

The KNOW Program

Training Guide

The **KNOW** Program is a safe environment program designed specifically for the Diocese of Lansing where children gather: Schools, churches, youth groups, ministry groups, or mission fields.



GOALS & ATTRIBUTES

THE **KNOW** PROGRAM has FOUR goals:

- To help children and their parents **KNOW** how to identify and talk about safe, respectful behaviors and situations.
- To help children **KNOW** how to identify and talk about behaviors and situations that are not safe.
- To help adults appropriately respond to children's concerns about being unsafe and/or disrespected.
- To inspire Christian communities to greater integrity and authenticity in creating unfailingly safe environments for children.



THE KNOW PROGRAM is different from other safe environment programs in the following ways:

- Enlists adult participation. The onus of children’s safety is not on children alone.
- It’s concrete. It describes behaviors, not persons, therefore, it avoids creating undue anxiety in children.
- Empowers children to self advocacy.
- Empowers children by giving them language to thwart, identify, and report harmful behaviors.
- Avoids using popular labels and vernacular, and uses instead, descriptions of actions and behaviors.
- Improves the culture of receptivity by cuing adults with appropriate responses to children’s concerns and reports of harm, which is a strong deterrent to perpetrator behavior.
- Promotes adult awareness of and proactivity regarding the safety of the children in the community. This awareness and proactivity is a strong deterrent to perpetrator behavior.
- Educates children and adults in the same setting. Children rely on the adults in their community; children view adults as champions of the standards of safety and respect.
- Uses many images of good, healthy touch.
- Promotes proper anthropology; the message is based in the fundamental truth that each child is created and beloved by God Himself and deserves to be cared for. It is founded on the truth that the community is tasked, by God Himself, with the protection of its children. Children learn their inestimable value in the Lord.

LEVELS & LANGUAGE

THE KNOW PROGRAM’S levels are designed to present to parents and children on several different levels. When presented in a community setting, children (accompanied by an adult) receive the program aligned with their grade level in school. When reviewed at home, parents are free to choose the level they feel is most appropriate for their child.

The levels are:

- **Kindergarten through 2nd Grade**
- **All Grades 3—5**
- **Boys Grades 6—8**
- **Girls Grades 6—8**



Language is an important aspect of **THE KNOW PROGRAM**. One significant aspect is the predominant use of the word “special.” Sexual predators have hijacked the word “special” and use it as a grooming technique. **THE KNOW PROGRAM** recaptures the word “special” and uses it honestly, not manipulatively. In other words, **THE KNOW PROGRAM** proclaims to the child in no uncertain terms:

because you are special to God and to others, you deserve to be safe and respected.

Popular terminology is avoided in **THE KNOW PROGRAM**. Descriptions (as opposed to labels) makes a greater impact on the learner. Also, the language is intended to be sensitive to children's innocence, and it honors the parent's God-given right to introduce more graphic language when he/she sees fit.

The following are popular terms (buzz words) NOT included, but described, in **THE KNOW PROGRAM**:

- > **BODY SHAMING**
- > **PREDATOR GROOMING BEHAVIORS**
- > **SEXTING**
- > **SAFE TOUCH**
- > **DISRESPECTFUL, UNSAFE, AND HARMING TOUCH**
- > **UNSAFE PEERS AND ADULTS**
- > **SEXUAL HARASSMENT**
- > **PORN AND PORNOGRAPHY**
- > **SEX**
- > **SEXUAL ABUSE**
- > **PERPETRATOR**
- > **PREDATOR**

METHODOLOGY

Safety and Respect is vital and essential to children's well-being. Our children deserve the best possible teaching of this message. The cadence of **THE KNOW PROGRAM** is intentionally calm and repetitious. This calm intentionality is modeled after the greatest child educator of our times, Fred Rogers, aka Mr. Rogers. His calm, earnest, honest demeanor made him completely accessible to and trusted by children. The lesson of safety, respect and empowerment must be delivered to children in a completely accessible and trustworthy manner.

ENDORSEMENTS

*We no longer live in an environment of trust. Indeed we are numbed by reports of children being abused by those reportedly in a position to shepherd and protect them. It is our responsibility to help children become aware of risk and to feel comfortable communicating abuse while still realizing that love truly does exist and comes from God. Monica Pope is able to strike that balance in “**THE KNOW PROGRAM.**” Her approach, rooted in the precepts of Theology of the Body, is a welcome tool for ministering to children.*

WILLIAM E CHAVEY MD, MS

Associate Professor
Department of Family Medicine
University of Michigan

President and Founder,
Emmaus Health



*“**THE KNOW PROGRAM** created as separate modules for the student from Kindergarten to 8th grade uses the concept of a circle of love that starts with the message that Jesus loves the child (Jesus loves YOU). Jesus’ love is channeled through the family that provides the child a happy and safe environment. Presented in an age appropriate language and age appropriate images, **The KNOW Program**’ emphasizes the importance of nurturing the soul, body and feelings. It uses non-threatening language and teaches (children) to ask for help from someone the child trusts. Excellent for the trusting young child and the teenager interacting with other teens their age.”*

DELIA M. VASQUEZ MD
Professor of Pediatric Department
Professor Department of Psychiatry
Research Professor Center of Human Growth and Development
Pediatric Endocrine Training Director
NIH T32 Training Grant Principal Investigator (Director)
University of Michigan

FOR PRESENTERS

Slides 1—9

These slides are meant to establish the **correlation** between **value** and **care**.

These slides are intended to build **rapport** between Presenter and the audience.

Take your time through them. Don’t rush through them.

Ask attendees,

“What they would name the puppy?”

“What else would you put in a locked safe?”

“Do you like diamonds? What kind of jewelry would you prefer?”

Talk about other special things that get special care: cars, homes, bicycle etc.

Notes

FOR PRESENTERS

Slides 10—14

These slides establish the **specialness, dignity** and **value** of the child because s/he is **made by God** and **loved by God**.

Because this **value** and **love** is from God, and because it is **irrevocable**, The CHILD (YOU) deserves more **careful** care than any of the other special things.

Slides 15—17

Establish some of the **people** who usually are/should be **responsible** for **caring** for the child, and responsible for keeping him/her **safe**.

Notes

FOR PRESENTERS

Slides 18—27

Consider the **beautiful aspects** that make up the child. These slides begin the discussion of **caring** for one's soul and one's **feelings**.

Slides 28—37

Begins the consideration of the **child's body**. The content is still fairly casual and continues to **build rapport** between the **participants** and **Presenter**.

Ask:

“Does anyone here live in a neighborhood where bike riding is difficult because of traffic?”

“What do parents do when a toddler grows out of her car seat?”

“What other safety precautions do yours take?”

Notes

FOR PRESENTERS

Slides 38—50

Here begins a **more serious** consideration of the child and the child's body. Here the considerations begin to deal with the holiness and privacy of the child's body.

These slides are intended to get to the **heart of the message**.

Still, a few easy questions will help continue rapport:

"What is your favorite outfit? To where do you wear it?"

"What do you hate to wear? Why?"

The Presenter should **not** appear to be **aloof** or **detached** through this content. Instead, the Presenter must express his/her personal investment in the message and in the safety of the children: He/she should be gently insistent.

"NO ONE" should hurt your feelings."

"NO ONE" should intentionally hurt your body.

NOTE: the word "**modesty**" is not used. While modesty is a beautiful and laudable virtue, it is very important to not even **hint** that the personal virtue of modesty (or lack of it) is correlative with safety or victimization.

Notes

FOR PRESENTERS

Slides 51—55

This content introduces children's **empowerment**. Until this point, **KNOW** has established the foundation for deserving **care** and **protection**. Here, the tools for safety are introduced. Here, the learners' words and voices become a **tool for safety**. Here, the Presenter begins to ask the learners (**first** parents, **then** children) to **"Say Out loud."**

The Presenter is very careful now to **"read"** his/her learners at this point. If they are shy and quiet, the Presenter slows down and **encourages** the learners to **participate**. Not every slide needs to be vocalized by every participant; the Presenter will use his/her discretion.

Notes

FOR PRESENTERS

Slides 56—68

Throughout these slides, **don't deviate from the script.**
Do not rush this content.

Descriptions of abuse are presented. Note, the typical labels for these various abuses are excluded. Descriptions are offered instead.

Also, the Presenter should not ask for learner participation. He/She should **not** ask, "Has this ever happened to anyone here?" A main reason for this is that so far, children have begun to be **encouraged** and **empowered** to share their concerns with a trusted adult. An invitation to public disclosure will likely discourage shy, confused, or embarrassed children from disclosing harm or abuse later, in private.

Notes

FOR PRESENTERS

Slides 68—76

This is very essential content. Here, the learners will **practice** vocalizing concern and reports. The Presenter will tell the group, "Let's **practice** saying words and using our voices." The group, even adults, are encouraged to SAY the following statements out loud: "**I DON'T BUY THAT. NO.**"

(If group response is shy or weak, ask them to repeat it until their voices are confident and strong. Encourage them to **practice** using their confident and strong voices.)

Ask adults to **practice** saying out loud, together:

"I feel unsafe and disrespected. Can we please talk about this?"

If the adults are shy, the Presenter has 2 choices:

1. Encourage lightheartedly, "I can't hear you!...!"
2. or encourage with content, "Grown ups. This is hard to do. The children here really need to see you model confident, clear speaking. Let's try again!"

Invite each child to turn to an adult; and **practice** saying:
"I feel unsafe and disrespected. Can we please talk about this?"

Notes

FOR PRESENTERS

Slides 77—78

This content extends the learners empowerment to include his/ her friends.

Slides 79—81

While this content is short, it's **VERY important**. These slides focus on adult/parent receptivity. These slides focus on **proper, helpful receptivity** including:

Belief. A child has said s/he feels unsafe or disrespected. Believe those are her/ his feelings. Believe something caused those feelings.

Calm. A child who is distressed should not feel like s/he has been the cause of adult anxiety. S/he needs to know the adult is strong and confident and will take care of the child.

Prayer: An adult who receives an alarming or distressing report of harm from a child needs to ask God for a great measure of clarity, strength, grace.

Resources: The adult who receives a child's report of harm needs to know where to turn. Local law enforcement is the first, best resources. Many adults (teachers, church ministers, scout leaders etc.) are mandated reporters. They are bound by law to alert local law enforcement.

Notes

FOR PRESENTERS

Slides 82—85

Recap the true anthropology of **The KNOW Program**. **Do not rush these slides.** The dignity of the child, the value of her/his feelings, the new experience of empowerment of self-advocacy should not be rushed.

Notes

FOR PRESENTERS

Slides 86—89

Here vocalization is **essential** for each of these slides. Don't rush. Be confident and clear.

Everyone should repeat:

I KNOW I am a child of God. I KNOW I deserve to be safe and respected.

I KNOW my body is holy and private. No touching. No looking.

I KNOW others' bodies are holy and private. No touching. No looking.

I KNOW that I can say NO touching. NO looking. I can even say it loudly.

I KNOW I can ask an adult to help me. I KNOW the adult will help me.

Adults then practice saying:

I KNOW I can respond with belief and calm.

I KNOW where to find resources.

Notes

FOR PRESENTERS

Final Slides & Follow-Up

All participants should pray the prayer together.

Presenter, send a password link to the program to the parents to use again at home.

Presenter then directs parents to this resource:

Where to go for help when a child tells you s/he has been harmed:

Local law enforcement

Notes



The K**NO**W Program

Developed By:
Monica Pope



Contact Information:

please add local contact numbers

Local Law Enforcement

Local Child Protective Services

Diocese of Lansing Victim Assistance
Coordinator (VAC) 1-888-308-6252

Michigan Department of Human Services
(day or night) 1-855-444-3911

