

**Westbrook Public Schools Health Curriculum
Sexual Assault and Abuse Prevention and Awareness Overview
Grade 3**

Subject(s)	Health
Grade/Course	Grade 3
Unit of Study	Sexual Assault and Abuse Prevention and Awareness
Time Frame	5 Classroom Lessons / 2 Technology Safety Lessons

Sexual Assault & Abuse Prevention and Awareness Curriculum Standard taken from the CT K-12 Sexual Assault and 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

Unwrapped Performance Indicators taken from the CT K-12 Sexual Assault and Abuse Prevention and Awareness Program Guidelines	
Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
1.7 Explain that everyone, including children, has a right to tell others not to touch their body when they do not want to be touched?	<ul style="list-style-type: none"> ● Rights ● Decision making ● Being in charge of one's own space bubble ● One person's space bubble may differ from another's ● Expected behavior vs. Unexpected behavior
2.1 Identify trusted adults in the home, school and community they can confide in if they are being sexually mistreated, groomed, harassed, abused, assaulted, or exploited, & who can provide accurate information about sexual health issues.	<ul style="list-style-type: none"> ● Trusted Adults <ul style="list-style-type: none"> ○ At home ○ In school ○ In the community
2.2 Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.	<ul style="list-style-type: none"> ● Laws to protect young people
3.3. Explain how to treat one's body with dignity and respect.	<ul style="list-style-type: none"> ● Treatment of self <ul style="list-style-type: none"> ○ Personal physical health ○ Personal emotional health ○ Calming/Coping Skills ○ Self-Care
4.1 Describe how culture, media, technology, and people may influence the attitudes, behaviors and decisions of young people (e.g. attractiveness, body image, relationships, and self-esteem).	<ul style="list-style-type: none"> ● Influences of media/technology on young people <ul style="list-style-type: none"> ○ TV shows/Advertisements/Movies <ul style="list-style-type: none"> ■ Pressure to conform ■ Stereotypes ■ Society's view of attractiveness

	<ul style="list-style-type: none"> ● Influences of other people on young people <ul style="list-style-type: none"> ○ Peer pressure ○ Desire to please ● Attitudes/Behaviors/Decisions <ul style="list-style-type: none"> ○ Allowing people inside of your personal space/dropping boundaries <ul style="list-style-type: none"> ■ Privacy settings ■ Knowing when to delete and report ○ Using technology as a means of support ○ Using technology to hurt or embarrass
<p>4.2 Identify the ways in which technology and social media can impact physical and emotional safety.</p>	<ul style="list-style-type: none"> ● Social Media ● Physical safety <ul style="list-style-type: none"> ○ There are people who use the internet to find, communicate with and influence young people in an inappropriate, unhealthy or unsafe way. ● Emotional safety <ul style="list-style-type: none"> ○ Viewing inappropriate material ○ Isolation from friends and family ● Telling trusted adults
<p>5.3 Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected.</p>	<ul style="list-style-type: none"> ● Refusal skills ● Taking action ● Recognition of “uncomfortable” ● Articulation of uncomfortable ● Appropriate response to uncomfortable situation ● Disrespect
<p>6.1 Identify factors that would influence one’s ability to make responsible, healthy, safe sexual decisions (e.g. peer pressure, or establishing boundaries).</p>	<ul style="list-style-type: none"> ● Factors that influence one’s ability to act responsibly <ul style="list-style-type: none"> ○ Students are taught to follow the directions of an adult. ○ Lack of adult supervision in specific scenarios

	<ul style="list-style-type: none"> ○ Self esteem ○ Content in literature ○ Peer pressure - hierarchy of childhood behavior
8.1 Take action and persuade others to take action when someone else is being mistreated, harassed, abused, assaulted, or exploited	<ul style="list-style-type: none"> ● Upstander/Bystander ● Model Behavior ● Advocate

Grade 3 Lessons and Objectives

Lesson #1: Personal Safety - Types of Touches

Objective(s) of Lesson:

- Students will demonstrate an understanding of personal space.
- Students will identify types of touch - safe, confusing, unsafe.

Lesson #2: Personal Safety - Refusal Skills

Objective(s) of Lesson:

- Students will identify touches that are confusing.
- Students will identify and demonstrate refusal skills and ways to take action if/when feeling uncomfortable.
- Students will demonstrate knowledge of laws that are there to protect them.

Lesson #3: Factors that Influence: Friends

Objective(s) of Lesson:

- Identify peer factors that could influence one's ability to make responsible, healthy, safe decision about one's body (e.g. low self esteem, peer pressure, desire to be included etc.)

Lesson #4: Factors that Influence - Adults that Make You Uncomfortable

Objective(s) of Lesson:

- Students will identify additional factors (not peer related) that could influence one's ability to make responsible, healthy, safe decisions about our body (e.g. students are taught to follow adult directions without question, content in literature, lack of adult supervision/opportunity etc.)

- Students will identify situations where it is okay to say no to an adult.

Lesson #5: Be An Upstander

Objective(s) of Lesson:

- Students take action and persuade others to take action when someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.

Lesson #6 Media and Technology - Influences

Objective(s) of Lesson:

- Students will identify ways in which media and technology can influence their decisions and behaviors.
- Students will identify ways in which people influence their decisions and behaviors.

Lesson #7: Media and Technology - Being Safe Online

Objective(s) of Lesson:

- Students will identify ways to stay safe on the internet (passwords, sharing personal information, pop-ups)
- Students will demonstrate what to do when they encounter something inappropriate or unsafe.

Resources / Suggested Works

Texts:

- *Pete's a Pizza* by William Steig
- *Juice Box Bully* by Bob Sornson and Maria Dismundy
- *Have You Filled Your Bucket Today?* by Carol McCloud
- *No More Secrets for Me* by Oralee Wachter

Other

- Great Body Shop - My Family, Your Family - Grade 3
- Teacher-made advertisement slideshow
- [Mrs. Rumphius by Barbara Cooney](#) - video
- Teacher-made pretest
- BrainPopJr. video - [Internet Safety](#)

- Teacher-made scenarios

Anticipated Misconceptions

- Students believe it's never okay to tell an adult 'no'
- Students believe you should never tell a secret
- 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.