

2014



Teaching Young Children about Personal Safety
in ECE programs- Challenging Conversations

by Abbie Schiller & Pattie Fitzgerald

HELPING PARENTS RAISE GOOD PEOPLE



Abbie's Bio & Story



- Founder & CEO of
The Mother Company
- Background in PR &
Marketing
- Children's Show Creator,
Producer
- Children's Author
- Mom

(follow the company @TheMotherCo
or Abbie @Mocomama)



Abbie's Bio & Story





Pattie's Bio



- Child Safety Advocate & Prevention Educator for over 14 years
- Keynote Speaker
- Court Appointed Visitation Monitor
- Former Preschool Teacher
- Children's Author
- Mom

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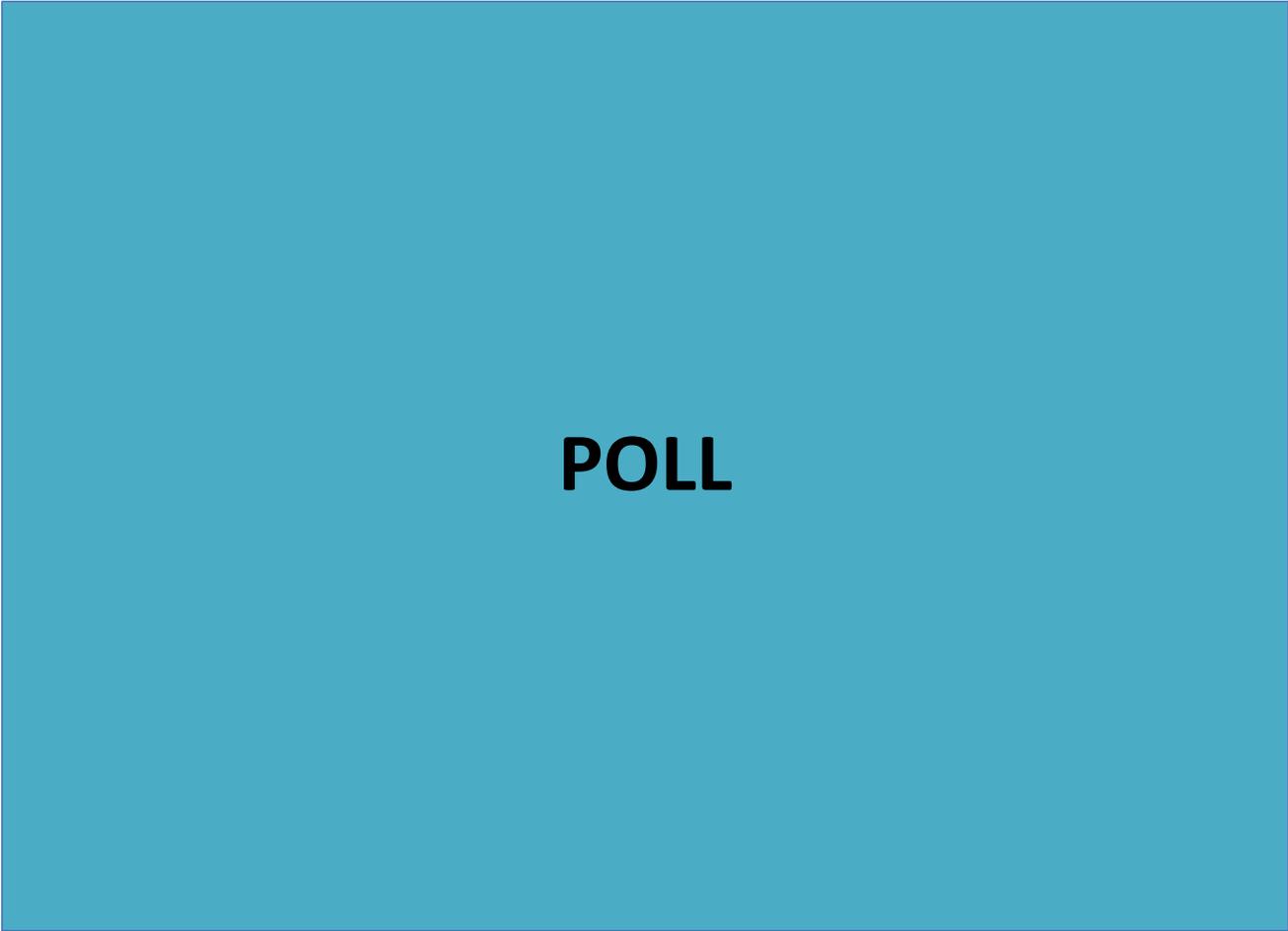


Pattie's Story





POLL 1





Seminar Goal

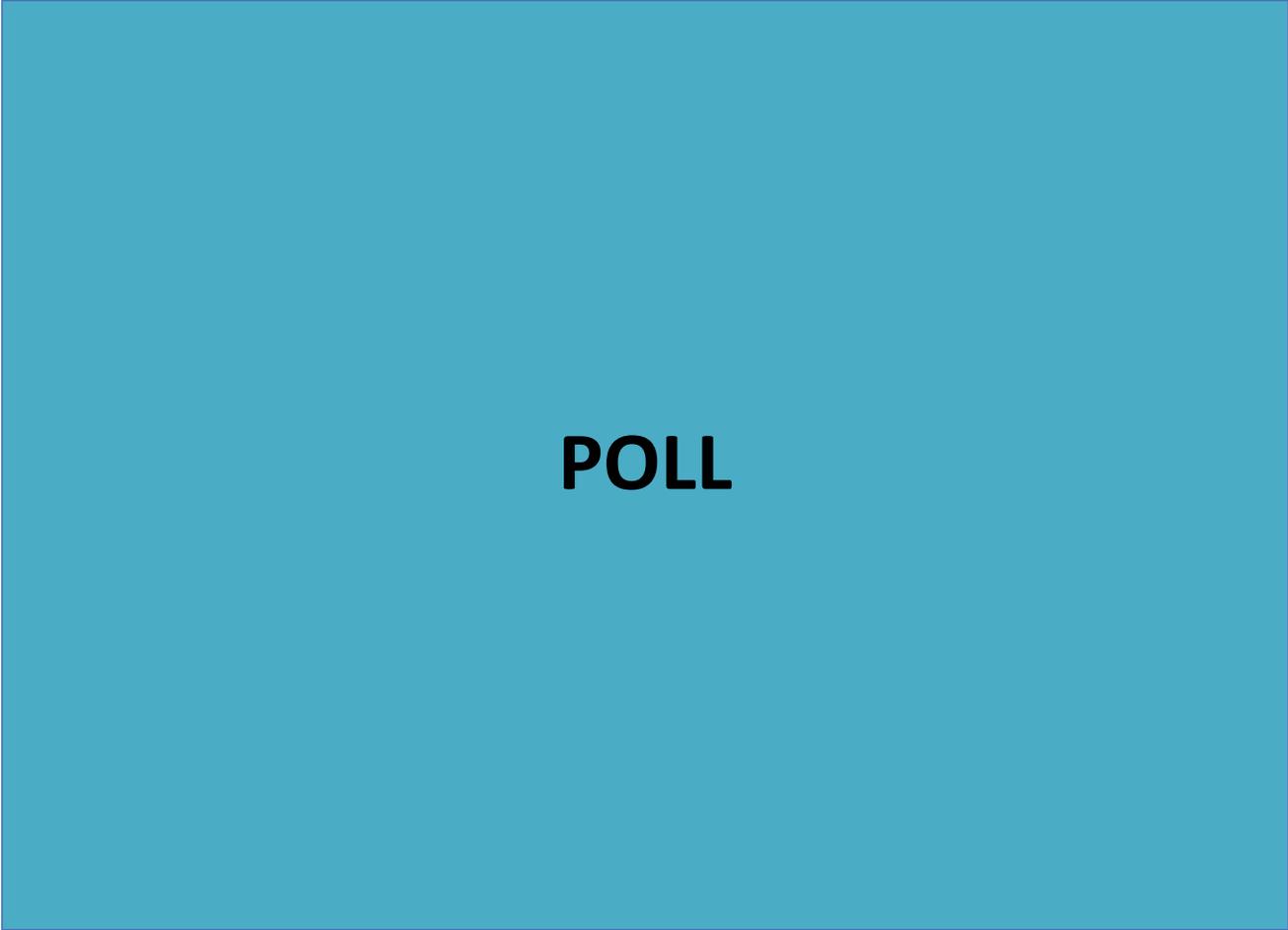


- a different and more effective way to keep children safe
- the myth of stranger-danger
- authentic child-friendly language and concepts that work

Hope that everyone comes away with new skills to share with their children.



POLL 2





Safety Statistics:



90% of child sexual abuse happens to children by **SOMEONE THEY KNOW**, not by a stranger.

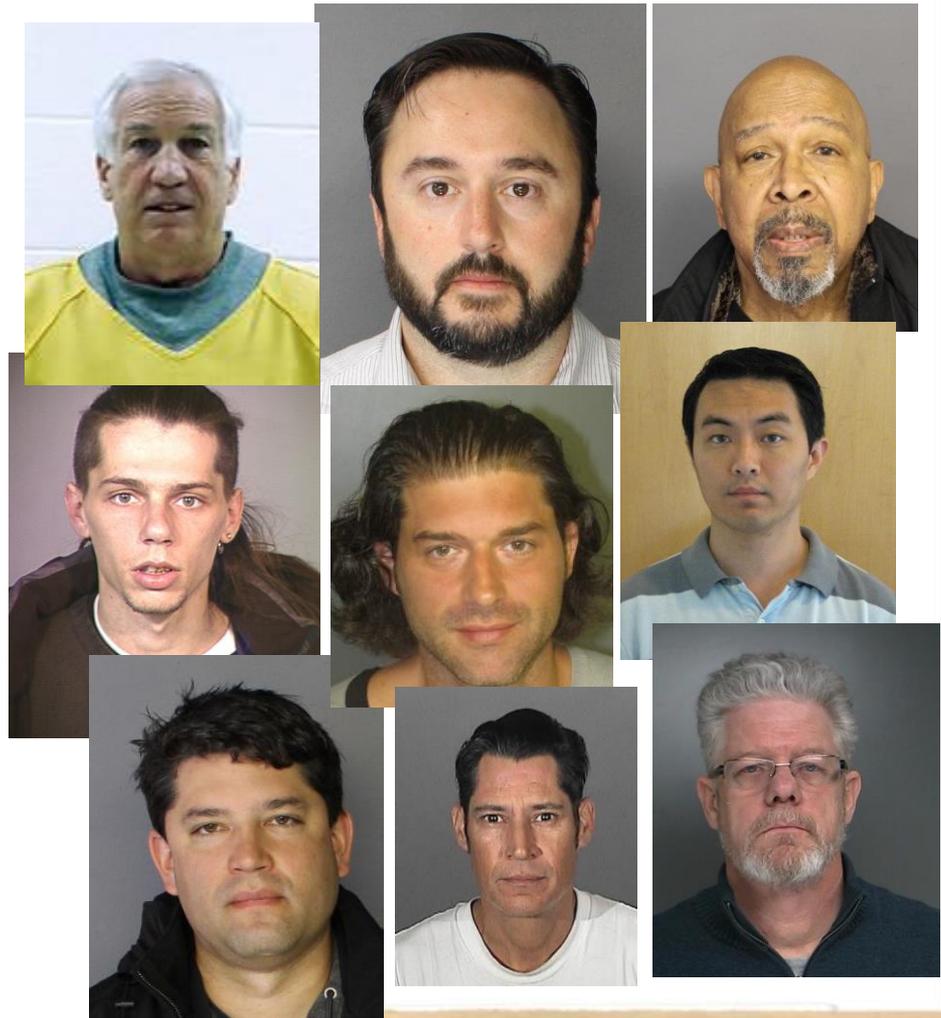


Safety Statistics:

Myth vs. Reality: What does a predator look like?



VS





Stranger Danger VS Tricky People:





Most Commonly Asked Questions



How do I talk about strangers?

“Grooming”



- 89% of offenders gain access to children through “grooming”
- How to recognize a “tricky person”
- The most common lures & tricks a predator uses
- Red Flags and Warning Signs



Safety Statistics:



Approximately 40% of abusers are family members or someone close within the family's inner circle.



Safety Statistics:



1 in 10 children are sexually exploited
by the age of 18



Safety Statistics:



Two elements must be present for a predator
to victimize a child:
ACCESS AND PRIVACY



Safety Statistics:



Most vulnerable age range: 9-12



Safety Statistics:



- 39 million survivors of sexual abuse in US today
- Childhood sexual abuse is one of the most under-reported crimes
- Occurs among all socioeconomic, educational, racial, and cultural groups.



Use Empowering Language:



- Parent and Teacher Guidelines
- Language for talking to children in an effective, non-fearful manner



The Super Ten “Safe Smarts” for kids

1. I AM THE BOSS OF MY BODY!
2. I know my NAME, ADDRESS, & PHONE NUMBER, and my parents’ names.
3. Safe Grownups Don’t Ask Kids for Help!!
4. I never go ANYWHERE or take ANYTHING from someone I don’t know.
5. I must “CHECK FIRST” with my safe grownup for permission: before I go anywhere, change my plans, or get into a car even if it’s with someone I know.
6. Everybody’s bathing suit areas are PRIVATE.
7. I don’t have to be POLITE, if someone makes me feel scared or uncomfortable. It’s okay to say NO... even to a grownup, if I have to.
8. I don’t keep SECRETS... especially if they make me feel scared or uneasy.
9. If I ever get LOST in a public place, I can FREEZE & YELL or go to a Mom with Kids and ask for help.
10. I will always pay attention to my Special Inner Voice, especially if I get an “uh-oh” feeling.

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I AM THE BOSS
OF MY BODY!

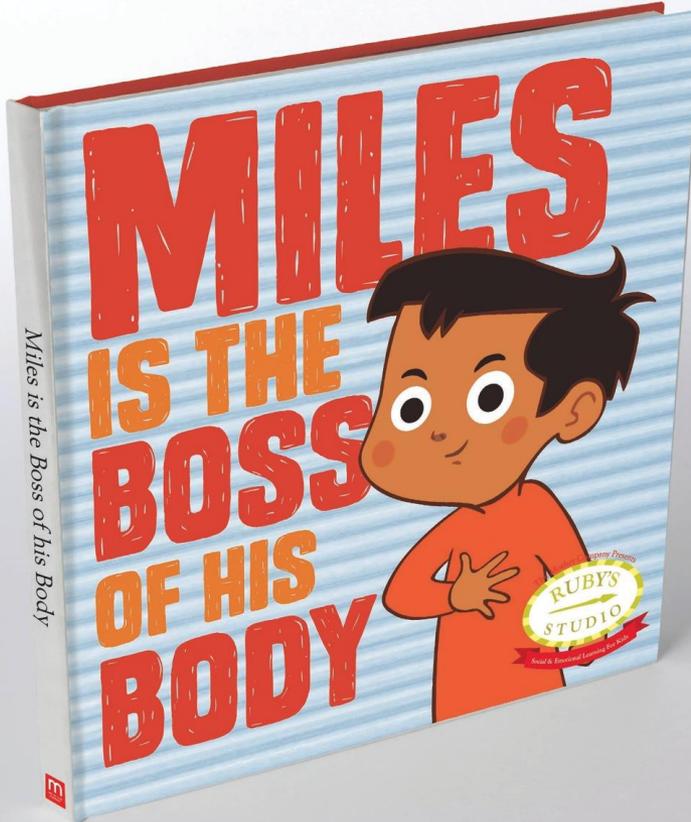
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THE MOTHER
COMPANY

Resources for teachers:



MILES IS THE BOSS OF HIS BODY

TEACHING GUIDE

about the book
On his 6th birthday, Miles's excitement is dimmed when he finds himself being pinched, noogied, hugged too tight, picked up, and tickled by his well-intentioned family, and he decides he's had enough! When Miles declares that he is "the boss of his body," his whole family expresses support and respect for his personal boundaries. Illustrated in a colorful, comic-book style and perfect for reading aloud, *Miles is the Boss of His Body* is a fun, engaging way to explore the topic of personal safety for kids. Use these questions and activities as an entry point for group discussions.

before reading
Introduce children to the book by showing them the cover and reading the title. Ask them to identify the character pictured on the cover. Ask children what they think the main idea of the story will be based on the title, and have the group discuss what they think the story will be about. *RF.1.1.1-30-31.2.1*

discussion questions *NOTE: Many of these can also be used as writing or drawing prompts.*

1. Ask children to describe Miles. What does he like and dislike? Have children go back to the story to find details that support their answers. *RF.1.1.1, 1*
2. Ask children to describe Miles's relationships with the different characters in the book—Grandpa, Scory, Mom, Dad, Max, the Birthday Chicken, and the Pizza Guy. Have them support their answers with details from the text and illustrations. *RF.1.1.1, 1*
3. How do Miles's feelings change as the story progresses? How do you know how Miles is feeling at different points in the story? Have students identify words and images that suggest how Miles is feeling throughout the story. *RF.1.1.4*
4. What do you have in common with Miles? How are you different from Miles? *RF.1.1.1-30-31.4.1*
5. Have you ever felt like Miles feels in the story? Lead the group in a discussion about how, while Miles is a character in a story and not a real person, the things that happen to him in the story happen to people in real life. *RF.1.1.1*
6. How does Miles come to be the boss of his body? Ask children to recount the sequence of events that leads to Miles's declaration. *RF.1.1.2*
7. How does Miles's family lead him to his decision to be the boss of his body? Do they mean for this to happen? *RF.1.1.1*
8. Why does Miles think he's in trouble? What details in the illustration tell you how he's feeling at that time? *RF.1.1.1, 1*
9. What does Miles suggest doing to be polite when he doesn't want to hug or kiss someone? *RF.1.1.1*
10. Does Miles have a good birthday? Find details in the text and illustrations that support your answer. *RF.1.1.1, 1*
11. Have a group discussion about the concept of verbs as action words, and ask children to pick out the most powerful verbs in the story ("noogied," "snogged," etc.) and act out their meanings. How are verbs used in the story to help convey how Miles is feeling? *RF.1.1.1, 1*
12. As a group, make a list of new or unfamiliar words from the story and concepts that bear further exploration (you can start with words like "irritating," "boos," "respect," "proud," and "polite"). Discuss the meanings of the words, looking to the text and illustrations for context clues to help explain words and ideas the children might not be familiar with. *RF.1.1.2*
13. Read *When Miles Got Mad* to the group. Ask them: How are the two stories about Miles similar? How are they different? *RF.1.1.1*

ALIGNS WITH COMMON CORE STATE STANDARDS FOR GRADES PREK-1

Free teaching guide download at:
TheMotherCo.com
under "downloads"



The Super Ten “Safe Smarts” for kids



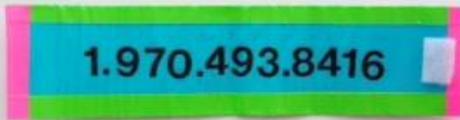
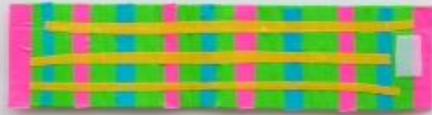
I know my NAME,
ADDRESS, & PHONE
NUMBER, and my
parents' names.

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Safety Cuff Craft



Duct Tape safety cuffs craft with child's Safe Adult phone number on the inside. Close with velcro.

Craft ho- to video at: <http://bit.ly/1sBv76S>
(or search TheMotherCo.com for "safety cuff video")



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Ask Kids for Help!!

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I never go ANYWHERE
or take ANYTHING
from someone I don't
know.

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The Super Ten “Safe Smarts” for kids



I must “CHECK FIRST” with my safe grownup for permission: before I go anywhere, change my plans, or get into a car even if it’s with someone I know.

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Everybody’s
bathing suit areas
are PRIVATE.

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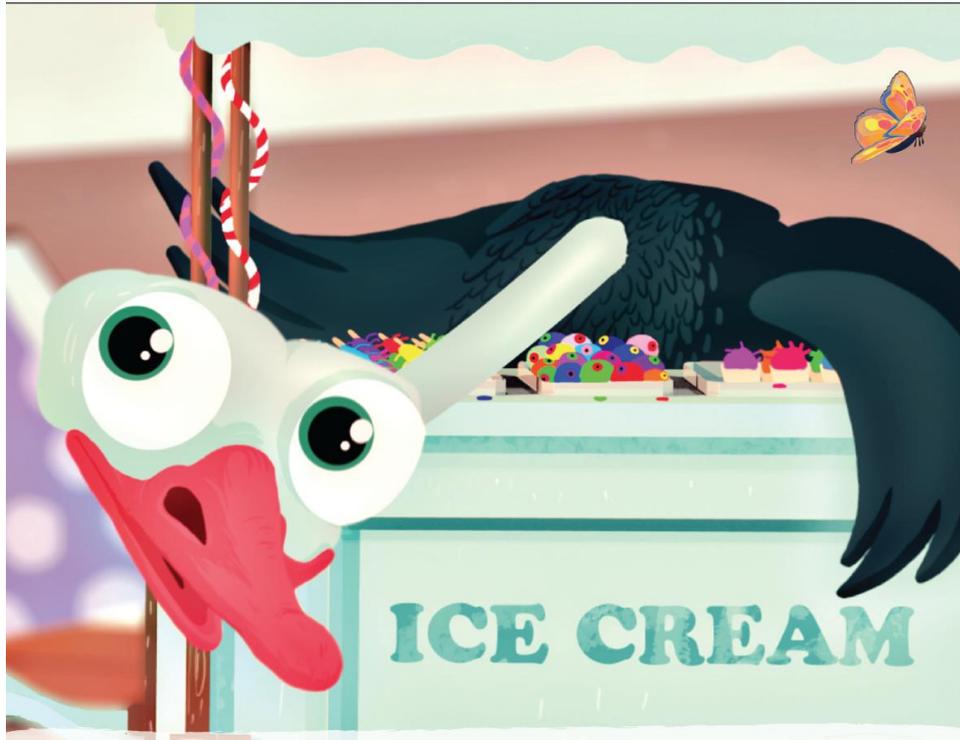
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“Could you do me a favor and go get me more Bugsicles from my truck?” the ostrich says to Hugo. “I’ll give you a free Slugpop if you do. It’ll be our little secret.”

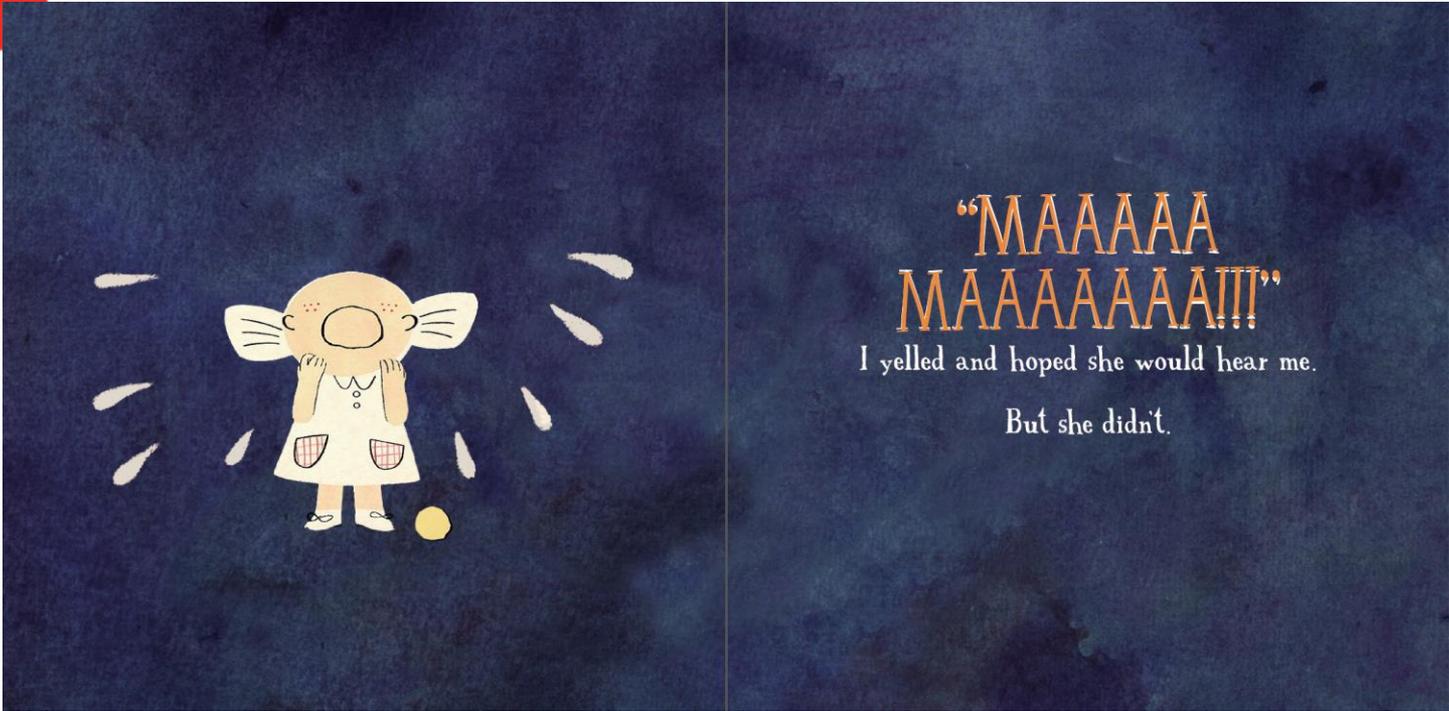
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SECRETS...
especially if they
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I will always pay attention to my Special Inner Voice, especially if I get an “uh-oh” feeling.

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What to avoid:



- Good Touch/Bad Touch
- Scary Words (i.e. kidnapping)
- Scary concepts (i.e. stranger danger)
- Minimize a child's "uh-oh feeling"
- Over protecting



Preschool safety:



- Sign ins and Sign outs
- List of safe adults (save the password for 8+ yrs)
- Giving children a choice of how to greet people/say goodbye
- Be aware of regular outsiders (Delivery people, volunteers, etc)



POLL 3

POLL



A Parent's Role:



- Minimize the risk to their children
- Do due diligence
- Recognize grooming tricks
- Educate and empower our children
- Strike a balance

~~Helicopter Parent~~



A Teacher's Role:



- To empower kids with right language
- Respectful boundaries for all students
- Mindful of any child who is at risk
- To take action when necessary



Working with kids on a spectrum:



- 4x more likely to be abused
- more likely to get lost/wander



Working with kids on a spectrum:



1. Why its hard
2. Why its necessary
3. How to do it



Working with kids on a spectrum:



1. Determine how the child learns:

- Visual
- Tactile
- Auditory

2. What challenges do they face?

3. Know who's working with them



How teachers can talk to parents about safety:



1. Establish Trust
2. Document any concerns
3. Help parents with the right language
4. Re-assure the child is safe

Parents look to teachers for guidance

Be their expert



Most Commonly Asked Questions



- A preschooler is showing his private parts in school. What do I do?
- Does this behavior indicate abuse?
- Normal developmental curiosity vs hyper sexuality
- How do I talk about strangers?



Possible Signs in Children



How do I handle reasonable suspicion if I think a child is at risk?



Summary



Child Safety Is An Adult Responsibility

- Listen to Your Instinct
- Minimize the Risks
- Get the Dialog Going
- Keep It Positive!
- **Knowledge is Power**



Thank you!

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Contact Abbie Schiller – abbie@themotheco.com - 310.826.2400

Pattie Fitzgerald – safelyeverafter@aol.com

HELPING PARENTS RAISE GOOD PEOPLE



Door Prize: 3 sets of 3 products!

