



Pre-Kindergarten Personal Health and Safety Education Unit Plan

Unit Rationale:

This curriculum will establish clear ways for students to support themselves and their peers, including respect for self and others. This unit meets the requirements of Erin’s Law (erinslaw.org), an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. Similarly to learning how wearing a helmet is important for staying safe while riding a bike, learning medically accurate terminology for body parts helps prevent child sexual abuse and increases the likelihood a child would report abusive behavior. They will learn that their bodies are their own, and that no one has a right to touch them in a way that makes them uncomfortable. They will learn how to identify safe adults in their lives that they can turn to if unsafe or uncomfortable touch occurs.

Enduring Understandings:

- All people, including children, deserve to be treated with kindness and respect.
- People and families share a lot of similarities.
- Diversity is important and should be celebrated.
- When faced with big problems, young people can get help from trusted adults.
- No one has the right to touch you in a way that makes you uncomfortable.

Essential Questions:

- How can we have a healthy and happy classroom community?
- How can families be the same and how can they be different?
- Why is it important to know the correct names for private body parts?
- How do we respect each other’s space?
- Who do we tell ‘Tell Secrets’ to?

Standards:

All lessons are aligned with the National Sex Education Standards (NSES), Second Edition. By the end of each grade band, students will have received instruction addressing all standards in each topic for the Pre-K Sexual Health Education designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

Unit Outline:

	Lesson <i>NSES</i>	Objectives <i>By the end of this lesson, students will be able to...</i>	Lesson Overview and Key Content
1	Our Healthy and Happy Classroom Community (30 minutes) <i>CHR.2.SM.1</i>	<ul style="list-style-type: none"> • Students create/strengthen classroom rules/ for everyone to know what behaviors are expected. • Students will identify that every person in the room is part of the Healthy and Happy Classroom Community. 	In this lesson, students will be introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.
2	Different Kinds of Families (35 minutes) <i>CHR.2.CC.4</i>	<ul style="list-style-type: none"> • Name at least three different types of family structures. • Explain that differences between families are normal and no one type of family is better than another. 	In this lesson, students learn about different family structures/ configurations. Students will read and discuss <i>The Family Book</i> by Todd Parr and discuss similarities and differences between families. Students will learn that all family structures are valid.
3	Understanding Our Bodies – The Basics (30 minutes) <i>AP.2.CC.1</i> <i>This lesson supports Erin's Law requirements.</i>	<ul style="list-style-type: none"> • Correctly identify body parts typically considered private (genitals), including nipples, anus, vulva, and penis. • Describe why it is important for them to know the correct names for the private parts. 	In this lesson, students learn about the private body parts through a PowerPoint presentation introducing basic anatomy via age-appropriate images and descriptions. This lesson will allow students to identify the private body parts of most people. Students will learn why it is important to understand the correct names for those parts, including that knowing the names helps them communicate with helping adults like doctors and nurses outside of their families.
4	My Space, Your Space (30 minutes) <i>CHR.2.IC.1</i> <i>IV.2.AI.1</i> <i>This lesson supports Erin's Law requirements.</i>	<ul style="list-style-type: none"> • Students will be able to identify whether they do or do not like certain ways of being touched. • Explain that they have the right to determine whether and how they are touched. • Demonstrate an understanding of how to respond effectively when someone touches them in a way that makes them feel uncomfortable. 	In this lesson, students learn about 'personal space' and identify types of touch they like, and types of touch they don't like. This lesson explains that they have the right to determine whether and how they are touched. Students will learn what to do if they are touched in a way that makes them uncomfortable including telling a trusted adult.

5	<p>Surprises vs Tell Secrets</p> <p>(35 minutes)</p> <p><i>IV.2.AI.1</i> <i>IV.2.AI.2</i></p> <p><i>This lesson supports Erin's Law requirements.</i></p>	<ul style="list-style-type: none"> ● Students will be able to explain that being touched against their will or being forced to touch someone else is unacceptable and never a child's fault. ● Students will differentiate the difference between Surprises and Tell Secrets. ● Students will be able to identify at least two trusted adults they can tell if they are feeling uncomfortable about being touched. 	<p>In this lesson, students will review identifying trusted adults and personal space. This lesson builds upon the previous lesson and discusses inappropriate touches including bullying, physical harm, and child sexual abuse. Students will read the book <i>Secrets Should Never be Kept</i> by Craig Smith and discuss the differences between surprises and 'Tell' Secrets.</p>
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School to Home Connection:

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take home assignments to support the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School-to-Home Connection component in the Pre-Kindergarten Unit:

Lesson 1: Students and families can look through old family photos and listen to stories about older people in their families.

Lesson 2: Students can share their "My Family Portrait" worksheet with their family and tell their family about what they learned in class.

Lesson 3: "Understanding Our Bodies." This worksheet reviews the private body parts learned about in class. Families can review the definitions together.

Lesson 4: "I Like...I Don't Like." This worksheet helps students identify types of touches that they like and don't like. This assignment reinforces the importance of personal space and communicating personal boundaries.

Lesson 5: Students can share the story *Some Secrets Should Never Be Kept* by watching/listening to the story read by Debra Bryne that Educate2Empower Publishing has online at:

<https://www.youtube.com/watch?v=4YjJ1MreZqs>