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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Child Development |
| **Lesson/Unit Title** | Child Abuse: The Hidden Epidemic |
| **TEKS Student Expectations** | 5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:  (D) investigate causes, preventions, and treatment of child abuse. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Analyze reasons for the high rate of child abuse * Distinguish between the various types of abuse and neglect * Determine warning signs for each type of abuse and neglect * Become aware of the risk factors for child abuse and neglect analyze ways of breaking the cycle of abuse |
| **Rationale** | Have you ever known someone who has been a victim of child abuse and neglect? Child abuse and neglect are serious problems in our country. There are presently no signs of the problem getting any better. Over three million reports of child abuse are made every year in the United States, involving an estimated six million children. What is child abuse, and how can it be prevented? The first step to preventing child abuse is to know the makeup of healthy family relationships. Once the criterion is established for a healthy relationship, it is then easier to determine what makes a relationship unhealthy. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Abandonment:** Now defined in many states as a form of neglect. A child is abandoned when the parent’s identity or whereabouts are unknown, the child has been left alone in circumstances where the child suffers serious harm, or the parent has failed to maintain contact with the child or provide reasonable support for a specified period of time  **Child abuse:** Any physical or mental threat or injury to a child under the age of 18  **Emotional abuse:** A pattern of behavior that impairs a child’s emotional development or sense of self-worth; also called psychological abuse  **Maltreatment:** To treat in a rough or cruel way; abuse  **Neglect:** The failure of a parent, guardian, or other caregiver to provide for a child’s basic needs  **Physical abuse:** Non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning or otherwise harming a child, that is inflicted by a parent, caregiver or other person who has responsibility for the child  **Sexual abuse:** Includes activities by a parent or caregiver such as fondling a child’s genitals, penetration, incest, rape, sodomy, indecent exposure and exploitation through prostitution or the production of pornographic materials  **Substance abuse:** An element of the definition of child abuse or neglect in many states; circumstances that are considered abuse or neglect in some states include prenatal exposure of a child to harm due to the mother’s use of an illegal drug or other substance |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter/remote   **Materials:**   * Basket * Children’s clothing * Children’s toys * Newspaper or magazine articles pertaining to child abuse cases * Tip and brochure sheets on preventing child abuse   **Supplies:**   * Cardstock * Copy of song or lyrics of “Concrete Angel” by Martina McBride * Glue or glue sticks * Magazines (to cut out pictures) * Scissors   **PowerPoint:**   * Child Abuse: The Hidden Epidemic   **Technology:**   * Free iPad App:   + Play Kids – Videos and Educational Games for Children and Toddlers * Infographic:   + Child Abuse in the USA  Three million reports of child abuse are made annually. It’s a bigger problem than you might think. Check out the infographic presented by SocialWorkDegreeCenter.com to learn more.<http://infographicjournal.com/child-abuse-in-the-usa> * TedxTalk:   + TEDxNewy 2011 – Liz Mullinar – Treating the core problem of childhood trauma.  Liz Mullinar is the Founder of Heal for Life Foundation. In 2000, she was awarded the inaugural Australian Humanitarian of the Year Award. In 2009, she was honored with an Achievement Award on Australia Day, as well as being named as NSW Volunteer of the Year. She was a finalist for Australian of the Year in 2010. She has written two books to encourage survivors of childhood trauma to begin healing.<http://youtu.be/svX3fEdVTLQ>   **YouTube:**   * Alyssa Lies   Uploaded on January 19, 2010  Jason Michael Carroll’s ‘Alyssa Lies’ video has become an Internet sensation. It has become an excellent communication tool for abused children to share who they can get help from their situations.<http://youtu.be/nLh5vbBLpxI>   Recognizing Child Abuse: Neglect and Emotional Abuse  This program focuses specifically on the neglect and emotional abuse of children. Provides an overview of this subject and discusses specifically the topics of neglectful caretakers, physical neglect, emotional neglect, and emotional abuse.<http://youtu.be/cLfZXbShgzk?list=PL3mbEMX1-YedQ8Hi61YXVb5uLCkN0gSku>  **Graphic Organizer:**   * Break the Abuse Cycle * Knowledge Chart * Child Abuse: The Hidden Epidemic Note-taking   **Handouts:**   * Child Abuse and Neglect Awareness Flyer * Child Abuse Statistics * Child Maltreatment Data Sheet * Hotlines and Online Resources * Myths and Facts About Child Abuse and Neglect * Rubric for Child Abuse and Neglect Awareness Flyer   Teacher Resource Myths and Facts About Child Abuse and Neglect |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Teacher note: For additional information on child abuse, refer to these courses/lessons:   * Child Guidance * Strategies to Deter Child Abuse * Child Abuse Prevention * Rights, Responsibilities, and Realities of Parenting * Parenting Skills and Relationships   Print the Child Abuse Statistics cards on cardstock. Cut them apart, and place the cards in a basket. Please check sites for updates on statistics or for additional information at:   * Safe Horizon  Child abuse can have damaging effects not only on the children who suffer it, but on communities that must address the aftermath of abuse. Learn the facts about child abuse and how you can help children in need.<http://www.safehorizon.org/page/child-abuse-facts-56.html>   Become familiar with the following articles:  How to Make a Flyer in Microsoft® Word  Flyers are useful, low-cost advertising tools, and you can use Microsoft® Word to create flyers to your liking.<http://www.ehow.com/how_4903668_flyer-microsoft-word.html>  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  Become familiar with PowerPoint, handouts, and activities.  **Before class begins:**  Locate and set up the music video “Concrete Angel” by Martina McBride. <http://www.youtube.com/watch?v=KtNYA4pAGjI>  There is an advertisement at the beginning of the video. Play through the advertisement prior to beginning instruction.  As the students walk into the classroom, have them draw one card from the basket, and instruct them to read it to themselves and be prepared to read it aloud. After all the students have received a card, you may elect to place the students in a circle or have them remain at their desks. Each student will take turns reading his or her Child Abuse Statistics card.   * After listening to the statistics on child abuse, what are your views on child abuse? Have your views changed? * How can abused and neglected children be protected? * How does child protective services handle children who are in dangerous situations? * What signs might indicate that a child has been physically abused? * What are two examples of physical abuse? Emotional abuse? Sexual abuse? * To whom should a teacher or caregiver report a suspected case of child abuse? * How many children die each year from child abuse or neglect? * What groups of children are most vulnerable? * How do these deaths occur? * Who are the perpetrators? * How do communities respond to child fatalities? * How can these fatalities be prevented?   Note to teacher:  Abuse may be a sensitive topic for some students in your class. Students may be experiencing family problems related to this subject area. They may have a friend or family member who has been affected by abuse. It is important to demonstrate sensitivity to students while teaching this lesson. Child abuse education can break the cycle of abuse. As an educator or caregiver, you must report any suspected or admission of abuse to the authorities.  Have the video playing as students enter the classroom. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.  Introduce lesson objectives, terms, and definitions.  Distribute the Child Abuse: The Hidden Epidemic Note-taking handout. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce the PowerPoint Child Abuse: The Hidden Epidemic. Allow for questions and discussion throughout the presentation.  Use appropriate notes from Presentation Notes for Child Abuse: The Hidden Epidemic for discussion.  After the slide presentation, have students use Child Abuse: The Hidden Epidemic Note-taking and complete the following information on the handout:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Videos included in the PowerPoint presentation:   * Alyssa Lies   Uploaded on January 19, 2010  Jason Michael Carroll’s ‘Alyssa Lies’ video has become an Internet sensation. It has become an excellent communication tool for abused children to share who they can get help from their situations.<http://youtu.be/nLh5vbBLpxI> * Recognizing Child Abuse: Neglect and Emotional Abuse  This program focuses specifically on the neglect and emotional abuse of children. Provides an overview of this subject and discusses specifically the topics of neglectful caretakers, physical neglect, emotional neglect, and emotional abuse.<http://youtu.be/cLfZXbShgzk?list=PL3mbEMX1-YedQ8Hi61YXVb5uLCkN0gSku>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing instructor or peer assistance with note-taking * providing the student with a copy of the slide presentation |
| **Guided Practice \*** | Provide each student with a copy of Myths and Facts About Child Abuse and Neglect. This activity can be done individually or with a partner.  Allow ten minutes for students to complete the handout. Discuss answers as a class.  Teacher Resource Myths and Facts About Child Abuse and Neglect is provided for your use.  Allow students to brainstorm and determine ten alternatives to lashing out at a child. Develop a list, and post it in the classroom.  Ideas may include:   * Take a deep breath. * Close your eyes and imagine you’re hearing what your child is about to hear. * Press your lips together and count to ten. Or better yet, count to twenty. * Put your child in a time-out chair. (Remember the rule: one time-out minute for each year of age.) * If someone can watch the children, go outside, and take a walk. * Phone a friend. * Put yourself in a time-out chair. Think about why you are angry: is it your child, or is your child simply a convenient target for your anger? * Take a hot bath, or splash cold water on your face. * Hug a pillow. * Turn on some music. Maybe even sing along. * Pick up a pencil and write down as many helpful words as you can think of.   Distribute the Break the Cycle handout and have students complete it with the appropriate information.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extra time for assignments * continuously checking for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Scenario: You have been hired as an assistant at the Community Outreach Center. You have been assigned to design a flyer for the families who visit the center.  Divide the class into groups of two. Distribute the Child Abuse Awareness Flyer handout. Students will design and create a flyer depicting child abuse and neglect awareness.  Flyers should include:   * Child abuse prevention resources * Factors that influence child abuse within the family * National child abuse statistics * Recognizing the signs of child abuse * Roles and responsibilities of family members * Types of child abuse   Graphics and any other information needed to complete the flyer  Distribute Rubric for Child Abuse and Neglect Awareness Flyer and review it with students so they may understand what is expected.  Students will use Microsoft® Word Flyer templates to design and create their flyers.  To learn how to make a flyer using Microsoft® Word, click on link below:  How to Make a Flyer in Microsoft® Word  Flyers are useful, low-cost advertising tools, and you can use Microsoft® Word to create flyers to your liking.<http://www.ehow.com/how_4903668_flyer-microsoft-word.html>  Encourage students to be creative and follow copyright rules for images.  In preparation for National Child Abuse Prevention month (April), students will develop an informational child abuse and neglect awareness flyer. The flyers will be placed in the counselors’ offices and distributed in April to all faculty, staff, and students.  These resources may be used as references for the Child Abuse Awareness flyer:   * Prevent Child Abuse<http://www.preventchildabuse.org/Pages/MyHome.aspx>   Hotlines and Online Resources handout  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * shortened instructions * providing extra time for assignments |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Conduct a classroom question and answer session, making sure to cover each of the following objectives:   * Analyze reasons for the high rate of child abuse * Describe the types of abuse and neglect * Determine warning signs for each type of abuse and neglect * Become aware of the risk factors for child abuse and neglect * Analyze ways of breaking the cycle of abuse |
| **Summative/End of Lesson Assessment \*** | Students will present their child abuse flyers.  Students will be assessed with the appropriate rubric.  The students will write a one-page summary analyzing the importance of understanding ways of breaking the cycle of abuse. Students will reflect on how the lesson, activities and information will assist them in the future. The reflection and various handouts will be submitted for assessment.  Products meeting the established criteria will be placed in the counselors’ offices and distributed during National Child Abuse Prevention Month.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for assignment * working with peer tutor * participating in small groups |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®. * Photos obtained through a license with Shutterstock.com®.   **Textbooks:**   * Decker, C. (2011). *Child development: Early stages through age 12*. (5th ed.). Tinley Park: Goodheart-Willcox Company.   **Websites:**   * Child Abuse Awareness  Founded in 1959 by Sara O’Meara and Yvonne Fedderson, Childhelp® ® is a leading national non-profit organization dedicated to helping victims of child abuse and neglect. Childhelp®’s approach focuses on prevention, intervention, and treatment.<http://www.Childhelp.org> * Prevent Child Abuse America  Since 1972, Prevent Child Abuse America (PCA America) has led the way in building awareness, providing education, and inspiring hope to everyone involved in the effort to prevent the abuse and neglect of our nation’s children. www.preventchildabuse.org * Safe Horizon  Child abuse can have damaging effects not only on the children who suffer it, but on communities that must address the aftermath of abuse. Learn the facts about child abuse and how you can help children in need.<http://www.safehorizon.org/page/child-abuse-facts-56.html> * U.S. Department of Health and Human Services  Child Maltreatment 2011<http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2011>   **YouTube:**   * Alyssa Lies   Uploaded on January 19, 2010  Jason Michael Carroll’s ‘Alyssa Lies’ video has become an Internet sensation. It has become an excellent communication tool for abused children to share who they can get help from their situations.<http://youtu.be/nLh5vbBLpxI> * Recognizing Child Abuse: Neglect and Emotional Abuse  This program focuses specifically on the neglect and emotional abuse of children. It provides an overview of this subject and discusses specifically the topics of neglectful caretakers, physical neglect, emotional neglect, and emotional abuse.<http://youtu.be/cLfZXbShgzk?list=PL3mbEMX1-YedQ8Hi61YXVb5uLCkN0gSku> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Develop a graphic organizer for each type of child abuse after viewing the PowerPoint presentation. Include the definition and warning signs for each type of abuse. * Allow for extra processing time. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events:  Assign students to read about child abuse and neglect awareness and prevention. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * What is Child Abuse and Neglect? Recognizing the Signs and Symptoms<https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf> * Child Abuse and Neglect Fatalities 2012: Statistics and Interventions<https://www.childwelfare.gov/pubs/factsheets/fatality.pdf> * Maltreatment: Facts at a Glance * Before reading the Childhelp® stories below, have students fill in the blanks in the Knowledge Chart. Students will briefly list the facts they already know about the topic and write them down in short phrases. After reading the stories below, have them complete the second column with the new facts they learned from their reading.   Stories:   * Childhelp® Stories and Resources [https://www.Childhelp® .org/story-resource-center/? c=personal-stories](https://www.childhelp.org/story-resource-center/?c=personal-stories) * Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Child abuse casts a shadow the length of a lifetime.  **-Herbert Ward**  Each day of our life we make deposits in the memory banks of our children.  **-Charles R. Swindoll**  A torn jacket is soon mended, but hard words bruise the heart of a child. **-Henry Wadsworth Longfellow**  Children will not remember you for the material things you provided but for the feeling you cherished them.  **-Richard L. Evans** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * The number of child abuse cases in the year 2030 will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * If I saw a child physically abused, I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * What is your response to the “Alyssa Lies” song/video?   **Writing Strategies:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role: Child care director   + Audience: Parents   + Format: Memo   + Topic: The importance of effective child guidance |
| **Communication**  **90 Second Speech Topics** | * How is abuse a cycle that continues from generation to generation? * I would say \_\_\_\_\_\_\_\_\_\_ to a friend/child who had been a victim of abuse. * Communities can respond to child fatalities by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. How is abuse a cycle that continues from generation to generation? * I would say \_\_\_\_\_\_\_\_\_\_ to a friend/child who had been a victim of abuse. * Communities can respond to child fatalities by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Develop a video educating others on the types and warning signs of abuse. Include positive ways to break the cycle of abuse.  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  TEDxNewy 2011 – Liz Mullinar – Treating the core problem of childhood trauma.  Liz Mullinar is the Founder of Heal for Life Foundation. In 2000, she was awarded the inaugural Australian Humanitarian of the Year Award. In 2009, she was honored with an Achievement Award on Australia Day, as well as being named as NSW Volunteer of the Year. She was a finalist for Australian of the Year in 2010. She has written two books to encourage survivors of childhood trauma to begin healing.<http://youtu.be/svX3fEdVTLQ> |
| **Family/Community Connection** | * During National Child Abuse Prevention month, students can provide a child abuse awareness presentation at the monthly PTSA meeting. * Guest speakers may include a child daycare owner to speak on guidelines for reporting abuse, a local family or school counselor to speak about abuse and counseling services available for abuse victims, and/or a local law enforcement officer to speak about abuse from a law enforcement perspective. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  FCCLA Family First Project – http://fcclainc.org/programs/families-first.php  The FCCLA Families First project is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them; although, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues:  Families Today: Understand and celebrate families  You-Me-Us: Strengthen family relationships  Meet the Challenge: Overcome obstacles together  Balancing Family and Career: Manage multiple responsibilities  Parent Practice: Learn to nurture children |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson.<http://www.nylc.org>  The classroom project can be expanded to create community awareness of child abuse and neglect. Create teams and assign duties to complete the selected project. Example: Students develop, print, and distribute flyers to local child daycare centers to raise child abuse awareness. Steps may include researching daycares in the area; contacting managers/owners of the facilities and planning to distribute the flyers.  Students will reflect on how the experience, knowledge, and skills they acquired related to their project, their own lives, and their community. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)