



# ALEINU FAMILY RESOURCE CENTER

**[SCHOOL NAME]**  
**ALEINU SCHOOL CONDUCT POLICY  
AND BEHAVIORAL STANDARDS  
STAFF AGREEMENT**

To achieve the goal of establishing a safe environment, all **[SCHOOL NAME]** employees are expected to adhere to the Aleinu School Conduct Policy and Behavioral Standards.

## SCHOOL CONDUCT POLICY

**[SCHOOL NAME]** is committed to providing a safe and appropriate environment for all students and school employees. Parents entrust their children to our school. All students are taught to respect and trust their rebbe, teacher, administrator and all school personnel (educational, clerical and custodial). Our school strives to establish a safe environment for every child's physical, emotional and spiritual well-being.

This policy details a broad outline of proper staff/student, student/student and staff/staff interaction and behavior. Because our school is an example of role modeling in the community, these standards encompass conduct inside and outside our school during school hours, after-school activities and/or all private interaction with students.

The Aleinu School Conduct Policy and Behavioral Standards place a special emphasis on unwanted touch and exerting any form of verbal, physical or inappropriate psychological influence or control on students and/or staff. Any violation of these guidelines will not be tolerated. In keeping with its commitment to maintain a safe environment, our school will conduct a thorough investigation, report such violations when legally mandated to appropriate authorities and take necessary measures to counsel or remove individuals who violate these principles.

Any concerns, suspicions or allegations of abuse, harassment or violation of behavioral standards should be promptly discussed with or reported to:

**Name:** **[PERSON DESIGNATED BY SCHOOL]**

**Name:** **[PERSON DESIGNATED BY SCHOOL]**

## BEHAVIORAL STANDARDS

While the overwhelming majority of interactions between administration, staff and students fall well within the range of normal healthy relationships, certain behavior should be regarded as incompatible with goals and standards of **[SCHOOL NAME]** and therefore are always prohibited as outlined below:

**TALMUDICAL ACADEMY OF BALTIMORE**  
**SCHOOL CONDUCT POLICY AND BEHAVIORAL STANDARDS**

**I. INTRODUCTION**

A. Talmudical Academy of Baltimore (“TA”) is committed to providing a safe and appropriate environment for all TA Staff Members<sup>1</sup> and TA students. All TA Staff Members and TA students are expected to positively contribute to this environment. To facilitate these contributions, TA has adopted this School Conduct Policy and Behavioral Standards (the “Conduct Policy”) setting forth certain responsibilities and obligations of TA Staff Members and TA students regarding interpersonal conduct and relationships.

B. Childhood, especially adolescence, is often a time of turmoil, distress and conflict. As part of TA’s educational goals, all TA Staff Members must encourage TA students’ self-confidence and self-competence, and help TA Students grow to increase their potential within their school, family and community. TA students must behave in a manner that facilitates their personal growth and development as well as the growth and development of all TA students.

C. This Conduct Policy sets forth certain Behavioral Standards, reporting obligations and other responsibilities of TA Staff Members and TA students, and an outline of the procedures available to TA, TA Staff Members and TA students relating to complaints regarding alleged violations of the Behavioral Standards, investigation of such complaints, and enforcement of the Conduct Policy.

D. Although voluminous rules and procedures could be written for all possible circumstances, this Conduct Policy focuses on situations, which, if unremedied, are likely to be damaging to TA students. The Conduct Policy is not intended to supersede the authority and responsibility of the principals of each division of TA (each a “Principal”) to manage their respective TA divisions on a day to day basis, nor is the Conduct Policy intended to be the sole and exclusive source of rules governing TA personnel and student policies.

E. All questions or comments regarding the Conduct Policy may be directed to one or more persons listed on attached Exhibit B.

**II. BEHAVIORAL STANDARDS AND OTHER RESPONSIBILITIES**

A. Behavioral Standards. The following behavior is incompatible with TA’s educational goals and is therefore always prohibited, without regard to the location, time or frequency with which such behavior occurs:

---

<sup>1</sup> Exhibit A includes a definition for this and other capitalized terms.

1. “Abuse”, including (A) physical injury or Mental Injury of any child under 18 by a TA Staff Member or TA student (in each case, without regard to whether such TA Staff Member or student was a TA Staff Member or student at the time such behavior occurs), under circumstances that indicate that the child’s health or welfare is harmed or at substantial risk of being harmed; and (B) sexual abuse of any child under 18 by a TA Staff Member or TA student (in each case, without regard to whether such TA Staff Member or student was a TA Staff Member or student at the time such behavior occurs), whether physical injuries are sustained or not, including any act that involves sexual molestation or exploitation, including (without limitation):

- (i) any demeaning or exploitative behavior of a sexual nature, or threats of such behavior;
  - (ii) displaying demeaning, suggestive or pornographic material;
  - (iii) improper physical contact, such as inappropriate touching, patting, pinching, punching or physical assault;
  - (iv) indirect or explicit invitations to engage in sexual activities which may or may not include a promise of reward for complying or a threat of reprisal for not complying;
  - (v) fondling, incest, rape, or sexual offense in any degree;
- and/or
- (vi) unnatural or perverted sexual practices.

Any conduct which meets the preceding definition of sexual abuse shall be prohibited conduct whether or not such conduct was consensual.

2. “Neglect”, including leaving any child under 18 unattended, or other failure to give proper care and attention to any child under 18, by a TA Staff Member or TA student (in each case, without regard to whether such TA Staff Member or student was a TA Staff Member or student at the time such behavior occurs), under circumstances that indicate that the child’s health or welfare is harmed or placed at substantial risk, or that Mental Injury to the child, or substantial risk of such Mental Injury, may result.

3. “Harassment”, including physical, verbal, visual or behavioral mannerisms or conduct by a TA Staff Member or TA student (in all cases, with or without sexual advances or sexual overtones) that denigrates or shows hostility towards any TA student or TA Staff Member because of such person’s sex (excluding sexual orientation), race, national origin, age, or disability where:

- (A) submission to, or rejection of, such conduct is (i) made (explicitly or implicitly) a term or condition of enrollment as a TA student, employment or engagement as a TA Staff Member, participation in TA activities or granting of

preferential treatment (for example, awards, recommendations, scholarships); or (ii) used as a basis for evaluation in making personnel or leadership decisions affecting a TA student or a TA Staff Member, or

(B) such conduct is severe, persistent or pervasive and has the effect of interfering with a TA student's schooling or a TA student's or TA Staff Member's work, participation in TA activities or living conditions, or such conduct creates an intimidating, hostile or offensive educational environment.

4. A TA Staff Member mocking, ridiculing, or berating a TA student if such conduct is severe, persistent, or pervasive.

5. Any sexual attention by a TA Staff Member to a TA student in the form of remarks, jokes or innuendo about a TA student's body or clothing, or about sexual activity.

6. Any psychological manipulation or control of a TA student by a TA Staff Member, including (without limitation) (A) attempting to restrict, rather than widen, the range of resource persons with whom a TA student develops relationships, or (B) attempting to eliminate a TA student's parents as critical influences in the life of the TA Student, or (C) implying that the relationship between a TA Staff Member and TA student is conditional upon the conformity of the TA student to a particular point of view, in each case, if such conduct is severe, persistent or pervasive.

7. A TA Staff Member using physical force against a TA student, except (A) to safeguard against immediate physical danger to any person, to a sacred religious object, or to property if the result of damaging such property is reasonably likely to cause physical danger to a person, or (B) normal physical contact (such as hugging or touching) as an act of encouragement or consolation, within the bounds of Halacha and common sense, or (C) normal aggressive contact (such as contact in a basketball or football game, or arm-wrestling), within the bounds of Halacha and common sense.

B. Student Discipline. TA Staff Members are expected to keep order and control their TA students in a respectful but firm manner. Physical force may never be used to discipline a recalcitrant student.

C. Parental Influences. If a TA Staff Member is aware that such TA Staff Member's attempt to advise a TA student is causing conflict with the parents of such student, such TA Staff Member must inform such TA Staff Member's Principal who should then consult with the student's parents.

D. TA Student Behavior. In addition to complying with this Conduct Policy's prohibition against Abuse, Neglect and Harassment, each TA student must conduct himself properly at all times in and out of school, in accordance with specific guidelines set forth in various TA student handbooks. The most important elements of proper TA student behavior are (1) treating TA Staff Members and TA students with the

personal respect that lies at the heart of healthy personal relationships, and (2) following directions and instructions of TA Staff Members so long as such directions and instructions are not harmful to such TA students or others.

E. Cooperation. All TA Staff Members and TA students are required to fully cooperate with any and all Investigations, including, without limitation, disclosing all relevant information of which they are aware to Principals, the individual serving as TA's Ombudsman (the "Ombudsman"), TA's Chairman of the Board (the "TA Chairman"), TA's Board of Directors (the "TA Board"), any committee of the TA Board, or any other person selected by the Ombudsman to conduct an investigation (an "Investigator").

F. False Reports. While reporting violations of this Conduct Policy is encouraged and required, TA Staff Members, TA students, and parents of TA students are expected to understand that false reports of violations of this Conduct Policy are likely to be damaging to the individual falsely accused. Consequently, all TA Staff Members and TA students are prohibited from knowingly making a false report of any violation of this Conduct Policy.

G. Training and Compliance. All TA Staff Members are required to attend all training programs relating to this Conduct Policy to be provided from time to time by TA. In addition, all TA Staff Members are required to know and comply with all provisions of this Conduct Policy.

### **III. REPORTING OBLIGATIONS**

A. General. All TA Staff Members and TA students recognize and understand that none of the reporting obligations set forth in this Conduct Policy constitutes impermissible Lashon Hara or any other violation of other Halachos of Proper Speech. TA will not retaliate in any way against any TA Staff Member, TA student or parent of a TA student who, in good faith, (1) reports a violation of this Conduct Policy by a TA Staff Member or TA student, or (2) cooperates with any investigation of any suspected violation of this Conduct Policy.

B. Reporting to TA. Any TA Staff Member or TA student who has reason to believe that conduct by a TA Staff Member or TA student constitutes a violation of any of the Behavioral Standards must report the alleged conduct immediately (in the case of a TA Staff Member with such belief) or as soon as reasonably practicable (in the case of a TA student with such belief). Such Report must be made either (1) orally, to the Ombudsman (by leaving a voicemail message at the Ombudsman's phone number listed on Exhibit B) or to any Principal (by leaving a voicemail message at such Principal's phone number listed on Exhibit B), or (2) in writing (using the report forms available from the TA administrative offices or website at [www.talmudicalacademy.org](http://www.talmudicalacademy.org)), to the Ombudsman and to any Principal (in each case, by delivering a completed copy of the report via email to the address of the Ombudsman and any Principal set forth in Exhibit B).

C. **Reporting to Government.** Each TA Staff Member is required to be aware of, and comply with, legally mandated reporting requirements in the event such TA Staff Member has reason to believe that (1) a TA Staff Member or TA student has committed Abuse or Neglect, or (2) a TA student is a victim of Abuse or Neglect.

(1) Currently, Maryland law does not require proof that Abuse or Neglect has occurred before reporting a suspected incident, and incidents must be reported as soon as there is reason to believe that Abuse or Neglect has occurred. A TA Staff Member who fails to report suspected Abuse or Neglect may be subject to professional sanctions by applicable licensing boards, in addition to action by TA in accordance with Section IV of this Conduct Policy. Failure to report may be prosecuted under certain circumstances.

(2) In addition to, and without limiting, the reporting obligations set forth in the preceding paragraph “(B)” of this Section III, Maryland law requires TA Staff Members to make an oral and written report to the local department of social services, or, in the case of Abuse, to local law enforcement, not later than 48 hours after the contact that revealed the suspected Abuse or Neglect. If the following information is known by the reporting TA Staff Member, it must be included in any report: (i) names and home addresses of the TA student, both parents and any other individual responsible for the care of the TA student; (ii) the present location of the TA student; (iii) the names and ages of other children in the home; (iv) the specific nature and extent of Abuse or Neglect; and (v) any information known to the reporting TA Staff Member of possible previous Abuse or Neglect.

(3) The United States Department of Health and Human Services offers the following website and hotline for information on applicable laws at [http://www.childhelpusa.com/get\\_help](http://www.childhelpusa.com/get_help) and 1-800-4-A-CHILD (1-800-422-4453). The State of Maryland website is at <http://www.dhr.state.md.us/cps/mandated.htm>.

(4) In the event a TA Staff Member is the person alleged to have committed Abuse or Neglect with respect to a TA student, a Principal shall, if given permission by the investigating government agency, promptly (normally prior to the end of the next school day) inform the TA student’s parents/legal guardians of the situation and the referral to the investigating agency.

(5) Maryland law provides immunity for persons reporting Abuse or Neglect, in good faith.

D. **TA Student Misconduct.** Principals have responsibility to inform parents of a TA student’s misconduct, especially any misconduct that may lead to a TA student’s suspension or expulsion, even if such misconduct is not illegal. Principals may seek assistance, if necessary, from mental health professionals or other outside consultants.

E. **Ombudsman.** The TA Executive Board created the Office of the Ombudsman to receive Reports, coordinate Investigations, report the findings of Investigations to the TA Chairman, and perform other functions set forth herein. The

Ombudsman is appointed by vote of the TA Executive Board, on a yearly basis, and serves at the discretion of the TA Executive Board. All Reports of violations of any of the Behavioral Standards by the Ombudsman must be made directly to the TA Chairman.

F. Confidentiality. The existence and contents of any Report (including, without limitation, the names of the person making the Report, the alleged violator and alleged victim) may be disclosed by TA, a TA Staff Member, a TA student, and/or other persons acknowledging acceptance of this Conduct Policy (in accordance with Section V.E. hereof) only to the extent (1) necessary for the Investigator to fully investigate allegations in the Report, (2) necessary for TA to take disciplinary and other actions in response to such Report, and/or (3) otherwise permitted by law (solely in the case of disclosure by TA) or otherwise required by law (in all other cases).

#### IV. INVESTIGATION AND ENFORCEMENT

A. Ombudsman and Principals. No later than one business day after receipt of any Report, the Ombudsman and/or any Principal receiving such Report shall notify the TA Chairman, all Principals and the Ombudsman of the existence of such Report, and, in the event the Report was made in writing, circulate a copy of such Report to all such persons. Alternatively, in the event the Report was made orally, the Principal supervising the alleged violator (either a TA Staff Member or TA student) shall prepare a written version of the Report and circulate it to all such persons. In the event a Principal is the alleged violator, such Principal shall be treated in the same manner as any other TA Staff Member who is the alleged violator. In the event a Principal, the TA Chairman or the Ombudsman is a parent, grandparent, sibling, aunt, uncle or first cousin of either the alleged violator or the alleged victim, such family member shall not receive such Report, and shall not be involved in any related Investigation, determination and action.

B. Investigator. As soon as practicable after receipt of a Report, the Ombudsman, in consultation with TA's legal counsel and one or more Principals, shall make a determination as to whether an Investigation of the Report will be conducted by one or more Principals, the Ombudsman, or a third party Investigator selected by the Ombudsman. An Investigation by TA may not occur with respect to any Abuse or Neglect requiring immediate referral to the local department of social services or law enforcement, until TA is cleared to do so by any such government agency.

C. Investigation. The Investigation may consist of (1) personal interviews with the person making the Report, the alleged violator, the alleged victim, and all other persons the Investigator determines may have relevant knowledge, (2) inspection and review of any files, e-mails and other documents deemed relevant by the Investigator, and/or (3) any other methods deemed appropriate by the Investigator.

D. Experts. In connection with any Investigation, the Ombudsman may arrange to have TA engage experts (for example, mental health professionals, attorneys, and/or rabbis) to assist the Investigator in conducting the Investigation.

E. Interim Actions. Pending completion of an Investigation, (i) on a weekly basis, the Ombudsman shall inform the TA Chairman of the status of the Investigation, and (ii) the TA Chairman and the TA Board may take such immediate action as they deem, in their sole discretion, appropriate to protect the alleged victim of the alleged violation of Behavioral Standards and other persons.

F. Determination and Enforcement. Upon completion of the Investigation (as determined by the Ombudsman and the Investigator), the Ombudsman and the Investigator shall report the findings of the Investigation to the TA Chairman. Upon receipt of the findings of the Investigation, the TA Chairman and/or the TA Board shall take such action as they deem appropriate, in their sole discretion, including, without limitation, taking no disciplinary action, or alternatively, issuing a warning, suspending the violator, terminating the employment or other relationship between TA and such violator, or any other action to prevent any recurrence of the applicable violation of the Behavioral Standards. In all cases, the Investigator, the TA Chairman and the TA Board may consider all facts and circumstances including, without limitation, (A) the nature, time and frequency of the behavior, (B) past incidents or patterns of behavior, (C) the relationship between the parties, and (D) the context in which the behavior occurred.

G. Other Actions and Enforcement. In the event the TA Chairman and/or the TA Board determines that a TA Staff Member or TA student has violated any such person's obligations set forth in this Conduct Policy (other than violations of the Behavioral Standards), the TA Chairman and/or the TA Board shall take such action as they deem appropriate, in their sole discretion, including, without limitation, issuing a warning, suspending the violator, terminating the employment or other relationship between TA and such violator, or any other action to prevent any recurrence of the applicable violation of this Conduct Policy.

## V. MISCELLANEOUS

A. Amendment and Termination. The TA Board may modify or terminate this Conduct Policy, or any portion thereof, at any time, with or without notice.

### B. Dispute Resolution.

(1) In the event of any dispute between TA, on the one hand, and any TA Staff Member, TA student or any other person, on the other hand, relating to this Conduct Policy (other than disputes regarding factual issues, with respect to which the findings, if any, of the Investigator shall be deemed conclusive and binding on all parties), all parties shall use good faith efforts to resolve such dispute; provided, that if such parties do not resolve such dispute within ten (10) days after any party notifies the other parties, in writing, of such party's intent to submit the dispute to arbitration pursuant hereto, such dispute shall be submitted by all parties to arbitration by Rabbi Shmuel Kamenetsky or his designee (the "Arbitrator") in accordance with such rules as may be established by the Arbitrator. The Arbitrator's decision in any such arbitration shall be binding and enforceable by a court of competent jurisdiction. Each party shall be



responsible for its own fees, costs and expenses in connection with such arbitration, and each party shall be responsible for one-half of the Arbitrator's fees.

(2) Subject to the preceding clause "(1)", any suit involving any dispute arising under this Conduct Policy may only be brought in the United States District Court for the Northern District of the State of Maryland, or any State of Maryland court having jurisdiction over the subject matter. TA Staff members, TA students and other persons acknowledging acceptance of this Conduct Policy (in accordance with Section V.E hereof) hereby (i) consent to such jurisdiction, and (ii) waive any and all rights which they may have to request a jury trial in any proceeding at law or in equity.

C. Interpretation. In the event of any conflict or inconsistency between this Conduct Policy and any other TA rules governing TA personnel and/or student policies, this Conduct Policy shall control.

D. Separability. Each provision of this Conduct Policy shall be considered separable, and if, for any reason, any provision hereof is determined to be invalid and contrary to any existing or future laws, such invalidity shall not impair the operation of (or affect) those provisions of this Conduct Policy which are valid.

E. Acknowledgment. TA reserves the right to require, from time to time, any and all TA Staff Members, TA students, parents of TA students and certain other persons to acknowledge, in writing, receipt of a copy of, and acceptance of all provisions of, this Conduct Policy.

F. Status.

1. Adopted by TA Executive Board on June 19, 2007.
2. Updated EXHIBIT B on July 11, 2008.

**TALMUDICAL ACADEMY OF BALTIMORE**  
**SCHOOL CONDUCT POLICY AND BEHAVIORAL STANDARDS**

**EXHIBIT A**

**Definitions**

“**Abuse**” means (i) in the case of conduct engaged in by a TA Staff Member or TA student, the conduct described as “Abuse” in Section II.A of this Conduct Policy, and (ii) in the case of conduct engaged in by any other person who has permanent or temporary care or custody or responsibility for supervision of a child, or any family member of a child, the same conduct described in the preceding clause (i) engaged in by any such other person.

“**Behavioral Standards**” means, collectively, the behavior prohibited in Section II.A of this Conduct Policy.

“**Investigation**” means the investigation of any Report, in accordance with Section IV of this Conduct Policy.

“**Mental Injury**” means the observable, identifiable and substantial impairment of a child’s mental or psychological ability to function.

“**Neglect**” means (i) in the case of conduct engaged in by a TA Staff Member or TA student, the conduct described as “Neglect” in Section II.A of this Conduct Policy, and (ii) in the case of conduct engaged in by any other person who has permanent or temporary care or custody or responsibility for supervision of a child, the same conduct described in the preceding clause (i) engaged in by such other person.

“**Report**” means an oral or written report (with respect to any alleged violation of the Behavioral Standards) made by a TA Staff Member or TA student in accordance with Section III.B of this Conduct Policy.

“**TA Staff Member**” means each full-time or part-time teacher, administrator, clerk, custodian or other employee of TA, and any independent contractor or volunteer engaged by TA to interact with TA students.

**TALMUDICAL ACADEMY OF BALTIMORE**  
**SCHOOL CONDUCT POLICY AND BEHAVIORAL STANDARDS**

**EXHIBIT B**

**Contact Information**

<b>Program</b>	<b>Principal</b>	<b>Phone</b>	<b>Email</b>
High School Judaic	Rabbi Y. Fuchs	(410) 484-6600 x331	yfuchs@talmudicalacademy.org
Middle/High School Secular	Rabbi S. Steinberg	(410) 484-6600 x310	ssteinberg@talmudicalacademy.org
Middle School Judaic	Rabbi Y. Schwartz	(410) 484-6600 x333	yschwartz@talmudicalacademy.org
Elementary School Judaic	Rabbi N. Kahana	(410) 484-6600 x319	nkahana@talmudicalacademy.org
Elementary School Secular	Mrs. Mia Severin	(410) 484-6600 x347	mseverin@talmudicalacademy.org

<b>Position</b>	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Elementary School Counselor	Rabbi N. Lowenthal	(410) 484-6600 x322	nlowenthal@talmudicalacademy.org
Ombudsman	Mr. N. Strum	(410) 484-6600 x377	ombudsman@talmudicalacademy.org
Chairman	Dr. J. Pleeter	(410) 358-3496	

## BEHAVIORAL STANDARDS FOR MECHANCHIM

While the overwhelming majority of interactions amongst staff and students fall well within the range of normal healthy relationships, certain behaviors are incompatible with the goals and standards of a yeshiva and Jewish upbringing and, therefore, are always prohibited.

- Teachers/staff may not be alone with a child/children in a locked room or in any area that cannot be seen or observed by other faculty members or adults.
- Teachers/staff must avoid contact with students which is of a sexually motivated or physically abusive nature, or any type of inappropriate touching or physical assault.
- Teachers/staff may never forbid students from sharing any conversations or information with parents or administration, nor instruct students to “keep secrets” from their parents.
- Teachers/staff may not invite any student, explicitly or indirectly, to engage in inappropriate activities, especially if such invitation is accompanied by a promise to reward the student for complying or a threat to punish the student for not complying.
- Teachers/staff must refrain from any immodest behavior or speech, especially from exhibiting sexual interest in students and any other form of inappropriate speech.

Failure to comply with any of these standards constitutes a violation of school policy and should be immediately reported to the principal, who should take appropriate action. Such action may include, under appropriate circumstances, reporting to the civil authorities when the principal determines that there is reason to believe that inappropriate activity has in fact occurred, insofar as halacha and secular law require such reporting.

Every school, in consultation with a competent moreh hora'ah, attorney and mental health professional, is required to develop internal procedures for dealing with these issues.

# Torah Umesorah Registry



## A. Overview

### 1. Purpose

The intent of the Registry is to insure the integrity of our chinuch system and the safety of our children. It aims to prevent individuals who should not be in the system from retaining or gaining access to chinuch or school related jobs.

### 2. Governance

The Registry will operate under the auspices of Torah Umesorah. A Committee of senior mechanchim and askonim will monitor implementation and the proper functioning of the system. A Senior Rabbinic advisor will advise on and pasken questions related to the inclusion or removal of names from the Registry. The Vaad Roshei Yeshiva of Torah Umesorah will be responsible for overall policy and will advise on any questions referred by the Rabbinic Advisor.

3. The Registry can and will function only under the highest standards of confidentiality and with full adherence to the highest possible halachic and legal standards of privacy.

## B. Procedure

### 1. Structure

The Registry will consist of two categories: Category A and Category B. The following is a description of the individuals to be included in the two categories:

#### Category A

1. Those adjudicated by either a beis din, a *moreh horaah* exercising beis din-like authority, or secular court and determined to be child abusers or otherwise unfit to work in a school environment.
2. Those admitting to abusing children.
3. Those dismissed by a yeshiva for violating the Torah Umesorah guidelines where there is *raglayim l'davar* (reason to believe) that abuse occurred.

#### Category B

Those cases in which allegations of abuse or other serious personal impropriety were made, but there was no clear finding or admission of guilt, and the educator has left the mosad. A listing in Category B does not necessarily mean “don’t hire”, but does alert the hiring mosad to conduct its own more comprehensive due diligence before hiring the individual.

## **2. Responsibilities of Hiring Institution**

Before hiring any new staff (Limudei Kodesh, secular, administrative or support), the hiring institution will make an inquiry to the Registry. This inquiry can only be made by the senior educational officer of the school. It is contemplated this will be the principal or menahel of the school. In the event there are several senior educators, the institution will designate one such person to be the designated information individual. This person will call and submit the name of the prospective hiree. Within 72 hours he will receive an answer as to whether or not the name is included on Category A, Category B, or is not on the Registry. In case a name is included in Category A or B, an institution should consult immediately with its respective Rabbinic and legal advisors before contemplating a hiring decision.

## **3. Responsibilities of the Institution of Prior Employment (“Prior Employer”)**

The principal or menahel of the prior employer has an obligation to report to the Registry any individuals who qualify for inclusion in Category A or B. Such report should be made as soon as possible after employment is terminated or not renewed. Questions as to the propriety of inclusion of names on the Registry should be referred to the aforementioned Committee who will consult with the senior Rabbinic Advisor.

## **C. Effectiveness of the Registry**

### **1. Cooperation**

The integrity and effectiveness of the system is contingent on the active cooperation of all chinuch mosdos. Without the furnishing of relevant information, the Registry will not be viable. Gedolei Yisroel are requesting that principals or menahelim of yeshivos and day schools furnish the Registry with the names of those individuals who have left their institutions and should be included on either Category A or B. All such referrals will be kept in absolute strict confidence and will be available only to the Committee overseeing the Registry. Any questions as to inclusion or possible deletion on the Registry will be made by the Committee under the direction of the Rabbinic Advisor and The Vaad Roshei Yeshivah.

### **2. Targeted Function of the Registry**

We wish to underscore the following important point. The previously promulgated Torah Umesorah guidelines contemplate that all institutions are required to investigate, with the assistance of rabbinic, legal and mental health advisors, all allegations of possible abuse. This responsibility rests on each Institution. The Registry is designed as an information data-base, not an investigatory body. As such it will not, as currently contemplated, have the ability to investigate allegations. It will, instead, serve as a repository of information.

### **3. Contact**

The designated person at each institution should call the main Torah Umesorah number 212-227-1000 and ask for the Registry officer. A return call will be made as soon as practicable.

## EMPLOYEE STATEMENT

This is to certify that I have read carefully Torah Umesorah's Behavioral Standards for Mechanchim. I agree to comply fully with those guidelines. I understand that any violation of the guidelines could, at the school administration's discretion, result in my dismissal.

---

Signature

---

Printed name

---

Date



# **BOY SCOUTS OF AMERICA YOUTH PROTECTION GUIDELINES FACILITATOR'S GUIDE**

## **MESSAGE FOR FACILITATORS**

The Boy Scouts of America deeply appreciates your acceptance of the responsibility to facilitate this session of "Youth Protection Guidelines: Training for Volunteer Leaders and Parents." This training is an important part of our strategy for helping to protect our members from child abuse.

This *Facilitator's Guide* provides step-by-step instructions to help you prepare for and present this training session.

We encourage you to review these materials and become thoroughly familiar with them. Most of the training is delivered through the information on the videotape. In addition to the information from the videotape, you must learn the specific reporting procedures used in your BSA local council and add them to the handout materials for the participants in your training sessions.

For a downloadable version of this Facilitator's Guide and handout materials, go to  
[www.scouting.org/pubs/ypt/ypt.jsp](http://www.scouting.org/pubs/ypt/ypt.jsp).

---

---



# **FACILITATOR'S GUIDE**

## ***Step-by-Step Instructions***

---

1. Make arrangements for a meeting place and schedule the training.
2. Promote the training in your council newsletter, in announcements at roundtables, or by personal contact.
3. Obtain training materials from your council or district:
  - *Youth Protection Guidelines: Training for Volunteer Leaders and Parents* videotape
  - *Facilitator's Guide*. For a downloadable version of this Facilitator's Guide and handout materials, go to [www.scouting.org/pubs/ypt/ypt.jsp](http://www.scouting.org/pubs/ypt/ypt.jsp).
  - Copies of the promotional flier
  - Handout materials (BSA Youth Protection Guidelines: Questions and Answers). For a downloadable version of this Facilitator's Guide and handout materials, go to [www.scouting.org/pubs/ypt/ypt.jsp](http://www.scouting.org/pubs/ypt/ypt.jsp).
  - Your council's child abuse reporting procedures
  - Training pocket certificates, No. 33767
4. Review the materials carefully and view the videotape.
5. Duplicate the handout materials, one set for each participant.
6. Review the local council's child abuse reporting procedures and become very familiar with them. Your council's reporting procedures should be available through your council Web site in the Youth Protection Online Training segment of the site.
7. Conduct the training session.
8. Present a Training pocket certificate to each participant.
9. Follow your council's procedures for recording attendance and reporting training participation.

# **NOTICE!**

## **YOUTH PROTECTION GUIDELINES: Training for Volunteer Leaders and Parents**

**Where:**

**When:**

**Who: All registered leaders and interested parents**

---

---

# DISCUSSION GUIDE FOR BOY SCOUTS OF AMERICA

## YOUTH PROTECTION GUIDELINES

### Introduction to Training

Welcome to this session of "Youth Protection Guidelines: Training for Volunteer Leaders and Parents."

This training is an important component of the Boy Scouts of America's strategy to protect its members from child abuse.

Child abuse is a serious problem in American society. There are over three million reported cases of child abuse each year, including half a million reported cases of *child sexual abuse*. As the nation's largest youth-serving organization, the Boy Scouts of America has a unique opportunity to make an impact on this societal problem.

### Discussion Points for Scenarios

The videotape we are about to view is the result of listening to suggestions made by BSA leaders. The panelists are professionals who deal with child abuse on a daily basis. The studio audience consists of Scouters from throughout the country.

The objectives for this training are to

- Enable Scouting's leaders and parents to recognize indicators of abuse when they see them.
- Increase the protection of children by promoting prompt reporting of suspected abuse.
- Inform our leaders of the BSA's Youth Protection policies.
- Increase leaders' and parents' awareness of other BSA Youth Protection materials.
- Inform participants of the precise child abuse reporting procedures to be used in this council.

While viewing the video, there will be three scenarios for discussion. After the video, we will discuss our council's child abuse reporting procedures. Let's watch the video.

(Start the videotape, *Youth Protection Guidelines: Training for Volunteer Leaders and Parents*.)

### Disclosure Scenario

When a child discloses abuse to you, your reaction to the child is a pivotal step in dealing with the situation.

#### Discussion Points:

***How should you respond to a youth's disclosure?***

When responding to a child who has disclosed abuse to you:

1. Try not to panic or overreact.
2. Assure the child that he is not to blame for the abuse that occurred.
3. Tell the child you appreciate his telling you what happened.
4. Respect the child's privacy from others in the unit, but explain that what happened to him is not OK and that you will need to report it to authorities who must investigate.
5. Contact your local Scout executive because the abuse in this case occurred within the Scouting program. He or she has a designated reporting procedure that will be followed.

### Suspicion of Abuse Scenario

As a leader, an important role you can play is being observant of the boys in your unit and available for them to talk to you.

#### Discussion Points:

***You notice very different behavior in a boy in your unit. How do you handle this situation?***

When you observe very different behavior in a boy in your unit:

1. Try to talk to the boy about his change in behavior.
2. Don't be surprised if he is reluctant to talk to you about the situation.
3. Assure him that you are available to talk about what is bothering him when he is ready.

***How should you report suspected abuse that took place outside the Scouting program?***

When you observe or are made aware of possible abuse outside the Scouting program, contact your local Child Protection Services.

## **Two-Deep Leadership Scenario**

Two-deep leadership is the BSA policy that requires a minimum of two leaders; however, sufficient leadership for the number of boys on an outing is important as well.

**Discussion Points:**

***How do you deal with the loss of a leader prior to an outing?***

When the two-deep leadership rule for your unit's outing is threatened:

1. Be prepared. Line up more than two leaders for an outing in case an adult has to cancel at the last minute or has to return home from a trip early. Make sure you have plenty of adults to accommodate the number of boys. One adult for every four boys is a good ratio.
2. You might organize an on-call backup system of adults in case your number of adults drops too low.
3. Check your committee list of adult volunteers for suitable replacements.
4. If the outing requires a national tour permit, make sure at least one leader is Youth Protection trained.
5. Exhaust your options for a second responsible adult before canceling the outing. At least one adult must be 21 years old or older.

## **Youth Protection Materials for Youth Members**

**Discussion Points**

***Have you reviewed, or used, the youth training materials yourself?***

Perhaps a good place to start might be for each person taking this training to make a commitment to check out the appropriate video for his unit and schedule its use. *It Happened to Me* is for Cub Scouts and *A Time to Tell* is for Boy Scouts.

***Meeting guides for It Happened to Me and A Time to Tell are in the Cub Scout Leader Book (beginning with the 1994 printing) and the Scoutmaster's Handbook (beginning with the 1995 printing). These guides greatly assist in presenting the training.***

***What opportunities are there in Scouting to spread the word about these materials? Can we talk about them in roundtables and other training sessions?***

- Roundtables
- Pack and troop committee meetings
- Other events such as Wood Badge, commissioner colleges, etc.

## **Local Council Reporting Procedures**

Answers for the following points should be covered during this portion of the training:

- Your council's reporting procedures should be available through your council Web site in the Youth Protection Online Training segment of the site.
- Who is the person in the council responsible for receiving reports of child abuse? (It should be either the Scout executive or someone the Scout executive designates.)
- How can the designated person be contacted by someone who wishes to make a report of suspected child abuse?
- What are the procedures for reporting child abuse during times the service center is closed, if they are not the same as during regular business hours?
- If the child is not in the Scouting program, where should the report be made?

---

---

# BOY SCOUTS OF AMERICA

## YOUTH PROTECTION GUIDELINES

### QUESTIONS AND ANSWERS

#### What is child abuse?

Generally speaking, *child abuse* is injury of a child by an adult or older child that might not be intentional, but is not accidental. It is usually classified as physical abuse, emotional abuse, or sexual abuse. Harm caused by withholding life's necessities—food, clothing, shelter, medical care, education—is called *neglect*.

#### How can I tell if a child has been abused?

Each child reacts to abuse differently. In *physical abuse*, injuries to the child might be evident, but with any kind of abuse, children often give only behavioral clues. You should be alert to changes in the child's behavior. Any abrupt change in behavior that is maintained for a week or longer is a sign that the child is experiencing stress that could stem from a variety of causes—including child abuse. If you notice this kind of change in behavior, you should consider seeking help for the child. Some of the specific signs for each kind of abuse are listed below:

##### *Physical Abuse*

A child who has been physically abused might exhibit suspicious injuries. These injuries are different from those normally associated with childhood "wear and tear."

**Burns.** Burns that might indicate a child has been abused include cigarette or cigar burns on the soles of the feet, the palms of the hands, the back, or the genital areas. Other burns associated with abuse are *friction* or *tether burns* on the wrists, ankles, or around the neck caused by ropes used to tie the child. *Wet burns* on the hands and feet that appear to be glovelike or socklike are caused by forcing the child to bathe in water that is too hot. *Dry burns* leave distinctive marks in the shape of the instrument used to inflict them. Commonly, in child abuse cases, these include electric irons, radiator grates, and stove burners.

**Bruises.** Bruises of different colors, indicating infliction at different times and in different stages

of healing, often indicate abuse. This is particularly true if the bruises are on the abdomen, back, or face. Bruises, like burns, also might have distinctive shapes indicating the weapon used to inflict them.

**Lacerations and abrasions.** Children often have scraped knees, shins, palms, or elbows—predictable injuries. When children have lacerations and abrasions in soft tissue areas, such as on the abdomen, back, backs of arms and legs, or external genitalia, it is a strong indicator of physical abuse. Human bite marks, especially when they are recurrent and appear to be adult-sized, are also strongly indicative of abuse.

**Fractures.** Unexplained fractures are cause for concern. A child with multiple fractures is almost certain to be a victim of abuse. Other signs include swollen or tender limbs and spiral fractures caused by jerking of the arms.

Children who have been physically abused also are likely to show signs of childhood stress. Childhood stress can result from any upsetting situation in the child's environment such as family disruption, death of a pet, or even a move to a new neighborhood. It can also be a result of child abuse. If a child abruptly changes his behavior for more than a few days in a manner that you feel is inappropriate, you might want to ask the child if something is wrong or if you can help. Do not immediately jump to the conclusion that the child has been abused.

##### *Emotional Abuse*

The indicators of emotional abuse are hard to detect. Some visible signs are lagging physical development and habit disorders such as thumb sucking or rocking.

##### *Neglect*

As with emotional abuse, the signs of neglect are usually very subtle and hard to detect. A neglected child might show up at Scout meetings inappropriately dressed, lacking in personal hygiene, and consistently hungry.

## *Sexual Abuse*

Perhaps the best evidence that a child has been sexually abused is that the abuse is witnessed—if not by yourself, then by another individual. Another excellent indication is that the child says that he has been abused. Again, oftentimes this information may not come from the child himself but from another source.

*Physical evidence* of sexual abuse, if present at all, tends to be temporary. These signs include difficulty in walking; torn, stained, or bloody underwear; pain or itching in the genital area; bruises or bleeding of the external genitalia; and sexually transmitted diseases.

The *behavioral signs* of sexual abuse are likely to be more conspicuous and present longer. Specific behaviors related to child sexual abuse are an age-inappropriate understanding of sex; reluctance to be left alone with a particular person; persistent and inappropriate sex play with peers or toys; prostitution; wearing lots of clothing, especially to bed; drawings of genitalia; fear of touch; abuse of animals; masturbation in public; nightmares or night terrors; apprehension when the subject of sexual abuse is brought up; and cross-dressing.

The presence of any of these behaviors indicates a possibility that sexual abuse has occurred. They are not, in and of themselves, conclusive evidence that the child has been abused.

### **What should I do if I notice any of these signs?**

First, you should not jump to any conclusions. The signs of child abuse are often ambiguous; they can mean something other than child abuse. Consider stating your observations to the child's parents. For example, you could say, "For the past two weeks, Johnny has been very disruptive at den meeting. He is very aggressive with the other boys and uses foul language. This behavior is very unlike him. I hope that everything is okay." You should **not** make any accusations to the parents that the child is being abused. Even if you file a report with the Scout executive or the authorities because you suspect child abuse, you should not make accusations or state your suspicions to others who are not responsible for determining if abuse is occurring.

### **What should I do if I suspect that a child is being abused?**

If you suspect or hear that a child **in the Scouting program** is being abused, you must con-

tact your Scout executive. He has already established contacts with the child protective services and law enforcement agencies in your area. He will be able to tell you what you should do. He will also tell you that he must contact the appropriate authorities and report your suspicions to them. If you suspect that a child who **is not a Scout** is being abused, you should contact your local child abuse hot line. Generally the telephone number to report child abuse is listed in the white pages under "child abuse."

### **What if I am not sure that the child is being abused?**

The law requires only that you have a reasonable suspicion that a child is being abused. Once a report has been made, the appropriate agency will investigate and determine if abuse can be substantiated. Unless you make a report, the child might remain in grave danger.

### **How can I tell if a person is a child molester?**

*Child molesters*, individuals who sexually abuse children, do not fit the common stereotypes that we hold, i.e., strangers, dirty old men, mentally disabled, etc. There is no test or other screening mechanism that will identify a child molester prior to committing an offense. Child molesters come from all walks of life, all social and ethnic groups, and all occupational categories. Child molesters might have positions of prominence in their communities. The vast majority of molesters are known by the children they victimize and might have a position of authority over children, such as a teacher, clergy member, youth group worker, or police officer.

### **How can we protect our children from child molesters?**

Child molesters often try to gain access to children through legitimate means such as becoming involved in youth activities. They use this access to identify children who they perceive to be vulnerable to sexual abuse. To protect our children, we must establish and maintain open lines of communication so that they feel free to report any inappropriate or worrisome contact with adults or older children. We also must educate our children to enable them to understand what abuse is and that they have the right to resist any offensive contact.

## How does the BSA prevent child abuse in Scouting?

The Boy Scouts of America has adopted a number of policies aimed at eliminating opportunities for abuse within the Scouting program. These policies focus on leadership selection and on placing barriers to abuse within the program.

### *Leadership*

The Boy Scouts of America takes great pride in the quality of our adult leadership. Being a leader in the BSA is a privilege, not a right. The quality of the program and the safety of our youth members call for high-quality adult leaders. We work closely with our chartered organizations to help recruit the best possible leaders for their units.

The adult application requests background information that should be checked by the unit committee or the chartered organization before accepting an applicant for unit leadership. To provide the safest possible experience for our members, a criminal background check is conducted on all new adult volunteers. The information required to conduct the check is taken from the adult application. While no current screening techniques exist that can identify every potential child molester, we can reduce the risk of accepting a child molester by learning all we can about an applicant for a leadership position—his or her experience with children, why he or she wants to be a Scout leader, and what discipline techniques he or she would use.

### *Tour Permit Policy*

The policy of the Boy Scouts of America requires that a Youth Protection-trained leader accompany the youth on all outings that require a national or local tour permit.

### *Barriers to Abuse Within Scouting*

The BSA has adopted the following policies to provide additional security for our members. These policies are primarily for the protection of our youth members; however, they also serve to protect our adult leaders from false accusations of abuse.

- **Two-deep leadership.** Two registered adult leaders or one registered leader and a parent of a participant, one of whom must be 21 years of age or older, are required on all trips and outings. The chartered organization is responsible for ensuring that sufficient leadership is provided for all activities.
- **No one-on-one contact.** One-on-one contact between adults and youth members is not permitted. In situations that require personal conferences,

such as a Scoutmaster's conference, the meeting is to be conducted in view of other adults and youths.

- **Respect of privacy.** Adult leaders must respect the privacy of youth members in situations such as changing clothes and taking showers at camp, and intrude only to the extent that health and safety require. Adults must protect their own privacy in similar situations.
- **Separate accommodations.** When camping, no youth is permitted to sleep in the tent of an adult other than his own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for females. When separate facilities are not available, separate times for male and female use should be scheduled and posted for showers.
- **Proper preparation for high-adventure activities.** Activities with elements of risk should never be undertaken without proper preparation, equipment, clothing, supervision, and safety measures.
- **No secret organizations.** The Boy Scouts of America does not recognize any secret organizations as part of its program. All aspects of the Scouting program are open to observation by parents and leaders.
- **Appropriate attire.** Proper clothing for activities is required. For example, skinny-dipping is not appropriate as part of Scouting.
- **Constructive discipline.** Discipline used in Scouting should be constructive and reflect Scouting's values. Corporal punishment is never permitted.
- **Hazing prohibited.** Physical hazing and initiations are prohibited and may not be included as part of any Scouting activity.
- **Junior leader training and supervision.** Adult leaders must monitor and guide the leadership techniques used by junior leaders and ensure that BSA policies are followed.

## How can parents help protect their children?

Parents participate in the protection of their children in a variety of ways. We have already mentioned the need for open lines of communication so that children are encouraged to bring any troubles to their parents for advice and counsel. In addition, parents need to be involved in their sons' Scouting activities. All parents receive important information concerning the Scouting program as part of their sons' membership applications. This information is provided so that parents can detect any deviations from the BSA's approved program. If any deviations are noted, parents should call these to the attention of the chartered organization or the unit committee. If the problems persist, parents should contact the local council for assistance.

Parents also need to review the booklet, *How to Protect Your Children from Child Abuse and Drug Abuse: A Parent's Guide*, inserted in every Boy Scout and Cub Scout handbook. The information in this booklet should be the subject of discussions between Scouts and their parents prior to joining a troop or receiving the Bobcat badge.

## **Why do most child victims of sexual abuse keep the abuse secret?**

A victim of child sexual abuse is under a great deal of pressure to keep the abuse secret. In many cases of child molestation, the molester has threatened to harm the child or a member of the child's family. The molester might have told the child that he would not be believed even if the child did tell. Another common situation is that the molester will tell the child that if the child tells about the abuse, he will get into trouble. The clear message is given to the child that if another person finds out, something bad will happen to the child. This pressure to maintain silence can often be successfully overcome by establishing open communication between children and adults through a proper educational program for children.

## **What should I do if a child tells me that he has been sexually abused?**

How an adult responds to a child when he tries to disclose abuse can influence the outcome of the child's victimization. By maintaining an apparent calm, the adult can help reassure the child that everything is going to be okay. By not criticizing the child, we counteract any statements the molester made to the victim about the child getting into trouble. Reassure the child that you are concerned about what happened to him and that you would like to get him some help. Allegations by a Scout concerning abuse in the program must be reported to the Scout executive. Since these reports are required, the child should be told that you have to tell the proper authorities but that you will not tell anyone else. It is important that you not tell anyone other than the Scout executive or the child protective services agency about allegations of abuse—if the allegations cannot be substantiated, you could be sued for defamation of character.

## **How do I know what my reporting responsibilities are?**

Your council's reporting procedures should be available through your council Web site in the Youth Protection Online Training segment of the site. Every state, the District of Columbia, and the U.S. territories

have different reporting requirements. As part of this training, you will receive reporting instructions for your area and for your council. People are often concerned about being sued for reporting child abuse. You are not required to know for certain that a child has been abused. All that the law requires is that you have a reasonable suspicion and are reporting in "good faith." When these requirements are met, all states provide immunity from liability for child abuse reporters.

## **What educational materials does the BSA have for youth members?**

The BSA produced separate age-appropriate videos for Cub Scout-age and Boy Scout-age boys to address the problems of sexual abuse. The video for Cub Scouts, *It Happened to Me*, should be used annually by packs or dens, but **only** for Cub Scouts accompanied by a parent or other adult family member. The video for Boy Scouts, *A Time to Tell*, introduces the "three Rs" of Youth Protection, and should be viewed by troops annually.

## **How can Scout leaders who are not social workers teach children about youth protection?**

The BSA recognizes that many of our leaders feel unprepared to talk to children about preventing sexual abuse. For this reason, the BSA has meeting guides for both of the videos produced to be viewed by youths. The guides address everything from scheduling the meeting, contacting the police or social services for assistance, and notifying parents (a sample letter is provided), to questions and answers for discussion after the video has been viewed.

## **What are the "three Rs" of Youth Protection?**

The "three Rs" of Youth Protection convey a simple message that the BSA wants its youth members to learn:

- **Recognize** situations that place him at risk of being molested, how child molesters operate, and that anyone could be a molester.
- **Resist** unwanted and inappropriate attention. Resistance will stop most attempts at molestation.
- **Report** attempted or actual molestation to a parent or other trusted adult. This prevents further abuse of himself and helps to protect other children. Let the Scout know he will not be blamed for what occurred.





# **How to Protect Your Children From Child Abuse: A Parent's Guide**

Cómo Proteger a Sus Hijos del Abuso Infantil:  
Una Guía Para los Padres

Disponible en español en su oficina  
local de los Boy Scouts of America.

BOY SCOUTS  OF AMERICA



## **Message to Parents**

Our children are often faced with choices affecting their development and safety. As parents we do our best to provide education and guidance to prepare our children to make the best decisions. One way we do this is to talk with our children. Some subjects are easy to discuss with our children—sports, their grades in school, and many other features of their daily lives. Other things are much more difficult for us to discuss including child abuse—especially child sexual abuse.

Although discussing child abuse with your children may be difficult for you, it is very important. Research shows that children whose parents talk to them about preventing sexual abuse are more effective at fending off assaults. Discussing such topics with children is perhaps the most important step a parent can take to protect his or her child.

Open communication between parents and children about serious topics such as child sexual abuse offers children reassurance that no matter how frightening something may be, their parents will be there to help. Unfortunately, a significant threat to the safety of



children is adults who sexually molest children. A key to keeping children safe from these individuals is children's ability to seek help from trusted adults anytime they are hurt or feel scared or uncomfortable. We feel that parents are the preferred source of this help.

We do not expect that your son will become a victim of child abuse. It is extremely important, however, that if he ever faces an abusive situation, he knows that there are adults in his life who will listen and respond in a supportive manner. The purpose of this booklet is to help you and your son develop communication skills and improve his safety.

### **Using This Booklet**

This booklet is divided into two sections. The first section contains information for parents about child abuse and some tips to help you talk with your Cub Scout-age sons about child abuse. The second section is for you to share with your son. It presents four simple rules that can help keep him safer. These are followed by a few exercises for you and him to complete together as part of his requirements for the Bobcat badge. The second section also contains some optional activities for him.

We strongly suggest that you read the entire booklet before you and your son do any of the exercises together. Once you are comfortable with the topics in this booklet, you will be able to present the information in ways he can understand. Feel free to reword an exercise to help your child gain a better understanding.



## **Basic Information About Child Abuse**

An abused or neglected child is a child who is harmed or threatened with physical or mental harm by the acts or lack of action by a person responsible for the child's care. Each state has its own laws concerning child abuse and neglect. There are several forms of abuse: physical abuse, emotional abuse, and sexual abuse. Child neglect is a form of abuse that occurs when a person responsible for the care of a child is able but fails to provide necessary food, clothing, shelter, or care. A brief discussion of each form of abuse follows.

### **Neglect**

A child is neglected when the persons he depends on do not provide food, clothing, shelter, medical care, education, and supervision. When these basic needs are deliberately withheld, not because the parents or caregivers are poor, it is considered neglect. Often the parents or caregivers of neglected children are so overwhelmed by their own needs that they cannot recognize the needs of their children.





**Physical Abuse**

Physical abuse is the deliberate injury of a child by a person responsible for the child’s care. Physical abuse is often the result of unreasonable punishment, or punishment that is too harsh for the child. Sometimes, physical abuse is caused when caregivers react to stress. Drinking and drug abuse by caregivers are often contributing factors to physical abuse.

Physical abuse injuries can include bruises, broken bones, burns, and abrasions. Children experience minor injuries as a normal part of childhood, usually in places such as the shins, knees, and elbows. When the injuries are found in the soft-tissue areas on the abdomen or back, or don’t seem to be typical childhood injuries, it is possible that the child has been abused.

**Emotional Abuse**

Emotional abuse is harder to recognize but is just as harmful to the child as other forms of abuse. Emotional abuse damages the child’s self-esteem and, in extreme cases, can cause developmental problems and speech disorders. A child suffers from emotional abuse when constantly ridiculed, rejected, blamed, or compared unfavorably with brothers, sisters, or other children.

Unrealistic expectations in academic or athletic achievement are a common cause of emotional abuse by parents or other adults. When a child can’t meet these expectations, he feels that he is never quite good enough. Emotional abuse is almost always present when other forms of abuse are identified.

**Sexual Abuse**

When an adult or older child uses his or her authority to involve the child in sexual activity, it is child sexual abuse, and that person is a child molester. The molester might use tricks, bribes, pressure, threats, or force to persuade the child to join in sexual activity. Sexual abuse includes *any* activity performed for the sexual satisfaction of the molester.



A common misconception about sexual abuse is that children are most likely to be molested by strangers when the fact is that a child molester is usually someone that the child knows and trusts. Child molesters are most often male, but females perform about one-fifth of the sexual abuse of boys under the age of 14.

### **Molestation by Peers**

Approximately one-third of sexual molestations are committed by other children. If your child tells you about club initiations in which sexual activity is included, or if your child tells you about inappropriate or tricked, pressured, or forced sexual activity by other children, this is a form of sexual abuse and you need to take steps to stop the activity. This kind of sexual activity is serious and should not be ignored.

Children who molest other children need professional help. They are much more likely to respond to treatment when young than are adults who began molesting children in adolescence and received no treatment, continuing to molest into adulthood.

Parents and others who work with children need to distinguish between normal sexual behavior of children and abusive behavior.

All children are curious about sexual behavior as a part of growing up. When sexual behavior is forced, when the person who initiates the behavior has more power, or when the sexual behavior lacks consent, it is abusive. When parents are concerned about their son's sexual behavior, they should try to talk with him and discuss their specific concerns.





### **How can I tell if my child has been abused?**

The best indicator of abuse is a disclosure by your child that someone hurt him, scared him, or made him feel uncomfortable. Children frequently do not tell of their abuse, but there may be physical signs or behavioral changes that give parents and other caregivers clues that abuse may have occurred.

Abused children may show few, and sometimes no, outward signs of having been abused. Most abused and neglected children experience and demonstrate some signs of stress. For many children, stress causes unexplained behavioral changes such as unhappiness, bed-wetting, clinging behavior, acting out or aggressive behavior, crying for no apparent reason, inability to concentrate, changes in school performance, self-inflicted harm, and symptoms of illnesses.

It is important to note that there are many other events in a child's life that can also create stress, such as family turmoil, drug abuse by a parent, divorce, death of a close relative or a pet, and moving. As a parent, you may be able to identify and help your child cope with such unfortunate occurrences.

#### **Other signs of abuse may include:**

- **Unexplained burns, bites, bruises, broken bones, or black eyes**
- **Injuries to or around the genitals**
- **Bruises or other marks in various stages of healing indicative of repeated beatings or physical assaults**
- **Refusing to go to a friend's or relative's home for no apparent reason, for example, "I just don't like him anymore."**
- **Acting out adult sexual behavior or sexually explicit language a young child is unlikely to know**



### **What should I do if I suspect that my child has been abused?**

It is very important that parents remain as calm as possible. Explosive displays of emotion in front of your child may cause him to feel guilty—either responsible for the abuse or responsible for upsetting you. In either case, it will not be helpful to your child.

You should show real concern, but **NOT** alarm or anger, when questioning your child about possible child abuse.

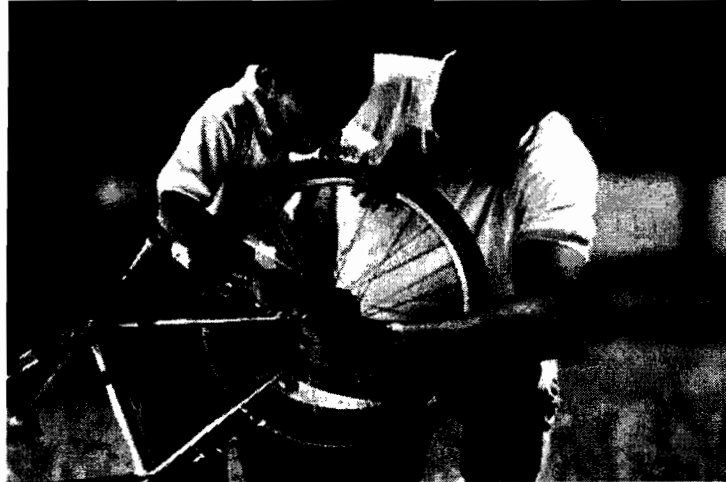
If your suspicion of abuse is caused by something you observed—a change in behavior, unexplained injury, or avoidance of a particular person—ask your child about it. Use your unique knowledge of your child to select words that will encourage openness.

The first consideration should be the safety and well-being of your child. If there is an indicator of injury, your child should be seen by your family's doctor. You should also contact your local child protective services agency and report your suspicions.

### **What should I do if my child tells me he has been sexually abused?**

- *Don't* panic or overreact to the information disclosed by your child.
- *Don't* criticize your child or claim that your child misunderstood what happened.
- *Do* respect your child's privacy and take your child to a place where the two of you can talk without interruptions or distractions.
- *Do* reassure your child that he is not to blame for what happened. Tell the child that you appreciate being told about the incident and will help make sure it won't happen again.
- *Do* encourage your child to tell the proper authorities what happened, but try to avoid repeated interviews that can be stressful to the child.





- **Do** consult your pediatrician or other child abuse authority about the need for medical care or counseling for your child.

If your child has been sexually abused, do not blame yourself or your child. People who victimize children are not easy to identify. They come from all walks of life and all socioeconomic levels. Often they have positions of status—they go to church, hold regular jobs, and are active in the community. Child molesters are sometimes very skilled at controlling and using children, often by giving them excessive attention, gifts, and money. They use their skills on parents and other adults, disguising their abusive behavior behind friendship and care for the child.

#### **How can I tell if someone is a child molester?**

Child molesters look and act quite normal except for their interest in children. They often establish relationships with children through organizations and then use those relationships to gain access to children outside the protective environment offered by the organization. You should be concerned about any adult or older youth who wants to spend an unusual amount of time alone with your child.



## How can I talk with my Cub Scout about sexual abuse?

Many parents find it difficult to talk with their children about child sexual abuse. The following points may help you and your child talk about sexual abuse prevention.

- *If you are uncomfortable discussing sexual abuse with your child, let him know.* When parents who are uncomfortable discussing sexual abuse with their children try to hide their uneasiness, the children may misinterpret the anxiety and be less likely to come to you when they need help. You can use a simple statement like, “I wish we didn’t have to talk about this. I’m uncomfortable because I don’t like to think this could happen to you. I want you to know that it’s important and you can come to me whenever you have a question or if anybody ever tries to abuse you.”
- *Select words your child understands.* One of the primary concerns of parents is finding words to explain sexual abuse. If you are uncomfortable using the names of body parts, use whatever terms your child understands.
- *Provide an opportunity for your child to practice youth protection skills.* Learning is more effective when children have a chance to practice the skills they are taught.

Many parents feel that teaching children about sexual abuse will take away the innocence of childhood. Many children are at risk of sexual abuse because they do not have the maturity to understand why a child molester would want to look at, touch, or otherwise violate them. This, in part, explains why children who are sexually abused at a young age do not realize they were abused until they are older. It also explains a child’s confusion if parents or other adults respond emotionally when he discloses sexual abuse.

The following section has information for children. It states four simple rules that are the keys to your child's personal safety. It also has some "What if . . ." exercises showing how the rules may be applied to common situations. We ask that you review the rules and complete the exercises with your son as he begins his Cub Scout experience.

## Information for Children

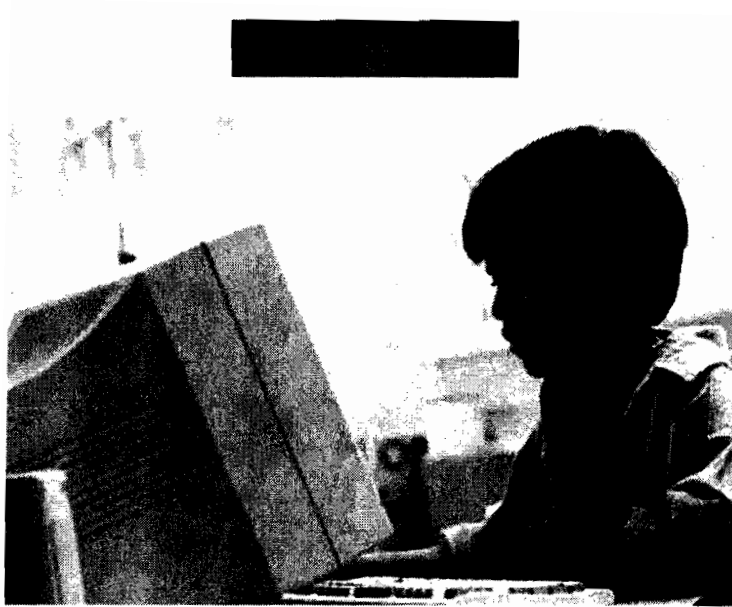
### Personal Safety Rules for Children

Cub Scout-age children benefit from having concrete safety rules. It is important, however, to stress that traditional cautions about "strangers" are not sufficient to protect our children. It may be hard for a child to differentiate between a stranger and someone who is known but not considered a trusted adult. In addition, individuals who harm children are usually known to the child. Cub Scout-age children need to rely upon adult guidance to improve their safety.

Discuss the following safety rules with your child and then help your child apply them in the What if . . . exercises in the next section.

- *Check first* with a parent or other trusted adult before you change plans, go anywhere, or accept anything from anyone. Children need to understand that their safety is greater when parents or the adult responsible for caring for them knows where they are and what they are doing.
- *Go with a friend* in order to be safer and to have more fun. For Cub Scouts, the friend should be a parent, other trusted adult, or older child.
- *It is your body and you have the right to say no to anyone who tries to touch you in places*





- 3.** I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/telephone number, or the name and location of my school without my parents' or guardian's permission.
- 4.** I will never respond to any messages that are mean or in any way make me feel uncomfortable. If I do get a message like that, I will tell a trusted adult right away so he or she can contact the online service. And I will not send those kinds of messages.
- 5.** I will never meet in person with anyone I have first "met" online without checking with my parents or guardian. If my parents or guardian agrees to the meeting, it will be in a public place and my parents or guardian must come along.



## Bobcat Requirements

Helping your son learn to apply these personal safety rules can be approached in the same non-frightening way you teach him not to play with fire or to look both ways when he crosses the street. Discussing the following situations with your son offers an opportunity for you to help your child learn how to apply the rules and to complete a requirement for his Bobcat award—the first step in his Cub Scout advancement.

**Fulfilling these requirements completes requirement 8 on the Bobcat trail.**

### “What if . . .” Situations and Applicable Safety Rules

What if you are playing in your yard and your neighbor asks you to help carry groceries into his house? What should you do?

- *Check first with a parent or other trusted adult before you change plans, go anywhere, or accept anything from anyone.*

What if you are camping with a relative and he suggests that you allow him to take your picture when you are not wearing clothes? What do you do?

- Tell your relative that you do not want to have your picture taken. *(It is your body and you have the right to say no to anyone who tries to touch you in places covered by your swimming suit or to do things that you think are wrong.)*
- Tell your parents when you return home what happened. *(Tell a trusted adult anytime you are hurt, scared, or made to feel uncomfortable.)*

What if you are playing at a friend’s house and his older brother and some of his friends invite you to join a club? To join the club you are expected to take off all your clothes and wrestle with them. Your friend wants to join.



What do you do?

- Tell your friend it's time for you to go home; leave immediately. (*It's your body and you have the right to say no to anyone who wants to touch you in places covered by your swimming suit or to do things that you think are wrong.*)
- When you get home, explain to your parents what happened. (*Tell a trusted adult anytime you are hurt, scared, or made to feel uncomfortable.*)

What if a neighbor comes to you and says your mother is sick and you must go with him? This neighbor is not a person you have been told it's OK to go with. What would you do?

- *Check first with a parent or other trusted adult before you change plans, go anywhere, or accept anything from anyone.*
  - If at school, go to the principal or your teacher for help and verification.
  - If at home or somewhere else, call the emergency number—parents' employers, close relative—for help and verification.
  - Don't go anywhere without checking with someone in authority whom you have been told to contact in this kind of situation.

What if you are in a public restroom and someone tries to touch your private parts? What do you do?

- Yell "STOP THAT" as loudly as you can and run out of the room as quickly as possible. (*It's your body and you have the right to say no to anyone who tries to touch you in places covered by your swimming suit or to do things that you think are wrong.*)
- Tell your parent, a police officer, a security guard, or other adult (such as your teacher) what happened. (*Tell a trusted adult anytime you are hurt, scared, or made to feel uncomfortable.*)



What if you are walking to school in the rain and a car stops and the driver asks if you want a ride? What do you do?

- Stay away from the car; you do not need to go close to the car to answer.
- Unless you have your parent's permission to ride with the person, say "No, thank you." If the driver persists, say "No!" (*Check first with a parent or other trusted adult before you change plans, go anywhere, or accept anything from anyone.*)
- Tell your teacher when you get to school, and tell your parent when you get home. (*Tell a trusted adult anytime you are hurt, scared, or made to feel uncomfortable.*)

What if you are playing on the playground and an adult comes up to you and asks you to help find his or her lost puppy? What do you do?



- Adults should ask other adults for help. Tell the person you have to ask for permission. *(Check first with a parent or other trusted adult before you change plans, go anywhere, or accept anything from anyone.)*
- Tell your parent what happened. *(Tell a trusted adult anytime you are hurt, scared, or made to feel uncomfortable.)*

What if your babysitter asks you to sit on her lap while she reads a story and shows you pictures of naked people?

- Tell her no. *(You have the right to say no to anyone who wants you to do things that you think are wrong.)*
- Tell your parent what happened. *(Tell a trusted adult anytime you are hurt, scared, or made to feel uncomfortable.)*

What if you're using the Internet and a pop-up asks you to fill out a form with your name, address, birth date, and telephone number to win a prize?

- Do not give out personal information on the Internet. You never can tell how it will be used or even who will get it. *(Check first with a parent or other trusted adult before you change plans, go anywhere, or accept anything from anyone.)*







## **Other Youth Protection Activities**

**(Not Part of the Bobcat Requirements)**

### **My Safety Notebook**

This project offers your son an opportunity to reinforce his understanding of personal safety strategies by creating his own personal safety notebook. It may be a loose-leaf notebook or just a number of pages stapled together. He can decorate the cover with his own artwork and designs. In the notebook, he can list the personal safety rules and emergency contact information he should use, such as parents' telephone numbers (work and cellular) and neighbors or friends who have been approved by his parents as emergency contacts when a parent cannot be contacted. He may also list emergency police and fire department numbers (in most areas,

911). Some of these activities may partially meet Cub Scout advancement requirements for achievements or electives.

Your son may want to include other safety guidelines in his notebook, such as for bicycle, fire, and pedestrian safety. These too may be used to satisfy some of his advancement requirements.





### **Plays and Skits**

Children learn youth protection strategies and are able to apply them better when they have an opportunity to practice these skills. Participating in plays and skits in which they demonstrate safety skills offers a fun way to practice these skills and demonstrate their understanding of them.

As a parent, you can guide the creation of the script so the situations reflect an understanding of the rules and offer an appropriate opportunity for practicing the skills. This kind of experience helps children develop confidence in their ability to be safer.

### **Family Meeting**

A child must feel comfortable telling his parents about any sensitive problems or experiences in which someone approached him in an improper manner, or in a way that made him feel uncomfortable. Studies have shown that more than half of all child abuse incidents are never reported because the victims are too afraid or too confused to report their experiences.



Your children need to be allowed to talk freely about their likes and dislikes, their friends, and their true feelings. You can create open communication through family meetings where safety issues can be talked about by the entire family. Such meetings can satisfy requirements of the Webelos Scout Family Member activity badge.



## Additional Resources

### BSA Youth Protection Materials

Along with this booklet, the Boy Scouts of America has an educational video for use by Cub Scout packs or dens. This award-winning production provides age-appropriate information about sexual abuse of boys.

*It Happened to Me* is a video for Cub Scout-age boys that portrays common situations in which sexual abuse can occur. The video discusses how child molesters often resort to tricks for gaining access to their victims. It emphasizes that if a boy is sexually abused, he should talk to his parents

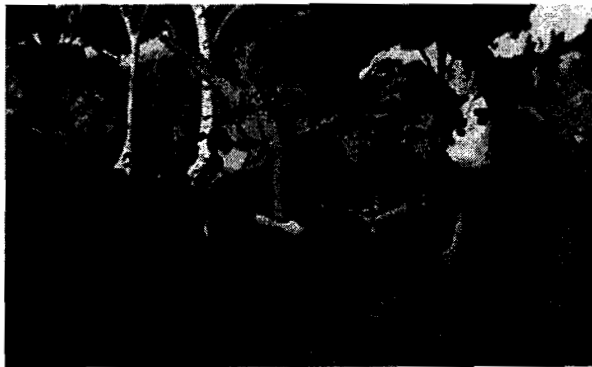
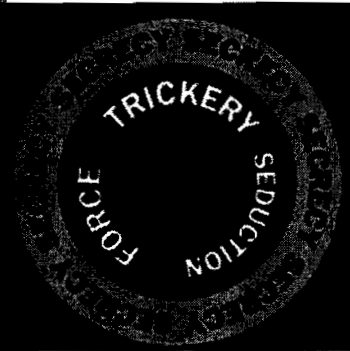
or other trusted adults. The video also stresses that it is not the child's fault if he is sexually abused; it is the child molester who is responsible.

This video is available from your local BSA council. The BSA encourages it to be viewed by each Cub Scout pack or den annually. A meeting guide supporting the video's use is found in the *Cub Scout Leader Book* and online at [www.scouting.org/pubs/av/46-182](http://www.scouting.org/pubs/av/46-182) in both English and Spanish.

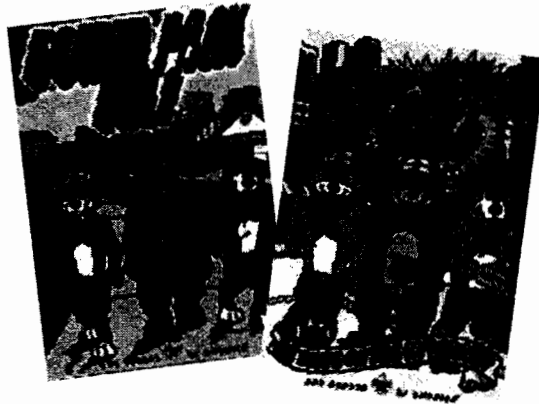
The Boy Scouts of America also has a series of comic books that address relevant youth protection issues such as bullies and Internet safety. The *Power Pack Pals* comics are available through your local council service center.

For Scouting's leaders and parents, the BSA has a video training session, *Youth Protection Guidelines: Training for Volunteer Leaders and Parents*. This is available from your local BSA council, with regular training sessions scheduled in most districts.

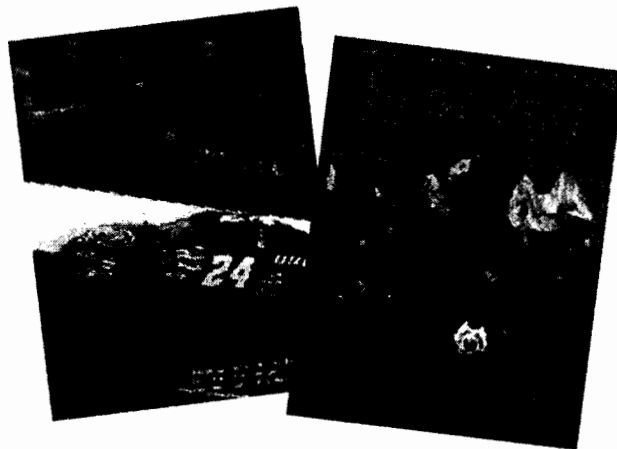
*It Happened to Me*  
should be shown to  
boys 6 to 10 years of  
age *only* when a parent  
or responsible adult is  
present with the child.



*Youth Protection Guidelines: Training for  
Volunteer Leaders and Parents*



*Power Pack Pals*



*Boys' Life and Scouting magazines*

In addition to the video-based training, Youth Protection training is available on the Internet through your local council's Web site. The training addresses many questions Scout volunteers and parents have regarding child sexual abuse.

In addition to these video and online materials, the BSA provides youth protection information to its members and families through *Boys' Life* and *Scouting* magazines.



**Other Sources of Child Abuse  
Prevention Information**

**National Clearinghouse on Child Abuse  
and Neglect Information**

330 C St., SW  
Washington, DC 20447  
Phone: 800-394-3366 or 703-385-7565;  
fax: 703-385-3206  
E-mail: [nccanch@caliber.com](mailto:nccanch@caliber.com)  
<http://nccanch.acf.hhs.gov>

**Prevent Child Abuse America**

200 South Michigan Ave., 17th Floor  
Chicago, IL 60604-2404  
312-663-3520; fax: 312-939-8962  
[www.preventchildabuse.org](http://www.preventchildabuse.org)

**National Center for Missing & Exploited Children**

699 Prince St.  
Alexandria, VA 22314-3175  
800-843-5678  
[www.missingkids.com](http://www.missingkids.com)  
[www.netsmartz.org](http://www.netsmartz.org)



**BOY SCOUTS OF AMERICA**  
1420 West Walnut Street  
The BSA Building  
Indianapolis, IN 46204  
[www.bsa.org](http://www.bsa.org)

46-014A

2005 Printing

# ***A Time to Tell Troop Meeting Guide***

## **Using This Guide**

The video *A Time to Tell* shows several strategies child molesters use to attempt sexual molestation. In addition, one scenario introduces bullying as a personal safety concern. When using this video, we encourage the facilitator to watch each scenario to become familiar with the strategies used.

Each scenario is broken into two segments. The first is the recognition segment. At the end of this segment, the video is to be stopped. There should be a brief discussion about the scenario and some of the indicators that the intended victim is in a risky situation. This guide is intended to help in the discussions.

After this discussion, the video should be continued with the resist-and-report segment. At the end of this segment, the video should be stopped again for discussion. Following each scenario, the video recaps the points made.

The Boy Scouts of America uses a simple way to help Scouts learn to prevent sexual molestation. The three R's of Youth Protection convey a simple message the BSA wants its youth members to learn:

- *Recognize* situations that place him at risk of being molested, how child molesters operate, and that anyone could be a molester.
- *Resist* unwanted and inappropriate attention. Resistance will stop most attempts at molestation.
- *Report* attempted or actual molestation to a parent or other trusted adult. This prevents further abuse and helps protect other children. Let the Scout know he will not be blamed for what occurred.

## **Discussion Guide: Abuse by a Relative**

### ***Introduction (Before the Scenario Is Shown)***

**FACILITATOR:** In the following scenes, you will see what happens when Justin visits his Uncle Joe. Can you tell what is actually happening? Think about Uncle Joe. Are there things about what he does that would cause you to be concerned if you were Justin? What is Uncle Joe doing? When we finish this first part, we will see if we can answer some of these questions and *recognize* the danger signs.

*Start the video.*

### ***Recognize Discussion***

**FACILITATOR:** What kinds of things was Uncle Joe doing that caused you to think he may not be trustworthy?



- Isolated situation
- Flattery about physique
- Physical contact
- Use of “toys” to interest kids
- No enforcement of rules
- Use of alcohol
- Activities involving removal of clothes
- Pornographic video to break down resistance

FACILITATOR: It’s important to note that these are only *possible* indicators that something questionable is happening, but you should *recognize* them as possible indicators of risk. What might you do in this situation to make sure nothing more occurs?

- **Resist** the breakdown of your personal boundaries. If you know your parents would not approve, behave as if they were present. Why would an adult be so permissive?
- **Resist** any efforts to involve you in activities that require the removal of clothing. This includes games like those shown by the video, as well as wrestling contests and posing for photographs.
- Remember that child molesters often use alcohol and sexually oriented pictures to reduce your ability to *resist* their inappropriate attention.

FACILITATOR: Let’s see what happens next.

*Start the video.*

### ***Resist and Report Discussion***

FACILITATOR: In the video, how does Justin resist his uncle’s attempted molestation?

- He said “Stop! Don’t do that!” in a way that showed he was serious and wanted his uncle to stop.
- He got up and moved away from his uncle very quickly.
- He left his uncle’s house.

FACILITATOR: One thing this video demonstrates is that even after a situation develops, it is often possible to avoid sexual molestation by asserting yourself and resisting the attempts of the molester.

FACILITATOR: Why is it important that anyone in Justin’s situation report the incident to a trusted adult?

- Adults can help protect the young person and prevent further molestation from happening.

- Adults can help the young person report the incident to the police or other authorities to protect others from being molested. Most child molesters have many victims; by reporting, you may be able to stop the molester from abusing more kids.
- Adults can help young people get the help they need if they have been physically or emotionally harmed.

FACILITATOR: Now let's see what we learned from Justin's experience with his uncle.

*Restart the video for the wrap-up presentation.*

## **Discussion Guide: Abuse by a Youth Leader**

### ***Introduction (Before the Scenario Is Shown)***

FACILITATOR: We all have hopes and desires. At times, there may be something you want so badly that you are willing to do almost anything to be able to do it. While the scenario we are going to watch involves a hockey coach, remember that the majority of coaches for youth sport programs are truly interested in the sport and the training of young athletes. It's important to recognize that whether the field is athletics, music, acting, or other driving ambitions, some adults will pretend to be interested in helping the young people with whom they work, but in reality will be looking for a chance to engage in sexual activities with them.

In the scenario we are going to watch, Jesse has a dream of becoming a professional hockey player. Let's see how his dreams are used to put him at risk.

*Start the video.*

### ***Recognize Discussion***

FACILITATOR: In this scenario, the coach pays a lot of attention to Jesse. He tells Jesse that he believes he has the potential to be a professional player. What's happening that should help Jesse recognize that the coach is not really interested in his athletic future?

- Spending a lot of time alone with Jesse. Why is the coach really interested?
- Bribing Jesse with tickets to hockey games.
- Constantly touching Jesse. Getting Jesse used to being touched is part of the coach's strategy to accept more intrusive touching.
- Wanting Jesse to take off clothing and then touching Jesse's crotch.
- Telling Jesse to keep it secret, almost threatening Jesse if he were to tell.

FACILITATOR: One reason Jesse was vulnerable to the coach was that he thought the coach had control over his future accomplishments. How can you help prevent something similar from happening to you?

- Be realistic about your abilities and aspirations. If you're really good, you don't need to submit to victimization to accomplish your dreams.
- There are no shortcuts. Be true to your convictions and you will be successful in the things that really count.
- Anytime someone tells you to keep a secret that puts you at risk of harm, you must ask an adult you trust for help.
- Remember that an adult who tries to sexually molest you is responsible for your abuse; however, once you recognize what might be happening, you can take steps to help protect yourself from further abuse.

FACILITATOR: Let's see what the future holds for Jesse.

*Start the video.*

### ***Resist and Report Discussion***

FACILITATOR: Jesse has some decisions to make. What are they? How would you act in Jesse's situation?

- Jesse needs to decide if he is going to continue to go along with the coach in what places him in an uncomfortable position. If he asks an adult for help, he will probably find that help is available.

FACILITATOR: Jesse is in an uncomfortable position. How might he resist any further abuse by the coach?

- At this point, Jesse needs to find an adult to help him. He needs to talk with his mother or the school counselor.
- Many athletes in Jesse's position have transferred to another school or joined another team to avoid abusive coaches.

FACILITATOR: As you look at this scenario, think about all the effort the coach had made to communicate with Jesse's mother. How can Jesse let his mother know the coach is not the great guy she seems to think he is?

- It will be difficult, but Jesse needs to tell his mother everything that has happened and that he doesn't want to be alone with the coach.
- Jesse may need to seek help from other relatives or adult friends to talk with his mother.

FACILITATOR: As you can tell from this scenario, the coach has been careful to keep Jesse separated from others when he tried to molest him. Because of this, Jesse may find it hard to convince authorities that the coach molested him—in effect, it will be Jesse's word against the coach's. That should *not* keep Jesse from reporting. Many schools and athletic leagues have policies forbidding one-on-one contact between coaches and athletes, and barring coaches from contact with players outside their official duties. Violation of these policies may be enough to call the coach's actions into question.

## **Discussion Guide: Abuse by a Youth**

### ***Introduction (Before Showing the Video)***

**FACILITATOR:** Have you ever done something with other kids that you would never have done if you had been alone? Sometimes we do things because we think our friends want us to or because we are afraid what they will think if we don't do it. In the scenario we are about to watch, Kyle is introduced to an older youth by a couple of his friends. See how he handles the pressure to do things he knows he shouldn't.

*Start the video.*

### ***Recognize Discussion***

**FACILITATOR:** What are some of the things Kyle should recognize as risky in this situation?

- No adults are present.
- Why does Steve hang out with a group of kids so much younger than him? That's a clue that something is wrong.
- Removing clothing.
- Use of alcohol and drugs that can reduce his ability to resist going along with the crowd.
- Pressure to do things he knows are wrong and that he really doesn't want to do.

**FACILITATOR:** One thing you need to know about this situation is that child molesters often use alcohol and drugs to reduce resistance to sexual molestation. Being under the influence of illegal substances is also one way a child molester can shift the blame for his actions from himself to his victim. If the person is extremely incapacitated, they may have only a vague memory of the incident. The use of drugs in this scenario carries an antidrug message, and it also demonstrates the way drugs can be used to reduce resistance to sexual molestation.

*Start the video.*

### ***Resist and Report Discussion***

**FACILITATOR:** You might think this party is a bit too much and such events don't really happen. Unfortunately they do. One youth group in a Southern state had more than 10 of its members become victims of a molester who used parties, drugs, and alcohol to reduce their inhibitions—the victims were all guys in their teens.

**FACILITATOR:** Let's talk about how one might resist going along with the crowd in this kind of situation. What are some ways you can think of to resist?

- Leave when you find out what is going on.
- Don't take any drugs or alcohol.

- Keep your clothes on.
- Stay with the crowd. Don't go into bedrooms or other areas alone with someone you don't feel comfortable with.

FACILITATOR: Place yourself in Kyle's situation. Should you report Steve to your parents or some other trusted adult? Why?

- Reporting this kind of situation will prevent further harm from happening to your friends.
- Steve may be able to be helped. He has a problem that will almost always get worse as he ages. Teenage child molesters can be helped.

FACILITATOR: Some kids in Kyle's situation may not report Steve to their parents or other trusted adult. We've talked about what you should do; the question now is what would you do? (*Note to facilitator: This question is intended to cause the troop members to think about their personal values and priorities. Doing the right thing in this situation is not easy, and the Scouts need to be able to express their feelings.*)

FACILITATOR: Let's see what happened.

*Start the video.*

## **Discussion Guide: Internet Safety**

### ***Introduction (Before Showing the Video)***

FACILITATOR: The Internet has become an important source of knowledge as well as offering new opportunities for a lot of fun. Using the Internet also brings some risks if you don't follow basic safety rules. This lesson was learned by Brian in the following scenario. Let's watch.

*Start the video.*

### ***Recognize Discussion***

FACILITATOR: What are some of the things that should have helped Brian recognize that Scott was not "the real deal"?

- Wanting him to come alone to the apartment
- Asking for his e-mail address and other personal information
- Offering him a free demo
- The inconsistency between having expensive guitars and living in an apartment too small for a few people to visit
- The inconsistency between being successful and wanting to socialize with kids
- A photograph of guitars that was staged versus taken inside an apartment

*Start the video.*

### ***Resist and Report Discussion***

**FACILITATOR:** It took a while, but Brian did recognize that Scott was someone he really did not want to see. How did he resist?

- Brian tried to avoid Scott.
- Brian said he needed to check with his parents.
- Brian made excuses for not meeting Scott.

**FACILITATOR:** What other ways can you think of to resist people who act like Scott?

- Do not respond to any e-mail, IM, or other electronic messages that threaten you or make you feel uncomfortable or scared.
- Set up blocks on your e-mail and IM programs to reject messages from individuals who harass you online.
- Change your e-mail address.

**FACILITATOR:** Brian seems to recognize that the problem with Scott has grown beyond his capacity to handle it. To whom might he go to report Scott's harassment and stalking behavior?

- The immediate situation is at school, so Brian could go to the school principal, school safety officer, counselor, or a teacher for help.
- Brian also needs to talk with his parents to let them know what has been happening. They may be upset that he didn't talk with them sooner, but it's not too late.

**FACILITATOR:** Let's watch the video.

*Start the video.*

## **Discussion Guide: Bullying by Peers**

### ***Introduction (Before Showing the Video)***

**FACILITATOR:** The video we are about to watch addresses a topic that has become all too common. We often see it in schools, but it can happen anywhere. The topic is bullying. Let's watch the video and see how Sean handles unwanted attention by his tormentors.

*Start the video.*

**FACILITATOR:** Recognizing bullying is pretty easy if you are the target. Just as in Sean's situation, many kids who are being bullied don't seek help on their own. What could you do to help someone whom you recognize as being bullied?

- Offer to accompany the bullying victim so he or she will not be as vulnerable as when he or she is alone.
- Talk to a teacher or another adult in charge about what you see happening.
- Let the bullies know you don't think picking on other kids is right. It's not fun for the person being picked on, nor is it acceptable behavior.
- Label the behavior. Some bullies don't realize they are behaving like bullies.

FACILITATOR: Let's see how Sean tries to resist the bullies in his life.

*Start the video.*

### ***Resist and Report Discussion***

FACILITATOR: As you can see from Sean's experience, resistance doesn't always work. He did try some resistance strategies that sometimes work. What are some of the strategies that Sean tried?

- Sean tried to ignore the bullies.
- He tried using humor.

FACILITATOR: The bullies who were bothering Sean had begun to use mild physical bullying such as pushing and shoving. If you were Sean, what might you have done if the physical bullying became more serious?

- It's difficult to walk away from a fight, but many schools have a zero tolerance for any fighting—even one started by a bully. Anyone fighting may be punished. Avoiding a fight is the best course of action.
- Might does not make right. The odds of winning a fight with a bully are not very good. Bullies generally pick fights with people they feel they can beat.
- If the bullying is physical, then see your doctor or school nurse. Ask them to write down your experience and any injuries so you have a record.

FACILITATOR: Sean and his brother Mark worked together to address Sean's problem with bullies. It's important for bullies' victims to know they don't have to deal with bullies alone. What would you do to report the bullying if you were Sean?

- Talk with your parents about the problem. They may be able to contact the school on your behalf.
- Talk with a teacher or school counselor.
- If the bullying takes place in other places, for example a shopping mall, ask for help from a security guard or police officer.

**FACILITATOR:** Bullying is a serious problem. It causes some victims to miss school, take weapons to school for protection, and sometimes even to consider suicide; none of these is an acceptable strategy. If you are being bullied, seek help. Ask an adult you trust to help you decide how to handle the situation. Let's watch to see if we have covered all the bases.

*Start the video.*