

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Kindergarten

Subject(s)	Health
Grade/Course	Kindergarten
Unit of Study	Sexual Assault and Abuse Prevention and Awareness
Time Frame	8 Classroom Lessons

Sexual Assault and Abuse Prevention and Awareness Curriculum Standards 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 & Abuse Prevention and Awareness Program Guidelines	
Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
1.1 Describe healthy and safe environments, and identify and communicate what makes you feel safe or unsafe.	<ul style="list-style-type: none"> ● Healthy and safe environments <ul style="list-style-type: none"> ○ Home ○ School ○ Church ○ Ball fields ● Safe feelings <ul style="list-style-type: none"> ○ Happy ○ Content ○ Comfortable ● Unsafe feelings <ul style="list-style-type: none"> ○ Confused ○ Sad ○ “Uh-Oh”
1.2 Discuss appropriate displays of affection between people and in a variety of situations, including physical touch and verbal interactions.	<ul style="list-style-type: none"> ● Appropriate displays of affection ● Physical touch <ul style="list-style-type: none"> ○ Hug ○ Kiss ○ Massage ○ Pat on the back ● Verbal interactions
1.3 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth) and identify those parts of the body that are considered private on themselves and others.	<ul style="list-style-type: none"> ● Functions of body parts ● Private body parts (the parts covered by a bathing suit)

<p>1.4 Describe different types of touch, and how they make you feel.</p>	<ul style="list-style-type: none"> ● Types of touch <ul style="list-style-type: none"> ○ Hug ○ Kiss ○ Hit ○ Bite ○ Pinch ○ Kick ● Feelings <ul style="list-style-type: none"> ○ Scared ○ Happy ○ Surprised
<p>2.1 Identify trusted adults in the home, school and community who can provide help with feelings and solving problems.</p>	<ul style="list-style-type: none"> ● Trusted adults in the home <ul style="list-style-type: none"> ○ Parent ○ Extended family ○ Baby-sitter ● Trusted adults at school <ul style="list-style-type: none"> ○ Teacher ○ School nurse ○ Bus driver ○ Paraprofessional ● Trusted adults in the community <ul style="list-style-type: none"> ○ Police ○ Coach ○ Minister
<p>2.2 Demonstrate the ability to seek help from trusted adults.</p>	
<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 ● Situations that elicit strong feelings ● Strategies for dealing with strong feelings <ul style="list-style-type: none"> ○ Belly breathing ○ Counting ○ Self talk

	<ul style="list-style-type: none"> ○ Tell a trusted adult ● Empathy (understanding how another person is feeling)
3.2 Explain how to treat self and others with dignity and respect.	<ul style="list-style-type: none"> ● Dignity ● Respect
3.3 Explain how to treat one's body with dignity and respect.	
4.1 Identify and discuss how gender roles and expectations are influenced by culture and the media.	<ul style="list-style-type: none"> ● Gender roles <ul style="list-style-type: none"> ○ Jobs ● Gender expectations <ul style="list-style-type: none"> ○ Toys ○ Colors ○ Dress ● Culture <ul style="list-style-type: none"> ○ Family ○ Customs ○ Religion ○ Ethnicity ● Media <ul style="list-style-type: none"> ○ Television ○ Internet ○ Movies
4.2 Describe and discuss the hierarchical relationships in families, schools, and other group structures (e.g. church group, sport team, or scouting).	<ul style="list-style-type: none"> ● Hierarchical relationships (a group of people arranged in order from the most powerful to the weakest member of the group) <ul style="list-style-type: none"> ○ In families ○ In school ○ In the community

<p>5.1 Identify and practice healthy ways to express needs, wants and feelings.</p>	<ul style="list-style-type: none"> ● Healthy ways to express feelings ● Needs ● Wants
<p>5.2 Demonstrate what to say and do when witnessing potentially harmful, or unsafe situations.</p>	<ul style="list-style-type: none"> ● Witness ● Potentially harmful situations (a situation that may become dangerous or unsafe) <ul style="list-style-type: none"> ○ Leave ○ Say No ○ Tell a trusted adult ● Unsafe situations
<p>5.3 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"> ● Verbal <ul style="list-style-type: none"> ○ Talking face to face ○ Talking on the phone ● Nonverbal <ul style="list-style-type: none"> ○ Gesturing ○ Drawing a picture ○ Writing a note

Kindergarten Lessons and Objectives

Lessons #1 and #2: Managing Your Feelings

Objective(s) of Lesson:

- Students will identify feelings in given situations.
- Students will practice showing feelings in healthy ways.

Lesson #3: Treating one's self and others with dignity and respect

Objective(s) of Lesson:

- Students will identify ways to treat themselves and others with dignity and respect.

- Students will identify the ways to treat one's body with respect.

Lesson #4: Tell A Trusted Adult (Part I)

Objective(s) of Lesson:

- Students will identify trusted adults in their lives.
- Students will demonstrate ways to ask a trusted adult for help in a given situation.

Lesson #5: Tell A Trusted Adult (Part 2)

Objective(s) of Lesson:

- Students will review trusted adults in their lives.
- Students will identify what kinds of things they should tell a trusted adult.

Lessons #6 and Lesson #7: Saying No

Objective(s) of Lesson:

- Student will identify the hierarchical relationship in families and at school as it relates to possible abuse of power.
- Student will practice saying no in difficult situations.

Lesson #8: Boys Like / Girls Like

Objective(s) of Lesson:

- Students will think critically about gender roles, gender expectations and how diverse and alike we can all be.

Resources / Suggested Works

Texts:

- *Miles is the Boss of His Body* by Samantha Kurtzman-Counter

Online Resources / Websites:

- Netsmarz:
 - <https://www.netsmartz.org/Resources>
- Kidshealth.org

Other

- Great Body Shop - Kindergarten edition (My Body is Special Edition)
- PreK/Kindergarten Second Step Kit

Anticipated Misconceptions

- Students may believe that things like toys, colors, jobs and clothing are gender specific
- Students may believe that they can never say no to an adult
- 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.