LESSON 9

Child Abuse

Ages 12–15

Lesson 9. Child Abuse

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

- Discuss the types of violence that happen in families (Activity 1).
- Explain that children have the right to be protected from abuse and violence (Activity 2).
- Describe the basic needs of children and youth (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).

Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

Learning Tools and Materials

If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Human Rights
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Quiz Question and Answer Key
- Rights and Wants Cards
- Sketch-o-rama Cards
- Darren's Story
- Support Circles
- Safety Plan

Video:

- Nala (time: 2:58)

Lesson Preparation

Introduction

- Nil.

Activity 1. Types of Violence Against Children and Youth

- Prepare one piece of flip chart paper to display the quiz categories and points from Activity 1, Paragraph 3. Post the piece of flip chart paper at the front of the room.
- Gather unlined 8.5 inch by 11 inch paper for each team.
- Ensure that participants have a pen or pencil.
- Have a white board or a piece of flip chart paper to record the scores for each team.
- Print a copy of the Quiz Question and Answer Key for yourself.

Activity 2. Understanding Human Rights

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Human Rights.
- Gather or prepare a set of Rights and Wants cards for each group.

Activity 3. Understanding Neglect

- Set up the video, Nala (time: 2:58), so it is ready to play.
- Print one set of Sketch-o-rama Cards.
- Gather flip chart paper.
- Gather felt markers.

Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Look, Listen, Link, Live©;
  - Kids Help Phone; and
  - Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - Darren's Story;
  - Support Circles; and
  - Safety Plan.

Introduction

Estimated Time

3–5 minutes

Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.

This lesson is about violence against children and youth. We are going to talk about the violence, harm, and neglect that can happen when a parent / caregiver or other adult mistreats a child. We refer to this as "child abuse".

When we use the term "child" in this lesson, we are referring to any person under the age of 19 years. Legally, a "child" is someone who needs protection as defined by provincial and territorial child protection legislation. For example, in B.C., a "child" is defined as anyone under the age of 19; in Quebec, a "child" is defined as anyone under the age of 18; in Nunavut, a "child" is defined as anyone under the age of 16. Consider sharing this information with your participants so that they understand that the term is a legal one and that children are legally entitled to protection.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.

Darren is sitting in his room, trying to concentrate on his homework. His hunger pangs are so bad that he is having a hard time getting anything done. His younger brother and sister keep knocking on his door, complaining they are hungry. He walks to the kitchen and goes through the cupboards, hoping to find something. No luck. The cupboards and the fridge are empty. This is the third day in a row that they have not had any lunch or dinner.

Darren's parents have not been home for two days. He is worried about his siblings and what is going to happen to them.

Darren has missed two days of school, so you ask him to come over for dinner. He seems anxious and looks really stressed. He eats two helpings of dinner, and he asks your mom if he can take some food home for his brother and sister.

What type of abuse is happening to Darren and his siblings?

Answer:

Neglect. Darren and his siblings are not getting the food and care they need to thrive and grow. They are also left alone without supervision.

We are going to do an activity to look some of the types of violence that can be experienced by children and youth.

Activity 1
Types of Violence Against Children and Youth

Estimated Time

15–20 minutes

1. Violence against children and youth is a problem across Canada and throughout the world. Children are harmed emotionally, physically, and sexually by adults.

2. In this activity, we are going to learn about three types of abuse that can happen to children and youth: emotional abuse, physical abuse, and neglect. We will also learn about getting help for abuse. I am going to split you into two different teams, and we will do an activity to check your knowledge and share information on the different types of harm that can happen to children and youth.

3. Ahead of time, write the quiz categories and points on a piece of flip chart paper, according to the diagram below.

Emotional	Physical	Neglect	Getting Help
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

4. Divide the participants into two teams: Team One and Team Two. Distribute several pieces of unlined 8.5 inch by 11 inch paper to each team. Explain that there are four quiz categories: emotional, physical, neglect, and getting help. There are four questions under each category. Each question has a different point value. Be ready with your copy of the Quiz Question and Answer Key.

   Have Team One start by choosing a category and a question. They will have one to two minutes to brainstorm with their group and to write down the answer to their question. At the same time, Team Two will also brainstorm with their group and write down their answer to the same question.

   When time is up, Team One will share their answer. If they have the correct answer, they will be awarded the points. If they do not have the correct answer, Team Two will be given an opportunity to answer the question and ‘steal’ the points. Go through as many questions as time permits, and keep score at the front of the room on a white board or on a piece of flip chart paper.

Quiz Question and Answer Key

Emotional	
Points	**Answer**
100 What is emotional abuse?	"Emotional abuse" is a pattern of behaviour by an adult that can damage the self-esteem of a child.
200 List the ways an adult could emotionally abuse a child or youth. Give two or more examples.	Emotional abuse includes the following behaviours: • constantly criticizing; • insulting; • ridiculing; • ignoring; • threatening; • rejecting; • exploiting; and • withholding love and support.
300 Give three or more examples of how emotional abuse would make a child feel or act.	Emotional abuse leads to many feelings and behaviours, including: • sadness; • depression; • anxiety; • feeling worthless and unloved; • loneliness; • low self-esteem; • helplessness; • inability to trust others; • confusion; • thoughts of suicide; • eating disorders; • trouble sleeping; • withdrawal from friends and activities; • substance abuse; • self-harm; • dropping out of school; • failure in school; and • poor peer relationships.

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Quiz Question and Answer Key

400	
What unhealthy ideas do children mistakenly learn from witnessing family violence, which is any form of abuse, mistreatment, or neglect that a child or adult experiences from a family member? Give four examples.	Unhealthy ideas that children and youth mistakenly learn from witnessing family violence include: • that violence has a place in the family; • that violence is normal and acceptable; • that it is okay to hit someone who may be smaller and less powerful; • that there are few, if any, consequences for violence; and • that violence is an acceptable way to handle anger and stress.

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Quiz Question and Answer Key

Physical	
Points	**Answer**
100 What is physical abuse?	"Physical abuse" happens when an adult injures, or threatens to injure, a child or youth. It can take the form of hitting, beating, burning, or shaking.
200 What is the difference between normal bruising on a child and suspicious bruising from physical abuse? Give two or more examples.	Normal bruising happens on the hard parts of a child that stick out: the elbows, knees, and forehead. These bruises happen from normal activities like playing and falling. Suspicious bruising happens on a child's soft parts: the stomach, back, face, arms, and legs. Adults physically abuse youth in places that can be covered by clothing to hide the marks.

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Quiz Question and Answer Key

300 What is the difference between “abuse” and “discipline”? Give three or more examples.	Discipline: • is used by parents to correct a specific misbehaviour: a child knows that if they fail to meet expectations, they will be corrected; • is intended to educate the child; • is a situation in which the parent / caregiver maintains their self-control; • does not involve the use of objects like belts, sticks, or bats; • does not leave bruises, cuts, or scratches; and • is a tool to help children learn. Abuse: • is often unpredictable, and children may not know what will cause it to happen; • is intended to instill fear; • is a situation in which the parent / caregiver loses their self-control; • can involve emotional abuse and can make a child or youth feel humiliated or degraded; • can involve physical abuse and leave a child or youth with cuts, bruises, or broken bones; and • is done out of anger or frustration.
400 What would cause you to suspect someone is being physically abused? Give four examples.	The following may indicate that someone is being physically abused: • bruises of different colours and shapes on their back, stomach, neck, face, under their arms, or on the backs of their legs; • broken bones; • wearing long sleeves and pants all the time to hide bruises; • getting angry if you ask them where they got the bruises; • giving an explanation for the bruises that does not make much sense; • getting angry at others easily and lashing out physically; • harming others; • self-harming; or • substance abuse.

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Quiz Question and Answer Key

Neglect	
Points	**Answer**
100 Give a definition of neglect.	"Neglect" is when a parent or caregiver does not meet the basic needs of a child or youth.
200 What is the difference between poverty and neglect?	"Neglect" is when a parent or caregiver does not meet the basic needs of a child or youth. This can happen when parents / caregivers "choose" not to meet those needs, or when they are trying to provide for their children but are unable to do so. This can result from insufficient resources; for example, poverty, no access to adequate housing, or other challenges. Many families that experience poverty are still able to meet the basic needs of children and youth.
300 List three or more basic needs that children and youth need to live.	Basic needs of children and youth include: • food; • clothing; • shelter; • education; • exercise; • fresh air; • medical and dental care; • hygiene; • sleep; • discipline; • supervision; • stimulation; • interaction; • safety; and • love.
400 What are some indicators that may cause you to suspect someone is being neglected? Give four examples.	A person who is being neglected may be: • always hungry; • stealing food; • always tired; • wearing clothes that often do not fit; • dirty and have body odour; • dressed inappropriately for the weather; • sick often; • suffering from toothaches; or • over- or underweight.

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Quiz Question and Answer Key

Getting Help	
Points	**Answer**
100 What stops people from reporting child abuse when they see it happening or when they suspect it is happening?	People may avoid reporting child abuse because: • They are afraid to break up a family. • They are unsure it if is abuse, and they do not want to make a false report. • They do not know whom to report to. • They are afraid the person will find out they made the report. • They know the person doing the abuse and do not want them to get in trouble. Note: If a person makes a report of child abuse because they suspected it was happening and it turned out not to be abuse, they will not be in trouble and there will be no legal consequences.
200 Whom do people report child abuse to when they see or suspect it is happening?	All adults have a duty to report if they know or suspect a child is being abused. They do not need to have proof. To report abuse, you would call Child Protective Services (the name may vary by province / territory). Child Protective Services is the agency that helps children and youth who are being abused. It is there to protect youth from harm. Youth can call Child Protective Services if they are experiencing abuse or to report that someone else is experiencing abuse. If a young person is not comfortable calling, they can have an adult call for them. The police are also an option, especially if the child or youth is in immediate danger.

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Quiz Question and Answer Key

300 How would you help a friend who told you they were experiencing emotional abuse, physical abuse, or neglect? Give two or more examples.	Youth often reach out for help from their peers before they talk to an adult. You can: • Listen: be calm and let them talk. Listen without judgment. • Talk in a calm and caring voice, and let them know it took a lot of courage for them to tell. Tell them you believe them. • Link: Let them know there are people who can help. Encourage them to talk to a trusted adult, or offer to go with them to talk to someone who can help. • Live: Keep checking in with them. Do things with them that will help them cope in healthy ways: hang out; go for walks; play a sport; go to the mall; go hunting; play video games; bead; or carve. • Make sure you take care of yourself and talk to friends or family about your feelings.
400 Name three places you could go if you were experiencing abuse and were feeling unsafe at home.	You could consider going to: • a friend's house; • a relative's house; • an elder's house; • a school; • the youth centre; • the mall; • a park; • a walk on the land; • a community centre; • a youth shelter; or • a cadet / JCR training activity.

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Activity 2
Understanding Human Rights

Estimated Time

15–20 minutes

1. What are “human rights”?
2. Display the Human Rights content, using the presentation slide or the alternative method you have prepared.

Human Rights

“Human rights” are the things that every child should be able to have or to do in order to survive, grow, and reach their full potential.

3. What are some of the things children and youth have the right to have?

   Possible answers could include:
   - food;
   - clothing;
   - shelter;
   - fresh air; and
   - education.

4. The UN Convention on the Rights of the Child is a list of human rights for children that all countries in the world have agreed to uphold. Some important articles of the convention include:

   - Article 19, the right to protection from violence: children have the right to be protected from being hurt or mistreated physically and emotionally;
   - Article 27: children have the right to food, clothing, a safe place to live, and having their basic needs met;
   - Article 30: children have the right to practice their own culture, language, and religion.

5. What is the difference between “rights” and “wants”?

   Answer:

   A “right” or a “need” is something we require in order to survive, grow, and reach our full potential. A “want” is something that we desire or want to have, but that we can live without.

6. Explain to participants that this group has been chosen to live on a new planet. Since they will set up a new society on a new planet, Mission Control wants them to have all the things they need to live and grow.

7. Divide the participants into groups of four. Distribute one set of Rights and Wants Cards to each group. Have them spread the cards out on the table, and have everyone in the group review the items.

8. Mission Control has given you 20 things to take with you on your journey to the new planet. Each group has two blank cards. You can bring two additional items. You will need to draw or label your two additional items on the blank cards.

   Allow the participants time to complete their task.

9. Mission Control has just sent a message: because space is limited, each group can only take 15 of the 22 items. You must decide as a group on the seven items you will eliminate. Set the eliminated cards aside.

   Allow the participants time to complete their task.

10. Mission Control has sent another message. There is now even less space available, and each group may only take 10 items. You must eliminate five more items, leaving 10 items that you think are the most essential.

    Allow the participants time to complete their task.

11. Read the list of 20 items aloud, and have each group hold up their hand if that item is part of their final 10 items. Have each group share whether they included their two additional items in their final 10.

12. Ask participants the following discussion questions:

    a. Was it difficult to select some items over others?
    b. How did you decide which items were the most important?
    c. Are these rights being met for all children and youth?

       Answer:

       No, not all children and youth are having these rights met. In Canada and around the world, many children are being denied the basic rights that would enable them to survive, grow, and reach their full potential. Every day, children experience abuse and violence.

    d. Why do we need to know what our rights are?

       Answer:

       If you know your rights, you will know that you can and should ask for them. You will know to protect yourself from people and situations that can hurt you.

Rights and Wants Cards

Decent shelter	Clothes in the latest style
Nutritious food	A bicycle
Protection from abuse and neglect	Holiday trips
Education	Your own bedroom
Health care	A personal computer

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Rights and Wants Cards

Fair treatment and non-discrimination	A television set
Clean air	A smartphone
An opportunity to share opinions	Money to spend as you like
Playgrounds and recreation	Fast food
Clean water	Opportunities to practice your own culture, language, and religion

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Activity 3
Understanding Neglect

Estimated Time

15–20 minutes

1. "Neglect" is when a parent or caregiver does not meet the basic needs of a child or youth. We identified that Darren and his siblings are being denied food and supervision.
2. We are going to play a game of called Sketch-o-rama to review the basic needs of children and youth.
3. Explain that you have fourteen Sketch-o-rama cards, each with a different basic need on them. Ask for two volunteers to come up to choose a card. Have each person draw a picture of the word on the flip chart. The rest of the group is to guess what the picture represents.

> Ask the group not to guess until the person is finished their drawing.

4. The person who guesses correctly takes the next turn drawing. As the needs are identified, record a master list of them on a piece of flip chart paper.
5. Show the video, Nala (2:58). Let participants know there will be a discussion after the video.
6. After the video, ask the participants the following discussion questions:

   a. How are children and youth impacted when their basic needs are not being met?

      Possible answers could include:
      - They may feel worthless or unloved.
      - They may have poor health.
      - They may suffer malnutrition.
      - They may fail at school from not having enough rest or proper nutrition.
      - They may feel sad, anxious, depressed, or angry.
      - They may have trouble making friends.
      - They may self-harm.
      - They may use alcohol or drugs to cope.
      - Neglect can lead to death in infants and young children, because they are dependent on adults to meet their needs.

   b. What is the difference between poverty and neglect?

      Possible answers could include:
      - "Neglect" is when a parent or caregiver does not meet the basic needs of a child or youth. This can happen when parents / caregivers "choose" not to

meet those needs, or when they are trying to provide for their children but are unable to do so. This can result from insufficient resources; for example, poverty, no access to adequate housing, or other challenges.

- Many families that experience poverty are still able to meet the basic needs of children and youth.

7. All children and youth have the right to have their basic needs met so that they can survive, grow, and reach their full potential.

Sketch-o-rama Cards

shelter (that is safe, clean and warm)	stimulation and attention (being talked to, interacted with, noticed, and hugged)
food (that is nutritious)	sleep and rest
education	exercise and fresh air
clothing (that is appropriate for the weather)	protection from harm
good hygiene (care for the body and hair)	medical care
supervision (especially around dangerous activities)	dental care
guidance and discipline	

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Conclusion

Estimated Time

5–10 minutes

Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about an abuse situation? Allow them time to record any changes.

Intervention: How to Help

Look, Listen, Link, Live©: How to Help a Friend

1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.

2. Display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

This is a four-step model that we use to help a friend. Let us consider how we can help Darren from our scenario. We are going to review the scenario and help Darren using the Look, Listen, Link, Live© model.

Read the scenario out loud.

> You may distribute copies of the scenario (Darren's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

Darren is sitting in his room, trying to concentrate on his homework. His hunger pangs are so bad that he is having a hard time getting anything done. His younger brother and sister keep knocking on his door, complaining they are hungry. He walks to the kitchen and goes through the cupboards, hoping to find something. No luck. The cupboards and the fridge are empty. This is the third day in a row that they have not had any lunch or dinner.

Darren's parents have not been home for two days. He is worried about his siblings and what is going to happen to them.

Darren has missed two days of school, so you ask him to come over for dinner. He seems anxious and looks really stressed. He eats two helpings of dinner, and he asks your mom if he can take some food home for his brother and sister.

3. Have the participants go through the four steps of the Look, Listen, Link, Live© model by asking the questions below.

STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Darren needs help?

Possible answers could include:

- Darren has missed two days of school, and he looks anxious and stressed.
- Darren is very hungry and asks to take home food for his siblings.

STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Darren to talk to him? What would you say?

Possible answers could include:

- Ask Darren if he is okay.
- Let him know that you are there to help.
- Explain that you have noticed he seems to be hungry, anxious, and stressed.

STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Darren for help and support?

Possible answers could include:

- Offer to go with Darren to talk to a counsellor or other safe adult about the situation at home.
- Let him know you want to make sure he is safe.
- An adult is required to report what is happening to Child Protective Services to make sure Darren and his siblings are safe and are getting the support they need.

STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Darren?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Invite Darren out hunting or to hang out.
- Encourage him to join the cadet / JCR program so he can connect with others.

4. To summarize, display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

Closing Comments

- Violence against children and youth can have a devastating impact.
- Adults have a duty to report all types of child abuse, including emotional abuse, physical abuse, and neglect. It is required by law that if an adult knows a child is being abused, or even if the adult suspects but does not know for sure that abuse is happening, they must call Child Protective Services and make a report.
- All children and youth have rights. If your rights are not being respected, there are people you can talk to for help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Darren's Story

Darren is sitting in his room, trying to concentrate on his homework. His hunger pangs are so bad that he is having a hard time getting anything done. His younger brother and sister keep knocking on his door, complaining they are hungry. He walks to the kitchen and goes through the cupboards, hoping to find something. No luck. The cupboards and the fridge are empty. This is the third day in a row that they have not had any lunch or dinner.

Darren's parents have not been home for two days. He is worried about his siblings and what is going to happen to them.

Darren has missed two days of school, so you ask him to come over for dinner. He seems anxious and looks really stressed. He eats two helpings of dinner, and he asks your mom if he can take some food home for his brother and sister.

Using the Look, Listen, Link, Live© model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Darren needs help?
- STEP 2: LISTEN. How would you approach Darren to talk to him? What would you say?
- STEP 3: LINK. Where would you link Darren for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Darren?

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