

INSTRUCTOR OR PARENT GUIDE

PRESENTATION OF "GOLDIES SECRET"

At the beginning of the tape – Don Ave, Project Coordinator for the San Diego City Schools Child Abuse Primary Prevention Project, gives some background information as to the puppet story's effectiveness for prompting children to disclose abusive situations.

Mr. Ave has presented the puppet story, "Goldies Secret" to tens of thousands of elementary students in San Diego. Approximately 10% of the children viewing the story have responded. Follow-up counseling with the children, by the proper authorities, verifies nearly all the disclosures are valid.

The program is so effective that child abuse prevention advocates have mandated that we get the program out to others. Therefore this videotape was produced with the knowledge that many lives could be salvaged if we could successfully get this tape into the hands of school systems and child abuse prevention organizations.

Mr. Ave's introduction for the INSTRUCTOR OR PARENT is about 1 minute and 30 seconds in length. He then introduces "Professor Good-Buddy", a charming life-size puppet, who tells the children he has retired from college and has dedicated the rest of his life to helping others. He says "some of you out there are being hurt, and don't even know it" and "I may be helping you today." Professor Good-Buddy then introduces the puppet story. The running time is 22 minutes.

At the close of the video, Professor Good-Buddy says goodbye. It is very important to have the children indicate how they feel immediately after the program. The INSTRUCTOR OR PARENT may say, "Now I am going to hand out a card so you can circle the face that best shows how you feel right now." So put your name on the top line and I'll show you how to mark it as soon as I finish handing out the cards."

AFTER THE VIDEO

The INSTRUCTOR OR PARENT needs to ask the children to write their name at the top of the response card. Then the INSTRUCTOR OR PARENT demonstrates how to mark the card.

The INSTRUCTOR OR PARENT holds up the response card and asks the students to circle the face that best describe how they feel right now. If you are sad, circle the sad face; if you are happy, circle the happy face; if you are afraid, circle the afraid face. If you feel like Goldie and you feel you must tell someone, then circle the telling face.

The INSTRUCTOR OR PARENT immediately walks around picking up the response cards, making sure a face is marked and that each child's name is on the top of the card.

Discussing "Goldie's Secret" Video – After Video

The INSTRUCTOR OR PARENT should acknowledge that there are problems in the story and that students may have some embarrassment in discussing those problems.

PHYSICAL ABUSE

(State) Physical abuse is when someone hurts someone by hitting, kicking, scratching, etc.

- Was Papa Bear taking good care of Baby Bear when he pushed him around so that he fell and was hurt?
- If Baby Bear was really hurt when Papa played too rough, what could he have done? (He could tell Mama or even call 911 if an emergency)

(State) Sometimes parents are too rough with children and, although they may not always mean to hurt, the child does get hurt. When children tell that they are hurt then parents get counseling and learn other ways to play with or discipline children

(Review) Safety Rules: **STOP! GO!, TELL!**

EMOTIONAL ABUSE

(State) Emotional abuse is when someone makes others feel bad about themselves.

- How did Baby Bear feel when Papa called him names?
- What can we do about how we feel?

(State) Can anyone in the class think of examples of emotional abuse?
(Putdowns name calling like lazy, ugly, dumb, bratty, etc.)

SEXUAL ABUSE

(State) Sexual abuse is when someone touches another person's private body parts against their will.

Papa Bear wasn't taking good care of Goldie. We learned from this story that Papa Bear touched Goldie on her private parts between her legs.

- What were the clues that made Goldie aware that she needed help?
- Why did Papa Bear want Goldie to keep the touches a secret?

Mention it's against the law – he needs help.

- What is our Body Safety Rule about touching secrets?
- Goldie felt it was her fault. Was it?
- Is it ever the child's fault when a grown up has a touching problem?
- In this story the victim is a girl. Are boys ever victims?
(Yes, but boys don't disclose as much as girls)
- Why didn't Goldie tell Mama Bear the first time papa touched her on her private body parts?
- In this pretend story there was a Fairy Godmother to help Goldie. In your life there are real people who can help like the fairy Godmother helped Goldie. Who would the real people be?
- If you told someone that you trusted about a touching problem and the adult didn't believe you how would you feel? What would you do?

Do not allow a child to discuss their personal problems in the class. You may say – "Sally, perhaps you and I may discuss this after class." Call the Child Abuse Hotline and report any disclosures to the proper people. Check with the school administration to find out what your school's policy states concerning child abuse reporting. Follow this policy, however, be aware of what the law states concerning your responsibilities. Do not counsel the child or confront an abuser – leave this to the proper authorities. The welfare department or local police agency always has jurisdiction – but know your schools policy.

CONCLUSION

After the discussion, the INSTRUCTOR OR PARENT may say: I'm going to review the bear faces, and I may ask some of you about your choices. I'm here to help and if you feel the need to tell someone, Remember the safety rules; "STOP, GO, TELL!" "Leave me alone!" or "I don't like that!" Then you need to "GO!" Get away to a safe place, maybe to a neighbor's or a store or another room in the house. You may not always be able to say STOP! And you may not always be able to get away, "GO", but you can always "TELL" someone. It is important to keep telling until someone believes you. If no one is available to tell and you need help in an emergency, Then remember to dial 911 on the telephone and ask for help day or night.

Remember to discourage the telling of personal stories during the classroom discussion. Crisis counseling should be provided in a safe private location following the video presentation