

Westbrook Public Schools Health Curriculum Sexual Assault and Abuse Prevention and Awareness Overview Grade 12

Subject(s)	Health
Grade/Course	Grade 12
Unit of Study	Sexual Assault and Abuse Prevention and Awareness Curriculum
Time Frame	3 Lessons

Sexual Abuse and Prevention 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 ● Sexual violence in dating/romantic 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"> ● Victim are never to blame ● Assigning fault/blame
<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 ■ 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 <ul style="list-style-type: none"> ○ What factors lead to human trafficking ● 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 <ul style="list-style-type: none"> ○ Online dating ● 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 ● Identifying your 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

- **8.2** Advocate for policies, programs, and services that promote dignified and respectful treatment.

- Policies that promote dignified/respectful treatment
- Programs that promote dignified/respectful treatment
- Services that promote dignified/respectful treatment

Lessons and Objectives Grade 12

Grade 12 Lesson #1: Social Media/Online Dating/Online Safety

Objective(s) of Lesson:

- Students will identify sexual health issues associated with social media and online dating.
- Students will take precautions to remain safe when meeting people online.
- Students will advocate for online safety for elementary and middle school students.

Grade 12 Lesson #2 and #3: Human Trafficking

Objective(s) of Lesson:

- Students will demonstrate an understanding of human trafficking including the different types and the statistics.
- Students will debunk the myths associated with human trafficking.
- Students will outline the physical, emotional, cultural and/or social circumstances that make a person susceptible to human trafficking and/or other types of exploitation.
- Students will identify the laws associated with human trafficking
- Students will research ways to help reduce or spread awareness of human trafficking.

Grade 12 Culminating Discussion

- As you prepare to graduate from high school and enter college, the military or the workforce, what tools, strategies, reminders will you use to keep yourself safe, especially as it relates to your sexual health? How can you advocate for your rights and the rights of others in regards to sexual health? What are the signs and symptoms in any given situation that would make you suspect some type of sexual abuse? Why do people find it difficult to report sexual abuse, harassment, exploitation in the workplace, on a college campus, or in the military. How would you respond if you suspected someone you know is being groomed, sexually mistreated, exploited or harassed? Why is it never too late to report?

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><https://www.nsopw.gov/en-US/Education/FactsStatistics?AspxAutoDetectCookieSupport=1>
- <http://www.puresight.com/Pedophiles/Online-Predators/online-predators-statistics.html>
- <https://www.guardchild.com/social-media-statistics-2/>
- <https://patch.com/massachusetts/sudbury/bp--stats-about-online-predators-and-precautions-parec47b01a336>
- <http://jaapl.org/content/44/3/368>
- <https://www.instantcheckmate.com/crimewire/post/10-horrifying-true-stories-of-online-predators-who-attacked-in-real-life/http://wtnh.com/2017/03/30/arrests-made-in-danbury-human-trafficking-ring/>
- <http://abolishchildtrafficking.org/take-the-quiz/>
- https://www.udayton.edu/artssciences/ctr/hrc/abolition_ohio/img_files/human_trafficking_hs_curriculum.pdf
- <http://jjie.org/2014/01/23/106101/106101/>
- http://www.dailymotion.com/video/xj2szx_human-trafficking-documentary_shortfilms
- <https://www.dhs.gov/human-trafficking-laws-regulations>
- <https://fightslaverynow.org/why-fight-there-are-27-million-reasons/the-law-and-trafficking/trafficking-victims-protection-act/trafficking-victims-protection-act/>
- <http://www.washingtontimes.com/news/2015/jun/1/obama-signs-human-trafficking-law/>
- <https://www.state.gov/j/tip/id/help/>
- <https://www.notforsalecampaign.org/>

Anticipated Misconceptions

- Students believe that online dating sites do not present safety concerns.
- Students feel they already have all the resources needed to stay safe online.
- Students believe that human trafficking does not occur in this country, let alone this state.
- Students think they could never be a victim of sexual violence.
- 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.