An example of an evidence based child abuse prevention programme and the development of an evidence base

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WHAT WE DID IN ITALY AND WHY WE DID IT
ACTIONS REALIZED

- Epidemiological study with 3,000 18-yr-old students in Milan
- Creation, development, and realization of the first large-scale school-based CSA primary prevention programme
- Facilitation of its replication in other contexts (Switzerland, Europe, Nicaragua)
- Creation of handbooks and training formats and materials for teachers, parents, children, professionals
RESEARCH: MAIN OUTCOMES

- 3898 students attending 212 senior classes in 46 high-schools
- distributed 3313 questionnaires
- collected and analysed 2935 questionnaires (88.6% of the sample)
RESULTS

Valid questionnaires: 2839 out of 2935

96.7% VALID
3.3% VOID

VALID VOID
RESULTS

Gender (M/F): 1234/1601

- **56%** (FEMALES)
- **44%** (MALES)

- **n=2835**
RESULTS

Age (years)

- 18: 1277
- 19: 1044
- 20: 343
- 21: 85
- 22: 10
- 23: 5
- 26: 1
- 29: 4

n=2769
RESULTS

14.6% (415 cases) reported at least one of the five types of sexual abuse.

The hatched columns indicate those who checked “I prefer not to answer”. 

n=2839
The need for prevention

During childhood have someone explained to you at least once what sexual abuse is?

<table>
<thead>
<tr>
<th></th>
<th>MALES</th>
<th>FEMALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEVER</td>
<td>54%</td>
<td>44%</td>
</tr>
<tr>
<td>PARENTS</td>
<td>46%</td>
<td>37%</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>OTHERS</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

n=2839
RESULTS

During childhood have someone explained to you how to defend yourself and ask for help if involved in at risk situations?

<table>
<thead>
<tr>
<th>Category</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEVER</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>PARENTS</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>OTHERS</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

n=2839
New challenges

- More and more children and teens use the website to explore their sexual curiosities, to get excited and to indulge in sexual fantasies
- More teens get in touch with adults through Internet to be actively involved in sexual activities
- The socio-cultural context contributes to decrease the alert and awareness towards sexual messages targeting young people that are dangerous and confusing at the same time.
NORMALIZING PROBLEMATIC SEXUAL BEHAVIOR

- The role of mainstream culture
- The role of the market
- The role of pop and MTV culture
- The silence of the adults
NOTES ON A SCANDAL is the story of Barbara Covett (Dench), a hard-nosed spinster schoolteacher, and her poisonous friendship with fellow teacher Sheba Hart (Blanchett). Barbara is thrilled when her lonely life is shaken up by Sheba's overtures of friendship, as Sheba invites her to share in family dinners, and opens up to her about her marital troubles and personal longing. Things reach a fever pitch when Barbara happens upon Sheba dallying in the art room with a 15-year-old student. She tells Sheba that she must end the affair at once, but decides not to report her to the school, and instead, to use her knowledge of the indiscretion to draw Sheba closer to her, and put her in her debt.
ALBERTO PELLAI

LE PAROLE NON DETTE

COME INSEGNANTI E GENITORI POSSONO AIUTARE I BAMBINI A PREVENIRE L'ABUSO SESSUALE

CON UN CONTRIBUTO DI YVETTE LEHMAN
INTRODUZIONE DI MARIA RITA PARSI

Comunicare con i bambini da 5 a 11 anni

FrancoAngeli
Prevention program structure
Program structure

- 5 educational sessions with teachers
- 5 educational sessions with children
- 2 educational sessions with parents (pre-/post)
- Ongoing planning and evaluation with the teachers
- Team supervision
Educational sessions

1: I am unique and special
2: My body and related feelings
3: Good touch and bad touch
4: Say no, run away and tell somebody
5: No secrets with me
THE EDUCATIONAL SESSION

 15 MINUTES: welcome activities, dances, activities with music.
 60 MINUTES: STRUCTURED ACTIVITIES (Team games, dramatizations, posters)
 20 MINUTES: THE THINKING PROCESS (works and discussion in small groups)
 15 MINUTES: RELAXATION (relaxing activities with music)

SETTING:
THE GYMN HALL OF THE SCHOOL
Complimenti

Partecipando al programma:
"Grido no, scappo via, corro a dirlo a qualcuno"
sei entrato nel CLUB dei "RAGAZZI IN GAMBA!"

Nome Studente 2010-2011
Responsabili del Corso
CARO DIARIO DI JACOPO

MARTEDI 27/11/04 2° INCONT.
IL NOSTRO CORPO È BELLO PERCHE' PUÒ FAR NASCERE UNA NUOVA VITA
<table>
<thead>
<tr>
<th>Titolo della storia</th>
<th>Cosa pensa il protagonista</th>
<th>Cosa prova il protagonista</th>
<th>Cosa potrebbe essere strano nella situazione</th>
<th>Cosa potrebbe far fare il protagonista</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il film proibito</td>
<td>Che non è adatto ai bambini</td>
<td>Prova paura</td>
<td>Che vgo gli faccia vedere un film del genere</td>
<td>Dire una bugia per uscire da questa situazione</td>
</tr>
<tr>
<td>Piter al parco</td>
<td>Di non andarli</td>
<td>Prova paura</td>
<td>Che una persona si dev'essere nascosta</td>
<td>Tornare a casa</td>
</tr>
<tr>
<td>Tobia dal dottore</td>
<td>E' perché gli ha tolto gli slip</td>
<td>E' barazzo che non sfigurere pre un dottore</td>
<td>Ti abbasca gli slip</td>
<td>Ritirarsi</td>
</tr>
<tr>
<td>L'allena di nuovo</td>
<td>Che sarebbe meglio che non li guardassero</td>
<td>E' barazzo che l'allena tore sia così interesato</td>
<td>Non andare a prendere un altro maestro</td>
<td></td>
</tr>
</tbody>
</table>
THE "BODY" RHYTHM OF LEARNING

In c.s.a. prevention education, the body must be the true protagonist of the intervention, being tool and goal at the same time. This is a basic principle in using the holistic approach in c.s.a prevention. In every session of our program, body must experience a feeling of well-being. This is a pre-requisite that will allow the internalization of the contents of every educational session.
ACTIVE LEARNING

The child's intellectual potential must be promoted not just actively, but operationally. The educators have to be careful not to provide disconnected educational inputs, ideas without operations and, at the same time, operations without ideas. All the notions have to become intellectual stable structures through the educational intervention. Children must be offered problems, have to be stimulated to organize the complexity of the information they are expected to globally master. They must frame all this into an intellectual structure which is created very early during development.
RELAXATION

ALL PREVENTION LESSONS END WITH A SESSION OF RELAXATION LASTING ABOUT 10 MINUTES. DURING RELAXATION CHILDREN ARE HELPED TO REALIZE HOW THEIR BODY IS A “BEAUTIFUL HOME” NICE TO BE LIVING IN AND PROVIDING FEELINGS OF WELLBEING. THIS IS A UNIQUE COMPONENT OF THIS PROGRAMME NOT PRESENT IN ANY OTHER PREVENTION PROGRAMME.

RELAXATION ALSO HELPS TO DECREASE ANXIETY (ANXIETY WAS DESCRIBED AS AN UNDESIRABLE SIDE-EFFECT OF SOME PREVENTION PROGRAMME).

BESIDES, IN A PROGRAMME LIKE THIS - WHERE THE BODY IS PRESENTED AS A POTENTIAL OBJECT OF ATTACK AND VIOLENCE – RELAXATION HELPS FEELING THAT BODY IS SOMETHING NOT TO BE WORRIED AND FEARFUL ABOUT.

CHILDREN LOVE THIS COMPONENT OF THE PROGRAMME!
EDUCATIONAL TOOLS

- Le parole non dette ("Untold words")
  A parents’ and teachers’ guide

- Un bambino è come un re ("A child is like a king")
  A family guide
ALBERTO PELLAI

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CON UN CONTRIBUTO DI YVETTE LEHMAN

INTRODUZIONE DI MARIA RITA Parsi

COMUNICARE CON I BAMBINI DA 5 A 11 ANNI

FrancoAngeli
UN BAMBININO È COME UN RE

COME MAMME E PAPÀ POSSONO CRESERE BAMBINI SICURI E PREVENIRE GLI ABUSI SESSUALI SUI MINORI

FrancoAngeli

PROVINCIA DI VERCELLI
RACCONTARE FAVOLE AI BAMBINI PER AIUTARLI A PREVENIRE L’ABUSO SESSUALE

L’età delle favole sboccia verso i 3-5 anni: principi e regine, fate e streghe, orchi e orfanelle cominciano allora a popolare la fantasia dei bambini. Più di ogni altra forma narrativa, la fiaba, soprattutto quella classica, rispecchia la visione magica e animistica che il bambino ha del mondo e gli permette, attraverso le avventure dei suoi protagonisti, di riconoscere le emozioni, le paure e i desideri impossibili che custodisce dentro di sé.

Enciclopedia di psicologia, Carzanti

...er aiutare i bambini a imparare i principi della prevenzione dell’abuso sessuale, l’uso delle favole può rivelarsi una modalità particolarmente utile e importante. Le favo-

Come **uno** è il mio corpo. Ne possiedo uno soltanto ed è il più grande tesoro che ho ricevuto quando sono nato. Proprio come un tesoro, lo posso fare crescere e aumentare di valore quanto più lo conserverò con cura e gli dedicherò attenzione. Tutti devono rispettare il mio corpo come se fosse il più grande tesoro che esiste sulla terra.

Come **due** sono le persone più caro che ho al mondo: la mia mamma e il mio papà. Loro mi vogliono bene come nessun altro; a loro posso raccontare tutto. Le cose belle che mi rendono felice, ma anche quelle che mi rendono triste o che mi fanno paura. Quando qualcosa o qualcuno mi fa paura io posso raccontare tutto ai miei genitori. Con loro non esistono segreti.

Come **tre** sono le cose che devo fare quando qualche persona mi dà fastidio, mi parla o mi tocca in modo che mi fa paura, che mi fa male o che non mi piace. In questo caso le tre cose che posso fare sono:

a) grido no!
b) scappa via
c) corro e dirlo a qualcuno
11 DOMANDE PER CONOSCERE MEGLIO UN FENOMENO FINO A OGGI NASCOSTO

1. CHE COSA SI INTENDE PER ABUSO SESSUALE ALL’INFANZIA?

L’abuso sessuale nei confronti di un minore è “qualsiasi interazione con connessione sessuale tra un adulto e un soggetto in età evolutiva, finalizzata alla gratificazione sessuale del primo”. Può essere “attivo”, cioè l’adulto concretamente compie atti di libido sul corpo del bambino, ma può anche avvenire in modo “passivo” per il bambino. Per esempio, il bambino può essere esposto alla visione di materiale pornografico da parte di un adulto, può essere fotografato nudo senza nemmeno esserne consapevole o, ancora, può essere obbligato ad assistere a incontri sessuali tra adulti. Infine, vi sono adulti esibizionisti che si eccitano, mostrandosi nudi ai bambini e pur non facendo nulla su di loro li coinvolgono in un’esperienza che può risultare “traumatica” per il minore.
L’abuso sessuale su un minore è sempre caratterizzato da:

Mancanza di consenso, perché:
• esiste tra le due parti in causa una diversa conoscenza dei limiti impliciti in certi comportamenti;
• esiste tra le due parti in causa una diversa conoscenza delle conseguenze potenzialmente derivabili da un dato comportamento;
• per una delle due parti non esiste la capacità di scegliere liberamente senza subire eventuali repercussioni negative.

Mancanza di uguaglianza tra le due parti in causa (intesa come uguale capacità di autodeterminazione) perché:
• sono evidenti differenze di età, dimensioni corporee, capacità intellettuali e senso di responsabilità;
• una delle due parti ha una funzione che prevede potere e controllo sull’altra;
FILASTROCCHI E REGOLE
PER BAMBINI SICURI E FELICI
Regola
I grandi non possono raccontare ai bambini o condividere con loro segreti che causano paura, ansia o spavento

Gli adulti che vogliono bene e rispettano i bambini, sanno che non possono impaurirli. Perciò nessun adulto può obbligare un bambino a tenere un segreto che spaventa o fa soffrire.
NO SECRETS WITH ME

If a secret you want to disclose,
work it out carefully and don’t tell me a prose.
I don’t want to be frightened
and on this matter you better be enlightened;
children love your secrets thoughts
only if they bring joy at draughts.
If you want to amaze me with a surprise
“Hurry up”, I am waiting to get wise.
But keep yourself from telling me
frightful thoughts that don’t help me;
‘cause I’m a child and in my heart
I want to be happy, not to come apart.
If a secret I will hear
that will cause me pain and fear,
I will shout at the top of my voice
that bad secrets offend our joyce.
RULE 5

ADULTS ARE NOT ALLOWED TO TELL OR SHARE WITH CHILDREN SECRETS THAT CAUSE THEM FEAR, ANXIOUSNESS OR FRIGHT.

Adults who love and respect children, know that they are not allowed to scare them. For this reason no adult can force a child to hide a scaring and unbearable secret.
L’ALFABETO DEI BAMBINI

Ogni lettera dell’alfabeto corrisponde una parola molto speciale per tutti i bambini del mondo, una spiegazione della parola e una divertente attività da fare insieme ai tuoi genitori.

A  U  I  P
G  E  M  R  D
V  H  Q  S  E
T  F  B  Z  N
O  C

A.Pellai, 2011
come AUTOSTIMA. L’autostima è qualcosa che ciascuno possiede e che aiuta ad avere fiducia in se stessi e negli altri. Ci fa sentire amati e sicuri e ci rende capaci di amare. I bambini diventano ricchi di autostima quando i grandi li rispettano e li aiutano a crescere in modo sano e felice. L’autostima ci aiuta anche a capire che ciascuno di noi è unico e speciale. Non esiste nessun altro uguale a noi.

Incolla una tua fotografia nella cornice e leggi lo slogan:

Io sono unico e speciale
LE MIE REGOLE TELEFONICHE
QUANDO SONO IN CASA SOLO

Quando il telefono squilla e i miei genitori non sono in casa, la regola della mia famiglia è:

____________________________________

Talvolta le persone utilizzano il telefono per fare scherzi ad altre persone e per dire cose sgradevoli. Se ciò accade quando rispondo al telefono, la regola della mia famiglia è:

____________________________________

Posso utilizzare il telefono. Queste sono le telefonate che sono autorizzato a fare:

____________________________________
EVALUATING THE PROJECT: HOW WE DID IT?

- EVALUATION OF TEACHERS’ AND PARENTS’ TRAINING

- MEASURING CHANGES IN CHILDREN’S INFORMATION AND PROTECTIVE SKILLS

- INTERVIEWING PARENTS AFTER THEIR CHILDREN COMPLETED THE PROGRAMME

- INDEPENDENT EVALUATIONS

- COMPARISON WITH U.S. NATIONAL STANDARDS FOR SEX EDUCATION
Parents and teacher’s training
Have you ever talked to your child about this subject?

- Yes: 33%
- No: 64%
- No answer: 3%
After this training, will you talk to your child about this subject?

- Yes: 88%
- No: 3%
- No answer: 9%
Have you already read the book on your own?

- Yes: 57%
- No: 39%
- No answer: 4%
UNSPOKEN WORDS: WHAT EVALUATION WAS DONE?
QUANTITATIVE EVALUATION

Pre-post study involving 1100 children who took part in the prevention program.
The study aimed at assessing:

a) changes in perception of self-vulnerability After being involved in the School-based Child Sexual Abuse Prevention Program
b) changes in the ability to recognize at risk-situations
c) changes in the ability to apply the “say no, run away, tell somebody” strategy
1060 children attending 4th and 5th grade in Milan’s elementary schools received a pre-test to be filled 2 weeks before beginning the prevention program. 653 children filled the post-test questionnaire two months after the completion of the program (one third of students were excluded from the post-test study because they completed the program by the end of the school year. In this case there was no possibility to test them 2 months after completing the prevention program because school was still over.)
Risk perception and use of protective skills

You are walking on the boardwalk of an empty street. Suddenly a vehicle stops nearby and the driver asks you where your school is. You give him precise directions but he claims he did not understand it. He asks you to leave the boardwalk, come closer to the car and repeat the directions. What do you do?

The answers were primarily grouped as follow:

- a. use of one or more from studied strategies – say no, tell someone, escape;
- b. use of different strategy or no strategy;
<table>
<thead>
<tr>
<th>Responses</th>
<th>Pre-Test %</th>
<th>Post-Test %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say No</td>
<td>8,8</td>
<td>11,1</td>
</tr>
<tr>
<td>Escape;</td>
<td>25,6</td>
<td>26,9</td>
</tr>
<tr>
<td>Tell someone;</td>
<td>0,2</td>
<td>1,6</td>
</tr>
<tr>
<td>Say No + Escape;</td>
<td>6,6</td>
<td>13,0</td>
</tr>
<tr>
<td>(2 strategies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape or Say No + Tell someone;</td>
<td>5,2</td>
<td>13,9</td>
</tr>
<tr>
<td>(2 strategies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say No + Escape + Tell someone;</td>
<td>0,9</td>
<td>3,1</td>
</tr>
<tr>
<td>(3 strategies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different strategies that still recognize the problem;</td>
<td>25,8</td>
<td>18,6</td>
</tr>
<tr>
<td>Strategies that do not recognize the problem;</td>
<td>26,9</td>
<td>11,8</td>
</tr>
</tbody>
</table>
Protective skill: asking for help

An adult tells you a secret that scares you. He also asks you not to talk about it with anyone. What do you do? (multiple choice question). Children could choose one the answers listed in the Table.
<table>
<thead>
<tr>
<th>Responses</th>
<th>Pre-Test %</th>
<th>Post-Test %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t say anything to anyone;</td>
<td>25,6%</td>
<td>7,9%</td>
</tr>
<tr>
<td>I don’t know;</td>
<td>10,3%</td>
<td>5,8%</td>
</tr>
<tr>
<td>Adults should not have secrets with children</td>
<td>6,7%</td>
<td>6,4%</td>
</tr>
<tr>
<td>I will tell my mom and dad;</td>
<td>57,5%</td>
<td>79,8%</td>
</tr>
</tbody>
</table>
You are on the bus and you see a man who is observing a very pretty girl. While approaching the exit with his hand he touches the girl’s bottom. What do you think of that? (open question)

The answers were grouped using the following indications:

• Negative behaviour of the man – child describes the presented behaviour as problematic, at risk for abuse, negative, not proper etc;

• There is no judgement, or there is one in favor of the described man – child does not see the behaviour as potential risk for abuse;
FOR ALL CLASSES

WE MET PARENTS BEFORE THE BEGINNING AND AFTER THE COMPLETION OF THE PROGRAMME IN THEIR CHILDREN ` S CLASSROOM.
SIDE-EFFECTS, CHANGES IN ATTITUDES WHEN TALKING WITH CHILDREN ABOUT THIS THEME WERE EXPLORED IN A QUALITATIVE WAY.
INDIPENDENT EVALUATIONS
One was conducted in Switzerland on behalf of SUPSI and analyzing the programme run by ASPI (Dr Caranzano is in charge of the programme in Switzerland)

One was conducted in UK last year, analyzing the project realized with children in the Southwark District of London which was partner of a EEC Daphne project allowing to replicate this project in five different European countries
The Lucy Faithfull Foundation
In partnership with

The Only UK-wide Charity Dedicated Solely to Tackling Child Sexual Abuse
Typology of professionals involved

- The Lucy Faithfull Foundation
  - Works with sexual abusers, victims, young people with inappropriate sexual behaviours, and other family members
  - Parents Protect! Workshops, Stop it Now! helpline...
  - Trainer
    - Police background
    - Internet Safety workshops

- Southwark Council
  - Develop, implement and coordinate key initiatives regarding sex and relationship education and safeguarding

- Helen Blackburn & Associates
  - Advisor and consultant in education with a focus on social and emotional learning
  - Focus on school improvement

- Teaching staff
  - From 3 London schools
Location of schools involved

**Southwark**

- Inner London
- Diverse population
- Many areas of deprivation
- Low income
- High unemployment
- Poor health
- Crime
- Issues with young children, e.g. teenage pregnancy

**Schools in Southwark**

- Culturally and ethnically diverse
- Over 100 languages spoken in Southwark’s schools and around 43% of the children speak English as an additional language
Schools involved

School 1
- Smaller than average school, 206 pupils, 8 classes
- Church of England school
- Above average proportion of pupils with special educational needs and/or disabilities – speech, language and communication difficulties

School 2
- Average sized school, 236 pupils, 8 classes
- Significantly more boys than girls, much higher than average proportions of pupils from minority ethnic backgrounds and English not first language

School 3
- Larger than average school, 355 pupils
- Mostly Catholic faith, South American, Black British, Black African pupils comprising the largest groups
- For a large number English is not spoken as their first language
Actions implemented

Children
- 165 children
- 6 classes (3 classes 10-11 years old, 3 classes 9-10 years old)
- Class sizes from 19 to 38 children

Teaching staff
- Meetings with Head teachers
- Briefing meeting (5 attended)
- Briefing time before lessons
- Post-programme meeting

Parents and carers
- Letter sent by schools
- Pre-programme meeting (32 attended)
- Post-programme meeting (30 attended)
## Meeting attendance – teaching staff and parents

<table>
<thead>
<tr>
<th>School</th>
<th>Meeting type</th>
<th>Date</th>
<th>Number of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 3 schools</td>
<td>Briefing of teachers</td>
<td>20/01/12</td>
<td>5</td>
</tr>
<tr>
<td>School 1</td>
<td>Pre-programme meeting with parents</td>
<td>25/01/12</td>
<td>2</td>
</tr>
<tr>
<td>School 2</td>
<td>Pre-programme meeting with parents</td>
<td>26/01/12</td>
<td>15</td>
</tr>
<tr>
<td>School 3</td>
<td>Pre-programme meeting with parents</td>
<td>31/01/12</td>
<td>15</td>
</tr>
<tr>
<td>School 2</td>
<td>Post-programme meeting with parents</td>
<td>23/05/12</td>
<td>16</td>
</tr>
<tr>
<td>School 1</td>
<td>Post-programme meeting with parents</td>
<td>25/05/12</td>
<td>0</td>
</tr>
<tr>
<td>School 3</td>
<td>Post-programme meeting with parents</td>
<td>11/06/12</td>
<td>14</td>
</tr>
</tbody>
</table>
# Evaluation tools

<table>
<thead>
<tr>
<th>Programme stage</th>
<th>Teaching staff</th>
<th>Facilitator</th>
<th>Children</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Questionnaire</td>
<td>Questionnaire</td>
<td>Work book</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Questionnaire</td>
<td>Questionnaire</td>
<td>Work book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incident Log Sheet</td>
<td></td>
<td>Confidence box</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flip charts</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Questionnaire</td>
<td>Questionnaire</td>
<td>Work book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incident Log Sheet</td>
<td></td>
<td>Confidence box</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Questionnaire</td>
<td>Questionnaire</td>
<td>Work book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incident Log Sheet</td>
<td></td>
<td>Confidence box</td>
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<td>Post-it notes</td>
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<td>Lesson 5</td>
<td>Questionnaire</td>
<td>Questionnaire</td>
<td>Work book</td>
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<td>Incident Log Sheet</td>
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<td>Confidence box</td>
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<td>Flip charts</td>
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<td>End of programme</td>
<td>Questionnaire</td>
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<td>Meeting</td>
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<td>Questionnaire Meeting</td>
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</table>
• Do we think that Porcospini develops a potential good opportunity in primary prevention on the theme of child sexual abuse?

• Do we think that Porcospini could be able to implement a better and more aware approach on the theme of child sexual abuse?
How effective was the programme in increasing preventive skills amongst children?

Did it build children’s confidence in asking questions and seeking information?

- Confidence Box
  “Each child has benefited from having the opportunity of using the confidence box, and it has led to a general discussion that has expanded to many different areas of discussion”

- A lot of questions asked during and after the puberty lesson
- More inquisitive during lessons, between lessons and at home
- Facilitator created safe environment
Parents’ feedback

“There was a weekly session of questions being asked”

“I’m surprised my daughter discussed [things] with her dad – I don’t think she would have broached the subject before”

“They talked about it amongst themselves, which is certainly a good thing. It gives them a chance to talk about it in an informed way. It gives them the ability to talk about things that are important. I think they were intrigued but attributed value to it”

“It definitely opened a door”

“Because of the programme the children aren’t embarrassed. They are open now and asking questions”

“It has stimulated conversations and helped our relationships”

“Hedgehogs allows all children to participate, to share; it’s a social activity. It takes away all that whispering”

“My son is more confident in saying body parts”

“The leaflet brought home instigated discussion”
How effective was the programme in increasing preventive skills amongst children?

Did it enhance children’s knowledge and understanding about their bodies?

- Children knew a lot of words but not what they meant
- Range of sources of knowledge
- Schools brought forward own sex education classes
- Uncomfortable and excitable at first, but then calmed down
- Younger children took longer to grasp concepts
- Impact on behaviour inside and outside the classroom

“It is better off learning about it now than whenever, because something can happen to you like your period and you probably don't know what it is” (Year 5 pupil)
PUBERTY

Changes to your body (teenagers).

Girls change at 9-11 and boys change at about 11-14.
Girls growing breasts.

Hair - face hair
Pubic hair
Under - arm hair
Chest hair
Legs & Arms

Spam
Sperm

Testicles
Penis
Vagina

Erection
Voice Breaking
Goes deeper

Protection

Period
Because the women egg is not needed they lose blood.
Period starts every 28 days. 5-6 days that it last. (egg cup full)
Belly cramps
Parents
Teachers
Friends
TV
Doctors

Mummy
Jerry Springer
The sex education show
Sex

Look who’s talking
Patient
Family members
Sex therapists

Books
Adult magazines
Internet
Computers
News
Newspapers
Music
Sex clubs

Gone 6th I.V
Prostitute
Bus
How effective was the programme in increasing preventive skills amongst children?

Did it equip children with the tools necessary to enable them to understand when a situation is potentially risky and what actions to take to protect themselves?

- Park keeper scenario – not all children would say ‘no’
- Staff felt that one of the most effective parts of the programme was the use of scenarios to embed learning
- Older children grasped concepts quicker
- A few scenarios were more difficult to grasp than others e.g. priest
- Tactful approach required by facilitator
- Still some lack of understanding at end of programme
- Objective achieved with a large number of children
- One school did not achieve as well as others
PROTECT YOURSELF

STEP 1.
SAY NO
This explains that if someone asks you to do something you're not comfortable with, say NO.

STEP 2.
RUN TO SOMEONE TRUSTED
If they follow you, run to someone you know can help.

STEP 3.
TELL ON THEM.
Then explain what has happened even if they threaten to hurt you if you tell.

Working to Protect Children
How effective was the programme in increasing preventive skills amongst children?

Did it help the children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help?

- Three case studies reflect learning
- Evidence large number felt increased confidence in talking to trusted adults (cf Objective 1).
- A few children felt unable to talk to parents
- 95% felt could talk to appropriate adult
- Staff commitment crucial
How effective was the programme in increasing preventive skills amongst the relevant adults?

Did it raise awareness about the programme and provide relevant information to the adults (parents, carers and teaching staff) to enable them to support the children’s learning?

Parents and carers
- Schools’ communication re programme and meetings
- Varied attendance at meetings (approx 18%)
- Questionnaires – 12 of 15 parents felt received enough information
- Minority had negative views, but not present at meetings
- On average, parents thought that the programme was ‘helpful’ or ‘very helpful’ in preparing their children to keep safe. One felt it was ‘not at all helpful’.
- Generally parents felt they received enough information
- Helped parents own learning
How effective was the programme in increasing preventive skills amongst the relevant adults?

**Teaching staff**
- Briefing meeting
- Post-programme meeting and evaluation forms – one school did not attend and complete
- A lot of positive feedback from staff about own learning
- ‘Bridged the gap’
- Facilitator characteristics helped staff engagement and learning

**Governors and Diocese**
- No significant problems
- But need to be considered
Overall programme effectiveness

- 165 children equipped with knowledge and tools
- Engagement of teaching staff – large impact on effectiveness
- Majority of children felt other children should do the programme
- Links with current primary school curriculum
- Gaps in learning without the programme
- Relationships between staff and children more open
- Programme more effective if school willing to dedicate time
- Good practice can continue after 5th lesson
Barriers faced

- Lack of teaching staff engagement in one school
- Range of understanding of children
- Limited parent attendance at meetings
- A few children could not identify a trusted adult
- Name of programme
- Class size
- Completion of evaluation forms
Potential to improve?

- Develop framework for schools so understand minimum commitment required
- Additional follow-up lessons to embed learning
- Additional lessons that teach Internet safety and ‘sexting’
- Parents Protect! workshops with parents and carers
- Awareness across whole school to continue learning
- Effective evaluation tools so can learn how can improve
Programme content

• **Strengths**
  – Aimed at the right level
  – Variety of activities
  – Adaptable for e.g. special needs
  – Numerous scenarios to embed learning

• **Weaknesses**
  – Some children needed extra one-to-one assistance
  – Some lessons need more time (e.g. puberty lesson)
  – Other topics arise and need focus
Model

• **Strengths**
  – Multi-layered approach – educates adults too
  – Covers many essential aspects of child sexual abuse prevention

• **Weaknesses**
  – Does not consider continuation of learning
  – Could cover other aspects e.g. Internet safety
  – Requires commitment by schools
Methodology

• **Strengths**
  – Structured yet adaptable
  – Good length and pace
  – Space between lessons for reflection
  – Confidence Box
  – Puberty lesson well placed

• **Weaknesses**
  – Requires commitment by schools (e.g. communication with parents)
  – Difficult to reach all parents
  – Cannot measure longer term effects
Evaluation tools

- **Strengths**
  - Produced information to show achievement of objectives
  - Work books, flip charts, Confidence Box messages reflected learning
  - Post-programme meetings produced a lot of information

- **Weaknesses**
  - Developed own evaluation tools
  - Need to further refine evaluation tools
  - Consider pre- and post-programme evaluation (and follow-up)
  - Not all attended meetings or completed forms
Trainer

• **Strengths**
  – Excellent approach and delivery style
  – Experience in child protection/police/delivering to children helped
  – Dealt with child protection concerns
  – Helped teachers learn and want to help
  – Same person delivered all lessons

• **Weaknesses**
  – Careful selection of trainer required
  – Risks if delivered internally
Timing

• **Strengths**
  - Targets vulnerable age group
  - Children understood messages
  - Complements school curriculum (and vice versa)
  - Prepares for schools’ own sex education lessons
  - Addresses other important issues for age group, e.g. respect for differences

**Weaknesses**
  - Some (e.g. parents) may feel children are too young
  - Range of understanding in an age group
  - Some younger children take more time to understand
Comparison with U.S. National Sex Education Standards

There are seven topics chosen as the minimum, essential content and skills for K–12 sexuality education:

1. Anatomy and Physiology (AP) provides a foundation for understanding basic human functioning.
2. Puberty and Adolescent Development (PD) addresses a pivotal milestone for every person that has an impact on physical, social and emotional development.
3. Identity (ID) addresses several fundamental aspects of people’s understanding of who they are.
4. Pregnancy and Reproduction (PR) addresses information about how pregnancy happens and decision-making to avoid a pregnancy.
5. Sexually Transmitted Diseases and HIV (SH) provides both content and skills for understanding and avoiding STDs and HIV, including how they are transmitted, their signs and symptoms and testing and treatment.
6. Healthy Relationships (HR) offers guidance to students on how to successfully navigate changing relationships among family, peers and partners. Special emphasis is given in the National Sexuality Education Standards to the increasing use and impact of technology within relationships.
7. Personal Safety (PS) emphasizes the need for a growing awareness, creation and maintenance of safe school environments for all students.

These seven topics are organized following the eight National Health Education Standards.
<table>
<thead>
<tr>
<th>INCONTRI ATTIVITA’ CURRICULARE</th>
<th>OBIETTIVI CURRICULARI</th>
<th>MACROAREA STANDARD EDUCATIVI</th>
<th>OBIETTIVI STANDARD EDUCATIVI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: SCOPRIAMOCI BELLI E DIVERSI</td>
<td>Danza</td>
<td>Insegnare al bambino, divertendosi, a riconoscere le parti che formano il proprio corpo.</td>
<td>Anatomia e fisiologia</td>
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<tr>
<td></td>
<td>I gemelli</td>
<td>Insegnare ai bambini a riconoscere le caratteristiche che li rendono uguali agli altri bambini, sia maschi sia femmine, e quelli che li differenziano.</td>
<td>Identità</td>
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<td>Il posto d’onore</td>
<td>Rafforzare l’autostima dei bambini.</td>
<td>Identità</td>
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<td></td>
<td>E’ bello quando…è brutto quando…</td>
<td>Insegnare ai bambini a apprezzare le parti del corpo che giudicano meno belle.</td>
<td>Identità</td>
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<tr>
<td></td>
<td>Rilassiamoci insieme</td>
<td>Insegnare ai bambini a stare bene all’interno del proprio corpo.</td>
<td>Identità</td>
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<tr>
<td>II: IL NOSTRO CORPO È BELLO PERCHÉ</td>
<td>Danza</td>
<td>Il gioco delle differenze</td>
<td>Scoprire e analizzare le differenze corporee tra maschio e femmina.</td>
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<td>Conoscere e approfondire i cambiamenti del corpo, diversi per maschi e femmine, nelle varie fasi dello sviluppo.</td>
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</table>
| | Il gioco delle differenze | | | | -Descrivere gli organi sessuali e i sistemi riprodutttivi maschile e femminile, incluse le parti del corpo e le loro funzioni. -Illustrare modo di trattare gli altri con dignità e rispetto.
I’ve learned the real names of genitals and not to joke the others with the name of genitals

I’ve learned that I don’t have to be ashamed when I talk about genitals

I understood that my body can be fragile and must be protected
"I understood that our body is important and we have to be careful because bad things can happen and the body cannot allow it"

I liked very much the session “a different way to communicate” because we talked through emotions
I’ve learned to recognize the risky situations and to be aware of them.

I’ve learned that my body can think on its own, because if you listen to a stranger you can get in trouble, if you listen to your mom you are safe, and if you go to a friend’s house you always have to tell it to someone.
Grido no, scappo via e corro a dirlo a qualcuno.
I’ve learned to find beautiful things in the others and I also understood that I have to tell everything to the persons I trust
I liked very much how you taught these things: everybody says you can't learn anything just playing but you taught that if you play you can learn something.

Thank you because you taught many things just playing.

I talked a lot with my parents about these things, we also read some books about babys birth.

I always exhaust my parents talking about that beautiful "matter".

I also talked with my puppets. I explained it to everybody, especially to my mom who listened to me serious and happy.