

# THE GREAT BODY SHOP

Come in and learn about your body!

## Child Sexual Abuse Prevention Grade 4 Power Lessons and Reinforcements

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 several locations throughout the Units, Lessons, Substance Abuse/Violence Prevention Portfolios, and Reinforcement Activities.

This document is designed to assist Oregon school districts in locating four **Child Sexual Abuse Prevention Power Lessons** that are aligned to the **OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS** and **SB856**. The lessons highlighted below are suggestions for your consideration. The Children's Health Market encourages each district to fully review these lessons, and others from the complete digital alignment, and customize **THE GREAT BODY SHOP** to meet their specific needs.

Oregon Objectives	Perf Obj	Unit	Lesson/Activity
Identify human reproductive systems including reproductive anatomy and function.	HE.1.4.6	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		406	<b>Hormones and Reproductive Organs, Reinforcement Activity 10:</b> Identify human reproductive systems including reproductive anatomy and function and the effects of hormones on puberty
Describe the characteristics of a healthy relationship.	HE.1.4.12	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		405	<b>In Tune With Your Emotions, Lesson 3:</b> Analyze a potential sexual abuse situation with a person who is unknown or known; identify tricks that perpetrators use take advantage of children; explain the importance of expressing feelings; identify how expressing emotions impacts relationships; access trusted adults; identify effective verbal and nonverbal communication skills
		401	<b>How the Community Handles Conflict, Lesson 2:</b> Maintain healthy relationships by demonstrating conflict resolution skills; define the terms negotiation and compromise
		406	<b>A True Friend, Reinforcement Activity 15:</b> To identify characteristics that contribute to developmentally appropriate friendships: honesty, integrity, respect

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Describe a variety of ways people express affection within various types of relationships.	HE.1.4.15	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define “private parts;” identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.	HE.3.4.7	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define “private parts;” identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		405	<b>In Tune With Your Emotions, Lesson 3:</b> Analyze a potential sexual abuse situation with a person who is unknown or known; identify tricks that perpetrators use take advantage of children; explain the importance of expressing feelings; identify how expressing emotions impacts relationships; access trusted adults; identify effective verbal and nonverbal communication skills
		405	<b>Getting Help, Reinforcement Activity 23:</b> Recognize community resources and support; identify reasons why someone may not ask for help; identify trusted adults
		405	<b>These Are My Superstars, Home Connection 4:</b> Identify trusted adults in a support system
		406	<b>Talking About Sensitive Issues With A Trusted Adult, Reinforcement Activity 18:</b> Identify parents and/or other trusted adults with whom one can ask questions or talk to about sensitive issues

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Describe effective verbal and nonverbal communication skills to enhance health.	HE.4.4.1	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		405	<b>In Tune With Your Emotions, Lesson 3:</b> Analyze a potential sexual abuse situation with a person who is unknown or known; identify tricks that perpetrators use take advantage of children; explain the importance of expressing feelings; identify how expressing emotions impacts relationships; access trusted adults; identify effective verbal and nonverbal communication skills
		405	<b>Critical Thinking To The Rescue, Lesson 2:</b> Explain risky situations; demonstrate decision making about risky situations; demonstrate refusal skills
		401	<b>How the Community Handles Conflict, Lesson 2:</b> Maintain healthy relationships by demonstrating conflict resolution skills; define the terms negotiation and compromise
Explain that everyone has the right to say who touches their body, when and how.	HE.1.4.13	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
Describe why it is never ok to touch someone, or make someone touch you if they don't want to.	HE.1.4.14	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults

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Describe refusal skills that avoid or reduce health risks.	HE.4.4.3	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		405	<b>Critical Thinking To The Rescue, Lesson 2:</b> Explain risky situations; demonstrate decision making about risky situations; demonstrate refusal skills
Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.	HE.3.4.8	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		405	<b>Getting Help, Reinforcement Activity 23:</b> Recognize community resources and support; identify reasons why someone may not ask for help; identify trusted adults
		405	<b>These Are My Superstars, Home Connection 4:</b> Identify trusted adults in a support system
		406	<b>Talking About Sensitive Issues With A Trusted Adult, Reinforcement Activity 18:</b> Identify parents and/or other trusted adults with whom one can ask questions or talk to about sensitive issues

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Oregon Objectives	Perf Obj	Unit	Lesson/Activity
Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.	HE.3.4.10	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
		405	<b>Getting Help, Reinforcement Activity 23:</b> Recognize community resources and support; identify reasons why someone may not ask for help; identify trusted adults
		405	<b>These Are My Superstars, Home Connection 4:</b> Identify trusted adults in a support system
		406	<b>Talking About Sensitive Issues With A Trusted Adult, Reinforcement Activity 18:</b> Identify parents and/or other trusted adults with whom one can ask questions or talk to about sensitive issues
Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.	HE.2.4.9	405	<b>In Tune With Your Emotions, Lesson 3:</b> Analyze a potential sexual abuse situation with a person who is unknown or known; identify tricks that perpetrators use take advantage of children; explain the importance of expressing feelings; identify how expressing emotions impacts relationships; access trusted adults; identify effective verbal and nonverbal communication skills
		405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
Discuss consent as it relates to personal boundaries.	HE.1.4.18	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults

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Oregon Objectives	Perf Obj	Unit	Lesson/Activity
Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.	HE.4.4.7	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults
Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.	HE.4.4.8	405	<b>Preventing Abuse, Lesson 4:</b> Define the right to privacy; define "private parts;" identify safe, unsafe and confusing touch; identify tricks that perpetrators use to take advantage of children; explain the importance of empathy for victims; demonstrate refusal skills; describe personal space of self and others; identify and access trusted adults



### **Suggested “Power Lessons” for Child Sexual Abuse Prevention**

TG405, Lesson 2    TG405, Lesson 3    TG405, Lesson 4    TG406, Reinforcement Activity 18

**Key Concepts and Skills: Anatomy, appropriate/inappropriate touch; touching of another person’s body; personal boundaries; consent, refusal skills, grooming**

TG405, Lesson 2: Critical Thinking To The Rescue

TG405, Lesson 3: In Tune With Your Emotions

TG405, Lesson 4: Preventing Abuse

**Oregon Alignment: HE.1.4.13, HE.1.4.14, HE.1.4.18, HE.2.4.9, HE.4.4.7, HE. 3.4.7, HE.3.4.8, HE.3.4.10, HE.1.4.6.**

**Key Concepts and Skills: Identifying and talking to trusted adults**

TG405, Lesson 4: Preventing Abuse

TG406, Reinforcement Activity 18: Talking About Sensitive Issues With A Trusted Adult

**Suggested Reinforcement:** TG405, Reinforcement Activity 23: Getting Help; TG405, Home Connection 4: These Are My Superstars

**Oregon Alignment: HE. 3.4.7, HE.3.4.8, HE.3.4.10, HE.4.4.8**

**Key Concepts and Skills: Avoiding or reducing health risks**

TG405, Lesson 2: Critical Thinking To The Rescue

TG405, Lesson 3: In Tune With Your Emotions

TG405, Lesson 4: Preventing Abuse

**Oregon Alignment: HE.4.4.1, HE.4.4.3**

**Key Concepts and Skills: Healthy Relationships**

TG405, Lesson 3: In Tune With Your Emotions

TG405, Lesson 4: Preventing Abuse

**Suggested Reinforcement:** TG401, Lesson 2: How the Community Handles Conflict; TG406, Reinforcement Activity 15: A True Friend

**Oregon Alignment: HE.1.4.12, HE. 1.4.15, HE.4.4.1**