

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 11

Subject(s)	Health
Grade/Course	Grade 11
Unit of Study	Sexual Assault and Abuse Prevention and Awareness Curriculum
Time Frame	3 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 taken from the CT K-12 Sexual Assault and Abuse Prevention and Awareness Program Guidelines	
Skills/Performance Indicator <i>What must students do?</i>	Concepts <i>What must students know?</i>
<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 ● Violence within romantic/dating relationships
<ul style="list-style-type: none"> ● 1.5 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed. 	<ul style="list-style-type: none"> ● Fault/Blame ● The victim is never to blame
<ul style="list-style-type: none"> ● 2.1 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers). 	<ul style="list-style-type: none"> ● Sources of reliable information related to sexual health and violence prevention <ul style="list-style-type: none"> ○ Counselors ○ School Psychologists ○ Doctors ○ Crisis centers ○ Health centers ○ State websites
<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 <ul style="list-style-type: none"> ○ Specific laws <ul style="list-style-type: none"> ■ Sexual mistreatment ■ Grooming ■ Harassment ■ Abuse

	<ul style="list-style-type: none"> ■ Assault ■ Exploitation ■ Trafficking
<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"> ● 3.2 and 4.2 Describe strategies to use technology and social media safely and respectfully. 	<ul style="list-style-type: none"> ● Strategies to use technology safely ● Strategies to use social media safely
<ul style="list-style-type: none"> ● 5.1 Analyze the effectiveness of communicating clear expectations, boundaries, personal safety strategies, clear limits and active consent on sexual behaviors. 	<ul style="list-style-type: none"> ● Clear expectations ● Boundaries ● Personal safety strategies ● Clear limits ● Active consent
<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"> ● Effective refusal and negotiation skills ● Unhealthy attitudes and behaviors

<ul style="list-style-type: none"> ● 8.1 Engage in authentic experiences of caring, compassion and advocating for others. 	<ul style="list-style-type: none"> ● Authentic Experiences <ul style="list-style-type: none"> ○ Caring ○ Compassion ○ Advocating for others
<ul style="list-style-type: none"> ● 8.2 Advocate for policies, programs, and services that promote dignified and respectful treatment. 	<ul style="list-style-type: none"> ● Policies that promote dignified/respectful treatment ● Programs that promote dignified/respectful treatment ● Services that promote dignified/respectful treatment

Lessons and Objectives Grade 11

Grade 11 Lesson #1: Community Danger and the Law

Objective(s) of Lesson:

- Students will examine the risk of sexual violence that exists in every community and identify ways to keep themselves and others safe.
- Students will research the laws and consequences associated with various types of sexual violence.
- Students will explain why every teenager/young adult should be familiar with and the laws associated with sexual violence.
- Students will identify school and community resources for information related to sexual health care and prevention of sexual violence.

Grade 11 Lesson #2: Sexual Violence in the News

Objective(s) of Lesson:

- Using cases of suspected or proven sexual abuse in the news, students will define the type of abuse, identify warning signs and grooming techniques, analyze the ways power and control played into the abuse, and discern the applicable laws and consequences.

Grade 11 Lesson #3: What Would You Do?**Objective(s) of Lesson:**

- Students will develop strategies for confronting and reporting sexual assault and relationship violence.
- Students will identify ways to act as a resource, referral agent and advocate for sexual assault victims.

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://www.kcsarc.org/sites/default/files/Resources%20-%20Neighborhood%20Safety.pdf>
- <https://www.cga.ct.gov/2009/rpt/2009-R-0240.htm>
- https://www.cga.ct.gov/2015/pub/chap_969.htm
- <https://www.justice.gov/criminal-ceos/citizens-guide-us-federal-law-sex-offender-registration>
- https://www.justice.gov/archive/tribal/docs/fv_tjs/session_3/session3_presentations/Sex_Offender_Guidelines.pdf
- <https://www.instantcheckmate.com/crimewire/post/13-infamous-celebrity-sex-offender-scandals/>
- <https://www.checkthem.com/blog/celebrity-sex-offenders-alleged-otherwis/>
- <https://www.nytimes.com/2017/02/22/sports/olympics/usa-gymnastics-doctor-larry-nassar-sexual-assault-charges.html>
- <http://www.nbcnews.com/dataline/video/full-episode-the-cosby-accusers-speak-543502915620>
- <http://abcnews.go.com/2020/video/2020-florida-nurse-accuses-bill-cosby-sexual-assault-27097668>
- <https://www.youtube.com/watch?v=f9bC5he3Kig>
- <http://abcnews.go.com/GMA/video/bill-cosby-accusers-speak-special-33826578>

Anticipated Misconceptions

- Students don't feel they have the tools to step into a situation that they deem unsafe or unhealthy
- Students may tend to trust celebrities without question
- Students may excuse sexual abuse or harassment and consider the behavior a sign of love, not a big deal or silliness
- 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.