

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 8

Subject(s)	Health
Grade/Course	Grade 8
Unit of Study	Sexual Assault and Abuse Prevention and Awareness
Time Frame	5 Health Classroom Lessons / 2 Technology Safety Lessons

Sexual Assault and Abuse Prevention and Awareness Curriculum Standards taken from the 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 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 Examine appropriate, respectful, healthy ways to express affection, love, friendship and concern between people and in various situations 	<ul style="list-style-type: none"> ● Healthy/Appropriate ways to express... <ul style="list-style-type: none"> ○ Affection ○ Love ○ Friendship ○ Concern
<ul style="list-style-type: none"> ● 1.2 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation 	<ul style="list-style-type: none"> ● Situations that constitute... ● Behaviors that constitute... <ul style="list-style-type: none"> ○ Sexual mistreatment ○ Grooming ○ Harassment ○ Abuse ○ Assault ○ Exploitation
<ul style="list-style-type: none"> ● 1.3 Describe situations and behaviors that constitute sexual violence within dating and romantic relationships. 	<ul style="list-style-type: none"> ● Sexual violence within dating relationships <ul style="list-style-type: none"> ○ Situations that can lead to abuses or are abusive ○ Behaviors that can lead to abuse or are abusive
<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. 	<ul style="list-style-type: none"> ● The victim is never at fault

<ul style="list-style-type: none"> ● 3.2 Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images. 	<ul style="list-style-type: none"> ● Strategies to safely use technology (including social media) ● Laws pertaining to the use of technology <ul style="list-style-type: none"> ○ How can these laws impact young adults?
<ul style="list-style-type: none"> ● 4.2 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. 	<ul style="list-style-type: none"> ● Being true to yourself online ● Choices and consequences as they relate to use of technology
<ul style="list-style-type: none"> ● 5.1 Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive, healthy, safe sexual relationships, including the setting of and respecting limits and boundaries, giving active consent and seeking help and support. 	<ul style="list-style-type: none"> ● Effective ways to express needs ● Effective ways to express wants ● Effective ways to express feeling ● Positive, healthy, safe sexual relationships <ul style="list-style-type: none"> ○ Setting limits ○ Giving active consent ○ Seeking help and support
<ul style="list-style-type: none"> ● 6.1 Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault, and exploitation 	<ul style="list-style-type: none"> ● Individual decision-making process related to sexual health ● Collaborative decision-making process related to sexual health
<ul style="list-style-type: none"> ● 8.2 Demonstrate ways they can respond when someone is sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 	<ul style="list-style-type: none"> ● Responding to others who are dealing with sexual mistreatment ● Advocating for others who are dealing with sexual mistreatment. ● It is never too late to report abuse

Grade 8 Lessons and Objectives

Lesson #1: Changing Relationships in Middle School

Objective(s) of Lesson:

- Students will identify what healthy, respectful and appropriate relationships look and feel like in a variety of middle school situations.
- Students will recognize and develop strategies to protect themselves from unhealthy middle school relationships.

Lesson #2: Myths

Objective(s) of Lesson:

- Students will debunk the myths around sexual assault.
- Students will debunk myths (beliefs) around healthy relationships and consent.
- Students will understand that victims of sexual mistreatment are not at fault.

Lesson #3: Dating violence

Objective(s) of Lesson:

- Students will define dating violence.
- Students will identify early warning signs of dating violence.

Lesson #4: I Got Safe so Quickly

Objective(s) of Lesson:

- Students will review the following terms: (sexual) mistreatment, harassment, abuse, assault and exploitation with an emphasis on grooming.
- Students will demonstrate ways to respond to and report situations involving (sexual) mistreatment, grooming, harassment, abuse, assault and exploitation.
- Students will talk about why it is difficult to report and the emotions associated with reporting (it is always best to report).

Lesson #5: Decision Tool-Kit

Objective(s) of Lesson:

- Students will identify relationship red flags and abuse in given situations.
- Students will create a list of reminders that will help them to make healthy decisions related to relationships and their sexual health.

- Students will identify ways to provide support for a victim or suspected victim of sexual mistreatment, exploitation, grooming or harassment

Lesson #6: Choice / Maturity / Consequence

Objective(s) of Lesson:

- Students will differentiate between healthy/appropriate and unhealthy/inappropriate ways to use technology and social media with a focus on making livable choices and understanding the consequences.

Lesson #7: Identity

Objective(s) of Lesson:

- Students will identify safe and respectful behavior on the internet in regards to mental and physical safety with a focus on being true to themselves and being aware of the dangers.

Resources / Suggested Works

Online Resources / Websites:

- https://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf
- <http://teachers.teachingsexualhealth.ca/wp-content/uploads/2016-FINAL-Grade-9-Sexual-Assault-Lesson-1.pdf>
- <http://nationalsave.org/pdf/Dating-Violence-Lesson-Plan.pdf>
- <http://system.suny.edu/sexual-violence-prevention-workgroup/policies/affirmative-consent/>
- <http://www.schoolcounselingbyheart.com/2012/09/05/i-got-safe-so-quickly-how-kids-feel-after-telling-about-sexual-abuse>
- <https://docs.google.com/drawings/d/1oEulcjpI1LQ8xREyDBFbTyE7PBfai19GnqjfNNKwPs/edit>
- <https://teachingsexualhealth.ca/wp-content/uploads/sites/4/Grade-8-Abuse-Lesson-11.pdf>
- <https://teachingsexualhealth.ca/wp-content/uploads/sites/4/Grade-8-Abuse-Lesson-2.pdf>
- <https://www.cga.ct.gov/2016/rpt/2016-R-0022.htm>
- https://www.youtube.com/watch?v=QX_oy9614HQ
- <https://www.youtube.com/watch?v=ikGVWEvUzNM>
- <https://www.youtube.com/watch?v=3QnEWKv5ce4>

Anticipated Misconceptions

- Some students believe that if you don't disclose when the abuse first happened, there is no point in disclosing.
- Some students are new to dating and don't understand what is healthy/unhealthy in a dating relationship
- 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.