

Presenter's Handbook

Revised 10/12/06

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Dear Alive Volunteer Presenter

The Long Beach ALIVE Board of Directors would like to thank you for taking the time to make a difference in the prevention of family violence. This is your Presenter's Handbook. This handbook has all the pertinent information that you will need to conduct presentations in the Long Beach Unified School District. If you should need to contact any board member, please refer to the Board of Directors roster handed out at the training session. Once again, thank you for taking the time to become a part of Long Beach ALIVE.

Diane Prior
President

Overview of ALIVE

ALIVE Mission Statement:

The mission of Long Beach ALIVE is to break the generational cycle of violence in families by providing alternatives to violent behavior through prevention and awareness presentations to 4th and 5th grade students.

In accomplishing this mission, Long Beach ALIVE focuses on presentations to students in their fourth and fifth grade classrooms. Long Beach ALIVE's presentation is conducted by a team of trained volunteers from the local community. These presentations have the following goals:

1. To heighten awareness and increase understanding in student, of the forms of violence that can occur.
2. To empower students to recognize family violence and encourage them to obtain help when necessary.
3. To educate students how to access relevant community resources.

Classroom Presentation Materials

The following materials are handed out at the training session.

1. *Curriculum Guide
2. Posters – ALIVE and Four Abuse Types
3. Two Videos
4. ALIVE Hotline Resource Cards
5. *Hot Line Scenario
6. *Presentation Evaluation Form for teacher

* These items and other valuable information are also available on the ALIVE website (www.LongBeachALIVE.org).

Classroom Presentation Process

The ALIVE Coordinator contacts the school principal, seeking approval to give ALIVE presentations in the classroom. The ALIVE information packet is given to the principal. ALIVE presentations are scheduled at the convenience of the school calendar. One or all fourth and/or fifth grade classes may be scheduled according to the principals' and teachers' requests, subject to the availability of volunteer presenters.

The ALIVE classroom presentations consist of **two interactive fifty to sixty minute sessions** conducted in fourth and fifth grade classes by a team of one or two trained volunteers.

Session 1 Overview: Definition of terms. Statistic review, causes & effects of family violence. Video is shown illustrating an abuse situation. Discussion. Resource cards, in English/Spanish, with crisis phone numbers are distributed. Discussion of purpose and types of hotline resources. Envelopes are left with teacher for student questions to be discussed at next session. Follow-up worksheet is left with teachers, as well as extra resource cards.

Session II Overview: Review of previous session. Discuss student questions. Review resource card. Role play of hotline call. Discussion on ways to deal with conflict. A second video is shown with discussion. Summary and conclusion. Message left with students: "The information shared in these two sessions is in your hands to use if you or someone you know needs help." A second follow-up worksheet and a presentation evaluation form are left with the teachers. ALIVE requests return of evaluations.

Expected outcomes: Students will be more confident and prepared with the empowering information they have received. Presenters will confer with teachers if they sense problems in any student's response. If a child discloses child abuse, it is the teacher's responsibility as a "Mandated Reporter" to act upon it.

ALIVE is committed to keeping in contact with its schools, welcoming feedback concerning program content and volunteer presenter evaluation. Although the goals of ALIVE presentations are constant, ALIVE is sensitive and responsive to requests to address special language, community and cultural needs.

Dear Presenter from Coordinator

Dear: Presenter:

Enclosed please find some information that should be shared with the teachers who have requested the ALIVE Presentation in their classroom. Please remind these teachers to remain in the room during the entire program for two reasons: 1) the presenters are members of the business community and not certified personnel: and 2) the teacher's knowledge of their students' behavior is imperative in the detection of children in hazardous situations.

The schedule is confirmed as follows:

(date) (time } (grade) {presentation #} {Presenters)

Also included is an optional parent notification letter, should you want to inform the families of these presentations.

If you have any questions or comments, please feel free to contact me at either {your phone number). Thank you and I look forward to seeing you during the weeks of our involvement in your school.

Sincerely,

(Coordinator's Name) Coordinator

Dear Classroom Teacher

Goal Statement:

The goal of Long Beach ALIVE is to empower young people to recognize resources in their school and their community in, helping them deal with family violence and related problems.

Presentation:

- One or two volunteer presenters from the community come into the classroom for two 50-60 minute presentations to address the types of abuse and violence that occur in families and its effects. The presentation uses videos, charts, role plays and dialogue. A wallet sized resource card will be given to each student.
- Please have a TV/VCR available in the classroom.
- Please inform your nurse and counselor of the presentation scheduled for your class, as they may want to observe and/or follow-up the presentation.

During the Lesson:

- Remain in the classroom to observe the lesson and note any reactions by the students that might indicate a need to speak with them afterwards.
- Avoid having distracting activities in the room while the lesson is being presented (ie. a classroom aide setting up for a special art project).
- Presentation requires a high level of student participation.

After the Lesson:

- Reinforce key points of the lesson. Check for understanding as appropriate.
- Give students the opportunity to talk privately with you or one of the members of the school staff (administrator, nurse, or counselor) during the day.
- As soon as possible, follow up on any open disclosure or comments made during the lesson that may require the completion of a "Suspected Child Abuse Report."
- Please encourage your students to participate in the written questions, anonymously at the end of the first presentation. This will facilitate discussion in the second presentation.

Thank you.

Reporting Directive from LBUSD

TO: *ALIVE* Presenters

FROM: Robin Sinks, Program Facilitator, Drug, Alcohol, and Tobacco Education Office, LBUSD

SUBJECT: Child Abuse Reporting Requirements

Effective January 1, 1985, all school employees must acknowledge that they are aware of the provisions of Section 11166 of the California Penal Code. This Section requires:

Any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the knowledge or suspected instance of child abuse to a child protective agency and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certified pupil personnel employees of any public or private school; administrators of a public or private day camp; licensed day care for children; head start teachers; licensed workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; and social workers or probation officers.

"Medical practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.

"Non-medical practitioner" includes state or county public health employees who treat minors for venereal disease or any other conditions; coroners; paramedics, marriage, family or child counselors; and religious practitioners who diagnose, examine or treat children.

Section 11172 (b) of the California Penal Code requires:

Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a **fine of not more than one thousand dollars (\$1,000) or by both.**

It is the responsibility of the PRESENTERS to report suspected or actual child abuse in accordance with district procedures designed to facilitate the reporting process developed in the Long Beach Unified School District. These procedures are outlined in the Attendance Services bulletin "Reporting Suspected Child Abuse" dated February 7, 1985. PRESENTERS should contact their immediate supervisor for further information.

Having read the above requirements, please sign the attached statement and return to:

ROBIN SINKS, LBUSD, DRUG, ALCOHOL AND TOBACCO EDUCATION OFFICE.

Guidelines for Answering Student's Written Questions

1. Don't answer all questions by the students - scrutinize...choose only those relating to the topic of family violence.
2. Don't read names. If a child adds his/her name to the questions, do not direct the answer to that child.
3. Don't discuss controversial topics, such as abortion, birth control, religion, etc.
4. If you don't know the answer, simply tell the class that you don't know. You can do research later and return with the answer, or inform the teacher of the answer at a later date.
5. Keep the answers direct.
6. If you are uncomfortable with the question, don't answer it.
7. Ask the students to answer the questions, when you think they might know the answer.
8. If you suspect that a question might be a disclosure, let the teacher, principal, and coordinator know. And don't address it during class time.
9. Look through the questions during a quiet moment, such as during the video. Don't take all the letters in front of the class, only the ones you plan to use.
10. Don't be afraid to ask for help from the teacher.

Effective Presentation Tips

Lesson Preparation - Use small index cards. Try to memorize the script, if you don't know it all, feel free to look at your cards. Study and learn your part.

Eye Contact - Look at the students, scan the room. If you do not maintain eye contact you may lose the student's interest and attention.

Anxiety - Take a few deep breaths. Most of the students will be with you. Focus on friendly faces. A little anxiety will keep you sharp!

Compliments - Thank the boys and girls for their answers and cooperation. Positive reinforcement encourages discussion - negative comments will discourage participation.

Do not call on the same person repeatedly, involve as many as possible. If someone laughs at a youngster's answer, you might say, "we sometimes giggle when we feel uncomfortable."

Discipline - Do not talk over disruptions. Stop and look at the ones talking. Ask "May I have your attention?" or "I need for you to listen." When too many talk at the same time, "May I see hands, please?" If disruption continues STOP remain calm and in an assertive voice, say, "It is very difficult for me to continue. I need your attention now."

Attitude - Respect the students. Be yourself. Do not talk down to the boys and girls or act cool. Be friendly. Feel free to move about the room. Your caring and giving of your time will speak loudly. Enjoy the young people.

Remember that you are providing extremely valuable information and that you are empowering the students to do something positive about a hurtful and, at times, life threatening situation.

BE PROFESSIONAL ARRIVE AND LEAVE ON TIME KNOW YOUR PART