

Grades 9-12
Erin's Law Day 1
April 17th, 2017

Objective(s):

The student will be able to...

- Describe the agenda for Erin's Law Week.
- Participate in forming group agreements for Erin's Law Week.
- Discuss statistical data regarding abuse in Oregon.

Materials: Erin's Law Overview, Erin's Law Schedule

Assignment(s):

Assignment	Academic (A) / Personal Management (PM)	Standard(s)	Points	Assigned	Due
Group Agreement	N/A	SB 856 Erin's Law OAR 581-022-1440	*	4/17/17	4/17/17
Icebreaker Facts Discussion	N/A	SB 856 Erin's Law OAR 581-022-1440	*	4/17/17	4/17/17

**no points this week, focus is on being present and participating as appropriate.*

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements.
4. Read the provided script 'Erin's Law Overview' and complete tasks as indicated.
--Will also need Erin's Law Schedule for this.
5. Close class according to personal preference. Be aware of the possible need debrief students or refer (to the counseling center). Group share out if appropriate. Remember: the goal is only to provide information.

NOTES:

Erin's Law Overview

To share with students:

One of the efforts that's important for our AG, our school, and our world, is that we take care of each other. Lots of Oregonians, including legislators and resource centers, felt strongly that a critical part of being able to do this was by educating students about *Sex Abuse Prevention*. They felt so strongly about it that Oregon SB 856, or Erin's Law, was put in place. This week during AG, we'll complete a variety of tasks aimed at providing information that could lead to increased awareness and empowerment.

Check for questions.

I. Some of the topics can be difficult or complex for students and staff so it's critically important that we do our best to make sure our AG is committed to respect and sensitivity during the activities this week.

Objective: Craft a classroom agreement that promotes respect and security.

What are some ideas for statements that we should agree on before moving forward? Ask students to justify their reasoning. Allow for comment and agreement before publishing a behavior standard.

Sample Topics:

- How to disagree appropriately
- How to defer participating
- What respectful dialogue looks and sounds like
- How to support each other

Record using personal preference. Agreements will need to be reviewed so keep them available throughout the week. Check for understanding and commitment to the classroom agreement. Adjust as needed.

II. Review the Erin's Law schedule. (review/display if possible)

III. Icebreaker Facts

- Divide students into small groups (no more than 5 groups)
- Provide each group with a statement and ask them to discuss it in their group. Remind them it's their first opportunity to use the classroom agreement.
- Sample prompts:
 - Did the information surprise you? Why or why not?
 - What factors do you think influence it?
 - Why is this a problem?

- How does this information impact other topics?
- Statements:
 - In 2015-2016, Oregon Child Abuse Intervention centers served 6684 children. Services included: prevention, case management, medical file reviews, forensic examinations, medical evaluations, onsite therapy and therapy referrals.
 - Of the 6684 children that Oregon Child Abuse Intervention centers served in 2015-2016 types of abuse were broken down as (42% sexual abuse, 29% physical abuse, 11% other, 10% witness to violence, and 6% neglect.
 - Of the 6684 children that Oregon Child Abuse Intervention centers served in 2015-2016 the following changes were recorded: decrease in sexual abuse, increase in physical abuse, increase in witness to violence, and increase in drug endangerment.
 - Of the 6684 children that Oregon Child Abuse Intervention centers served in 2015-2016, 40% were male and 60% were female. 2760 were aged 0-6, 2355 were aged 7-12, and 1569 were aged 13-18.
 - Of the 6684 children that Oregon Child Abuse Intervention centers served in 2015-2016, the majority of the alleged offenders were known to the child and the majority of alleged offenders are adults with 40% being the victim's parent, 6% a step-parent, 14% other relative and 11% parent's boyfriend or girlfriend.

Source: Oregon Network of Child Abuse Intervention Centers: Annual Report 2016

ONCAIC is a non-profit organization comprised of Member Centers throughout the State of Oregon. The Network is an Accredited State Chapter of the National Children's Alliance and partners with local, regional, and national partners on issues that impact our response to child abuse victims in Oregon.

Closure:

- Check in with each group re: how the conversations went. Be aware of the possible need debrief students or refer (to the counseling center). Group share out if appropriate. Remember: the goal is only to provide information.
- Review the group agreement implementation and ask for any edits or updates to the agreement.
- Allow for down time/casual conversations as students prepare to exit AG.

Erin's Law 2017

Monday	Tuesday	Wednesday	Thursday	Friday
*Overview *Group Agreements *Abuse Data	*Video Clip *Communication Styles	*Video Clip *Boundaries	*Video Clip *Grooming	*Video Clip *Advocacy

Things to remember:

- Need daily access to video capabilities
- Buffer/load the video prior to Day 1/April 17 and store it on your desk top.