

WISE programming is consistent with federal and state health education standards and based on research and best practices for promoting safety. Lessons build skills for communication, empathy, and healthy relationships, all of which build protective factors to prevent violence. The strategies of the Prevention and Education Program reflect the Center for Disease Control's Social-Ecologic Model connecting the individual, relational, community, and societal factors that influence real and lasting change.

Kindergarten - 2nd Grade: Programming for these grade levels is based on the Care for Kids curriculum, designed for children ages 3-8. Content includes developmentally appropriate activities and messages that enhance children's self-knowledge, respect for self and others, and fosters rewarding human relationships. Messages intentionally repeat each year to reinforce important messages for young children about the safe and healthy care of their bodies and how to ask for help from trusted adults.

Elementary Lessons

Kindergarten - Babies: This lesson uses anatomically detailed baby dolls to help kids identify the many ways we care for our bodies. Educators model the safe and respectful way that adults help infants take care of their bodies by changing their diaper. Students learn the difference between public and private body parts and the accurate terminology for private body parts: buttocks, vulva, and penis.

Kindergarten - Asking for Help: Students are encouraged to ask adults for help when they need it, especially when they have questions about their bodies or if they are feeling unsafe or uncomfortable. Each student identifies two adults who they can ask for help.

1st Grade - Bodies: With the help of our anatomically detailed dolls, students review the difference between public and private body parts, and the terms buttocks, vulva, and penis. We remember from kindergarten that people should not be disrespectful about our private parts. Little kids might need help from trusted adults to take care of their bodies, but adults do not need help from kids to care for their bodies.

1st Grade - Feelings: Taking care of our bodies includes taking care of our feelings. We make connections to the physical reactions our bodies have to our emotions. Sometimes we feel confused, mixed up or may have a hard time managing our feelings. Students identify adults who they can ask for help with their feelings.

2nd Grade - Bodies II: Students remember the difference between public and private body parts, to assure that every second grader is able to accurately name the private body parts if they ever need to ask for help. We emphasize the amazing and unique qualities and abilities that each of our bodies has, and celebrate the different things that our bodies can do.

2nd Grade - Asking for Permission: Students learn that each person is the boss of their own body. People should respect our bodies by asking for permission before touching, and we should always ask permission before we touch others, even for things like hugs! Finally, students identify adults who they can ask for help if they ever feel unsafe about a touch or if they are asked to keep a touch a secret.

3rd Grade - Feelings Fortune Tellers: Students remember that healthy relationships start from within. We focus on the importance of caring for and paying attention to the variety of emotions we experience. Students learn that our feelings are unique to our individual selves, as are our coping strategies. Each student leaves class with a Fortune Teller, listing their personal coping strategies.

3rd Grade - Trusted Adults: There are some feelings we can work through on our own. There are other feelings we need to ask a trusted adult for help. Students brainstorm the qualities that make someone a trusted adult and identify specific adults in their lives who they could ask for help in certain situations.

4th Grade - Friendships: As students move into their final years of elementary school, peer groups and friendships gain more importance in their lives. This lesson provides a space and framework for students to consider what makes their friendships healthy and what they can do when they experience conflict.

4th Grade - Asking for Help/Jake's Story: This lesson continues to stress the importance of identifying trusted adults who students can ask for help in tricky or uncomfortable situations. Students read a scenario about Jake, a 4th grade boy who is struggling. Together, we think through strategies for coping, safety, asking for help, and demonstrating support and care as a potential friend of Jake's.

5th Grade - Body Sense: The first and longest relationship we have is with ourselves. Students are challenged to reflect on how their bodies help them to experience and make sense of the world around them. Our senses help us identify when we are in danger or need help and how we can develop strategies for coping. Everyone is different, so students practice using communication to share their own experiences, and appreciate the difference in others.

5th Grade - Me Cube: Starting with a strong connection to their own body and sense of self, students explore the pervasive messages we're given through media, peers, and family about who we are supposed to be. By defining our values, and hearing those of our classmates, we can stay true to our selves as we are met with outside pressures.

Elementary School Prevention Program - Content Rationale

INDIVIDUAL

- Emotional health and connectedness is a protective factor against perpetration (CDC, 2017).
- Empathy and concern for how one's actions affect others is protective against perpetration (Yarnell, L., et al., 2014 & CDC, 2017).
- Teaching kids to recognize healthy, unhealthy, and abusive behaviors provides a framework for identifying harmful behaviors in themselves and others (Bolen, R.M, 2003).
- Knowing the correct terms for genitalia decreases victimization (Boyle & Lutzker, 2005).

RELATIONAL

- Peers are one of the most significant social risk factors in health behavior (Yarnell, et al., 2014).
- Inadequate social skills, poor peer relationships, and social isolation are risk factors for perpetration (Ryan, G., 2000).

SOCIAL

- Parents, caregivers, teachers, neighbors, and the community taking action to ensure children's health and safety fosters an external asset for healthy development (Search Institute, 2009).

National Health Education Standards

HES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

HES 5: Students will demonstrate the ability to use decision-making skills to enhance health.

HES 7: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

HES 8: Students will demonstrate the ability to advocate for personal, family, and community health.