

Developmentally Appropriate Practices for Body Safety Awareness

Grades Three through Five

Rationale

Abused and neglected children may be found in almost every school in the country. Recent research data indicates one in 10 children in West Virginia will be a victim of sexual abuse by age 18*. School-aged children make up more than half of the children who are abused and neglected. Educators serve as facilitators of the growth of children and are aware of the interrelationship among academic, emotional, and physical development of children. Therefore, educators must take a proactive role in providing and supporting child abuse and neglect prevention programs.

**Townsend, C., & Rheingold, A.A., (2013). Estimating a child sexual abuse prevalence rate for practitioners: studies. Charleston, S.C., Darkness to Light. Retrieved from www.D2L.org.*

Developmentally appropriate practices for body safety awareness for grades 3-5:

- Young students ages 7-11 are generally considered to be in the concrete operational stage and are developing logical thought processes.
- Young students benefit from lessons that are respectful of cultural and individual differences and learning styles.
- Young students will learn best from experiences that are relevant to their own life experiences.
- Young students will benefit from lessons that encourage active learning through participation.

Ask Yourself...

Students need to identify a trusted adult in the school they can seek out for help. Ask yourself: *Do my students have opportunities to develop meaningful relationships with a trusted adult in the school? Do my students have opportunities to interact with the counselor?*

Students who are experiencing Adverse Childhood Experiences (ACEs) may display difficulty regulating emotions. Ask yourself: *Am I meeting the social and emotional needs of all my students? What steps have I taken to support my trauma sensitive classroom environment?*

Students may disclose information during body safety lessons as part of the integrated approach to wellness education. Ask yourself: *Do I know how to support students who disclose such information to me?*

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Teacher Reflection

How did students demonstrate understanding of skills needed to avoid unhealthy decisions?

How did students demonstrate understanding of appropriate refusal skills?

How did students demonstrate understanding of distinguishing between safe, risky, or harmful relationships?

How did students demonstrate understanding of strategies to reduce threatening/unhealthy situations?

Selected Resource

<https://wvde.us/wp-content/uploads/2019/07/3-5-Lesson.docx>

Above is a sample of a body safety education resource to assist in addressing HB 4402. Counties may choose to use other resources not listed. Counties must develop a plan to vet resources they choose to ensure the lessons are developmentally appropriate and meet the county needs and requirements of HB 4402

Applicable Content Standards

3-5 Wellness Education Standards

- WE.3.9 Demonstrate decision-making skills to avoid unhealthy risk-taking behaviors (e.g. swimming alone, talking with strangers and taking medicines without adult supervision).
- WE.3.13 Demonstrate appropriate refusal skills (e.g. clear “no” statement, walk away, repeat refusal).
- WE.4.14 Define risk-taking behaviors and resulting consequences.
- WE.4.15 Explain the physical, social and emotional changes that occur during puberty and adolescence.
- WE.5.12 Demonstrate refusal skills to avoid risky behaviors or situations (e.g., drug use, criminal activity, being alone with a stranger, inappropriate digital communication).
- WE.5.15 Distinguish between safe, risky or harmful relationships and list strategies to reduce

threatening situations (e.g., anger management, positive peer- pressure).

3-5 Dispositions and Standards for Student Success

- DSS.3-5.5 Protect Emotional and Physical Safety
- Express needs, wants and feelings appropriately.
 - Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation and damaging other’s property impact emotional safety.
 - Exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.
 - Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911] and family phone numbers, addresses, contact names).