



PATHWAY: Early Childhood Education

COURSE: Health, Safety & Nutrition

UNIT 12: Child Abuse and Neglect



INTRODUCTION

Annotation:

Child abuse & neglect are prevalent in our society. Students will identify the forms of abuse and acknowledge prevention methods and reporting procedures.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 18hrs

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Virginia Nicholson – www.uen.org

Academic Reviewer: Sharon Bickford

Special Education Reviewer: Holly Spivey

Resources Used: Health, Safety, and Nutrition for the Young Child 7th edition (2009)-Thomson Delmar Learning–

www.earlychilded.delmar.com; Working With Young Children (2002); The Child Care Professional (1999); The Developing Child 8th edition (2000); Beginnings & Beyond 6th edition (2004) -Thomson Delmar Learning; www.uen.org ; www.health-nurses-doctors.blogspot.com

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-HSN-6.

Students will identify types of child abuse and neglect and intervention options.

- a. Describe how child abuse affects behavior.
- b. Recognize symptoms of abuse and neglect.
- c. Describe characteristics of abusive adults and abused children.
- d. Explain state law in reporting suspected cases of child abuse.
- e. Utilize appropriate procedures for reporting child abuse.
- f. Discuss strategies for working with children who have been abused or neglected.
- g. Identify sources of support and assistance for abusive adults and abused children.

GPS Academic Standards:

- SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.
- ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The brain never forgets.
- Experiences children have, good or bad, are forever stored in our memory.
- Child Abuse & Neglect will have an effect on a child for the rest of his/her life.
- Help is available to those who have experienced abuse.

Essential Questions:

- How are good child guidance skills essential in the prevention of child abuse and neglect?
- What constitutes child abuse and neglect?
- What role does a caregiver play in the life of a child? What responsibilities are part of that role? What roles and responsibilities should be fulfilled by caregivers?
- How can you as an individual and our society provide assistance and support for survivors of abuse?
- In what ways can an understanding of a child's developmental level help a child care provider assist in preventing abuse and neglect?

Knowledge from this Unit:

- Identify forms of Abuse and Neglect
- Identify measures for intervention & prevention
- Explanation of state law for reporting abuse & neglect

Skills from this Unit:

- Describe the characteristics of an abuser.
- Identify symptoms of abuse/neglect .
- Investigate sources of help for abused children.

- Evaluate situations that might escalate into abuse.
- Explain the impact of environment on a child's development.
- Describe effective teaching techniques for children who have been abused/neglected.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc. – *Teacher created*
- ☐ Quizzes/Tests
- ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
- ☐ Self-check rubrics
- ☐ Self-check during writing/planning process
- ☐ Journal reflections on concepts, personal experiences and impact on one's life
- ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
- ☐ Academic prompts
- ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
- ☐ Essay tests
- ☐ Observe students working with partners
- ☐ Observe students role playing
- ☐ Peer-assessment
- ☐ Peer editing & commentary of products/projects/presentations using rubrics
- ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
- ☐ Student/teacher conferences
- ☒ Partner and small group discussions
- ☒ Whole group discussions
- ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
- ☐ Chart good reading/writing/listening/speaking habits
- ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

April is Child Abuse Prevention Month

Sequence of Instruction

* Introduction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

EDU-HSN-6. Students will identify types of child abuse and neglect and intervention options.

- Describe how child abuse affects behavior.
- Recognize symptoms of abuse and neglect.
- Describe characteristics of abusive adults and abused children.
- Explain state law in reporting suspected cases of child abuse.
- Utilize appropriate procedures for reporting child abuse.
- Discuss strategies for working with children who have been abused or neglected.
- Identify sources of support and assistance for abusive adults and abused children.

2. Review Essential Questions.

How are good child guidance skills essential in the prevention of child abuse and neglect?

What constitutes child abuse and neglect?

What role does a caregiver play in the life of a child? What responsibilities are part of that role?

(What roles and responsibilities should be fulfilled by caregivers?)

How can our society, and you as an individual, provide assistance and support for survivors of abuse?

In what ways can an understanding of a child's developmental level help a child care provider assist in preventing abuse and neglect?

3. Identify and review the unit vocabulary.

Physical abuse	Discipline	Punishment
Emotional/verbal abuse	Reprimand	Shaken baby syndrome
Sexual abuse	Innocent	Intentionally
Neglect (physical/emotional/psychological)	Latch-key	Failure to thrive
Precipitating	expectations	

4. Reserve date with Guest Speaker (i.e. Good Touch, Bad Touch or other abuse prevention organization) Notify speaker that they will need to discuss strategies for working with children who have been abused/neglected.

5. Acquire at least one copy of A Child Called It or The Glass Castle from your local or school library or book store. If a class set is available it would be best. Either assign the book as a project, or read it as a class. It may also be offered as an extra credit grade.

6. Interest approach – Mental set

This is a great opportunity to share stories and personal experiences if you feel comfortable. Be aware, many students will also want to share their own stories or those of their family members.

Set discussion ground rules first! It can become tense if not facilitated appropriately.

Share some pictures of children who have suffered abuse. Be sure to cover all types of abuse (physical, emotional, neglect, sexual-nothing too graphic). *Remember* – many are not visible to us because they are not physical (this is a great discussion jump off). This leads into the first lesson.

*** Lesson 1 – HSN6**

- a. Describe how child abuse affects behavior.
- b. Recognize symptoms of abuse and neglect.

EQ – What constitutes child abuse and neglect?

EQ - How are good child guidance skills essential in the prevention of child abuse and neglect?

1. Break students into groups – one team for each type of abuse.
2. Give each group a large piece of butcher paper and markers.
3. Place the groups type of abuse at the top of the paper. (i.e.- physical abuse)
4. Each student should have access to a marker. As a group they should list/draw/describe their type of abuse. Encourage them to be creative. They can use magazines if they wish. The final product should have a large paper FULL of descriptions and **characteristics** for that particular type of abuse. You'll notice that many of them overlap (this is a discussion point!). They can even "draw" characteristics.
5. Give each student a copy of the Abuse Graphic Organizer to record each group's information.
6. Have each group present their abuse to the class. Keeping an open discussion during this presentation helps the class better grasp the seriousness of this topic.
7. Have each group swap papers with another group.

8. Now have the new group identify (highlight, circle, etc.) **behaviors** on this new abuse paper. If there are none, have them add behaviors that might be exhibited by an abused child or teen (this might even be done on a smaller sheet and attached to the bottom of the larger piece).
9. Discuss how these behaviors may serve as warning signs to friends, family members and teachers.
10. Hang these posters in a highly visible area. You may want to use them to refer to throughout this unit.

*** Lesson 2 – HSN6**

- c. Describe characteristics of abusive adults and abused children.
- d. Explain state law in reporting suspected cases of child abuse.
- e. Utilize appropriate procedures for reporting child abuse.

EQ - In what ways can an understanding of a child's developmental level help a child care provider assist in preventing abuse and neglect?

EQ - What role does a caregiver play in the life of a child? What responsibilities are part of that role? (What roles and responsibilities should be fulfilled by caregivers?)

1. Give a dry erase marker to 3 or 4 students.
2. Have each student write a descriptive characteristic of an abusive adult (one word preferably).
3. When they've written their word, those students will pass their marker on to another student who will then go to the board and do the same thing. Do this until you have enough descriptors or until you run out of students.
4. Discuss these characteristics and whether you or students in your class have ever experienced them (i.e. – stress, fatigue, overworked, etc). Basically, ANYONE can be an abuser. With our current economy's situation, do you expect child abuse to increase or decrease? Why?
5. Collect current statistics from your county health department or use the attached web addresses to secure recent data. http://www.childwelfare.com/child_abuse_statistics.htm
6. Review state law regarding reporting suspected cases of child abuse.
<http://dfcs.dhr.georgia.gov>
<http://www.law.cornell.edu/uscode/42/ch67.html>
<http://law.findlaw.com/state-laws/child-abuse/intro-child-abuse/>
7. Teachers, counselors and other professionals are required by law to report abuse. What happens if the abuse is not reported?
8. Discuss the proper procedure for reporting abuse. Contact your school counselor or nurse for more details.

* Lesson 3 – HSN6

- f. Discuss strategies for working with children who have been abused or neglected.
- g. Identify sources of support and assistance for abusive adults and abused children.

EQ- How can our society, and you as an individual, provide assistance and support for survivors of abuse?

Bring in a guest speaker from your local health department or other abuse prevention agency (i.e. – Good Touch Bad Touch - www.childhelp.org) Your school counselor may be able to help as well.

1. Have them discuss strategies for working with abused or neglected children.
2. You may have your students do a web search of support and assistance programs for abusive adults and abused children. You need to have a few already identified to help them begin.
3. April is Child Abuse Prevention Month – Assign groups of 2 to 3 students for a poster project.
4. Have groups make an informational poster or pamphlet to promote abuse/neglect prevention.

You might also tie in dating abuse to better identify with the high school population.

* Lesson 4 – Additional Activities

1. Use the “Flower Pots Like Children” Attachment and “Instructions” – **by Landis Hicks**
2. Abuse and Neglect Extra Credit 5 Articles Review
3. Reality Works Infant Simulators (FAS, Drug Addicted & Shaken Baby) and Instructor Manuals

Attachments for Learning Experiences:

- HSN Unit 12 – Child abuse PowerPoint – blogspot.com
- Abuse and Neglect Extra Credit 5 Articles Review
- Is this Abuse? – Situations Worksheet – uen.org
- Flower Pots Like Children – Additional Activity
- Flower Pots and Children Instructions

Notes & Reflections:

Inform students of the upcoming topics that will be discussed in the abuse and neglect unit. Give the option to opt out if the discussion becomes too personal for them. Some students will need to know the basic discussion beforehand in order to better deal with the situation. Generally, you will have at least one student who has a difficult time with this unit so be aware. It is also a good idea to have some basic information or worksheets available for these sensitive students so that they can work alone if need be.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Group discussion and reading.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Read and discuss the following books:

By Jeannette Walls: The Glass Castle

by Dave Pelzer: A Child Called It, The Lost Boy, A Man Called Dave

Attachments for Culminating Performance Task:

<http://www.davepelzer.com/>



UNIT RESOURCES

Web Resources:

- www.childhelp.org (Good Touch, Bad Touch)
- www.aboutshakenbaby.com (information and videos)
- www.don'tshake.org (video clips, booklets, and demo materials – minimal charges)
- www.ninds.nih.gov (shaken baby syndrome information)
- <http://ehs.okstate.edu/LINKS/child> (articles and information on child safety)
- <http://www.jimhopper.com/abstats/> (research, statistics & resources)
- www.helpguide.org (guides for multiple conditions)
- www.findcounseling.com (overview of abuse)
- www.aap.org (American Academy of Pediatrics)
- www.endabuse.org (Lessons and resources)
- www.preventchildabuse.org (Prevent Child Abuse America)
- <http://child-abuse.com/> (Child Abuse Prevention Network)
- <http://www.childabuse.com/> (state mandates and legislation)
- www.pcageorgia.org (prevent child abuse Georgia)
- www.childwelfare.gov (legislation)
- <http://www.nyc.gov/html/acs/html/home/home.shtml> (New York City Children's Services)
- http://mset.rst2.edu/portfolios/k/kuebler_k/Independent%20Study/index.htm (website for A child Called It teacher tools!)
- <http://teachers.net/mentors/literature/topic3270/8.28.07.13.09.08.html> (more lesson plans for A Child Called It)

Attachment(s):

- HSN unit 12 – child abuse PowerPoint - BlogSpot
- HSN unit 12 – abuse PowerPoint
- Child abuse Information sheet

- Is this abuse – worksheet
- Abuse and Neglect Extra Credit Article Review
- Flower Pots Like Children – Additional Activity
- Flower Pots and Children Instructions
- The Glass Castle reading guide
- Child Abuse Poster rubric
- Abuse Graphic Organizer
- A Child Called It Synopsis
- A Child Called It Test

Materials & Equipment:

- **“Health, Safety & Nutrition for the Young Child” eResource CD** (includes basic PowerPoint for each chapter and test-bank) – <http://www.earlychilded.delmar.cengage.com/>
- **Reality Works Infant Simulators (FAS, Drug Addicted & Shaken Baby) and Instructor Manuals**

Videos:

- ***Roots of Violence, Addiction & Neglect*** – by Magna Systems ©2006
- ***Chain of Pain: Abuse & Neglect*** – by Meridian Education Corporation

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		