

I've Got Super Power

Parent/Teacher Guide

- The Rick Charette Super Power Album was created as a tool to teach children about personal safety in a non-threatening and cheerful manner. Created in the mid 80's it is still relevant today.
- Adults working with children about personal safety should review the guide and songs before introducing them.

I've Got Super Power

By
Rick Charette

SIDE A

Band 1 — I'VE GOT SUPER POWER

CHORUS:

*I've got super power
Power to do most things myself.
I've got super power.
I can do many things well.*

1. *I can yell real loud if I must.
I know a big person I can trust.
I can climb a tree without anyone's help.
I can do things by myself.
Repeat CHORUS:*
2. *If I need help, I know who to ask.
If I need to run, I can run real fast.
Hop over a fence without anyone's help.
I can do things by myself.
Repeat CHORUS:*

3. *I know my name and address, my phone number too.*

*If I'm in trouble, I know what to do.
I say no to bribes. I know when to tell.
I can do things by myself.*

Repeat CHORUS:

4. *I know when to say "no." I am in command.
I say "no" like I mean it so people understand.
I keep myself strong. I keep myself safe.
I can do things by myself.
Repeat CHORUS:*

Personal Safety Focus: Children must feel confident of their abilities in order to be assertive and safe. Besides celebrating the ways children are powerful, this song also gives specific examples of how children can fend off potential abductors.

Before Listening:

- Name ways children are powerful.
- What are some things children can do better than adults?
For example: Children are more agile, can hop fences better, can climb trees better.

After Listening:

- Have children "brag" about things they can do to take care of themselves — dress themselves, tie their shoes, comb their hair, use the telephone, as well as skills they have — jump high, run fast, climb a fence. Pair the students and let one child be a megaphone, or "brag voice" for the other. The "megaphones" will interview their partners and then broadcast their accomplishments. Actual super power megaphones could be made from construction paper and decorated with each child's accomplishments. End by reminding students that everybody also can use help from others and to ask for help when it's needed.

Band 2 — NO! I WON'T GET INTO YOUR CAR

1. What are you going to do
If someone drives up to you,
And asks you to get in their car?
The lady says if you'll get inside,
She'll take you for a beautiful ride
And give you chips and soda and candy bars.
You've got to yell: "No! No! No! I won't get into your car.
No! No! No! I don't want your candy bars.
You should never go with anyone
Without first asking dad or mom.
No, I won't get into your car."
2. What are you going to do
If a man drives up to you,
And asks you to get in his van?
He says your mom is ill,
She's been taken to the hospital
He offers to drive you there as quick as he can.
You've got to yell: "No! No! No! I won't get into your van.
No! No! No! I'll run as fast as I can.
You should never go with anyone
Without first asking dad or mom.
No, I won't get into your van."
3. What are you going to do
If someone comes up to you,
And tries to force you into their car?
You should kick and put up a fight
And scream with all your might.
And try to run for help as soon as you can.
You've got to yell: "No! No! No! I won't get into your car.
No! No! No! I don't care who your are.
You should never go with anyone
Without first asking dad or mom.
No, I won't get into your car."
4. What are you going to do
If a car pulls up to you,
And the driver asks you to get inside?
Even if he seems sincere,
Never get too near,
Never get inside to go for a ride.
You've got to yell: "No! No! No! You don't have to be polite.
No! No! No! Get right out of their sight.
You should never go with anyone
Without first asking dad or mom.
No, I won't get into your car."
Repeat

Personal Safety Focus: For children to avoid being victims of abduction, they must learn to say a strong "NO" to people offering rides. This song not only reinforces this, but also gives different examples of approaches that may fool children.

Before Listening:

- Name your favorite types of cars.
- If someone you don't know offers you a ride in your favorite car, what would you say? What would you do?

After Listening:

- Practice saying "no" from very polite, to sort of nice, to firm, to strong, to rude.
 - Make up situations, and have children say the right kind of no to each. For example:
 - The teacher offers you a pencil and you already have one.
 - Your father asks you to clean your room and you want to go play.
 - The star of your favorite TV show wants to take you for a ride in his or her sports car.
 - Play "What if..." Have children describe what they'd do in the following situations.
 - What if...
 - ...a person in a car stops and says, "Your mother is in the hospital and she said you should go with me to see her?"
 - ...a person in a car offers you a gift if you'll ride to the candy store with him?
 - ...a person tries to force you into a car?
- Create other "What if..." situations that may be especially applicable to your class.
- Discuss the use of a code word children might make up with their parents in case an emergency arises. If the parent must send a stranger or acquaintance to pick up the child, the child can be sure it's okay to go with that person if he or she knows the correct code word.

Band 3 — I HAVE A BIG PERSON I CAN TRUST**CHORUS:**

*I have a big person I can trust,
 Someone who always believes me.
 I can always talk with my friend, (name big person),
 A very special friend indeed.*

1. *Whenever I get frightened,
 I have somebody I can turn to,
 Who always listens to what I have to say.
 I'm very glad I know that...
 Repeat CHORUS:*

2. *Whenever something's bothering me,
 I have somebody I can share it with,
 Who takes the time to look me in the eye.
 I'm very glad I know that...
 Repeat CHORUS:*

3. *Sometimes I make up silly stories.
 Sometimes the things I say are true and
 I mean them.
 My friend can tell the difference and
 doesn't get mad.
 I'm very glad I know that...
 Repeat CHORUS:*

Personal Safety Focus: Children need to know adults in whom they can confide. Children who have one or more such friends are less likely to hesitate about discussing any unpleasant or confusing experiences they might have. This song helps children identify these special adults.

Before Listening:

- Encourage children to name adults with whom they feel comfortable talking. At first children may choose family members, but encourage them to name adults outside of the family as well. Use a different adult each time the song is sung. The adult's name should be used in the following line:
 "I can always talk with my friend, _____."

After Listening:

- Ask students to draw pictures of adults they trust.
 When they are done, form a circle and have the children describe why they like to talk to these adults. Make a list of the attributes of these adults as the children describe them. Use this as a springboard to discuss how students might know who would be good to talk to about a problem.
 Next expand the discussion to include ideas about how to initiate the conversation:
 - Ask the adult to take a walk.
 - Ask the adult to talk privately in child's room.

Band 4 — I CAN'T SHARE MY FAVORITE TEDDY BEAR

1. *I like to ride through the field with Mike.
With him, I will even share my bike.
So many things I like to share
But not my fav'rite teddy bear.*

2. *I like to share my puzzles with Kate.
Working together can feel so great.
So many things I like to share
But not my fav'rite teddy bear.*

CHORUS:

*My teddy bear's a special pal of mine.
I like to have him near me most of the time.
My teddy can't be shared, I think you can see,
Because he's much too important to me.*

3. *I like to share my cassettes with Sean.
We sound just like superstars when
we sing along.
So many things I like to share
But not my fav'rite teddy bear.*

4. *I like to share my race cars with Sue.
We make them do wheelies on one wheel and two.
So many things I like to share
But not my fav'rite teddy bear.
Repeat CHORUS:*

5. *I like to share my computer with Dan.
We work on new programs whenever we can.
So many things I like to share
But not my fav'rite teddy bear.
Repeat CHORUS:*

6. *Sharing will always brighten the day.
Some things I won't share and that's okay.
Still many things I like to share
But not my fav'rite teddy bear.*

Personal Safety Focus: Children need to recognize that although sharing is positive and fun, there are some things that people don't share. This song points out that we have a right to protect (and not share) something really important to us.

Before Listening:

- What does sharing mean?
- Why do you like to share toys?
- Name some things that you don't share (toothbrush, diary, medicine, special toys, clothes, jewelry).

After Listening:

- Ask children to bring a "no share" toy or animal for show and tell. A drawing or oral description would also work. Ask why this toy is so special. List the qualities the group mentions.
- Talk about when it feels good and right to share and when it doesn't.

Band 5 — I SAID NO

CHORUS:

*I said no, it may have been rude.
I said no, 'cause we have a rule.
I said no because I understand
That adults should ask adults for a helping hand.*

1. *We have a candy store where kids like to go.
The owner is a very nice man.
He had to bring out some candy from the
backroom one day.
He asked me if I'd give him a hand.
Repeat CHORUS: (But)*

2. *One day after school I was walking home.
A car stopped in front of me.
A man leaned out and asked me to come close
And give him directions to the bakery.
Repeat CHORUS: (But)*

3. *I like to help my mom and dad
And even my teachers at school.
But if adults ask for help, and I feel unsure.
This is what I always do.*

CHORUS:

*I say no, it may be rude.
I say no, 'cause we have a rule.
I say no because I understand
That adults should ask adults for a helping hand.*

Personal Safety Focus: Potential abusers often rely on children's good manners as a way to get time alone with them. This song gives examples of times when it is appropriate for a child to say no to an adult. It establishes the idea that children don't always have to agree to help adults. It describes when it is appropriate to say no.

Before Listening:

- What do people do to act rude or impolite?
- Usually people LIKE to act politely. Name times when it is okay to act impolitely.
- What are ways you can say no and still be polite?

After Listening:

- Discuss saying no to an adult's request for help. Explain that another adult can help if a child says no. No one is hurt if the child refuses the request for help.
- Using paper bags, have each child make a mask that expresses a big NO.

Band 6 — I ALWAYS TRUST MY FEELINGS

CHORUS:

*I always trust my feelings.
My feelings do not lie.
When I trust my feelings,
I know it's right inside.*

1. *Joey asked me to come over and play.
He asked me to break windows in the school
that day.
I had a strong feeling that this would be wrong.
I firmly said, "No!" Then I ran along.
Repeat CHORUS: (I'm glad)*
2. *My cousin did something she shouldn't
have done.
She said that she would treat me if I'd tell no one.
I knew it was a bribe. I said I wouldn't lie.
I quickly told my parents when they came inside.
Repeat CHORUS: (I'm glad)*

3. *My friendliest neighbor asked me to
come and play
A touching game on his lap one day.
He said it would be our special secret; no one
should know.
I felt mixed up. It felt all wrong. I said I must go.
Repeat CHORUS: (I'm glad)*
4. *When my feelings say it's wrong,
I listen to them, and I sing this song.
I don't do anything I feel is bad.
I don't do anything that might make me sad.
Repeat CHORUS: (Because)*

Personal Safety Focus: Knowing and listening to feelings (instincts) and using them as a guide to right and wrong is important. This song reinforces the concept that a person's feelings are usually right.

Before Listening:

- Describe what your feelings are?
- What kind of feelings do you get when you think something is wrong? right?
- Describe a bribe: Something (a gift, food or money) given to a person to make that person do something wrong. A "this for that" agreement that doesn't seem right or fair.
- What is the difference between a bribe and a gift?

After Listening:

- Ask students for examples of times when they've done what is right because of their feelings. Focus on the positive and how good it feels to listen to one's own feelings.
 - Have students draw pictures to describe how it feels to be confused. Then tell students to "ask their heads" for advice about what to do when confused. List these for the class. For example:
 - Speak to an adult you trust.
 - Think the problem out.
 - Do not panic.
- Emphasize that no one should stay confused for long without asking for help.

SIDE B

Band 1 — WE NEVER KEEP A SECRET FOR ALL OUR LIVES

1. *My friend and I, we've got a secret.
We bought a present for our best friend, Bill.
On the first day of school,
we're giving him a football.
We're not going to tell him. We hope nobody will.*

CHORUS:

*'Cause the best part of a secret is the surprise!
Let's keep a secret. Now slap me five.
The best part of a secret is the surprise.
We never keep a secret for all of our lives.*

2. *My mom and I, we've got a secret.
We got a present for my sister, Ann.
We're giving her a doll for her birthday.
We'll try not to tell her if we can.
Repeat CHORUS:*

3. *My dad and I, we've got a secret.
Grandpa's going to visit us but
mom doesn't know.
He's flying in tonight on a 747.
When he arrives, it'll be a great show.
Repeat CHORUS:*

4. *I remember once when a grown-up asked me
If I could keep a secret and never never tell.
I knew that secrets should not be kept forever.
I said: "No!" and ran home to tell.*

CHORUS:

*The best part of a secret is the surprise!
Sometimes telling secrets can be wise.
The best part of a secret is the surprise.
We never keep a secret for all of our lives.
Repeat.*

Personal Safety Focus: Children who are aware that "we never keep a secret for all of our lives" are less likely to be victims of this widely used ploy of abusers. This song emphasizes that good secrets do not last a long time, but rather involve a specific day and a pleasant surprise.

Before Listening:

- Discuss secrets.
 - What is a secret?
 - Describe how secrets are fun.
 - Why do you like or dislike secrets?

After Listening:

- Tell the class that you have a secret for them. First they must make up 3-5 rules to decide whether your secret is good or bad. Have each student write or describe 3 rules. Let each child share the rules. Help distill all the rules into 3-5 rules about secrets. Be sure to mention that good secrets don't hurt anyone, don't last a long time, involve a surprise and nothing bad happens when you tell them. Make up a few good and bad secrets. For example:

GOOD

- On Wednesday, we were going to the park.
- For Jennifer's birthday, we will make a cake.

BAD

- I hid my dinner under my bed.
Don't tell, or I won't play with you anymore.
- I broke my neighbor's window.
Keep this a secret, and I'll give you a present.

Apply the rules to them to see if the class can decide whether the secret is good or bad. End this activity with a good secret — a surprise snack!

Band 2 — MY BODY BELONGS TO ME

1. *My body belongs to me.
My body belongs to me.
Before anyone can kiss, hug or touch,
I have to agree.*

CHORUS:

*My body belongs to me.
My body belongs to me.
Before anyone can kiss, hug, or touch,
I have to agree.*

2. *I've got something special that belongs to me.
It will always be mine.
It's my body. I like it a lot.
I take care of it all of the time.
Repeat CHORUS:*

3. *I like to hug my mom and dad
Just about everyday.
I like to go walking with special friends
Holding hands feels okay.
Repeat CHORUS:*

4. *If someone wants to touch me in a way I don't like,
This is what I'll say,
"Don't you touch me 'cause I don't like it.
Please just go away."
Repeat CHORUS:*

5. *When adults want me to touch them and it sounds
kind of strange,
This is what I'll say,
"I'm not going to touch you 'cause
I don't want to."
I'll turn and then I'll rush away.
Repeat CHORUS:*

Personal Safety Focus: Children must be aware of, and confident in their power over their bodies. They are the caretakers of themselves in many respects. Children also have the right to accept and *reject* affection from others. Children who are aware of this are less likely to be victims of unwanted touch from potentially abusive adult or teenagers. This song reinforces that children have power over their own bodies.

Before Listening:

- What do you do to take care of yourself?
For example: wash, eat, exercise
- Why do you take care of yourself?
- To whom does your body belong?

After Listening:

- Have children trace one another on large sheets of brown paper. Then have a "thank you" session. Let kids say thank you to their knees, eyes, hands, muscles, etc. Ask them to name parts that are important to them. List the "thank you's" on the life size poster. Emphasize pride and respect for one's own special body.
- Have students list ways to protect their bodies (food, exercise, etc.), include not letting anyone touch their bodies in a way they don't like.

Band 3 — KISSES AND HUGS

CHORUS:

*Sometimes I like to give kisses and hugs.
Sometimes I need to refuse.
Sometimes I like to shake hands and be friends.
I like that I get to choose.*

1. *My parents always ask me to hug Uncle Jim
And to give a big kiss to Aunt Joan.
Most times it's something that I like to do
They say it's okay when I don't.
Repeat CHORUS:*

2. *When my best friend tickles me,
it's usually great fun.
We race around flippity flop.
Whenever he tickles me more than he should
I say, "That's enough! Please stop."
Repeat CHORUS:*

3. *When we visit Grandpa, he wants me to sit
On his lap all the while that we're there.
I tell him maybe later; then I run out to play.
I'm sure he still knows that I care.
Repeat CHORUS:*

Personal Safety Focus: Children must recognize that although affectionate warm touches are pleasant, they have the right to refuse them if they do not feel like being touched. This song reasserts that right.

Before Listening:

- Name different types of touches you enjoy (hugs, kisses, pat on shoulder, tickle)
- When do you like to be touched? (sleepy, sad, lonely)
- When do you prefer not to be touched? (busy playing with friends, cranky)

After Listening:

- Have children draw pictures of touches or shows of affection they like, with themselves in the picture. Ask the children to draw their faces to reflect how they feel — happy, sleepy, sad, etc. Encourage children to share why the touch makes them feel the way it does.

Band 4 — DON'T LET ANYONE TRICK YOU

CHORUS:

*Don't let anyone trick you.
Don't let anyone bribe you.
Don't let anyone talk you into
Something that's not right.
Don't let anyone trick you.
Don't let anyone bribe you.
Always tell somebody you trust
Don't keep it locked inside.*

1. *Let's suppose your parents aren't home,
And the babysitter says to you,
"If you will undress for me, I'll give you
money and candy too.*

*"But never tell your parents.
If they ask you, you've got to lie."
You think about it; it sounds real strange.
You realize it's a bribe.
Repeat CHORUS:*

2. *Let's suppose you're picking chestnuts
Underneath the tree.
Your neighbor says to you,
"You're on private property."*

*"But if you'll come inside my house,
I won't tell your mom and dad."
But you know he's up to a trick
That could make you very sad.
Repeat CHORUS:*

Personal Safety Focus: Tricks and bribes are methods adults and teenagers use to get young children to cooperate. This song makes children aware of tricks and bribes. Children who understand this are more likely to avoid being fooled.

Before Listening:

- Name some tricks that are fun.
- Describe tricks that are mean or bad.
- How do people trick other people?
 - Discuss bribes (something, a gift, food or money, given to a person to make that person do something wrong).

After Listening:

- Discuss tricks and bribes. Tricks are a sneaky way (fooling or lying to a person) to get something. Bribes are gifts given to get something. Have the class make up some tricks and bribes ranging from little bitty fun tricks to big bad dangerous tricks. Talk about how a trick or bribe stops being fun and begins to hurt someone.

Band 5 — GOOD TOUCH — BAD TOUCH

CHORUS:

*I like good touch.
I don't like bad touch.
I like good, good touching all around me.
I like good touch.
I don't like bad touch.
I like good, good touching all around me.*

1. *Think of all the good ways you like to be touched.
All of the different ways you like to
reach out so much.
Sharing hugs, holding hands,
petting a friendly cat.
Giving a friend a piggyback ride or
getting a pat on the back.
Repeat CHORUS:*

2. *Think of some of the bad ways you
don't like to be touched.
Bad touching always makes you hurt so much.
Hitting, pushing and fighting can make you hurt
mighty bad.
Stay away from the kind of touch that will make
you feel sad.
Repeat CHORUS:*

3. *Sometimes touch is confusing and doesn't feel
quite right.
If adults ask to touch your private parts,
The parts that are out of sight,
You should know that they may want to use you;
the touch may hurt and confuse.
You should say NO, cause you don't want a touch
that will make you feel blue.
Repeat CHORUS:*

Personal Safety Focus: Often abusers rely on children's lack of knowledge about "confusing" touches (a touch that may not hurt, but doesn't feel "right") to take advantage of them. This song reviews good affectionate touches, bad hurtful touches and confusing touches. Children that are forewarned to say no to confusing and hurtful touches are more likely to prevent it.

Before Listening:

- Describe good touches you like to give and receive.
- How do you feel when your parents, friends or relatives give you kisses, hugs, pats, etc.?
- Name some bad touches.
- How do you feel when you get bad touches?

After Listening:

- Since this song introduces a sensitive topic, it is best to deal with this first. In a matter-of-fact manner, mention that one type of confusing touch is when an adult or teenager wants to touch you anywhere or in any way you don't like. You may want to point out that parts of the body covered by a bathing suit are your private parts and you have the right to say no to touches there. Emphasize that this type of confusing touch is not right, and to tell someone about it. End by listing good touches and what makes them enjoyable.
- Have an assortment of fabrics and other materials so children can create collages representing good touch, bad touch and confusing touch by pasting them on construction paper.

Band 6 — IT'S GOING TO BE HARD TO TELL MY PARENTS

1. *One day I did something I should
never have done.
I told a great big lie to both my dad and mom.
I should have told the truth.
But I knew they would say, "No! No, no
you can't go."*
2. *I went to the shopping mall riding on my bike.
My parents thought I went next door to fly my kite.
I should have asked them.
But I knew they would say, "No! No, no
you can't go."*
3. *Riding to the shopping mall, my front tire hit
a rock.
I flew off my bicycle, it gave me quite a shock.
My body hurt all over. My new bike was a wreck.
Yeah! Yeah!
It's going to be hard to tell my parents
what happened.
It's going to be hard because I've broken
the rule.
It's going to be hard because I'm sure
they will be angry.
But I know they'll understand. I know
they'll still love me.*
4. *My new bike was dented. I got really bruised.
My parents saw me come in late that afternoon.
What can I tell them?
What am I going to do? What am I going to do?*
5. *I went in my house; I told them I had lied.
Disappointment was in my parents' eyes.
I knew they were angry.
I knew they felt very sad, sad, sad.
It sure was hard to tell my parents
what happened.
It sure was hard because I'd broken a rule.
It sure was hard because I knew they
would be angry.
But I knew they'd understand. I knew they
would help me.*
6. *They reached out to hold me. I began to cry.
They told me they loved me. I was sorry I had lied.
They were glad I told the truth.
They were happy I was safe, glad I was safe.*
7. *My parents took me to the doctor's right away.
He found no broken bones and said I'd be okay.
We're going to fix my bike.
This is now a bright new day.

It's always hard to tell your parents
what happened.
It's always hard when you've broken a rule.
It's always hard when you're sure they will
be angry.
But parents want to understand. Parents want
to help you.*

Personal Safety Focus: Disappointing parents by telling them a rule has been broken is difficult for children, but it is imperative when the child's health and safety is involved. This song describes how parents care more about the child's well being than the broken rule.

Before Listening:

- Why do parents make rules?
- Why are rules good to have?
- Why do children sometimes break rules?

After Listening:

- If possible, arrange class in a circle to discuss how people can get from the bad feelings to the good feelings by telling about a difficult experience.
- Have children cut out pictures from magazines that show their feelings before they tell something difficult to their parents and the feelings after they tell. If this is not possible, have the children give oral descriptions of those feelings.
- Practice the first sentence they could say when telling parents about a mistake. For example: "I'm sorry I've broken the rule about _____, but I've been hurt and I need your help." Remember, not all students have someone to tell who will react positively. Remind students that it is important to talk about a problem even if people don't listen at first.

INTRODUCTION

"I've Got Super Power" was created to impart vital information about personal safety to children in a nonthreatening and cheerful manner. It is now known that children who are assertive and self-confident are *less likely* to be victims of child abuse. Therefore it is imperative that we impart these *skills* to children, even when they appear to conflict with our traditional standards for children such as complete cooperation, politeness and a willingness to share. To protect our children, we must alert them to the fact that although good manners are usually in order, there are times when it is not only appropriate but imperative that they react firmly to protect themselves.

Besides helping children become aware of their rights to act firmly and take responsibility for themselves, adults can also help build children's self-assertiveness and self-confidence by providing a loving foundation. *Affection (hugs, kisses and touches) strengthen a child's self-esteem* if given when a child wants and needs it. More importantly, *the child who receives ample affection is less likely to be a victim of child abuse.*

This loving foundation should also include plenty of praise for children's accomplishments and criticism only of bad ACTS...not the children themselves. (For example DO SAY: "Breaking mommy's watch was bad." DON'T SAY: "You are bad for breaking mommy's watch.")

With this knowledge, "I've Got Super Power" introduces children to skills they need to avoid dangerous situations-trusting feelings, saying no, rejecting unwanted touch. The songs also help children focus on adults whom they can talk to and trust, telling parents the truth even when a rule has been broken, and their own power over themselves and their bodies.

Although this recording presents self-assertiveness skills and illustrates children's rights to act in their own interests, it is up to the adults in children's lives to complement these ideas with love and affection to create a healthy, happy, self-confident and assertive child.

→ It is recommended that adults working with children on personal safety review the songs before introducing them.

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It's Going to Be Hard to Tell My Parents

This recording includes a complete guide with lyrics, prelistening discussion questions and follow-up activities

ABOUT THE AUTHOR

RICK CHARETTE, a native of Maine, is a songwriter, educator and performer. In creating these songs about children's personal safety, Charette has combined his recognized talents as a lyricist and composer with his varied experience as an educator. As an artist, he has performed for children and families through the Northeast. Relaying through song, messages that all children need to learn, Charette has touched the minds, hearts and spirits of many children with his original compositions.

He has earned degrees in English and Music Education from the University of Southern Maine. He is currently presenting programs and attending seminars that promote the health, safety and well-being of children.

ABOUT THE CONSULTANT

JOYCE WILSON-SANFORD has had many years experience helping people. After working for the Peace Corps in Central America, she became a Training Coordinator for the Illinois State Department of Children and Family Services. Since 1982, she has been working with the Human Services Development Institute in Maine.

As a result of her work with families, Ms. Wilson-Sanford became involved with sexual abuse prevention of children. Besides writing "Learning Activities for the Prevention of Sexual Abuse," she has also designed and run many training workshops for teachers, administrators and counselors in sexual abuse prevention.