### Unit # 1

### Theoretical Frameworks for

### Childhood Victimization

## Introductory Session

1. Introduce yourself as the instructor and your background in working with children who have been victimized.
2. Pass out course outline / Have students sign notification form.
3. Discuss the nature of the course and the background of the instructor.
4. Establish ground rules, the importance of establishing these rules and ways to monitor them. Please refer to examples of rules found on page vii of the text to help with this exercise.

5) Ask one of the students to write out the rules; a copy will be made for all class members.

6) Have students fill out the questionnaire on page viii of the text. This will allow them to explore his/her ideas about abuse of children. Ask them to keep this information, inform them that they will be reassessing this information again in the middle and at the end of the course. Please make sure that you ask them to be honest in their statements, as this will aid them in developing better self-awareness.

7) Assignment for next day: Read, “We get a Life Sentence.” Hand out article to students (additional reading).

**Time Frame 1 – 1.5 hours**

### Unit # 1

### Theoretical Frameworks for Childhood Victimization

**Goal:** The overall goal of this unit is to provide students with training and awareness in order that they may feel more comfortable intervening with individuals who have been abused.

**Objectives**:

Upon completion of this unit, the student will be able to:

* Explain the importance of training for individuals who care for children who have been abused.
* Describe the framework for Caregivers who deal with youth

who have been abused.

* Explain the importance of examining our own beliefs and values prior to working with children who have been abused.
* Define the four major conditions of child abuse: physical, sexual, emotional abuse and neglect.
* Define institutional and societal abuse.
* Define the terminology related to the abuse of children.
* Discuss the prevalence of child abuse in Canada.

**Required**

**Reading** Chapter 1

***Note to Instructor: This unit will take approximately 8 – 10 Hours (time frames are approximate)***

**Activity # 1 - Examining Our Own Values and Beliefs**

As we think about our beliefs and values with respect to abuse and victimization, we need to explore the belief themes utilized by persons who work with victims. Some of the questions that we could ask ourselves include:

**Learning**:

What does learning mean to me? What helps me as I learning?

**Pain**:

Is a piece of the pie (Personal Individual Experience)? Everyone gets a piece.

**Abuse**:

Some people deserve it.

**Behaviour**:

We are all puppets with society pulling the strings.

**Treatment**:

It is just a band-aid. It does not stop the pain nut it helps to heal the scar.

**Healing**:

It is a never-ending story. You cannot heal if you do not forgive.

**Positive Sexual Expression**:

A necessary individual need.

Ask the students to the students to review each section and write down their beliefs. In the large group have the students share some of their thoughts if they are comfortable.

Option - have the students work in small groups to discuss each belief and use metaphors to describe them.

**Time Frame – 1 hour**

**Activity # 2 – Terminology/ Street Words**

Words in our society have very powerful meanings. As we talk about issues surrounding sexual abuse, the words that are used to describe various sexual acts may create significant reactions from each us.

In this activity, we will identify the "street words" that our society uses to describe various sexual acts. As we explore these words it is important to be aware of the personal feelings and reactions, which occur, both as individuals and as a group.

1) The instructor will hand out various words and their definitions. Read the definition. In small groups, talk over other terminology assigned to these words. (The instructor can include terminology for body parts as well since many youth do not use proper terminology in this regard.

2. As a large group we will review the "street words" then discuss individual and groups reaction to the words.

**Time Frame – 2 hours**

**Activity # 3 - Defining Child Abuse**

Divide the students into groups. Each group will be responsible for finding information to present and define each major condition of child abuse.

Each group will present one of the following:

1) Neglect

2) Physical Abuse

3) Sexual Abuse

4) Emotional Abuse

**Optional**

5) Institutional Abuse

6) Societal Abuse

Students will have the class to complete this assignment and will be expected to present their findings in the next class. Students should be encouraged to be creative in their presentations if they wish; they may bring in newspaper articles, personal examples, examples from their placements.... It should be noted that all group members must participate in this assignment. The instructor should be available for consultation and offer support materials if necessary.

**Time Frame 2 Hours**

**Activity # 4 - Presentation of Definitions**

Each group will be responsible to present the information on child abuse. There should be time allotted for questions, and the institutor should provide extra information when necessary.

**Time Frame – 2 Hour**

#### Activity #5 – Framework for Caregivers

Review the model for caregiving. Ask the students how they will fit into this model as a caregiver. Do they have any concerns about their role?

**Time Frame – 30 Mins**

#### Activity # 6 – Prevalence of Child Abuse in Canada

Have students read information found on pages 11-14. Have them break into groups to discuss what was most surprising to them and what new learning they acquired. Please note – it is important to make sure that students are aware of the reliability of statistic on child abuse.

**Time Frame: 1.5 Hours**