

# Sexual Assault Education

## Key Concepts

### Grades Pre K – 2

#### A. Health Concepts

- \_\_\_\_\_ Students recognize and identify all kinds of feelings.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*
- \_\_\_\_\_ Self-esteem and self-awareness can influence personal health.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*
- \_\_\_\_\_ Everyone’s personal space and boundaries should be recognized and respected.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*
- \_\_\_\_\_ There is a difference between safe and unsafe situations.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*
- \_\_\_\_\_ A person’s body belongs to him or her.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*
- \_\_\_\_\_ People have public and private body parts with correct names.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*
- \_\_\_\_\_ Situations that threaten personal safety should be communicated to a trusted adult.  
*LINK: A.3. Demonstrate an understanding of basic health terms.*

#### B. Health Information, Services, and Products

- \_\_\_\_\_ There are individuals in your school and community who can help with unsafe situations.  
*LINK: B.1. Identify which school and community health helpers are needed in given situations.*

#### C. Health Promotion and Risk Reduction

- \_\_\_\_\_ Students need personal safety skills to better protect themselves in different situations.  
*LINK: C.4. Demonstrate a variety of safety skills for different situations.*

## Grades Pre K – 2

- \_\_\_\_\_ There are many positive ways of dealing with stressful situations.  
*LINK: C.5. Apply coping strategies when they feel too excited, angry, or out of control.*

### D. Influences on Health

- \_\_\_\_\_ Cultural and family differences can affect personal health decisions.  
*LINK: D.2. Explain how information from school and family influences health.*

### E. Communication Skills

- \_\_\_\_\_ Children should express their feelings to trusted adults.  
*LINK: E.1. Demonstrate healthy ways to express needs, wants, and feelings.*

## Grades 3 – 4

### A. Health Concepts

- \_\_\_\_\_ Establishing and expressing personal space and boundaries helps to promote personal health.  
*LINK: A.1. Describe the relationship between healthy practice and personal health..*
  
- \_\_\_\_\_ Healthy relationships have certain characteristics.  
*LINK: A.1. Recognize that there are multiple components of health.*
  
- \_\_\_\_\_ A child is not at fault if someone touches him or her in a way that is inappropriate.  
*LINK: A.7. Demonstrate essential understanding of basic health concepts.*
  
- \_\_\_\_\_ Harassment and bullying are forms of violence.  
*LINK: A.7. Demonstrate essential understanding of basic health concepts.*

### B. Health Information, Services and Products

- \_\_\_\_\_ Health helpers are available throughout the school.  
*LINK: B.2. Demonstrate ways to locate school and community health helpers.*

### C. Health Promotion and Risk Reduction

- \_\_\_\_\_ There are appropriate and inappropriate kinds of touch.  
*LINK: C.1. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).*
  
- \_\_\_\_\_ Everyone, including children, has a right to tell others not to touch their body.  
*LINK: C.2. Develop injury prevention and safety strategies for personal health.*
  
- \_\_\_\_\_ It is important to identify and practice personal safety skills.  
*LINK: C.4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.*
  
- \_\_\_\_\_ Unsafe situations should be recognized and communicated to a trusted adult.  
*LINK: C.4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.*

## Grades 3 – 4

### D. Influences on Health

- \_\_\_\_\_ Positive interpersonal skills are important for healthy relationships, including friendships.  
*LINK: D.4. Describe ways to be a responsible friend or family member.*

### E. Communication Skills

- \_\_\_\_\_ Respectful verbal and non-verbal communication skills should be used.  
*LINK: E.1. Use appropriate communication and listening skills to enhance health.*
- \_\_\_\_\_ There is a difference between aggressive and assertive behavior.  
*LINK: E.2. Differentiate between negative and positive ways to deal with conflict.*

## Grades 5 – 8

### A: Health Concepts

- \_\_\_\_\_ Risky behaviors such as drinking alcohol and taking drugs may make adolescents more vulnerable to sexual assault.  
*LINK: A.3. Analyze the effects that risky behaviors have on personal health.*
- \_\_\_\_\_ There is a difference between flirting and sexual harassment.  
*LINK: A.8. Demonstrate thorough understanding of key health concepts.*
- \_\_\_\_\_ Sexual harassment, sexual abuse and sexual assault have negative impacts and consequences for the victim/survivor, those who care for them, and others.  
*LINK: A.8. Demonstrate thorough understanding of key health concepts.*
- \_\_\_\_\_ Sexual behavior should always be consensual.  
*LINK: A.8. Demonstrate thorough understanding of key health concepts.*

### B: Health Information, Services, and Products

- \_\_\_\_\_ School and community resources are available to provide information and support for sexual harassment and sexual assault issues.  
*LINK: B.2. Identify resources from home, school, and community that provide valid health information and services.*

### C: Health Promotion and Risk Reduction

- \_\_\_\_\_ Adolescents who experience an uncomfortable situation should know how to remove themselves and communicate the situation to a trusted adult.  
*LINK: C.5. Demonstrate ways to avoid or change situations that threaten personal safety.*
- \_\_\_\_\_ Sometimes confidentiality for those affected by sexual violence must be broken in order to keep them safe.  
*LINK: C.5. Demonstrate ways to avoid or change situations that threaten personal safety.*
- \_\_\_\_\_ Sexually harassed individuals should report the harassment to a trusted adult.  
*LINK: C.5. Demonstrate ways to avoid or change situations that threaten personal safety.*

## Grades 5 – 8

### D: Influences on Health

- \_\_\_\_\_ Some cultural beliefs and media messages condone aggressive sexual behaviors.  
*LINK: D.2. Analyze how messages from media influence both health behaviors and the selection of health information, products and services (e.g., eating disorders, teen magazines, acne products, dental care).*
- \_\_\_\_\_ Perpetrators using the internet can sexually exploit individuals.  
*LINK: D.3. Analyze the effect of technology on personal and family health.*
- \_\_\_\_\_ It is important to support students affected by sexual violence.  
*LINK: D.4. Describe how school, family and peers influence the health of adolescents.*

### E: Communication Skills

- \_\_\_\_\_ Effective assertiveness skills can assist in dealing with sexually aggressive behavior.  
*LINK: E.1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).*
- \_\_\_\_\_ Personal space and boundaries need to be clearly established, communicated, and respected.  
*LINK: E.1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships.*

### F: Decision-Making and Goal Setting

- \_\_\_\_\_ A personal decision is needed to report sexual abuse and assault to a trusted adult and/or the authorities and to seek immediate medical attention.  
*LINK: F.1. Demonstrate individual and collaborative decision-making processes to resolve health problems.*
- \_\_\_\_\_ Many factors including individual, peer, and family values may influence decisions about sexual behaviors and relationships.  
*LINK: F.2. Analyze how health-related decisions are influenced by individuals, families, and community values.*

## Secondary

### A: Health Concepts

- \_\_\_\_\_ Risky behavior, such as substance use, may make youth/adults more vulnerable to sexual violence.  
*LINK: A.3. Evaluate the short-and long-term effects of risky behavior.*
- \_\_\_\_\_ Local, state, and federal laws exist regarding sexual assault.  
*LINK: A.7. Analyze how public health policies and laws influence health promotion and disease prevention.*
- \_\_\_\_\_ Sexual harassment can affect the way people work and learn.  
*LINK: A.11. Demonstrate in-depth understanding of complex health concept*
- \_\_\_\_\_ Sexual harassment, abuse, and violence have powerful negative effects on victims, perpetrators, and society.  
*LINK: A.11. Demonstrate in-depth understanding of complex health concepts.*
- \_\_\_\_\_ While dating violence occurs in some teen dating relationships, a healthy relationship is one without violence.  
*LINK: A.11. Demonstrate in-depth understanding of complex health concepts.*
- \_\_\_\_\_ The victim/survivor of sexual assault is never to blame for the crime.  
*LINK: A.11. Demonstrate in-depth understanding of complex health concepts.*
- \_\_\_\_\_ Sexual assault, like all violence, is about power and control.  
*LINK: A.11. Demonstrate in-depth understanding of complex health concepts.*

### B: Health Information, Services, and Products

- \_\_\_\_\_ Individuals should know what to do when someone (self, friend, family member) is sexually assaulted.  
*LINK: B.3. Access school and community health services.*
- \_\_\_\_\_ There are sources of support and advocacy for victims of sexual assault and sexual crimes.  
*LINK: B.3. Access school and community resources.*
- \_\_\_\_\_ There are school and community resources (e.g. rape crisis centers) available to provide information about sexual assault and sexual violence.  
*LINK: B.3. Access school and community health services.*

## Secondary

### C: Health Promotion and Risk Reduction

- \_\_\_\_\_ Sometimes it is important to maintain the confidentiality of the victim of sexual assault other than reporting to the authorities.

*LINK: C.2. Demonstrate strategies to avoid, change and report unsafe situations.*

### E: Communication Skills

- \_\_\_\_\_ It is important to hear and respond appropriately to the various ways someone communicates the word “no.”

*LINK: E.1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.*

- \_\_\_\_\_ To promote healthy relationships and minimize the chance of sexual abuse and assault in a relationship, it is critical to set clear expectations, boundaries and personal safety strategies.

*LINK: E.2. Demonstrate strategies that can be used to prevent or solve conflicts without harm.*