

**Westbrook Public Schools Health Curriculum
Sexual Assault and Abuse Prevention and Awareness Overview
Grade 1**

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| Subject(s) | Health |
| Grade/Course | Grade 1 |
| Unit of Study | Sexual Assault and Abuse Prevention and Awareness |
| Time Frame | 4 Classroom Lessons |

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

- Standard 1:** Core Concepts
- Standard 2:** Assessing Health Information and Resources
- Standard 3:** Self-Management of Healthy Behaviors
- Standard 4:** Analyzing Internal and 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 | |
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| Skills/Suggested Outcomes <i>What must students do?</i> | Concepts <i>What must students know?</i> |
| <p>1.1 Describe healthy families, healthy family environments, and healthy relationships.</p> | <ul style="list-style-type: none"> ● Healthy families, Diverse families <ul style="list-style-type: none"> ○ Nuclear families ○ Adoptive families ○ Stepfamilies ○ Divorced families ○ Single parent families ○ No child families ○ Combined families ○ Same sex parents ○ Foster families ○ Grandparent families ○ Extended families ● Healthy Family Environments <ul style="list-style-type: none"> ○ Different homes and living situations ● Healthy Relationships <ul style="list-style-type: none"> ○ With parents ○ With siblings ○ With extended family members ○ With teachers ○ With older peer role models ○ With peers ○ With coaches ○ With church adults ○ With extracurricular teachers |

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| <p>1.2 Describe and demonstrate appropriate ways to express feelings and affection between people and in a variety of situations, including physical touch and verbal interactions.</p> | <ul style="list-style-type: none"> ● Appropriate ways to express feelings <ul style="list-style-type: none"> ○ Different situations result in different expressions of feelings <ul style="list-style-type: none"> ■ Ex: sad situation → cry, scared → scream... ● Showing affection between people <ul style="list-style-type: none"> ○ Different relationships with people will result in different measures of affection <ul style="list-style-type: none"> ■ Ex: Parents vs. Teachers (you kiss your mom, you don't kiss your teacher) ● Appropriate touch <ul style="list-style-type: none"> ○ Establish personal space (“personal bubbles”) ○ When is it appropriate to hug or kiss someone? ○ Ask permission to enter one’s personal space (bubble) for a hug ○ Give permission or don’t give permission for others to enter your personal space (bubble) ● Appropriate conversation <ul style="list-style-type: none"> ○ Different situations result in different conversations with others <ul style="list-style-type: none"> ■ Ex: Talking with your classmates vs. talking with your parents. |
| <p>1.6 Explain the importance of setting and respecting personal boundaries.</p> | <ul style="list-style-type: none"> ● Personal boundaries <ul style="list-style-type: none"> ○ Establish personal space (“personal bubbles”) ○ When is it appropriate to hug or kiss someone? ○ Ask permission to enter one’s personal space (bubble) for a hug ○ Give permission or don’t give permission for others to enter your personal space (bubble) |

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| <p>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.</p> | <ul style="list-style-type: none"> ● The right to dictate when we do not want to be touched <ul style="list-style-type: none"> ○ Establish personal space (“personal bubbles”) ○ When is it appropriate to hug or kiss someone? ○ Ask permission to enter one’s personal space (bubble) for a hug ○ Give permission or don’t give permission for others to enter your personal space (bubble) |
| <p>3.1 Demonstrate how to express feelings in healthy ways, including empathy.</p> | <ul style="list-style-type: none"> ● Healthy ways to express feelings ● Different situations result in different expressions of feelings <ul style="list-style-type: none"> ○ Ex: sad situation → cry, scared → scream... ● Empathy |
| <p>3.2 Demonstrate ways to treat self and others with dignity and respect.</p> | <ul style="list-style-type: none"> ● Treating oneself with dignity and respect ● Treating others with dignity and respect |

Grade 1 Lessons and Objectives

Lesson #1: Healthy Families and Healthy Family Environments

Objective(s) of Lesson:

- Students will identify different types of families.
- Students will identify health/safe environments.

Lesson #2: Healthy Relationships

Objective(s) of Lesson:

- Students will identify healthy relationships in their lives (peer and adult).
- Students will identify what makes a relationship healthy.

Lesson #3: Expressing Feelings

Objective(s) of Lesson:

- Students will identify appropriate ways to express feelings including empathy.
- Students will explain how different situations call for different expressions of feelings.

Lesson #4: Expressing Feelings and Affection

Objective(s) of Lesson:

- Students will identify the appropriate way of showing affection in a variety of relationships.
- Students will identify what is appropriate touch in different situations.

Resources / Suggested Works

Texts:

- *Love Is a Family* by Roma Downey and Justine Gasquet
- *A Sick Day for Amos McGee* by Philip C. Stead
- *Lily's Purple Plastic Purse* by Kevin Henkes
- *Your Body Belongs to You* by Cornelia Spelman

[Supplemental Materials](#) - (this is a Word document that can be edited)

Anticipated Misconceptions

- Students may believe that all families look like their family
- 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.