



National 4-H Headquarters Overnight Chaperone Training

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First and foremost, National 4-H Headquarters would like thank you for your willingness to serve as an Overnight Chaperone. Our goal is both youth and volunteers to have a positive and safe experience when participating in any 4-H event. We want to provide you with the tools, resources and information you need to be effective leaders. Through this training, we hope that you become better informed and prepared to serve as an overnight chaperone.



Overview

- Background
- Creating A Positive Environment
- Dealing with Discipline
- Understanding Child and Adult Protection
- Putting Health and Safety First
- Managing Crisis Situations
- Testing Your Knowledge with Jeopardy

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On the training agenda, we'll provide a background to the Overnight Chaperone Program. You will learn how to create A Positive Environment as well as Provide Guidance through Discipline. You will learn more about protecting yourself and others during the Child and Adult Protection Session. You'll receive information on Health and Safety and Dealing with Emergency Situations. Finally, you learn what to do in a Crisis.



Why Overnight Chaperone Training?

- Provide a safe, positive environment for the youth.
- Provide tools, resources and information

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National 4-H Headquarters takes seriously it's obligation to provide a safe, positive environment for the youth. National 4-H Headquarters wants to provide volunteers and staff with tools, resources, and information they need to be effective leaders.



We Need You As a Chaperone!

- To help develop life skills and character traits in youth.
- To serve as a positive role model.
- Help assist youth and 4-H staff in solving problems.
- To assist 4-H staff and youth with experiences during the overnight event.

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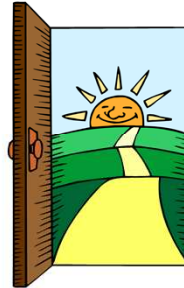
Overnight Chaperones are important to the delivery of 4-H programs. Overnight Chaperones help:

- Develop life skills and character traits in youth.
- Serve as a positive role model.
- Assist youth and 4-H staff in solving problems.
- And Assist 4-H staff and youth with experiences during the overnight event.



Four Basic Principles Based on the FISH! Philosophy

- Be Present
- Choose Your Attitude
- Play
- Make Their Day



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Overnight Chaperone Guiding Principles

The Fish Philosophy is a global phenomenon that is helping organizations become active and engaged. It brings life and energy to the work we do with young people. Based on the FISH Philosophy, the Overnight Chaperone Program has identified four guiding principles: Be Present; Choose Your Attitude; Play; and Make Their Day.

The glue in our humanity is being fully present for one another. To be present you can.....

- Get to know the participants
- Know the schedule and what's going on
- Listen to participants
- Put participant needs first

You have the power to choose your response to what life brings. So choose your attitude carefully. To do so, you can speak from the heart.

Find a message that communicates choose your attitude in a way that everyone will understand. By choosing a positive attitude, you will help provide motivation for youth.

It's also important when you choose your attitude that you persist with faith believing in the best in everyone.

Work made fun gets done, especially when we choose to do serious tasks in a lighthearted, spontaneous way. You can add fun and play to their day by treating others well and having a playful attitude. When you play, the time passes quickly with less opportunity for discipline problems and people have a good, healthy time.

The benefits of making their day is it is healthy, will feel good, and will unleash even more positive energy. You do this by turning even routine encounters into special memories through a small kindness.

By following the FISH Philosophy you will provide a positive, safe learning environment.



***“Children don’t
misbehave, they
behave to get their
needs met.”***

Thomas Gordon, Parent
Effectiveness Training

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According to Thomas Gordon, “Children don’t misbehave, they behave to get their needs met.”



What is Discipline?

- Educational process
 - Develop the self-control and self-direction
 - Assume responsibilities
 - Make daily living decisions
 - Learn to live with accepted levels of social behavior
-
- National GAINS Center
<http://www.gainsctr.com/curriculum/juvenile/glossary.htm>

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Discipline, is an educational process by which adults assist children and adolescents to develop the self-control and self-direction necessary to assume responsibilities, make daily living decisions, and learn to live in conformity with accepted levels of social behavior.

Punishment, on the other hand, focuses on the misbehavior. The adult who punishes the child teaches the child that the adult, rather than the child, is responsible for the way the child behaves. Punishment has negative effects on children, such as inducing shame, guilt, anxiety, increased aggression, lack of independence and/or lack of caring for others, and greater problems with adults and other children.



Preventing Problem Behavior

- The environment is conducive to positive interaction.
- Program activities are flexible in response to changing interests.
- Activities are age appropriate, relevant to the needs, interests, values and capabilities of youth.

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Event organizers play a vital role in preventing problem behavior before it starts. When working with youth, adults can do the following to prevent problem:

- Make sure the environment is safe (physically, emotionally and socially) and conducive to positive interaction.
- Be flexible with program activities in response to the changing interests of children.
- Make sure activities are age appropriate, relevant to the needs, interests, values and capabilities of youth.



Preventing Problem Behavior

- Adults model appropriate behavior using their authority wisely.
- Staff and volunteers develop caring relationships with youth.
- Communication is encouraged.

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Additional ways you can prevent problem behavior are to have adults' model appropriate behavior using their authority wisely, encourage staff and volunteers to develop caring relationships with youth, and encourage communication and emotional expression. By having positive relationships with youth that offer clear lines of communication, you will build an atmosphere that trust and will help decrease and more effectively deal with problem behavior.



Reasons for Problem Behavior

- *Attention*
- *Power*
- *Revenge*
- *Inadequacy*

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Reasons Children Misbehave

According to some child development experts, children usually misbehave for one of four basic reasons: attention, power, revenge, or inadequacy. While misbehavior takes many forms and actions, the primary reasons youth act out generally fall into these groups.

Attention - When children believe they "belong" only when they are noticed. They feel important when they are commanding total attention. Adults can respond by giving positive attention at other times, ignoring inappropriate behavior, setting up routines, encouraging, redirecting, or setting up special times.

Power - When children believe they "belong" only when they are in control or are proving that no one can "boss them around." Adults can respond with kind-but firm respect, giving limited choices, setting reasonable limits, encouraging, and redirecting the child to a more acceptable activity. When children test their limits and use a public display to assert themselves, adults can continue to stick to the basic rules letting them know their behavior is unacceptable. Another strategy is to remove the child from the situation if possible and talk when things are calmer at a later time.

Revenge - When children believe they "belong" only by hurting others, since they feel hurt themselves. Sometimes the reason for misbehavior is not clear. When there is a new pattern of acting out, children and adults should talk about how they are feeling. Adults should respond by avoiding harsh punishment and criticism. More accomplished when

adults build trust, listen, reflect feelings, practice sharing feelings, encourage strengths and act with care.

Inadequacy - When children believe they "belong" only when they convince others not to expect anything of them since they are helpless or unable. Adults can respond by encouraging their children to try things, focusing on the child's strengths, not criticizing or giving in to pity, offering opportunities for success and teaching skills in small steps.



Overnight Chaperone Training Part 2

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Setting Boundaries

- Boundaries must be defined.
- Freedom and limits vary with each child.
- Limits should be few and enforceable.
- The child should make decisions within the boundaries.

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Each individual needs to have boundaries defined, and freedom and limits needed vary with each child.

Limits should be few and enforceable, and the child should have the freedom to make decisions within the boundaries of the limits.



Rules

- Serve as expectations of behavior
- Be clear
- Be limited.
- Be enforceable
- Use the 4-H member code of conduct.
- Be age appropriate.
- Involve youth in setting.
- Will NOT cover everything.



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Rules are a prescribed guide for conduct or action. Rule should:

- Serve as expectations of behavior.
- Should be clear.
- Should be limited (an event should have 3 to 5 rules).
- Should be enforceable.

Use the 4-H member code of conduct as the beginning point. You should take into consideration ages and stages of youth development, and you should allow youth the opportunity to set some of the rules.

It's important to know that rules will not cover every possible situation.

However, they should as a guide for the most commonly occurring situations.



Rewards



- Should promote satisfaction in a job well done.
- Should not always be present
 - as good behavior should be a standard.

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Rewards are a good way of reinforcing positive behavior. Rewards....

- Should promote satisfaction in a job well done.
- Should not always be present – as good behavior should be a standard.



Consequences



- Immediate
- Related to the rule broken
- Fair
- Appropriate for the situation
- Should Age-Appropriate
- Could Involve Youth

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Consequences are often result of a particular action or situation. In order to be effective, consequences should be:

- Immediate
- Related to the rule broken
- Fair
- Appropriate for the situation
- Appropriate for the age, and
- Because discipline is an educational process, youth learn from being involved in determining consequences. While sometimes this in not practice, often times, youth will be harder on themselves with the consequences they've identified than the adult is.



Determine Discipline Direction

Ask yourself the following questions....

1. Is the child doing something truly wrong?
2. Is your child really capable of doing what you expect here?
3. Did your child know at the time that she was doing something wrong?

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Positive Discipline Techniques

True misbehavior occurs when a child **chooses** to behave **inappropriately**. Before you take action, ask yourself the following questions:

1. *Is the child doing something truly wrong? Is there a real problem here, or are you just tired and out of patience?*

- * If there is no real problem, release your stress away from the child.
- * If there is a problem, go to the next question.

2. *Think for a moment. Is your child really capable of doing what you expect here?*

- * If you are not being fair, re-evaluate your expectations.
- * If your expectations are fair, go to the next question.

3. *Did your child know at the time that she was doing something wrong?*

- * If your child did not realize she was doing something wrong, help her understand what you expect, why, and how she can do that. Offer to help her.
- * If your child knew what she was doing was wrong, and she deliberately disregarded a reasonable expectations, your child misbehaved.

If the behavior was an accident, it was not misbehavior. If the behavior was not an accident, ask your child to tell you the reasons she has for doing what she did. Listen carefully and assess before responding.



Discipline Don'ts

- Don't Make Threats
- Don't Pretend to Know Everything
- Don't Punish the Whole Group
- Don't Use Corporal Punishment

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When you are disciplining a child, there are things that you should not do.

- Don't make threats that you can't carry out on.
- Don't give lots of warnings before you act.
- Warn once and then act.
- Only make threats that you are prepared to carry out.

Children usually know when you don't know something. Be honest with the youth and just address what you DO know.

As a general rule, don't punish the whole group for the misdeeds of one individuals. Treat each student with respect. If one child is being disruptive, discipline that student, not the whole group.

The American Academy of Pediatrics believes that corporal punishment may affect adversely a student's self-image and school achievement. Studies have shown spanking may contribute to disruptive and violent student behavior. 1,5-7



Discipline Strategies

- *Fix-up*
- *Ignore*
- *Be Firm*
- *Stay in Control*
- *Separation*
- *Behavior Management*
- *Redirection*
- *Praise*

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The type of discipline a leader uses influences the type of person a child becomes. What type of discipline do you use? What type of influence do you want to have on a child? There are many strategies that work in disciplining children.

Fix-up - When children cause trouble or hurt another child, expect them to fix it up - or at least try to help.

Ignore - The best way to deal with misbehavior aimed at getting your attention is to simply ignore it. But, be sure to give attention to your children when they behave well. Children need attention for good behavior, not misbehavior.

Be Firm - Clearly and firmly state, or even demand, that the child do what needs to be done. Speak in a tone that lets the child know that you mean what you say and that you expect the child to do as he is told. Being firm doesn't mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.

Stay in Control - Act before the situation gets out of control - before you get angry and overly frustrated and before the child's behavior becomes unreasonable.

Separation - When children irritate one another or squabble have them rest or separate them for a time. Being apart for a while lets each child calm down. Then you can use other ways to encourage better behavior.

Behavior Management - Talk with children calmly to learn what caused a disagreement.

Then talk about ways to deal with it. Come to a solution that's agreeable to both you and the children. This helps children learn to be responsible for their behavior.

Redirection - When children get rowdy, stop them, explain why you are stopping them, and suggest another activity.

Praise - Give more attention and praise for good behavior and less for bad behavior. Don't make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.



Step by Step Discipline.....

- Deal with the child directly
- Approach the child at his or her level
- Calmly ask him or her to stop
- Explain why the behavior is unacceptable
- Explain how the consequences are related to the behavior
- Never use physical force

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When disciplining a child, there are some steps you can take to address the problem in a positive way. First, you must deal with the child directly. Don't deal with their friends or their leader.

When you approach the child, make sure you approach them at their level. You will want to approach them using language that they can understand, as well as physically be at their eye level.

If the behavior is persisting when you approach the child, you need to calmly ask him or her to stop the behavior.

You need to explain to the youth why their behavior is unacceptable. If their behavior breaks a rule on the Code of Conduct Form or areas covered in an event letter or at orientation, you can bring this up at this time.

You need to help them understand how the consequence is related to the behavior.



Behavioral Guidelines

Character Counts:

- Trustworthiness
- Respect
- Responsibility
- Fair
- Caring
- Citizenship

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In 4-H youth Development, we are very proud to promote the Character Counts youth ethics initiative.

The Character Counts! Program is supported by six pillars or values.

Trustworthiness, which tells us to:

- Be honest
- Don't deceive, cheat or steal
- Be reliable — do what you say you'll do
- Have the courage to do the right thing
- Build a good reputation
- Be loyal — stand by your family, friends and country

The second pillar focuses on ***respect*** which tells us to:

- Treat others with respect; follow the Golden Rule
- Be tolerant of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit or hurt anyone
- Deal peacefully with anger, insults and disagreements.

In doing what we are supposed to do, youth model the third pillar of ***responsibility***. Other ways, we model the behavior is to:

- Persevere: keep on trying!
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act — consider the consequences
- Be accountable for your choices

When we are *fair*, we play by the rules

- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly

Character Education promotes *caring*. We show we care, when we are kind are:

- Compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need.

The final pillar, *Citizenship*, encompasses many of the positive qualities shared above. In being a good citizen, you:

- Do your share to make your school and community better
- Cooperate
- Get involved in community affairs
- Stay informed; vote
- Be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment



Overnight Chaperone Training Part 3

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Youth and Adult Protection

- Two deep leadership
- No one-on-one contact
- Respect of privacy
- Housing
- No secret organizations
- Transportation
- Proper attire

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Youth protection guidelines help insure a safe environment for youth free from any form of child abuse. It also protects adults from unfounded accusations of child abuse because it takes away the opportunity for adult to be alone with the youth and provides clear parameters for which the adult to operate within.

Two deep leadership

Having two deep leadership provides adequate supervision and supports the concept of having another adult present in case of emergency. Coed overnight activities require male and female adult leaders, one of whom must be 21 years of age or older, and both of whom must be an enrolled 4-H volunteer member.

No one-on-one contact

One-on-one contact between adults and youth members is not permitted. In situations that require personal contact, the meeting is to be conducted in view of other adults and youths.

Touching

On occasion an adult might touch a child to offer encouragement or aid in instruction. Adults should keep in mind that they should not touch any part of the body that would normally be covered by a one piece bathing suit. The adult

should be sensitive to the child and never touch a child against his or her will unless to prevent an accident. Adults should avoid tickling or wrestling with youth.

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.

Housing

Housing varies from event to event. It is the responsibility of the overnight chaperones to supervise all aspects of housing including discipline, curfew, clean-up and other guidelines established during the events.

- Overnight chaperones are expected to supervise and discipline youth assigned to their “cabin.”
- 4-H members should not be allowed to change rooms without the approval of the event coordinator.
- 4-H members should not be allowed to miss scheduled activities, break curfew, sleep late or violate any other guidelines established by the event coordinator.
- Males 4-H members are not permitted in female 4-H members’ rooms and vice versa. Overnight chaperones are discouraged from entering the rooms of 4-H members of the opposite gender.
- Roll should be checked at night. It is the responsibility of the overnight chaperone and the staff to insure that all young persons are in their rooms.
- An adult and one 4-H member are not permitted to share a room unless that adult is the parent/guardian of the 4-H’er. The only exception is when a parent indicates permission in writing prior to the event. Married couples may share the same quarters if appropriate facilities are available and adequate supervision can be provided to youth by remaining staff and volunteers.

No secret organizations

4-H does not recognize any secret organization as part of its program. All aspects of the 4-H program are open to observation by parents and leaders. Hazing and initiations are prohibited and may not be included as part of any 4-H activity.

Transportation

Overnight chaperones might be asked to provide transportation to and from an event. Staff and volunteers should use all safety precautions including only transporting the number of passengers the vehicle is recommended to carry. Youth should never be allowed to ride in locations other than seats with belts, including in the back of a truck.

When transporting youth to and from planned 4-H sponsored events, the group must meet for departure at a designated area. A prearranged schedule should be developed with periodic checkpoint stops as a group. Also, the schedule should include a daily

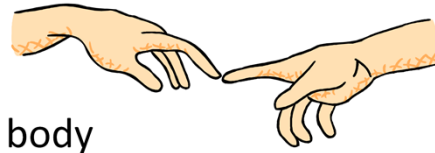
destination point. A common departure site and a daily destination point are a must. If you cannot provide two adults for each vehicle, the minimum required is one adult and two or more youth members.

Proper Attire

Adults are expected to wear clothes that are modest and appropriate to the event.



Youth and Adult Protection



- Touching
 - Do not touch part of the body covered by a bathing suit.
 - Touch shoulders, arms and upper back.
 - Never touch a child against his/her will unless to prevent an accident.
 - Avoid tickling and wrestling or teasing.

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On occasion an adult might touch a child to offer encouragement or aid in instruction. Adults should keep in mind that they should not touch any part of the body that would normally be covered by a one-piece bathing suit. The adult should be sensitive to the child, and never touch a child against his or her will unless to prevent an accident. Adults should avoid tickling or wrestling with youth.



Child and Adult Protection

- Public restroom supervision:
 1. Make sure suspicious or unknown individuals do not occupy the restroom.
 2. Stand in the doorway while children are using the restroom.
 3. No child should enter a public restroom alone.
 4. Always send children in pairs.

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When using public restrooms, the overnight chaperone should make sure suspicious or unknown individuals do not occupy the restroom. The adult should stand in the doorway while children are using the restroom. At no time should a child should enter a public restroom alone. Youth should always be sent in pairs when using the restroom.



Experts indicated that ...

- A report of child abuse is made every ten seconds.
- In 2010, more than 3.6 million children were the subjects of at least one report of child abuse (47.7 children per 1,000).
- Nationally, over 5 children die a day from that abuse or neglect.
- 2000 children die from abuse and neglect in the United States.

Reducing Crime by Preventing Child Abuse and Neglect www.fightcrime.org

Child Maltreatment 2010 <http://www.acf.hhs.gov/programs/cb/pubs/cm10/cm10.pdf>

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The Children's Code provides the following definitions of abuse and neglect:

“Abuse” means any of the following acts which seriously endanger the physical, mental, or emotional health and safety of the child:

- The infliction, attempted infliction, or as a result of inadequate supervision, the allowance of the infliction or attempted infliction of physical or mental injury upon the child by a parent or any other person.
- The exploitation or overwork of a child by a parent or any other person.
- The involvement of the child in any sexual act with a parent or any other person, or the aiding or toleration by the parent or the caretaker of the child's sexual involvement with any other person or of the child's involvement in pornographic displays, or any other involvement of a child in sexual activity constituting a crime under the laws of this state.
- “Neglect” means the unreasonable refusal or failure of a parent or caretaker to supply the child with necessary food, clothing, shelter, care, treatment, or counseling for injury, illness, or condition of the child, as a result of which the child's physical, mental, or emotional health and safety is substantially threatened or impaired.



Types of Child Abuse

- Abuse Represents Any Action Against a Child
 - Physical - non-accidental injury
 - Sexual - any act of a sexual nature
 - Emotional - chronic attitudes or attacks which interfere with psychological and social development

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The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring in a family; however, when these signs appear repeatedly or in combination you should take a closer look at the situation and consider the possibility of child abuse.

The following signs may signal the presence of child abuse or neglect.

The child may:

- Show sudden changes in behavior, performance
- Has not received help for physical or medical problems brought to parents' attention
- Has learning problems that can't be attributed to specific cause
- Always watchful as if something bad is going to happen
- Lacks adult supervision
- Is overly compliant, passive or withdrawn
- Comes to activities early, stays late and doesn't want to go home.

The parent may:

- Shows little concern for child
- Denies existence of or blames child for problems
- Request harsh physical punishment
- Views child as worthless
- Demands a level of performance the child can't achieve

- Looks primarily to child for care, attention, and satisfaction of emotional needs.

The parent and child:

- rarely touch or look at each other, consider their relationship negative, state that they don't like each other



Physical Abuse

Physical

- Unexplained bruises and welts, burns, cuts, fractures: on face, lips, mouth, torso, back, thighs.



Behavioral

- Wary of adult contact
- Apprehensive when other children cry
- Aggressive or withdrawn
- Afraid to go home
- Reports injury from an adult
- Complains of soreness
- Wears inappropriate clothing

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Consider the possibility of physical abuse when the **child**:

- Has unexplained burns, bites, bruises, broken bones, or black eyes.
- Has fading bruises or other marks noticeable after an absence from school.
- Seems frightened of the parents and protests or cries when it is time to go home.
- Shrinks at the approach of adults.
- Reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the **parent or other adult caregiver**:

- Offers conflicting, unconvincing, or no explanation for the child's injury.
- Describes the child as "evil," or in some other very negative way.
- Uses harsh physical discipline with the child.
- Has a history of abuse as a child.



Physical Abuse Questions

- Where is the injury?
- How many injuries does the child have?
- What is the size and shape?
- Does the description of how the injury occurred seem likely?

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When trying to determine whether a child has been physically abused, you need to ask yourself the following questions:

Where is the injury? The location of bruises can sometimes be suggestive of accidental versus non-accidental trauma. Children commonly fall and scrape or bruise the skin covering anterior parts of the body such as the shins, knees, hands, elbows, nose, periorbital area and forehead. Unexplained injuries to protected parts of the body such as the buttocks, thighs, torso, ears and neck are suggestive of child abuse. The likelihood of having accidental bruises is a function of a child's behavior and developmental ability. Often time, injuries will be where they can be hidden from plain sight.

How many injuries does the child have? The greater the number of injuries a child has, the greater the cause for concern. It is uncommon for a child to have multiple injuries simultaneously. It is even more unusual if the injuries are at different stages of healing.

What is the size and shape of the injury? Accidental marks resulting from bumps or falls usually have no defined shape. However, injuries with resemblance to common shapes such as fingertips, belts, or cigarettes, should be cause for concern.

Does the description of how the injury occurred seem likely? If the injury was an accident, there should be a reasonable explanation for how it happened. If the explanation of how the injury occurred is vague, or if the description of how the injury occurred and the appearance of injury don't seem to be related, there may be cause for concern.

Children and accidents go hand in hand. By considering these questions, you will have a better chance of correctly identifying if abuse has occurred.



Sexual Abuse

Physical

- Difficulty walking or sitting
- Itching in the genital area



Behavioral

- Withdrawn, infantile behavior
- Bizarre, sophisticated or unusual sexual behavior or knowledge
- Poor peer relationships
- Difficulty eating or sleeping
- Reports sexual assault by a caretaker

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Signs of Sexual Abuse

Consider the possibility of sexual abuse when the **child**:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or to participate in physical activities.
- Reports nightmares or bedwetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under age 14.
- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the **parent or other adult caregiver**:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
- Is secretive and isolated.
- Is jealous or controlling with family members.



Emotional Abuse

Physical

- Speech disorders
- Lags in physical development
- Impaired sense of self worth
- Empty facial expressions
- Fears adults

Behavioral

- Habit disorders
- Conduct disorders
- Neurotic traits
- Aggressive and demanding OR complaint and passive
- Range of adult to infant

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Consider the possibility of emotional maltreatment when the **child**:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example).
- Is delayed in physical or emotional development.
- Has attempted suicide.
- Reports a lack of attachment to the parent.
- Consider the possibility of emotional maltreatment when the **parent or other adult caregiver**:
- Constantly blames, belittles, or berates the child.
- Is unconcerned about the child and refuses to consider offers of help for the child's problems.
- Overtly rejects the child.

Consider the possibility of neglect when the **child**:

- Is frequently absent from school.
- Begs or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Lacks sufficient clothing for the weather.
- Abuses alcohol or other drugs.
- States that there is no one at home to provide care.

Consider the possibility of neglect when the **parent or other adult caregiver**:

- Appears to be indifferent to the child.
- Seems apathetic or depressed.
- Behaves irrationally or in a bizarre manner.

- Is abusing alcohol or other drugs.



What To Do If the Child Tells You...

- Listen
- Reassure the child
- Keep your feelings under control
- Don't promise not to tell
- Respect the privacy of the child
- Report immediately
- Contact the Event Coordinator

H E A D , H E A R T , H A N D S , H E A L T H

Are you prepared if a child tells you they have been abused?

Listen

First and foremost, you need to listen to the child telling them that you believe them and that you are going to help them.

Reassure the Child

If the child reveals the abuse, reassure him/her that you believe him/her, that he/she is right to tell you, and that he/she is not bad.

Keep your Feelings Under Control

It's important the you keep your feelings in check. Don't display horror, shock, or disapproval of parents, child, or the situation. Don't place blame or make judgments about the parent or child.

Don't Promise Not to Tell

It's important not to promise not to tell. You should help them understand that you will need to contact people who can help.

Respect the privacy of the child.

To respect the privacy of the child, it is not necessary to press the youth for details. The child will need to tell their story in detail later to the investigators who are trained professionals who routinely interview children about abuse.

Report Immediately

If there is evidence of severe abuse, an immediate danger or threat, contact 911 immediately. For less immediate dangers, tell the child that he or she will be talking to people who will help - a Child Protective Services worker or the police. Remember, you need only suspect abuse to make a report. An investigation is intended to either substantiate the allegation or reveal what really happened.

Contact the Event Coordinator

It's important that the Event Coordinator be informed on the suspected abuse.



What To Do If I Suspect Abuse?

- Notify the Event Coordinator
- Be prepared to provide information regarding your suspicion
- Call your State's Child Abuse hotline to report the abuse.
- Do NOT contact the suspected abuser

H E A D , H E A R T , H A N D S , H E A L T H

In dealing with youth, it is possible that an adult may see evidence of abuse or neglect. If you have reason to suspect child abuse, you should notify the Extension Event Coordinator. It is imperative that all involved insure a strict level of confidentiality.

The adult should be prepared to provide information regarding your suspicion. This information includes the name, address, age, sex, and race of child as well as the nature, extent, and cause of child's injuries or condition, and any previous known or suspected abuse. If available, the authorities will ask for the names and addresses of child's parents or caretakers, other members of the household. The authorities will also request the name and address of the reporter, how the child came to the reporter's attention, and any explanation for child's condition.

Any suspicions should be reported to the local Office of Community Services within the Child Welfare Services in Department of Social Services, or call the Child Abuse hotline.

Check you State's Children's Code. For example, according to Louisiana Children's Code (Article 611), any person who in good faith who makes a report, cooperates in any investigation arising as a result of such report, or participates in judicial proceedings resulting from such report, makes an investigative judgment or releases or uses information contained in the central registry for the purpose of

protecting a child, shall have immunity from civil or criminal liability that otherwise might be incurred or imposed.



Overnight Chaperone Training Part 4

H E A D , H E A R T , H A N D S , H E A L T H



Health and Safety



- Jack and Jill went up the hill to fetch a pail of water
Jack fell down and broke his crown and Jill came tumbling after.
- Nursery rhyme

H E A D , H E A R T , H A N D S , H E A L T H

Jack's broken head was certainly a serious accident. Some children's nursery rhymes tell of accidents and illnesses. Real life may be like nursery rhymes. Children sometimes fall and get hurt. It is true that accidents kill more children than any disease. We can expect one of every three children to suffer an accident every year that is serious enough to require hospital medical attention.

WHY SHOULD WE LEARN ABOUT HEALTH AND SAFETY?

Good health feels good. When we feel good we work and play better. Life is much more fun when we feel good. Good health can prevent many accidents and illnesses. Good health is the result of eating the right food and getting enough rest and exercise. Proper vaccinations (shots) may also prevent diseases.

Although accidents are natural during childhood, some children have more accidents than others. Accidents like drowning, falls, cuts, burns, and poisoning can often be prevented. Caregivers can provide a safe place for children. Those who care for children - parents and sitters - must teach children how to avoid danger. Although we cannot prevent every accident, it is the job of the caregiver to keep children alive and safe. This can be done by preventing accidents and doing the right thing quickly in an emergency.

Ninety percent of all childhood accidents are preventable.



Putting Safety First

- Each year, 8,000 children die from preventable accidents and 50,000 more are permanently disabled.
- One in four children under the age of 15 require medical attention due to accidents, fires, burns, drowning, falls poisoning and choking.

H E A D , H E A R T , H A N D S , H E A L T H

Each year, 8,000 children die from preventable accidents and 50,000 more are permanently disabled.

One in four children under the age of 15 require medical attention due to accidents, fires, burns, drowning, falls poisoning, and choking.



Handling Emergencies

- An emergency involves danger and immediate potential of serious personal harm or property loss.

H E A D , H E A R T , H A N D S , H E A L T H

An emergency involves danger and immediate potential of serious personal harm or property loss.



Handling Emergencies Before They Happen

- Discuss emergency procedures with staff
- Identify emergency trained staff.
- Know where the first aid kit is.

H E A D , H E A R T , H A N D S , H E A L T H

The 4-H Program takes seriously its obligation to provide responsible and reasonable care for the youth involved in our programs.

Discuss Emergency Procedures with Staff

Each event should begin with an orientation session that provides an overview of the program. During the orientation, procedures should be shared on how to handle discipline, illnesses, injuries, and emergencies.

Identify Emergency Trained Staff

During the orientation, event coordinators and key contact persons including those in charge of health and safety should be introduced. Emergency personnel such as doctors, nurses, EMTs, and first responders who are attending the event should be identified. Most 4-H Agents have been CPR certified. This process is done to insure that leaders know who is qualified to work with emergency situations should they arise.

Know Where the First Aid Kit Is

A first aid kit should be available for use during 4-H events. It is recommended that the kit meets American Red Cross standards. Only designated personnel should administer treatment.

If the child has medication, it's recommended that all medications be kept in a locked container in the chaperone's room. 4-H members should not be given any medication that is not indicated on the form, unless the medication is prescribed or administered by a trained medical professional. If participants need further over the counter medication that are not included on the health form, adult leaders must obtain parental permission prior to administering any medications. If permission is given in any other form than the Health form, the consent must be documented in a medical phone log.



Handling Emergencies Before They Happen

- Know where emergency numbers can be found.
- Know the best route to reach the hospital.
- Be familiar with any special medical conditions of campers.

H E A D , H E A R T , H A N D S , H E A L T H

When dealing with any emergency, it's important to know where emergency numbers can be found.

If the emergency is medical in nature, it's important to know the best route to reach the hospital. Ideally, a map with directions of the closest hospital should be available to the staff and volunteers who are dealing with medical emergencies.

Leaders should be familiar with any special medical conditions of campers. Often times, this information can be ascertained from health forms. Youth with special medical conditions should be monitored on a regular basis to insure they are problem-free.



Handling Emergencies

- Take prompt, appropriate action
- Assess the condition of the victim
- Call or send for help if needed
- Inform the lead 4-H professional
- Clear the scene
- Entertain the other participants.
- Select the best course of action.
- Keep medical and accident reports.

H E A D , H E A R T , H A N D S , H E A L T H

Emergencies happen. It could be a fall.... a sudden seizure.... a building catching on fire..... a child choking.... an allergic reaction to a bee sting..... a fight between two youth.... and many other things. You need to be prepared for the wide variety of things that could happen. Most of us will never have to deal with an emergency. Will you know what to do?

Take Prompt, Appropriate Action

Emergencies require prompt, appropriate action. Don't panic. Plan and prepare now so you can provide the appropriate care quickly if an emergency occurs.

Assess the Condition of the Victim or Situation

If the situation is medical in nature, you can ask them the following questions to determine if a situation is an emergency:

- Has an alert child become disoriented or confused?
- Is the child short of breath while he is resting?
- Does the child have “cold sweats” along with chest pain, abdominal pain, or light-headedness?
- Is the child in severe pain?
- Is there a major injury, or are there many injuries?
- Is there heavy bleeding that will not stop?
- Is the child unconscious?
- Does a child suddenly seem very drowsy?
- Is he unable to answer simple questions?
- If you answer yes to any of these questions, you should treat the situation as an emergency.

Each 4-H member attending the event should have completed a 4-H Health Form with details regarding medical history and information. These forms also provide permission to administer certain types of medicines and get treatment. Volunteers and staff should be aware of any medical conditions present in children under their care; however, they should handle the information on the medical form discreetly. If the emergency is of a non-medical nature, assess the situation to determine the best course of action.

Call or Send For Help if Needed

It's important that designated personnel be called to assist with the diagnosis and potential treatment of the emergency or situation.

Inform the Lead 4-H Professional

The Event Coordinator should be brought into the situation as soon after it occurs.

Clear the Scene

Non-medically trained or other personnel should clear the scene of all individuals who are not involved in the emergency. It's important to preserve the evidence and the identify witnesses.

Entertain the Other Participants

These non-emergency personnel should take responsibility for calming the other children and keeping them safe. It's important to find a way to entertain the other participants.

Select the Best Course of Action

Based on medical history provided in the Health Form and other factors, select the best course of action. It's important to error on the side of safety and caution.

Keep Medical and Accident Reports

All medical treatment and accident reports taken must be kept in a log. The log will be kept with the chaperone in charge of health and safety. The adult leader is responsible to insure that the action is logged.



Crisis Management

- Notify the lead Extension staff involved with the event.
- Identify witnesses.
- Preserve physical evidence.
- Make a written record of what happened immediately.
- Only talk about the facts.
- Never admit liability at the time of occurrence.

H E A D , H E A R T , H A N D S , H E A L T H

A crisis hits! What should you do? Crisis can be defined as a perception of an event or situation as an intolerable difficulty that exceeds the resources and coping mechanisms of a person, group or community. At the beginning of a crisis, you will feel emotionally overwhelmed. **SLOW DOWN!** Think first, act later. Regroup. Analyze the situation.

Notify the lead Extension staff involved with the event.

It's important the lead Extension staff with the event are aware of the situation.

Identify witnesses.

Witnesses to the situation should be identified with contact information. They can provide important prospective on the situation during the time of the crisis as well as following the crisis.

Preserve physical evidence.

It's important to preserve as much physical evidence as possible. The evidence can provide clues to help deal with the crisis. Because stress is high during crisis, the individuals often overlook or don't understand the relevance of evidence during the occurrence of the crisis.

Make a written record of what happened immediately.

It's important to make a written record of what happened during the crisis. Memories fade and so do important details. It's important you can take statements from those involved.

Only talk about the facts.

The official spokesperson or event coordinator should be the spokesperson. However, as you are sharing information with only the few vital individuals, you should only talk about the facts.

Never admit liability at the time of occurrence.

Never, never, never admit liability at the time of occurrence. Often times, more information is needed prior to determining issues such as liability. Who or what might appear as liable or causing the problem might change with additional information.



In Summary

Hopefully, we provided you with the tools, resources and information to provide a safe, positive environment for the not only the youth but a positive volunteer experience for you.

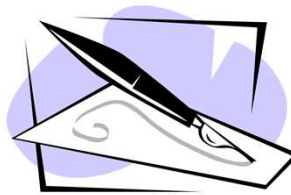
H E A D , H E A R T , H A N D S , H E A L T H

Hopefully, we provided you with the tools, resources, and information to provide a safe, positive environment for not only the youth but a positive volunteer experience for you as well.



A child's life is like a piece of paper on which every passerby leaves a mark.

[Chinese proverb](#)



H E A D , H E A R T , H A N D S , H E A L T H

As 4-H volunteers and staff, you make a difference in the lives of young people. Remember in your role as an overnight chaperone, that “A child's life is like a piece of paper on which every passerby leaves a mark.”

Thanks for volunteering and participating in this program. Are there any questions.



**PLEASE DO NOT FORGET
TO TAKE YOUR QUIZ AND
SEND YOUR CERTIFICATE
TO 4-H NATIONAL
HEADQUARTERS**

H E A D , H E A R T , H A N D S , H E A L T H



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