

## Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 4

<b>Subject(s)</b>	Health
<b>Grade/Course</b>	Grade 4
<b>Unit of Study</b>	Sexual Assault and Abuse Prevention and Awareness
<b>Time Frame</b>	3 Classroom Lessons / 2 Technology Safety Lessons

### Sexual Assault & Abuse Prevention & Awareness Curriculum Standard taken from the CT K-12 Sexual Assault & Abuse Prevention & 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 & 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>
<b>1.4</b> Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.	<ul style="list-style-type: none"> <li>● (Sexual) mistreatment</li> <li>● Grooming</li> <li>● Harassment</li> <li>● Abuse and Assault</li> <li>● Exploitation</li> </ul>
<b>1.5</b> Explain why sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are wrong and are not the victim's fault.	<ul style="list-style-type: none"> <li>● The fault is not with the victim</li> <li>● The victim has done nothing wrong</li> <li>● The victim is doing the right thing when they disclose</li> </ul>
<b>3.4</b> Identify ways in which an individual could respond in a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.	<ul style="list-style-type: none"> <li>● Responding to given situations               <ul style="list-style-type: none"> <li>○ Encourage the person to talk to a trusted adult</li> <li>○ Go with the person to talk to a trusted adult</li> <li>○ Talk to a trusted adult on a person's behalf</li> </ul> </li> </ul>
<b>4.1</b> 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"> <li>● Influences of culture on young people               <ul style="list-style-type: none"> <li>○ Differing views on what is appropriate</li> </ul> </li> <li>● Influences of media/technology on young people               <ul style="list-style-type: none"> <li>○ TV shows/Advertisements/Movies                   <ul style="list-style-type: none"> <li>■ Pressure to conform</li> <li>■ Stereotypes</li> <li>■ Society's view of attractiveness</li> </ul> </li> </ul> </li> <li>● Influences of other people on young people               <ul style="list-style-type: none"> <li>○ Peer pressure</li> <li>○ Desire to please</li> </ul> </li> <li>● Attitudes/Behaviors/Decisions</li> </ul>

	<ul style="list-style-type: none"> <li>○ Allowing people inside of your personal space/dropping boundaries <ul style="list-style-type: none"> <li>■ Privacy settings</li> <li>■ Knowing when to delete and report</li> </ul> </li> <li>○ Using technology as a means of support</li> <li>○ Using technology to hurt or embarrass</li> </ul>
<p><b>4.2</b> Identify the ways in which technology and social media can impact physical and emotional safety.</p>	<ul style="list-style-type: none"> <li>● Physical safety <ul style="list-style-type: none"> <li>○ There are people who use the internet to find, communicate with and influence young people in an inappropriate, unhealthy or unsafe way.</li> </ul> </li> <li>● Emotional safety <ul style="list-style-type: none"> <li>○ Viewing inappropriate material</li> <li>○ Isolation from friends and family</li> </ul> </li> <li>● Telling trusted adults</li> </ul>
<p><b>4.3</b> Discuss the ways in which perpetrators of sexual violence target their victims based on real or perceived vulnerabilities such as gender, age, sexual orientation, disability and other factors.</p>	<ul style="list-style-type: none"> <li>● Vulnerabilities</li> <li>● There are tricks some use to gain a child's trust</li> <li>● By being aware of the tricks, students can be empowered to act</li> </ul>
<p><b>6.1</b> Identify factors that would influence one's ability to make responsible, healthy, safe sexual decisions (for example: peer pressure, or establishing boundaries.)</p>	<ul style="list-style-type: none"> <li>● Factors that affect decisions <ul style="list-style-type: none"> <li>○ Peer pressure</li> <li>○ Boundaries</li> </ul> </li> </ul>
<p><b>8.1</b> Take action and persuade others to take action when someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.</p>	<ul style="list-style-type: none"> <li>● Upstanders</li> <li>● Taking action when you are someone else is being abused</li> </ul>

## Grade 4 Lessons and Objectives

**Lessons #1:** Not in Room #204

**Objective(s) of Lesson:**

- Students will identify ways to respond in a situation where they or someone else is being sexually abused.
- Students will identify that the perpetrator and not the victim are always at fault when a child is being sexually abused.

**Lesson 2:** Harassment

**Objective(s) of Lesson:**

- Students will understand the concept of harassment.
- Students will identify ways to respond to various types of harassment.

**Lesson 3:** Beat the Tricks

**Objective(s) of Lesson:**

- Students will understand the concepts of grooming and exploitation.
- Students will learn strategies to 'beat the tricks' of perpetrators who may be grooming a child.

**Lesson #4:** Media and Technology - Being Safe Online (Part 2) - continuation of Grade 3

**Objective(s) of Lesson:**

- Students will identify ways to stay safe on the internet, including social media (online invitations, understanding that people may not be who they say they are, keeping personal information safe).
- Students will demonstrate what to do when they encounter something inappropriate or unsafe.

**Lesson #5:** Media and Technology - Social Media

**Objective(s) of Lesson:**

- Students will identify ways in which media and technology can influence their decisions and behaviors (pitfalls of social media)
- Students will identify ways in which people influence their decisions and behaviors.

### Resources / Suggested Works

**Texts:**

- *Not in Room 204* by Shannon Riggs
- *Some Secrets Should Never Be Kept* by Jayneen Sanders

**Online Resources / Websites:**

- Second Step 4th Grade Curriculum
- [Stop Think Connect](#)
- [What is social media](#)
- Google Docs
- Internet safety fact sheet

### Anticipated Misconceptions

- 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.