

Developmentally Appropriate Practices for Body Safety Awareness

Grades Kindergarten through Two

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 K-2:

- Young students ages 2-7 are generally considered preoperational thinkers. Children in this stage think symbolically.
- Young students benefit when education is supported through the collaborative effort of the classroom teacher and the school counselor.
- Young students learn best when these standards are modeled in authentic situations.
- Young students benefit from lessons and activities that allow for socialization and interaction.
- Young students benefit from experiences that foster positive feelings about themselves.

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 strategies needed to keep their body safe?

How did students demonstrate understanding of their right to tell people not to touch their body?

How did students demonstrate understanding of what to do if they are touched in an uncomfortable manner?

How did students demonstrate understanding that it is okay to tell trusted adults when feeling uncomfortable about being touched?

Selected Resource

<https://wvde.us/wp-content/uploads/2019/08/K-2-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

K-2 Wellness Education Standards

- WE.K.12 Explain that all people, including children, have the right to tell others not to touch their bodies.
- WE.K.13 Identify adults to notify when uncomfortable with certain touches.
- WE. 1.1.5 Understand it is acceptable to tell parents and/or other trusted adults when feeling uncomfortable about being touched.
- WE.2.16 Demonstrate how to respond appropriately when being touched in an uncomfortable manner.

K-2 Dispositions and Standards for Student Success

- DSS.K-2.5 Protect Emotional and Physical Safety
 - Exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.
 - Express needs, wants and feelings appropriately.
 - Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone numbers and addresses.