



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Presenter's Handbook

Revised 1/21/20

Table of Contents

1. Dear Volunteer Presenter
2. Overview of *End Child Abuse Long Beach*
3. Presentation Materials
4. Presentation Process
5. Presenter Schedule Notification from End Child Abuse Coordinator
6. Guidelines for Answering Student's Written Questions
7. Effective Presentation Tips



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Dear Volunteer Presenter

The *End Child Abuse Long Beach* Board of Directors would like to thank you for taking the time to make a difference in the prevention of family violence. This is your Presenter's Handbook. This handbook has all the pertinent information that you will need to conduct presentations in the *Long Beach Unified School District*. If you should need to contact any board member, please refer to the Board of Directors roster handed out at the training session. Once again, thank you for taking the time to become a part of *End Child Abuse Long Beach*.

Diane Prior
President



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Overview of *End Child Abuse Long Beach*

Mission Statement:

The mission of *End Child Abuse Long Beach* is to break the generational cycle of violence in families by providing alternatives to violent behavior through prevention and awareness programs.

In accomplishing this mission, *End Child Abuse Long Beach* focuses on presentations to students in their fourth and fifth grade classrooms. Our presentation is conducted by a team of trained volunteers from the local business and community. These presentations have the following **goals**:

1. To heighten awareness and increase understanding in students and others, of the many forms of violence that can occur.
2. To empower students and others to recognize family violence and encourage them to obtain help when necessary.
3. To empower students how to access relevant community resources.



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Classroom Presentation Materials

The following materials are handed out at the training session.

1. *Curriculum Guide
 2. Posters – *End Child Abuse Long Beach*, Four Abuse Types, and Statistics
 3. Two Videos
 4. Hot Line Resource Cards
 5. *Hot Line Role Play
 6. *Presentation Evaluation Form for teacher
- * These items and other valuable information are available on our website, separate from this Handout.



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Classroom Presentation Process

The Coordinator contacts the school principal, seeking approval to give presentations in the classroom. The information packet is given to the principal.

Presentations are scheduled at the convenience of the school calendar. One or all fourth and/or fifth grade classes may be scheduled according to the principals' and teachers' requests, subject to the availability of volunteer presenters.

The classroom presentations consist of **two interactive fifty to sixty minute sessions** conducted in fourth and fifth grade classes by a team of one or two trained volunteers.

The Coordinator sends the "Letter to Teacher" which informs each teacher about the classes.

Session 1 Overview: Definition of terms. Statistic review, causes & effects of family violence. Video is shown illustrating an abuse situation. Discussion. Resource cards, in English/Spanish, with crisis phone numbers are distributed. Discussion of purpose and types of hotline resources. Envelopes are left with teacher for student questions to be discussed at next session. Follow-up worksheet is left with teachers, as well as extra resource cards.

Session II Overview: Review of previous session. Discuss student questions. Review resource card. Role play of hotline call. Discussion on ways to deal with conflict. A second video is shown with discussion. Summary and conclusion. Message left with students: "The information shared in these two sessions is in your hands to use if you or someone you know needs help." A second follow-up worksheet, and a presentation evaluation form are left with the teachers.

The Presenter requests return of evaluations.

Expected outcomes: Students will be more confident and prepared with the empowering information they have received. Presenters will confer with teachers if they sense problems in any student's response. If a child discloses child abuse, it is the teacher's responsibility as a "Mandated Reporter" to act upon it.

Presenter Evaluations:

- a. The presenter gives the Form to the teacher to fill out
- b. The teacher returns the Evaluation Form to the presenter.
- c. The presenter forwards the Form to the *End Child Abuse Long Beach* Secretary.
- d. The Secretary enters the information into the website excluding names.

End Child Abuse Long Beach is committed to keeping in contact with its schools, welcoming feedback concerning program content and volunteer presenter evaluation. Although the goals of presentations are constant, *End Child Abuse Long Beach* is sensitive and responsive to requests to address special language, community and cultural needs.



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Presenter Schedule Notification from End Child Abuse Coordinator

Dear: Presenter:

Enclosed please find some information that should be shared with the teachers who have requested the *End Child Abuse Long Beach* Presentation in their classroom. Please remind these teachers to remain in the room during the entire program for two reasons:

- 1) the presenters are members of the business community and not certified personnel: and
- 2) the teacher's knowledge of his or her students' behavior is imperative in the detection of children in hazardous situations.

The schedule is confirmed as follows:

{date } {time} {grade} {presentation #} {Presenters}

If you have any questions or comments, please feel free to contact me at either {your phone number}. Thank you and I look forward to seeing you during the weeks of our involvement in your school.

Sincerely,

{End Child Abuse Coordinator's Name} Coordinator



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Guidelines for Answering Student's Written Questions

1. Don't answer all questions by the students - scrutinize...choose only those relating to the topic of family violence.
2. Don't read names. If a child adds his/her name to the questions, do not direct the answer to that child.
3. Don't discuss controversial topics, such as abortion, birth control, religion, etc.
4. If you don't know the answer, simply tell the class that you don't know. You can do research later and return with the answer, or inform the teacher of the answer at a later date.
5. Keep the answers direct.
6. If you are uncomfortable with the question, don't answer it.
7. Ask the students to answer the questions, when you think they might know the answer.
8. If you suspect that a question might be a disclosure, let the teacher, principal, and coordinator know. And don't address it during class time.
9. Look through the questions during a quiet moment, such as during the video. Don't take all the letters in front of the class, only the ones you plan to use.
10. Don't be afraid to ask for help from the teacher.



End Child Abuse Long Beach

Child Abuse Prevention Program - Handbook

www.EndChildAbuseLB.org

Effective Presentation Tips

Lesson Preparation - Use small index cards. Try to memorize the Curriculum Guide, if you don't know it all, feel free to look at your cards. Study and learn your part.

Eye Contact - Look at the students, scan the room. If you do not maintain eye contact you may lose the student's interest and attention.

Anxiety - Take a few deep breaths. Most of the students will be with you. Focus on friendly faces. A little anxiety will keep you sharp!

Compliments - Thank the students for their answers and cooperation. Positive reinforcement encourages discussion - negative comments will discourage participation.

Do not call on the same person repeatedly, involve as many as possible. If someone laughs at a youngster's answer, you might say, "we sometimes giggle when we feel uncomfortable."

Discipline - Do not talk over disruptions. Stop and look at the ones talking. Ask "May I have your attention?" or "I need for you to listen." When too many talk at the same time, "May I see hands, please?" If disruption continues STOP remain calm and in an assertive voice, say, "It is very difficult for me to continue. I need your attention now."

Attitude - Respect the students. Be yourself. Do not talk down to the boys and girls or act cool. Be friendly. Feel free to move about the room. Your caring and giving of your time will speak loudly. Enjoy the young people.

Remember that you are providing extremely valuable information and that you are empowering the students to do something positive about a hurtful and, at times, life threatening situation.

BE PROFESSIONAL ARRIVE AND LEAVE ON TIME KNOW YOUR PART