

7

"Protecting Our Children" Lesson Plan





Learning Objectives

1. Understand the importance of being aware of child protection issues.
2. Follow child abuse reporting requirements according to state law.
3. Distinguish among child abuse, child neglect, and sexual abuse, including the recognition of physical and behavioral indicators of the child and caretaker.
4. Take steps to reduce the risks of exposing staff and volunteers to allegations of child sexual abuse.
5. Identify steps to take to ensure the safety of all members involved with 4-H Youth Development Program activities.



Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Flip-chart paper/dry-erase board or similar item and markers to record responses from discussion questions
- Copies of lesson plan quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Index cards with risk-management scenarios
- Copy of "Protecting Our Children" fact sheet for each participant



References

Child Welfare Information Gateway (2004). Child Abuse and Neglect Fatalities: Statistics and Interventions. Retrieved October 10, 2006, from: <http://www.childwelfare.gov/pubs/factsheets/fatality.cfm>

Child Welfare Information Gateway (April, 2006). Recognizing Child Abuse and Neglect: Signs and Symptoms. Retrieved October 10, 2006, from: <http://www.childwelfare.gov/pubs/factsheets/signs.pdf>

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Gordon, J.; McKee, R.; McKinley, S.; Rusk, C.; Nierman, A.; Emerson, J.; Kebert, M.; Williams, S.; Robertson, J.; & Dimmich, T. (2003). *Indiana 4-H Youth Program 4-H Policies/Procedures*. West Lafayette, IN: Purdue University Extension Service.

Indiana Department of Child Services. (n.d.) Retrieved October 10, 2006, from: <http://www.in.gov/dcs/pdf/protection/2003%20statistics.pdf>

Indiana Department of Child Services. (n.d.) Retrieved October 10, 2006, from: <http://www.in.gov/dcs/pdf/protection/2005-02-08childfatalityreport.pdf>

Indiana Department of Child Services: (n.d.) Retrieved October 10, 2006, from: <http://www.in.gov/dcs/pdf/forms/demtrendsreports2004.pdf>



Indiana Youth Institute. (n.d.) Retrieved October 10, 2006, from: http://www.iyi.org/statistics_facts/childabuse.html

The National Assembly of National Voluntary Health and Social Welfare Organizations (1997). *Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations*. Washington, D. C.

United States Department of Health & Human Services (2004). Retrieved October 10, 2006, from: <http://www.hhs.gov/news/press/2004pres/20040401.html>

Projected Length

35-40 minutes, depending upon length of time allowed for discussion questions.

Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin the "Protecting Our Children" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Ask introductory questions of the participants related to child protection.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Divide the group into small groups of 2-3 and distribute a risk management scenario card to each small group.
- Allow time for each group to discuss its scenario and identify steps they would take if they were in this situation.
- Invite each small group to share their scenario and the solution they identified. Allow other small groups to also provide their input.
- Distribute copies of the "Child Sexual Abuse Risk Exposure Matrix".
- Distribute the "Protecting Our Children" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content



Information found on Slides #1-2.

Introduction



The topic of Child Protection is one that is very important for staff and volunteers to consider. Incidents of adults taking advantage of youth in damaging ways continue to be documented in youth-serving organizations around the country. In an effort to prepare those who work with youth in 4-H Youth Development Programs, this lesson on "Protecting Our Children" has been developed. Specific topics to be discussed include child abuse awareness; definitions of child abuse, child neglect, and sexual abuse; reporting requirements; reducing volunteers' and staff members' risk of being accused of sexual abuse; and safety issues and expectations.



Protecting Our Children Scenarios



Information found on Slide #3.



To begin the lesson, we're going to take a look at a number of scenarios related to child protection issues.

Scenario 1. The 4-H meeting has concluded. All of the members have left or been picked up except for one. You cannot contact the member's parents, and he doesn't have a ride. There is one other adult volunteer with you. What do you do?



Recommended responses

- Stay with the member until his ride arrives.
- Continue to try to contact the parents or other relatives/neighbors. Check the member's permanent records to see if there are alternate contacts listed.
- Be certain that the other adult stays with you (you always want to have at least two adults present with a child).
- Do not offer to provide the child a ride home in your personal vehicle unless you have prior permission from his parents or guardians.
- Do not leave the child unattended.

Scenario 2. The 4-H Club is planning a completion trip. At the last minute, one of the members decides she also wants to attend. The rooms at the hotel are full, but there is space in one of the adult chaperone's rooms for another person. What do you do?



Recommended responses

- Check into the option of adding a roll-away bed in one of the rooms assigned to the members.
- Do not let the member attend; the registration deadline has passed and appropriate accommodations cannot be made.
- Do not assign the member to the room with the adult chaperone.

Scenario 3. A member arrives for a field trip without a permission slip or signed health form. Mom and dad are at work and can't be reached before the bus leaves. What do you do?



Recommended responses

- Check the member's permanent files to see if there are any alternate contacts that can be made to give permission and complete the health form.
- Leave the member behind. Be sure that he/she has supervision provided by another school staff member. Be sure that the school office knows why the member is being left behind.
- Do not take the member without a permission slip or signed health form.



Scenario 4. A member has prescription medicine that he needs to take at lunch time. He asks you to remind him to take it. How do you handle this situation?



Recommended responses

- *Be certain that you have a record of the medication, including when the medication is to be administered, and by whom.*
- *Ask the member to provide a note from a parent indicating the need to take the medication.*
- *Be certain that the medication is kept by the staff member; also be certain that the medication is adequately labeled with the member's name, proper dosage, etc.*
- *Ask the member to write a note to himself reminding him when to take his medication and to place it in a prominent place where he will be sure to see it. Be certain that the member has notified the staff member of the time he needs to take his medication.*
- *As a back-up, place your own note in a prominent place that will help you remember to remind the member about taking the medication.*

Scenario 5. During a 4-H show, a steer steps on the foot of one of your members. She is in a lot of pain. What do you do?



Recommended responses:

- *Prior to the event, take out accident insurance on all of the members (or know that the county 4-H Program has provided such insurance).*
- *Refer to the member's health form to find the emergency contact information.*
- *Contact the emergency number to ask the contact to come pick up the member for treatment, or if that is not possible, to consent to allowing the staff member to call an ambulance or transport the member to an emergency room/doctor of the emergency contact's choice. If transportation will be done by the staff member, at least two adults should accompany the member if at all possible.*
- *Report the incident to the 4-H Youth Development staff member as soon as possible.*
- *Complete any necessary insurance/accident report forms.*

Scenario 6. A 4-H member has asked for your assistance on a scholarship application. He asks if you'll be home this evening so he can stop by for you to help him. What do you do?



Recommended responses

- *Offer to meet the member at the local library, community building, or at the school where there will be other adults present.*
- *Do not invite the member to your home, especially if there will be no other people at your home during that time.*

Scenario 7. Joe, a club member, comes to you with a concern regarding another member, Hugh. Joe has noticed that Hugh is really lethargic lately, and he has had several bumps and bruises that Hugh has not been able to explain. Joe is worried that Hugh's new step-father is abusing him. What do you do?



Recommended responses

- *Talk with Joe to get as many details as he is willing to share.*



- Find out when he first noticed these signs.
- Thank Joe for confiding in you and assure him that the conversation will be kept confidential.
- If possible, verify the story you have heard from Joe by observing Hugh (but only if this can be done in a timely manner).
- Contact a 4-H Youth Development staff member to share the conversation you had with a member regarding Hugh.
- Contact the local child protection services to share your concerns.
- Maintain confidentiality of the situation; do not share your conversations with others.
- Do not confront Hugh's step-father or other family member on your own.
- Do not divulge the source of your information to anyone other than the staff member or child protection service officer if asked.

Scenario 8. A group of members wants to stay after school to practice for an upcoming event. You are the only adult who is able to work with the group. What do you do?



Recommended responses

- Make a personal attempt (or ask the members) to contact other adults (including parents) who may be willing to attend.
- Contact the 4-H Youth Development staff member regarding the request. See if there will be any other adults in the building who could be called on in case of an emergency.
- Ensure that the practice will be held in a public place. Leave doors to the meeting room open so that those still in the building may observe as they pass by.
- Be certain that each of the members has a health form on file (that you have access to) and that each member has parental permission to attend the practice after school.
- If these conditions are unable to be met, tell the members that they will need to schedule another practice time when additional adults can be present.

Scenario 9. The local 4-H Club is planning a group camping trip. They are excited about the chance to enjoy the great outdoors, including a canoe trip. You have been asked to chaperone this trip. What safety precautions do you need to take prior to this trip?



Recommended responses

- Find an adequate number of chaperones (preferably one adult for every ten members – with an appropriate male/female ratio).
- Be certain that accident insurance coverage is in place prior to leaving for the event.
- Obtain trip permission slips and health forms from each member prior to leaving.
- Establish an itinerary that can be left with the staff members and with parents, including emergency contact numbers.
- Discuss with the chaperones and members the safety plan and behavioral expectations of all who will attend.
- Take a well-supplied first aid kit in each vehicle.
- Be certain that the members will be provided with protective flotation devices when in, or near the water (especially on the canoe trip).



- *Discuss with the other chaperones the plan to supervise the members during the trip; alert all adults of any member health concerns noted on the health forms.*



These scenarios are ones that may be fairly common in 4-H Youth Development Programs. It is important to be consistent in implementation of the policies, but realize that each situation is different and should be handled on an individual basis. The guidelines and policies presented in this lesson are designed to protect the well-being of both the members and the adults who work with them (paid staff and volunteers).

We will begin this lesson with a discussion of child abuse awareness, including some facts and figures, definitions, what to look for, how to report child abuse cases, and methods to reduce the risk of child abuse allegations against staff and volunteers. The lesson concludes with a review of some basic safety issues and expectations.

Objective 1

State the importance of being aware of child protection issues.



Information found on Slides #4-6.



Knowledge of child protection issues is important for volunteers and staff working in the 4-H Youth Development program. Understanding the risks that we all face related to the safety and well-being of our youth can help us be proactive and be certain that we are protecting our youth, especially when they are working with us in our programs.

Basics of child protection issues

1. Child abuse is a serious problem throughout the United States.
2. In 2002, there were an estimated 896,000 children in the United States who were victims of abuse or neglect, or a rate of 12.3 out of every 1,000 children. An estimated 1,400 children died from abuse or neglect, a rate of 1.98 per 100,000 children.
3. In fiscal 2004, there were 57 confirmed deaths of children from abuse or neglect in Indiana; 69,257 children were reported as abuse/neglect victims; and 21,250 cases were substantiated.
4. It's a problem that multiplies itself. 40% of sexual offenders and 76% of serial rapists report having been abused as children.
5. Child abuse and neglect costs an estimated \$258 million every day in the United States.

Objective 2

Follow child abuse reporting requirements according to state law.



Information found on Slides #7-12.



State laws are very specific regarding our responsibilities to report any incidents that we suspect as being child abuse or neglect. It is critical to the safety of our youth that we do so!





If you suspect a child is being abused or neglected, contact your local child protective services office or law enforcement agency, so professionals can assess the situation. Many states have a toll-free number to call to report suspected child abuse or neglect. To find out where to call, consult the Child Welfare Information Gateway Web site on mandated reporting and child abuse reporting numbers at <http://www.childwelfare.gov/responding/reporting.cfm>.

1. Everyone has a moral, civic, and legal duty to help prevent child abuse.
2. Volunteers who work with children over long periods of time may notice changes that signal concern.
3. State laws require that anyone with knowledge about child abuse must report it to the authorities. Visit the Child Welfare Information Gateway Web site at http://www.childwelfare.gov/systemwide/laws_policies/ to find out about specific reporting laws, penalties, and procedures for your state.
4. In general, who should report abuse or neglect?
 - a. Any person who has reason to believe that a child is a victim of abuse or neglect must report.
 - b. Any staff member of a medical or other public or private institution, school, facility, or agency must report.
 - c. Staff and volunteers have “double duty”:
 - To report on their own behalf; and
 - To notify the staff member in charge of the program, who also has duty to report.
 - d. Follow the appropriate chain of command. Volunteers should report to the 4-H Youth Development staff member; the staff member should report to a supervisor.
 - e. Anonymous reports are accepted.
5. How to Report
 - a. Contact your local Child Protective Services (find local contact phone numbers at <http://www.childwelfare.gov/responding/reporting.cfm>).
 - In Indiana, call 800-800-5556 or visit <http://www.in.gov/dcs/protection/dfcchi.html>
 - b. Provide identifying information
 - Name
 - Age of child
 - Address and phone number
 - c. When describing a situation
 - Remain calm.
 - Provide dates, eyewitness accounts, and direct observations.

Confidentiality is Key in Child Abuse

1. If abuse is suspected:
 - a. Report the case to Child Protective Services.
 - b. Notify the staff in charge of program who will notify a supervisor.
2. DO NOT discuss the situation with others.



Determining Child Abuse

1. You may not be 100% certain whether it is or is not an abuse case.
2. When questions arise, seek advice from 4-H Youth Development staff.
3. Always err on the side of the safety of the child.

Objective 3

Distinguish among child abuse, child neglect, and sexual abuse, including the recognition of physical and behavioral indicators of the child and caretaker.



Information found on Slides #13-24.



In helping us to determine whether or not a child is being abused or neglected, it will be helpful for us to know some basic definitions and characteristics of each.

Child Abuse Definitions

1. Child Abuse

“...The child’s physical or mental health is seriously endangered due to injury by the act or omission of the child’s parent, guardian, or custodian.” Or, in everyday language: “Any non-accidental injury caused by a child’s caretaker” (Source: Indiana code 31-34-1).

2. Physical Abuse

- a. Any non-accidental physical injury caused by the parent or caregiver, or a serious injury caused by the caregiver’s failure to take action to prevent injury.
- b. Physical abuse is inflicting a non-accidental physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating, or otherwise harming a child.

3. Child Neglect

- a. Failure to provide adequate food, clothing, shelter, medical care, education, or supervision.
- b. Neglect is the failure to provide for a child’s basic needs. Neglect can be physical or emotional.

4. Sexual Abuse

- a. Any physical contact with a child for sexual gratification.
- b. Sexual abuse is inappropriate adolescent or adult sexual behavior with a child.

Recognizing Physical Child Abuse

1. Physical indicators
 - a. Unexplained bruises, burns, fractures
 - b. Dental or head injuries
2. Behavioral indicators of the child
 - a. Verbally reports abuse
 - b. Too eager to please
 - c. Depression, low self-esteem
 - d. Seems frightened of parents; protests or cries when time to leave



3. Behavioral indicators of caretaker
 - a. Harsh disciplinarian
 - b. Constantly describes child negatively
 - c. Defensive
 - d. Offers conflicting, unconvincing, or no explanation for child's injury
 - e. Has a history of abuse as a child

Recognizing Child Neglect

1. Physical indicators
 - a. Dirty, smelly, torn, or inappropriate clothing for the weather
 - b. Frequently absent from school
2. Behavioral indicators of the child
 - a. Dull, listless
 - b. Begging or stealing food
 - c. Constant fatigue
 - d. Inappropriate seeking of affection
 - e. Lacks needed medical or dental care, immunizations, or glasses
 - f. Abuses alcohol or other drugs
 - g. States there is no one home to provide care
3. Behavioral indicators of caretaker
 - a. Substance abuser
 - b. Chaotic life style
 - c. Apathetic toward child
 - d. Expects too much of child
 - e. Behaves irrationally or in a bizarre manner

Recognizing Sexual Child Abuse

1. Physical indicators
 - a. Difficulty/pain in walking or sitting
 - b. Torn or stained clothing
2. Behavioral indicators of the child
 - a. Anxiety, irritability, or constant inattentiveness
 - b. Sleep disorders (e.g., nightmares, bedwetting)
 - c. Abrupt change in behavior
 - d. Excessive clinging to, or fear of being left alone
 - e. Suddenly refuses to change for gym or participate in physical activities
 - f. Sudden change in appetite
 - g. Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
 - h. Becomes pregnant or contracts a venereal disease



- i. Runs away
 - j. Reports sexual abuse by a parent or another adult caregiver
3. Behavioral indicators of caretaker
- a. Extremely protective of family privacy
 - b. Does not allow child to be involved in activities
 - c. Is jealous or controlling with family members

Objective 4

Take steps to reduce the risks of exposing staff and volunteers to allegations of child sexual abuse.



Information found on Slides #25-33.



Those of us who work with youth automatically put ourselves at a risk of having someone allege that we have done something inappropriate with a child. Unfortunately, that's part of today's society that we live with. There are a number of steps, however, that can help us to reduce the risk of those allegations and keep the activities safe for both the adults and the children who are participating.

Reducing Risks for Staff and Volunteers

Overview

1. Charges of sexual harassment and abuse are real.
 - a. Accusations against staff can be made when perceptions differ regarding actual events.
 - b. Staff and volunteers need to avoid risky situations that involve youth.
2. We need to take more precautions today than we did in past years.
3. It is prudent to review risky occasions and situations and take necessary precautions to ensure safety of all participants.

Child Sexual Abuse Risk Exposure Matrix: Distribute the matrix found at the end of this lesson to the participants as a reference form for them to use when planning 4-H Youth Development activities.

Source: Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations. The National Assembly of National Voluntary Health and Social Welfare Organizations, Washington, D. C., 1997.

Lower	Medium	High
Activities held in facilities with public access	Activities held in private homes	Activities held in an isolated setting (e.g., wilderness)
Parents actively involved in program with their child	Some parental involvement in program	Little or no parental involvement in program with their child
Two or more adults supervising group activities	One adult supervising a group of children	Activity with one adult and one child
No regular interaction between volunteer and specific children	Periodic interaction for short periods of time between volunteer and specific children	Interaction between volunteer and specific children spanning long periods of time
No changing of clothing as part of activity	Changing of clothes, showering (such as for sports activities)	Changing of clothes, bathing, preparing for bed, overnight stays



Training for volunteers/staff concerning child sexual abuse is required	Training concerning child sexual abuse offered to volunteers/staff, but not required	Training concerning child sexual abuse not offered to volunteers/staff
Education about child sexual abuse is required for youth participants	A base education about sexual abuse is offered to children but not required	Education about child sexual abuse is not offered to children
Organization regularly monitors and evaluates the volunteer's activity	Organization provides informal oversight of the volunteer's activities	Volunteer operates on organization's behalf without oversight
Volunteer has no physical contact with children	Volunteer and child engaged in activities involving some physical contact	Volunteer has close physical contact with children (e.g., swimming instruction, wrestling)
Organization has very little staff turnover (including volunteers)	Organization has some staff turnover (including volunteers)	Organization has considerable staff turnover (including volunteers)
Services offered to children older than 12 years of age	Services offered to children younger than 12 years of age	Services focused on children of any age who have disabilities

Factors to Consider When Assessing Risk

1. Location
 - a. Activities in private homes present medium risk.
 - b. Isolated settings (e.g., wilderness) present high risk.
2. Parental Involvement
 - a. Parental involvement signals less vulnerability.
 - b. The more parental involvement, the lower the risk.
 - c. Molesters seek out children who are isolated.
3. Adult Supervision
 - a. The more adults, the lower the risk.
 - b. There are no magic supervision ratios.
 - c. Factors to consider:
 - i. Size of the group
 - ii. Ages of children involved
 - iii. Nature of the activity
 - iv. Setting where activity occurs
 - d. At least three people should always be present.
4. Frequency and duration of interaction
 - a. Minimal interaction between child and adult lowers the risk.
 - b. Longer periods of involvement provide more opportunities for abuse to occur.
5. Changing clothes
 - a. The less need to change clothes associated with the activity, the lower the risk.
 - b. When children are changing clothes, preparing for bed, or showering, they are more vulnerable.
6. Training
 - a. Volunteer/staff training can reduce risks.
 - b. It serves to
 - i. Alert volunteers and staff that the organization will respond aggressively to any allegations.
 - ii. Inform volunteers and staff about what to look for.
 - iii. Communicate organizational policies to prevent child abuse.
7. Education of children
 - a. The more education children receive on child abuse, the lower the risk.
8. Monitoring
 - a. The more monitoring of an activity, the lower the risk.
 - b. When no monitoring occurs, the risk increases.



9. Physical contact
 - a. The less physical contact, the lower the risk.
 - b. Activities that require physical contact between adult and child can provide high risk.
 - c. Adults may justify unacceptable behavior as an unintentional slip.
10. Staff turnover
 - a. Low turnover of both staff and volunteers lowers the risks.
11. Age and disabilities
 - a. Risk is highest for children between the ages of 8 and 12.
 - b. Children with disabilities are more than twice as likely to be abused.
 - c. Children with family problems are also at high risk.



4-H Youth Development Programs involve youth, caring adults, parents, and teachers or advisors in fun learning activities, projects, and special events. Now that you know more about the 11 risk factors, you can take steps to ensure that the activities you plan are low-risk experiences. As a result, you will ensure that all who are involved in the program will have a rewarding, educational experience.

Objective 5

Identify steps to take to ensure the safety of all members involved with 4-H Youth Development Program activities.



Information found on Slides #34-37.



While youth are under the care of staff and volunteers in the 4-H Youth Development Programs, there are several safety issues and expectations to consider. Let's explore these at this time.

Safety Guidelines for Volunteers and Staff

1. Conduct activities in compliance with all 4-H Youth Development program guidelines.
2. Keep 4-H Youth Development staff informed of all activities.
3. Review activities to identify potential risks.
4. Develop a plan for emergencies.
5. Have a first aid kit available at your meeting site.
6. Begin your activity with a safety discussion.
7. Be able to document that youth can follow safety guidelines.
8. Equipment and machines used must be in good repair and appropriate for youth.
9. Provide protective safety equipment, which may include:
 - a. Protective flotation devices when in, or near water
 - b. Safety helmets used at horse events
 - c. Safety goggles worn when using power tools
10. Develop a specific supervision plan for each activity.
11. Use permission forms for special activities.
12. Include health information and parent's signed authorization for emergency care.
13. Be sure that accident insurance coverage is in place for all events.
14. Always reduce risks by putting safety first.
15. If an accident/incident occurs, notify the 4-H Youth Development staff member immediately; complete an accident/incident report form as soon as possible.





As you can see, there are several precautions we can take to ensure the safety of the youth and adults who participate in our programs. We can never completely eliminate all of the risk associated with our activities, but these precautions show that we are taking reasonable and prudent steps to ensure the safety of all those who participate in the program.

Conclusion and Quiz



Information found on Slides #38-40.



This lesson has provided information to staff and volunteers related to child abuse awareness and safety issues and expectations. Taking adequate precautions to operate the 4-H Youth Development Program within the guidelines established will help to minimize the risk for volunteers and staff as they work with their members.

Briefly review the lesson and allow time for any questions from the volunteers related to the lesson. Then distribute the quiz questions. Allow volunteers time to answer the questions. Provide the correct answers from the key provided in this packet. You may choose to collect the quizzes or allow the volunteers to keep them as a review of the lesson.

Distribute the "Protecting Our Children" fact sheet to each participant.

Refer the volunteers to the resources provided on Slides 39-40 for additional information.

Thank the volunteers for their participation.

It is the policy of the Purdue University Cooperative Extension Service, David C. Petritz, Director, that all persons shall have equal opportunity and access to the programs and facilities without regard to race, color, sex, religion, national origin, age, marital status, parental status, sexual orientation, or disability. Purdue University is an Affirmative Action institution.

This material may be available in alternative formats.



“Protecting Our Children” Quiz

1. Identify distinguishing characteristics of child abuse and child neglect.
2. According to Indiana State Law, all volunteers and staff are required to report suspected cases of child abuse or neglect.

TRUE or FALSE

3. Match the following activities with their correct level of risk to exposure of sexual abuse.

- | | |
|-----------------|---|
| ___ Low Risk | a. Activities are held in private homes. |
| ___ Medium Risk | b. Education about child sexual abuse is not offered. |
| ___ High Risk | c. Parents are actively involved in the activities. |

4. Which of the following forms should you have members complete prior to taking them on a field trip?
 - a. Field trip permission slip
 - b. Health form
 - c. Behavioral expectations form
 - d. All of the above



“Protecting Our Children” Quiz

1. Identify distinguishing characteristics of child abuse and child neglect.

Child Abuse – Non-accidental physical injury caused by an adult
Child Neglect – Failure to provide basic needs of a child

2. According to Indiana State Law, all volunteers and staff are required to report suspected cases of child abuse or neglect.

TRUE or FALSE

TRUE! As youth-serving adults, we are mandated to report any such suspicions to the Division of Child Services and to the 4-H Youth Development staff.

3. Match the following activities with their correct level of risk to exposure of sexual abuse.

___ Low Risk	a. Activities are held in private homes
___ Medium Risk	b. Education about child sexual abuse is not offered
___ High Risk	c. Parents are actively involved in the activities

“c” is a low risk activity; “a” is a medium risk activity; and “b” is a high risk activity.

4. Which of the following forms should you have members complete prior to taking them on a field trip?

- Field trip permission slip
- Health form
- Behavioral expectations form
- All of the above

The correct answer is “d”, All of the above. Completed health forms and field trip permission slip/release forms for each member who will be attending are required along with a behavioral expectations form. All forms should be signed by the member’s parent or legal guardian.



Child Sexual Abuse Risk Exposure Matrix

	Lower	Medium	High
1	Activities held in facilities with public access	Activities held in private homes	Activities held in an isolated setting (e.g., wilderness)
2	Parents actively involved in program with their child	Some parental involvement in program	Little or no parental involvement in program with their child
3	Two or more adults supervising group activities	One adult supervising a group of children	Activity with one adult and one child
4	No regular interaction between volunteer and specific children	Periodic interaction for short periods of time between volunteer and specific children	Interaction between volunteer and specific children spanning long periods of time
5	No changing of clothing as part of activity	Changing of clothes, showering (such as for sports activities)	Changing of clothes, bathing, preparing for bed, overnight stays
6	Training for volunteers/staff concerning child sexual abuse is required	Training concerning child sexual abuse offered to volunteers/staff, but not required	Training concerning child sexual abuse not offered to volunteers/staff
7	Education about child sexual abuse is required for youth participants	Education about child sexual abuse is offered to children, but not required	Education about child sexual abuse is not offered to children
8	Organization regularly monitors and evaluates the volunteer's activity	Organization provides informal oversight of the volunteer's activities	Volunteer operates on organization's behalf without oversight
9	Volunteer has no physical contact with children	Volunteer and child engaged in activities involving some physical contact	Volunteer has close physical contact with children (e.g., swimming instruction, wrestling)
10	Organization has very little staff turnover (including volunteers)	Organization has some staff turnover (including volunteers)	Organization has considerable staff turnover (including volunteers)
11	Services offered to children older than 12 years of age	Services offered to children younger than 12 years of age	Services focused on children of any age who have disabilities

Source: Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organization
The National Assembly of National Voluntary Health and Social Welfare Organizations. Washington, D.C.



Protecting Our Children Scenarios

Instructor: Cut each scenario apart prior to the start of the lesson.

Scenario 1:

The 4-H meeting has concluded. All of the members have left or been picked up except for one. You cannot contact the member's parents, and he doesn't have a ride. There is one other adult volunteer with you. What do you do?

Scenario 2:

The 4-H Club is planning a completion trip. At the last minute, one of the members decides she also wants to attend. The rooms at the hotel are full, but there is space in one of the adult chaperone's rooms for another person. What do you do?

Scenario 3:

A member arrives for a field trip without a permission slip or signed health form. Mom and dad are at work and can't be reached before the bus leaves. What do you do?

Scenario 4:

A member has prescription medicine that he needs to take at lunch time. He asks you to remind him to take it. How do you handle this situation?

Scenario 5:

During a 4-H show, a steer steps on the foot of one of your members. She is in a lot of pain. What do you do?

Scenario 6:

A 4-H member has asked for your assistance on a scholarship application. He asks if you'll be home this evening so he can stop by for you to help him. What do you do?



Scenario 7:

Joe, a club member, comes to you with a concern regarding another member, Hugh. Joe has noticed that Hugh is really lethargic lately, and he has had several bumps and bruises that Hugh has not been able to explain. Joe is worried that Hugh's new step-father is abusing him. What do you do?

Scenario 8:

A group of members wants to stay after school to practice for an upcoming event. You are the only adult who is able to work with the group. What do you do?

Scenario 9:

The local 4-H Club is planning a group camping trip. They are excited about the chance to enjoy the great outdoors, including a canoe trip. You have been asked to chaperone this trip. What safety precautions do you need to take prior to this trip?

