like cleaning)? What are some new things they would like to try? Also go over each of the 13 Things to Say to Anxious Kids phrases. Ask the child exploring questions like: what phrases do you think would be helpful for you to hear? Who do you think should know what to say to you? Can you think of any phrases you’d like to add of your own?
The Coping Toolbox

What exactly is a Coping Toolbox?
It's a collection of your various favorite and healthy items that you can use when you are feeling anxious, panicky or distressed.

Many therapists recommend to their patients to create a coping toolbox for those times when they need something to help them get through an anxiety attack, panic attack or any kind of distressed situation.

The items below are recommended by the members of High AnXieties. Of course it's up to you what you add. Just keep in mind that you want things that will give you a positive distraction and that will help bring

- Dr. Bach's Rescue Remedies
- A Card from a supportive person
- Healing Stones and Crystals
- Notebook or Journal
- Protein Bar
- A beloved stuffed animal
- MP3 player loaded with relaxing music
- Crossword Puzzles
- A rubber band to "snap yourself back" into the moment.
- Pictures of loved ones
- Crafts/Beads
- Peppermint, lemon and lavender calming oils
- A Meditation pillow
- A Meditation or Yoga DVD
- Meditation pillow
- Water
- Hard Candy
- Stress ball
- Bottle of bubbles
- Gum
- Tea
- Scented Candles
- Anything that smells like lavender
- Affirmations
EMPATHY

The purpose of this section of the Activity Guide is to promote children’s ability to connect to the feelings and experiences of others.

According to the CDC¹, risk factors for sexual violence perpetration include coercive sexual fantasies, preference for impersonal sex and sexual-risk taking, and exposure to sexually explicit media. Promoting and teaching skills of healthy sexuality are considered a best practice in preventing sexual violence.

Additionally, one of the few identified protective factors for sexual violence perpetration is empathy and concern for how one’s actions affect others.

Developing authentic empathy skills is an on-going and often intentional learning process. This is essential to healthy childhood development for both survivors and non survivors.

Included in this section:
- Special Peanut
- Developing Empathy

¹http://www.wcsap.org/research-risk-and-protective-factors
SPECIAL PEANUT

**Audience:** Children ages 8-11

**Time:** 30 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goal:** To explore how people share commonalities and have differences that add to the diversity of the larger group, and define and discuss what stereotypes are.

**Materials:**
- Peanuts in the shell
- Ziploc bag or basket

**Facilitator Notes:**
- Put at least one peanut in a clear plastic bag or basket for each participant.
- You may need to select an alternative prepared if a child is allergic to peanuts.
- The goal is to use something that doesn't have a lot of variation, such as jellybeans of the same color or cats-eye marbles.

**Discussion Instructions:**
- Start by asking the participants if they have heard the word 'diversity' and ask for some ideas about what it means.
  - Young kids will often say that it means "differences" you can elaborate on that if you want.
- Then ask "In what ways are we different?" You should add to the discussion if you are only getting answers like eye color, hair color, etc. by bringing up race, religion, age, ability, gender, culture, language, and sexuality.
- Discuss if the participants think diversity is positive or negative, and guide the discussion.
Activity Instructions:
- Hold up the bag of peanuts and ask what the participants think about these peanuts:
  - What assumptions can we make about these peanuts? (Hopefully it will come up that all the peanuts look the same, and it would be hard to find one particular peanut in the whole bag.)
  - Next, have each person select a peanut and spend a few minutes with it, getting to know their peanut very well give it a name and a story.
- Have each participant share with the group what their peanut’s name is and a little about their peanut, and then put the nut into the basket.
- After everyone has shared, each person will attempt to find their peanut in the basket.

Activity Debrief Questions:
- Was it hard to find your peanut?
- Was it easy?
- What helped you find your special peanut?
- In the end, were the peanuts similar or did they end up being very different?
- How are the peanuts similar? How are they different?
- How does this activity relate to people?
- If there were a group of people who all shared a commonality (give an example), how might we make assumptions about what they feel, think, behave, like/dislike, are good at, etc.?
- What are these assumptions called?
  - Answer: stereotype.
- Are stereotypes bad or good? Can they be hurtful?
- How can we break down and counter stereotypes?
  - Ask someone about themselves instead of assuming.
  - Educate ourselves about folks different than we are.
  - Stand up for someone who is being stereotyped or bullied.

DEVELOPING EMPATHY: EARLY GRADES

**Audience:** Children ages 5-8

**Time:** 30-45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goal:** Understand empathy and identify ways to be more understanding toward others.

**Advocacy Considerations:**
- You can modify this activity by working with your child client as their partner. Be sure to let them lead the process as you write the story.
- Research shows that children who experience trauma often lack the necessary skills to accurately identifying emotional responses in others. For example, any expressed negative emotion is read as angry. It may be necessary for explain different facial expressions or role play their own range of emotional expressions.

**Materials:**
- Faces handout
- Scenarios handout

**Facilitator Note:**
- Cut out faces so that every student has several of each feeling.

**Activity Instructions:**
- Have the children spend a moment looking the faces they were given.
  - Discuss how sometimes the look on our faces can show how we’re feeling.
  - Which feeling(s) do you think each face shows?
    - Help students reach consensus, for example, happy, sad, proud, angry.
- Read aloud the scenarios “How Would You Feel?”
  - For each scenario have the children choose the smiley face that shows how they would feel if the story happened to them, and place the smiley on the line provided.
Discuss each story with your class:

- Finn thinks Jacob is bragging, but if he stopped to think about how he might feel in Jacob’s situation, what might he realize about how Jacob is feeling? When we try to understand other people’s feelings, we’re putting ourselves in that person’s shoes. If Finn was really listening to Jacob, he might have better understood that Jacob is proud to have gotten his first A+ after having studied all weekend.

- Durrell thinks that Mike is being mean to him, but if Durrell put himself in Mike’s place, what might he realize? If you got into trouble for something a friend did, you might be angry. The same is probably true for Durrell.

- Does Tina show Suri any understanding? What might have been a better way to talk to Suri? If Tina had thought about how she would feel if her best friend had moved, maybe she would have realized that Suri was feeling sad and she would have treated her more nicely.

- Valerie gets annoyed with Meegan because she is acting silly. If Valerie had thought about how Meegan might be feeling about her trip, she might have realized what was causing Meegan’s “weird” behavior. Why do you think Meegan was acting that way? Would you be happy and excited if you were the one going on vacation?

Now ask each child to choose a partner and pick their favorite of the four stories you just read.

- Rewrite the story so that it illustrates being understanding of someone else’s feelings.
  - For example, if rewriting story #1, you will change how Finn acts so that he is showing understanding toward Jacob.

- You can let the children rewrite the story in several different formats: comic strip, skit script, short story.

- Share the rewrites with the class.

Source: Teaching Tolerance. This lesson can be downloaded for free from: http://www.tolerance.org/supplement/developing-empathy-early-grades
How Would You Feel?
Read each scenario below. Then answer the question that follows.

1. Mrs. Fields handed back Monday's math test.
   Jacob said, "Finn, how did you do?"
   "I got a B," Finn replied.
   "I got a perfect score!" Jacob told him. "My first A plus! I studied all weekend. I bet my mom will take me for ice cream to celebrate."
   "Stop bragging, Jacob!" Finn yelled.

   How would you feel if you got a 100/A+ on a test that you studied really hard for?

2. Durrell threw a paper airplane at Mike. Mrs. Fields saw the paper airplane land on the floor in front of Mike's desk. She thought Mike had thrown it. She made Mike clean the classroom before he could go to recess.
   Durrell ran up to Mike at recess. He said, "I'm sorry I got you in trouble."
   "Don't talk to me, Durrell."
   "I said I was sorry, Mike. Why are you being so mean to me?"

   How would you feel if you got in trouble for something your friend did?
3. Mrs. Fields said to Tina, “Suri’s best friend moved yesterday. Why don’t you see if she wants to hang out at recess?” Tina agreed.
   “Suri, do you want to play a game?” Tina asked.
   Suri shrugged. “If you want to.”
   Tina set up the game while Suri watched. “Are you going to help?”
   “I guess so,” Suri said.
   “So what are you doing over break?” Tina asked.
   Suri replied, “I don’t know.”
   Tina rolled her eyes. “Are you always this boring?”

How would you feel if your best friend moved away?

4. “Hey, Meegan,” Valerie said. “Are you all packed for your trip?”
   “Yeeees!” Meegan squealed as she hopped around her friend.
   “What is wrong with you?” Valerie asked.
   Meegan said, “Nothing!” But she kept hopping.
   Valerie started to walk away.
   “Where are you going?” Meegan asked between hops.
   “Come find me when you stop being weird,” Valerie told her.

How would you feel if you were going on a fun vacation?
BOUNDARIES & CONSENT

The purpose of this section of the Activity Guide is to build children’s understanding and skills for developing and maintaining healthy boundaries. Additionally exploring communication strategies, and specifically consent, is an essential element to this skill set.

Survivors of sexual violence can experience a shift in their boundaries; often it is described as being too open or too closed. Neurological research has documented the parts of the brain responsible for warning us of danger can be hypo or hyper active in survivors.

Consent is another important area of discussion with survivors. Like the warning system in the brain, survivors report feeling like their previous way of consenting to, and more importantly, rejecting other’s actions did not work. Just like with non-survivors it is necessary to explore areas of consent and practice it.

Advocacy Considerations:
- The goal of advocacy with clients in regards to boundaries and consent is to relearn what boundaries they are most comfortable with and how they want to inform others about their boundaries and assert them when needed.
- You can start with non-sexual examples such as going to the playground or hugging a friend. Some key questions when working with survivors are:
  - How do you want to say yes to...?
  - How to do want to say no...?
  - How to do you want to say you’ve changed your mind?

Prevention Considerations:
- We often think only of sexual consent, and while this is important obviously, there is a benefit to working on the skill set of consent more broadly. This is an age-appropriate way to introduce these conversations into your prevention programming with children.

Included in this section:
- Fortune Teller Game
- Be The Solution Game & Discussion Guide, Kids Edition
- Communication AWAREness Workshop
- Talking About Consent
- Consent Reading List
FORTUNE TELLER GAME

**Audience:** Children ages 10-12

**Time:** 10-25 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goals:** A fun and interactive way for children to engage in conversations about setting, respecting, communicating, and practicing boundaries

**Advocacy Considerations:**
- Can be a fun way to encourage child clients to engage in these conversations with an advocate. Depending on the dynamics at home, this may be an activity that can be sent home and done with a caregiver as well.

**Prevention Considerations:**
- This activity may be easiest with groups of two to four participants per Fortune Teller. However it can also be led by the preventionist with the entire group if needed.

**Materials:**
- Fortune teller sheet(s)
- Folding instructions

**Note to Facilitators:**
- Folding instructions are provided with copies of the Fortune Teller sheet at the back of this section.
- See Game Instructions on the next page.
# Playing the Fortune Teller Game

**Player A:**
*Ask the questions*

```
"Choose a color" (Player A should hold the game closed so that player B sees only the four colors behind the BE THE SOLUTION logos.)
```

**Player B:**
*Replies to player A's questions*

```
Calls out a color (Ex: "Blue")
```

Spell out "Blue", opening the game one way on "B" and the other way on "L", etc. Once completed, ask Player B to choose one of the words inside: ACT, THINK, PLAN or TALK.

```
Calls out a word (Ex: TALK)
```

Spell out "TALK" while opening the game one way on "T" and the other way on "A". Once completed, ask Player B to choose another word.

```
Calls out a word (Ex: "PLAN")
```

Opens one of the flaps with the word PLAN on it, and reads the text under the flap to reveal Player B’s question. Player A reads the question (Ex: How do you find out if it’s okay to hug or touch someone?)

```
Answers the question (Ex: I ask the person I want to hug if it’s okay.)
```
**FOLDING YOUR FORTUNE TELLER**

**Step 1:**
Place the Fortune Teller handout face down

![Step 1 Image]

**Step 2:**
Fold the paper in half by folding the bottom left corner to the upper right corner, then unfold so that the paper is flat again.

![Step 2 Image]

**Step 3:**
Fold the paper in half by folding the bottom right corner to the upper left corner, then unfold again.

![Step 3 Image]

**Step 4:**
Fold the paper in half by folding the left edge to the right edge and unfold again.

![Step 4 Image]
Step 5: Fold the paper in half again by folding the bottom edge to the top edge, then unfold.

Step 6: This side should be facing up after unfolding.

Step 7: Fold all four corners to the center.

Step 8: Turn the Fortune Teller paper over.
Step 9:
Once again, fold all four corners to the center.

Step 10:
Fold the bottom half to the top.

Step 11:
Tuck your thumbs and forefingers in the four openings below. Now you're ready to play the game!
TALKING ABOUT CONSENT

**Audience:** Children ages 5-12  
**Time:** 10-45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goals:** Normalize consent and practice skills for asking for and respecting consent.

**Advocacy Considerations:**
- An advocate can discuss the topics in this activity or even play games with client around each issue.
- For example, with the topic "asking permission" an advocate and client can take turn asking each other for permission. Ask the client if you can hold their toy and then have the client ask you for permission to hold it. Read through the discussion topics below and interweave the messaging and practices throughout the sessions with the client.

**Materials:**
- None

**Facilitator Notes:**
- This activity is a loosely structured set of discussion topics and talking points. You can choose to incorporate as many as fit your time.
- Teaching consent can and should begin at a young age.
- To help normalize the practice of consent it's important to begin with examples and practices of consent that are non-sexual. Consent is a foundational skill.

**Discussion Instructions:**

**Asking Permission:**
- Discuss the important of asking permission before touching or embracing a classmate.
- Give example language such as, "Sarah, let’s ask Joe if he would like to hug bye-bye."
- If Joe says “no” to this request, cheerfully tell your child, “That’s okay, Sarah! Let’s wave bye-bye to Joe.”

**Respecting “no” and “stop”:**
- Teaching children to respect others’ requests is an essential conversation.
- One way to explain this may be, “Sarah said ‘no’, and when we hear ‘no’ we always stop what we’re doing immediately. No matter what.”
• If a friend asks us to stop doing something, it does not mean they don't like you or want to be friends. Respecting their “no” is being a good friend.

It's Okay to Say “no”:

• Children are often taught they have to do everything an adult asks of them.
• While there are some rules that always have to be followed, there are many opportunities that are appropriate for children to say “no” to as well. Encourage children to critically think about these situations.
• Typically female children are additionally socialized to be agreeable. If you hear language that reinforces this by praising girls for being obedient, you can reframe it to say it’s equally important that everyone follows the rules.
• Explain that just like we always stop doing something when someone says “no”, that our friends need to always stop when we say “no”, too. If a friend doesn’t stop when we say “no,” then we need to think about whether or not we feel good playing with them? If not, it’s okay to choose other friends.

The Power of Choice:

• Since we discussed the importance of opportunities to say “no”, the same is true of getting to say “yes” in everyday choices, too.
• When you can, let children have power over simple tasks and respect their choices.
• And when you cannot give them a choice help them understand that you heard their voice and that it mattered to you, but that you want to keep them safe and healthy.

Non-Verbal Communication:

• While verbal communication is the easiest to interpret, developing skills to read facial expressions and other body language is also important.
• Feelings of being scared, happy, sad, frustrated, or angry can come across without words and it's a good time to start discussing these.
• Charade-style guessing games with expressions are a great way to teach children how to read body language.

Source: This activity was adapted from the article “The Healthy Sex Talk: Teaching Kids Consent, Ages 1-21”. http://everydayfeminism.com/2013/03/teaching-kids-consent-ages-1-21/
CONSENT READING LIST

**Audience:** Children ages 5-10  
**Time:** 20-30 minutes  
**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.  
**Goals:** Explore the concept of age-appropriate consent.

**Advocacy Considerations:**
- It is an important skill for survivors to regain ownership over their bodies. These stories can be a great way to normalize ownership and discuss surrounding topics.
  - Do they feel they can say yes or no to what happens to them?  
  - How do they want to regain ownership?  
- Be aware of any phrasing or messaging that can be victim blaming about their experience. Validate their experience of having the right to their own bodies violated.

**Materials:**
- A book to read aloud

**Prevention Consideration:**
- These books are just a starting place to discuss consent; these concepts can be reinforced by incorporating these practices into classroom rules and daily practice.  
- Even small acts of consent can make an impression; try to model consent when working with children and other adults.  
- Caregivers play a crucial role.

**Facilitator Note:**
- Choose a book from the list below or another one that addresses the concept of age-appropriate consent.  
- Afterwards have an open discussion about the themes and examples in the story.
Reading List:

**Your Body Belongs to You**
By Cornelia Maude Spelman.
- In very simple language, this book conveys to children that their bodies are their own. That it's okay for kids to decline hugs and kisses, even from people they love, and that you can still form a friendship, even if you don't want to be hugged or kissed right now.
- Reassuring and easy to understand, 'Your Body Belongs to You' teaches consent in all the right ways.

**No Means No!**
By Jayneen Sanders.
- 'No Means No' stars an empowered young girl as the main character. She has a strong voice when it comes to her body and her personal boundaries.
- Throughout the book, children learn the importance of personal boundaries, consent, and respect.

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**Source:** This activity was adapted from the article "5 Children's Books That Teach the Importance of Consent". www.romper.com/p/5-childrens-books-that-teach-the-importance-of-consent-7566
COMMUNICATION AWARENESS WORKSHOP

**Audience:** Children ages 5-9

**Time:** 45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goal:** Identify passive, aggressive, and assertive behavior and to explore how those behaviors influence safety in different situations.

**Advocacy Considerations:**
- Introduce the idea of passive, aggressive, and assertive behaviors with the client. Ask them for examples of each or give an age appropriate example yourself.
- There are several ways an advocate can practice each behavior: in role plays, in blowing bubbles, drawing a picture.

**Materials:**
- Ball
- Chalk board or flip chart/markers.
- Handouts: Communication Awareness Role Plays, and Assertiveness Self-Test

**Facilitator Notes:**
- The goal is to show and discuss the difficulties with passive and aggressive behaviors: not being heard, not having your needs met. For example, have the client attempt to passively, aggressively, and assertively blow bubbles. Discuss how it physically felt with each attempt, what the results were, and how it can be carried over into communication.

**Activity Instructions:**

List on Board: How do people look and act when they are being aggressive?
- Some answers may include: blame others, offensive before anyone else has a chance to speak, loud, violent, overbearing/intimidating, or disrespectful attitude.

List on Board: How do people look and act when they are being passive?
- Some answers may include: make excuses, apologize too much, hard to hear, blame themselves, look away when talking.

List on Board: How do people look and act when they are being assertive?
• Some answers may include: make eye contact, speak clearly, appear confident, relaxed, sometimes friendly-sometimes not but always open, communicate feelings and opinions clearly and directly, speak clearly, honest feedback, facial expressions and body language match words.

Talking Points:
• We are all passive, aggressive, or assertive at different times. These are the ways we can all act, and this workshop will give us a chance to practice acting in these ways.
• We will also learn how to tell what kinds of communication other people are using, and explore the safest ways to act in response to others’ communication.

List on Board:
• When can it be helpful to be passive?
• When can it be helpful to be aggressive?
• When can being passive get you into trouble?
• When can being aggressive get you into trouble?
• When can it be helpful to be assertive? (Most of the time this is the best strategy)
• When can being assertive get you into trouble? (Sometimes it can increase aggression in another)

Talking Points:
• There are always times when it is best to act in these ways.
• The trick is to know when it is best and when it is not.
• Use your intuition (listen to your gut!) and keep your focus on the end result you want.
• When people are angry they are most likely to do something they will regret.

Do the Role Plays Handout Together.
Can you tell which responses are passive, aggressive, and assertive?

• Example 1: Your sister is using the telephone and you need to use it.
  o #1: "Give me that phone!"
  o #2: "I need to use the phone."
  o #3: Sit patiently by the phone and wait for her to get off.

• Example 2: A friend offers you pizza and you don’t want any.
  o #1: "Are you kidding? Pizza is so fattening and gross-how can you eat that junk?"
  o #2: "No thanks."
- #3: You go ahead and take the pizza and feel terrible about eating it.

- Example 3: You are walking along the road when a car pulls up beside you. The adult driving the car starts to talk with you. You feel really strange and a little scared.
  - #1: "Get away from me or I'll hurt you so bad you won't know what hit you!"
  - #2: Keep your eyes on the car and get away from it as fast as you can. Look for a house or somewhere you can go for help. Memorize what the driver and car look like.
  - #3: Ignore the car, keep your head down, and hope they will go away and leave you alone.

Talking Points:
- There are no “right answers” to the examples listed above.
- During the discussion following each example, brainstorm reasons why each response may be the right one, depending upon the situation and people involved.
- Following our intuition and keeping our eye on the outcome we want can help us decide how to act.

Pass out Assertiveness Self-Tests for students to do on their own.

**Assertiveness Self-Test**

This test is for you! Answer honestly for yourself. There are no wrong answers. Enjoy!

1.) You have a lot of homework to do and your mother asks you to do the dishes. You would say...

   ___ Why don’t you do the dishes? Can’t you see I have tons of homework?

   ___ I have a ton of homework tonight and I’d rather not have to do the dishes so I can get to bed on time.

   ___ I’m sorry- I should have done them sooner. I don’t care what kind of grades I get, anyway.

2.) Your teacher has made a mistake grading papers. You would say...

   ___ You cheated me out of ten points on this problem!

   ___ I’ve found an error in the way my test was graded.

   ___ Do nothing.

3.) You are talking with your friend and suddenly you realize you are going to be late for basketball practice. You would say...

   ___ Oh no! You’ve made me late again! I hate when you do this to me.

   ___ Let’s talk later- I have to go now. Bye!

   ___ Do nothing and end up late for practice.
4.) Your younger brother left your bike out in the rain again. You would say...

   ___ You’re so lazy! You don’t know how to take care of anything!

   ___ I’m really mad about my bike. I’m not going to loan it to you again unless you fix it.

   ___ It’s all my fault- I shouldn’t have trusted you. You might as well keep the bike now, it’s ruined. Nobody around here cares about me anyway.

5.) A friend wants you to come over after school. You would rather visit someone else. You would say...

   ___ Are you kidding? I wouldn’t hang out with you if you were the last person on earth!

   ___ I want to be honest, but I also don’t want to hurt you feelings. It just doesn’t seem like we have that much in common. I’m going to see if _____ is home instead.

   ___ O.k.

6.) There is a kid at school who bullies the other students in your class. This time she/he starts picking a fight with you. You would say...

   ___ Come on! I’m not afraid of you! I’m going to hurt you so bad you won’t know what hit you!

   ___ I don’t want to be treated like this. I’m going to get some help.

   ___ Do nothing.
COMMUNICATION AWARENESS ROLE PLAYS

Can you tell which kind of communication is being used below?

PASSIVE, AGGRESSIVE, or ASSERTIVE?

Example 1: Your sister is using the telephone and you need to use it.

#1: “Give me that phone!”

#2: “I need to use the phone.”

#3: Sit patiently by the phone and wait for her to get off.

Example 2: A friend offers you pizza and you don’t want any.

#1: “Are you kidding? Pizza is so fattening and gross—how can you eat that junk?”

#2: “No thanks.”

#3: You go ahead and take the pizza and feel terrible about eating it.

Example 3: You are walking along the road when a car pulls up beside you. The adult driving the car starts to talk with you. You feel really strange and a little scared.

#1: “Get away from me or I’ll hurt you so bad you won’t know what hit you!”

#2: Keep your eyes on the car and get away from it as fast as you can. Look for a house or somewhere you can go for help. Memorize what the driver and car look like.

#3: Ignore the car, keep your head down, and hope they will go away and leave you alone.
BE THE SOLUTION GAME & DISCUSSION GUIDE, KIDS EDITION

**Audience:** Children ages 5-12  
**Time:** 10-45 minutes  
**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.  
**Goals:** Nurture protective factors and build resiliency by encouraging discussions related to healthy development.

While the entire guide can be used, for the purpose of this connecting to this lesson we suggest the following sections: Choices and Bodies.

**Prevention Considerations:**
- If you are able to play this game spread over multiple sessions, you could let the children spin the game board and answer any topic.
- If you have a very large group and have more than one adult facilitator, you may consider breaking into smaller groups.

**Advocacy Considerations**
- You can have your client play the game more formally with the board, or you can use the guide to prompt conversations?

**Materials:**
- A copy of the BTS Guide, Kids Edition (included in the back of the binder but can also be downloaded from www.wcsap.org)

**Activity Instructions:**
- Have one child spin the game board or pick the topic in another manner.
- As the facilitator you can choose which question to read from that topic page.

Continue the game until everyone has had a chance to be given a question or until your allotted time frame runs out.
GENDER EXPECTATIONS

The purpose of this section of the Activity Guide is to give children an expanded view of cultural norms and gender expectations, challenge stereotypes, and support non-binary gender exploration.

Children typically begin to learn "rules" about how to be a girl or how to be boy at a young age. Developmentally young children may understand this in a concrete manner, but it is important to start conversations about the nuance and fluidity of gender in order to begin challenging gender-based expectations.

According to the CDC\(^1\), risk factors for sexual violence perpetration include hostility towards women, adherence to traditional gender role norms, and hyper-masculinity, and association with sexually aggressive, hypermasculine, and delinquent peers.

**Included in this section:**
- FLASH lesson plans for Elementary School; Lesson 4 "Gender Roles"
- Media Sleuths: Examining Gender Roles in Advertising
- I Can Do Anything

\(^1\)http://www.wcsap.org/research-risk-and-protective-factors
FLASH LESSON #4 "GENDER ROLES"

**Audience:** Children ages 9-12  
**Time:** 15-25 minutes, plus library time  
**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.  
**Goals:** Engage in discussion around gender roles, cultural expectations, and limitations of these prescribed roles.

**Advocacy Considerations:**

- To adapt this activity in an advocacy session use the facilitator notes as a guide on key areas when discussing gender roles. The activities in this lesson plan can also be done between the advocate and client.

**Materials:**

- Lesson 4 Worksheet #1 and #2

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**Source:** FLASH Lessons for Elementary School. This lesson and the rest of the curriculum can be downloaded for free from: http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~/media/depts/health/family-planning/documents/elementary-school/Grades456Lesson4.ashx

Washington Coalition of Sexual Assault Programs (2016)
Gender Roles
Grades 4-6, Lesson #4

Time Needed

15-25 minutes, plus library time

Student Learning Objectives

To be able to...
1. List several similarities and differences between the expectations of each gender.
2. Recognize that a person’s beliefs about roles can influence his or her decisions.
3. Recognize sources of gender role beliefs.
4. List famous men and women throughout history who have filled a variety of roles, including health pioneers.

Agenda

1. Define "gender roles" and explain the lesson’s purpose.
2. Brainstorm gender-specific roles and behaviors in America today.
3. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.
4. Answer "Anonymous Question Box" questions regarding gender roles.
5. Research historical figures (male and female) in the school library.
6. Summarize the lesson by discussing the library experience.

This lesson was most recently edited June 6, 2013.
Alternate formats available on request.
Materials Needed

Student Materials: (for each student)
- Gender Roles Worksheets #1 and #2
Activity

1. Define "gender roles" and explain the lesson's purpose.
   Explain that roles are like rules by which we play games. The role of "student" involves being a good listener, coming to class on time, etc. Students who follow the rules, do well at the game. "Gender roles" are the rules people think they should follow because of their sex...ways they act because "boys and men are supposed to" or "girls and women ought to." This lesson will examine those roles/rules.

2. Brainstorm gender-specific roles and behaviors in America today.
   Have students brainstorm, while you write on the blackboard, advantages of being male; then, the advantages of being female in mainstream U.S. culture today. Your lists may end up looking something like this:

   **Men and Boys**
   - Can box, wrestle without being teased
   - Can grow beards, mustaches
   - Can play pro hockey

   **Women and Girls**
   - Can have babies
   - Can wear skirts and dresses without being teased
   - Can wear makeup without being teased
   - Can paint the bedroom pink without being teased

   If the class has trouble generating the lists, ask them what things a girl or woman can do that some boys or men might feel embarrassed doing, or find impossible to do...and vice versa. Once the lists are on the blackboard, help students to notice that some are biological impossibilities for the gender, while some are the result of our social learning. Point out that a few years ago the "women and girls" list might have contained "wearing earrings" or "dyeing your hair." Now many males feel comfortable doing these things. Point out that other societies, not just other time in history, have differing beliefs regarding roles. In some American Indian and African societies, men wear face-paint (makeup). In Scotland, men wear kilts (skirts).

   Give students a chance to discuss the expectations of men and women in their ethnic communities – the ways their own cultures may differ from the standards promoted by the media.

3. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.

   "Ronald is three years old. His mother is a doctor and his father is a musician with a band. Since Dad works evenings, he takes care of Ronald during the day. Mom comes home from the hospital, eats dinner with her son and takes care of him while his father is at work.

   "Ronald's best friend, Mary, lives next door. Dad overheard a conversation between Ronald and Mary one day. Mary said, 'Let's play house.' Ronald said, 'OK, you be the mommy and I'll be the daddy.' Mary told him to go to work, so she could fix lunch
for the baby, Ronald got angry. He yelled, "Daddies fix lunch! I'm not playing with you anymore, Mary. You're stupid!"

Stop the case study long enough to ask the class why Ronald thinks that only dads can cook lunch.

"Ronald's dad said, 'You guys don't have to fight. Why not play something else?' But when Ronald suggested playing hospital, and told Mary to be the doctor, she yelled, 'Only boys are doctors!'"

Ask the class:
- Why might Mary think that only boys can be doctors? How could that stereotype limit her in life?
- If Ronald keeps on feeling that boys must do the cooking, how will he feel if he grows up and marries a woman who likes to cook?
- If Mary keeps believing that girls cannot be doctors, do you think she will do well in math and science classes in high school?
- If you were Ronald and Mary's baby sitter, how could you help them learn that women and men can cook and be doctors?

4. Answer "Anonymous Question Box" questions about gender roles.

5. Research historical figures (male and female) in the school library.
Assign students to find the name and story of one male and one female who have been each of the following professions (each student can look up one profession).

- astronaut
- leader of a nation
- health pioneer or scientist
- religious leader
- author
- human rights or civil rights leader
- athlete
- musician
- artist
- explorer

6. Summarize the lesson by discussing the library experience.
When you return to the class, have students share the names they found. Discuss whether they had a more difficult time finding men or women, and why that might be. Help them consider how a lack of role models in a field, whether the field is parenting or politics, can limit a person's imagination about what he or she can become.

If they had difficulty finding women, or if you notice a lack of people of color in the names they did find, you might offer extra-credit reports on persons from the list on the next page.

POC = Person of Color
F = Female

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4 - 4
Family Life and Sexual Health, Grades 4, 5 and 6, Lesson 4

F.L.A.S.H.

Authors
F, POC  Ntozake Shange
F  Ruth Bell
F, POC  Ida Bell Wells-Barnett
POC  Langston Hughes
POC  Sherman Alexie
F, POC  Maya Angelou

Musicians
F, POC  Alicia de Larrocha
F, POC  Mary Lou Williams
F  Maybelle Addington Carter
F  Maud Powell
F  Alicia Keys

Religious Leaders
F, POC  Mother Teresa (Agnes Bojaxhiu)
F  Mary Baker Eddy
F, POC  Luisa Gonzalez
F  Elizabeth Ann Seton
F  Aimee Semple McPherson
POC  The Dalai Lama

Astronauts
POC  Guyon Bluford, Jr.
F  Sally Ride
F  Valentina Tershkova
F, POC  Mae Jemison

Athletes
F, POC  Wilma Rudolph
F  Dorothy Hamill
F  Cathy Rigby
F, POC  Chi Cheng
F  Babe Didrikson Zaharias

Health and Science Pioneers
F  Marie Curie
F  Margaret Mead
F, POC  Shi Mai-Yu (Dr. Mary Stone)
F, POC  Lora Mangum Shields
F  Florence Sabin
F  Virginia Apgar

Human Rights and Civil Rights Leaders
F  Malala Yousafzai
F  Lucretia Mott
F  Susan B. Anthony
F, POC  Fannie Lou Hamer
F, POC  Rosa Parks
F  Betty Friedan
F, POC  Alicia Escalante
F  Margaret Kuhn
F  Dinara Zhorobekova

Artists
F, POC  Toko Shinoda
F  Anna Mary "Grandma Moses"
F  Beatrix Potter
F  Georgia O'Keeffe
F, POC  Lois Mailou Jones
F, POC  Faith Ringgold
F, POC  Frida Kahlo

Leaders of Nations
F, POC  Indira Gandhi
F  Golda Meir
F, POC  Sirimavo Bandaranaike
F, POC  Maria Estela M. de Peron
POC  Barack Obama

Explorers
F, POC  Sacajawea
F  Amelia Earhart
F  Harriet Chalmers Adams

Related Activities For Integrated Learning

A. Social Studies
   Have students write reports on the persons they identified in Activity 4, above.

B. Music & Language Arts
   Students may write a song or a poem about the ways they believe boys and girls are alike and different.
Homework

Students' options:
- Use Worksheet #1 with an adult in their families.*
- Complete Worksheet #2 by themselves.

*see "Preparing Parents", page 4-5
Gender Roles Worksheet 1

NAME ___________________________ DATE ____________

Directions
1. Find a watch or clock with a second hand, a stop watch, or a cell phone with a stopwatch.
2. Practice, with an adult, using the watch or stopwatch
3. Explain to the adult that you want him/her to fill out Section A, below, while you time him/her.
4. Explain that he/she should work as quickly as possible; skipping any he/she does not know. The people listed may be living or dead.

Section A, to be filled out by an adult.

Name a man, living or dead, in each of the following professions

<table>
<thead>
<tr>
<th>Profession</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Artist</td>
<td></td>
</tr>
<tr>
<td>2. Astronaut</td>
<td></td>
</tr>
<tr>
<td>3. Athlete</td>
<td></td>
</tr>
<tr>
<td>4. Author</td>
<td></td>
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<tr>
<td>5. Civil Rights Leader</td>
<td></td>
</tr>
<tr>
<td>6. Explorer</td>
<td></td>
</tr>
<tr>
<td>7. Health Pioneer or Scientist</td>
<td></td>
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<tr>
<td>8. Leader of a Nation</td>
<td></td>
</tr>
<tr>
<td>9. Musician</td>
<td></td>
</tr>
<tr>
<td>10. Religious Leader</td>
<td></td>
</tr>
</tbody>
</table>

(Time: __________________ # Completed __________________)
Section B, to be filled out by an adult.

Name a woman, living or dead, in each of the following professions

1. Artist

2. Astronaut

3. Athlete

4. Author

5. Civil Rights Leader

6. Explorer

7. Health Pioneer or Scientist

8. Leader of a Nation

9. Musician

10. Religious Leader

(Time: ___________________ # Completed ___________________)

5. Discuss which list was easier to complete, and why. When the adult was in school, how were social studies and health classes different from the way they are today?

6. Adult's signature ___________________________

Child's signature ___________________________

Date: ___________________________
Gender Roles Worksheet 2

NAME________________________________________ DATE________________

Directions:

1. Watch television for 1 hour.

2. As you watch, list below the name of each character and the job he or she does (Example: "Phil Dunphy, real estate agent.") If you cannot tell what the person does, write "No job."

Show:

Male Character(s)__________________________________________________________

Female Character(s)________________________________________________________

Show:

Male Character(s)__________________________________________________________

Female Character(s)________________________________________________________

Show:

Male Character(s)__________________________________________________________

Female Character(s)________________________________________________________

On a separate sheet of paper, explain what you noticed or figured out or learned. What is your opinion about what you saw? Write at least two complete paragraphs.
MEDIA SLEUTHS: EXAMINING GENDER ROLES IN ADVERTISING

**Audience:** Children ages 9-11  
**Time:** 45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goals:** Media literacy about gender.

**Advocacy Considerations:**
- To adapt this activity in an advocacy session use the facilitator notes as a guide on key areas when discussing gender roles.

**Prevention Considerations:**
- It is important that participants have had discussions connected to understanding stereotype, and building empathy prior to this activity.
- This activity could be modified to look at the intersection of another identity or form of oppression and gender. Such as examining race and gender stereotypes together.

**Materials:**
- TV Log Worksheet

**Facilitator Note:**
- This activity contains an in-class component, an at-home worksheet that requires access to cable TV, and time at the next session to debrief the homework.
- The homework is a great opportunity to engage parents in critically watching television with their children. Students can watch television with a parent or guardian and talk about what assumptions the advertisers are making about boys and girls.
- A printed copy of the detailed facilitation and activity instructions and worksheets are included at the back of this lesson. They can also be accessed online at the link in the source below.

**Source:** Welcoming Schools, a project of the HRC Foundation. This lesson can be downloaded for free from: http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Media_Sleuths_Gender_and_Advertising.pdf

Washington Coalition of Sexual Assault Programs (2016)  
www.wcsap.org
MEDIA SLEUTHS: EXAMINING GENDER ROLES IN ADVERTISING

Suggested Grade Level: 4 – 5

Length of Time: One 45 minute session or Two sessions with one short (15 minutes) and one longer (45 minutes)

Goal
- To develop students' critical thinking skills about advertising and gender stereotyping.

Objectives
- To talk about the concept of gender roles.
- To identify stereotypical and non-stereotypical gender roles through exploring media.

Academic Standards
- CCSS SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Also SL 5.1.
- Social Studies Strand 4: Individual Development and Identity – Examine the factors that influence an individual’s personal identity, development, and actions including family, peers, culture, and institutional influences.

Educators’ Notes
Students will have an opportunity to identify and discuss what is traditional or stereotypical male and female behavior. It is important that students have had a discussion or lesson based on the ideas in the Human Being Lesson—that all human beings have many things in common and that stereotypes only describe some individuals and characteristics in that group.

A stereotype is a generalization applying certain, usually negative or limiting, characteristics to a group of people or an individual based on restricted or incomplete knowledge or experience. Stereotypes are not accurate. They cause people to pre-judge individuals and groups. They limit people. There are many gender stereotypes in our culture that are not true of the boys and girls we teach. We need to help them realize that it is OK to be true to themselves.

The in-class activity is active and prompts many conversations about gender as students look through magazines and catalogs in small groups and notice what men, women, boys and girls are doing. It is also interesting to discover what is being marketed to males versus females, revealing the prescriptive power of advertising. Catalogs advertising and selling products for children are very good for this activity, as are mainstream magazines.

This lesson provides an opportunity for students to develop tools for identifying stereotypes in television advertising. It involves a homework assignment that can be done most easily on a weekend. The homework is a great opportunity to engage parents in critically watching television with their children. Students can watch television with a parent or guardian and talk about what assumptions the advertisers are making about boys and girls.

Materials Paper, pencil, chart paper, markers, either a collection of magazines/catalogs and tape or glue stick, or copies of the Media Sleuth TV Log Worksheet and access to television at home.
Gender Stereotypes in Magazines and Catalogs
Before the Lesson: Prepare large chart papers: one titled “MALES,” one titled “FEMALES,” and one untitled (in case there are images that need a third category). As the class discussion progresses you may decide to include sub-categories such as “active” and “passive,” “indoor” and “outdoor,” “moving” and “still,” “stereotypically dressed” and “not stereotypically dressed.”

Begin the lesson by asking your students to write a list of five to 10 of their favorite activities, their favorite color(s) and what they hope to do or be when they grow up.

Divide the class into small groups. Give each small group five or six magazines and catalogs. Direct the students to cut out pictures of people doing things like working, reading, driving, playing, etc. Spend about 15 minutes searching for images.

When each group has cut out a dozen images from advertisements, have them put each picture on the chart paper in the “MALE”, “FEMALE”, or untitled pages. Have the class generate a list of descriptive words that characterize what they see in the pictures in each category.

Ask the class if they have any observations about the photos themselves.
- What do these photos/images say about the behavior, likes and dislikes, etc. of men and women and boys and girls?
- What are the females doing? Where are they pictured? Are they active? Are they in powerful positions? What colors are chosen in the ads targeted at females?
- What are the males doing? Where are they pictured? Are they active? Are they in powerful positions? What colors are chosen in ads targeted at males?

Then, have students review the lists they made about themselves. Hold a discussion about whether the images they found in magazines accurately reflect their reality. What is true and not true, and what’s missing?

Ask students how they feel about this. If the representations do not reflect their reality, then should something be done to change it? If so, what could be done?

Gender Stereotypes in Television Advertising for Children
Begin the lesson by asking your students to write a list of five to 10 of their favorite activities, their favorite color(s) and what they hope to do or be when they grow up. Say that you will be using these sheets again when you come back to this lesson after they have had a chance to look at advertising directed at children.

Homework: Pass out the Media Sleuth TV log sheet. Ask students to watch two cartoons or other children’s shows on commercial television and fill in their log sheet. (Some students may not have a television. Make alternate arrangements for them to complete the homework assignment, such as with another student or at a grandparent’s house.)

In class after the homework has been completed
Tally the results by category on a large piece of chart paper.
- How many ads are directed at girls?
- How many ads are directed at boys?
- How many ads are directed at both?"
Then, list what the “boy” ads were selling, what the “girl” ads were selling and what the “both” ads were selling.

Have a discussion:

- Do the “boy” ads imply that only boys should be interested in these things?
- Do the “girl” ads imply that only girls should be interested in these things?
- What category of things do advertisers believe should be for everybody? Are there more or fewer items in this category?

Ask the students:

- What do the ads say about the behavior or likes and dislikes of boys and girls?
- What topics do the editors think boys are interested in? Girls?
- What are the girls doing? How are they portrayed? Are they active? Are they in powerful positions? What colors are chosen in the ads targeted at girls?
- What are the boys doing? How are they portrayed? Are they active? Are they in powerful positions? What colors are chosen in ads targeted at boys?

Then, have students review the lists they made about themselves. Hold a discussion about whether the images they found in magazines accurately reflect their reality. What is true and not true, and what’s missing?

Ask students how they feel about this. If the representations do not reflect their reality, then should something be done to change it? If so, what could be done?

**Extension Activity**

Collect the lists that students made of things they like to do, favorite colors and hopes for the future. Have students work in mixed gender groups to make posters titled:

- “OUR CLASS LIKES TO…”
- “OUR FAVORITE COLORS ARE…”
- “IN THE FUTURE WE WANT TO BE…”

**Modifications**

- This lesson can be adapted to look at stereotyped images based on race. Students could also look at both race and gender stereotypes together.
- Ask students to seek out images that break traditional and stereotypical expectations and share them with the class or in small groups.

**Assessment and Evaluation**

Ongoing teacher observation of how students are making choices and whether or not they accept student choices outside of gender expectations.

**Additional Resources Available from Welcoming Schools**

- Gender and Children: A Place to Begin for Educators

*Adapted by Emmy Howe from Rainbows and Triangles, Toronto District School Board and Elementary Teachers of Toronto. 2002. [www.tdsb.on.ca](http://www.tdsb.on.ca)*
MEDIA SLEUTH: TV LOG WORKSHEET

Student’s Name ____________________________________________________________

Name of TV Show __________________________________________________________

Day ________________ Time ________________ Channel ________________

What product is being sold in each ad? Who are the targets of the ad?
GIRLS BOYS BOTH

1. ____________________________________________ ________________ ________________
2. ____________________________________________ ________________ ________________
3. ____________________________________________ ________________ ________________
4. ____________________________________________ ________________ ________________
5. ____________________________________________ ________________ ________________

What are the clues that show you who is being targeted by the ad?

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

What messages do you get from these ads about all children? About boys? About girls?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
I CAN DO ANYTHING

Audience: Children ages 5-6

Time: 45 minutes

Setting: Can be used in prevention groups or in one-on-one advocacy sessions.

Goals: Understand that gender stereotypes are not always true and can be hurtful, and how name-calling can be hurtful.

Advocacy Considerations:

- To adapt this activity in an advocacy session use the facilitator notes as a guide on key areas when discussing gender roles. The activities in this lesson plan can also be done between the advocate and client.

Materials:

- The book Oliver Button Is a Sissy by Tomie dePaola
- Two copies of the handout "What Can Boys & Girls Do?" for each participant (included at the back of this lesson)
- Pencils and crayons
- Chart paper

Facilitator Note:

- Ahead of time write two columns on a large chart paper with the headings "What Boys Can Do?" and "What Girls Can Do?"
- If you either cannot access or don’t want to use this particular book, you can look for another book about gender, stereotypes, and how name-calling can hurt.
- Allow emerging writers to write their own sentences on their papers, while taking dictation for others. For Spanish speakers, read the Spanish version, Oliver Button es una Nena.

Day One Activity Instructions:

- Tell the children about a student from last year who was the best kickball player in the class, who loved to go fishing and catch lizards, and was always getting into fights with other students. Write the names of three students: Jose, Kayla and Franklin (try not to use names of children in your class). Read the names and ask the children which student they think you were talking about. Have the children raise their hands and tally the responses. Most will think it was a boy.
- Show the children your chart entitled "What Boys Can Do? What Girls Can Do?" Ask the children to tell you what boys can do and what girls can do. Chart all responses.
- Distribute the "What Can Boys & Girls Do?" printable and ask the children to draw (and write if appropriate) one thing a boy can do on one side and one thing a girl can do on the other side.
- Gather the children together. Have volunteers share their pictures. On a few, ask, "Could a girl could do what you have pictured a boy doing?" and "Could a boy could do what you have pictured a girl doing?"

**Day One Activity Instructions:**
- Read to the children an age appropriate book about gender, stereotypes, and how name-calling can hurt. I like to read Oliver Button Is a Sissy by Tomie dePaola. After the story, remind children of the student you talked about yesterday. Tell them that the student was Kayla. Explain to them that many of us thought it was a boy because we have an idea of the way people should be. That is called "stereotypes."
- If you read Oliver Button Is a Sissy, ask the children to explain what people in the story thought Oliver should do and what they thought he should not do. Discuss how the people in the story had a stereotype of the way Oliver should be just like we had a stereotype of the way Kayla should be.
- Ask how Oliver was different from the stereotype we have of the way boys should be. What did the boys in the story do to Oliver because they had a stereotype of the way boys should be (they called him a sissy)? Tell them that calling someone a "sissy" is name-calling. Ask, "How did this name-calling make Oliver feel?" Ask the children if anyone ever called them a name and how it made them feel.
- Refer children back to the chart they made yesterday. Talk about how some of these things are stereotypes of the way boys and girls should be. Go through each response and ask if the other gender could do it too. Encourage discussion.
- Distribute the "What Can Boys & Girls Do?" printable again and ask the children to draw again one thing a boy can do on one side and one thing a girl can do on the other side. Encourage the children to use suggestions from the chart, but to use activities from the opposite list for boys and girls.
- Gather the children together. Collect the pictures and share those that might show "gender diversity" (a difference from what the children may have charted on day 1).

**Source:** Scholastic Teachers. This lesson can be downloaded for free from: http://www.scholastic.com/teachers/lesson-plan/i-can-do-anything

Washington Coalition of Sexual Assault Programs (2016) www.wcsap.org
<table>
<thead>
<tr>
<th><strong>What can boys do?</strong></th>
<th><strong>What can girls do?</strong></th>
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</thead>
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<td></td>
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</tbody>
</table>
RELATIONSHIPS

The purpose of this section of the Activity Guide is to promote healthy and supportive relationships for children with their peers, with future dating partners, and with adults in their life.

In the public health model of violence prevention, an essential component to effective social change is to have positive relationships modeled and healthy, non-violent norms reinforced by others.

According to the CDC\(^1\), the following relationship dynamics are risk factors for sexual violence perpetration:
- Association with sexually aggressive, hypermasculine, and delinquent peers
- Family environment characterized by physical violence and conflict
- Emotionally unsupportive family environment
- Poor parent-child relationships, particularly with fathers

Research has shown the importance of having at least one trusting, supportive relationship with an adult. If it is possible for that person to be a caregiver, it can be additionally protective.

Additionally, adult childhood sexual assault survivors who felt there was at least one significant adult relationship (a person who showed affection, recognized they were special, and felt they were a safe person) were at less risk for emotional dysregulation.

Included in this section:
- Be The Solution Game & Discussion Guide, Kids Edition
- FLASH lesson plans for Elementary School; Lesson 5 “Friendship”
- Healthy Friendships
- Making Decisions: Ally or Bystander
- Solar System

\(^1\)http://www.wcsap.org/research-risk-and-protective-factors
BE THE SOLUTION GAME & DISCUSSION GUIDE, KIDS EDITION

**Audience:** Children ages 5-12

**Time:** 10-45 minutes

**Setting:** Can be used in prevention groups or in one-on-one advocacy sessions.

**Goals:** Nurture protective factors and build resiliency by encouraging discussions related to healthy development.

While the entire guide can be used, for the purpose of this lesson we suggest the following sections: Support and Friends.

**Prevention Considerations:**
- If you are able to play this game spread over multiple sessions, you could let the children spin the game board and answer any topic.
- If you have a very large group and have more than one adult facilitator, you may consider breaking into smaller groups.

**Advocacy Considerations**
- You can have your client play the game more formally with the board, or you can use the guide to prompt conversations?

**Materials:**
- A copy of the BTS Guide, Kids Edition (included in the back of the binder but can also be downloaded from www.wcsap.org)

**Activity Instructions:**
- Have one child spin the game board or pick the topic in another manner.
- As the facilitator you can choose which question to read from that topic page.
- Continue the game until everyone has had a chance to be given a question or until your allotted time frame runs out.
FLASH LESSON #5 "FRIENDSHIP"

**Audience:** Children ages 9-12  
**Time:** 35-40 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Identify characteristics of a "good" friend, assess self, and build skills to maintaining friendships.

**Advocacy Considerations:**
- You will need to modify or remove the bulletin board portion of this activity. The homework assignment may be a good replacement to this part of the lesson.
- If another advocate is working with a caregiver, it may be especially important to share the lesson and homework assign with them to support the on-going work at home.

**Prevention Considerations:**
- If you are delivering this in a school setting, find out if your school uses the FLASH curriculum and work to coordinate and integrate your prevention efforts.

**Materials:**
- 2 empty bulletin boards
- Friendship Visual #1
- Overhead projector
- Construction paper, markers, and tape
- One copy per participant of "Terry's Story" (optional)

**Source:** FLASH Lessons for Elementary School. This lesson and the rest of the curriculum can be downloaded for free from: http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~/media/depts/health/family-planning/documents/elementary-school/Grades456Lesson5.ashx

Washington Coalition of Sexual Assault Programs (2016)  
www.wcsap.org
Friendship
Grades 4-6, Lesson #5

Time Needed

35-45 minutes

Student Learning Objectives

To be able to ...
1. Identify characteristics of a "good" friend and assess self.
2. List at least three opening statements to initiate conversations.
3. List at least 3 ways to maintain a friendship.

Agenda

1. Explain the reason for the lesson.
2. Read a case study about friendship (aloud or silently).
3. OPTIONAL: Use the case study to tie this lesson to decision-making.
4. Use a focused-writing exercise to help students identify what they value in a friend.
5. Discuss focused-writing exercise.
6. Discuss feelings of alone-ness and loneliness.
7. Discuss the risks and benefits involved in "initiating" a friendship.
8. Use a bulletin board exercise to identify skills in building and maintaining friendships.
9. Answer "Anonymous Question Box" questions regarding friendship.
10. Summarize the lesson.
Materials Needed

Classroom Materials:

- 2 empty bulletin boards
- Friendship Visual #1
- Overhead projector

Student Materials: (for each student)

- Construction paper
- Markers
- Tape
- OPTIONAL: one copy per student of "Terry's Story"
Activity

1. Explain the reason for the lesson.
   Explain that, as people grow up, not only their bodies change. Their understanding of themselves changes and so do their friendships. That is what this lesson is about—understanding yourself and friendship.

2. Read a case study about friendship (aloud or silently).
   Read "Terry's Story" aloud to them (or copy it and have them read it silently or follow as someone reads aloud). If you read it aloud, show Terry's list of friends (Visual #3) on the overhead.

3. OPTIONAL: Use the case study to tie this lesson to decision-making.
   Ask the class what they think of Terry's decision to help Gabriel. To tie this lesson in with decision-making, you can have the class brainstorm Terry's alternatives (choices) as you write them on the board. Then have them consider and discuss the possible positive and negative consequences ("good and bad things that could have happened") of each.

4. Use a focused-writing exercise to help students identify what they value in a friend.
   Have the class number a paper 1 to 15 and list all their friends, similar to how Terry did.
   - List at least eight.
   - They may be people you don't see any more, but who used to be your friend (when you lived somewhere else).
   - They don't have to be your age; some may be adults and some may be little kids you babysit for.
   - They may be male or female (same sex as you or other sex).
   - Some may be members of your family, but only if they really feel like friends.
   Have them write, next to each name, what they like about that person...why the person is their "good friend". They may not have time to finish this in class. Some may have to finish as homework.

5. Discuss focused-writing exercise.
   Remind them of the ground rules, especially their right to "pass" and their agreement not to put one another down. Explain that everybody's definition of friendship is different; that one person, for example, might choose a friend because that person had a good sense of humor, whereas another might not care at all about humor, but might really care that the person be someone they can talk seriously with. Explain that the point of the exercise is not for everyone to agree, but for each person to have a chance to think about what is important to him or her. Ask for volunteers to each share one reason they put one person on their list. Compare and contrast. Reflect back to the group characteristics many people list as important in a friend: trust, honesty, listening skill, sense of humor, helpfulness, etc. Point out that the things they value now in friends may be very different from things they looked for in friends as a kindergartner.

6. Discuss feelings of alone-ness and loneliness.
   Discuss how it feels to be in a new school where you don't know anybody. Point out that, while a person may feel as if she or he is the only one with those feelings, it's not true.
7. Discuss the risks and benefits involved in "initiating" a friendship.
   Discuss how it feels to initiate conversation or to phone someone you think you might like to become friends with. Discuss, too, how it feels to be on the receiving end—when someone else initiates.

8. Use a bulletin board exercise to identify skills in building and maintaining friendships.
   a. Have half the class write ideas and tape them on a bulletin board, re: "What you could say after you say hi!" or "How to start a conversation to make a friend." This can be done aloud as class discussion, instead.
   b. Have the other half of the class write ideas and tape them on a second bulletin board re: "If you want to keep a friend, it helps to ..." This one also can be done in discussion format.

9. Answer "Anonymous Question Box" questions about friendship.

10. Summarize these points:
    - People value different things in friends.
    - Each of us is valuable as a friend for one reason or another.
    - As we grow up we change in terms of what we want in our friendships.
    - It is difficult to be the "new kid on the block".
    - It can be scary to initiate a new friendship, but it’s just as scary to other people as it is to ourselves.
    - There are many ways to go about starting or keeping a friendship.
    - People need friends.

Related Activities For Integrated Learning

A. Language Arts
   Have students write a letter from Terry to Gabriel inviting him to the birthday party and explaining why. Alternately they could write a letter to a friend of their own about why they are friends.

B. Math
   Have students create bar graphs showing the average number of male friends the boys in the class listed, the average number of male friends the girls listed, etc.

Homework

Students’ options:
- Take home their "friend list" to discuss with an adult in their families. Ask the adult who is the adult's good friend and why. *
- Write a poem about friends.

*see "Preparing Parents" page 4-5
"Terry's Story"

I know a lot of different kids. In fact, for my 11th birthday party, I had 15 on my list to invite. When I showed it to my mom, she said, "Terry, I'm afraid you're going to have to cut that list in half."

"C'mon, Mom. You know you can't divide an uneven number by two. Besides," I told her, "this is no laughing matter. How am I supposed to choose who comes and who doesn't?"

She suggested that I write the main reason I picked each person beside his or her name. Then, I could decide which reasons seemed to be most important. That's what I ended up doing.

PEOPLE TO INVITE TO MY BIRTHDAY

1. Michael -- Lives next door.
3. Heather -- She's new; I think I might like her.
4. Rocky -- Sits by me in school.
5. Terry -- We laugh at the same kinds of things.
7. Troy -- Kevin's best friend.
8. David -- Hasn't ever called me a name.
9. Stefanie -- Been to her house.
10. James -- Kids treat him bad; I don't know why.
12. Lisa -- Made a science project together; took a month.
13. Shelly -- Asked me to her birthday party.
15. Gabriel -- My friend.
My mom just happened to be standing near me when I finished writing. She pointed to number 15. "Here, you've put down 'My friend.' Aren't they all your friends?" she asked.

"Kind of, but not like Gabriel," I told her. Then, so she'd see the difference, I had to remind her of the time when the principal called to discuss "a problem we're having with Terry at school."

It happened during the month that Gabriel was playground supervisor. The 7th and 8th graders take turns at this job. Well, Gabe had just moved here from Mexico and sometimes kids couldn't understand the way he talked. When it came to sports, though, that didn't seem to matter much. The job seemed to mean a lot to him.

Well, anyhow, I'm not a terrific athlete. Lots of times I'm one of the last to be picked for a team; and once in a while I end up "leftover." When that happened, I'd help Gabriel keep score and sort of be his assistant. Sometimes we'd stay a couple of minutes after the bell rang and he'd give me some pointers to improve my game. Then, I'd help him bring in the equipment that was left on the field and we'd get to talking about other things.

That's why I got back to my room late some days during the month that Gabriel was on duty. After so many times, Mrs. Sykes said that if it happened again she'd have to report me to the principal. I didn't plan to let that take place. But, a few days later, things got complicated.

It was one of those times that I wasn't in the game, so Gabe kept me busy. I was used to taking a few remarks when certain people saw us helping each other out. Things like, "Hey, Terry! You gettin' paid overtime for that?" when I was carrying equipment back to the storeroom, or stuff about my "private coach" since Gabriel had been working with me after the bell.
But that day kids were teasing even more than usual, and they left a lot of equipment lying around. I even saw a few kids throwing balls and gloves over the fence where they'd be hard to find in all those shrubs.

I thought of what a time Gabriel was going to have trying to explain why all those things were missing. See, even though everyone is supposed to bring back equipment, the supervisor is still responsible.

I didn't like any of my choices. I didn't want to be late again. But I couldn't walk off and leave Gabe. So that's why there was a phone call from Mr. Savage telling Mother I'd be home late. I had to pick up litter for a punishment after school.

But it wasn't so bad, 'cause see, real soon after I started picking up the trash Gabriel showed up and together we found spelling papers dated 1974 and wrappers from candy they don't even make anymore. Well, that's why he had to come to my party.

My mom said, "Aha! Maybe you're trying to say that you and Gabriel speak the same language." She was right. He's my friend because we help each other out.

Adapted from The Person I Am: Self-Concept, Decision Making, Values and Career Options, Marcia J. Smith and Judith M. Uriostengui, San Diego City Schools.
PEOPLE TO INVITE TO MY BIRTHDAY

1. Michael -- Lives next door.
3. Heather -- She's new; I think I might like her.
4. Rocky -- Sits by me in school.
5. Terry -- We laugh at the same kinds of things.
7. Troy -- Kevin's best friend.
8. David -- Hasn't ever called me a name.
9. Stefanie -- Been to her house.
10. James -- Kids treat him bad; I don't know why.
12. Lisa -- Made a science project together; took a month.
13. Shelly -- Asked me to her birthday party.
15. Gabriel -- My friend.
HEALTHY FRIENDSHIPS

**Audience:** Children ages 5-12

**Time:** 30 minutes

**Setting:** Can be used in prevention or support groups, or one-on-one advocacy sessions.

**Goal:** Reinforce healthy and unhealthy friendship traits.

**Advocacy Considerations:**
- When doing one-on-one advocacy you will need to modify the group aspect of this activity.

**Materials:**
- Embroidery thread in many colors
- Large paper and markers or wipe off-board

**Activity Instructions:**
- Ask the group members to think about who bullies, and how they bully. Brainstorm a list of behaviors that bullies engage in:
  - Threatening to withdraw friendship
  - Making fun of a girl to get her to do what you wanted
  - Fighting with, threatening, or intimidating a girl to impress a boy
  - Using gossip
  - Putting a girl down because of the way she is dressed, her body shape, her body size, her appearance
- Ask the group members to imagine the best friendship they can. List the qualities on the board.
- Next discuss and list ways to make and keep friends.
- Explore what happens when friends fight or there is conflict, and list ways to deal with the problems.
- According the colors of thread that you have, assign a color to each of the qualities of a good friendship, ways to make/keep friends, and ways to deal with conflict.
- Each group member can then design a friendship bracelet for themselves. The bracelet can serve as a reminder of how to be a good friend.

**Source:** This activity was adapted from “Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth”, Vermont Network Against Domestic and Sexual Violence. www.vtnetwork.org/wp-content/uploads/Youth-Advocate-and-Educator-Activity-Manuaal.pdf
MAKING DECISIONS: ALLEY OR BYSTANDER

**Audience:** Children ages 9-12

**Time:** 45 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Discuss incidences of bullying, harassment and name calling; explore and practice possible interventions; and define what it means to take action/be an ally.

**Advocacy Considerations:**
- You can modify the activity for a single client.

**Materials:**
- "4 Corners" placards hung in the four corners of the room
- Ally or Bystander: Situation Sheet
- Chart paper or whiteboard with markers

**Facilitator Note:**
- You may need to rearrange the room to make it suitable for activity and movement.
- A printed copy of the detailed facilitation and activity instructions and worksheets are included at the back of this lesson. They can also be accessed online at the link in the source below.

**Source:** Welcoming Schools, a project of the HRC Foundation. This lesson can be downloaded for free from: http://hrc-assets.s3-website-us-east-1.amazonaws.com//welcoming-schools/documents/WS_Lesson_Making_Decisions_Ally_or_Bystander.pdf
MAKING DECISIONS: ALLEY OR BYSTANDER

SUGGESTED GRADE LEVEL: 4 – 6
LENGTH OF TIME: One or two class periods of 45 minutes

GOALS
- For students to explore their own roles in incidences of bullying, harassment and name-calling.
- To explore and practice possible interventions.
- To define what it means to take action/be an ally.

OBJECTIVES
- Students will talk about bullying, harassment and name-calling.
- Students will consider different responses to bullying and how that might change depending on the situation.
- Students will discuss alternatives to ignoring bullying, harassment and name-calling.

ACADEMIC STANDARDS
- CCSS: SL 4.1, 5.1 and 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others’ ideas and expressing their own clearly.
- Social Studies Strand 4: Individual Development and Identity – Exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways.

EDUCATORS’ NOTES
This discussion with students will explore how all of us, at one time or another, have had to make a decision about whether or not we will intervene or take a stand when we witness name-calling, bullying or harassment of a friend or a stranger. Often we make these decisions in the moment, reacting to situations as they come up. In this lesson students take the time to explore many different situations that could be seen at school and think about how they make decisions such as intervening, getting help, participating or walking away.

MATERIALS “4 Corners” placards (included in lesson) hung in the four corners of the room, Ally or Bystander: Situation Sheet (included in lesson), room arrangement suitable for activity and movement, chart paper or whiteboard, markers.

BEFORE THE LESSON
- Review the list of scenarios and pick out ones that you think will generate discussion in your class or that you would like your students to consider. You could also develop your own to cover topics that may be issues in your school. Start with some scenarios that may be easier for your students to consider. Include some that are only slight variations so that students have to think about how things would be different if the scenario involves friends or not, students who are older or younger, students who are more popular or not. Include
different topics in your set of questions. You probably will have time for 6 to 8 scenarios in one class period.

- Print out or write out and post the “4 corner” placards in the area of your classroom where you will do the lesson. Students need to be able to move around to each “corner”.

**Activity**

- Explain to the students that this activity looks at situations where you must decide, in that moment, how to react if you see someone being teased or bullied. Sometimes you may do something. Sometimes you may not. It often depends on the situation, how well you know someone, if they are older or younger, etc. This activity involves movement and action.

- For each situation, students will make a decision regarding how they will respond using the following four choices. Briefly discuss each to ensure that your students understand each one.
  - Ignore the situation or walk away.
  - Attempt to negotiate or stop the situation.
  - Talk to the person privately later.
  - Seek assistance from an adult or someone older.

- Read the scenarios that you have chosen, out loud to the class. Make sure your students understand the scenario, especially if it is a variation of one you just read. Ask them first to think for themselves which of the four corners they would go to. Then, have them move to the corner of the room that represents how they would act in response to that particular scenario.

- Before you hear from students, you could have them turn and talk to another person in their group about why they chose to go to that corner.

- With each scenario, invite a couple of students from the different corners to say why they chose to stand in a certain corner. Follow-up on their answers as appropriate. You could ask them to give an example of what they could say to the person being teased or bullied and what they could say to the person doing the hurtful teasing or bullying. Make sure to hear from students in all 4 corners during the lesson. As your students say why they have chosen a particular action/corner, acknowledge their reasoning.

- To generate further discussion after you have presented the scenarios, ask some open-ended questions:
  - Did you respond differently to the different scenarios?
  - What are some of the reasons you chose one corner versus another?
  - With whom did you feel most comfortable intervening?
  - When were you more likely to ignore the situation? Why?
  - Would you respond in some other way not represented by the four corners?

- Discuss what it means to be a bystander.
  - How do you think the person being teased feels if people don’t do anything?
  - How do you feel when you don’t do something?

- Talk about what it means to be an ally. Using chart paper or a whiteboard, brainstorm ways to be an ally. (If you use chart paper you can keep it hanging on your classroom wall.)
• Acknowledge that there are many ways to be an ally depending on the situation. The important message is that if students witness bullying behavior, that they take some kind of action. If they are not sure whether to do something, this means it is a good time to talk with someone about it. Ask students to also think about if there are times they feel unsafe being an ally. What could they do in those situations?

• In closing, ask students to think of how they could be a better ally to the other students in your class or school.

ASSESSMENT AND EVALUATION
• Can students define what it means to be an ally or bystander?
• Do you observe students sticking up for each other more?
• Can students identify ways to be an ally?

SUGGESTED BOOKS FOR STUDENTS
Each Kindness, Jacqueline Woodson.
I Am Jazz, Jessica Herthal and Jazz Jennings.
My Name Is Bilal, Asma Mobin-Uddin.
Muskrat Will Be Swimming, Cheryl Savageau.
Red: A Crayon’s Story, Michael Hall.
Teammates, Peter Golenbock.

MIDDLE READERS
George, Alex Gino.
The Liberation of Gabriel King, K. L. Going.
The Misfits, James Howe.
Playground: A Mostly True Story of a Former Bully, Curtis "50 Cent" Jackson, Laura Moser.
The Popularity Papers: Book Two: The Long-Distance Dispatch Between Lydia Goldblatt and Julie Graham-Chang, Amy Ignatow.
Wonder, R.J. Palacio.
ALLY OR BYSTANDER – SITUATION SHEET

This activity takes two 45-minute periods to complete all 15. If you only have 45 minutes to spend on this activity, pick 6-8 situations. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently.

1. A classmate or friend constantly makes fun of another student because they are small for their age
2. An older student makes fun of a younger student because they are small for their age
3. When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
4. A new kid at school calls your friend a bad name because of their skin color.
5. A friend of yours calls a new kid at school a bad name because of their skin color.
6. A kid you don’t know calls another kid you don’t know a bad name because of their skin color.
7. Someone in your class says something mean to another student in your school because of their religion.
8. A new kid at school calls your friend “gay”
9. A group of students your age keeps saying, “That’s gay” to mean they don’t like something.
10. A group of students your age keeps saying, “That’s gay” to mean they don’t like something and you know that your friend’s dads are gay.
11. A friend of yours keeps saying to other boys, "Hey stop acting like a girl."
12. A boy in your school that you don’t know very well keeps saying to other boys, "Hey stop acting like a girl."
13. A friend in your class teases a younger boy for having a teddy bear or a doll.
14. A student in your class teases a boy for wearing a pink T-shirt and nail polish.
15. A girl in your class teases another girl for always dressing like a boy.

Include any others that might apply to your school or community.
IGNORE THE SITUATION OR WALK AWAY

INTERVENE MYSELF

TALK TO THE PERSON IN PRIVATE

SEEK HELP FROM AN ADULT OR SOMEONE OLDER
SOLAR SYSTEM

Audience: Children ages 9-12  
Time: 20-30 minutes

Setting: Can be used in prevention groups or one-on-one advocacy sessions.

Goal: Identify safe and supportive people.

Advocacy Considerations:
- Often childhood sexual assault divides families, especially in cases of incest. The advocate will need to have an idea of what the client's support system is before this activity.
- Be prepared to incorporate non-traditional ideas of support (such as a pet) or discuss what kind of a support system they want to build.

Prevention Considerations:
- This can be a more emotional activity for some children.
- While some sharing of personal solar systems may be appropriate, it can also highlight disparities in support systems between children. You may want to discuss this during the debrief.

Materials:
- Several color options of markers, colored pencil, or crayons
- Drawing paper

Facilitator Note:
- By mapping out a relationship constellation, allows children to think about who is in their life and how close they feel to those people and characteristics of those different relationships.
- This activity ties into related concepts of boundary setting and identifying supportive adults in their life.

Source: This activity was created by Home Alive.

Washington Coalition of Sexual Assault Programs (2016)  www.wcsap.org
HOME ALIVE

SOLAR SYSTEM

The Solar System exercise gives participants a visual snapshot of their relationship constellation. It gives them information on who is in their life and how close they feel to those people, as well as an opportunity to express for themselves some of the qualities, strengths and challenges of their individual relationships. More than anything, the Solar System offers a bird's eye view of our relationship life, and this perspective can bring valuable new awareness.

This exercise can bring up difficult feelings for people. It can feel intense or hard for people to take stock of who they have in their life and how they have them. Some people will find it clarifying, hopeful, or reassuring to see how many people they are close with. Others can feel frustration or disappointment at the make-up of their support system. It can help the group to have the facilitator say, after the exercise not before, that this is an intense exercise that can bring up sadness or other feelings. Additionally, this is a very introspective exercise, so you may have to draw participants out a bit with several questions, a story or a few talking points.

1. Have everyone choose their favorite color from an assortment of markers, crayons, or colored pencils made available to them. With this color draw a smallish circle in the center of the page. This is YOU. Label it with your name, with the word “me” or with a personal doodle that you identify with. Instruct the participants to do the same. You can tell them that there are several steps to this exercise, and that you will outline all of them together and then leave them time to go back and add more to each step.

2. Have the participants put that color back and tell them they are not allowed to use it for the rest of the exercise.

3. Have the participants choose 3-5 different colors.

4. Choose 4-8 people in your life, who are closest to you. Plot them on the paper at a position and distance significant to you. Draw circles (or other shapes) around them.

5. Draw lines connecting you to these different people. These lines are like spokes on a wheel connected to you. These lines can be thick and bold, thin, jagged, dotted, loopy, any line you want. This is an opportunity to draw lines that represent an aspect of the connection you have to different people. For example, if my relationship to a specific person is hot and cold, I might draw a dotted line to show both connection and distance.

6. Next, we will illustrate the energy input and output each relationship represents. The question you are answering is: in this moment, is this relationship giving me energy and support or draining my energy? Using (+/-) or arrows to show the energy giving and energy depleting for your relationships.

7. It is important to remember that this is a snapshot of your solar system today. This is not an audit for your last year and it is not an audit of the lifespan of your relationships.

8. Give 10 minutes for them to work independently, including a short break.

For example:
Debrief Questions and Points (5-15 minutes): Due to the intense nature of this exercise, it is important to debrief the experience with the class.

§ Why do you think I had you change colors? Answer: This is ME, this is YOU. Having ourselves in our own unique color helps solidify the idea of this line of distinction between ourselves and our world.

§ The bumper sticker for this exercise is: YOU ARE THE CENTER OF YOUR UNIVERSE. Why? Of course we all know this does not mean that you are the center of THE universe. But without YOU there would be no ‘your universe.’ It is okay and necessary for YOU to be at the center. It is more than necessary, it is accurate. When we start putting other people at the center of our universe, it can be really difficult to know what our boundaries are and where we can assert our needs, desires, and expectations.

§ What did you notice about your solar system?

§ What, if anything, surprised you?

§ What came up? What was it like to do this?

§ How is this like life?

Additional Debrief Questions/Ideas to Consider:
- Is everyone in your universe in a place where you want them?
- Is there anyone who you want closer to you?
- Anyone who you want further from you?
- What can you do to bring people in who are currently far away?
- Are there any people who you find exhausting to be around?
Any people who energize/revitalize you?

- What can you do to distance yourself from people who you don't want to be so close to you? Etc.
- What if everyone is far away?
- What if everyone is really close?
- There might be real/strategic/good reasons why everyone might be really far away or really close right now.
- Do you want your universe to look this way forever?
- Is the mapping of your universe currently serving you? Is it meeting your needs?
- Does the mapping of your universe match your values and intention?
- This is exercise not about passing judgments about other people's boundaries (i.e. "you have awful boundaries, my boundaries are better than yours"); this will look different for everyone.
- Encourage participants to repeat this activity on their own every few months or once a year to see how their universe may change!

Every time I lead this exercise I tell this story as a closing; you could tell it by saying something like "the creator of this curriculum says..."

"When I was 19 or so, I did this exercise for the first time. It was from a book, or a therapist had me do it, I'm not quite sure. But looking at my whole relationship world on a piece of paper did something for me. I got to see, as if from a far off vantage point, the relationships I had in my life. The most impactful part for me was seeing the quality of the relationships I had in my life daily versus the relationships that were infrequent. What I realized when looking at my solar system was that the people I was putting most of my energy into were people who were not particularly kind or good friends. And the people who were on the margins of my solar systems were people who were really positive and really interested in me and who I was. I looked at that piece of paper and said to myself 'Oh! People who are mean are an exciting challenge, and people who like me are boring.' It was an 'a-ha' moment no talk therapy or self-help book could have evoked in me. After that, over the course of several years, I noticed myself thinking in terms of my solar system when deciding who to put energy into, which friendships to pursue, and how to spend my social time. It didn't happen overnight, but gradually I became more interested in people who were openly warm and interested in me. About 10 years later, I found my first solar system exercise, and before looking at it I quickly did another one. I got to compare them and see such a drastic change. Years later all of my close connections were with people who think I am wonderful, smart, special and amazing. There was nothing like seeing such a concrete testament to my growth and sense of self-worth."

Thanks to former Home Alive instructor and program director Becka Tilsen for sharing her description of this exercise.
The purpose of this section of the Activity Guide is to promote healthy and robust sexual development for children. All children should be given comprehensive and medically accurate information about bodies, sex, and sexuality; as well as skills to critically think about violent and harmful social norms connected to sex.

According to the CDC\(^1\), risk factors for sexual violence perpetration include coercive sexual fantasies, preference for impersonal sex and sexual-risk taking, and exposure to sexually explicit media. Promoting and teaching skills of healthy sexuality are considered a best practice in preventing sexual violence.

For child survivors of sexual abuse, teaching healthy sexuality and development is critical to reduce the risk of re-victimization. Yet often adults shy away from discussing anything related to sexuality with young survivors. However, their individual sexuality is still in development and needs to be supported. Advocates are in a unique position to answer questions about changes in bodies, and developing attractions (if any) in a safe, non-judgmental way.

**Advocacy Considerations:**
- For example, while working with a 11 year old female survivor the parent repeatedly expresses concern about when the child’s period will start. The parent’s fear is becoming the child’s fear. An advocate is in a position of both peer and authority and can explore possible developmental change in a positive, normalizing way.
- Furthermore, a child survivor’s relationship with their own body can be affected by the abuse. They may struggle with a developing (and more overtly sexual) body. They may even feel betrayed by their own bodies. Or feel foreign in their bodies. It is important a survivor’s relationship with their bodies is improved to reduce the impact of sexual abuse/assault.

**Prevention Considerations:**
- While some information may be covered in a school’s health program, there is still a need for the expertise sexual violence preventionists bring to the conversation.
- Offering to teach these types of lessons to a school may be one way create buy-in for more in-depth prevention workshops.

**Included in this section:**
- FLASH Lesson Plans for Elementary School; Lessons 1 & 10
- Examining Body Image

\(^1\)http://www.wcsap.org/research-risk-and-protective-factors
EXAMINING BODY IMAGE

**Audience:** Children ages 5-12

**Time:** 30-40 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Explore media that reflects positive and diverse body image.

Media has a huge impact on children's social, emotional, and physical development. They look to media for cues about how to behave, how to fit in, and how to know what's cool.

**Advocacy Considerations:**
- Identify a show or movie the client connects with from the list from the link.

**Prevention Considerations:**
- Discussing body image and the ways bodies are portrayed in media may be a sensitive and uncomfortable topic for many children. So it's important to begin this session with ground rules to prepare for the discussion and make it clear to the group the value in all body types and abilities.

**Materials:**
- Internet access or downloaded media of your choice

**Facilitator Notes:**
- It can still be hard to find TV shows and movies with a range of body types represented and an emphasis on skills, smarts, and character instead of appearance, but it's worth the effort.
- At the bottom of the list from Common Sense Media are some sample questions you can use to guide the discussion.

**Activity Instructions:**
- Select an episode of a TV show or movie that fits the appropriate age of your client or group, and meets your time constraints.
- Prepare a few open ended questions for after the media clip to explore the ways in which bodies are represented and value is placed on different bodies.

**Source:** Common Sense Media. This lesson and the rest of the curriculum can be downloaded for free from: https://www.commonsensemedia.org/media-and-body-image/what-are-some-movies-or-tv-shows-that-promote-a-positive-body-image

Washington Coalition of Sexual Assault Programs (2016)
FLASH LESSON #1 “INTRODUCTION”

**Audience:** Children ages 9-12

**Time:** 20-30 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Define sex and sexuality, review slang vs. medical terms, establish ground rules, and determine future conversation topics.

**Advocacy Considerations:**
- It would be hard to offer the option of anonymous questions in this activity. You could put several questions in the boxes ahead of time and tell the client that. Then allow them to add their own questions as well.

**Prevention Considerations:**
- If you are delivering this in a school setting, find out if your school uses the FLASH curriculum and work to coordinate and integrate your prevention efforts.
- Are you familiar with Washington State's 2007 Healthy Youth Act?
  - This law requires sexual health education programs taught in public schools meet certain criteria (which align well with goals of healthy sexuality).
  - To learn more about the Healthy Youth Act: www.doh.wa.gov/CommunityandEnvironment/Schools/SexualHealthEducation

**Materials:**
- Nine coffee cans
- Manila envelopes or shoe boxes for anonymous questions
- Anonymous Question Roots
- Introduction Worksheet for each participant

**Source:** FLASH Lessons for Elementary School. This lesson and the rest of the curriculum can be downloaded for free from: http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~media/depts/health/family-planning/documents/elementary-school/Grades456Lesson1.ashx
Introduction
Grades 4-6, Lesson #1

Time Needed

20-30 minutes

Student Learning Objectives

To be able to ...
1. Distinguish between definitions of "sex" and "sexuality."
2. List and explain at least four ground rules.
3. Identify why ground rules are necessary (to protect people's feelings).
4. Sort sexuality questions into logical categories (pregnancy, puberty, etc.) as a step toward having a comprehensive picture or context into which the unit's learning can be placed.

Agenda

1. Define "sexuality".
2. Explain purpose of the unit.
3. Use case study and class input to set ground rules.
4. Discuss slang vs. medical/correct terms.
5. Introduce "anonymous question" cans (boxes, envelopes.)
6. Use "Introduction Worksheet" to summarize lesson.
Materials Needed

Classroom Materials:

- Nine coffee cans, manila envelopes or shoe boxes, each with a label and a slot in the top for anonymous questions on each of the nine topics of the unit (or however many topics you plan to address).

- *Introduction Lesson Visual: Anonymous Question Roots* (contained in this lesson and also available online as a PowerPoint slide: [www.kingcounty.gov/health/FLASH](http://www.kingcounty.gov/health/FLASH))

Student Materials: (for each student)

- *Introduction Worksheet*

- Several slips of scrap paper and a pencil
Activity

1. Explain that you are beginning a unit on “sexuality.”
   That the word is probably new to some students, so you’ll define it. Go on to explain that
   some people think “sex” and “sexuality” are the same, but that they aren’t. “Sex” is the
   smaller word and the narrower concept. It is sometimes used to mean gender (e.g. on
   forms where it asks your name, birth date and sex) and it is sometimes used to mean
   particular behaviors…”Sexuality” includes those ideas, but it also includes how a person
   feels about him or herself, what they feel about being male or female, whether they know
   how to love, how to trust, how to communicate. A person’s sexuality has to do with
   whether they can make friends, whether they can keep friends. And when people study
   sexuality they also learn about how people change from children into adults, how babies
   are made, how they’re born, and how they grow.

2. Explain the purpose of the unit.
   Tell them you are doing this unit so that they will have correct information about things
   like bodies and growth; so that they will feel good about growing up; so that they’ll feel
   more comfortable asking questions of their parents or doctors; so that they’ll understand
   and appreciate themselves, their families and one another; and so that they will not be
   as likely to ever be sexually abused.

3. Tell the class that you want to share a Case Study with them, and get their reactions
   to it.

   Read aloud:

   “The class was beginning a unit on ‘sexuality’ that day. They came in from recess and
   Mr. Clark asked everybody to calm down and get ready to work. But everybody was a
   little nervous and excited, and it took a long time before the jokes and laughter let up.
   When it was quiet, Mr. Clark asked whether anyone knew what kinds of things they’d be
   studying in this next unit called ‘sexuality.’ Marco raised his hand and asked, ‘What about
   the reproductive system?’ A few people giggled. Then Shawna raised her hand. She
   asked whether the class would learn about menstrual periods. Four or five people began
   to roar with laughter and Michelle said ‘How dumb!’ Shawna started to blush. When the
   laughter kept up, tears came to her eyes and she finally got up and left the room.”

   Open a discussion about the Case Study. Some questions for the class to consider are:

   "Why do you think some people laughed?"
   "How did Shawna feel?"
   "Do you think other people will raise their hands from now on? Why not? How will
   they feel about speaking in class?"
   "If you were the teacher how would you handle the problem?"
   "How could the problem have been avoided in the first place?"
   "Do you think this kind of thing could happen in OUR class?"
   "How can we keep it from happening here? Why don’t we develop a contract for
   how we’ll treat each other during this unit?"
Have students develop ground rules.

List them on the blackboard. Feel free to add to their list. You may want to include some of these:

"No put-downs." (including one's self)
"Any question is a good question."
"Protect people's privacy." (i.e., questions about friends and family members should NOT include their names or identities. It's more considerate to ask "Someone I know had an acne problem. What causes that?" rather than "My sister had an acne problem...")
"It's OK NOT to ask questions or share personal beliefs."
"It's OK NOT to answer a question." (In fact the teacher may choose to "pass" on a question if it is too personal or inappropriate for classroom discussion.)
"Be considerate of other people's feelings."

4. Discuss slang & “baby talk.”

Students may use slang or baby talk in the classroom for two reasons: Sometimes, the individual is testing you. ("Will she be shocked if I ask what's really on my mind?" "Does he know the meaning of slang terms?") Sometimes, he doesn't KNOW the standard or MEDICAL term. In either case, we recommend a matter-of-fact, non-judgmental substitution of the MEDICAL term. It will diffuse the need to test. And it will offer important information.

SO

Encourage students to ask questions regardless of whether they know the standard/medical words for things. Explain that you will always try to include the MEDICAL word in your answer and to spell it for them on the blackboard.

5. Introduce the Anonymous Question Boxes/Cans.

As a way of outlining the agenda for the unit, hold up each question box or can and read the topic aloud: Families, Self-esteem, Sex Roles, Making Friends, Decision-Making, Sexual Exploitation, Puberty, Reproductive System, and Pregnancy.

Explain that the class will spend one or more lessons on each of these topics. Define the topics, using the Teachers' Glossary (Appendix G) or your own words.

Use Introduction Lesson Visual: Anonymous Question Roots (using a document camera or in PowerPoint) to offer your students a starting point as they try to think of questions. Or write the question roots on the board:

"Is it true that...?"
"How do you know if...?"
"What do they mean by...?"
"Is it normal to...?"
"What causes...?"
"What should you do if...?"

Give each student several slips of scrap paper and a pencil. Ask them to write at least one question and drop it in the appropriate box or can. (If everyone is writing, nobody feels like the Only One). Explain that they should NOT write their name on the slip, unless they would
prefer to talk with you privately about their question. Only one question on each slip (which makes it easier for you to sort the questions), but it is OK to use as many slips as they like. Explain that spelling doesn't matter at this point. Explain that, as each lesson arrives, you will answer the questions from the appropriate can, so it's OK to add questions whenever they think of them. If anyone isn't sure which can is appropriate for a particular question, they can raise their hands and you'll help them figure it out. Allow them five or ten minutes to write questions.

6. **Wrap up the Lesson.**

Hand out the "Introduction Worksheet" and have students work in pairs filling it out. Allow five (5) minutes.

**Related Activities For Integrated Learning**

A. **Language Arts**
Have students begin a glossary, to which they will add throughout the unit. Terms from today's lesson might include: "sexuality", "privacy", "considerate", "puberty", "reproductive system", "self-esteem", "exploitation", "sex roles" and "anonymous".

Individuals or teams can write their own definitions and pronunciation keys or look the words up.

B. **Art**
Students may volunteer to make posters listing classroom ground rules and/or labels for your anonymous question boxes/cans.

C. **Language Arts**
Have students write a story about a problem they experienced when another student or a teacher was inconsiderate of their feelings. They should include how they handled the problem or how they would have liked to have handled it.

D. **Communication Skills**
Offer students the option in groups or individually of "storytelling" about someone inconsiderate of their feelings, etc.

**Homework**

Students' options:
- Take home today's worksheet and discuss it with an adult in their family. ¹
- Bring in 4 more questions for the Question Cans.

¹ See "Preparing Parents", page 4-5
Anonymous Question Roots

"Is it true that...?"

"How do you know if...?"

"What do they mean by...?"

"Is it normal to...?"

"What causes...?"

"What should you do if...?"
Introduction Worksheet

Our ground rules are:


FLASH LESSON #10 "PUBERTY"

**Audience:** Children ages 9-12

**Time:** 40-50 minutes

**Setting:** Can be used in prevention groups or one-on-one advocacy sessions.

**Goal:** Help children approach puberty with positive feelings, reinforce facts and debunk fears/myths, and discuss peer pressure.

---

**Advocacy Considerations:**
- The main activity in this lesson would need to be restructured into a conversation.
- The Puberty Worksheet could be done individually by the child client.

**Prevention Considerations:**
- If you are delivering this in a school setting, find out if your school uses the FLASH curriculum and work to coordinate and integrate your prevention efforts.
- Are you familiar with Washington State's 2007 Healthy Youth Act?
  - This law requires sexual health education programs taught in public schools meet certain criteria (which align well with goals of healthy sexuality).
  - To learn more about the Healthy Youth Act: www.doh.wa.gov/CommunityandEnvironment/Schools/SexualHealthEducation

**Materials:**
- Puberty Worksheet #2

**Facilitator Notes:**
- A printed copy of the detailed facilitation/activity instructions and all handouts are included at the back of this lesson. They can also be accessed online at the link in the source below.
- This is the second lesson on puberty in this curriculum; you may want to review the first lesson on puberty.

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**Source:** FLASH Lessons for Elementary School. This lesson and the rest of the curriculum can be downloaded for free from: http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/~/media/depts/health/family-planning/documents/elementary-school/Grades456Lesson10.ashx

Washington Coalition of Sexual Assault Programs (2016)  www.wcsap.org
Puberty, day 2
Grades 4-6, Lesson #10

Time Needed

40-50 minutes

Student Learning Objectives

To be able to ...
1. Distinguish puberty facts from myths.
2. Anticipate puberty with positive feelings, recognizing that the timing of change is individual.

Agenda

1. Review purpose of lesson.
2. Respond to "Anonymous Question Box" questions re: puberty.
3. Use Puberty Worksheet #2 to reinforce facts and debunk fears/myths re: puberty.
4. Summarize by discussing peer pressure in the puberty years.

This lesson was most recently edited May 20, 2013.
Materials Needed

Student Materials: (for each student)

- *Puberty Worksheet #2*

- OPTIONAL for family homework, pamphlets: The *Talk to Me!* interview guides are pairs of booklet sets (father/son, mother/daughter, father/daughter, mother/son) for students and parents/guardians or other trusted adults. They include age-appropriate questions to prompt open communication about sex, love and life. They cost $4 per set (for one family) and bulk discounts are available. See details here: [www.ppgnw.org/TalkToMe](http://www.ppgnw.org/TalkToMe). For more information: education@ppgnw.org or call 206-328-7715.
Activity

1. Explain again the reasons you are doing these lessons on puberty.
   - Sometimes people are afraid of things they don't understand.
   - Sometimes people feel as if they are the ONLY one to ever experience certain changes; they may "dump on" themselves because they think they aren't normal.
   - Those feelings are UNNECESSARY; people can look forward to puberty with excitement and pleasure, IF they know what to expect!

2. Respond to "Anonymous Question Box" questions re: puberty (see lesson 1 for setting up an anonymous question box or boxes).

3. Use Puberty Worksheet #2 to reinforce facts and debunk fears/myths re: puberty.
   a. Divide the class into 3 teams.
   b. Hand out Puberty Worksheet #2 and give the teams 20 minutes to reach consensus (within each team) on each item. Encourage people to discuss the items they disagree on, to explain to one another why they believe as they do about an item.
   c. Have one spokesperson for each team write their team's responses on the blackboard and explain, one at a time, why they chose a particular answer. You can award 1 point for each correct answer and an extra ½ point to the team with the best explanation. The team with the most points "wins" although we would encourage you to award prizes, if you do that, to anyone who participated actively.

4. Summarize by discussing peer pressure in the puberty years.
   Discuss how it felt to disagree with teammates, whether there was overt peer pressure to agree (for consensus) or whether each person was considerably listened to. Summarize the lesson by explaining that, at puberty, it is probably more difficult than at any age before or after to disagree with the crowd BECAUSE one is beginning to separate from one's family and to gradually identify more with friends. That is normal...and one has to find ways to trust one's own judgment AT THE SAME TIME as one enjoys one's friends.

Related Activities For Integrated Learning

A. Language Arts
B. Social Studies
Students may do reports on puberty rites of various cultures.

C. Math
Have students find the average age among these girls and the average age among these boys of starting puberty ... of noticing the very first changes ... like, in girls, breast budding and, in boys, first pubic hair: (Do not use names of children in your class.)

Ann: 8yrs, 11 mo. (age 8.9)
Bob: 9 yrs, 11 mo. (age 9.9)
Cathy: 10 yrs, 6 mo. (age 10.5)
Diana: 11 yrs, 4 mo. (age 11.3)
Ed: 11 yrs, 5 mo. (age 11.4)
Gary: 12 yrs, 8 mo. (age 12.7)
Faye: 12 yrs, 11 mo. (age 12.9)
Henry: 14 yrs, 10 mo. (age 14.0)

(answer: these girls' range 8.9-12.9; mean = 10.9, these boys' range 9.9-14.0; mean= 12.0)²

NOTE: Depending upon your students' math skill level you can have them convert months to decimal fractions of a year, or you can provide the decimals.

Homework

Students' options:
- Discuss with an adult in the family Puberty Worksheets 1 and 2 ³
- With an adult in the family, use The "Talk-To-Me" books, sets of 2 pamphlets with which parents and students interview one another. They allow children and the adults who love them an opportunity to practice communicating. They help people articulate their own and their family's, generation's and culture's beliefs and feelings about growing up, family life and sexual health.
- Write a letter to a 6 or 7-year-old, real or imaginary, about growing up.

³ see "Preparing Parents" pages 6-7
Puberty Worksheet 2

NAME ________________________ DATE ________________________

DIRECTIONS: Write “T” for “true” next to each statement you believe is correct.
Write “F” for “false” next to the wrong statements.

____ 1. Girls may start puberty any time between the ages of 8 and 13.
____ 2. Usually, boys start puberty a little younger than girls.
____ 3. The pituitary gland, in the brain, tells the body when to begin puberty.
____ 4. Boys only get erections when they think about something sexual.
____ 5. A person’s feelings may change from moment to moment, especially during puberty.
____ 6. If your parents started puberty early, you might too.
____ 7. You can tell whether a girl is menstruating by looking at her.
____ 8. Boys often have some breast growth during puberty.
____ 9. It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
____ 10. The main reason teenagers get acne is they eat the wrong foods.
____ 11. Girls should not use tampons until they are grown.
____ 12. The vagina is always wet, just like the mouth and eyes.
____ 13. There is something wrong with a boy if he ejaculates in his sleep.
____ 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
____ 15. It is OK for a girl to shower or play sports during her menstrual period.
____ 16. A boy should start wearing an athletic supporter (“jock strap”) during puberty when he plays sports, to protect and support his genitals.
____ 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
____ 18. It is necessary to wash more often once you begin puberty.
Puberty Worksheet 2 - Answer Key

NAME ______________________________ DATE ______________

DIRECTIONS: Write “T” for “true” next to each statement you believe is correct. Write “F” for “false” next to the wrong statements.

T 1. Girls may start puberty any time between the ages of 8 and 13.
F 2. Usually, boys start puberty a little younger than girls.
T 3. The pituitary gland, in the brain, tells the body when to begin puberty.
F 4. Boys only get erections when they think about something sexual.
T 5. A person’s feelings may change from moment to moment, especially during puberty.
T 6. If your parents started puberty early, you might too.
F 7. You can tell whether a girl is menstruating by looking at her.
T 8. Boys often have some breast growth during puberty.
T 9. It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
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T 12. The vagina is always wet, just like the mouth and eyes.
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T 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
T 18. It is necessary to wash more often once you begin puberty.
ADDITIONAL RESOURCES

Purpose:
These additional resources are provided for advocates and preventionists. These go more in-depth on relevant frameworks and examples connected to the core principles of child advocacy and prevention work.

Included in this section:
- Childhood Developmental Stages chart created by WCSAP.
- "40 Developmental Assets® for Children Grades K–3 (ages 5-9)" created by the Search Institute.
- "40 Developmental Assets® for Middle Childhood (ages 8-12)" created by the Search Institute.
- "10 Core Concepts for Child Sexual Abuse Prevention" created by the Wisconsin Coalition Against Sexual Abuse.
- "An Overview of Healthy Childhood Sexual Development" created by the National Sexual Violence Resource Center.
## DEVELOPMENTAL STAGES, AGES 5-12

<table>
<thead>
<tr>
<th>Ages</th>
<th>Emotional/Social</th>
<th>Thinking/Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Concrete understanding of cause and effect.</td>
<td>Until this point most communication is through art, play, and body movement.</td>
</tr>
<tr>
<td></td>
<td>At the very early stages of critical thinking. Continue asking “why” questions</td>
<td>Around this age children begin to become more verbal in expression.</td>
</tr>
<tr>
<td></td>
<td>frequently.</td>
<td>Language use is changed by outside the home influences, friends for example.</td>
</tr>
<tr>
<td></td>
<td>Concepts of shame, pride, and guilt are fully formed.</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Shows more independence from parents and family.</td>
<td>Shows rapid development of mental skills.</td>
</tr>
<tr>
<td></td>
<td>Starts to think about future.</td>
<td>Learning better ways to describe experiences and talk about feelings.</td>
</tr>
<tr>
<td></td>
<td>Understand more about their place in the world and within interpersonal</td>
<td>Has less focus self and more concern for others.</td>
</tr>
<tr>
<td></td>
<td>relationships.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pays more attention to friendships and teams.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wants to be liked and accepted by friends.</td>
<td></td>
</tr>
<tr>
<td>8-11</td>
<td>Start to form stronger, more complex friendships and peer relations. It</td>
<td>Face more academic challenges.</td>
</tr>
<tr>
<td></td>
<td>becomes more emotionally important to have friends, especially of the same</td>
<td>Become more independent from family.</td>
</tr>
<tr>
<td></td>
<td>sex/gender expression.</td>
<td>Begin to see other people’s point of view (empathy building).</td>
</tr>
<tr>
<td></td>
<td>Experience more peer pressure.</td>
<td>Increased attention span.</td>
</tr>
<tr>
<td></td>
<td>Become aware of their body as puberty approaches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body image and eating disorders sometimes start.</td>
<td></td>
</tr>
<tr>
<td>Ages</td>
<td>Emotional/Social</td>
<td>Thinking/Learning</td>
</tr>
<tr>
<td>------</td>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 12   | Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol and drug use, unsafe sex, and additional high risk behaviors.  
Show more concern about body image, look, and clothes.  
Focus on themselves: going back and forth between high expectations and lack of confidence.  
Experience moodiness.  
Express less affection toward parents sometimes might seem rude or short-tempered.  
Feel stress from more challenging school work.  
Develop eating problems.                                                                 | Ability for complex thoughts.  
Better able to express feelings through talk.  
Develop stronger sense of right and wrong (leading to ideas of justice and injustice) |

*This chart adapted from:*
- “Child Development, Positive Parenting Tips”. Centers for Disease Control
  http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html
- “Talking with Kids”. Public Broadcasting System Parents
  http://www.pbs.org/parents/talkingwithkids/agebyage_5.html

Washington Coalition of Sexual Assault Programs. 2016.
## 40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

### External Assets

**Support**
1. **Family Support**—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
2. **Positive Family Communication**—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
3. **Other Adult Relationships**—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
4. **Caring Neighborhood**—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
5. **Caring School Climate**—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
6. **Parent Involvement in Schooling**—Parent(s) talk about the importance of education and are actively involved in the child's school success.

**Empowerment**
7. **Community Values Children**—Children are welcomed and included throughout community life.
8. **Children as Resources**—Child contributes to family decisions and has opportunities to participate in positive community events.
9. **Service to Others**—Child has opportunities to serve in the community with adult support and approval.
10. **Safety**—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

**Boundaries & Expectations**
11. **Family Boundaries**—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
12. **School Boundaries**—Schools have clear, consistent rules and consequences and use a positive approach to discipline.
13. **Neighborhood Boundaries**—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).
14. **Adult Role Models**—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
15. **Positive Peer Influence**—Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
16. **High Expectations**—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.

**Constructive Use of Time**
17. **Creative Activities**—Child participates weekly in music, dance, or other form of artistic expression outside of school.
18. **Child Programs**—Child participates weekly in at least one sport, club, or organization within the school or community.
19. **Religious Community**—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. **Time at Home**—Child spends time at home playing and doing positive activities with the family.

### Internal Assets

**Commitment to Learning**
21. **Achievement Motivation**—Child is encouraged to remain curious and demonstrates an interest in doing well at school.
22. **Learning Engagement**—Child is enthused about learning and enjoys going to school.
23. **Homework**—With appropriate parental support, child completes assigned homework.
24. **Bonding to School**—Child is encouraged to have and feel a sense of belonging at school.
25. **Reading for Pleasure**—Child listens to and/or reads books outside of school daily.

**Positive Values**
26. **Caring**—Parent(s) help child grow in empathy, understanding, and helping others.
27. **Equality and Social Justice**—Parent(s) encourage child to be concerned about rules and being fair to everyone.
28. **Integrity**—Parent(s) help child develop her or his own sense of right and wrong behavior.
29. **Honesty**—Parent(s) encourage child's development in recognizing and telling the truth.
30. **Responsibility**—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
31. **Self-Regulation**—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.

**Social Competencies**
32. **Planning and Decision Making**—Parent(s) help child think through and plan school and play activities.
33. **Interpersonal Competence**—Child seeks to build friendships and is learning about self-control.
34. **Cultural Competence**—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.
35. **Resilience Skills**—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
36. **Peaceful Conflict Resolution**—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.

**Positive Identity**
37. **Personal Power**—Child has a growing sense of having influence over some of the things that happen in her or his life.
38. **Self-Esteem**—Child likes herself or himself and feels valued by others.
39. **Sense of Purpose**—Child welcomes new experiences and imagines what he or she might do or be in the future.
40. **Positive View of Personal Future**—Child has a growing curiosity about the world and finding her or his place in it.

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### 40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets—that help young people grow up healthy, caring, and responsible.

| Support | 1. **Family support**—Family life provides high levels of love and support.  
2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).  
3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).  
4. **Caring neighborhood**—Child experiences caring neighbors.  
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.  
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school. |
|---|---|
| Empowerment | 7. **Community values youth**—Child feels valued and appreciated by adults in the community.  
8. **Children as resources**—Child is included in decisions at home and in the community.  
9. **Service to others**—Child has opportunities to help others in the community.  
10. **Safety**—Child feels safe at home, at school, and in or his or her neighborhood. |
| Boundaries & Expectations | 11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child’s whereabouts.  
12. **School Boundaries**—School provides clear rules and consequences.  
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child’s behavior.  
14. **Adult role models**—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior.  
15. **Positive peer influence**—Child’s closest friends model positive, responsible behavior.  
16. **High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities. |
| Constructive Use of Time | 17. **Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.  
18. **Child programs**—Child participates two or more times per week in curricular school activities or structured community programs for children.  
19. **Religious community**—Child attends religious programs or services one or more times per week.  
20. **Time at home**—Child spends some time most days in high-quality interaction with parents and doing things at home other than watching TV or playing video games. |

| Commitment to Learning | 21. **Achievement motivation**—Child is motivated and strives to do well in school.  
22. **Learning engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.  
23. **Homework**—Child usually hands in homework on time.  
24. **Bonding to school**—Child cares about teachers and other adults at school.  
25. **Reading for pleasure**—Child enjoys and engages in reading for fun most days of the week. |
|---|---|
| Positive Values | 26. **Caring**—Parent(s) tell the child it is important to help other people.  
27. **Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.  
28. **Integrity**—Parent(s) tell the child it is important to stand up for one’s beliefs.  
29. **Honesty**—Parent(s) tell the child it is important to tell the truth.  
30. **Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.  
31. **Healthy lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality. |

| Social Competencies | 32. **Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.  
33. **Interpersonal competence**—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.  
34. **Cultural competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.  
35. **Resilience skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.  
36. **Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently. |
|---|---|
| Positive Identity | 37. **Personal power**—Child feels he or she has some influence over things that happen in her or his life.  
38. **Self-esteem**—Child likes and is proud to be the person that he or she is.  
39. **Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.  
40. **Positive view of personal future**—Child is optimistic about her or his personal future. |
10 CORE CONCEPTS FOR CHILD SEXUAL ABUSE PREVENTION

**Sexual Health & Development**

- Teaches anatomically correct terms for body parts
- Teaches age & developmentally appropriate sexual development
- Teaches evidence-based sexual health
- Supports access to comprehensive reproductive health services & information

**Research / Rationale**

Healthy sexuality is viewed as an important protective factor against sexual violence in youth and adults (National Sexual Violence Resource Center, 2012). In one study, higher rates of child sexual abuse were found among women who received inadequate sex education as girls compared to women who received adequate sex education (Finkelhor, 1990). This author speculates that sex education may protect children because it gives them specific sexual abuse prevention information, and/or that inadequately educated children have unfulfilled curiosity about sex, which is a vulnerability potential perpetrators can more easily manipulate. In another study with adolescents, researchers found that there was a statistically significant relationship between increased specific knowledge about sexuality and decreased rape-supportive beliefs (Mallet, 2011). Although rape-supportive beliefs provide only one indicator of proclivity to engage in sexual aggression, this research provides additional evidence of sexual knowledge as a protective factor. An added benefit to healthy sexuality may come from parental involvement: children whose parents talk to them about sexuality are more likely to delay intercourse and more likely to practice safer sex when they do become sexually active (Martinez, 2010).

**Gender Socialization**

- Challenges gender-based stereotypes
- Supports skills & interests outside traditional gender expectations
- Discusses concepts of masculinity and entitlement
- Supports non-binary gender exploration

**Research / Rationale**

Gender-based expectations about gender, sex, and sexuality, particularly hostile masculinity, may put someone at higher risk of perpetrating sexual assault (Malamuth, 1991; Nguyen, 2014). Strict gender norms contribute to sexual violence due to expectations and beliefs associated with femininity and masculinity (Gallagher, 2011). Looking at the gender-based components to hostile masculinity is particularly important, as some research indicates that broadly, general hostility itself is not associated with sexual assault perpetration (Voller, 2010). This implies that it is the gender-socialization components leading to hostile masculinity that may be especially important to address. In terms of working with children, WCASA sees indications of gender socialization that could be addressed. Even as young as preschool age, there is research suggesting that boys know which toys are "boy" toys, and they can predict
parental disapproval based on playing with “girl” toys (Freeman, 2007). WCASA believes that giving kids the skills to question and combat gender stereotypes at a young age will help them question and combat harmful sexual-based gender stereotypes as they age.

**Intersections of Oppression**

Promote respect & understanding for all cultures & identities

Explores concepts of self-identity & privilege

Provides instruction on cultural competency & inclusivity

Explores intersections of race, ethnicity, class, orientation, gender, ability, etc.

Research shows that communities that experience more systemic oppression are at higher risk for sexual violence, for example people of color, LGBTQ individuals, and people with disabilities (Black, 2011; Walters, 2013; McEachern, 2012). Additionally, rape myth acceptance is a risk factor for perpetrating sexual violence, and research has shown that in one sample male and female college students who endorsed rape myths were more likely to also endorse racism, sexism, homophobia, ageism, classism, and religious intolerance (Aosved, 2006). Promoting respect for all cultures at a young age has potential to decrease homophobia, racism, ableism, and other “isms” which may contribute to violence.

**Boundaries**

Teaches about touching on a continuum (not good/bad)

Instructs how to say no or reject unwanted advances

Teaches about setting & respecting boundaries

Discusses concepts of consent – including affirmative consent

Boundaries can be taught from the lens of setting one’s own boundaries as well as respecting others. At a young age, consent can be introduced related to non-sexual behavior. In adolescence, consent can be introduced related to sexual behavior. A national survey was conducted via phone to assess the percentage of children in the U.S. who had been exposed to violence prevention programs and assess outcomes across the fields of bullying, sexual assault, gang avoidance, dating violence, and general violence avoidance (Finkelhor, 2014). The study found that 88% of programs included content to tell an adult if the child had a problem and 57% discussed the continuum of touch. From these programs, over a third (37%) of program-exposed children said that they could think of a time they decided to tell an adult something “because of what they learned in the program.” Additionally, almost half (45%) could think of a time they used program information to help themselves or a friend. This research provides preliminary findings that prevention programs provide useful skills for secondary prevention outcomes.
| **Empowerment & Body Ownership** | Provides explicit instruction about body ownership  
Distinguishes between public & private parts of the body  
Allows autonomy over decision making related to body  
Encourages empowerment & practices assertiveness skills  
According to one researcher, empowerment may serve as a protective factor against victimization in two ways: (1) Empowerment may allow for the ability to maintain boundaries, since just knowledge of boundaries is not necessarily sufficient for youth to take action against violations; (2) Perpetrators have shared that they are able to identify vulnerable children and use that vulnerability to sexually abuse a child (Conte, 1989). Building empowerment and body ownership can be a strengths-based approach to decreasing vulnerability. It is also important to build these skills from an adult perspective. When adults tell children that they have the right to say “no” in cases of child sexual abuse, it is important to model this behavior and promote skills for youth to make their own decisions about their bodies at a young age. |
| **Pro-Social Behavior & Skills** | Teaches communication, empathy & problem solving  
Encourages non-violent conflict resolution  
Promotes impulse control strategies  
Provides skills & tools for self-regulation  
Impulsive behavior is a documented risk factor for sexual violence perpetration (Voller, 2010; Mouilso, 2013; Centers for Disease Control, 2014). Promoting self-regulation and constructive problem solving has the potential to regulate impulse control and target this risk factor before children become adolescents, as demonstrated through programs such as I Can Problem Solve (Rooney, 1993). |
| **Understanding, Identifying & Responding to Trauma** | Teaches disclosure skills & encourages disclosure  
Teaches about ACEs & understanding trauma  
Promotes a trauma-informed environment & responses  
Identifies resources & strategies in response to trauma  
Survey research has shown that a large percentage of children are likely to experience adverse experiences, including samples specific to Wisconsin (Felitti, 1998; Children’s Trust Fund, 2010). Although most victims of child abuse do not grow up to be perpetrators of child sexual abuse as adults, perpetrators of sexual assault report an increased exposure to witnessing family violence and experienced childhood sexual and emotional abuse than non-perpetrators (Salter, 2003; Malamuth, 1991; DeGue,
2010; Vivolo-Kantor, 2013; Centers for Disease Control, 2014). Since these are documented risk factors, WCASA theorizes that screening and intervention for abuse at younger ages will allow children access to services needed to interrupt the cycle of violence. This would have implications for the prevention of sexual abuse as children reach adolescence and adulthood.

**Bystander Intervention**

Teaches how to help someone in distress

Builds skills on how to safely intervene

Encourages creating a safe environment for everyone

Promotes individual & community responsibility

**Research / Rationale**

Risk factors for sexual violence include weak sanctions against violence and social norms supporting violence at the community and societal level (Center for Disease Control, 2014). Bystander intervention with regard to social norms change and accountability may have the ability to impact these factors. Research and evaluation shows that bystander interventions have the ability to sustain long-term change in knowledge, attitudes, and behaviors for both men and women who participate in bystander programs in college settings (Banyard, 2007). In regard to sexual violence, many bystander programs are implemented in late adolescence or college. By integrating bystander intervention throughout the lifespan, WCASA believes children and youth can be well equipped to be leaders in social change.

**Information About Sexual Abuse**

Provides facts & clear explanations about sexual abuse

Provides information about perpetration – including grooming

Promotes a victim-centered response

Dispels common misperceptions about sexual abuse

**Research / Rationale**

In a country where nearly 1 in 5 women is raped, and over 40% of women experience their first rape before the age of 18, the likelihood of encountering rape survivors in any prevention programming is high (Black, 2011). This becomes much more likely when taking into account all other forms of sexual violence, where these experiences are shared by almost half of all women and over one-fifth of men (Black, 2011). When violence has become so normalized, it is common for victims to not identify their experiences as abuse. Additionally, some perpetrators do not identify their behaviors as sexual assault. The lack of identification of both victimization and perpetration is supported by research. When individuals are asked a series of questions that define sexual violence they are much more likely to disclose than when they are asked fewer questions that directly ask about being raped or raping others (Koss, 1987). The lack of identification puts victims at higher risk of not seeking services and subsequent higher risk of further victimization (Siegel, 2003). In cases of child sexual abuse, if adults lack accurate knowledge about perpetrators’ tactics, they may fail to keep
children safe. Due to misperceptions, providing clear explanations about sexual abuse and perpetrator tactics is incredibly important. Dispelling common misperceptions about sexual abuse has the added benefit of working to modify rape myth acceptance. This is particularly useful for prevention because beliefs in rape myths are significantly associated with engaging in sexual coercion or aggression (DeGue, 2010). Lastly, sharing that abuse is never the fault of a victim and normalizing other victim reactions provides support for victims. This is necessary, especially because many victims experience considerable guilt and shame (Finkelhor, 1985). While providing information is not a primary prevention tactic against sexual violence by itself, on a macro-level scale, dispelling myths to place blame off victims and onto perpetrators does have the potential to impact community and societal levels risk factors that contribute to sexual violence. Such risk factors include general tolerance of sexual violence within the community, weak community sanctions against sexual violence perpetrators, societal norms that support violence, and weak laws and policies related to sexual violence and gender equity (CDC, 2014).

Safety & Risk Reduction

Provides general safety recommendations

Teaches how to recognize safe & unsafe situations

Teaches how to identify trusted adults & develop support networks

Teaches self-protective strategies & skills

Research / Rationale

A national survey was conducted via phone to assess the percentage of children in the U.S. who had been exposed to violence prevention programs and assess outcomes across the fields of bullying, sexual assault, gang avoidance, dating violence, and general violence avoidance (Finkelhor, 2014). The study found that 78% of programs taught warning signs of dangerous situations and outcomes indicate some positive findings regarding help-seeking behavior and helping a friend. This research provides preliminary findings that these programs teach useful skills for secondary prevention outcomes.
References


Salter, D., McMillan, D., Richards, M., Talbot, T., Hodges, J., Bentovim, A., Hastings, R., Stevenson, J., & Skuse,


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**A collaboration between the Wisconsin Coalition Against Sexual Assault and state-level agencies led to the development of 10 Core Concepts to Prevent Child Sexual Abuse (CSA). These partners, brought together through the A2A Steering Committee ([http://www.a2awisconsin.org/A2AWisconsin.htm](http://www.a2awisconsin.org/A2AWisconsin.htm)), identified these concepts through a review of best practices for CSA prevention, as well as research on preventing victimization and perpetration across childhood and adolescence.**

For more information, please contact: Kelly Moe Litke, WCASA Director of Prevention at [kellyml@wcasa.org](mailto:kellyml@wcasa.org)

**The Wisconsin Coalition Against Sexual Assault (WCASA) is a statewide organization incorporated in 1985 to support and complement the work of Wisconsin’s community-based sexual assault service provider programs and other organizations working to end sexual violence. WCASA works in collaboration with communities throughout the state to support existing services to victims/survivors of sexual violence, to plan for the development of new services, to create and support community prevention efforts, and to stimulate community ownership of the issue of sexual violence.**

For more information, please see: [www.wcasa.org](http://www.wcasa.org)
It's time ... to talk about it! Talk early, talk often. Prevent sexual violence.

An overview of healthy childhood sexual development

Understanding healthy childhood sexual development plays a key role in child sexual abuse prevention. Many adults are never taught what to expect as children develop sexually, which can make it hard to tell the difference between healthy and unhealthy behaviors.

When adults understand the difference between healthy and unhealthy behaviors, they are better able to support healthy attitudes and behaviors and react to teachable moments. Rather than interpret a child's actions with an adult perspective of sex and sexuality, adults can promote healthy development when they understand what behaviors are developmentally expected at different stages of childhood. They are also better equipped to intervene when there are concerns related to behavior or abuse.

**Understanding childhood sexual development**

Sexuality is much more than sex—it's our values, attitudes, feelings, interactions and behaviors. Sexuality is emotional, social, cultural, and physical. Sexual development is one part of sexuality, and it begins much earlier in life than puberty. Infants and children may not think about sexuality in the same way as adults, but they learn and interpret messages related to sexuality that will shape their future actions and attitudes. For example, when a three-year-old removes their clothes in front of others, a parent may tell him or her that "being naked is okay at bath time, or in your room, but not while your cousins are here." The child is learning that there are times when it is OK to be naked and times when it is not.

Children are constantly learning social norms and what is expected or appropriate in interactions and relationships. There are healthy and common expressions of sexuality that children are likely to show at different developmental stages. Often adults want to know which behaviors are appropriate and indicate healthy childhood sexual development. The information below addresses common behaviors that represent healthy childhood sexual development as well as what knowledge and skills are appropriate for children at each stage (National Child Traumatic Stress Network, 2009; The Society of Obstetricians and Gynaecologists of Canada, 2012).
### Healthy childhood sexual development

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<tr>
<th>Stage of development</th>
<th>Common behaviors</th>
<th>Encouraging healthy development</th>
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| **Infancy** (Ages 0-2) | - Curiosity about their body, including genitals  
- Touching their genitals, including masturbation, in public and in private  
- No inhibitions around nudity | - Teach correct names of body parts, such as penis and vagina  
- Explain basic information about the differences between male and female anatomy  
- Help children begin to understand how to interact respectfully with peers of the same age  
- Provide very simple answers to questions about the body and bodily functions |
| **Early Childhood** (Ages 2-5) | - Occasional masturbation. This usually occurs as a soothing behavior rather than for sexual pleasure. It may occur publicly or privately.  
- Consensual and playful exploration with children of the same age. This could include “playing house” or “playing doctor.”  
- May ask questions about sexuality or reproduction, such as, “Where do babies come from?”  
- May show curiosity in regard to adult bodies (e.g., wanting to go to into the bathroom with parents, touching women’s breasts, etc.)  
- Continued lack of inhibition around nudity. May take-off their diaper or clothes off  
- Uses slang terms for body parts and bodily functions | - Provide basic information about reproduction (e.g., babies grow in the uterus of a woman)  
- Encourage a basic understanding of privacy and when things are appropriate and inappropriate  
- Explain the difference between wanted and unwanted touch. For example, a hug that is welcome and positive versus one that is unwelcome and uncomfortable.  
- Teach children about boundaries. Let children know that their body belongs to them and that they can say no to unwanted touch. |
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| **Middle childhood** (Ages 5-8) | - Continued use of slang words, "potty humor" or jokes to describe body parts and functions  
- Deeper understanding of gender roles. May act in a more "gendered" manner as expected behaviors and norms associated with gender are learned (e.g., girls may want to wear dresses).  
- Sex play or activities that explore sexuality and bodies may occur with same- and opposite-sex friends  
- Masturbation. Some children may touch their genitals for the purpose of pleasure. This happens more often privately rather than in public. | - Promote a solid understanding of gender and how children experience their gender identity. Children who identify as transgender or gender non-conforming will experience this also, but can face confusion and may need increased support from adults.  
- Explain the basics of human reproduction, including the role of vaginal intercourse.  
- Talk about the physical changes that will occur during puberty.  
- Explain that there are different sexual orientations such as heterosexual, homosexual, and bisexual.  
- Teach that masturbation is something that occurs in private.  
- Educate on personal rights (e.g., "your body belongs to you") and responsibilities (e.g., treat boys and girls equally) related to sexuality. |
**Healthy childhood sexual development**

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| Late childhood (Ages 9-12) | • As puberty begins an increased need for privacy and independence is often expressed.  
• Interest in relationships. May want to have a girlfriend or boyfriend.  
• May express curiosity about adult bodies. This could involve the child trying to see people naked or undressing or involve looking for media (such as TV, movies, websites, and magazines) with sexual content.  
• As social norms around masturbation become clearer. Masturbation will likely occur in private. | • Provide ongoing information about the physical aspects of puberty and changes in their body.  
• Educate children on the social and emotional aspects of puberty. Help to normalize the new emotions and needs that they may be experiencing.  
• Provide age-appropriate sexuality information and basic information about sexual behaviors and sexually transmitted infections, etc.  
• Encourage critical thinking and build the skills to differentiate fact from fiction in media images and representations of sexuality.  
• Support them in understanding they have both rights and responsibilities in their friendships and relationships. Encourage characteristics of healthy friendships and relationships. |

**Adolescence and ongoing development**

As children progress into adolescence, signs of development become more pronounced and the need for accurate information about sexuality and sex continues. In addition to more detailed questions about sexuality and sexual health, young adults are often in need of support in finding accurate sources of information and resources. Additionally, adults can support youth as they navigate cultural and social messages about sexuality and gender shared though media and often reinforced by peers.
Healthy childhood sexual development and child sexual abuse prevention

Discussing sexual development within the context of child sexual abuse prevention can cause discomfort and raise tough questions. Conversations about children and sexuality are often seen as taboo. Thus, education, including accurate information about childhood sexual development, is rare. This leaves the media and pop culture, which often hyper-sexualize or exploit children, as the primary information source for both adults and children.

It is important to recognize that many adults had little or no sexuality education growing up, and may have been given negative messages as children about their own sexual development. This can cause adults to see behaviors that are typical and developmentally expected of childhood sexual development as a problem. Discomfort can also occur for adults if they interpret a child's behaviors through an adult perspective. For example, a four-year-old who wants to shower with a parent may simply be curious about different bodies, while a parent may interpret this curiosity as overly sexual.

Childhood sexual development is a challenging topic. With more knowledge, comfort and skills, adults can better understand and support healthy development and recognize signs of unhealthy or abusive behaviors in both youth and adults. For parents, community members and persons working in sexual violence prevention, assessing one's comfort level is a great first step in determining what information and skill are necessary for a stronger understanding of healthy childhood sexual development. All adults in the community can be powerful allies and advocates in preventing child sexual abuse.

When is behavior a concern?

Remember that behavior falling within healthy childhood sexual development should exhibit the following characteristics (National Child Traumatic Stress Network, 2009):

- Children are being playful and/or curious, not aggressive or angry.
- Play involving sexuality (i.e. playing Doctor, “Show me yours/I'll show you mine”) should be with a child of a similar age and developmental level, not with a much older or younger child.
- When adults ask children to stop or set limits around inappropriate behaviors they listen.
- The behavior does not cause physical or emotional harm to the child or others.
It's time ... to talk about it! Talk early, talk often. Prevent sexual violence.

Parents & caregivers can:

Develop positive and open communication around topics of sexuality. Create a dynamic where your children know they can come to you for accurate information and guidance that reflects your values without shaming.

Model respectful boundaries when it comes to touch and affection. Don't coerce children to give hugs or other displays of affection when they don't want to. Teach them that they have a right to have boundaries around their personal space and body from a young age and that they have a responsibility to respect the boundaries of others. Empower children to seek help when something feels uncomfortable to them.

Advocates, educators & professionals can:

Engage adults in addressing the issue. Help adults in the community better understand their roles in preventing child sexual abuse. Create opportunities in outreach and programming for dialogue and skill-building on this issue.

Act as resource. Parents and other community members need support and information on topics of childhood sexual development and child sexual abuse prevention. Provide connections to books, curricula and other resources that may help expand knowledge and comfort.

All adults & community members can:

Challenge unhealthy norms. When you see or hear an unhealthy norm in either children or adults, in action, say something. Explain what is concerning about the norm and share a healthy alternative. Emphasizing safety, equality and respect as the standard is key to ending oppression and violence.

Be an engaged bystander. If you perceive it to be safe and you see something that is of concern, trust your instincts, and do or say something about it. Everyone has a responsibility to protect children from sexual violence. Active bystanders make an impact, and it's critical to speak up so institutions, policies, and laws can be changed to prevent harm.

References