

EDUCATED.



EMPOWERED.



HEARD.



STAND UP & SPEAK OUT!

In collaboration with The Mama Bear Effect®, a Girl Scout from Georgetown, KY developed a special patch program for Daisy through Ambassador Girl Scouts to bring awareness to child sexual abuse. A victim herself, this Girl Scout aims to encourage other girls to **Stand Up & Speak Out** against child sexual abuse. The goal is to change the culture of sexual abuse, from a mindset of silence and shame to one of courage and compassion. Through education in this patch program girls will learn a clear definition of abuse, learn about body safety rules, body autonomy, establishing good self-esteem, and provide empowerment to report abuse.

Table of Contents

What is The Mama Bear Effect?3

Patch Program Requirements.....4-5

Leader/Adult Education6-7

Troop Level Lesson Plans.....9

- DAISY.....10-11
- BROWNIE12-13
- JUNIOR14-15
- CADETTE16-17
- SENIORS & AMBASSADORS18-19

RESOURCES20-33

PATCH REPORT & ORDER FORM34-35

GSWRC SENSITIVE ISSUES LETTER.....36-43

What is The Mama Bear Effect?

The Mama Bear Effect is a nonprofit organization that believes in order to end child sexual abuse, adults must be educated, vigilant, and fearless defenders of children and their bodily rights. They offer free and low cost educational materials and work with families, educators, therapists and nonprofit organizations across the country and around the world to end the silence and stigma that has enabled child sexual abuse to continue. In 2015 they officially trademarked the first awareness ribbon specifically for the cause of ending child sexual abuse.



PATCH PROGRAM REQUIREMENTS

Child sexual abuse is not talked about enough in our society.

Teachers don't teach about it at school, doctors don't talk to children about it, friends don't talk to each other about it, and so often parents don't talk to their own children about it.

If no one is talking about it, how do children know to tell someone when it is happening to them?

Statistics range from study to study, but it is *estimated that 1 in 10 children are affected by sexual abuse*. Here are some other startling numbers:

Statistics range from study to study, but it is *estimated that 1 in 10 children are affected by sexual abuse*. Here are some other startling numbers:

- -Sexual abuse occurs in as many as 1 in 4 girls and 1 in 6 boys.
- -About one in ten children will be sexually abused by the time they reach age 18.
- -3 out of 4 adolescents were victimized by someone they knew well.
- -Up to 40% of children who are sexually abused, are abused by older children.
- -Approximately one-third of child sexual abuse incidents are disclosed to someone, but up to 90% of cases are never reported to authorities.

(SOURCES: THE FEDERAL CENTER FOR DISEASE CONTROL, CHILD SEXUAL ABUSE STATISTICS BY DARKNESS TO LIGHT, NATIONAL INSTITUTE OF JUSTICE REPORT 2013, Finkelhor, D. (2012). Characteristics of crimes against juveniles. Durham, NH: Crimes against Children Research Center.)

This patch program was created to generate discussion about child sexual abuse and empower children to Speak Up and Out.

Parents/caregivers and children should not be ashamed or embarrassed about it. If people start talking about it more, it will get reported more and maybe even stop happening so much. Building good self esteem skills is also helpful with empowerment and reporting. Within this patch program, there are activities intertwined to promote positive self-esteem among the girls.

****Parents/caregivers should be informed prior to the meeting of the patch program content so they can make the decision if they want their child to participate. Encourage parents/caregivers to sit in on the meeting. This is a great time to have parents involved. See the "Sensitive Issues" section.**



This program follows the **New Girl Scout Leadership Experience** model.

The three “**keys**” to leadership are:



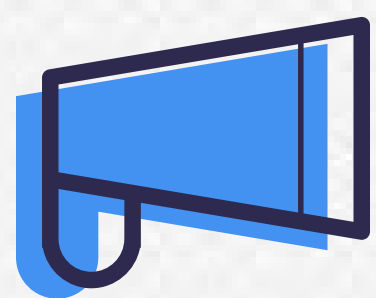
DISCOVER

Girls understand themselves and their values and use their knowledge and skills to explore the world.



CONNECT

Girls care about, inspire, and team with others locally and globally.



TAKE ACTION

Girls act to make the world a better place.

All the patch program activities include easy to follow activity plans including discussion starters and printable resources.

REQUIREMENTS:

To earn the patch, girls must complete:

- -Two activities from the **DISCOVER** section
- -Two activities from the **CONNECT** section
- -One activity from the **TAKE ACTION** section

Girls can complete the activities individually or in a troop.

How to acquire patches

Once the requirements are met, the troop leader will complete the Patch Report and Order Form for patches, located at the end of this packet.

How to wear your patch

This patch should be worn proudly on the back of the vest/sash.

LEADER/ADULT EDUCATION



With child sexual abuse being so prevalent, it is likely that a child who is participating in this patch may be a victim or survivor.

It may be wise to preface the meeting that if they have a question or need to talk privately about is going to be discussed the girl can talk to the troop leader at the end of the meeting or with their parents.

Remind children that the reason we do these lessons is because children do experience people who break body safety rules and that we want to remind them that **it is never their fault and it is never too late to tell.**

Sexual abuse is never a child's fault.

Although this patch focuses on educating children to know their bodies, rights, and the importance of disclosing inappropriate behavior, it is ultimately the responsibility of adults to protect children.

Sexual abuse most often happens in 1:1 situations; abusers can be adults or juveniles, which is why it is important to remain vigilant for any situation that may create opportunity for abuse.

It is important to be upfront about awareness of sexual abuse and speaking up when situations increase risk - whether it's a child left alone with another person or 'grooming' behavior where a potential abuser bonds with a child and breaks down personal boundaries.

Adult education is just as important as child empowerment because our protective efforts very well may keep a child out of danger rather than putting a child in a situation where they may need to protect themselves. Most adults who are survivors of sexual assault go through the same 'freeze' response that many children experience from sexual abuse.

There is simply no way we can expect a child to defend themselves from the manipulation and power difference when sexual abuse occurs.

What is child sexual abuse?

Any type of sexual activity between a child and an adult is sexual abuse. It can also occur between children and is defined as abuse when there is a significant age difference (usually 3 years or more) between the two. It can take many forms, including physical and non physical actions. Any type of sexual behavior used to fulfill an adult's sexual needs is considered sexual abuse. This includes: looking, showing, touching, forcible touching, and child pornography.

Who are the abusers?

Unfortunately, abusers can be anyone, anywhere, at anytime. That's why it is so important that we educate children on this issue. Victims almost always know their abuser. They can be parents, grandparents, aunts, uncles, or any other family member. An abuser could also be a teacher, coach, religious leader, neighbor, babysitter or about anyone you trust.

**Victims
almost
always
know
their
abusers.**

How does an abuser choose their victim?

Sometimes abuse occurs with opportunity but most often an abuser chooses a child they can prey upon without getting caught easily. Situations could include:

- They have access to alone time with the child.
- The child/family is uneducated in body safety.
- The child trusts and may love the abuser.
- The abuser holds power or authority over the child.
- The child is lacking positive attention.



What is Child Grooming?

Grooming is the process of befriending and building an emotional connection with a child, to gain their trust to lure them into sexual situations.

- Characteristics of grooming could include:
- Developing a trusting relationship with parents, with the goal of easy access to the child.
- Singling a child out and giving them special attention.
- Tickling, hugging, kissing, holding, or wrestling with a child.
- Giving gifts for no reason.
- Spending more time with children than adults.

Can we prevent sexual abuse?

YES!

We can communicate, educate, and empower children!

We can teach them about their bodies and body safety.

We can keep clear lines of communication open so they feel comfortable talking to us.

We can teach children to be wary of inappropriate touching, bribes and special treatment.

All of these things can prevent child sexual abuse.

How do I report abuse?

There are several different agencies you can report suspected or disclosed abuse. If you feel a child could be in immediate danger, you should call 9-1-1 or your local police department.

Other appropriate reporting agencies include:

- Cabinet for Health and Family Services
- State Police or any local law enforcement agency.
- Call CHILDHELP 1-800-4ACHILD (1-800-422-4453), a National Child Abuse Hotline dedicated to the prevention of child abuse. The hotline is available 24 hours a day & seven days a week.

Troop Level Lesson Plans

Each lesson plan is divided by troop levels.

This is done for age appropriateness when teaching this patch program. If you have a multi level troop, you might consider teaching the program during different sessions. Younger children can not comprehend the same amount of information that older children can.

On the following pages you find lesson plans for each GS Troop level:

- Daisy (K-1st)
- Brownie (2nd-3rd)
- Junior (4th-5th)
- Cadette (6th-8th)
- Senior (9th-10th)
- Ambassador (11th-12th)

DAISY Kindergarten - 1st Grade

Discussion Points:

- Establishing body safety rules and a body safety circle (see FIVE BODY SAFETY RULES in the Resource Section.)
- Discuss the importance of using the correct names for our body parts.
- Body Autonomy - Discuss that it okay to say “NO” if you don’t want to be touched by someone.
- Listening to your instincts - When our body feels uncomfortable or nervous, even if we don’t know exactly why, it is important that we listen and think about what is the safest choice - not necessarily the ‘polite choice’. For example if a neighbor invites a child into their house, they may feel scared to say no, but they know it's not the safe choice.
- Reporting abuse- Discuss options the child has to report abuse. Talk about trusted adults.



DISCOVER

(CHOOSE TWO)

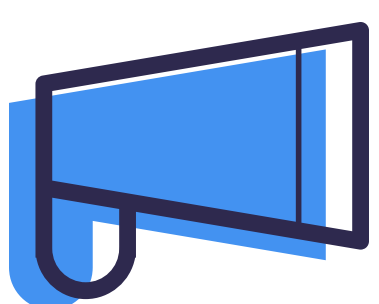
- Using the *FIVE BODY SAFETY RULES* poster found in the resource section, **have the girls create an individualized “Body Safety Circle” poster.** Have them draw 5 adults they feel safe talking to.
- Using the coloring pages found in the resource section, have the girls **create a coloring book titled “I am the Boss of my Body!”.** Go over bodily autonomy.
- **Using the help of a volunteer, create a skit** illustrating how a girl is the boss of her own body. One person plays the “person who might break a body safety rule” and the other plays the “child”. Have an interactive conversation with the girls about how the “child” in the skit should respond to the “person who might break a body safety rule” who is acting inappropriately._
- **Talk about secrets & grooming.** Explain that no one should ask a child to keep a secret. Keeping small secrets can be a grooming technique to bond with a child and test their ability to keep secrets from their protective caregivers. “Grooming” is the act of befriending and establishing an emotional connection with a child for ill intentions. Explain how a person who breaks a body safety rule might use secrets to groom a child. Explain that surprises are okay. Surprises can be shared with other people. Remind children to tell a trusted caregiver if they are ever asked to keep a secret. *Complete the “Secret or Surprise” activity in the resource section.*
- **Read and discuss a book about private body parts.** Focus on using the correct and proper words when referring to their private body parts. Teaching the correct word for genitalia is important so that children do not feel shame or embarrassment when using or hearing the correct terms.



CONNECT

(CHOOSE TWO)

- **Invite a guest speaker** to your meeting. This could be a medical professional, a police officer, or a child advocate.
- **Self-esteem ball activity:** Write each girl's name on a beach ball. Toss the ball to each other and whichever name the girl's right thumb touches, have the girl say something she likes about the girl her thumb is on.
- Complete the **"True or False Verbal Quiz"** found in the resource section.
- **Thinking Challenge:** Give each girl a bad situation they might be found in. Ask them to explain to you how they would handle that situation. Question them about saying no and who they might tell.
- Help girls come up with a **"code word or phrase"** they can use to communicate with parents to share when they are feeling uncomfortable or unsafe in a situation. It is sometimes difficult for a child to say when they feel like something inappropriate is happening. This will create a safe way for them to express that to the parent/caregiver.



TAKE ACTION

(CHOOSE ONE)

- **Create "Care Bags"** for children in abuse situations to distribute at youth servicing locations in your town. Have girls draw a picture or write a positive note inside the care package. Include small toys, activities, and personal care items.
- **Host a table at a GS or community event** to distribute awareness and prevention information. (Printable materials are available in the resource section). Have girls create posters of what they have learned. Allow girls to make chartreuse green ribbon awareness ribbon pins to distribute to visitors. This is the trademarked color for the ribbon.
- **Create a story, play, or puppet show** showing what the girls have learned through this patch program. Invite parents to attend.
- Have the girls sign a contract with their parents/caregivers. The **"Parent-Child Contract"** is in the resource section. Or you can make your own.
- April is child abuse prevention month. Have girls **plant a pinwheel garden** at a local site to raise awareness.

BROWNIE 2nd- 3rd Grade

Discussion Points:

- Establishing body safety rules and a body safety circle (see FIVE BODY SAFETY RULES in the Resource Section.)
- Discuss the importance of using the correct names for our body parts.
- Body Autonomy - Discuss that it okay to say “NO” if you don’t want to be touched by someone.
- Listening to your instincts - When our body feels uncomfortable or nervous, even if we don’t know exactly why, it is important that we listen and think about what is the safest choice - not necessarily the ‘polite choice’. For example if a neighbor invites a child into their house, they may feel scared to say no, but they know it's not the safe choice.
- Reporting abuse- Discuss options the child has to report abuse. Talk about trusted adults.



DISCOVER

(CHOOSE TWO)

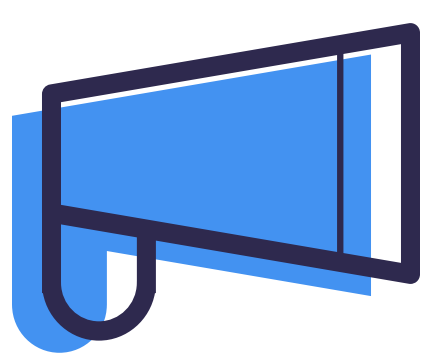
- Using the *FIVE BODY SAFETY RULES* poster found in the resource section, have the girls **create an individualized “Body Safety Circle” poster**. Have them draw 5 adults they feel safe talking to.
- Using the coloring pages found in the resource section, have the girls create a coloring book titled “I am the Boss of my Body!”. Go over bodily autonomy.
- **Talk about secrets & grooming.** Explain that no one should ask a child to keep a secret. Keeping small secrets can be a grooming technique to bond with a child and test their ability to keep secrets from their protective caregivers. “Grooming” is the act of befriending and establishing an emotional connection with a child for ill intentions. Explain how a person who breaks a body safety rule might use secrets to groom a child. Explain that surprises are okay. Surprises can be shared with other people. Remind children to tell a trusted caregiver if they are ever asked to keep a secret. Complete the “Secret or Surprise” activity in the resource section.
- **Read and discuss a book about private body parts.** Focus on using the correct and proper words when referring to their private body parts. Teaching the correct word for genitalia is important so that children do not feel shame or embarrassment when using or hearing the correct terms. Complete “Correct Names for Body Parts” word search in the resource section.
- **Thinking Challenge:** Give each girl a potentially bad situation they might be found in where someone might try to break a body safety rule. Ask them to explain to you how they would handle that situation. Question them about saying 'no' and who they might tell.



CONNECT

(CHOOSE TWO)

- **Invite a guest speaker** to your meeting. This could be a medical professional, a police officer, or a child advocate.
- **Questions for my Troop Leader” - Create a box and make it available to girls to write anonymous questions** to discuss as a group. Make this box available at all meetings for future questions the girls may have.
- **Create a motto** to raise child sexual abuse awareness.
- Have the girls sign a contract with their parents/caregivers. The **“Parent-Child Contract”** is in the resource section. Or you can make your own.
- **Body walk trace:** Put the girls in pairs. Have the girls trace each other on a large sheet of paper. Hang the paper on the wall and have everyone walk around and write something nice about each other.



TAKE ACTION

(CHOOSE ONE)

- **Create “Care Bags”** for children in abuse situations to distribute at youth servicing locations in your town. Have girls draw a picture or write a positive note inside the care package. Include small toys, activities, and personal care items.
- **Host a table at a GS or community event** to distribute awareness and prevention information. (Printable materials are available in the resource section). Have girls create posters of what they have learned. Allow girls to make chartreuse green ribbon awareness ribbon pins to distribute to visitors. This is the trademarked color for the ribbon.
- Have the girls sign a contract with their parents/caregivers. The **“Parent-Child Contract”** is in the resource section. Or you can make your own.
- Have the girls **make beaded bracelets** with words of encouragement on them. Allow them to share with each other, share with people they know or with people in the community.
- April is child abuse prevention month. Have girls **plant a pinwheel garden** at a local site to raise awareness.

JUNIORS 4th - 5th Grade

Discussion Points:

- **Establishing body safety rules and a body safety circle** (see FIVE BODY SAFETY RULES in the Resource Section.)
- Discuss the importance of **using the correct names for our body parts**.
- **Body Autonomy** - Discuss that it okay to say “NO” if you don’t want to be touched by someone.
- **Listening to your instincts** - When our body feels uncomfortable or nervous, even if we don’t know exactly why, it is important that we listen and think about what is the safest choice - not necessarily the ‘polite choice’. For example if a neighbor invites a child into their house, they may feel scared to say no, but they know it's not the safe choice.
- **Stranger Danger** - Discuss good strangers and bad strangers. It’s important not to scare children completely of strangers. You don’t want them to “freeze” when they need assistance. Explain that we can’t always tell the difference between good and bad strangers. Talk about how to handle stranger danger situations such as never getting into someone’s car or going into someone’s house. Also talk about who might be a “safe” person if they are lost or need help. Maybe another parent in the park with a child? Ideally, a mother with children is the safest choice to ask for help.
- **Reporting abuse-** Discuss options the child has to report abuse. Talk about trusted adults.
- **Child Abuse Statistics**



DISCOVER

(CHOOSE TWO)

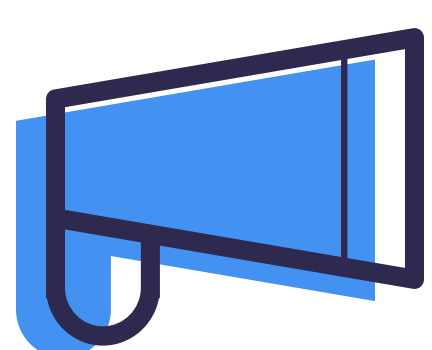
- Using the *FIVE BODY SAFETY RULES* poster found in the resource section, have the girls **create an individualized “Body Safety Circle” poster**. Have them draw 5 adults they feel safe talking to.
- **Talk about secrets & grooming**. Explain that no one should ask a child to keep a secret. Keeping small secrets can be a grooming technique to bond with a child and test their ability to keep secrets from their protective caregivers. “Grooming” is the act of befriending and establishing an emotional connection with a child for ill intentions. Explain how a person who breaks a body safety rule might use secrets to groom a child. Explain that surprises are okay. Surprises can be shared with other people. Remind children to tell a trusted caregiver if they are ever asked to keep a secret. Complete the “Secret or Surprise” activity in the resource section.
- **Complete the word search** “Anatomically Correct Names for Body Parts,” found in the resources section.
- **”Help the girls create “Body Safety Rules” for themselves**. Write the rules down together. (use the *FIVE BODY SAFETY RULES* found in the resource section.)
- **Discuss bribes, threats, and blackmail**. Give girls examples of how a predator might try to convince a child not to tell. Reinforce that a child must tell even if they are scared.



CONNECT

(CHOOSE TWO)

- **Invite a guest speaker** to your meeting. This could be a medical professional, a police officer, or a child advocate.
- **“Questions for my Troop Leader”** - Create a box and make it available to girls to write anonymous questions to discuss as a group. Make this box available at all meetings for future questions the girls may have.
- **Write an imaginary letter** to someone you know who is being abused, encouraging them to get help. Tell them why they should tell and who they should tell. Offer girls to share with the troop.
- **Self-esteem ball:** Write each girls name on a beach ball. Toss the ball to each other and whichever name the girls right thumb touches, have the girl say something she likes about the girl her thumb is on.
- Pair the girls off into groups of two. **Have them create skits showing bribes**, threats, and blackmail and how they should handle that. Have them present to the other girls in the troop.



TAKE ACTION

(CHOOSE ONE)

- **Create “Care Bags”** for children in abuse situations to distribute at youth servicing locations in your town. Have girls draw a picture or write a positive note inside the care package. Include small toys, activities, and personal care items.
- **Host a table at a GS or community event** to distribute awareness and prevention information. (Printable materials are available in the resource section). Have girls create posters of what they have learned. Allow girls to make chartreuse green ribbon awareness ribbon pins to distribute to visitors. This is the trademarked color for the ribbon.
- **Have the girls sign a contract with their parents/caregivers.** The “Parent-Child Contract” is in the resource section. Or you can make your own.
- **Create a PSA** (public service announcement about Child Sexual Abuse Awareness and Prevention).
- April is child abuse prevention month. Have girls **plant a pinwheel garden** at a local site to raise awareness.

CADETTES 6th - 8th Grades

Discussion Points:

- **What is child sexual abuse?**
- **Listening to your instincts** - When our body feels uncomfortable or nervous, even if we don't know exactly why, it is important that we listen and think about what is the safest choice - not necessarily the 'polite choice'. For example if a neighbor invites a child into their house, they may feel scared to say no, but they know it's not the safe choice.
- **Stranger Danger** - Discuss good strangers and bad strangers. It's important not to scare children completely of strangers. You don't want them to "freeze" when they need assistance. Explain that we can't always tell the difference between good and bad strangers. Talk about how to handle stranger danger situations such as never getting into someone's car or going into someone's house. Also talk about who might be a "safe" person if they are lost or need help. Maybe another parent in the park with a child? Ideally, a mother with children is the safest choice to ask for help.
- **Reporting abuse**- Discuss options the child has to report abuse. Talk about trusted adults.
- **Child Abuse Statistics**
- **Discuss online safety.**



DISCOVER

(CHOOSE TWO)

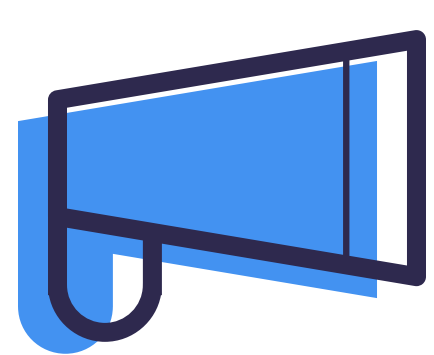
- Complete the **Child Abuse Awareness word search** in the resource section.
- Help the girls create "**Body Safety Rules**" for themselves. Write the rules down together. (use the *FIVE BODY SAFETY RULES* found in the resource section.)
- **Discuss bribes, threats, and blackmail.** Give girls examples of how a predator might try to convince a child not to tell. Reinforce that a child must tell even if they are scared.
- **Talk about secrets & grooming.** Explain that no one should ask a child to keep a secret. Keeping small secrets can be a grooming technique to bond with a child and test their ability to keep secrets from their protective caregivers. "Grooming" is the act of befriending and establishing an emotional connection with a child for ill intentions. Explain how a person who breaks a body safety rule might use secrets to groom a child. Explain that surprises are okay. Surprises can be shared with other people. Remind children to tell a trusted caregiver if they are ever asked to keep a secret. Complete the "Secret or Surprise" activity in the resource section.
- Using magazine and newspaper clippings, have girls **create a collage** of what a sexually abused child's life might feel like. Use words to describe their thoughts and feelings.



CONNECT

(CHOOSE TWO)

- Invite a guest speaker to your meeting. This could be a medical professional, a police officer, a child advocate, or a survivor with a story to inspire a child to speak up and out.
- “Questions for my Troop Leader” - Create a box and make it available to girls to write anonymous questions to discuss as a group. Make this box available at all meetings for future questions the girls may have.
- Write a letter to someone you know who is being abused, encouraging them to get help. Tell them why they should tell and who they should tell. Offer girls to share with the troop.
- Have girls design a pamphlet about Child Sexual Abuse Awareness.
- Body walk trace: Put the girls in pairs. Have the girls trace each other on a large sheet of paper. Hang the paper on the wall and have everyone walk around and write something nice about each of the bodies. This exercise promotes healthy self-esteem which encourages empowerment.



TAKE ACTION

(CHOOSE ONE)

- Create “Care Bags” for children in abuse situations to distribute at youth servicing locations in your town. Include small toys, activities, and personal care items. Set up a visit to a child advocacy center or rape crisis center to see where children are interviewed and learn about the services these organizations provide.
- Host a table at a GS or community event to distribute awareness and prevention information. (Printable materials are available in the resource section). Have girls create posters of what they have learned. Allow girls to make chartreuse green ribbon awareness ribbon pins to distribute to visitors. This is the trademarked color for the ribbon.
- Create an online social media campaign to raise awareness for Child Sexual Abuse.
- Host a fundraiser to raise money for a non-profit organization focusing on Child Sexual Abuse Prevention and Awareness.
- April is child abuse prevention month. Have girls plant a pinwheel garden at a local site to raise awareness.

Seniors 9th - 10th Grades & Ambassadors 11th - 12th Grade

Discussion Points:

- What is child sexual abuse?
- Listening to your instincts - When our body feels uncomfortable or nervous, even if we don't know exactly why, it is important that we listen and think about what is the safest choice - not necessarily the 'polite choice'. For example if a neighbor invites a child into their house, they may feel scared to say no, but they know it's not the safe choice.
- Stranger Danger - Discuss good strangers and bad strangers. It's important not to scare children completely of strangers. You don't want them to "freeze" when they need assistance. Explain that we can't always tell the difference between good and bad strangers. Talk about how to handle stranger danger situations such as never getting into someone's car or going into someone's house. Also talk about who might be a "safe" person if they are lost or need help. Maybe another parent in the park with a child? Ideally, a mother with children is the safest choice to ask for help.
- Reporting abuse- Discuss options the child has to report abuse. Talk about trusted adults.
- Child abuse statistics.
- Discuss online safety.



DISCOVER

(CHOOSE TWO)

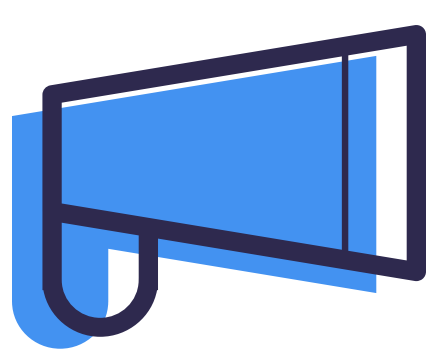
- Discuss bribes, threats, and blackmail. Give girls examples of how a predator might try to convince a child not to tell. Reinforce that a child must tell even if they are scared.
- Discuss the state sex offender registry list. The intent of the list is to promote public safety and awareness by alerting community members of convicted sex offenders living in their area. These offenders are required by law to register. Have girls look up their registry online. Have them look at the neighborhood map to see if any offenders are registered near them.
- Using magazine and newspaper clippings, have girls create a collage of what a sexually abused child's life might feel like. Use words to describe their thoughts and feelings.
- Complete the Child Abuse Awareness word search in the resource section.
- Word cloud: On a sheet of paper, write the word ABUSE in the center. Around that word, write words that relate to abuse. Do this independently and then compare clouds with other girls in the troop to see what they thought of.



CONNECT

(CHOOSE TWO)

- Invite a guest speaker to your meeting. This could be a medical professional, a police officer, a child advocate, or a survivor with a story to inspire a child to speak up and out.
- “Questions for my Troop Leader” - Create a box and make it available to girls to write anonymous questions to discuss as a group. Make this box available at all meetings for future questions the girls may have.
- Write a letter to someone you know who is being abused, encouraging them to get help. Tell them why they should tell and who they should tell. Offer girls to share with the troop.
- Magazine collage: Put girls into pairs. Have each girl use encouraging words from magazines that describe their partner and make the words into a collage.
- Have girls design a pamphlet about Child Sexual Abuse Awareness.



TAKE ACTION

- Create “Care Bags” for children in abuse situations to distribute at youth servicing locations in your town. Include small toys, activities, and personal care items. Set up a visit to a child advocacy center or rape crisis center to see where children are interviewed and learn about the services these organizations provide.
- Host a table at a GS or community event to distribute awareness and prevention information. (Printable materials are available in the resource section). Have girls create posters of what they have learned. Allow girls to make chartreuse green ribbon awareness ribbon pins to distribute to visitors. This is the trademarked color for the ribbon.
- Have the girls create a pact as a group to always support each other and to always encourage each other to speak out if they are ever sexually abused. Have them create a contract they can all sign or allow them to come up with a way to make this a binding contract between Girl Scout Sisters.
- Inquire with local politicians or town leaders to discuss what actions are being taken to protect children from a legal standpoint. Is training required for adults that work or volunteer with children? Is body safety education mandatory in schools? What is the minimum age for consent for teens and adults? If a woman conceives a child by rape does her assailant have a right to visitation/custody of that child if she files for child support? What are the statute of limitations for survivors of child sexual abuse if they want to file a criminal/civil case?
- Plan and host an event during Child Abuse Awareness month to raise awareness for Child Sexual Abuse Awareness.

RESOURCES

FIVE BODY SAFETY RULES

Every Child Should Know By Age **5**



My Body is Mine!
I am the boss of my body. I don't have to be hugged, kissed, or touched by anyone if I'm uncomfortable.



PRIVATE PARTS

Are the parts of our bodies covered by a bathing suit and are kept out of view of others. We don't look, touch, or play games with each other's private parts.



We use the proper names for our private parts. They're not weird or funny - everyone has them!



No one should be asking me to keep a secret especially if it's about private parts.



My Body Safety Circle™

I know five adults I can talk to if I'm sad, scared and definitely if I need to talk about body safety. If someone breaks a body safety rule, I need to tell until someone helps me. Even if I don't tell right away, I won't be in trouble - it's never too late to tell.



Protective Objectives

to empower children
against sexual abuse

Talk Truthfully

Using anatomically correct words for body parts helps to reduce feelings of embarrassment when a child may want to talk or need help to keep their body healthy and safe.

Establish Rules

When children understand that private parts are not for sharing and that it's important to tell if someone does, it can encourage a disclosure sooner, preventing or ending an abusive situation.

Support Autonomy

Allowing children to choose when and with whom they are affectionate not only empowers them to understand they are the bosses of their body, it also teaches them to value their instincts and prioritize their personal safety.

Protect the Bond

Fostering a positive and supportive relationship with our children helps protect them from the lures and manipulation of predators.



Affirm Innocence

Children deserve to know that abuse is never their fault, it is the job of adults to protect children and no matter what - it is never too late to tell.



When a Child Discloses

– HOW TO RESPOND –

1. Stay calm

Remain calm. Try not to show panic, shock, anger, etc.

Say, "I'm really glad that you told me."

Reassure the child that they are not in trouble.

Say, "It's not your fault." Abusers often blame their victims, so reassure the child they are not responsible for what happened.

Don't insult the offender. Children are protective of people they care about, even their abusers. Your negative response may alter the child's statements.

2. Listen

Listen to the child. If the child is having a trouble finding the words, be patient. Allow the child to tell you what happened in their own words.

Don't interrogate. The child's statements are the main evidence in a case, so it's important to not "taint" the evidence by asking leading questions or suggesting what may have happened.

Say, "I believe you." False accusations by children are extremely rare.

Be aware of your own feelings. Try to not project these feelings onto the child.

3. Report

Ensure the child is not in immediate danger, then report the incident. Use the child's vocabulary when reporting.

Don't keep it a secret. By reporting abuse, we demonstrate that children are valued and worthy of protection. Reporting abuse helps to stop the cycle of abuse.

Have the child examined. Find a Sexual Assault Response Team (SART) medical professional to complete a wellness exam of the child.

Utilize therapy resources. Ensure that the child receives a professional follow-up visit with a victim's advocate or therapist.

REMEMBER

Adults are
responsible
for keeping
children
safe.



I AM THE BOSS OF MY BODY!

©The Mama Bear Effect, Inc 2018

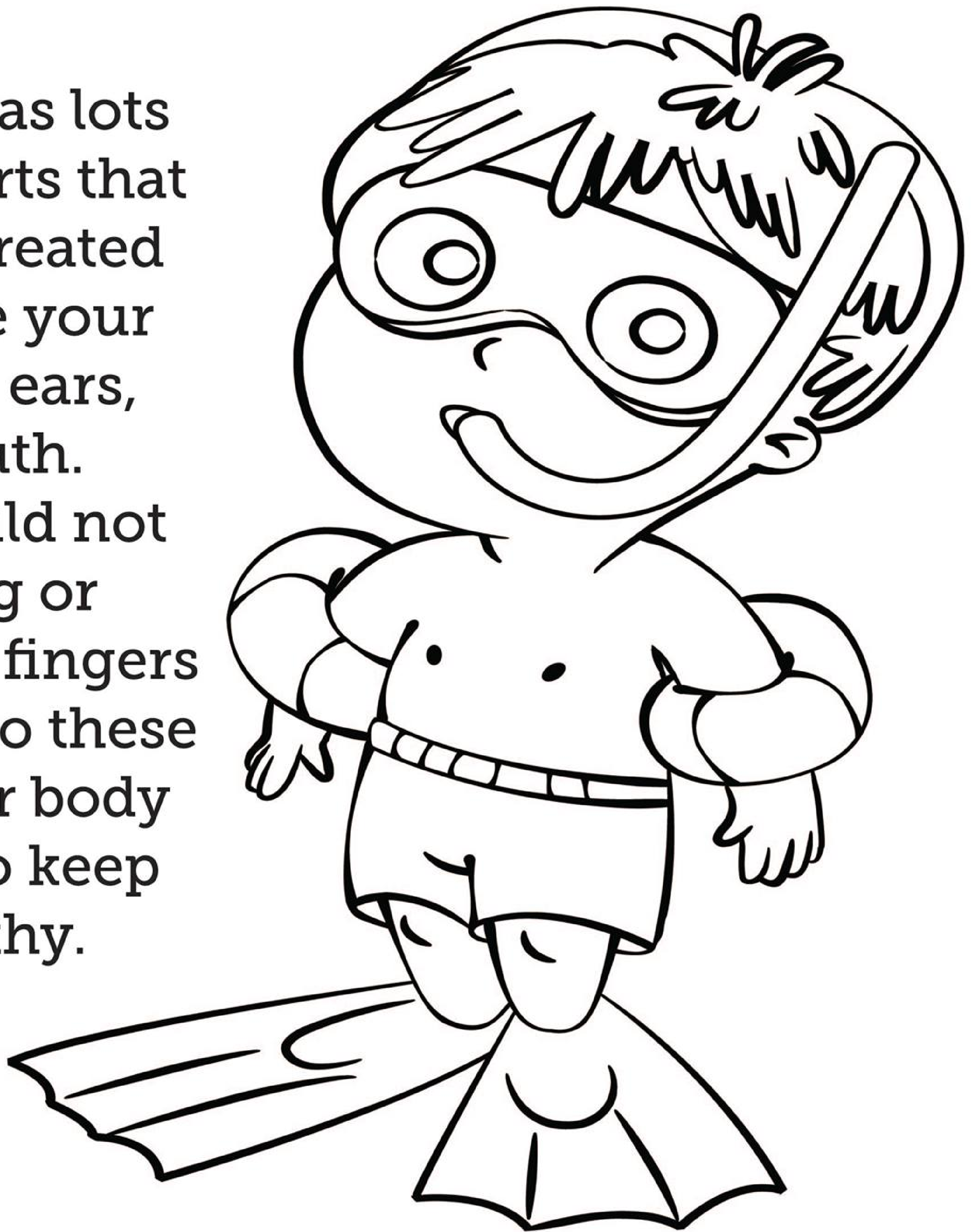


YOUR BODY IS SPECIAL

©The Mama Bear Effect, Inc 2018

Your body has lots
of special parts that
need to be treated
gently - like your
eyes, nose, ears,
and mouth.

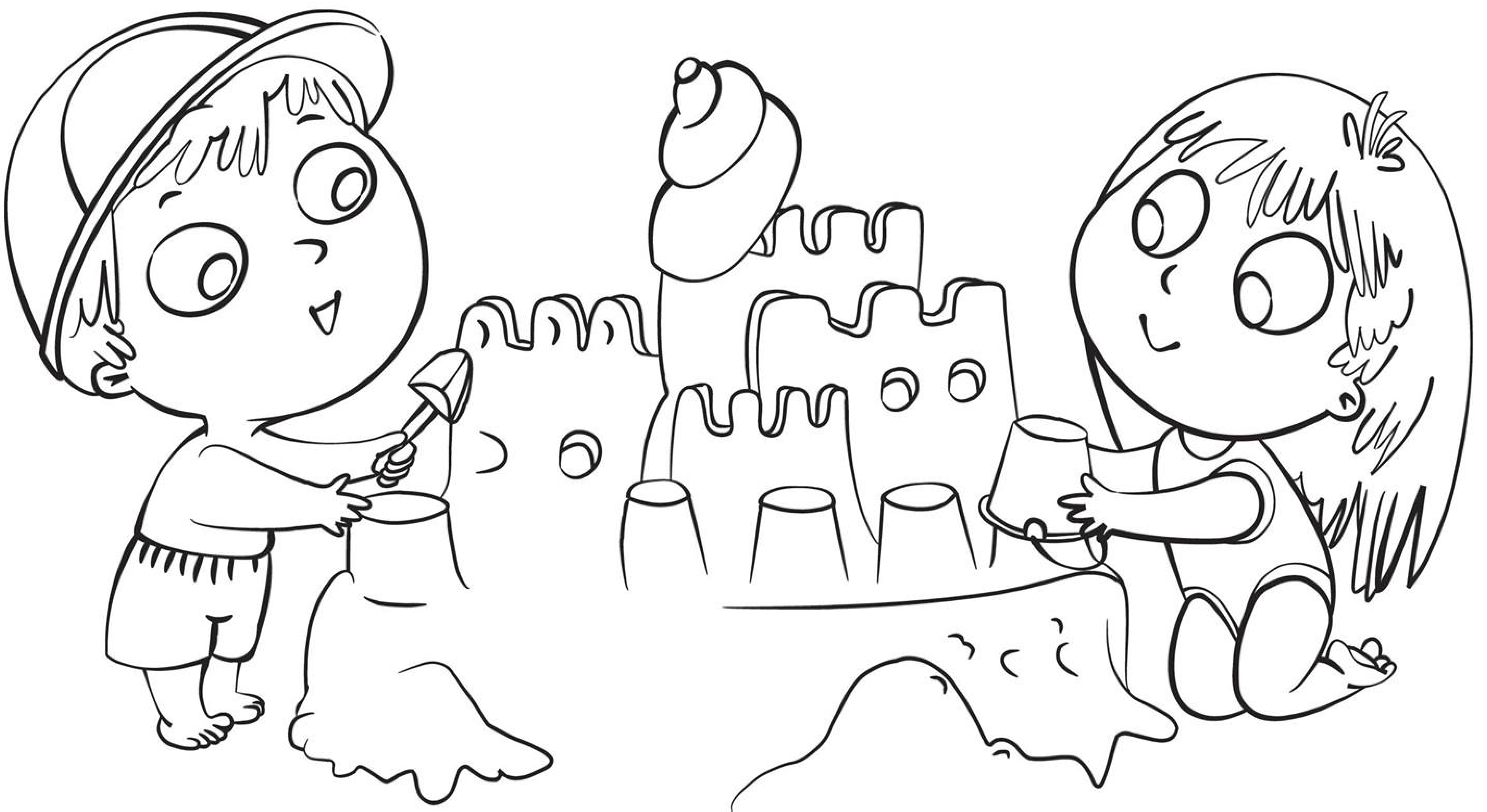
People should not
be playing or
putting their fingers
or objects into these
parts of your body
unless it's to keep
you healthy.



PRIVATE PARTS

Private is a word that means
something belongs just to you,
not meant for sharing with others.

Your private parts
are the parts of your body
covered by a bathing suit.



PRIVACY

©The Mama Bear Effect, Inc 2018

Bathing, using the toilet,
changing our clothes, and even sleeping,
are times when people should have privacy.



A Surprise is Fun That's Shared!

©The Mama Bear Effect, Inc

A surprise is something happy trip, like a family trip, a party. It may be kept quiet for a little while, but eventually everyone knows!

A surprise is not scary or sad and shouldn't involve doing anything that makes you feel uncomfortable.



For more information
visit TheMamaBearEffect.org



SECRET OR SURPRISE? ACTIVITY

A **SECRET** is something that is never supposed to be shared. Secrets can sometimes be happy or make you sad/scared. Examples of a secret include: your best friend tells what she is most afraid of and asks you not to tell, you spilled chocolate milk but cleaned it before anyone saw it. Even when secrets seem happy, no one should ask a child to keep a secret from their parents.

A **SURPRISE** is something that is meant to be shared with others. Surprises are usually fun and make people happy. A surprise may have to be kept quiet for a while but will always be shared as a surprise. Examples of a surprise include: organizing a birthday party without someone knowing about it, proposing marriage to someone, or a special guest coming to visit.

SUPPLIES NEEDED:

2 BOXES, BASKETS, TOTES OR LARGE CONTAINERS

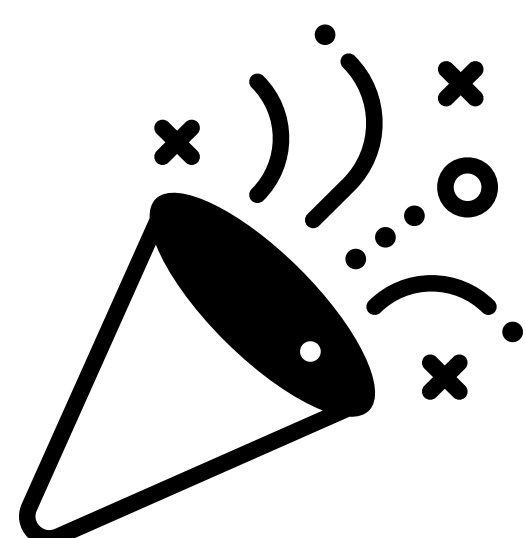
SEVERAL BEAN BAGS, BALLS, OR SMALL THROWING OBJECTS

SET UP:

Label each of the two large containers. Label one “SECRET” and the other “SURPRISE”. Using the examples below (or create your own), read off each situation and allow the girls, one at a time, to decide if it is a secret or surprise. Once they have decided, have them throw the ball/bean bag into the container. Once you run out of situations, have girls create their own situations and let others decide if it is a secret or surprise.



SECRET



SURPRISE

EXAMPLE SITUATIONS: SECRET OR SURPRISE?

- Jazzy's older sister shared a candy bar with her and asked her not to tell anyone. (SECRET)
- Your mom takes you shopping to buy your best friend a birthday present but tells you not to tell her. (SURPRISE)
- You got home from school on Friday and found out your Mom and Dad are taking you on a trip for the weekend. (SURPRISE)
- Your Grandma let you stay up late but doesn't want you to tell. (SECRET)
- Your friend wants to show you a scary video from YouTube but says she'll be in big trouble if you tell. (SECRET)
- Grandma Bonnie is coming to visit, but Dad wants to surprise Mom. (SURPRISE.)
- Your best friend tells you she is going to dye her hair purple but doesn't want you to tell her parents. (SECRET)
- Dad tells you he's taking the family out to eat. Mom is exhausted and on her way home from work. She doesn't feel like cooking tonight. But don't tell her because he wants to surprise her. (SURPRISE)
- Kellie wants to go for a ride in her neighbor's new car but he asks her not to tell her parents. (SECRET)
- Dad usually picks you up from school, but today Mom picked you up and took you out for ice cream. (SURPRISE)

CHILD ABUSE AWARENESS WORD SEARCH

E	E	Y	K	L	N	G	F	D	S	G	N	J	H	B	G	A	F	L	C
M	J	J	R	N	V	A	D	Y	R	T	R	U	S	T	S	Z	X	M	I
P	K	L	U	T	R	D	E	J	D	A	A	A	B	N	C	X	Z	M	P
O	F	G	I	O	T	U	H	J	B	K	M	B	F	S	S	F	H	I	O
W	J	K	L	F	Y	L	U	U	T	F	A	N	X	I	E	T	Y	G	L
E	T	U	V	E	R	T	F	B	O	T	H	J	F	D	W	Q	E	N	I
R	U	L	E	S	H	L	M	O	M	R	F	I	F	D	T	W	C	K	C
L	I	G	D	D	S	A	N	D	V	O	Q	F	A	J	L	L	U	T	E
G	A	C	E	G	U	I	K	Y	M	P	R	T	M	V	X	Z	M	I	L
B	I	D	F	I	K	C	L	N	O	E	Q	V	I	C	T	I	M	S	T
B	G	R	V	D	S	W	A	O	M	R	U	K	L	C	V	K	U	T	L
P	O	U	L	F	D	W	X	T	V	A	D	N	Y	E	W	S	S	O	I
T	R	O	F	S	T	M	N	J	E	R	A	O	N	L	G	R	O	O	M
F	D	W	I	H	A	U	T	O	N	O	M	Y	S	F	J	V	M	O	Y

WORD BANK

ADULT	EDUCATE	POLICE	TRUST
ANXIETY	FAMILY	EMPOWER	VICTIM
AUTONOMY	GIRLS	REPORT	STRANGER
BODY	GROOM	RULES	CHILDREN

ANATOMICALLY CORRECT NAMES FOR BODY PARTS WORD SEARCH

A	G	A	R	M	H	J	K	X	A	W	E
B	F	I	B	W	R	A	G	P	E	S	D
R	H	T	T	I	W	N	U	E	R	W	F
E	H	A	K	J	K	U	L	P	E	R	R
A	H	M	N	Z	X	S	O	Y	S	K	L
S	T	E	R	D	J	E	L	B	O	W	I
T	M	M	B	H	S	G	D	H	N	L	B
U	E	A	R	S	H	A	R	B	H	F	L
O	P	P	G	N	G	P	E	N	I	S	E
F	I	N	G	E	R	M	H	I	I	L	G
A	H	T	J	G	N	F	O	O	T	K	S
T	V	A	G	I	N	A	T	H	T	Y	O

WORD BANK

- ARM

VAGINA

HANDS

NOSE
- EARS

ANUS

BREASTS

LEGS
- PENIS

ELBOW

FOOT

FINGER

TRUE OR FALSE? VERBAL QUIZ

- I am the boss of my body. (TRUE)
- I have to agree to be hugged by anyone who wants to hug me. (FALSE)
- I should keep secrets from my parents. (FALSE)
- My body parts that are covered by a bathing suit are my private areas. (TRUE)
- I should use proper names for body parts. (TRUE)
- We don't look at or touch other people's private parts. (TRUE)
- Talk to a trusted adult if you need to tell a secret. (TRUE)
- You will be in trouble for telling a secret. (FALSE)
- Everyone has private parts. (TRUE)
- There are good body parts and bad body parts. (FALSE-they are all body parts)
- If someone breaks a body safety rule, and I don't say 'no'- it's my fault. (FALSE)
- It is never too late to tell. (TRUE)

Parent – Child Communication Contract

I, _____ "

I WILL DO MY BEST" to tell someone in my Safety Circle if anyone ever touches me or talks to me in a way that makes me feel uncomfortable. Even if I feel threatened, I will talk to someone. I know that it is never too late to tell, and even if I don't tell right away, it is still not my fault and I will not be in trouble.

People in my Safety Circle are:

1. _____
2. _____
3. _____
4. _____
5. _____

SIGNATURE OF CHILD

I, _____, promise to

listen to _____,

my child and take any actions needed to protect my child from harm.

SIGNATURE OF PARENT

DATE

PATCH REPORT

Congratulations on completing the Stand Up & Speak out Patch Program!

Complete the form below or you can order online at
MamaBearEffect.Ecwid.com and return to receive your patches!

Mail to:

The Mama Bear Effect
PO BOX 190
PINEHURST, MA 01866

Do you feel this packet has been helpful in bringing awareness to child sexual abuse?

How was the atmosphere/feedback when you were going over the statistics and discussion points?

___GIRLS WERE QUIET, EMBARRASSED, BASHFUL, AND NOT INTERACTIVE

___GIRLS WERE QUIET, LISTENED, AND INTERACTED.

___GIRLS WERE ENGAGED IN THE DISCUSSION AND ASKED QUESTIONS

OTHER (Please explain):

How many parents attended while earning this patch? _____

Any additional comments?

Stand Up Speak Out Patch Order Form

TROOP #: _____ DATE: _____

TROOP LEADER: _____

PHONE: _____

MAILING ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

EMAIL ADDRESS: _____

TOTAL # OF PATCHES: _____ @ 3.00 = \$ _____

SHIPPING: NO CHARGE

TOTAL: \$ _____

Make checks payable to: The Mama Bear Effect.

To expedite your order of patches, please email info@TheMamaBearEffect.org to inform them that your troop has completed the Stand Up Speak Out Badge and that you have submitted the patch request form.



2277 Executive Drive Lexington, KY 40505
 (859) 293-2621 (800) 475-2621 Fax: (859) 299-3692
<http://www.gskentucky.org> • gswrc@gswrc.org

Council Position on Sensitive Issues

Girl Scouts of Kentucky's Wilderness Road supports the official position of GSUSA.

Girl Scouts does not take a position on abortion or birth control. The national umbrella organization, Girl Scouts of the USA, does not have a relationship with Planned Parenthood on a national level and does not plan to have one.

We believe these matters are best decided by girls and their families. Our official position on health and sex education is that in some areas of the country, Girl Scout troops or groups may choose to hold discussions about human sexuality and may choose to collaborate with a local organization that specializes in these areas. The topic is discussed from a factual, informative point of view and does not include advocacy or promotion of any social or religious perspective. Participation in these discussions is optional, and each girl who participates must provide written consent from her parent or guardian.

Sensitive Issues Guidelines of Girl Scouts of Kentucky's Wilderness Road

Girl Scouting provides a wide variety of informal, educational activities for girls. In order to remain contemporary and responsive to the needs and interests of girls, some of the activities in the Girl Scout program focus on subjects that may be considered sensitive or controversial in nature.

Sensitive issues are subjects that are of a highly personal nature or that may relate to religious beliefs and cultural and family values. Some examples are AIDS, child abuse, family crises, human sexuality, racism, substance abuse, suicide and teen pregnancy.

Girl Scouts of Kentucky's Wilderness Road Council supports and encourages leaders to provide programs that are educational and preventative.

The following guidelines have been developed by Girl Scouts of Kentucky's Wilderness Road for use by leaders and consultants when planning any type of program, event or activity addressing sensitive issues.

1. Leaders, adults and consultants working with sensitive issues must understand and be willing to adhere to GSUSA policies as stated in the *Safety Activity Checkpoints in the Volunteer Essentials*.
2. Leaders working with sensitive issues are encouraged to attend appropriate adult workshops offered by the Council.
3. Consultants are to be qualified professionals, which may include health educators, social workers, psychologists and counselors.
4. The role of the leader is to be a caring adult who can help girls to acquire their own skills and knowledge in a supportive atmosphere.
5. When a leader or adult decides to cover any sensitive issue beyond the scope of the materials in the Girl Scout program resources, they must have the support and approval of the Council
7. Leaders and consultants should be sensitive to the needs and concerns of the local community where the programs will be presented. All sides of an issue must be recognized and presented. Leaders and consultants must provide educational facts and information on sensitive issues rather than just voicing personal opinions and points of view.
8. Leaders should involve parents when planning sensitive issue activities when possible. An outline of sensitive subjects to be covered should be furnished to parents ahead of time.
9. Girls who attend these activities should have written parental approval for participating in the activity and attendance should be optional for all or part of the activities.
10. Information should always be age appropriate.
11. All information shared during programs is considered confidential and is not to be discussed afterward. (Exceptions are instances in which a leader or other adult would be legally responsible to report cases of child abuse or when an adult notices signs of substance abuse, suicide or eating disorders in a girl and feels her to be in danger.) Be familiar with the Council's procedure for handling and reporting situations of this nature.
12. Parents are encouraged to participate in the Contemporary Issues projects and to reinforce at home.
13. All materials, including audio-visuals, from outside sources must be previewed by leaders and adults before they are presented to a group to make sure they are factual and unbiased.
14. Activities that develop decision making, problem solving, assertiveness, better communication and self-esteem should be the primary focus of sensitive issues programs.

Girl Scouts of Kentucky's Wilderness Road Council

Help for Leaders who are planning to Present Sensitive Issue Programs to Girls

Selecting Consultants:

- ◆ Leaders are not expected to become experts on any or all of these issues and consultant can be obtained to help educate girls and their parents.
- ◆ Consultants can be health educators, social workers, psychologists, psychiatrists, physicians, counselors, clergy, educators, historians, university personnel, attorneys, teachers, civic leaders or other community leaders. Pick someone appropriate for the subject you want discussed.
- ◆ A consultant must be willing to follow GSUSA and Council policies, standards, guidelines and procedures.
- ◆ A consultant must be willing to present facts and information in a non-biased manner with no hidden agenda or motives beyond what she has been asked to do.
- ◆ A consultant should have a reputable background and references that are easily verified.
- ◆ A consultant should be sensitive to attitudes and emotions relating to sensitive issues.
- ◆ A consultant should have personal emotional stability and have the skill to be non-judgmental and supportive to **all** participants.

Developing Parental Support:

Since most sensitive issues are based on values, parental support and understanding are crucial to the success of your program. Parents may be concerned about the following:

- ◆ Who is the consultant and what are her credentials?
- ◆ What will be covered in the presentation?
- ◆ Will I be able to preview the materials, video or outline before the presentation?
- ◆ What is the point of view of the presenters or the materials to be used? Is it different from mine?
- ◆ Are there other organizations or agencies involved? What is their point of view?

Build Support By:

- ◆ Getting input in the planning stages from parents. Those that help plan will be the best promoters.
- ◆ Be honest with parents on all aspects of the program.
- ◆ Allow parents to preview all materials and meet presenters, if

possible.

- ◆ Send an outline of the content, resume of all presenters with a notification letter, and a permission slip.

Presentation:

Ground rules need to be established before the program begins.

- ◆ Girls need to understand that each family has its own value system upon which many parental decisions may be based. Girls should be encouraged to try to understand parental decisions by examining parent's point of view.
- ◆ Establish an atmosphere of trust and caring.
- ◆ There are no "dumb" questions.
- ◆ Everyone has the right not to answer questions or participate in discussions.

Leading Discussions:

A discussion is an easy technique to use with a group. Help all girls to participate by encouraging the quiet, shy girl and gently divert the girl who monopolizes every conversation. Everyone may have differences of opinion because of their cultural background, or values. All can learn to respect others' beliefs, if the leader remains calm, firm and open and helps girls find answers and compromises. Each girl needs to feel valued and important in a supportive atmosphere. Praise the girls and encourage them to praise each other.

If a girl begins to share information that is a bit too personal, suggest she talk to you after the meeting. Remember, as the adult in the group, what you say can make a strong impression on the girls. Be careful your personal opinions don't become the dominant ones. By listening carefully and watching for tone of voice and body language you may find out more about the girls that you need to know. By listening you are also demonstrating to the girls that you think their opinions are important and worth hearing.

Role-Playing Techniques:

Role-playing is not like acting because role-play involves a realistic situation that needs a positive solution. Role-play builds empathy, which is projecting one's own personality into the personality of another in order to understand her better. This helps the role-players to share in another's emotions and feelings.

Some tips to remember:

- ◆ Don't use this technique until the girls in the troop feel comfortable with each other.
- ◆ Role-play situations should have some meaning for the girls, but not necessarily a problem of one of the girls that would embarrass her.
- ◆ Ask for volunteers for role-play. A girl should not be forced to play but might be coaxed if a little shy.
- ◆ Give the girls some down time that isn't involved in solving the problem or if someone gets too emotional.
- ◆ Discussion should always follow role-play. Talk about how participants felt and how they reached a solution. Observers need to comment positively and discuss their solution or other solutions. This is a problem solving technique.
- ◆ If a role-play flops, it's okay. The group may not have been ready. The situation was too easy or too hard or the girls didn't feel comfortable. Girls, sometimes, need to role-play a few times before they catch on to the technique.

Brainstorming Discussion Technique:

State a problem, ask a question, bring up an issue or try to resolve a particular situation. Everyone then gives suggestions, solutions and ideas.

- ◆ All ideas are welcome without judgment.
- ◆ The more incentive, the better.
- ◆ Quantity is what is needed, quality comes later

After brainstorming ideas, the group evaluates and decides which ideas are practical, helpful and suitable.

Conflict Resolution Techniques:

Whenever people get together, conflict can arise. Girls can disagree over the simplest things. People from different backgrounds and cultures can differ over behavior; dress, how to speak or even eat and the differences can develop into conflicts.

Tips for Resolving Conflicts:

- ◆ Girls need to feel secure, capable, and accepted by the group. Conflicts are less likely to happen when they do.
- ◆ Girls will empathize with others and have more understanding about differences in others if each girl feels accepted.
- ◆ When girls are making the decisions and plans for their activities, they take ownership and probably will not do things that will risk destroying the projects.

When a Problem Arises, Here are Some Solutions:

- ◆ **Mediation** - A third person listens to both sides and then tries to help each girl think of possible solutions to the problem and helps them choose one.
- ◆ **Time Out** - Girls are sent to a quiet spot for a set time to work out their problems and come back with a solution. If they return with no answer, you may have to become a mediator.
- ◆ **Role-Playing** - This must be used carefully because the participants could be so emotionally involved in the "real-life" conflict that it becomes worse. If in doubt, don't use it.
- ◆ **Contracts** - This can be used if there is a continuing problem. Work out a compromise, decide on a solution and write up a contract that the participants can sign. The contract must be reasonable and realistic and can be renegotiated at a later date.
- ◆ **Ranking Solutions** - Brainstorm a list of solutions, or causes of conflict. Rank them from the best to the worst.

Be flexible. When a new idea comes up, do not automatically say "no", or "we always do it this way". A new or different way might work just as well. A conflict may be avoided by not automatically saying no, and a girl's self-esteem may be increased at the same time.

Sometimes, as a leader, we treat girls differently in a troop. Reasons can be some girls may be easier to like; they may be helpful or dependable; you may be unfamiliar with a girl's culture; her manners may be peculiar, or her behavior different. It is easier to like people who seem the most like us. Think about how you relate to girls in your troop. You are a role model and girls will treat each other by observing you.



T
 Troop

2277 Executive Drive Lexington, KY 40505
 (859) 293-2621 (800) 475-2621 Fax: (859) 299-3692
<http://www.gswrc.org> • gswrc@gswrc.org

Dear Parents,

Troop # _____ is planning to have a (some) meeting(s) on a sensitive issue, Subject: _____
 Date/Dates _____.

GSUSA and Girl Scouts of Kentucky's Wilderness Road Council feel girls need to be aware of how to cope with problems they may be faced with in today's world. We will have the following Consultant / Agency while we work on this program:

Consultant's Name: _____

Agency's Name: _____

We encourage you to attend and participate in the meeting/meetings with your daughter.

Sincerely,
 Troop Leader

Detach and Return

☐ I give my permission

☐ I do not give my permission

 Please Print Name

 Print Date of Girl Scout Meeting Attending

 Parent or Guardian Signature

 Meeting Topic

Guidelines for troops

1. Leaders and consultants need to be willing to adhere to Girl Scout National Policies.
2. Leaders presenting Contemporary Issues to their troops may attend Council training. Parents may also participate in the training.
3. Consultants are to be qualified professionals, which included health educators, social workers, psychologists and counselors.
4. Leaders are required to use the Girl Scouts of the USA Contemporary Issues Publications.
5. Leaders are encouraged to utilize supplementary Contemporary Issues materials from other sources.
6. Participants must have written parental approval to attend Contemporary Issues Programs on sensitive issues.
7. Outline of subjects to be covered should be furnished to parents.
8. Parents are encouraged to participate in the Contemporary Issue projects and to reinforce at home.
9. Care should be taken to insure that information is factual and unbiased.
10. Troop activities should include the development of self esteem, assertiveness, awareness and decision making.