**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | | |
| **Cluster** | | Human Services |
| **Course** | | Principles of Human Services |
| **Lesson/Unit Title** | | Child Abuse Prevention |
| **TEKS Student Expectations** | | **130.272. (C) Knowledge and Skills**  (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services.  (D) The student is expected to investigate causes, preventions, and treatment of child abuse |
| **Basic Direct Teach Lesson** | | |
| **Instructional Objectives** | | **Students will:**   * Distinguish between the various types of abuse and neglect * Determine steps for reporting abuse and neglect * Become aware of the risk factors for child abuse and neglect * Analyze ways of breaking the cycle of abuse * Create a three-dimensional diorama to include strategies to prevent child abuse |
| **Rationale** | | Child abuse is non-accidental physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18. Parents and child caregivers should be alert to signs and symptoms of abuse and neglect. Childcare workers should be informed about abuse laws and reporting laws and how these laws affect centers and caregivers who work there. |
| **Duration of Lesson** | | Four 45-minute class periods |
| **Word Wall** | | **Abandonment:** It is now defined in many states as a form of neglect. In general, 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 time period  **Child abuse:** Any physical or mental threat or injury to a child under the age of 18  **Emotional abuse:** It is a pattern of behavior that impairs a child’s emotional development or sense of self-worth. It is also called psychological abuse  **Maltreatment:** To treat in a rough or cruel way; abuse  **Neglect:** It is the failure of a parent, guardian, or other caregiver to provide for a child’s basic needs  **Physical abuse:** It is non-accidental physical injury (ranging from minor bruises to severe fractures or death) because 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:** It 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:** It is 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. It can also include the manufacture of methamphetamine in the presence of a child |
| **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:**   * Container such as a 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 paper * Glue or glue sticks * Magazines (to cut out pictures) * Poster board * Scissors   **Other appropriate lessons**   * Strategies to Deter Child Abuse * Child Guidance * The Hidden Epidemic Child Development * Copies of handouts   **PowerPoint:**   * Child Abuse Prevention   **Graphic Organizers:**   * Note Taking Template   **Handouts:**   * Child Abuse Prevention Diorama * Child Abuse Prevention Diorama Rubric * Child Abuse Statistics * Hotlines and Online Resources * Child Maltreatment: Facts at a Glance * Responding to Child Abuse and Neglect * True or False: Child Abuse Prevention * True or False: Child Abuse Prevention (Key) |
| **Anticipatory Set** | | **Prior to lesson:**  Note to teacher: Become familiar with how to construct a diorama at:<http://snapguide.com/guides/make-a-four-door-diorama/>  Print the Child Abuse Statistics cards on cardstock. Cut them apart and place in a container. Please check sites for updates on statistics or for additional information at:   * ChildHelp National Child Abuse Statistics * U.S. Department of Health and Human Services Child Maltreatment 2011<http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2011>   Print copies of Note Taking Template handouts to be used during Direct Instruction. Best when printed in front and back format.  **Before class begins:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) that you have available on a table in front of the room.  As the students walk into the classroom, have them draw one card from the container 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 remain at their desks. Students will take turns reading their 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?   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, you must report any suspected or admission of abuse to the authorities. See an administrator for specific school policy. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | | Introduce lesson objectives, terms, and definitions.  Distribute True or False: Child Abuse Prevention handout prior to viewing the PowerPoint. Students will read each statement and place a true or false answer on the before (left hand) column of the handout. After they have answered each statement, students are to put the handout away for later use during lesson closure.  Distribute handout Note Taking Template. Students will be expected to take notes while viewing the slide presentation. Teacher to determine the notes which will be recorded by students.  Introduce PowerPoint Child Abuse Prevention and begin the discussion with students. Allow for questions and answers to check for understanding.  Use appropriate notes from Presentation Notes for Child Abuse Prevention for discussion.  After viewing the slide presentation, the students will work together with a partner to complete page four of the Note Taking Template handout. They will have an opportunity to reflect, review, and respond to the information pertaining to the PowerPoint. They will write a summary of questions, topics or statements which reflect the information from the lesson:   * 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?   Allow for questions and answers to check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing a copy of slide presentation |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | | Distribute Responding to Child Abuse and Neglect. In groups of four, students will research the steps for reporting a case of child abuse to authorities and the procedures that are taken to handle the abuse.  Allow for questions and class discussion. Check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing note-taker helper additional time * using cue cards for steps of task * using study guides * providing study skills instruction |
| **Independent Practice/**  **Laboratory Experience with Special Education Modifications/**  **Accommodations** | | **Prior to activity:**  Place students in groups of four  Distribute Child Abuse Prevention Diorama.  In groups, students will create a three-dimensional diorama using a poster board. Create a student-learning center to exhibit strategies to prevent child abuse and facts about child abuse. Teacher will assign the topic to be researched by each group:   * Physical abuse * Emotional abuse * Sexual abuse * Abandonment * Substance abuse * Neglect   Students will research one type of abuse and prepare a written report on child abuse. The center and written report will include:   * Distinguish the various type of abuse and neglect * Determine warning signs for each type of abuse and neglect * How to become aware of the risk factors for child abuse and neglect * Analyze ways of breaking the cycle of abuse   Distribute Child Abuse Prevention Diorama Rubric so that students may understand what is expected.  Distribute Hotlines and Online Resources handout for students to use as a reference.  Students will be provided with time to complete their projects. Provide guidance as needed. Allow students to proofread and edit each other’s work and practice the oral component of their projects before class presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extended time for writing assignments * provide more time for practice of certain tasks * provide computers for writing tasks * use other students to help read information |
| **Lesson Closure** | | Review lesson objectives, terms, and definitions.  Students will retrieve True or False: Child Abuse Prevention handout they completed at the beginning of Direct Instruction. Students are to respond to the statements again in the after (right hand) column. As a class, compare the two sets of answers.  Allow for questions and class discussion. Check for understanding. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | | Team presentations will be assessed with previously provided rubric and personal reflection assignment.  Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Tape record lectures * Break difficult tasks into smaller parts; teach each part separately if needed * Provide student with optional quiet spot (possibly isolated) to do academic work or to avoid punishment * Provide frequent teacher/student contacts to help student start and remain on task |
| **References/**  **Resources** | | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®.   **Textbook:**   * Brisbane, H. (2010). *The developing child*. Columbus, OH: Glencoe/McGraw-Hill. * Johnson, L. (n.d.). *Strengthening family & self*. 6th ed.   **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> * Child Abuse: Emotional, Sexual, and Physical There are several types of child abuse, but the core element that ties them together is the emotional effect on the child. Children need predictability, structure, clear boundaries, and the knowledge that their parents are looking out for their safety. * ChildHelp National Child Abuse Statistics * Child Trends DataBank Child Maltreatment<http://www.childtrends.org/?indicators=child-maltreatment> * Darkness to Light: End Child Sexual Abuse Five Steps to Protect Our Children<http://www.d2l.org/site/c.4dICIJOkGcISE/b.6143703/k.2746/The_5_Steps_to_Protecting_Our_Children.htm> * 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. * Snapguide How to Make a Four-Door Diorama<http://snapguide.com/guides/make-a-four-door-diorama/> * U.S. Department of Health and Human Services What is Child Abuse and Neglect? Recognizing the Signs and Symptoms.<https://www.childwelfare.gov/pubs/factsheets/whatiscan.cfm> * U.S. Department of Health and Human Services Child Maltreatment 2011<http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2011> * U.S. Department of Health and Human Services resources – National Child Abuse Prevention Month (April) information. |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** | | * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each phase of the lesson. * Discuss vocabulary in detail and make sure everyone has a firm grasp on it before moving forward with the lesson. * Use graphic organizers and visuals to explain the lesson in detail. * Print fill in the blank handouts of the PowerPoint notes for students to follow along with the lesson. |
| **College and Career Readiness Connection[[1]](#footnote-1)** | |  |
| **Recommended Strategies** | | |
| **Reading Strategies** | Current Events: Assign students to read about child abuse prevention. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Additional child abuse information can be found at: * Child Maltreatment Facts at a Glance * Check the web site of the National Resource Center for Health and Safety in Child Care and Early Education for safety tips for child care centers.<http://nrckids.org/> * Read prevention tips sheets at   + An Approach to Preventing Child Abuse   + Emotional Abuse   + Maltreatment of Children with Disabilities   + Sexual Abuse of Boys   + Sexual Abuse of Children   + Ten Ways to Help Prevent Child Abuse   + The Relationship Between Parental Alcohol and Other Drug Problems and Child Maltreatment * Read Parenting Tip Sheets at   + Advice for New Moms and Dads   + Families and the Workplace   + Recognizing Child Abuse – What Parents Should Know   + 12 Alternatives to Lashing Out at Your Child * Encourage students to connect reading to their life experiences or prior knowledge | |
| **Quotes** | A statue stands in a shaded place. An angel girl with an upturned face. A name is written on a polished rock. A broken heart that the world forgot.  **-Martina McBride**  Let us be the ones who say we do not accept that a child dies every three seconds simply because he does not have the drugs you and I have. Let us be the ones to say we are not satisfied that your place of birth determines your right for life. Let us be outraged, let us be loud, let us be bold.  **-Brad Pitt**  Faith is why I’m here today and faith is why I made it through.  **-Jonathan Anthony Burkett** *Neglected but Undefeated: The Life of a Boy Who Never Knew a Mother’s Love*  It is important for people to know that no matter what lies in their past, they can overcome the dark side and press on to a brighter world. **-Dave Pelzer**, *A Child Called “It”* | |
| **Writing Strategies** | **Journal entries:**   * Some signs that might indicate that a child has been physically abused are\_\_\_\_\_\_\_\_\_\_\_. * Two examples of physical abuse are \_\_\_\_\_\_\_\_\_\_\_\_\_. * Two examples of emotional neglect are\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * What I can do if I suspect child abuse is \_\_\_\_\_\_\_\_\_\_\_\_\_. * List and describe three sources of help for abuse victims.   **Writing strategies:**  Raft writing strategy   * Role – parent * Audience – child * Format – letter * Topic – need for positive parenting skills | |
| **Communication 90 Second Speech Topics** | * Several signs that might indicate that a child has been abused are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Some feelings which often accompany abusive behavior are\_\_\_\_\_\_\_\_\_\_\_. * Some factors associated with abuse are classified by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity** | | * Develop an infographic educating others of the types and warning signs of abuse. Include positive ways to break the cycle of abuse. * Research resources available in your community using the newspaper, Internet, interviews, or other ways of locating social services and organizations that help children. Find out what services are offered, what qualifications recipients must meet, what the cost is, and how the services and organizations receive funds. Choose one resource you think is particularly beneficial to children. Thoroughly research the resource and write a report. * Children’s Bureau Timeline Use this interactive timeline to explore the Children’s Bureau’s rich history, decade by decade. Learn about the key political and social events that influenced the development of today’s Children’s Bureau and shaped the evolution of child welfare in America.<https://cb100.acf.hhs.gov/childrens-bureau-timeline>   **Multiple Choice Social Studies Assessment Questions Principles of Human Services**  Children were protected from working full-time jobs on farms, in factories, or in businesses after passing:   a. An amendment to the Constitution of the United States   b. Immigration laws   c. Child labor laws   d. Unions  Answer: C  One outcome of the laws against child labor in the late nineteenth century was:   a. All children were required to attend public school  b. Poor children were forced to do piecework at home  c. Children spent more time away from their parents than when they had been working   d. Working class parents were obliged to find childcare  Answer: A |
| **Family/**  **Community Connection** | | Building a Strong Community   * + Get to know your neighbors   + Develop friendly relationships with your neighbors and their children and grandchildren   + Make your neighborhood your extended family. People feel better and safer when support is nearby   + Help out a family under stress   + Offer to babysit, help with chores, or run errands   + Suggest resources in the community such as faith community leaders, doctors, and teachers |
| **CTSO connection** | | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.fcclainc.org>  FCCLA family first project  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 specific 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 lesson.<http://www.nylc.org/>  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 day cares in the area; contacting managers/owners of the facilities and planning to distribute the flyers.  Statewide volunteer networks support the work of children’s advocacy centers and child welfare boards. Plus, many communities have volunteer referral services that can connect you to a meaningful and rewarding volunteer experience. Call 2-1-1 or your local United Way office to offer to help families in need or work to prevent child abuse. You can also visit the volunteer center in your area, which matches volunteers with community needs.  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)