

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 9

Subject(s)	Health
Grade/Course	Grade 9
Unit of Study	Sexual Assault and Abuse Prevention and Awareness Curriculum
Time Frame	3 Classroom Lessons (Lessons may span more than one class period)

Sexual Assault and Abuse Prevention and Awareness Curriculum Standards taken from the CT K-12 Sexual Assault and Abuse Prevention and Awareness Program Guidelines

- Standard 1:** Core Concepts
- Standard 2:** Accessing Health Information & Resources
- Standard 3:** Self-management of Healthy Behaviors
- Standard 4:** Analyzing Internal & External Influences
- Standard 5:** Communication Skills
- Standard 6:** Decision Making Skills
- Standard 7:** Goal Setting Skills
- Standard 8:** Advocacy

Unwrapped Performance Indicators	
Skills/Performance Indicator <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ul style="list-style-type: none"> ● 1.1 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. 	<ul style="list-style-type: none"> ● Characteristics of healthy and unhealthy relationships in high school <ul style="list-style-type: none"> ○ Dating violence ○ Red flags ● Active consent
<ul style="list-style-type: none"> ● 1.2 Compare, contrast and analyze appropriate ways to express needs, wants and feelings in relationships between people in various situations (e.g. assertive communication, “I” statements, active consent) 	<ul style="list-style-type: none"> ● Healthy ways to express needs, wants and feelings in high school relationships ● “I” statements ● Personal Bill of RIghts
<ul style="list-style-type: none"> ● 1.3 Analyze how physical, social, cultural and emotional environments may contribute to healthy or unhealthy relationships (e.g. sexual mistreatment, grooming, harassment, abuse, assault, or exploitation) 	<ul style="list-style-type: none"> ● Physical environments that contribute to healthy/unhealthy relationship ● Social environments that contribute to healthy/unhealthy relationships ● Cultural environments that contribute to healthy/unhealthy relationships ● Emotional environments that contribute to unhealthy relationships
<ul style="list-style-type: none"> ● 1.4 Analyze how physical, social, cultural and emotional environments may contribute to sexual violence within dating and romantic relationships. 	<ul style="list-style-type: none"> ● Physical environments that contribute to sexual violence ● Social environments that contribute to sexual violence ● Emotional environments that contribute to sexual violence ● Sexual violence within romantic relationships

<ul style="list-style-type: none"> ● 2.2 Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people. 	<ul style="list-style-type: none"> ● Laws and policies that could impact you <ul style="list-style-type: none"> ○ Specific laws <ul style="list-style-type: none"> ■ Sexual mistreatment ■ Grooming ■ Harassment ■ Abuse ■ Assault ■ Exploitation
<ul style="list-style-type: none"> ● 2.3 Develop an understanding of the concept of active consent. 	<ul style="list-style-type: none"> ● Active consent
<ul style="list-style-type: none"> ● 3.1 and 4.1 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 	<ul style="list-style-type: none"> ● Strategies for avoiding sexual health situations that involve risk ● Strategies for dealing with sexual health situations that involve risk
<ul style="list-style-type: none"> ● 6.1 Apply a decision-making process that results in reducing risks of injury or violence (e.g. recognizing and avoiding situations that can increase risk of sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 	<ul style="list-style-type: none"> ● Decision-making process to reduce risks of injury or violence ● Ways to start a conversation when you are uncomfortable or faced with a difficult decision around sexual health
<ul style="list-style-type: none"> ● 6.2 Apply a decision-making process that results in students being able to identify unhealthy attitudes and behaviors that result in the support of and perpetration of sexual violence such as date rape and acquaintance assault 	<ul style="list-style-type: none"> ● Decision making process ● Identification of unhealthy attitudes and behaviors ● Effective refusal and negotiation skills ● Identifying a support system

Grade 9 Lessons and Objectives

Grade 9 Lesson #1: Sexual Assault and Abuse Prevention

Objective(s) of Lesson:

- Students will differentiate between the terms sexual harassment, sexual mistreatment, sexual assault, sexual abuse, grooming and exploitation.
- Students will review the current CT statistics and laws around sexual assault and abuse.

Grade 9 Lesson #2: Power and Control

Objective(s) of Lesson:

- Students will debunk the myths around sexual assault/abuse.
- Students will understand the connection between sexual violence and power/dominance.
- Students will identify behaviors that are used to exert power/control in a relationship.

Grade 9 Lesson #3: Active Consent

Objective(s) of Lesson:

- Students will determine, when given various scenarios, if consent was given or not.
- Students will create a personal bill of rights that identifies their rights in regards to their body, their decisions around about their body and their behaviors.

Resources / Suggested Works

Online Resources / Websites:

- <http://www.consented.ca/rape-prone/its-not-taken-seriously/>
- [CT Sexual Assault and Abuse Prevention and Awareness Program Guidelines](#)
- <http://www.apa.org/topics/sexual-abuse/>
- <http://nmcsap.org/prevention/what-is-active-consent>
- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>
- <https://definitions.uslegal.com/s/sexual-exploitation/>
- <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>
- <http://ncadv.org/learn-more/statistics>, <http://centerforfamilyjustice.org/community-education/statistics/>,

- <http://www.mysati.com/Downloads/Curriculum.pdf>
- <http://ncadv.org/learn-more/statistics>
- <http://centerforfamilyjustice.org/community-education/statistics/>
- <http://www.thehotline.org/2013/08/taking-a-spin-around-the-power-and-control-wheel/http://www.consented.ca/rape-prone/its-not-taken-seriously/>
- <http://www.consented.ca/myths/only-strangers-sexually-assault/>
- <http://www.consented.ca/rape-prone/its-not-taken-seriously/>
- <http://www.consented.ca/consent/clearing-up-consent/>
- [Bill of Rights Sexual Assault Risk Reduction Curriculum](#)
- <https://www.colby.edu/sexualviolence/scenarios/>
- <http://smr.yale.edu/sites/default/files/files/Sexual-Misconduct-Scenarios.pdf>
- [Sexual Assault Risk Reduction Curriculum](#)

Anticipated Misconceptions

- Students often have misconceptions about the true meaning of active consent
- Students often believe that sexual violence has more to do with sex than power/control
- Some students may be lacking some basic social skills needed to fully grasp this lesson. Some students may benefit from an additional conversation about the material after it has been presented.