

## Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Awareness and Prevention Overview Grade 2

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

### Sexual Assault and Abuse Prevention and Awareness Curriculum Standards taken from the 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

<b>Unwrapped Performance Indicators</b> taken from the CT K-12 Sexual Assault and Abuse Prevention and Awareness Program Guidelines	
<b>Skills/Performance Indicators</b> <i>What must students <b>do</b>?</i>	<b>Concepts</b> <i>What must students <b>know</b>?</i>
<b>1.2</b> Describe and demonstrate appropriate ways to express feelings and affection between people and in a variety of situations, including physical touch and verbal interactions.	<ul style="list-style-type: none"> <li>● Appropriate ways to address feelings and affection               <ul style="list-style-type: none"> <li>○ What is affection?</li> </ul> </li> <li>● Situations where showing affection is expected               <ul style="list-style-type: none"> <li>○ Saying hello</li> <li>○ Saying good-bye</li> <li>○ Celebrations</li> </ul> </li> </ul>
<b>1.6</b> Explain the importance of setting and respecting personal boundaries.	<ul style="list-style-type: none"> <li>● Personal boundaries               <ul style="list-style-type: none"> <li>○ What is a personal boundary?</li> <li>○ What is personal space?</li> </ul> </li> </ul>
<b>1.7</b> 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"> <li>● The right to not have others touch their body when they do not want to be touched               <ul style="list-style-type: none"> <li>○ What is a right?</li> <li>○ How do you express your feelings about being touched in an appropriate way?</li> <li>○ Alternate expressions of love and friendship                   <ul style="list-style-type: none"> <li>■ i.e. I don't want a hug, but I will give you a high five</li> </ul> </li> </ul> </li> </ul>
<b>2.1</b> 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, and who can provide accurate information about sexual health issues	<ul style="list-style-type: none"> <li>● Trusted adults in the home</li> <li>● Trusted adults in the school</li> <li>● Trusted adults in the community</li> </ul>
<b>3.3</b> Explain how to treat one's body with dignity and respect.	<ul style="list-style-type: none"> <li>● Showing respect for yourself</li> <li>● Showing respect for others</li> </ul>
<b>5.1</b> Demonstrate healthy ways to express needs, wants, emotions and feelings (e.g. affection, love, friendship, concern empathy.)	<ul style="list-style-type: none"> <li>● Healthy ways to express needs, wants, emotions               <ul style="list-style-type: none"> <li>○ Expected and unexpected behaviors.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Healthy ways to express feelings</li> </ul>
<p><b>5.2</b> Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or hurtful situations in the home, school, or community.</p>	<ul style="list-style-type: none"> <li>● Verbal ways to ask for help</li> <li>● Nonverbal ways to ask for help</li> <li>● Unsafe situations</li> <li>● Scary situations</li> <li>● Hurtful situations</li> </ul>
<p><b>5.3</b> 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"> <li>● Refusal skills</li> <li>● Ways to take action <ul style="list-style-type: none"> <li>○ Name/list appropriate ways to take action.</li> </ul> </li> <li>● Touching that makes you uncomfortable, unsafe or disrespected <ul style="list-style-type: none"> <li>○ Name/list touching the would be considered disrespectful.</li> </ul> </li> </ul>

## Grade 2 Lessons and Objectives

**Lesson #1:** Tell A Trusted Adult - Who are Your Trusted Adults?

**Objective(s) of Lesson:**

- Students will review the concept of trusted adult.s
- Students will identify/update the trusted adults in their life. .

**Lesson #2:** Tell A Trusted Adult 2 - Strategies for Talking to Trusted Adults During Unsafe, Scary or Hurtful Situations

**Objective(s) of Lesson:**

- Students will develop strategies for communicating with their trusted adults during unsafe, scary or hurtful situations.

**Lesson #3:** Tell A Trusted Adult 3 - Are All Adults Trustworthy?

**Objective(s) of Lesson:**

- Students will learn tricks that are sometimes used to lead them into unsafe or unhealthy situations.
- Students will identify strategies to use when they find themselves in unsafe or unhealthy situations.

**Lesson #4:** Respecting My Body & Others - Personal Space/Boundaries

**Objective(s) of Lesson:**

- Students will explain the importance of setting and respecting personal boundaries.
- Students will explain why even children have the right to tell others not to touch their body when they do not want to be touched.

**Lesson #5:** Respecting My Body & Myself - Saying No**Objective(s) of Lesson:**

- Students will explain how to treat their own body with dignity and respect;
- Students will identify healthy ways to express needs, wants and feelings including the ability to say no.

### Resources / Suggested Works

**Texts:**

- *No Means, No!* By Jayneen Sanders
- *Personal Space Camp* by Trey Devon
- *The Berenstain Bears Learn About Strangers* by Stan & Jan Berenstain
- *Not Everyone is Nice* by Frederick Alimonti and Ann Tedesco

**Online Resources / Websites:**

- [Tell a Trusted Adult video from NetSmartz.org](#)
- [Boss of my Body](#) video

**Other:**

- Great Body Shop - When I Feel Afraid - Teacher's Guide

### Anticipated Misconceptions

- Students believe that all adults can be trusted
- 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.