



THEATRE IV Classroom Connections Teacher Resources



In the Classroom

For Teachers & Students

Grades K - 5

Hugs and Kisses and the Classroom Connections Study Guide are produced in support of the teaching of: Family Ties, Language, Civics, Music, Prevention, Character Development and Self-Esteem.

Supports the teaching of these Virginia SOL in English:
K.1, K.2, K.3, K.4, K.6, K.8, 1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 2.1, 2.2, 2.3, 2.8, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.5, 5.6

Activities provided support curriculum in grades K - 5.



On the Web

Theatre IV

www.TheatreIV.org/hugs

Virginia DSS

www.dss.state.va.us

PCAV

www.preventchildabuseva.org

Activities provided are aligned with the Virginia Standards of Learning. Information for teachers and parents is provided on these websites

Hugs and Kisses

*Produced by Theatre IV, Prevent Child Abuse Virginia and
the Virginia Department of Social Services*



Hugs and Kisses sensitively introduces “good touch,” “bad touch” and “secret touch” concepts to K – 5 students.

Over 1.4 million students in every VA school district have seen ***Hugs and Kisses***.

This award-winning musical serves approximately 55,000 students throughout Virginia.

As part of a broader child sexual abuse prevention program, ***Hugs and Kisses*** teaches strategies for prevention and opens a dialogue in the community about this important topic.

Over 13,000 students have sought **help** directly after attending ***Hugs and Kisses***.

Hugs and Kisses

Play Synopsis

Our story takes place one summer afternoon at the local community center. Katie, Michael, Jacob, Emma and Hugs, Katie's big fluffy dog, are rehearsing for the annual "Summer Follies" talent show. Katie tells Michael she's worried that Emma, the star in their big musical production of *Rapunzel*, will "mess up" the show with her moody, withdrawn behavior. Michael says Emma probably only acts this way because she is new in town and still a little shy.

The *Rapunzel* rehearsal goes really well, but Emma has doubts about *Rapunzel*'s happy ending. Emma says not every story has a happy ending. Sometimes people hurt other people, and it is not always a witch or a monster or a stranger. Sometimes you can be hurt by someone you know.

Katie, Michael and Jacob don't understand and argue with Emma. Finally, Katie loses her patience and suggests that Emma not work on this part of the play, since it seems to upset her. Katie, Michael and Jacob leave Emma alone, but Hugs stays behind to comfort her.

Emma tells Hugs she is sorry the other children are angry with her for saying what she knows is true. With encouragement from Hugs, Emma relates her experience with her stepfather and expresses her own feelings of confusion, self-doubt and helplessness.

Just as Emma finishes telling her story, Hugs runs off to get help. Emma feels abandoned by her last friend. Feeling there is something wrong with her, she decides to run away.

Hugs returns bringing Mrs. Crenshaw, Katie's teacher who also works at the community center in the summer. Mrs. Crenshaw doesn't understand why Hugs has come for her until the children tell her about Emma's behavior and the things Emma said about touching and life not having happy endings.

Mrs. Crenshaw becomes concerned and tells the children that unfortunately there are many children who are hurt by adults they know. She talks with them about the differences between "good touching," "bad touching," and "secret touching" and tells them that when she was a child, "secret touching" had been a part of her life for a time. She tells them she got "secret touching" out of her life by talking to a trusted adult who helped her, and by learning to say "no."

Mrs. Crenshaw explains that every child has a right to protect his/her body from any "secret touching," and has the right to say "no" in these situations. It is especially important to remember that "secret touching" is never the child's fault.

With Hugs leading the way, the children and Mrs. Crenshaw find Emma and apologize for not having been real friends and listening to what she tried to tell them. They tell her running away is wrong and never solves problems. Her new friends promise to stand by her and encourage Emma to break the silence by telling her secret to a trusted adult. Emma agrees and asks to speak with Mrs. Crenshaw who can and will bring her the help she needs to get secret touching out of her life forever.

The play ends with the actors talking to the audience, recapping various lessons from the story and urging the children in the audience to discuss the subject further with their teachers, parents, or with the actors themselves.



Hugs and Kisses

Teacher and Counselor Pages

Hugs and Kisses...

- Sensitively introduces “good touch,” “bad touch,” and “secret touch” concepts to K – 5 students
- Is an award-winning, enjoyable musical play serving approx. 55,000 students in Virginia
- Has been seen by over 1.2 million students in every school district in the state.
- Has prompted over 12,300 students to seek help directly after the play
- Teaches prevention resources and techniques across all elementary grade levels

5 Facts about Child Sexual Abuse

It is generally accepted that:

- 1 Child sexual abuse cuts across cultural, racial, and economic bounds, and occurs at ALL levels of society.
- 2 Somewhere between 1-in-4 and 1-in-10 children will be sexually abused by the time they are 18 years old.
- 3 Sexual abuse usually begins when the child victim is approximately 8.5 years old. Studies have shown that at least 19% of the victims are less than 5 years old.
- 4 In 70% - 90% of all child sexual abuse cases, the abuser is someone known to and trusted by the child - a relative, friend, neighbor, etc.
- 5 Situations of abuse occur, on the average, for 3 years before they are detected and continue for an average overall period of 3 to 6 years.



The usual reaction when faced with the topic of child sexual abuse is either:

“That’s just too awful to think about.”

or

“There just isn’t any of that in our community.”

Unfortunately, the highly emotional response of the first reaction probably contributes to the prevalence of the second. Experts tell us that the incidence of child sexual abuse is too high across the state and across the country, not to talk about it and do something about it.

Hugs Kisses

and

Teacher and Counselor Pages

The following points dealing with child sexual abuse prevention are addressed in *Hugs and Kisses*:

1. The child has a proprietary interest in his/her body.
2. The child has a right to say no to adults in situations in which the child feels uncomfortable.
3. It is important that the child tell a trusted adult (parent, teacher, counselor, etc.) when he or she is abused. If the first adult does not respond, the child should tell someone else. It is never too late to report an incident of abuse.
4. Sexual abuse is NEVER the child's fault.
5. The presentation explains the private parts of the body, and the concept of "good," "bad," and "secret" touching.
6. Emphasis is on the fact that the abuser is more often known to and trusted by the child, rather than being a stranger. Abuse can come from anyone, and it can happen to anyone.
7. The importance of not keeping a secret, of breaking the silence, is addressed.
8. The child's feelings of confusion, guilt, fear, etc. are addressed.

Meeting our Audience's Needs

Hugs and Kisses was written for a target audience of students in kindergarten through fifth grade. Obviously, this covers a fairly wide age range. However, while kindergartners and fifth graders are very different in most ways, their level of sophistication on this particular topic is alarmingly similar.

In order to appeal to both ends of this spectrum, the story line has been kept simple, and the characters identifiable as "real" children. It was felt that it was important to include a character who was a victim of sexual abuse in order to more accurately present the feelings of hurt, confusion, self-doubt, etc. that children in this situation experience.

The presence of "Hugs," the fluffy dog, as a character is both theatrically useful and thematically correct. Interviews with a number of incest victims revealed that, during the time the incest was occurring, they felt unable to express their feelings to human beings, but often talked to pets or farm animals.

The characters in the play urge the children in the audience to tell their teacher immediately if they are themselves, or if they know of, victims of "secret touching." If a child comes to you with this kind of information, do three things:

LISTEN! BELIEVE! ACT!

LISTEN: This is not the kind of story most young children make up or embellish, even in anger to "get back" at someone. In general, only approximately 5% of all reported abuse cases are fictitious.

BELIEVE: In actual cases of child sexual abuse, the child often will "back down" on his/her story when questioned, even by a friendly adult, as a result of fear of blame, rejection, punishment, etc.

ACT: If we are to make a difference to these children whose lives are being "locked away" in this vicious manner, it is vital that all complaints be investigated. We must send the message that no longer will silence be tolerated concerning this problem. Know the policy of your school division relative to reporting suspected incidents of child abuse and/or neglect, and act on it. This may involve going to your principal, school nurse, or other school personnel. Remember: you may be the child's only link to a world where there are caring, believing, protecting adults!

It is anticipated that there will be some amount of "nervous laughter" during the performance, particularly among fifth grade students. Teachers of these older students are urged to include in their preparation some discussion of these students being "school leaders," "setting an example for the younger children," and "acting like grown-ups in the audience."

Finally, this study guide is meant to be just that - a guide, not the only resource you should consult in addressing this problem. With this in mind, it is hoped that you will find the included activities and lists of resources useful as you approach this subject with your class.



Hugs Kisses

Teacher and Counselor Pages

Indicators of Child Sexual Abuse

(abstracted from URSA project Contract to Develop Child Abuse & Neglect training materials, and Richmond Multi-Discipline Team on Child Abuse.)



Behavioral Indicators

1. Regressive Behavior: Molested children (especially young children) may withdraw into fantasy worlds. Sometimes these children give the impression of being mentally challenged when, in fact, they are not.
2. Delinquent or Aggressive Behavior: Molested children (especially pre-teen and teen) often act out their anger and hostility on others.
3. Sexual Promiscuity: The sexually molested adolescent may be sexually promiscuous, and their behavior may become very apparent not only to the school, but to the entire neighborhood. For the younger victims of sexual abuse, age inappropriate sexual language and actions (particularly those which imitate adult sexual behavior) are generally more common indicators.
4. Confiding in Someone: A molested child may confide in a special friend or teacher. These confidences may not take the form of direct information about being molested, but may involve such statements as "I'm afraid to go home tonight," "I want to come and live with you," "I want to go live in a foster home."
5. Poor Peer Relationships: Molested children (if molestation has occurred over a long period of time) may not have social skills or are too emotionally disturbed to form peer relationships. The parent(s) has a vested interest in keeping them emotionally isolated. The child may have such a poor self-image (the "bad me" concept) that it overshadows his whole existence.
6. Prostitution: The middle to older molested teenager may turn to prostitution.
7. Extremely Protective Parent: In incestuous relationships, the parent involved may become exceedingly jealous of the child, often refusing him any social contact. The parent is afraid of losing the child to others. A father, e.g., may pick his teenage daughter up at school every day and become furious if he sees her talking to anyone.
8. Unwillingness to Participate in Physical/Recreational Activities: Young children who have been forced to have sexual intercourse with an adult, may find it painful to sit in their chairs in school, or to play games which require a great deal of movement.
9. Runaways: Teenagers who have been molested sometimes resort to escape and run away from home.
10. Drugs: Teenagers who have been molested may resort to escape through the use of alcohol or other drugs.
11. Confession: The child who has been molested may seek to report the offense. A thorough investigation should be made to determine the validity of the statement.

Family Indicators

1. Prolonged absence of one parent from the home.
2. Loss of one parent through death or divorce.
3. Gross overcrowding in home - insufficient sleeping space.
4. Physical proximity.
5. Alcoholism and other substance abuse.
6. Family members lack normal social and emotional contacts outside of the family.
7. Isolation created by remoteness of home to other homes (especially in rural areas).

Hugs and Kisses

Student Pages

Fun Facts

Plays that include songs are called musicals. In a musical, both the dialogue, or words spoken by the characters, and the songs are used to tell the story. Read the song lyrics to the right. Then complete the activities on the facing page.

Definitions

Fill in the word that matches each definition.

dialogue

lyrics

musicals

Plays that include songs :

Words spoken by characters in a story :

Words of a song :

Think About It

Can you think of a time when you really loved getting a kiss, and a time when you really hated it?



Hugs and Kisses

Hug, a verb, to comfort, console,
To put the arms around and hold closely:

An act of love for the young and old
And everybody else in between.

Kiss, a noun, a touch with the lips,
Often with some pressure and suction:
Or blown to somebody just like this-
A kiss is such a nice thing to give.

To cling to, to cherish, to clasp another closely;
A noun, a loving embrace;
An act of affection, a chocolate confection;
A verb, gently to touch.

Hugs and kisses, hugs and kisses,
Usually so wonderful, occasionally delicious!
Hugs and kisses, hugs and kisses,
A lovely way to say:
I am your friend!

It's Your Right to Say "No"

It's your right to say "no."
It's your right to say "leave me alone."
When somebody is touching you in a way that you don't like,
Just ask them to go.
'Cause its your right to say "no."

It's my right to say "wrong,"
I won't be afraid to stand up for myself.
When somebody is going too far, doesn't matter who they are,
I won't let it go on.
'Cause it's my right to say "wrong."

Each of us has the right to say "Don't touch me that way."
Have you never known that, even though we are children yet,
We can not forget, our bodies are our own,
Our bodies are our own!

It's our right to say "no!"
Don't let secret touching get out of hand.
It's never too late to say "Stop right now, that's one thing I can't allow."
"So please let me go."
'Cause it's our right to say "no!"

Hugs and Kisses

Student Pages

The teacher in the play leads the children in the song "It's Your Right To Say No?" Why did the playwright choose this character?

What message is the playwright trying to get across in the song "It's Your Right to Say No?"

How do you think the songs affect the mood and message of the play?

As children, what important safety lessons must we always remember?

Hugs and Kisses

Definition

trust (noun): A firm belief in the character, ability, strength, or truth of someone or something

Apply It!

In each block, draw and label a picture of an adult in your life that you can **trust**.

Challenge

Who are other trusted adults that you know? Create a list of your trusted adults, and where you could find them if you would ever want to talk.

Name

Where
to Find

Resources for You

Virginia Child Abuse Hotline

1 (800) 552 - 7069

If you have a problem with secret touching or bad touching, you can call this number and talk with someone who can help. Make sure you use this number only as a last resort, okay? It's always best to talk to a trusted adult face-to-face so you can get the help you need **immediately**.

Student Pages



Hugs and Kisses

Student Pages

"There is no area of the body that is bad. Our bodies are beautiful."

- Katie

"If somebody touches you in a way you don't like, it is your right to say "NO," no matter who that somebody is."

- Mrs. Crenshaw

"Secret touching usually involves adults or teenagers touching areas of our bodies that we consider private. If you are a girl, these areas would be covered by a two-piece swimsuit. If you are a boy, this area would be covered by a one-piece swimsuit."

- Jacob

"Hugs knows that adults and children should never have secrets about touching, no matter who the adult is or what the adult says."

- Katie

"Secret touching is NEVER the child's fault."

- Michael

"If you tell your secret and keep telling until someone brings you the help you need, you'll have taken the first step to getting secret touching out of your life forever."

- Emma

Listen for these important lines in the play. Then, discuss them as a class, and answer the questions below:

Read the second quote, by Mrs. Crenshaw. Can you think of a time when it would be hard to say "NO"?

Why should adults never ask children to keep secrets about touching?

What does Michael mean when he says, "Secret touching is NEVER the child's fault?"

Hugs and Kisses

Student Pages

Think About It

Jacob's quote is a lesson on the areas of the body that are covered by a swimsuit. Pretend Jacob and Katie are at the beach. Draw them on this page, coloring an appropriate one-piece swimsuit for Jacob, and a two-piece swimsuit for Katie. Be creative and have fun coloring !

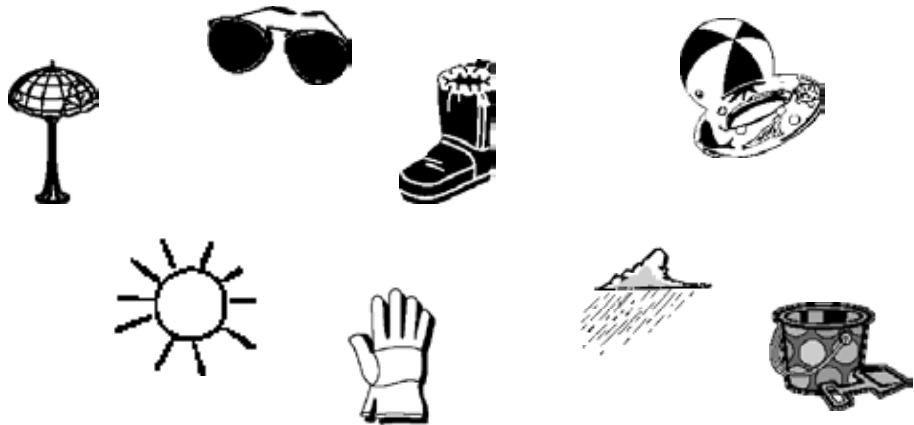
Hugs loves the beach. What items might Hugs want for a great day at the beach? Circle the items that might be found at the beach. Cross out the items you would not like to find or use at the beach.

Write About It

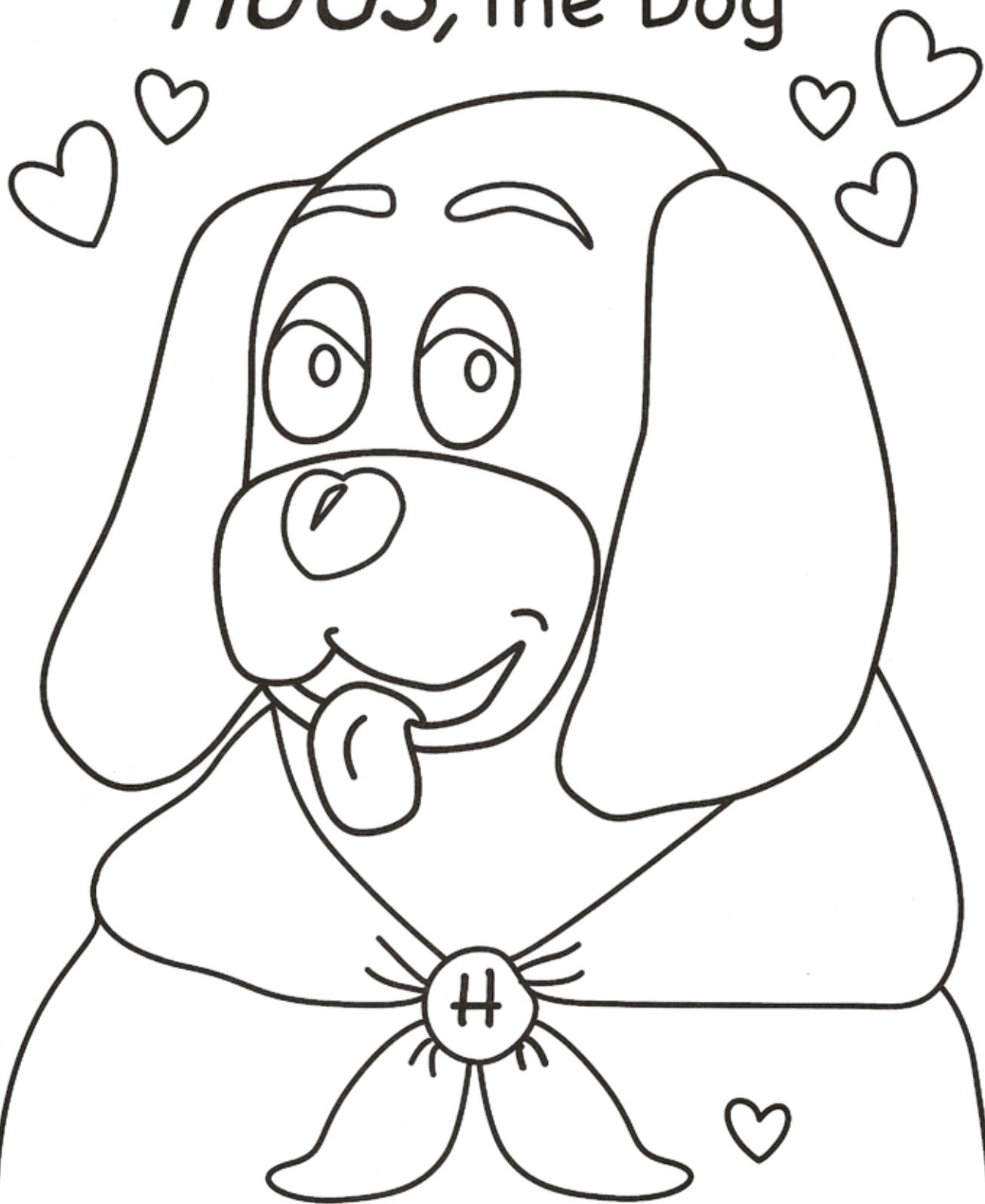
Pretend you are at the beach. Write a postcard to a friend telling him or her about your trip. What would you do during a trip to the beach? What sights, smells, feelings, sounds, and tastes do you associate with the beach?

A Trip to the Beach

"Secret touching usually involves adults or teenagers touching areas of our bodies that we consider private. If you are a girl, these areas would be covered by a two-piece swimsuit. If you are a boy, this area would be covered by a one-piece swimsuit." - Al



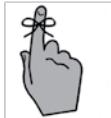
HUGS, the Dog



THEATRE IV presents...

Hugs and Kisses

Book & Lyrics by Bruce Craig Miller and Terry Bliss
Music by Richard Giersch



DON'T FORGET!



Secret touching is NEVER, ever the child's fault!



Secret touching can happen to anyone, boy or girl.



It's your right to say, "No!" to any touching you don't like.



There should never be secrets about touching between an adult and a child or a teenager and a child.

TALK TO YOUR TRUSTED ADULT

If you have any questions about touching or the way you're being touched, talk to your trusted adult - your school counselor, your teacher, your parent or anyone you think is trustworthy.

As a last resort, you can call 1-800-552-7096 Virginia Child Abuse Hotline (language line available) but remember this is a last resort. It's better to talk to your trusted adult face-to-face.



THEATRE IV

Set the Stage for Learning

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