

**Family Life Education Curriculum Advisory Committee  
2016 - 2017**

**Thursday, October 13, 2016**  
*Gatehouse: Room 3050/3051*  
*7 p.m. - 9 p.m.*

**MEETING AGENDA**

- **Welcome and Introductions**
- **Purpose and Role of FLECAC; Meeting Guidelines**
- **2015-2016 Annual Report Updates**
- **Discussion and Action:**

Media: You Are in Charge of Your Body (2014), Human Relations Media, 31 minutes

**Part One: Recognizing Sexual Abuse**

The concept of body boundaries is introduced and the difference between safe and unsafe touches is illustrated. Three examples of safe/unsafe touch are told using stylized animation.

**Part Two: Stopping an Abuser**

This program teaches kids what to do if their body boundaries have been crossed. Using the same scenarios from Part One, students are taught NO and GO; how to say NO assertively and how to GO safely and quickly.

**Part Three: Telling Someone**

Part three teaches kids how to create their personal safety network. It's a list of trusted adults to go to for help in an emergency including parents, teachers, and others. Viewers learn how to tell a trusted adult what happened using the real names of body parts. Acted out scenarios demonstrate exactly how to do this. Kids are reassured that sexual abuse is never their fault or something to keep secret. If someone touches you inappropriately, tell a trusted adult.

To Support:

**4.3 Students will recognize threatening or uncomfortable situations and how to react to them.**

Descriptive Statement: Situations will include, but are not limited to walking alone, opening doors to strangers, receiving obscene telephone calls or email, facing dangers in public places, and sexual abuse or incest. Ways of protecting oneself and recognizing and reporting such threats are stressed.

**3.2 Students will demonstrate how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, or others.**

Descriptive Statement: Instruction may include how to communicate a response to good touches, such as smiling or hugging, and how to communicate a response to confusing situations or inappropriate touches, such as saying "no," avoiding the situation, and leaving the situation. Students will identify trusted adults and will be encouraged to talk with a trusted adult about any inappropriate touches or confusing situations.

**Future Meetings:**

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| ➤ Thursday, November 17, 2016 | Room 4050/4051 |
| ➤ Thursday, January 12, 2017  | Room 3050/3051 |
| ➤ Thursday, February 9, 2017  | Room 3050/3051 |
| ➤ Thursday, March 9, 2017     | Room 3050/3051 |