

A Guide

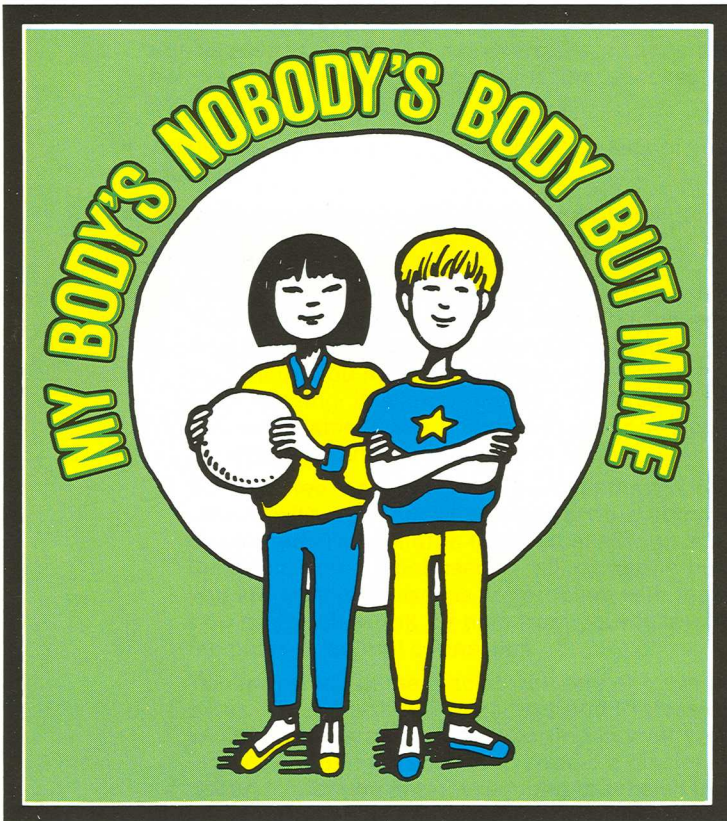


National
Film Board
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FOR CHILDREN AND THEIR TEACHER/S

FEELING YES, FEELING NO: PART 2



**A Sexual Assault Prevention Program
for young children.**

Produced by the National Film Board of Canada, Pacific Region

“The child must first learn self-respect and a sense of dignity that grows out of his increasing self-understanding before he/she can learn to respect the personalities and rights and differences of others.”

Dibs: In Search of Self
Virginia M. Axline

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FOR THE TEACHER

- Your role is essential for the success of this program. Please read these materials before previewing the film.
- Complete the prescribed program for **FEELING YES, FEELING NO: PART 1** before proceeding with this part of the program.
- The prescribed program for **FEELING YES, FEELING NO: PART 2** consists of four Essential Exercises to accompany the viewing of the film. These exercises meet the objectives listed on page 4. The approximate three hours of instruction needed to complete these exercises are considered to be the minimum requirement for the success of the program.
- Adjust the exercises to suit the special needs of your students.
- A vocabulary list is provided at the end of this guide.
- Be aware that:
 - Some of the material will make you and/or your students feel embarrassed. If you are embarrassed, admit it. If the children laugh inappropriately, laugh with them. You may explain that, although it may be embarrassing, it is important for our Personal Safety that we be able to talk openly about our bodies and our thoughts and feelings.
 - You may feel uncomfortable talking about sexual assault with children. Be straightforward about your discomfort. Tell children that sexual assault is something that you are not used to talking about, but that you are willing to discuss the problem with them. You may wish to ask for help from your fellow staff members or school counsellor.
 - You may find yourself faced with one or more disclosures. The workshop For Parents and Professionals will have prepared you for reporting in your area. An important point to remember, should a disclosure occur, is that you are not required to take all the responsibilities of intervention, therapy and follow-up. You are required, however, to report the disclosure to the established network in your community.

THE PRESCRIBED PROGRAM

FOR CHILDREN AND THEIR TEACHER/S

PART 2

*BEFORE
THE FILM*

Before viewing the film **FEELING YES, FEELING NO: PART 2**, the children should complete the following:

EXERCISE 1

Develop a list of community resource people from whom they can get help.

Develop a list of responses they want to receive from people they ask to help them.

EXERCISE 2

Define **Stranger**.

THE FILM

Plus discussion questions.

*AFTER
THE FILM*

After viewing the film **FEELING YES, FEELING NO: PART 2**, the children should complete the following:

EXERCISE 3

Define **Sexual Assault**.

Identify their **Body Parts**.

EXERCISE 4

Practice identifying the **Personal Safety Skills** they could use in certain "What If?" situations.

EXERCISE 1

WHO CAN I TELL? WHAT DO I WANT TO HEAR?

- Objectives:** The children will be able to:
- develop a list of community resource people from whom they could get help.
 - develop a list of responses they want to receive from people they ask to help them.

Time: 30 minutes (approx.)

Materials: 2 large sheets of paper, felt pens, blackboard, **FEELING YES, FEELING NO: PART 1**, projector, screen, plus the film *Who Do You Tell?* (available from National Film Board offices in Canada).

- Methods:**
1. Ask the children to assist you in compiling a list of people they could go to if they had a problem they needed help with (make sure it covers home, school, weekends, etc.).
 2. Write this **Community Help List** on one of the large sheets of paper.
 3. Ask the children what they would like to hear from a person they ask to help them. Accept all responses. For example, "I like you," "I'm sorry," "We'll work this out."
 4. Record their responses on the blackboard.
 5. Through discussion techniques, combine their suggestions to establish a list that includes the following five points:
 - I believe you.
 - It's not your fault.
 - I'm sorry that happened to you.
 - I'm glad you told me.
 - I'm going to help you.
 6. Write this list on the other large sheet of paper. Write in the title: **Five Good Responses**.
 7. Review those sections in the Part 1 film where an adult responded to a child who needed help. Discuss how those adults used the five points. Discuss how the child felt.

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8. Ask the children why it is important that they know what to expect from those people they ask to help them. Accept all responses. Discuss what this expectation has to do with their **Personal Safety**.
 9. Ask them to express, in their own words, the **Personal Safety Skill** they have learned.

Follow-up:

1. Show the film *Who Do You Tell?*
2. For a large project, take their **Community Help List** (i.e. police, nurse, principal, your sexual abuse team, social worker, counsellor, block parent) and allow the students to organize a classroom visit from each of these people.
 - Encourage the children to devise interview questions for these people.
 - Let the children write the invitations and thank you letters.
 - Add telephone numbers and addresses to the **Community Help List** after each visit.
3. In their journals have each child write a specific list of all the people they trust would help them with a problem. Let them obtain photographs of these people to paste in their books.

NOTES:

EXERCISE 2

WHO IS A STRANGER?

- Objective:** The children will be able to define **Stranger**.
- Time:** 15 minutes (approx.)
- Materials:** Pictures of people you know, pictures of men and women from magazines.
- Methods:**
1. Ask the children how they would define a **Stranger**. Accept all responses. For example, "A pale man," "A guy you don't know," etc.
 2. Define: ***A stranger is any person who has not been introduced to you by an adult you trust.***
 3. Discuss this definition.
 - Use examples: What if there was a man who was at the playground every day at recess? He tells you his name is Tom. Is Tom a stranger?
 - Ask: How does this definition vary from your own? How is it the same? Is someone who is a stranger to you definitely going to be a stranger to me?
 4. Ask the children what they think a stranger looks like. Accept all responses. For example, "Wears a mask," "Can't tell from anyone else," etc.
 - Individually, hold up the pictures of people that you have collected. Discuss whether the people are strangers or not, who they are strangers to, and whether you can tell by looking at them whether or not they are a stranger. (Be sure to include some pictures of people you know.)
 5. Discuss where any famous or well-known figure fits into our **Stranger** definition.
Ask each child to identify one or more persons they know that are strangers according to our definition.
 6. Ask the children why understanding the definition of a **Stranger** is a **Personal Safety Skill**.

THE FILM FEELING YES, FEELING NO: PART 2

PLUS DISCUSSION QUESTIONS

Objective: After viewing the film and discussing it, the children will be able to list the **Three Stranger Questions** and understand when to use them.

Time: 30 minutes (approx.)

Materials: Film projector, screen, film **FEELING YES, FEELING NO: PART 2.**

- Methods:**
1. Tell the children they are going to see another film on **Personal Safety**, and that afterwards they will have a chance to discuss what they have seen.
 2. Show the film.
 3. After the film, stimulate discussion using the following questions as a guide. Accept all responses and clarify their answers with the "points to emphasize" printed in italics below.
 - a. What did you learn?
 - b. What gave Fran the "no feeling"?
(*"The man showed his penis to her."*)

A person who shows parts of their body to others in order to scare them is called an "exposer." Exposing is a type of sexual assault.

Why did Fran think the man exposed himself to her?
(*"Because her ball hit his car."*)

Was it her fault?

No one has the right to sexually assault someone else.

What did Fran do?
(*"She said 'No!' and told her teacher."*)

What did her teacher say?
(*"She used the five good responses." "She told her it was against the law."*)

- c. What is **Sexual Assault**?

Sexual assault is when someone gives us the "no feeling" by touching us on the breasts, vagina or bum if we're a girl or the penis or bum if we're a boy, or makes us touch or look at these parts of their body.

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- d. What are the **Three Stranger Questions**? Accept all responses.

- 1. Do I have the "yes feeling" or the "no feeling"?**
- 2. If I do as the stranger asks, will an adult I trust know where I am?**
- 3. If I do as the stranger asks, can I be sure to get help if I need it?**

When should we ask ourselves the **Stranger Questions**?

("When a stranger asks or tells us to do anything.")

What should we do after we have asked ourselves the **Stranger Questions**?

If the answer is "no" to any of the questions, say "no" and tell an adult I trust about what happened.

When could Barb have used the **Stranger Questions** to help her?

(When the man asked: "Will you help me find my puppy?" and "Why don't we go and look in the trees?")

Do you think that it was Barb's fault that she was sexually assaulted?

It is the man's fault that Barb was sexually assaulted. It is true that Barb could have used the questions to help her be safe, but no one has the right to sexually assault another person.

EXERCISE 3

WHAT IS SEXUAL ASSAULT?

Objectives: The children will be able to define **Sexual Assault** and identify their **Body Parts**.

Time: 20 minutes (approx.)

Materials: Scientific charts of nude male and female human bodies and/or fully developed dolls.

- Methods:**
1. Present charts and/or dolls to the class. (We hope embarrassment will have dissipated by now, but, if not, accept their feelings and address the point that the more we know about our own body, the safer we can keep it.)
 2. Point out and label many parts of the body including vagina, penis, bum and breasts.
 3. Ask the children to offer any other names they use for parts of their body, i.e., "buttocks" for "bum," "titties" for "breasts," "mug" for "face," "dinky" for "penis." Accept all these names as valid.
 4. Let the children know that there are many names for our **Body Parts** but sometimes people don't know what we mean when we use some names. A vagina (point to picture), sometimes is known as the vulva (write these words down), a penis (point to picture), breasts (point to picture) and bum (point to picture) are common labelling names that most people know.
 5. Ask the children why labelling their body with words most people know is a **Personal Safety Skill**.
 6. Ask: "What is **Sexual Assault**?" Accept responses and clarify with the following definition:

Sexual assault is when someone gives us the "no feeling" by touching us on the breasts, vagina or bum if we're a girl or the penis or bum if we're a boy, or makes us touch or look at these parts of their body.

7. Ask the child why knowing the definition for **Sexual Assault** is a **Personal Safety Skill**.

EXERCISE 4

I CAN DO IT!

Objective: The children will be able to practice identifying the **Personal Safety Skills** they could use in certain "What If?" situations.

Time: 45 minutes (approx.)

Materials: A copy of the following "What If?" questions (1-15) for each child. "What If?" answers from Exercise 3: Part 1.

"WHAT IF?" QUESTIONS

1. What if your favorite uncle came over to visit, and he gave you a big hug and you had the "yes feeling," what could you do?
2. What if you started to walk home from school and your best friend came up and put his/her arm around your shoulders? How would you feel and what could you do?
3. What if an aunt came over, and you felt very uncomfortable when she tried to kiss you? How would you feel and what could you do?
4. What if a new neighbor invited you in to see their cat's baby kittens? How would you feel? What could you do?
5. What if another child hit you on the playground and you felt hurt and angry? What could you do?
6. What if you got on the bus by yourself and later a stranger sat down next to you and put his/her arm around you? How would you feel? What could you do?
7. What if you told someone you had a problem and they didn't believe you? How would you feel? What could you do?
8. What could you do if you had the "no feeling" about walking to and from school?
9. What if a stranger asks you for directions to the nearest store? How would you feel? What could you do?
10. What could you do if you got the "no feeling" about washing the dishes?
11. What could you do if you got the "no feeling" when your Dad picks you up and hangs you upside down?

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12. What if you were sitting on the steps of your house and a woman passing asked you to tell her the time? What would you do? Why?
 13. What if the new owner at the corner store asked you to come in the back for milk and cookies? What would you do? Why?
 14. What if a teenager asked you to hold on to his bike for five minutes? What would you do? Why?
 15. What if a man offers you five dollars to come to his car and help him carry some boxes? What would you do? Why?

Methods:

1. Distribute the "What If?" questions.
2. Allow the children the necessary time to complete the questions. (You may want to spread it out over two days.)
3. After the questions have been answered, divide the class into groups of three. Allow each group time to discuss their answers.
4. Return to each child their answers to the same questions from Essential Exercise 3 in Part 1 of this program.
5. Ask each group to discuss how their answers have changed. Walk around and stimulate discussion using the following questions as a guide:
 - Which questions did you feel more confident answering this time? Why?
 - Which of your answers didn't change? Why?
 - Which answers were based on **Personal Safety Skills**? What are the skills you used?
 - Which of your answers changed? Why?
 - How did your use of words differ this time to last?

Follow-up:

1. Encourage the children to make up their own "What If?" questions and test each other.
2. Encourage the children to act out some of their "What If?" questions and practice responding with a strong "Yes!" or a strong "No!".

VOCABULARY

Adult I Trust:

An adult I'm sure will help me.

Stranger:

Any person who has not been introduced to me by an adult I trust.

Stranger Questions:

The three questions I ask myself if a stranger asks or tells me to do something:

1. Do I have the "yes feeling" or the "no feeling"?
2. If I do as the stranger asks, will an adult I trust know where I am?
3. If I do as the stranger asks, can I be sure to get help if I need it?

If the answer to any of these questions is "No," I can say "No!" and tell an adult I trust about what happened.

Sexual Assault:

Sexual assault is when someone gives me the "no feeling" by touching me on my breasts, vagina or bum if I'm a girl or my penis or bum if I'm a boy, or makes me touch or look at these parts of their body.

Exposer:

A person who shows me the private parts of their body to scare me. Exposing is a type of sexual assault.

Community Help List:

The people in my community I can go to with a problem.

Five Good Responses:

The five responses I deserve to hear from an adult I ask to help me.

- I believe you.
- It's not your fault.
- I'm sorry that happened to you.
- I'm glad you told me.
- I'm going to help you.

If the adult doesn't offer to help, I will keep asking other adults for help until one says "I'm going to help you" and does.

My Body Parts:

The common names I can use to label the different parts of my body (i.e. arm, leg, eye, penis, vagina, breasts, bum, foot, etc.)

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