

**Westbrook Public School Health Curriculum  
Sexual Assault and Abuse Prevention and Awareness Overview  
Grade 5**

<b>Subject(s)</b>	Health
<b>Grade/Course</b>	Grade 5
<b>Unit of Study</b>	Sexual Assault and Abuse Prevention and Awareness
<b>Time Frame</b>	4 Health Class Lessons / 2 Technology Safety Lessons

**Sexual Assault and Abuse Prevention and Awareness Curriculum Standards** taken from the CT K-12 Sexual Assault & Abuse Prevention and Awareness Program Guidelines

- Standard 1:** Core Concepts
- Standard 2:** Accessing Health Information & Resources
- Standard 3:** Self-management of Healthy Behaviors
- Standard 4:** Analyzing Internal & External Influences
- Standard 5:** Communication Skills
- Standard 6:** Decision Making Skills
- Standard 7:** Goal Setting Skills
- Standard 8:** Advocacy

<b>Unwrapped Performance Indicators</b> taken from the CT K-12 Sexual Assault & Abuse Prevention and Awareness Program Guidelines	
<b>Skills/Performance Indicator</b> <i>What must students <b>do</b>?</i>	<b>Concepts</b> <i>What must students <b>know</b>?</i>
<ul style="list-style-type: none"> <li>● <b>1.1</b> Examine appropriate, respectful, healthy ways to express affection, love, friendship and concern between people and in various situations</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate ways to express               <ul style="list-style-type: none"> <li>○ Affection</li> <li>○ Love</li> <li>○ Friendship</li> <li>○ Concern</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>1.4</b> Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual rights</li> <li>● The right to say no</li> </ul>
<ul style="list-style-type: none"> <li>● <b>1.6</b> Identify the social, emotional, and physical behaviors (e.g. setting limits / boundaries).involved with setting boundaries</li> </ul>	<ul style="list-style-type: none"> <li>● Social behaviors involved with setting boundaries</li> <li>● Emotions behaviors involved with setting boundaries</li> <li>● Physical behaviors involved with setting boundaries</li> </ul>
<ul style="list-style-type: none"> <li>● <b>1.7</b> Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.</li> </ul>	<ul style="list-style-type: none"> <li>● Role of bystanders</li> <li>● Supporting a victim</li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.2</b> Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images.</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies for safe and respectful use of technology</li> <li>● Strategies for safe and respectful use social media</li> <li>● Laws pertaining to dissemination of images</li> <li>● Social Media:               <ul style="list-style-type: none"> <li>○ What is social media and how/why is it used?</li> </ul> </li> <li>● Friends:               <ul style="list-style-type: none"> <li>○ Difference between real and online friends and how that affects your behavior towards them.</li> </ul> </li> <li>● Sharing:               <ul style="list-style-type: none"> <li>○ What happens when you share something online?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Thinking before sharing</li> <li>● Laws: <ul style="list-style-type: none"> <li>○ The cultural and societal rules that dictate consequences for actions - how do we know them and why we should obey them</li> </ul> </li> <li>● Images: <ul style="list-style-type: none"> <li>○ How are images put online?</li> <li>○ What happens to images?</li> <li>○ Where do images go?</li> </ul> </li> <li>● Situations: <ul style="list-style-type: none"> <li>○ When/where online might situations occur</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>4.2</b> Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</li> </ul>	<ul style="list-style-type: none"> <li>● Positive/Negative influences of technology on behavior <ul style="list-style-type: none"> <li>○ Interaction with peers</li> <li>○ Societal expectations</li> <li>○ Self-esteem</li> <li>○ 24-7 Media</li> <li>○ Cultural expectations</li> <li>○ Access to information</li> </ul> </li> <li>● Safety: <ul style="list-style-type: none"> <li>○ How does online behavior affect physical and mental health</li> </ul> </li> <li>● Media Images: <ul style="list-style-type: none"> <li>○ How perception of reality can be changed</li> </ul> </li> <li>● Online Fact or Fiction?</li> <li>● Intuition: <ul style="list-style-type: none"> <li>○ Trusting your gut feeling</li> </ul> </li> </ul>

## Grade 5 Lessons and Objectives

### **Lesson #1:** Healthy Middle School Relationships (Friendships)

#### **Objective(s) of Lesson:**

- Students will differentiate between healthy/appropriate and unhealthy/inappropriate ways to express affection, love, friendship and concern.

### **Lesson #2:** Privacy and Boundaries

#### **Objective(s) of Lesson:**

- Students will learn to build safe boundaries.
- Students will learn what can and should be kept private and what needs to be shared with a trusted adult.

### **Lesson #3:** Setting Boundaries in All Relationships

#### **Objective(s) of Lesson:**

- Students will review the concept of setting boundaries.
- Students will identify reasonable boundaries for different situations.
- Students will learn to communicate their boundaries effectively.

### **Lesson #4:** The Kid Trapper

#### **Objective(s) of Lesson:**

- Students will identify the tricks often used by those who sexually assault, abuse or groom children.
- Students will identify ways to advocate for themselves, say no and get themselves and others out of questionable situations.
- Students will explain how not disclosing could be putting others in harm's way.

### **Lesson #5:** Social Media and You

#### **Objective(s) of Lesson:**

- Students will differentiate between healthy/appropriate and unhealthy/inappropriate ways to use technology and social media (including appropriate texting).
- Students will define a 'friend' (online) and understand the difference between a real friend and an online friend.
- Students will determine ways to stay safe by getting permission in various situations from parents or teachers.

**Lesson #6: The Hidden Truth****Objective(s) of Lesson:**

- Students will learn to analyze media images and videos for the truth.
- Students will learn what can be done to images to manipulate how they are perceived.
- Students will identify safe behavior on the internet in regards to mental, physical and sexual safety.

### Resources / Suggested Works

**Texts::**

- *The Kid Trapper* by Julia Cook

**Online Resources / Websites:**

- Lesson idea taken from *Called to Protect* Trainers Manual
  - <http://201bb93uvms11ppwm32hemxj.wpengine.netdna-cdn.com/wp-content/uploads/2013/07/Training-Grade-5.pdf>
- <https://www.cga.ct.gov/2016/rpt/2016-R-0022.htm>
- <https://www.brainpop.com/technology/digitalcitizenship/socialnetworking/>
- <https://www.brainpop.com/technology/digitalcitizenship/socialnetworking/activity/#=standard>
- <https://www.brainpop.com/technology/digitalcitizenship/socialnetworking/quiz/>
- <http://www.netsmartz.org/NSTeens/PostToBePrivate>
- <https://www.common sense media.org/educators/lesson/my-online-self-6-8>
- [https://www.ted.com/playlists/86/talks\\_to\\_watch\\_with\\_kids](https://www.ted.com/playlists/86/talks_to_watch_with_kids)
- [https://www.youtube.com/watch?v=7qm1kPurZds&index=1&list=PLHBkCXFsVnhHtoywqLCfH5khbnq9X2\\_Cw](https://www.youtube.com/watch?v=7qm1kPurZds&index=1&list=PLHBkCXFsVnhHtoywqLCfH5khbnq9X2_Cw)

### Anticipated Misconceptions

- Students may not have a good understanding of things that are private vs. things that should be disclosed.
- Some students may be lacking some basic social skills needed to fully grasp this lesson. Some students may benefit from an additional conversation about the material after it has been presented.

