

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 7

Subject(s)	Health
Grade/Course	Grade 7
Unit of Study	Sexual Assault and Abuse Prevention and Awareness
Time Frame	3 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>
2.1 Identify trusted adults, as well as school and community health services, who can provide support and accurate information for a variety of sexual health issues.	<ul style="list-style-type: none"> ● Trusted health resources <ul style="list-style-type: none"> ○ In school ○ community ○ online
2.3 Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.	<ul style="list-style-type: none"> ● Criminal Laws Involving Sexual Assault and Abuse ● Age of consent laws
2.4 Develop an understanding of this concept of active consent	<ul style="list-style-type: none"> ● Active consent
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 use technology safely ● Strategies to use social media safely ● Dissemination of images ● Dangers of Sexting ● Bystander <ul style="list-style-type: none"> ○ When is it important to get involved? ● Perpetrator <ul style="list-style-type: none"> ○ Someone who acts against another ○ What does a perpetrator look like on line? ● Victim <ul style="list-style-type: none"> ○ Someone who has unwelcome behavior or actions happen to them ● Images <ul style="list-style-type: none"> ○ How are images put online?

	<ul style="list-style-type: none"> ○ What happens to images? ○ Where do images go? ● Consent <ul style="list-style-type: none"> ○ What does this mean and when does it apply?
<p>4.1 Analyze positive and negative influences on behavior (e.g. peers, media, culture, society, use of alcohol and drugs, internal factors)</p>	<ul style="list-style-type: none"> ● Positive/Negative influences on behavior <ul style="list-style-type: none"> ○ Peers ○ Media ○ Culture ○ Society ○ Alcohol/Drugs ○ Internal factor
<p>4.2 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</p>	<ul style="list-style-type: none"> ● Physical safety ● Emotional safety <ul style="list-style-type: none"> ○ How does online behavior affect physical and mental health? ● Netiquette <ul style="list-style-type: none"> ○ What to do and how to behave online. ● Privacy <ul style="list-style-type: none"> ○ Personal information vs. Private information
<p>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.</p>	<ul style="list-style-type: none"> ● Ways to express needs, wants and feelings ● Ways to support positive and healthy relationships ● Ways to establish limits, boundaries and consent ● Respecting limits, boundaries and consent ● Ways to seek help or support
<p>5.2 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.</p>	<ul style="list-style-type: none"> ● Various ways of reporting <ul style="list-style-type: none"> ○ Sexual mistreatment ○ Grooming

	<ul style="list-style-type: none"> ○ Harassment ○ Abuse ○ Assault ○ Exploitation
8.1 Advocate for safe environments that encourage dignified and respectful treatment of others	<ul style="list-style-type: none"> ● Advocating for a safe community ● Advocating for a safe school environment

Grade 7 Lessons and Objectives

Lesson #1: Create an “I am stronger campaign” in Westbrook.

Objective(s) of Lesson:

- Students will advocate for everyone having a trusted adult inside and outside of the school building
- Students will advocate for reporting abuse by creating a trusted adult display and starting a week long video campaign for morning announcements.

Lesson #2: Active Consent and the Law

Objective(s) of Lesson:

- Students will define and understand active consent
- Students will experience and practice negotiation and agreement to better understand consent
- Students will develop communication skills around boundaries, wants and needs
- Students will identify laws that protect them from being sexually mistreated, groomed, harassed, abused, assaulted and exploited.

Lesson #3: Safe Online Presence

Objective(s) of Lesson:

- Students will identify how the internet can impact one’s physical and emotional health
- Students will review and evaluate their current online presence
- Students will have a better understanding of how quickly someone can find information about another person via the internet.

Lesson #4: Just Don't Do It - Let Me Help You Understand Why**Objective(s) of Lesson::**

- Students will differentiate between healthy/appropriate and unhealthy/inappropriate ways to use technology and social media (sexting and the laws associated with possession, distribution and promotion).
- Students will identify the consequences of sharing too much online and via text (loss of trust, loss of friendships, loss of respect, physical danger).

Lesson #5: Be Limited to be Limitless**Objective(s) of Lesson:**

- Students will identify the adverse affects of too much screen time
- Students will identify strategies for keeping screen time safe

Resources / Suggested Works**Online Resources / Websites:**

- Sources of Strength
 - <https://sourcesofstrength.org/>
 - This is a website geared toward preventing suicide. We are using some of their ideas and strategies to promote students talking to trusted adults.
- ORL Research Reports
 - <https://www.cga.ct.gov/2005/rpt/2005-R-0857.htm>
 - <https://www.cga.ct.gov/2016/rpt/2016-R-0022.htm>
- Pause, Play, Stop
 - <http://pauseplaystop.org.uk/stop/>
- Age of Consent
 - <https://www.ageofconsent.net/states/connecticut>
- Bish Training
 - <http://bishtraining.com/three-handshakes-an-activity-for-learning-how-consent-feels/>
- Your Photo Fate
 - <http://www.netsmartz.org/RealLifeStories/YourPhotoFate>

- Sharing Passwords
 - <http://www.netsmartz.org/RealLifeStories/BrokenFriendship>
- <http://www.netsmartz.org/Presentations/Tweens>
- Julie's Journey
 - <http://www.netsmartz.org/RealLifeStories>
- Survivor Diaries
 - <http://www.netsmartz.org/RealLifeStories/SurvivorDiaries>
- Boys Internet Issues
 - <http://www.netsmartz.org/RealLifeStories/SplitDecisions>
- <http://www.netsmartz.org/Resources/ActivityCards#middleschool>
- Share Jumper Game
 - <https://www.brainpop.com/games/sharejumper/>
- Online Boyfriend Issue
 - <https://www.youtube.com/watch?v=h78AEtNDeSM>
- <https://www.cga.ct.gov/2016/rpt/2016-R-0022.htm>
- https://www.youtube.com/watch?v=uFKAFo_etkE
- <https://www.youtube.com/watch?v=GLLTGq3UH38&t=79s&index=8&list=PLHBkCXFsVnhExd1XnkQL3bsvnB1Ue-ydO>
- <https://www.sporcle.com/games/jlowder7884/digital-citizenship---sexting>
- <https://www.commonensemedia.org/screen-time/how-much-screen-time-is-ok-for-my-kids>
- <http://radiomd.com/player/item/29405-the-aap-s-advice-on-screen-time-and-other-media#.WQtKxmkrLcs>
- <https://www.healthychildren.org/English/family-life/Media/Pages/Adverse-Effects-of-Television-Commercials.aspx>

Anticipated Misconceptions

- Students may believe that by saying nothing a person is consenting.
- Students may believe that when they delete something from an electronic device or on an online social media site that it is gone forever,
- 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.