

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 6

Subject(s)	Health
Grade/Course	Grade 6
Unit of Study	Sexual Assault and Abuse Prevention and Awareness
Time Frame	4 Health Classroom Lessons / 2 Technology Safety Lessons

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 Examine appropriate, respectful, healthy ways to express affection, love, friendship and concern between people and in various situations 	<ul style="list-style-type: none"> ● Appropriate ways to express <ul style="list-style-type: none"> ○ Affection ○ Love ○ Friendship ○ Concern ● Situations impact what is appropriate
<ul style="list-style-type: none"> ● 1.4 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 	<ul style="list-style-type: none"> ● Individual rights ● The right to say no
<ul style="list-style-type: none"> ● 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 adults ● School and community health services available to students ● Obtaining accurate information about sexual issues
<ul style="list-style-type: none"> ● 2.2 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation & trafficking. 	<ul style="list-style-type: none"> ● How to ask for help ● What factors keep people from asking for help ● How to report/disclose
<ul style="list-style-type: none"> ● 3.1 Demonstrate ways to avoid or change situations that threaten sexual health safety (e.g. roles of bystander, perpetrator, or victim). 	<ul style="list-style-type: none"> ● Strategies to avoid situations that threaten sexual health safety ● Strategies to change situations that threaten sexual health safety ● Bystander ● Perpetrator ● Victim

<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 use technology safely ● Strategies to use social media safely ● Situations <ul style="list-style-type: none"> ○ When/where online might situations occur? ● Bystander <ul style="list-style-type: none"> ○ When is it important to get involved? ● Perpetrator <ul style="list-style-type: none"> ○ What does a perpetrator look like online? ● Victim ● Laws pertaining to dissemination of images ● Images <ul style="list-style-type: none"> ○ How are images put online, what happens to them, where do they go?
<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"> ● Positive/Negative influences of technology/social media on behavior <ul style="list-style-type: none"> ○ Interacting with Peers ○ 24-7 Media ○ Cultural expectations ○ Societal expectations ○ Self-esteem ○ Access to information ● Physical safety ● Emotional safety <ul style="list-style-type: none"> ○ How does online behavior affect physical and mental health? ● Cyberbullying <ul style="list-style-type: none"> ○ What is it cyberbullying ○ How can you avoid it? ○ What to do if it happens to you ● Netiquette <ul style="list-style-type: none"> ○ What to do and how to behave online.

	<ul style="list-style-type: none"> ● Privacy <ul style="list-style-type: none"> ○ Personal information vs.. Private information
<ul style="list-style-type: none"> ● 5.2 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation 	<ul style="list-style-type: none"> ● Process for reporting incidents <ul style="list-style-type: none"> ○ (Sexual) mistreatment ○ Grooming ○ Harassment ○ Abuse ○ Assault ○ Exploitation

Grade 6 Lessons and Objectives

Lesson #1: Boundaries

Objective(s) of Lesson:

- Students will review the concept of boundaries and identify ways in which boundaries change throughout a person's life, from person to person and from situation to situation.
- Students will identify healthy and appropriate boundaries for their age group.

Lesson #2: Characteristics of Healthy/Unhealthy Middle School Relationships

Objective(s) of Lesson:

- Students will identify how healthy relationships look and feel.
- Students will identify how unhealthy relationships look and feel.
- Students will understand how boundaries are an important part of a healthy relationship.

Lesson #3: Responding to Unhealthy/Unsafe Situations

Objective(s) of Lesson:

- Students will determine ways to avoid/change the course of unsafe situations.
- Students will identify appropriate actions when confronted with an unsafe experience (including situations that threaten sexual health).

Lesson #4: Refusal Skills**Objective(s) of Lesson:**

- Students will identify ways to assert themselves in situations where it may be difficult to be honest or stand up for themselves.
- Students will identify specific refusal strategies that they can use themselves or use to help others.

Lesson #5: Growing Friendships Safely**Objective(s) of Lesson:**

- Students will differentiate between healthy/appropriate and unhealthy/inappropriate ways to use technology and social media (sexting, losing control of content, putting themselves at risk physically).
- Students will identify online risks and how the decisions they make can have immediate and long-term consequences.

Lesson #6: Ban the Bullies/Stop the Harassment**Objective(s) of Lesson:**

- Students will identify safe and respectful behavior on the internet regarding mental and physical safety with a focus on bullying, disrespectful behavior and harassment.

Resources / Suggested Works

Online Resources/Websites:

- Shifting Boundaries:
 - <https://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/documents/shifting-boundaries-all-schools.pdf>
- McGill University - Introduction to Peer Relationships
 - https://www.mcgill.ca/connections/connectionslab/files/connectionslab/peer_relationships_1.pdf
- <https://www.cga.ct.gov/2016/rpt/2016-R-0022.htm>
- <https://www.youtube.com/watch?v=kgCNGvLog1g&t=265s>
- <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/>
- <http://www.nsteens.org/Games/CyberbullyZombies>
- https://www.ted.com/playlists/86/talks_to_watch_with_kids
- <https://magazine.owen.vanderbilt.edu/can-it-pass-the-grandma-test-5-social-media-tips/>

- <http://www.nsteens.org/Videos/SurvivorDiaries>
- <http://www.nsteens.org/Videos/Cyberbullying>
- <https://www.brainpop.com/technology/communications/cyberbullying/>

Anticipated Misconceptions

- Students may view some of the behaviors in unhealthy relationships (taking power/control away from the other person) as a sign of affection and 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.