

**Westbrook Public Schools Health Curriculum
Sexual Assault and Abuse Prevention and Awareness Overview
Grade 10**

Subject(s)	Health
Grade/Course	Grade 10
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 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"> ● 1.1 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. 	<ul style="list-style-type: none"> ● Characteristics of healthy and unhealthy relationships ● 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 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 h/unhealthy 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 <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 / 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 situation 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 ● Support system
<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

Lessons and Objectives Grade 10

Grade 10 Lesson #1: Dating Violence

Objective(s) of Lesson:

- Students will identify specific behaviors associated with physical, emotional and sexual abuse.
- Students will identify the warning signs of dating violence /abuse.

Grade 10 Lesson #2: Decision Making Scenarios**Objective(s) of Lesson:**

- Students will use the knowledge and skills learned in previous lessons to make thoughtful decisions about their sexual health.

Grade 10 Lesson #3: Caring, Compassion and Advocating for Others**Objective(s) of Lesson:**

- Students will identify the long-term benefits of speaking out about sexual violence as well as the possible long-term consequences of not speaking out about sexual violence.
- Students will identify ways to support and advocate for those impacted by sexual violence.

Resources / Suggested Works

Texts

- Webb, Frances Sizer., and Linda K. DeBruyne. *Health: Making Life Choices*. Woodland Hills, CA: Glencoe/McGraw-Hill, 2010. Print.

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>
- <https://nationalsave.org/pdf/Dating-Violence-Lesson-Plan.pdf>
- <http://www.loveisrespect.org/is-this-abuse/types-of-abuse/>
- <https://nationalsave.org/pdf/Dating-Violence-Lesson-Plan.pdf>
- [Sexual Assault Risk Reduction Curriculum CA](#)
- <https://nationalsave.org/pdf/Dating-Violence-Lesson-Plan.pdf>

Videos/DVD

- [SPEAK](#)

Anticipated Misconceptions

- Students often see some of the red flags of dating violence (i.e. wants to be alone too quickly in a relationship) as positive and signs of love.
- 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.