

LEDYARD PUBLIC SCHOOLS

**Sexual Assault and Abuse Prevention and Awareness
(Supplement to Ledyard Public Schools Health Education Curriculum)**

Approved by Instructional Council May 30, 2017

Reviewed by Ledyard Board of Education June 21, 2017

Connecticut General Statute (C.G.S) 17a-101q requires that age-appropriate educational materials be designed for students “in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (a) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (b) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.”

The Ledyard Public Schools Sexual Assault and Abuse Prevention and Awareness Curriculum was adapted from the *Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program Guidelines* (2016), developed collaboratively by the Connecticut Department of Children and Families (DCF), the Connecticut State Department of Education (CSDE), and the Connecticut Alliance to End Sexual Violence (The Alliance). This curriculum framework is in alignment with and formatted to supplement the Connecticut State Department of Education’s [Guidelines for the Sexual Health Education Component of Comprehensive Health Education](#).

The Ledyard Public Schools Sexual Assault & Abuse Prevention & Awareness Curriculum is organized into the following grade clusters: Kindergarten; Grades 1-4; Grades 5-8; and Grades 9-12. Within each grade cluster, there is a chart listing Connecticut Sexual Health Education Standards, sexual assault and abuse prevention education and awareness standards, and performance indicators defining what students should know and be able to do by specific grade levels. The framework also includes the instructional activities and student tasks in which the standards and performance indicators are addressed. It is important to note that the majority of the standards and indicators are included in cross-disciplinary curricula in health, science, and biology, as well as social development lessons in the elementary grades, and advisory lessons in the middle school and high school.

Pre-Kindergarten - Kindergarten Framework

(While not required, it is encouraged whenever possible to include developmentally-appropriate instruction at the pre-kindergarten level).

STANDARD 1: CORE CONCEPTS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Connected & Respected Lesson 4; <i>Our Class</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What do I need to know about my growth and development and its relationship to that of others to stay healthy?</p> <p>Curricular Outcome: Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p>Essential Question: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe?</p> <p>Curricular Outcome: Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.</p>	<ol style="list-style-type: none">1. Describe healthy and safe environments, and identify and communicate what makes you feel safe or unsafe.2. Discuss appropriate displays affection between people and in a variety of situations, including physical touch and verbal interactions.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.4. Describe different types of touch and talk and how they make you feel.

STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Supplemental Materials - Appendix A		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: How and where do I find valid sexual health information and resources?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid sexual health information, products and services.</p>	<p>Essential Question: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.</p>	<ol style="list-style-type: none"> 1. Identify trusted adults in the home, school and community who can provide help with feelings and solving problems. 2. Demonstrate the ability to seek help from trusted adults.

STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Connected & Respected Lesson 6; <i>Different Feelings</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What can I do to achieve sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid and reduce sexual health risks.</p>	<p>Essential Question: What can I do to raise my awareness of and help to prevent sexual abuse & assault?</p> <p>Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to express feelings in healthy ways, including empathy. 2. Demonstrate ways to treat self and others with dignity and respect. 3. Explain how to treat one's body with dignity and respect.

STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Connected & Respected Lesson 3; <i>Groups We Belong To</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.</p>	<p>Essential Question: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.</p>	<ol style="list-style-type: none"> 1. Identify and discuss how gender roles and expectations are influenced by culture & the media. 2. Describe and discuss the hierarchical relationships in families, schools, and other group structures (e.g. church group, sport team, or scouting).

STANDARD 5: COMMUNICATION SKILLS
 STANDARD 6: DECISION-MAKING SKILLS
 STANDARD 7: GOAL-SETTING SKILLS
 STANDARD 8: ADVOCACY

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Connected and Respected Lesson 12, <i>Mean vs. Strong</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p>Essential Question: What decision-making skills do I need to maintain my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to sexual health.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to sexual health.</p> <p>Essential Question: What can I do to advocate for responsible</p>	<p>Essential Question: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p> <p>Essential Question: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p> <p>Essential Question: How do I</p>	<ol style="list-style-type: none"> 1. Identify and practice healthy ways to express needs, wants & feelings. 2. Demonstrate what to say and do when witnessing potentially harmful, or unsafe situations. 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>behaviors related to sexual health based on accurate health information?</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.</p>	<p>use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p> <p>Essential Question: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information.</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.</p>	
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Grades 1-4 Framework

STANDARD 1: CORE CONCEPTS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 1 Social Skills Literature Connected and Respected Lesson 5; <i>Identifying Feelings</i> Connected and Respected Lesson 6; <i>Communicating Feelings</i> Connected and Respected Lesson 7; <i>Responses to Anger</i> Lessons related to a healthy body, i.e. dental health, exercise, keeping germs at bay (hand washing, sneezing in the elbow)		English Language Arts Social Skills Instruction Health Instruction with Nurse Physical Education Curriculum
Grade 2 Nutrition Unit Connected and Respected Lesson 3; <i>Exploring Feelings</i> Lessons related to a healthy body and exercise		Science Social Skills Instruction Physical Education Curriculum
Grade 3 Connected and Respected Lessons 8; <i>Identifying Feelings</i> Connected and Respected Lesson 10; <i>Assertiveness</i> Connected and Respected Lesson 12; <i>Introduction to the Concept of Culture</i> Lessons related to a healthy body and exercise		Social Skills Instruction Physical Education Curriculum
Grade 4 Connected and Respected Lesson 10; <i>Strong Communication: I-Messages</i> Connected and Respected Lesson 12; <i>Exploring Feelings About Differences</i> Lessons related to a healthy body and exercise		Social Skills Instruction Physical Education Curriculum
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
Essential Question: What do I need to know about my growth and development and its relationship to that of others to stay healthy? Curricular Outcome: Students	Essential Question: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? Curricular Outcome: Students	1. Describe healthy families, healthy family environments, and healthy relationships. 2. Describe and demonstrate appropriate ways to express

<p>will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p>will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.</p>	<p>feelings and affection between people and in a variety of situations, including physical touch and verbal interactions.</p> <ol style="list-style-type: none"> 3. Use proper names for body parts including specific anatomy and parts that are considered private on themselves and others. 4. Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 5. Explain why sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are wrong and are not the victim's fault. 6. Explain the importance of setting & respecting personal boundaries. 7. Explain that everyone, including children, have a right to tell others not to touch their body when they do not want to be touched.
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STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Supplemental Materials - Appendix A		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: How and where do I find valid sexual health information and resources?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid sexual health information, products and services.</p>	<p>Essential Question: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.</p>	<ol style="list-style-type: none"> 1. 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, & who can provide accurate information about sexual health issues. 2. Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.

STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 1 Social Skills Literature Connected and Respected Lesson 8; <i>Listening Practice and Helping with Feelings</i> Connected and Respected Lesson 9; <i>Conflicts and Problem Solving</i> Connected and Respected Lesson 15; <i>Helping Others and Standing Up to Bullying</i> Connected and Respected Lesson 16; <i>Peacemakers</i>		English Language Arts
Grade 2 Connected and Respected Lesson 4; <i>Empathy</i> Connected and Respected Lesson 7; <i>Communication</i>		Social Skills Instruction
Grade 3 Connected and Respected Lesson 3; <i>Respecting Differences</i> Connected and Respected Lesson 8; <i>Identifying Feelings</i>		Social Skills Instruction
Grade 4 Connected and Respected Lesson Lesson 7; <i>Exploring Feelings</i> Connected and Respected Lesson 9; <i>Active Listening</i> Connected and Respected Lesson 14; <i>Bias Awareness: Unfairness in Society</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
Essential Question: What can I do to achieve sexual health? Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid and reduce sexual health risks.	Essential Question: What can I do to raise my awareness of and help to prevent sexual abuse & assault? Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	<ol style="list-style-type: none"> 1. Demonstrate how to express feelings in healthy ways, including empathy. 2. Demonstrate ways to treat self and others with dignity and respect. 3. Explain how to treat one's body with dignity and respect. 4. 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.
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STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 2 Connected and Respected Lesson 15; <i>Dealing with Bullying Behavior</i>		Social Skills Instruction
Grade 3 Connected and Respected Lesson 12; <i>Introduction to the Concept of Culture</i>		Social Skills Instruction
Grade 4 Connected and Respected Lesson 14; <i>Bias Awareness: Unfairness in Society</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.</p>	<p>Essential Question: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.</p>	<ol style="list-style-type: none"> 1. 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). 2. Identify the ways in which technology and social media can impact physical & emotional safety. 3. 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

STANDARD 5: COMMUNICATION SKILLS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 1 Social Skills Literature Connected and Respected Lesson 8; <i>Listening Practice and Helping with Feelings</i> Connected and Respected Lesson 9; <i>Conflicts and Problem Solving</i> Connected and Respected Lesson 15; <i>Helping Others and Standing Up to Bullying</i> Connected and Respected Lesson 16; <i>Peacemakers</i> Tattling vs. Reporting Lessons Role-playing		English Language Arts Social Skills Instruction
Grade 2 Connected and Respected Lesson 3; <i>Exploring Feelings</i> Connected and Respected Lesson 7; <i>Communication</i> Connected and Respected Lesson 8; <i>Active Listening</i>		Social Skills Instruction
Grade 3 Connected and Respected Lesson 8; <i>Identifying Feelings</i> Connected and Respected Lesson 10; <i>Assertiveness</i>		Social Skills Instruction
Grade 4 Connected and Respected Lesson 9; <i>Active Listening</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p>	<p>Essential Question: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health</p>	<ol style="list-style-type: none"> 1. Demonstrate healthy ways to express needs, wants, emotions and feelings (e.g. affection, love, friendship, concern, empathy.) 2. 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>safety regarding sexual abuse and assault prevention and awareness.</p>	<p>3. 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>
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STANDARD 6: DECISION-MAKING SKILLS

STANDARD 7: GOAL-SETTING SKILLS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 3 Connected and Respected Lesson 3; <i>Respecting Differences</i> Connected and Respected Lesson 10; <i>Assertiveness</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What decision-making skills do I need to maintain my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to sexual health.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to sexual health.</p>	<p>Essential Question: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p>	<p>1. Identify factors that would influence one's ability to make responsible, healthy, safe sexual decisions (e.g. peer pressure, or establishing boundaries).</p>

STANDARD 8: ADVOCACY

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 1 Connected and Respected Lesson 10; <i>Assertiveness</i>		Social Skills Instruction
Grade 2 Connected and Respected Lesson 13; <i>Fairness and Discrimination</i> Connected and Respected Lesson 14; <i>Stopping Prejudice</i>		Social Skills Instruction
Grade 3 Connected and Respected Lesson 10; <i>Assertiveness</i>		Social Skills Instruction
Grade 4 Connected and Respected Lesson 10; <i>Strong Communication: I-Messages</i>		Social Skills Instruction
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information?</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.</p>	<p>Essential Question: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information.</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.</p>	<p>1. Take action and persuade others to take action when someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.</p>

Grades 5-8 Framework

STANDARD 1: CORE CONCEPTS

STUDENT LEARNING TASKS	CROSS CURRICULUM CONNECTION
<p>Grade 5</p> <p>DARE Lesson 4; <i>Resistance Strategies; Responding to Pressure</i>; DARE Workbook</p> <p>DARE Lesson 6; <i>Confident Communication; What Should They Do?</i>; DARE Workbook</p> <p>DARE Lesson 8; <i>Five W's of Reporting Bullying; Responsibly Reporting Bullying</i>; DARE Workbook</p> <p>DARE Lesson 10; <i>Needing Help; My Help Network</i>, DARE Workbook</p> <p>Connected and Respected Lesson 7; <i>Conflict Escalations</i></p> <p>Connected and Respected Lesson 10; <i>Speaking Assertively: I-Messages</i></p> <p>Connected and Respected Lesson 15; <i>Dealing with Bullying Behavior</i></p>	<p>Health Curriculum</p> <p>Social Skills Instruction</p>
<p>Grade 6</p> <p><i>Bystander</i> book study and accompanying lessons</p>	<p>English Language Arts</p> <p>Social Skills Instruction</p>
<p>MS Health Lessons:</p> <p>STI lesson</p> <ul style="list-style-type: none"> - Consent <p>Building Healthy Relationships lesson</p> <ul style="list-style-type: none"> -Right Light Green Light Activity (behaviors/ actions) <p>Dating Violence</p> <ul style="list-style-type: none"> - Cycle of dating violence - Discussion/ notes 	<p>Grade 8 Health Standards</p> <p>M.5.4. Compare and contrast healthy ways to express needs, wants and feelings</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.8.6. Promote positive ways to show care and consideration for others</p> <p>M.8.4. Encourage and support others in making positive health choices</p>
<p>MS Guidance Lessons:</p> <p>Second Step Curriculum</p> <p>Healthy Dating/Sexual Harassment</p> <p>(Supplemental resources also used from various sources- Love is Respect, Confronting Sexual Harassment, Safe Futures)</p>	

Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What do I need to know about my growth and development and its relationship to that of others to stay healthy?</p> <p>Curricular Outcome: Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p>Essential Question: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe?</p> <p>Curricular Outcome: Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.</p>	<ol style="list-style-type: none"> 1. Examine appropriate, respectful, healthy ways to express affection, love, friendship and concern between people and in various situations. 2. Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 3. Describe situations & behaviors that constitute sexual violence within dating & romantic relationships. 4. Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 5. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 6. Identify the social, emotional, and physical behaviors (e.g. setting limits / boundaries). 7. Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.

STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 5 DARE Lesson 8; <i>Five W's of Reporting Bullying; Responsibly Reporting Bullying</i> ; DARE Workbook DARE Lesson 10; <i>Needing Help; My Help Network</i> , DARE Workbook		Health Curriculum
MS Health Lessons: Dating Violence Identifying Valid Resources		Grade 8 Health Standards M.2.2. Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services M.8.3. Analyze community agencies that advocate for healthy individuals, families and communities
MS Guidance Lessons: Healthy Dating/Sexual Harassment (Supplemental resources also used from various sources- Love is respect, Safe Futures)		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: How and where do I find valid sexual health information and resources?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid sexual health information, products and services.</p>	<p>Essential Question: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.</p>	<ol style="list-style-type: none"> 1. Identify trusted adults, as well as school and community health services, who can provide support and accurate information for a variety of sexual health issues. 2. Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation & trafficking.

		<ol style="list-style-type: none">3. Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.4. Develop an understanding of this concept of active consent.
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STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
MS Health Lessons: Dating Violence - Digital Abuse		Grade 8 Health Standards M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease
MS Guidance Lessons: Healthy Dating/Sexual Harassment Healthy Vs. Unhealthy relationships/Boundaries Giving and Getting Support Bullying and Bystanders Cyber-bullying and Sexual Harassment		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
Essential Question: What can I do to achieve sexual health? Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid and reduce sexual health risks.	Essential Question: What can I do to raise my awareness of and help to prevent sexual abuse & assault? Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	1. Demonstrate ways to avoid or change situations that threaten sexual health safety (e.g. roles of bystander, perpetrator, or victim). 2. Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images.

STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
MS Health Lessons: Dating Violence Drug Unit Lessons: Media Influences <ul style="list-style-type: none"> - Analyze media messages - Media and Body Image 		Grade 8 Health Standards M.4.2. Analyze how media, technology and other factors influence personal health behaviors M.4.3. Analyze how family, school and peers influence personal health M.4.4. Identify and explain how the media may influence behaviors and decisions in regard to sexuality
MS Guidance Lessons: Online Safety Shifting Boundaries Love is Respect Influence of Media on Healthy/Unhealthy relationships		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.</p>	<p>Essential Question: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.</p>	<ol style="list-style-type: none"> 1. Analyze positive and negative influences on sexual behavior (e.g. peers, media, culture, society, use of alcohol and drugs, internal factors). 2. Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.

STANDARD 5: COMMUNICATION SKILLS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 5 DARE Lesson 10; <i>Needing Help; My Help Network</i> , DARE Workbook		Health Curriculum
MS Health Lessons: Communication Unit <ul style="list-style-type: none"> - Communication Skills Building Healthy Relationships <ul style="list-style-type: none"> - How Can I Communicate Better? (Love is respect) Dating Violence <ul style="list-style-type: none"> - Safe Futures/ National Dating Abuse Hotline 		Grade 8 Health Standards M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health M.5.4. Compare and contrast healthy ways to express needs, wants and feelings M.5.6. Use communication skills to build and maintain healthy relationships M.8.3. Analyze community agencies that advocate for healthy individuals, families and communities
MS Guidance Lessons: Empathy and Negotiating and Compromising Healthy vs. Unhealthy/healthy relationships/Boundaries		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health? Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.	Essential Question: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness? Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and	1. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive, healthy, safe sexual relationships, including the setting of and respecting limits and boundaries, giving active consent and seeking help and support. 2. Identify the process for

	<p>contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p>	<p>reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.</p>
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STANDARD 6: DECISION-MAKING SKILLS

STANDARD 7: GOAL-SETTING SKILLS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
MS Health Lessons: Building Healthy Relationships Dating Violence Decision Making Process		Grade 8 Health Standards M.6.1. Use a decision-making process to enhance health M.7.1. Use the goal-setting process to enhance health
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What decision-making skills do I need to maintain my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to sexual health.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to sexual health.</p>	<p>Essential Question: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p>	1. Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.

STANDARD 8: ADVOCACY

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Grade 5 DARE Lesson 8; <i>Five W's of Reporting Bullying; Responsibly Reporting Bullying</i> ; DARE Workbook DARE Lesson 10; <i>Needing Help; My Help Network</i> , DARE Workbook Connected and Respected Lesson 7; <i>Conflict Escalations</i> Connected and Respected Lesson 10; <i>Speaking Assertively: I-Messages</i> Connected and Respected Lesson 15; <i>Dealing with Bullying Behavior</i>		
MS Health Lessons: Dating Violence		Grade 8 Health Standards M.8.4. Encourage and support others in making positive health choices M.8.1. Analyze various methods to accurately express health information, concepts and skills
MS Guidance Lessons: Second Step Curriculum Lessons: Cyber-bullying and Sexual Harassment		
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information?</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.</p>	<p>Essential Question: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information.</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault</p>	<ol style="list-style-type: none"> 1. Advocate for safe environments that encourage dignified and respectful treatment of others. 2. Demonstrate ways they can respond when someone is sexually mistreated, groomed, harassed, abused, assaulted, or exploited.

	prevention awareness.	
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Grades 9-12 Framework

STANDARD 1: CORE CONCEPTS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Decision making model Goals/decisions/values activities		Grade 10 Health Standards 1.1 - Analyze how behaviors can affect health maintenance and disease prevention 1.2 - Describe the interrelationship of mental, emotional, social and physical health throughout adulthood 1.3 - Evaluate the impact of personal health behaviors on the functioning of body systems 1.4 - Evaluate how families, peers and community members can influence the health of individuals
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What do I need to know about my growth and development and its relationship to that of others to stay healthy?</p> <p>Curricular Outcome: Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p>Essential Question: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe?</p> <p>Curricular Outcome: Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.</p>	<ol style="list-style-type: none"> 1. Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. 2. Compare, contrast and analyze appropriate ways to express needs, wants and feelings in relationships between people in various situations (e.g. assertive communication, "I" statements, active consent). 3. Analyze how physical, social, cultural and

		<p>emotional environments may contribute to healthy or unhealthy relationships (e.g. sexual mistreatment, grooming, harassment, abuse, assault, or exploitation).</p> <p>4. Analyze how physical, social, cultural and emotional environments may contribute to sexual violence within dating and romantic relationships.</p> <p>5. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed.</p>
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STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Investigation of drug classifications (date rape drugs) Substance abuse project Sexuality decision roleplaying.		Grade 10 Health Standards 2.2 - Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others 3.1 - Assess the importance of assuming responsibility for personal health behaviors
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: How and where do I find valid sexual health information and resources?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid sexual health information, products and services.</p>	<p>Essential Question: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers). 2. Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people. 3. Develop an understanding of the concept of active consent.

STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS
STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Contraception project Sexual responsibility & technology discussion		Grade 10 Health Standards 3.3 - Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community 4.2 - Evaluate the effects of media, technology and other factors on personal, family and community health 4.3 - Evaluate how information from family, school, peers and the community influences personal health
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What can I do to achieve sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health?</p> <p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.</p>	<p>Essential Question: What can I do to raise my awareness of and help to prevent sexual abuse & assault?</p> <p>Curricular Outcome: Students will demonstrate the ability to practice health- enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.</p> <p>Essential Question: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault?</p>	<ol style="list-style-type: none"> 1. Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 2. Describe strategies to use technology and social media safely and respectfully.

	<p>Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault</p>	
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STANDARD 5: COMMUNICATION SKILLS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Drug Classification project Alcohol notes & Discussion Contraception project wrap up		Grade 10 Health Standards 5.9 - Demonstrate strategies used to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate 6.1 - Demonstrate the ability to make healthy-enhancing decisions using the collaborative decisions-making process 6.3 - Predict the immediate and long-term impact of health decisions on the individual, family and community
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p>	<p>Essential Question: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness?</p> <p>Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p>	1. Analyze the effectiveness of communicating clear expectations, boundaries, personal safety strategies, clear limits and active consent on sexual behaviors.

STANDARD 6: DECISION-MAKING SKILLS

STANDARD 7: GOAL-SETTING SKILLS

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
Goals, Decisions, values unit & activities Decision making model Values discussion & activities		Grade 10 Health Standards 6.1 - Demonstrate the ability to make healthy-enhancing decisions using the collaborative decisions-making process 6.3 - Predict the immediate and long-term impact of health decisions on the individual, family and community 7.1 - Demonstrate various strategies when making goal-setting decisions to enhance health
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What decision-making skills do I need to maintain my sexual health?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to sexual health.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to sexual health.</p>	<p>Essential Question: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault?</p> <p>Curricular Outcome: Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p> <p>Essential Question: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention</p>	<ol style="list-style-type: none"> 1. Apply a decision-making process that results in reducing risks of injury or violence (e.g. recognizing and avoiding situations that can increase risk of sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 2. Apply a decision-making process that results in students being able to identify unhealthy attitudes and behaviors that result in the support of and perpetration of sexual violence such as date rape and acquaintance assault.

	<p>and awareness?</p> <p>Curricular Outcome: Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.</p>	
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STANDARD 8: ADVOCACY

STUDENT LEARNING TASKS		CROSS CURRICULUM CONNECTION
<p><i>This critical standard is embedded in the learning objectives and student learning outcomes in every unit throughout the semester and addressed multiple times through a variety of the student activities.</i></p>		<p>Grade 10 Health Standards</p> <p>8.1 - Evaluate the effectiveness of methods for accurately expressing health information, concepts, and skills</p> <p>8.3 - Engage the support of community agencies that advocate for healthy individuals, families and communities</p> <p>8.6 - Analyze the power of choice with personal relationships and examine the responsibility and Consequences regarding actions/behaviors related to sexuality</p>
Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
<p>Essential Question: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information?</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.</p>	<p>Essential Question: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information.</p> <p>Curricular Outcome: Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.</p>	<ol style="list-style-type: none"> 1. Engage in authentic experiences of caring, compassion and advocating for others. 2. Advocate for policies, programs, and services that promote dignified and respectful treatment

APPENDIX A
Supplemental Lessons for Domain 2

Grade K-1

Materials Needed:

- Coloring page of swimsuits (Attachment #1) and crayons/markers to color
- Possible Trusted adults cards (Attachment #2)
- Recognize/My body clues Handout
- Report/My Safety Network Handout
- Access to online youtube video: <https://youtu.be/a-5mdt9YN6I>

Gathering: Over the next few lessons, we are going to be talking about our bodies and how we can help our bodies be safe and healthy. Each of our bodies are unique, special and our own. Our bodies are always changing...When we were babies, our bodies were smaller and not as strong—babies need help standing, walking, and taking a bath. What other things did you need help with as a baby that you don't need help with now? (brushing hair, eating breakfast) Your body has changed and has gotten stronger and your body belongs to you! You are in charge of your body. There are some parts of our body that we feel comfortable and safe showing other people, like...your elbow! Can everyone show me their elbow? And there are some parts of our body that we keep private to help us feel safe and comfortable.

Lesson 1- Our Private Bodies

Activity 1: Coloring Page of Bathing Suits

1. Today, we are going to talk about the part of our bodies that we want to keep private. Private parts are parts of your body that no one except you should see or touch. Remember your body belongs to you! Our private parts are the parts of the body that get covered by a bathing suit.
2. Hand out Coloring Page of Swimsuit (Attachment #1) and ask children to find the bathing suits in the picture and color them their favorite color.
3. Tell students that everyone has private parts. **To help everyone feel and be safe and comfortable we need to follow this body rule: No one should see or touch your private parts AND you should not see or touch anyone else's private parts.** There are only a few times where a trusted adult may need to touch private parts for health or safety reasons and include:
 - A doctor, at a doctor's office with a nurse or parent present
 - A parent in case of an injury or concern
 - When you wash yourself

Lesson 2—Empowering our Bodies.

Activity 1: My Body Belongs to Me Video

1. Remind students that their body belongs to them. We know that rules are important to follow but sometimes others do not follow the body safety rule. If someone breaks the body safety rule with you it is important to tell a trusted adult.
2. Show the clip <https://youtu.be/a-5mdt9YN6I>. Then ask the following questions:
 - 1-How did the boy feel when his uncle's friend broke the body safety rule? (scared, hair on edge, frozen in place)

- 2-What did the boy do to help him be safe? (ran real fast, started to yell and tell a trusted adult)
- 3-The boy told his mom and dad the “secret”—who else could he have told? (the teacher)

Activity 2: Recognize—My Body clues

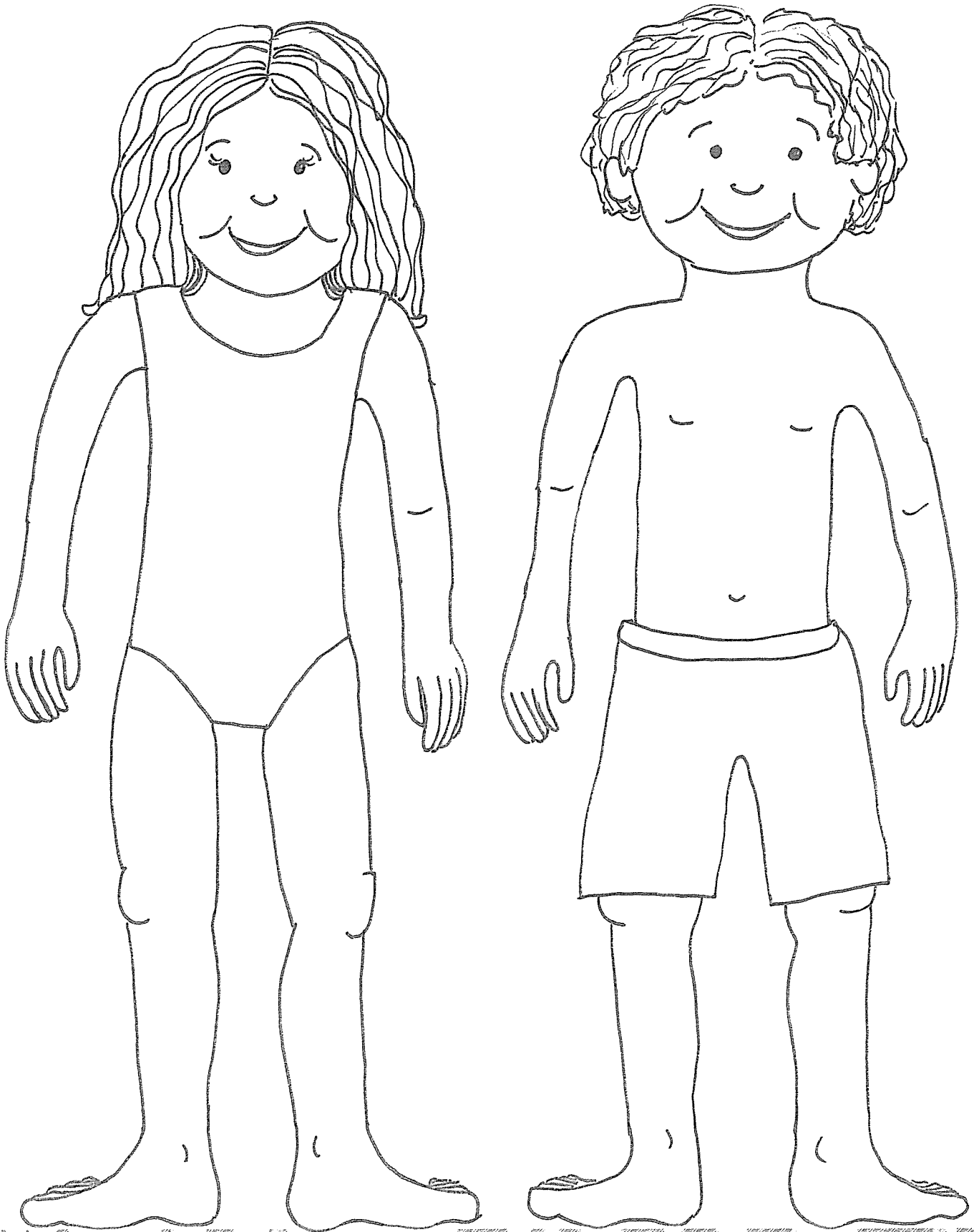
1. Let students know that sometimes our body gives us warning signs that something is not right or something is unsafe. If we accidentally touch a hot stove, what happens? Our body will feel pain which lets us pull away quickly from the heat before we get burned further. We need to pay attention to the warning signs our bodies are giving us to make sure we are safe. We need to listen to those warning feelings/signs when we feel confused, uncomfortable or bad about someone or about ourselves. What were some of the warning signs/body clues that the boy felt when he was in an unsafe situation? (sweaty palms. Wobbly knees, funny tummy etc).
2. Hand out *Recognize my body clues* worksheet and have students fill them out
3. Remind students if their body is giving them clues that something may not be right, they can attempt to say “No”, leave the situation as soon as they can, and keep telling a trusted adult who will listen.

Lesson 3: My safety network/reporting

Activity 1: My Safety Network

1. Prior to the lesson, cut out the cards from Attachment #2 of possible trusted adults. Keep them in a pile face down next to you while you discuss the following:
2. We have been learning that your body belongs to you and you have the right to keep your body safe and comfortable. Everyone deserves the right to be safe. Today we will talk about what you can do if someone tries to hurt you, touches you in a way that makes you feel scared, uncomfortable, or confused, or if you are in any kind of danger. What can you do if you are in an uncomfortable situation? (Likely one child will say- I will tell my mom/dad). Yes, you can tell a **trusted adult** if anything happens to you.
 - a. Trusted adults are people who watch out for you and will help keep you safe. Trusted adults can be adults in your family or can be adults at school or in your community. They are the adults that you feel comfortable going to if you had a concern.
 - b. Come up with ideas of possible trusted adults by using the cards or by brainstorming with the group
 - c. Have students complete Report/my safety network worksheet to identify 4 more trusted adults they can TELL and will listen if they had a concern.

Bathing suits cover the parts of your body that are private. To help everyone feel safe and comfortable, you should not touch someone else's private parts and they should not touch yours. Color the children's bathing suits below. ☺



Trusted Adults Word Cards

Mom

Dad

Aunt

Uncle

Grandma

Grandpa

Trusted Adults Word Cards

Foster
parent

Babysitter

Teacher

Principal

Neighbor

Friend's
parent

Trusted Adults Word Cards

Police
Officer

Coach

Church
Helper

Big Sister

Big
Brother

Older
Cousin

Trusted Adults Word Cards

School nurse

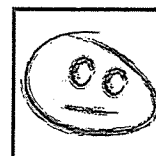
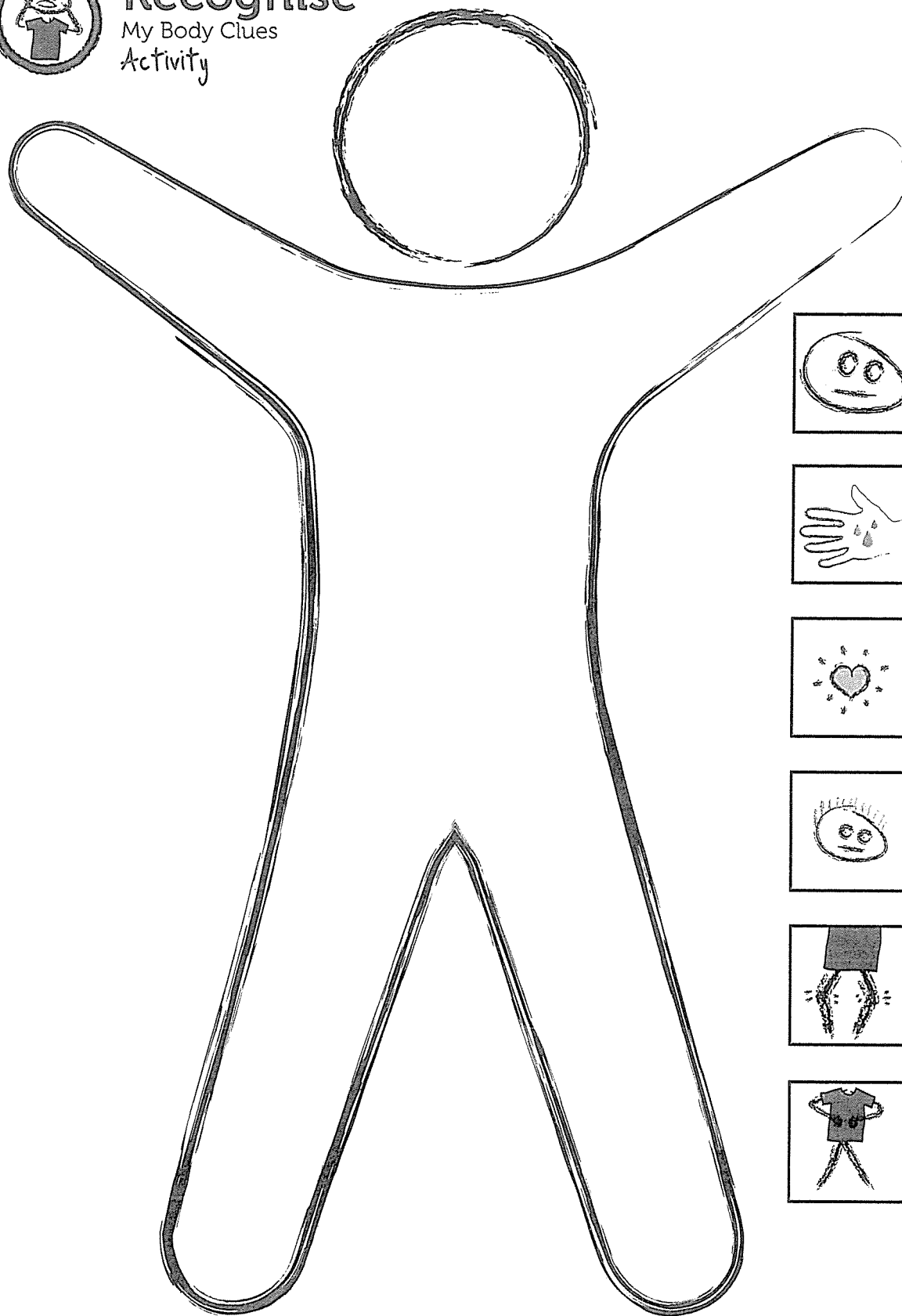
My doctor

School
Counselor



Recognise

My Body Clues
Activity



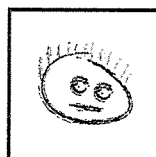
Crying



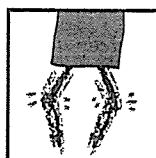
Sweaty
palms



Heart
pounding



Hair
stands
on end



Wobbly
knees



Funny
tummy

Recognise
My Body Clues
Activity

1. Write your name
2. Draw, write or make direction arrows from the body clues on to the person

Daniel
Morcombe
FOUNDATION INC.

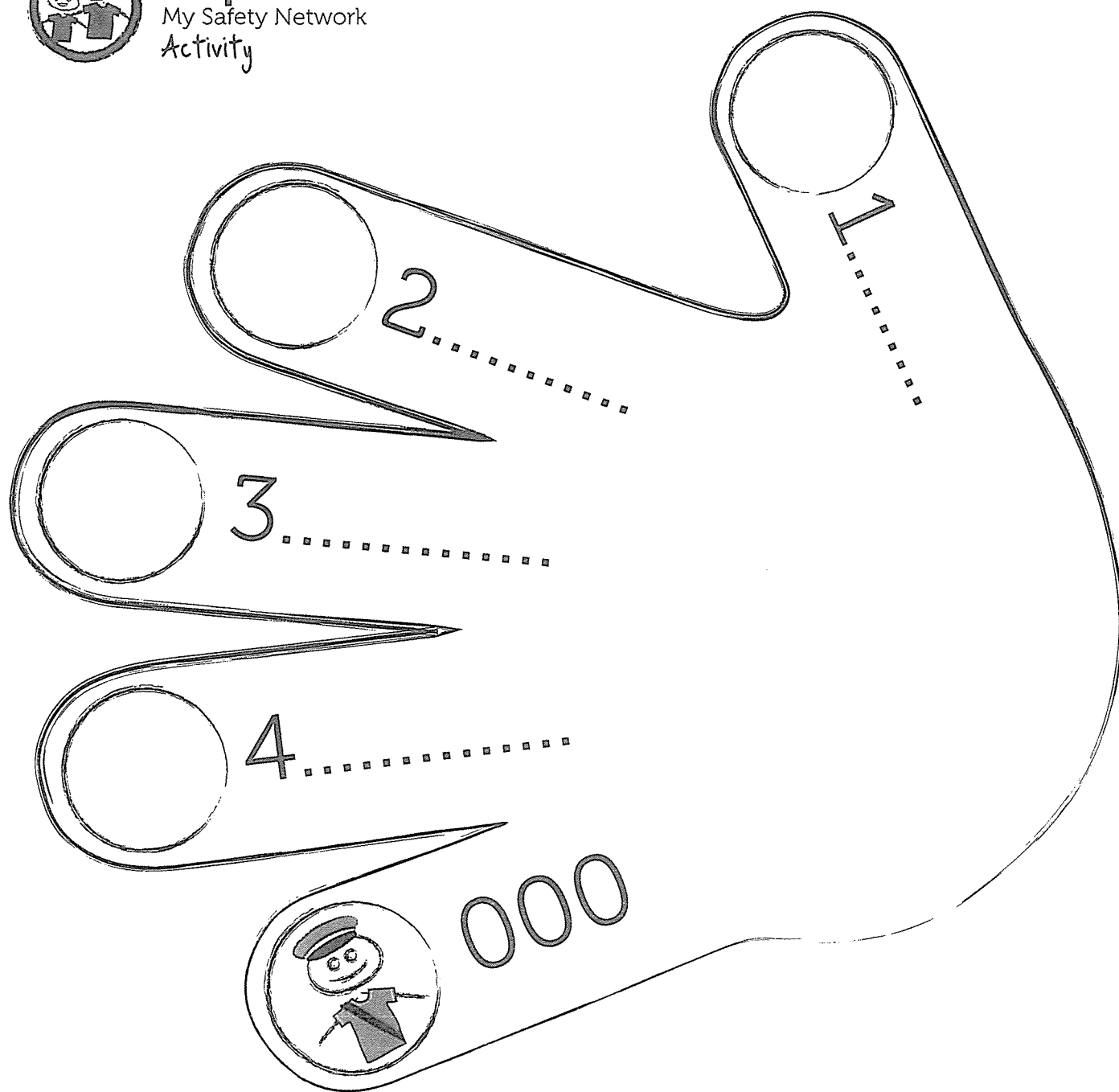


Keeping kids safe!



Report

My Safety Network
Activity



Report

My Safety Network

Activity

1. Write your name
2. List your Safety Helpers, one on each finger, draw their picture in the circle
3. Colour in and cut out your hand
4. Take it home and show the adults on your list
5. Talk to one or more of your safety helpers on your network, if things don't feel right. Keep trying until you get the help you need

Safety Helpers can be:

1. Adults related to you
2. Adults who lives at home
3. Relatives from outside the home
4. Adults not related to you

Suggestions: Mum, Dad, Carer, Grandparent, Auntie, Uncle, Teacher, Principal, Friend of Mum or Dad, Police



Keeping kids safe!

My Early Warning Signs

If I feel unsafe my body lets me know.

Here is how!

Hair feels like it is
standing on end

Sweaty brow

Start to cry

Goosebumps

Heart beats fast

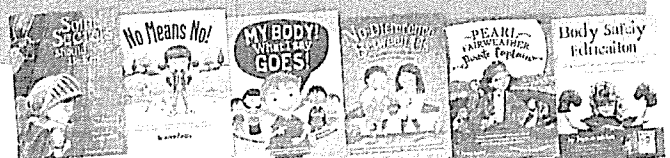
Feel sick in the tummy

Sweaty palms

Need to go to the toilet

Shaky all over

If I feel unsafe, I
must tell a trusted
adult on my
Safety Network
straightaway!



Grade 3-4

Materials Needed:

- Large chart paper (for classroom agreement)
- Copies of “My Circle of Safety and Trust”
- =Copies of “My Body Safety Rules”
- Copies of “Safe Touch, Unsafe touch, Check First”
- Trusted Adult Word Cards (cut up cards in advance)

Gathering: Over the next few lessons, we are going to be talking about our bodies and how we can keep our bodies safe and healthy. Each of our bodies are unique, special and our own. We have the right to protect our bodies from unsafe actions of others. No one has the right to touch our bodies in a way that makes us feel uncomfortable or unsafe. We have the right to speak up and be heard if we are put in unsafe situations. Our bodies should be respected and valued by all.

Lesson 1- Our Body Safety Rules

Activity 1: Classroom Agreement

1. Discuss the following points:

- Over these next few lessons we will be talking about a very important topic—how to keep you bodies safe and what to do if someone does hurt you or makes you feel uncomfortable. As it is an important topic, I am asking and reminding everyone to respect and listen carefully to each other in this discussion—it is not a time to be laughing or a time to be making jokes.
- In order for us to talk about keeping our body’s safe, we need a reminder as to what we refer to as private parts. These are the parts of your body that are covered by a bathing suit no one except you has the right to see or touch. Remember your body belongs to you! There are only a few times where a trusted adult may need to touch private parts for health or safety reasons and can include:

- A doctor, at a doctor’s office with a nurse or parent present
- A parent in case of an injury or concern
- When you wash yourself

c. Explain that it is not Ok for someone a child loves to touch his/her private parts. It is not OK for an adult/older child to ask a child to touch an adult’s/ older child’s private parts. Remember, your body belongs to you! They are violating the body safety rules. It is never OK and t is against the law! Define sexual abuse as:

- Touching a child’s private parts
- Taking pictures of a child’s private parts
- Showing pictures of movies of people without their clothes
- Asking a child to touch an adult/child’s private parts

****Stress that it is NEVER the child’s fault if they are being abused.**

2. Handout “My Body Safety Rules” sheet and have students get in pairs to read over the sheet.
3. Brainstorm with the class and create a list of Students Rights related to this topic; These rights can include the ones already mentioned in the gathering (and can come from the “My Body Safety Rules”)

- My body is my body and it belongs to me
- I should not be asked to keep a secret if it makes me feel uncomfortable or unsafe
- No one is allowed to be touched in a way that makes them feel uncomfortable
- I have the right to say “NO”.
- I have the right to tell a trusted adult if I feel uncomfortable or don’t know what to do

Lesson 2: My Safety Network

1. Prior to the lesson, cut out the cards from Attachment #2 of possible trusted adults. Keep them in a pile face down next to you while you discuss the following:
2. We have been learning that your body belongs to you and you have the right to keep your body safe and comfortable. Today we will talk about what you can do if someone approaches you or tries to hurt you, touches you in a way that makes you feel scared, uncomfortable, or confused, or if you are in any kind of danger. Does anyone have a guess what you can do if you do? (Likely one child will say- I will tell my mom/dad). Yes, you can tell a **trusted adult** if anything happens to you.
 - a. I used the word “trusted”--What does that mean? It means someone who believes you, someone who makes you feel safe, someone who you feel happy being around, someone who is a good listener. We all have different trusted adults in our lives.
 - b. Who is a possible trusted adult in your life? Ask for a volunteer to come up and pick the top card from the pile in front of you. Have them read aloud the card for a possible “trusted adult”. Have student tape card to the board/easel for all to see. Ask for more volunteers until all the cards are read and visible. Leave the last card as a blank card and ask if there are other trusted adult possibilities that were not shared. Tell students that not all adults are trustworthy and it’s important for us to go to an adult that makes us feel safe and comfortable. If an adult or someone you trusted does something to you that is NOT OK or does not make you feel safe anymore, then remember there are other trusted adults you can talk to. If your first trusted adult does not believe you or does not make you feel safe, then tell another trusted adult. Keep telling.
 - c. What kinds of things should you tell a trusted adult about? Anything you want to; things that make you feel scared, uncomfortable, or confused; a problem you are having; or anything that makes you happy. Remind students that trusted adults will help them no matter what.
 - d. It’s important to identify who the trusted adults are in your life. We have a lot of possibilities on the board. We are going to complete our own circle of safety/trust to remind us that we each are surrounded by trusted adults that can help us. Pass out

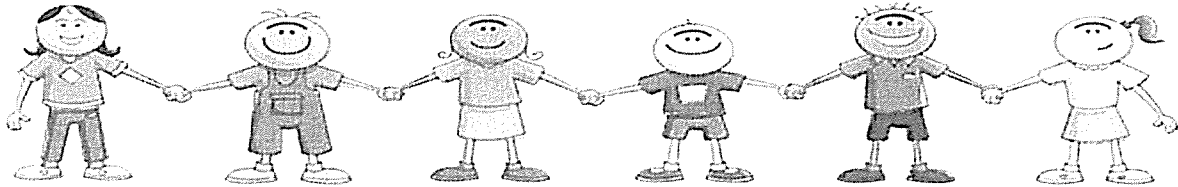
Attachment #3 and have students complete. * Remember that these people are trusted adults who you can talk to. They are ready to listen and help you if you need them. It's never too late to tell a trusted adult if something is bothering you.

Lesson 3: "Check First"

1. Explain that sometimes things can get confusing. There is a lot of information that we learn everyday and sometimes we are not sure what to do in situations. Some adults or older children may try to trick a child into breaking the body safety rules or put a child in an unsafe situation. These are the "CHECK FIRST" situations. "CHECK FIRST" situations are anytime someone tries to get you to do something or go with them, you need to say "I need to check with my parent first". If you feel confused or uncertain, "Check first" with a parent or one of your trusted adults.
2. Break students into groups of 4-6. Handout one "Safe Touch, Unsafe Touch, Check First" sheet to each group. Have group cut the cards apart and place each card under the appropriate category heading. Encourage small group discussion as you walk around and assist when groups are getting stuck.

My Circle of Safety and Trust

These are my trusted adults. They will listen to me and help me when I need it. They will help me feel safe and comfortable and help me solve problems I may be having. It's never too late to tell a trusted adult if something is bothering me.



My Trusted Adult:

My Trusted Adult:

My Trusted Adult:

My Name:

My Trusted Adult:

My Trusted Adult:

My Body Safety Rules

My body is my body and it belongs to me!

I can say, 'No!' if I don't want to kiss or hug someone.
I can give them a high five, shake their hand or blow them a kiss.
I am the boss of my body and what I say goes!



I have a Safety Network

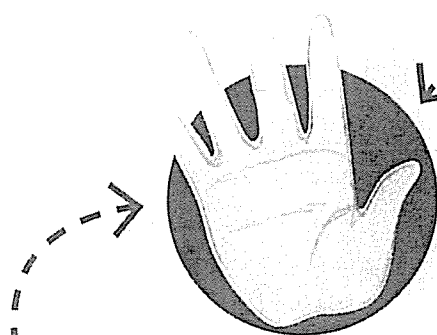
These are five adults I trust. I can tell these people anything and they will believe me.

If I feel worried, scared or unsure, I can tell someone on my Safety Network how I am feeling and why I feel this way.

Early Warning Signs

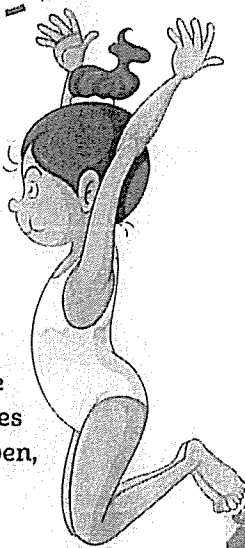
If I feel frightened or unsafe
I may sweat a lot, get a sick tummy,
become shaky and my heart might
beat really fast.

These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



Private Parts

My private parts are the parts of my body under my bathing suit. I always call my private parts by their correct names.
No-one can touch my private parts.
No-one can ask me to touch their private parts. And no-one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult on my Safety Network straightaway.



Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or unsafe, I must tell an adult on my Safety Network straightaway!



Safe Touch/Unsafe Touch/Check First

Cut these cards apart and make three rows with the large card headings of “Check First, Safe touch and Unsafe Touch”, Discuss with your group, which situation card goes under which category and why. There can be cards that fall into 2 categories.

	Unsafe Touch	Safe Touch	Check First	
An adult wants to hug your when they see you , as a sign of a greeting	Anyone asks you to remove your clothing so they can take a picture of you	Snuggling with a parent in bed before bedtime	In case of an accident or injury at school, two school personnel will need to check you and notify your parent immediately	Someone wants you to look at pictures or videos of adults or children with their clothes off.
An adult takes your hand and tries to lead you into a room or car where you will be alone	An adult or teenage friend always wants to comb your hair	An older child or adult wants you to kiss them in a romantic way-on the lips	Cleaning your own private parts of your body in a private area by yourself.	An adult always wants to have their arm over your shoulder or around your waist when you are walking together
Older child or adult asks you to touch their private parts	With a parent present, a doctor listens to your heart	An aunt or uncle has you sit on their lap and touches you in a way that makes you feel uncomfortable	Holding hands with an adult or friend as you walk	An adult stands very close to you as he or she talks to you , so close that you feel uncomfortable
With a parent present, a doctor touches private parts of your body	An adults or friend wants you to explore a website with pictures of adults or children with their clothing off or partially off	Your parent gives you a hug or a kiss goodbye	Your teacher gives you a hug when you did something great	You hold hands with your teammates as part of the game

Trusted Adults Word Cards

Mom

Dad

Aunt

Uncle

Grandma

Grandpa

Trusted Adults Word Cards

Foster
parent

Babysitter

Teacher

Principal

Neighbor

Friend's
parent

Trusted Adults Word Cards

Police
Officer

Coach

Church
Helper

Big Sister

Big
Brother

Older
Cousin

Trusted Adults Word Cards

School nurse

My doctor

School
Counselor

Trusted Adults Word Cards

Police
Officer

Coach

Church
Helper

Big Sister

Big
Brother

Older
Cousin

Trusted Adults Word Cards

School nurse

My doctor

School
Counselor