

Developmentally Appropriate Practices for Body Safety Awareness

Grades Six through Eight

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 6-8:

- Students ages 12-14 begin to develop logical and abstract thought, deductive reasoning, and planning.
- Students are more motivated when what they are learning feels authentic and is relevant.
- Students benefit from learning experiences designed to actively engage them as they develop an understanding of the content.
- Students benefit from the use of a variety of research-based instructional strategies which allow for individualized support.
- Students benefit from practicing and modeling positive communication skills, decision making, and refusal skills as it relates to healthy relationships.

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 situations that may require professional health services?

How did students demonstrate understanding of explaining refusal and negotiation skills to avoid/reduce dangerous/unhealthy situations?

How did students demonstrate understanding of recognizing risky/harmful behaviors that may occur in relationships?

How did students demonstrate understanding of emergency contact procedures such as identifying and utilizing school and community resources to protect personal safety?

Selected Resource

<https://wvde.us/wp-content/uploads/2019/06/6-8-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

6-8 Wellness Education Standards

- WE.6.17 Describe situations that may require professional health services (e.g., drug addiction, suicide prevention, sudden illness, accidents)
- WE.6.22 Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.
- WE.7.18 Explain why a situation might require professional and community health services.
- WE.7.31 Recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity)
- WE.7.33 Role-play protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, and harassment).
- WE.8.26 Distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, gang membership).
- WE.8.28 Explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders).

3-6 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).