

Youth Activity GUIDE

FOR ADVOCATES AND PREVENTIONISTS



HEALTHY Kids

EMPOWERED Families

ENGAGED Communities



WCSAP
Washington Coalition of
Sexual Assault Programs

Washington Coalition of Sexual Assault Programs

www.wcsap.org

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"¹ 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"² 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

1. <https://www.psychologytoday.com/blog/beautiful-minds/201203/the-need-pretend-play-in-child-development>
2. http://www.anxioustoddlers.com/worries-by-age/?utm_content=buffercc6c0&utm_medium=social&utm_source=pinterest.com&utm_campaign=buffer

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:

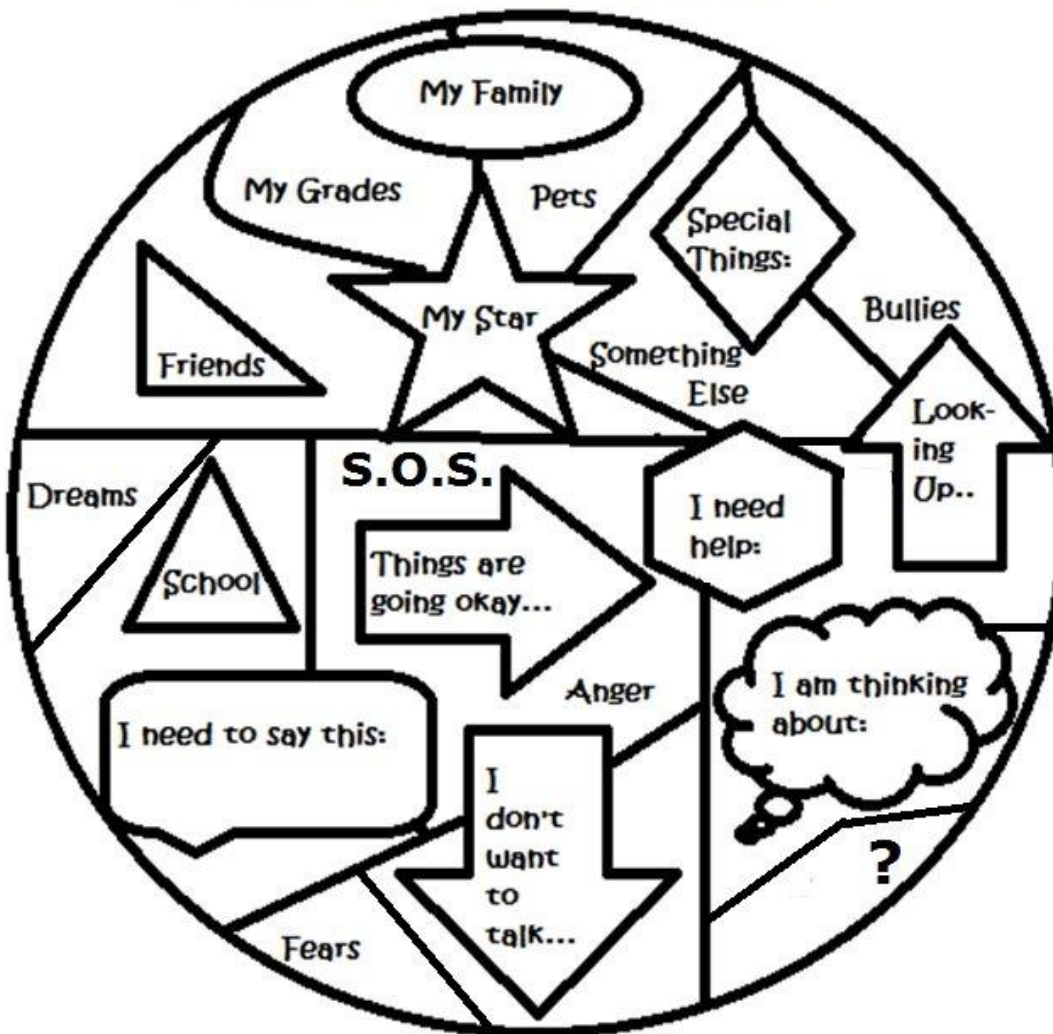
- Group icebreakers can help start a prevention session, but may also be useful in the middle to transition topics or as a closing activity to reinforce the lesson.
- While mostly for fun, consider customizing them to draw on the topics discussed later in the session, or refer back on what was learned 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:



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 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/>



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/.

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 need 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 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.

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=AWvefaN8USk>
 - <https://www.youtube.com/watch?v=G4Sn91t1V4g>
 - <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 compassion¹". 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-you-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 _____

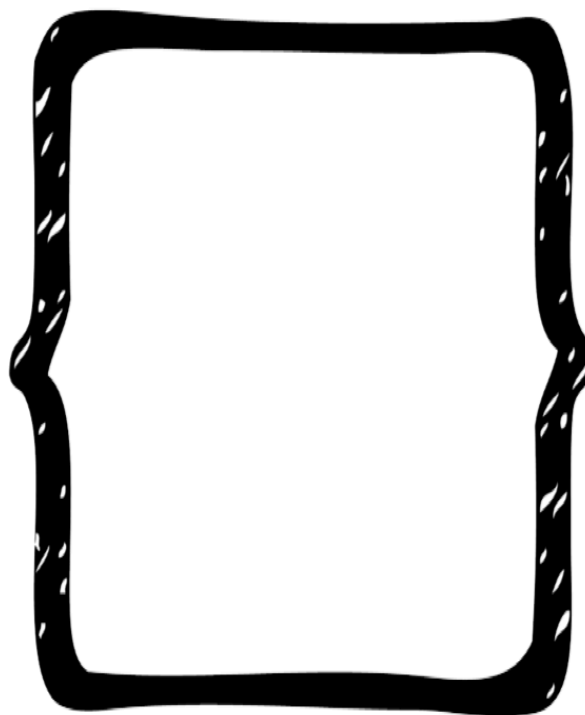
I understand _____

I want _____

I hear _____

I see _____

I want _____



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JOURNALING

Audience: Children ages 5-12

Time: 10-45 minutes

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/

Source: "The Health Benefits of Journaling" PsychCentral. Maud Purcell. June 28, 2016. <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.

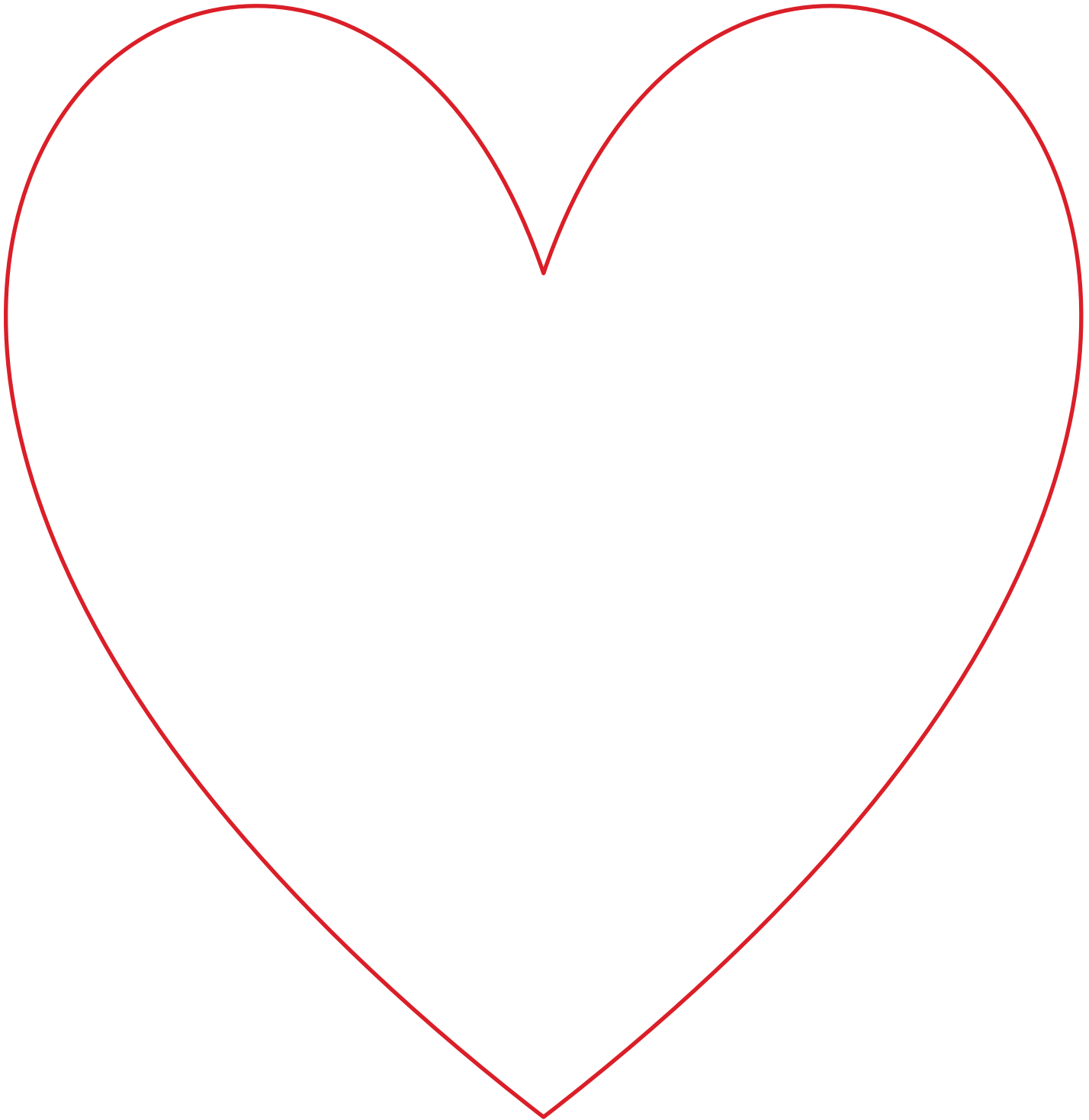
Facilitator Notes:

- 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.

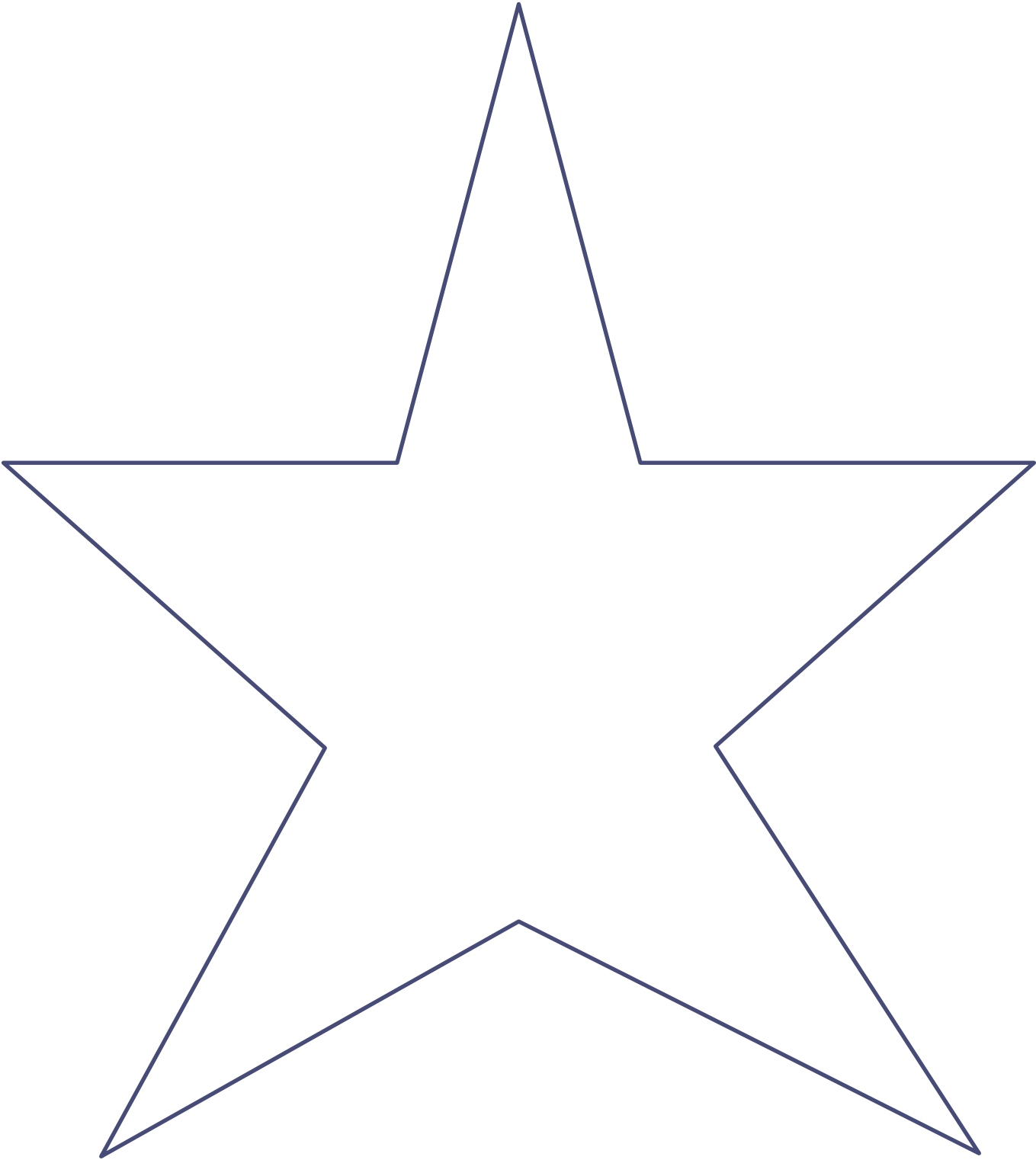
Materials:

- 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/health/family-planning/documents/elementary-school/Grades456Lesson3.ashx>

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:

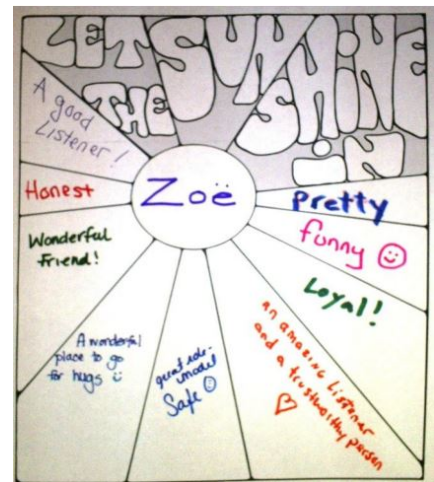
- This can be done during a one-on-one appointment by the client and advocate passing the handouts back and forth.
- This activity could also be done during a combined appointment with a caregiver, sibling, or friend.

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.

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-Manual.pdf

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, than 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.
- Helpful tips for making a board: <http://www.mamamaryshow.com/2013/01/5-tips-for-creating-vision-boards-with-kids/>

Source: “Throw Away Your Vision Board” Psychology Today. <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.
 - For examples of possible messages use <http://refugecenter.org/transforming-negative-self-talk-with-positive-affirmation/>.
- 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>

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?

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/.

"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.

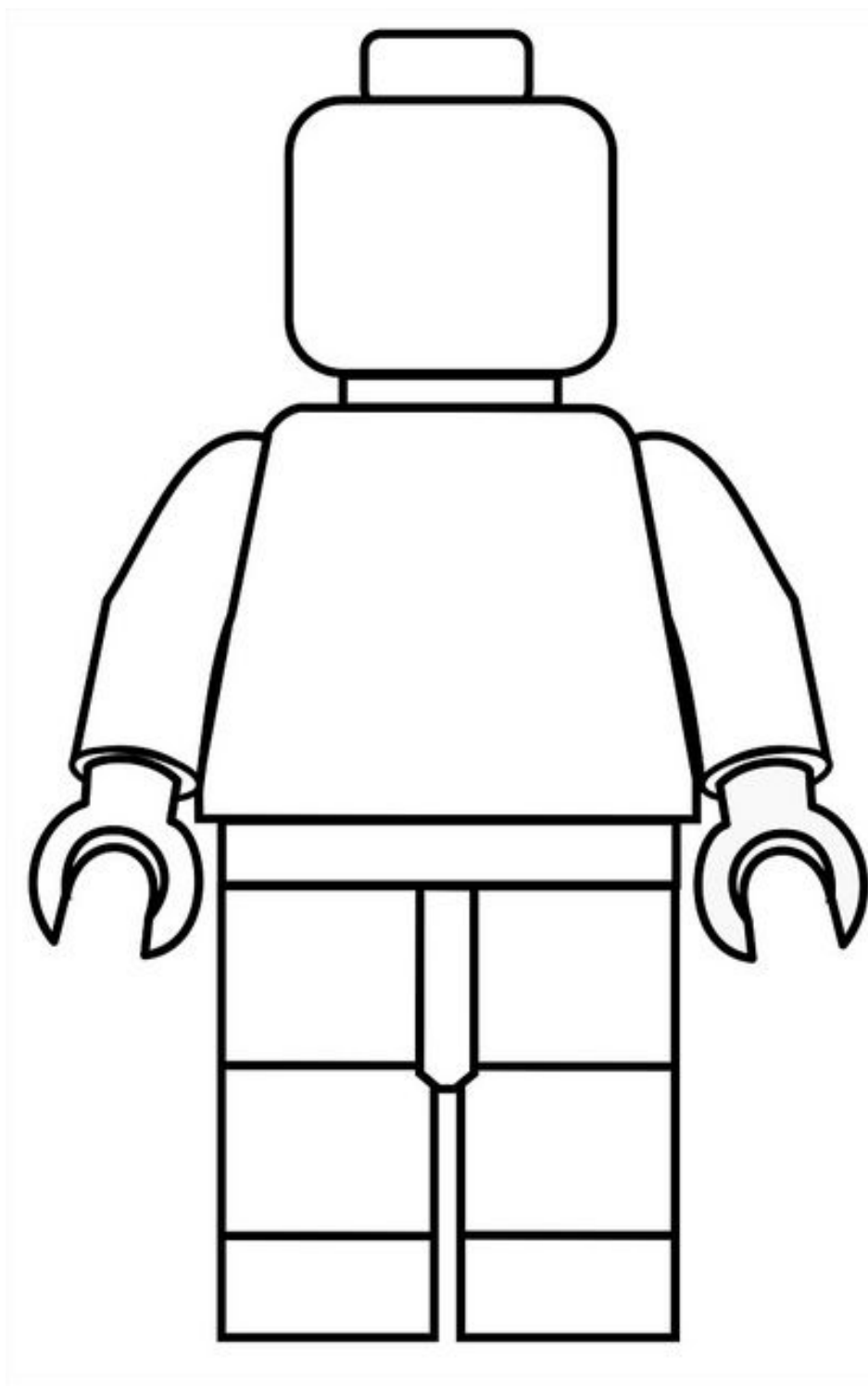
Materials:

- 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>



Source: <https://www.flickr.com/photos/clonekiler/4741290364/>

INSIDE OUT: FEELINGS WORKBOOK

Audience: Children ages 5-12

Time: 10-45 minutes

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 be accessed from:
<http://www.mathematicshed.com/miscellaneous.html>

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:
<https://www.teacherspayteachers.com/Product/What-Pushes-Your-Buttons-Anger-Triggers-2048633>

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

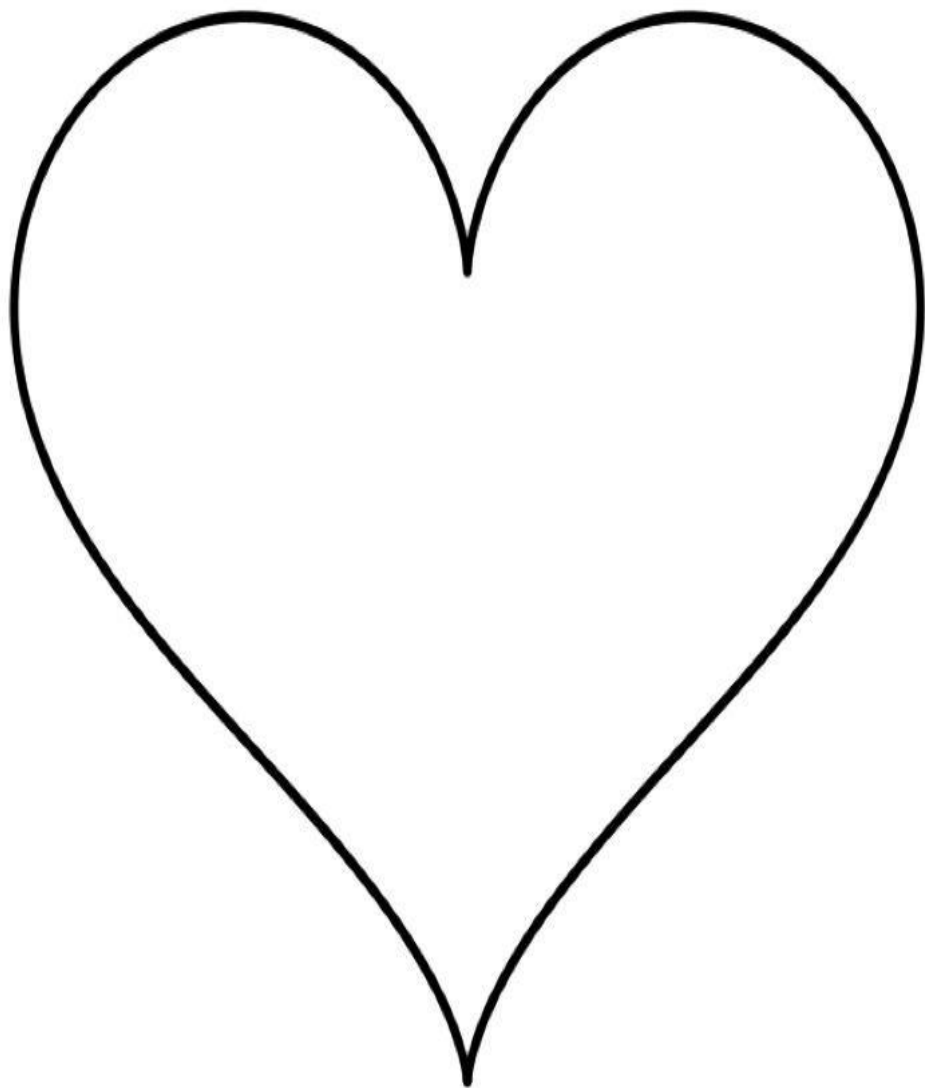
Facilitator Note:

- 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:
<https://jessicaspence.com/article/what-feelings-are-in-your-heart-an-art-therapy-exercise-for-kids-and-adults>



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Feelings Heart, Jessica Spence, www.jessicaspence.com, 2013

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
http://www.huffingtonpost.com/kenneth-barish-phd/how-do-children-learn-to-_b_3890461.html

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

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/documents/elementary-school/Grades456Lesson7.ashx>

"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. www.vtnetwork.org/wp-content/uploads/Youth-Advocate-and-Educator-Activity-Manaual.pdf

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.

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-Manaual.pdf

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-soothe, talk about which ones might be more useful in certain settings over others. Practice each one.

Source: Views From a Step Stool. Accessed from: <http://viewsfromastepstool.com/tips-calming-angry-child-plus-8-calming-tools-anywhere/>

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

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?

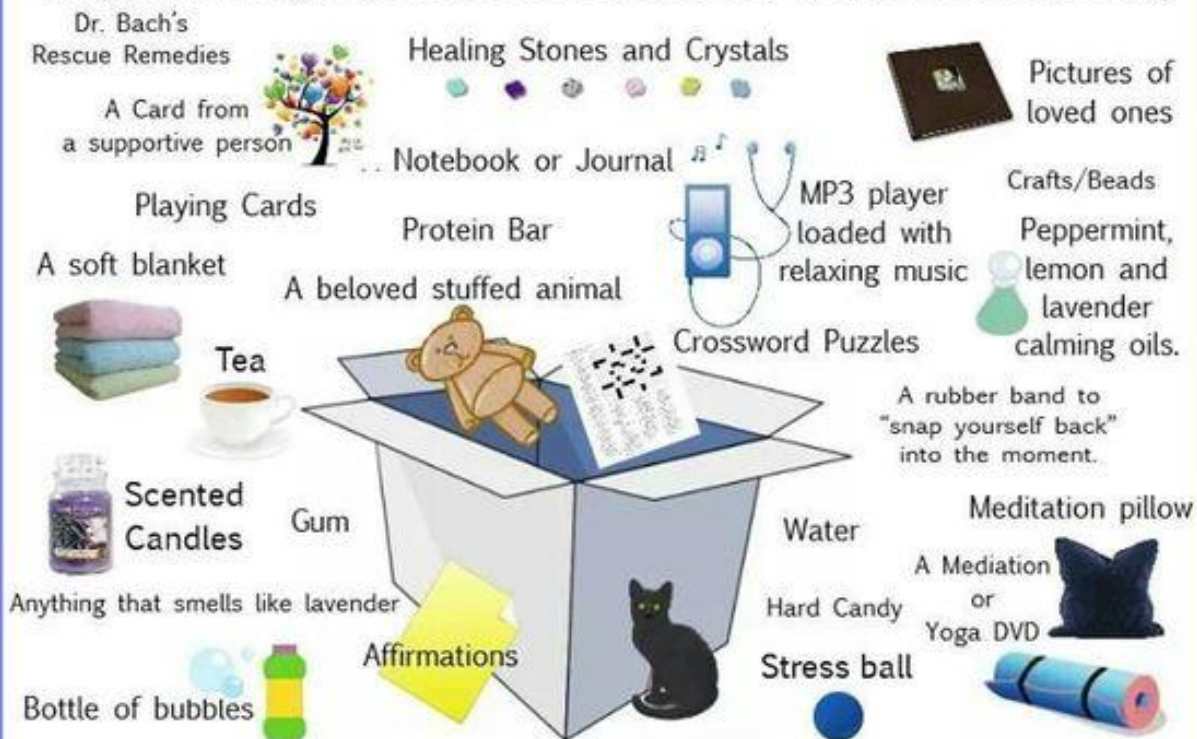
The Coping Toolbox

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



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>



Source: "Peter Levine's Self Holding Exercises for Sufferers of PTSD-Part 2" The Art of Healing Trauma: illustrated trauma healing exercises, stories & research. <http://www.new-synapse.com/aps/wordpress/?p=234>

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

¹ <http://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.

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-Manaual.pdf

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 to 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 at 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>

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 do you want to say no...?
 - How 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

Player B:
**Replies to player A's
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.)



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.)

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:

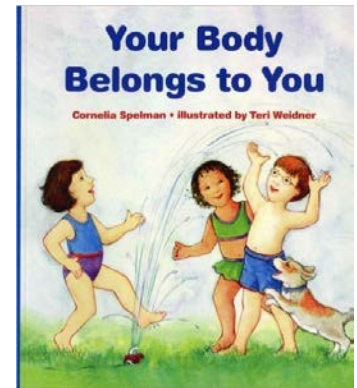
- Choose a book from the list below or another one that addresses the concept of age-appropriate consent.
- Afterwards have an open discussion about the themes and examples in the story.

Reading List:

Your Body Belongs to You

By Cornelia Maude Spelman.

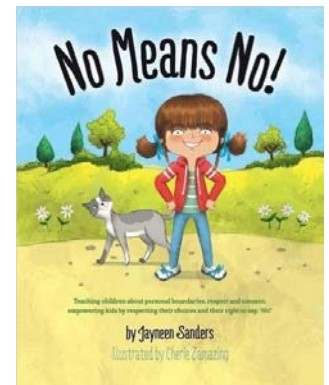
- In very simple language, this book conveys to children that their bodies are their own. That it's okay for kids to decline hugs and kisses, even from people they love, and that you can still form a friendship, even if you don't want to be hugged or kissed right now.
- Reassuring and easy to understand, '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.



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.
 - #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.

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.

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-Manual.pdf

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 CDC¹, 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

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>

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

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>

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 CDC¹, 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>

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:

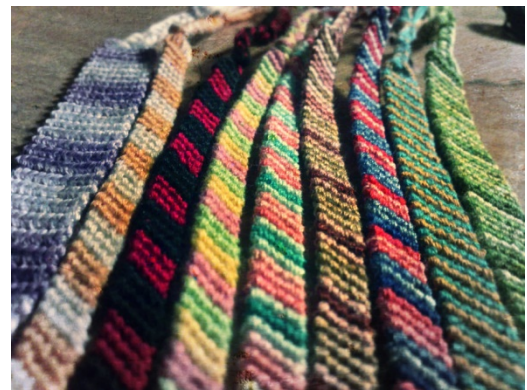
- When doing one-on-one advocacy you will need to modify the group aspect of this activity.

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-Manual.pdf

MAKING DECISIONS: ALLY 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

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.

SEXUAL DEVELOPMENT AND BODIES

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 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.

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>

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>

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.

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>

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.common sense media.org/media-and-body-image/what-are-some-movies-or-tv-shows-that-promote-a-positive-body-image>

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.