



Personal Prevention Plan

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Your Personal Prevention Plan

BUILDING FOUNDATION

1. **Who are “your children” – the children and teens in your life for whom you feel responsible and are willing to protect?**

2. **Think about the effects of child sexual abuse. What difference could it make in your children’s lives if we prevent it?**

3. **What difference could prevention of child sexual abuse make for our society?**

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WHAT IT TAKES TO PROTECT CHILDREN

4. Why is willingness to take risks an important part of protecting children?

5. How does support from others help us to take risks?

STEP 1 – LEARN THE FACTS

6. Since 90% of abused children are abused by someone that they and their caregivers know and trust, what does this tell you about protecting your children?

STEP 2 – MINIMIZE OPPORTUNITY

7. Which of your children are likely to be in isolated, one-on-one situations? Remember to consider situations with older youth.

Child's Name: _____

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Situation: _____

Child's Name: _____

Situation: _____

Child's Name: _____

Situation: _____

8. Review the previous question about children and the isolated, one-on-one situations they are in. For each child, note how you can implement one or more of the following solutions:

1. Create a group situation
2. Have multiple adults supervise
3. Make it observable
4. Plan for someone to drop in or interrupt

Child's Name: _____

New Solution: _____

Child's Name: _____

New Solution: _____

Child's Name: _____

New Solution: _____

9. List how you will monitor your child's Internet use, on computers and handheld devices.

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10. Think about the physical environment of the organization(s) in which your children participate. List the hidden and secluded areas. How might these dangers be corrected?

Hidden and Secluded	Possible Correction
_____	_____
_____	_____
_____	_____
_____	_____

11. List at least two adults you could talk to about avoiding isolated, one-on-one situations for children. How will you share the information with them?

Adult	How I will share
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In your organization(s)...

12. Is there a policy that prohibits isolated, one-on-one situations?
(Circle) YES NO

If yes, in what ways do you see the "one-on-one" policy already being successfully followed? If no, what actions will you take to create one? Who can support you in its creation?

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- 13. If there is no policy, or the policy is inadequate, what actions will you take?
Who can support you?**

Action

Who can support

<hr/>	<hr/>
<hr/>	<hr/>

- 14. Have you ever been given a written code of conduct for the organization(s) that serve your children? (Circle) YES NO**
If not, write a plan for how a code of conduct can be developed and what role you will play in making sure it happens.

STEP 3 – TALK ABOUT IT

- 15. What conversations are you inspired to have with your children?**

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16. You have many 'real life opportunities' for talking about sex, sexual abuse, personal safety, and values. List some here. Be sure to think about all your roles with children.

17. Write a few sentences as if you were telling your child that his or her body is special and private. What you will say and what will your attitude be like.

I could say:

My attitude will be:

18. What can you say to your child to explain what boundary violations are, and what you want the child to do if he/she experiences a boundary violation. If you serve youth, how would you explain this within your role?

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19. What child protection conversations will you have with other adults?

Name	Conversation
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

STEP 4 – RECOGNIZE THE SIGNS

20. Look at the list of physical symptoms and behavior that are potential signs of sexual abuse. Which of your children are showing those signs?

First Name	Signs
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

21. How can you ask the children named above about the signs in a way that encourages open communication? Remember, your relationship with each child may be different.

First Name	How I can ask
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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22. Which adults can you talk with about the signs you've seen in these children either for support, for information about what is happening in the child's life, or to make a plan of action?

STEP 5 – REACT RESPONSIBLY

23. When a child discloses sexual abuse, what are the most important ways for you to respond?

24. List three environments your children attend. Don't forget family situations. If you discovered sexual abuse, who could you ask for support?

Environment	Who could support
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

25. Imagine a situation that you would recognize as a boundary violation or a vulnerable situation for a child. Using the simple process of Bystander Intervention: describe the behavior, set a limit, move on, what would you say and do if it happened?

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Describe the behavior_____

Set a limit_____

Move on_____

MAKING A DIFFERENCE

26. Look at the 5 Steps and make a commitment to one action you'll take today.

27. Write three or more actions you'll take in the next week to prevent sexual abuse. Place a star next to any that feel like a risk.

1. _____

2. _____

3. _____

28. What support can you give to others' efforts to prevent and respond to child sexual abuse?

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29. Your choices change social norms for children. What's your commitment over time to dealing with boundary violations when you see them? I commit to...

Congratulations!

You have completed your Personal Prevention Plan. The thoughts, feelings, and actions that you have included in your plan will allow you to step out boldly in the protection of children from sexual abuse.

Welcome to the community of adults who have committed to resolving child sexual abuse with courage.