

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

<b>Subject(s)</b>	Health
<b>Grade/Course</b>	Pre-Kindergarten
<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 CT K-12 Sexual Assault and Abuse Prevention and Awareness Program Guidelines

- Standard 1:** Core Concepts
- Standard 2:** Accessing 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

<b>Unwrapped Performance Indications</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>1.1</b> Describe healthy and safe environments, and identify and communicate what makes you feel safe or unsafe.	<ul style="list-style-type: none"> <li>● Healthy and safe environments               <ul style="list-style-type: none"> <li>○ Safe and unsafe activities</li> </ul> </li> </ul>
<b>1.2</b> Discuss appropriate displays affection between people and in a variety of situations, including physical touch and verbal interactions.	<ul style="list-style-type: none"> <li>● Appropriate displays of affection</li> <li>● Appropriate physical touch</li> <li>● Appropriate verbal interactions</li> </ul>
<b>1.3</b> 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"> <li>● Functions of body parts</li> <li>● Private body parts</li> </ul>
<b>1.4</b> Describe different types of touch and talk, and how they make you feel.	<ul style="list-style-type: none"> <li>● Types of touch               <ul style="list-style-type: none"> <li>○ Hug, hit, pinch</li> </ul> </li> <li>● Feelings about touch               <ul style="list-style-type: none"> <li>○ Scared, happy, mad</li> </ul> </li> </ul>
<b>5.1</b> Identify and practice healthy ways to express needs, wants and feelings.	<ul style="list-style-type: none"> <li>● Ways to express how you feel</li> <li>● Ways to express what you need</li> <li>● Ways to express what you want</li> <li>● Needs</li> <li>● Wants</li> </ul>
<b>5.2</b> Demonstrate what to say and do when witnessing potentially harmful, or unsafe situations.	<ul style="list-style-type: none"> <li>● Harmful and unsafe situations</li> <li>● Trusted adults</li> </ul>

## PreK Lessons and Objectives

### **Lesson #1:** Safe and Healthy

#### **Objective(s) of Lesson:**

- Students will become familiar with the vocabulary that will be used throughout these lessons. (Safe, Unsafe, Healthy, Unhealthy).

### **Lesson #2:** Affection

#### **Objective(s) of Lesson:**

- Students will identify appropriate displays of (physical touch) affection between people.
- Students will identify appropriate displays of (verbal interaction) affection between people.
- Students will identify and describe different types of touch.
- Students will talk about how different types of touch make them feel.

### **Lesson #3:** Body parts

#### **Objective(s) of Lesson:**

- The student will identify body parts(e.g. stomach, feet, hands, ears, eyes, mouth) .
- The student will describe the functions of body parts.
- The student will identify body parts that are considered private.

### **Lesson #4:** I Want, Feel, Need

#### **Objective(s) of Lesson:**

- The student will identify appropriate ways to express needs.
- The student will identify appropriate ways to express wants.
- The student will identify appropriate ways to express feelings.

### **Lesson #5:** What Looks Safe?

#### **Objective(s) of Lesson:**

- The student will identify possible things to say/do when witnessing potentially harmful, or unsafe situations

## Resources / Suggested Works

### Literary Texts::

- *Dinosaurs, Beware* by Marc Brown and Stephen Krensky
- *Loving Touches* by Lory Britain
- *It's My Body* by Lory Britain
- [\*Your Body Belongs to You\*](#) by C. Spelman
- [\*My Body - What I Say Goes\*](#) by J. Sanders
- [\*Quick as a Cricket\*](#) by Audrey Wood

### Informational Texts:

- **Art/Music: Songs:**
  - Head Shoulders Knees and Toes
- **Media:**
  - My Big World Magazine

### Online Resources / Websites:

- My Big World online
- Teachers Pay Teachers - free video (Hello Body)

## Anticipated Misconceptions

- Students confuse wants and needs
- 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.