

Developmentally Appropriate Practices for Body Safety Awareness

Grades Nine through Twelve

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 9-12:

- Students ages 15-19 continue to improve their ability to quickly plan an organized method to solve problems as it relates to moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.
- Students consider past experiences, present demands, and future consequences to maximize the potential for post-secondary success.
- 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?*

Grades Nine through Twelve Developmentally Appropriate Practices for Body Safety Awareness

Teacher Reflection

How did students demonstrate understanding of healthy ways to express emotions, needs, and desires in different situations?

How did students demonstrate understanding of potentially harmful situations and devise strategies to avoid such situations?

How did students demonstrate understanding of utilizing communication skills and strategies to participate in only safe and healthy activities?

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/2019/06/9-12-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

9-12 Health Education Standards

- HE.15 Utilize effective communication skills in a variety of situations.
- HE.16 Describe healthy ways to express emotions, needs and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief).
- HE.17 Demonstrate a variety of communication skills (e.g. verbal, non-verbal, listening, writing, technology, workplace).
- HE.18 Identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, "I" statements).
- HE.40 Identify school support staff and community health services and describe the impact this service has on individual school and community (e.g. school nurse, civic organizations, volunteering opportunities).

9-12 Dispositions and Standards for Student Success

DSS.9-12.5 Protect Emotional and Physical Safety

- Apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.

- Utilize communication skills and strategies to participate in only safe and healthy activities.
- Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation and other violent acts or dangerous situations.
- Know emergency contact information and utilize school and community resources to protect personal safety.

DSS.9-12.2 Maintain Positive Relationships

- Distinguish between healthy and unhealthy relationships.
- Apply appropriate anger management and conflict resolution techniques.
- Minimize words and actions that hurt self and others.
- Address peer pressure in safe and effective ways.
- Identify bullying behaviors and utilize appropriate skills to address and decrease bullying.

DSS.9-12.3 Exhibit Respectful Behavior

- Respect personal boundaries and privacy needs.
- Interact appropriately with varying audiences in all settings.
- Use social and communication skills, dispositions and character traits appropriate for various situations and audiences