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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Principles of Human Services |
| **Lesson/Unit Title** | Strategies to Deter Child Abuse |
| **TEKS Student Expectations** | **130.272. (c) Knowledge and Skills**  (4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:  (F) investigate causes, prevention, and treatment of domestic violence.  (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:  (D) investigate causes, preventions, and treatment of child abuse. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create a picture door organizer to include the following information:   + summarize skills relating to the prevention of family violence   + Explain behaviors that may lead to child abuse   + Identify strategies that deter abusive behavior   + Identify resources and agencies to help deter child abuse situations   + Exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills   + Demonstrate effective verbal, nonverbal, written, and electronic communication skills |
| **Rationale** | Prevention programs focus on reducing risk factors, or conditions that have been found through research to be associated with child abuse and neglect in families. This knowledge is invaluable for individuals in all Human Services careers, including Child Guidance.  Increasingly, prevention services are also recognizing the importance of promoting protective factors, conditions in families and communities that research has shown to increase the health and well-being of children and families. These factors help parents who might otherwise be at risk of abusing or neglecting their children to find resources, supports, or coping strategies that allow them to parent effectively, even under stress. We are going to study strategies to deter child abuse and why they are important. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **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 period  **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 nonaccidental 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  **Respite:** A period of temporary delay  **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 Internet for multimedia presentations * Computers/laptops with printer capability * Presenter/remote * Reserve computer lab, if needed * Scanner   **Materials:**   * Children’s clothes * Children’s toys * Pamphlets from social service organizations   **Supplies:**   * Construction paper * Glue * Magazines (to cut pictures out) * Markers * Scissors * Copies of all handouts   **PowerPoint:**   * Strategies to Deter Child Abuse   **YouTube:**   * Picture Door Organizer  This organizer is a multi-purpose tool. The students can incorporate information, key terms, sequential events, graphics, and concept ideas. It has a hidden element that will make a presentation pop!<http://youtu.be/weY4PtrfM3o>   **Graphic Organizers:**   * Notes for Strategies to Deter Child Abuse   **Handouts:**   * Child Maltreatment Data Sheet * Department of Family and Protective Services Strategic Plan for Child Abuse and Neglect Prevention Services * Hotlines and Online Resources * Lesson Closure Organizer * Rubric for Tools and Strategies to Deter Child Abuse Project * Take 15 * Tools and Strategies to Deter Child Abuse Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Become familiar with how to construct the picture door organizer. This organizer is a multi-purpose tool. The students can incorporate information, key terms, sequential events, graphics and concept ideas. It has a hidden element that will make a presentation pop!<http://youtu.be/weY4PtrfM3o>  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.  **Before class begins:**  Begin the class with the following questions and have students share their responses:   * What is child abuse? * What is maltreatment? * What can we do as a society to prevent child abuse? * What are the consequences of maltreatment? * How can abused and neglected children be protected? * How do social welfare agencies handle children who are in dangerous situations? |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute handout Notes for Strategies to Deter Child Abuse. Students will be expected to take notes while viewing the slide presentation.  Introduce PowerPoint Strategies to Deter Child Abuse and begin the discussion with students. Allow for questions and answers to check for understanding.  YouTube videos included in the PowerPoint:   * Picture Door Organizer  This organizer is a multi-purpose tool. The students can incorporate information, key terms, sequential events, graphics, and concept ideas. It has a hidden element that will make a presentation pop!<http://youtu.be/weY4PtrfM3o>   *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 * allowing students to make illustrations instead of writing out information |
| **Guided Practice \*** | Distribute handout Take 15. Taking 15 minutes to focus on your child in a positive way is a good strategy to deter child abuse. Individually, students are to list and describe ten ways a parent can interact with their child for 15 minutes and the benefits of the interaction. Then, write a summary sentence at the bottom of the page.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * pair up students with elbow partners who can assist them with verbal and written responses to the lesson. * shortened, simplified instructions * extra time for assignments |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work with a partner to construct a picture door organizer as viewed on the PowerPoint. They will be using this picture door organizer for the project during Independent Practice.  Each group will need:   * Two pieces of construction paper (different colors) * Scissors * Glue stick * Picture from a magazine which relates to the subject area   Distribute Tools and Strategies to Deter Child Abuse Project handout. Students will work with a partner to research the following information:   * summarize skills relating to the prevention of family violence * explain behaviors that may lead to child abuse * identify strategies that deter abusive behavior * identify resources and agencies to help deter child abuse situations * exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills * demonstrate effective verbal, nonverbal, written, and electronic communication skills   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Distribute Lesson Closure Organizer. Students will list five key strategies to deter child abuse and describe why they are important strategies to deter child abuse. The student will add a summary sentence at the bottom of the page. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed by Rubric for Tools and Strategies to Deter Child Abuse Project  Reflection: Using the information gathered in Tools and Strategies to Deter Child Abuse Project, each team member is required to write a reflection on their role in this group project and a brief analysis of how this project will assist them with the roles and responsibilities of being a parent or caregiver. The reflection and rubric will be submitted for assessment.  *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 |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbook:**   * Decker, C. (2011). *Child development: Early stages through age 12*. (5th ed.). Tinley Park: Goodheart-Willcox Company.   **Websites:**   * Center for Disease Control Child Maltreatment Prevention<http://www.cdc.gov/ViolencePrevention/childmaltreatment/> * Children’s Bureau The Children’s Bureau (CB) is the first federal agency within the U.S. government to focus exclusively on improving the lives of children and families.<http://www.acf.hhs.gov/programs/cb> * Medline Plus Child Abuse<http://www.nlm.nih.gov/medlineplus/childabuse.html> * Texas Department of Family and Protective Services Help for Parents. Hope for Kids [http://www.helpandhope.org](http://www.helpandhope.org/index.html) * U.S. Department of Health and Human Services Child Abuse and Neglect<https://www.childwelfare.gov/can/>   **YouTube:**   * Picture Door Organizer This organizer is a multi-purpose tool. The students can incorporate information, key terms, sequential events, graphics and concept ideas. It has a hidden element that will make a presentation pop!<http://youtu.be/weY4PtrfM3o> |
| **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 children and nutrition or food concerns.  Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Child Maltreatment * Department of Family and Protective Services Strategic Plan for Child Abuse and Neglect Prevention Services.   Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Abuse changes your life…Fight Back and change the life of your abusers by Breaking Your Silence on Abuse! **-Patty Rase Hopson**  Child abuse casts a shadow the length of a lifetime. **-Herbert Ward**  Child abuse does not go away, but 90 percent of child abuse is preventable **-Karen Adams**  Child abuse and neglect offend the basic values of our state. We have a responsibility to provide safe settings for at-risk children and facilitate permanent placement for children who cannot return home. **-Matt Blunt**  The only reason why child abuse is alive today, is because we as adults fail our children when we fail to listen to them. Listen to a child today! **-Heather McClane** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Identify the psychological, physiological, intellectual, and societal effects of abuse on children. * What effects might adult survivors of child abuse experience? * Laws can help protect children from abuse by\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/Audience/Format/Topic) writing strategy:   * Role: Child Protective Services * Audience: school-age child (abused) * Format: A Day in the Life of an abused child * Topic: Prevention of child abuse |
| **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**  (e.g., homework assignment) | 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> |
| **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 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(s)** | **Family, Career and Community Leaders of America (FCCLA)** [www.fcclainc.org](http://www.fcclainc.org)  **FCCLA Family Ties Project**  <http://fcclainc.org/pdf/family_ties.pdf>  The FCCLA Families First national peer education is a 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 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 |
| **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/>  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. |

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)