

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children’s Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Kindergarten

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
<b>Unit 1: How to Stay Safe</b>	Safety Rules—Safety Helpers	<b>L01</b>	Explain safety rules and safety helpers
	Safety in the Community	<b>L04</b>	Use the decision-making steps to stay safe in different community situations
	See Me Be Safe	<b>A20</b>	Accept personal responsibility by choosing to follow safety rule
<b>Unit 5: My Body is Special!</b>	All Bodies Are Different	<b>L01</b>	Respect for your body; respecting differences
	I Am Special	<b>L02</b>	Respect for your body; you are unique and special
	Taking Care of My Body	<b>L03</b>	Taking care of your body to keep it healthy and safe
	Safe Touch, Unsafe Touch	<b>L04</b>	Understanding safe, unsafe, and confusing touches; identifying trusted adults; practice refusal skills
	Safe Place Game	<b>H04</b>	Identify situations where it is okay to use refusal skills (Saying “No!”)
	Asking Permission and Taking a Partner	<b>P04</b>	Identify personal safety rules for various situations
	Buddy System	<b>A04</b>	Practice safe habits for preventing abuse
Anatomically Correct Doll	<b>A20</b>	Identify anatomically correct private body parts	

# GREAT THE BODY SHOP

Come in and learn about your body!

Unit 6: Going to the Doctor and Dentist	People Who You Can Trust	P01	Identify trusted adults

## Instructional Notes

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children’s Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Grade 1

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
<b>Unit 1: Look Out!</b>	Neighborhood Safety Rules	<b>H02</b>	Identify neighbor safety rules with a family member
	Who Knows the Rules?	<b>L04</b>	Identify community safety helpers and practice asking for help
	Playing It Safe	<b>A22</b>	Accept personal responsibility for following safety rules
<b>Unit 5: Talk and Listen</b>	Uncomfortable Situation	<b>P03</b>	Practice saying “NO!” in uncomfortable, potential dangerous situations
	Tell How You Feel	<b>L04</b>	Define trustworthy and practice getting help from trusted adults in different situations
	The School Guidance Counselor	<b>A23</b>	Introduction of the school counselor as a resource for getting support and help when needed
<b>Unit 6: Happy, Sad, and In Between</b>	We Have Many Feelings	<b>L01</b>	Identify a variety of feelings
	Talking Helps Me Feel Better	<b>L02</b>	Talk with trusted adults to manage different feelings
	My Body Is Private	<b>L04</b>	Understand safe, unsafe, and confusing touches; identify trusted adults; practice refusal skills; secrets
	Happy, Sad, and In Between Review	<b>H04</b>	Review key concepts; different emotions and privacy

# GREAT THE BODY SHOP

Come in and learn about your body!

<b>Unit 6:</b> Happy, Sad, and In Between	Saying "NO!" Steps Anatomically Correct Doll My Trusted Adults	<b>P04</b> <b>A16</b> <b>A21</b>	Use refusal skills to protect privacy (Saying "No!") Identify anatomically correct private body parts Recognize community resources for support when help is needed; unsafe adults

## Instructional Notes

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children’s Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Grade 2

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
<b>Unit 1: Let’s Stay Safe</b>	Keep From Getting Hurt on the Street	<b>L01</b>	Identify safe and unsafe situations; practice safe habits, use a decision-making model to stay safe; practice refusal skills
	Safe Decisions	<b>P01</b>	Use the decision-making process for dealing with an unsafe situation; unsafe adults
	Internet Safety Rule	<b>A10</b>	Identify safety rules when using the internet; unsafe adults and requests for personal information
<b>Unit 5: When I Feel Afraid</b>	Understanding and Coping with Common Fears	<b>L01</b>	Identify common causes of fear; coping strategies
	How Being Afraid Affects Your Body	<b>L02</b>	Describe how fear physically affects the body; includes how fear can keep one safe
	Recognizing Real Dangers—When It’s Smart to be Afraid	<b>L03</b>	Recognize real dangers; role-play safe responses to dangerous situations; unsafe adults
	What Should I do? Whom Should I Call?	<b>H03</b>	Identify what to do and whom to call in emergency situations; trusted adults
	Your Body Is Private!	<b>L04</b>	Understand safe, unsafe, and confusing touches; privacy, identifying trusted adults; practice refusal skills; secrets

# GREAT THE BODY SHOP

Come in and learn about your body!

<p><b>Unit 5: When I Feel Afraid</b></p>	<p>Permission Slip            Child's Bill of Rights            Your Body Belongs to You            Anatomically Correct Doll            Making "The People I Trust" Mobile            My Trusted Adults</p>	<p><b>H04</b> <b>P04</b> <b>A10</b> <b>A20</b> <b>A23</b> <b>A25</b></p>	<p>Work with a family member to identify people who have permission to help in emergency situations            Respect for one's body and right to privacy            Review privacy and personal safety key concepts            Identify anatomically correct private body parts            Identify trusted adults            Recognize community safety helpers to seek out for resources and support</p>

## Instructional Notes

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children’s Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Grade 3

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
<b>Unit 1: Safe at Home, Safe Away</b>	Take Action	<b>L03</b>	Identify possible risky situations; unsafe adults
	Say “NO!” to Danger	<b>L04</b>	Role-play refusal skills in various unsafe and risky situations
	Saying “NO”	<b>H04</b>	Practice refusal skills with a family member
	Goals for Using Refusal Skills	<b>P04</b>	Creating personal goals to use refusal skills
	Internet Safety Rule	<b>A12</b>	Identify safety rules when using technology; includes unsafe adults who request personal information
<b>Unit 5: I Like Your Attitude</b>	How Attitudes Affect Your Actions	<b>L02</b>	Role-play refusal skills in risky situations; trusted adults
	The People We Trust	<b>A30</b>	Identify trusted adults
<b>Unit 6: My Family, Your Family</b>	A Very Special Person—Me	<b>L03</b>	Identify special, unique qualities; respect for one’s self
	Personal Safety	<b>L04</b>	Understand safe, unsafe, and confusing touches; privacy, anatomically correct private body parts; identifying trusted adults; refusal skills (practice); secrets
	Different Ways to Say “NO!”	<b>P04</b>	Practice saying “NO!” effectively to stay safe; passive, aggressive, assertive communication styles

# GREAT THE BODY SHOP

Come in and learn about your body!

Unit 6: My Family, Your Family	Talking to the Guidance Counselor	A21	Introduce the school guidance counselor as a resource for support and help when needed
	Helping in Numbers	A25	Recognizing community safety helpers to seek out when help is needed; unsafe adults and personal safety

## Instructional Notes



# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children's Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Grade 4

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
<b>Unit 1: Community Safety</b>	Who Keeps Us Safe and How They Do It	<b>L01</b>	Identify community safety helpers and their role in providing a safe physical, emotional, and social environment
<b>Unit 5: It's My Body</b>	Taking Care of Your Body	<b>L01</b>	Identify potentially harmful situation; getting help from trusted adults
	Critical Thinking to the Rescue	<b>L02</b>	Identify critical thinking skills that keep one safe; refusal skills, decision making
	In Tune with Your Emotions	<b>L03</b>	Use communication skills to express emotions; unsafe adults and strangers
	Preventing Abuse	<b>L04</b>	Describe different types of abuse including sexual harassment; privacy; anatomically correct private body parts; trusted adults; practice refusal skills
	These Are My Superstars	<b>H04</b>	Identify people in a support system
	Advising a Friend	<b>P04</b>	Advise a friend about sexual harassment
	Internet Safety Rule	<b>A07</b>	Identify safety rules when using technology; providing personal information to strangers; unsafe adults
	Getting Help	<b>A23</b>	Recognize community resources and support; trusted adults
	Neighborhood No-Nos	<b>A26</b>	Identify safety risks in a neighborhood

# GREAT THE BODY SHOP

Come in and learn about your body!

Unit 6: Be Cool, Keep Clean	Talking About Sensitive Issues with a Trusted Adult	A20	Identify parents or other trusted adults students can go to with a sensitive issue or concern

## Instructional Notes

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children's Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Grade 5

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
<b>Unit 1: First Aid Facts</b>	Taking Precautions	<b>L04</b>	Identifying situations that pose a potential danger; child enticement; internet safety; refusal skills
<b>Unit 5: Those Crazy Mixed-Up Emotions</b>	Your Emotions and Your Body	<b>L01</b>	Describe human emotions and their effects on the body
	Your Emotions and Your Life	<b>L02</b>	Practice skills for coping with stress and conflict; decision making; unsafe behaviors
	Troubled Times	<b>L03</b>	Analyze situations that trigger emotions; trusted adults and support systems
	My Support System	<b>H03</b>	Identify personal support systems
	Send the Message: My Body Is Private	<b>L04</b>	Describe different types of abuse including sexual harassment; privacy; anatomically correct private body parts; trusted adults; assertive communication, unsafe adults, social media; practice refusal skills
	Avoiding Risky Situations	<b>P04</b>	Recognize and avoid risky situations involving personal safety
	Practice Means Being Prepared	<b>A09</b>	Practice assertiveness, refusal skills, and locating resources for support when needed; grooming techniques

# GREAT THE BODY SHOP

Come in and learn about your body!

<b>Unit 5:</b> Those Crazy Mixed-Up Emotions	Abuse and Neglect	<b>A22</b>	Explain the types and consequences of child abuse; introduces the school nurse or counselor as resources for support
	Safe Touch Speaker	<b>A27</b>	Identify community helpers if personal safety has been violated
<b>Unit 6:</b> Growing Up	Talking About Sensitive Issues with a Trusted Adult	<b>A30</b>	Identify parents or other trusted adults students can go to with a sensitive issue or concern

## Instructional Notes

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children's Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Grade 6

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
<b>Unit 4: Keep This Body Safe!</b>	Keep This Body Safe	<b>L01</b>	Practice safety procedures for injury prevention
	Bullying	<b>L02</b>	Explain the roles students play to encourage and discourage bullying behavior; predict the impact of bullying behaviors; and demonstrate respect and empathy for all people.
	Getting Help	<b>L03</b>	Identify different emotions and the importance of communication skills; accessing trusted adults
	Sexual Harassment, Assault, and Abuse	<b>L04</b>	Define sexual harassment, sexual assault, and sexual abuse; assertive communication and refusal skills; analyze risky situations; trusted adults, grooming techniques
	Community Resources	<b>P04</b>	Locate resources for self and others
	Safety on the Web	<b>A09</b>	Identify personal safety skills for technology; safety precautions with unsafe adults
	Dare to Say No	<b>A17</b>	Apply refusal skills to various situations
Safe Touch Speaker	<b>A18</b>	Distinguish between appropriate and inappropriate touching	

# GREAT THE BODY SHOP

Come in and learn about your body!

<p><b>Unit 6:</b> The Reproductive System</p>	<p>Emotional Maturity</p> <p>Relationships</p> <p>Talking About Sensitive Issues with a Trusted Adult</p>	<p><b>L03</b></p> <p><b>L04</b></p> <p><b>A24</b></p>	<p>Practice refusal skills and use the decision-making process to make healthy choices</p> <p>Describe meaningful relationships; mutual respect, refusal skills; sexual harassment</p> <p>Identify parents or other trusted adults students can go to with a sensitive issue or concern</p>

## Instructional Notes

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children's Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons and Targeted Extension Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Middle School Level 1

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
Implementation Guide	Critical Thinking Lessons		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making		Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
Unit 1: Becoming a Lifelong Learner	Lifelong Learning and Critical Thinking	L01	Practice problem solving techniques, goal setting, and critical thinking skills, including compare and contrast, predicting consequences, and decision making
Unit 4: The Cycle of Life	Refusal Skills	A19	Demonstrate the ability to set boundaries and select refusal skills for premature sexual involvement and other high-risk behavior
	Sexual Abuse	A20	Define sexual abuse; consent; touch continuum, resources for support; grooming techniques, and practice personal safety skills
	Stop Sexual Harassment	A22	Explore the definition of sexual harassment, legal consequences, influences, state laws, emotional and social consequences, and the importance of reporting

# GREAT THE BODY SHOP

Come in and learn about your body!

<p><b>Unit 5: Social and Emotional Health</b></p>	<p>Peer Pressure and Other Influences</p> <p>Power Differences in Relationships</p> <p>Applying a Decision Making Model to a Sexual Health Decision</p> <p>Who Will Help? Support Systems</p>	<p><b>L03</b></p> <p><b>A13</b></p> <p><b>A15</b></p> <p><b>A18</b></p> <p><b>A19</b></p>	<p>Identify personal responsibilities, behaviors, and consequences in relationships, and practice managing pressures and other influences</p> <p>Describe the potential impacts of power differences such as age, status, and position within relationships</p> <p>Demonstrate the use of a decision-making model to a sexual health decision; giving and receiving consent</p> <p>Research health resources in the community</p> <p>Identify who makes up your personal support system; trusted adults</p>
<p><b>Unit 7: Safety, Injury, and Violence Prevention</b></p>	<p>Understanding Violence</p> <p>Family Internet Rules</p>	<p><b>L02</b></p> <p><b>A08</b></p>	<p>Discover different types of violence, including physical, sexual, and emotional abuse, and demonstrate effective skills for managing risky situations</p> <p>Establish internet safety rules; unsafe adults, abduction, and trafficking</p>

## Instructional Notes



# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention and Personal Safety

The Children's Health Market recognizes that the topics of child sexual abuse prevention and personal safety are subsets of the larger theme called Violence and Injury Prevention. Core prevention knowledge, values, and skills have been integrated into THE GREAT BODY SHOP and are evident in various locations throughout the Lessons and Targeted Extension Activities. The following document indicates several locations within a specific grade span where the topics of child sexual abuse/personal safety, in the context of comprehensive health, are explored. The skills acquired are learned, practiced, and applied across various content strands to better prepare students to think and act responsibly in new, and potentially risky situations.

### Middle School Level 2

Unit Number & Title	Lesson or Activity Title	#	Key Concepts and Skills
<b>Implementation Guide</b>	<b>Critical Thinking Lessons</b>		
	Compare and Contrast		Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences		Describe and practice the steps in predicting consequences; prerequisite skill for decision making
<b>Unit 1: Becoming a Lifelong Learner</b>	Talking to Adults About Sensitive Issues	<b>A18</b>	Demonstrate ways of talking with parents and other trusted adults about issues related to relationships, growth and development, harassment, abuse, and sexual healths
	Critical Thinking	<b>A21</b>	Practice problem solving techniques, goal setting and critical thinking skills, including compare and contrast, predicting consequences, and decision making
<b>Unit 4: The Cycle of Life</b>	No Means No!	<b>A17</b>	Demonstrate refusal skills in risky situations
<b>Unit 5: Social and Emotional Health</b>	Danger Signals	<b>L03</b>	Discover internal and external factors that lead to harmful behaviors socially and emotionally; identify resources for support and help when needed
	Star Mobile	<b>A02</b>	Identify members that make up one's personal support system
	What Kind of Relationship Is This?	<b>A18</b>	Identify strategies for managing unhealthy relationships
	Power Differences in Relationships	<b>A19</b>	Describe potential impacts of power differences such as age, status, and position within relationships

# GREAT THE BODY SHOP

Come in and learn about your body!

<p><b>Unit 5: Social and Emotional Health</b></p>	<p>Applying a Decision Making Model to a Sexual Health Decision</p> <p>Sexual Abuse</p> <p>Finding Credible, Medically-accurate Resources</p>	<p><b>A25</b></p> <p><b>A26</b></p> <p><b>A27</b></p>	<p>Demonstrate the use of a decision-making model to a sexual health decision; giving and receiving consent</p> <p>Define sexual abuse; consent; touch continuum, resources for support; grooming techniques, and practice personal safety skills</p> <p>Identify medically-accurate and credible sources of information about health issues, including personal safety</p>
<p><b>Unit 7: Safety, Injury, and Violence Prevention</b></p>	<p>The Problem of Violence</p> <p>Internet Safety</p> <p>Sexual Harassment and Assault</p> <p>Sexual Assault</p>	<p><b>L02</b></p> <p><b>A10</b></p> <p><b>A16</b></p> <p><b>A18</b></p>	<p>Identify types and causes, including sexual and dating violence, and strategies for responding to various situations</p> <p>Explain rules and procedures for being a good digital citizen; sexual predators</p> <p>Describe situations and behaviors that constitute sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence; impacts of violence on individuals, families, and communities; resources</p> <p>Examine techniques used to pressure someone to engage in sexual behaviors and personal rights to refuse consent; sexual assault</p>

## Instructional Notes