

**Douglas County School District
Board of Trustees
Agenda for the Family Life Sex Education Committee of
Wednesday, June 3, 2026
4:00 PM
Heritage Building
1286 Toler Avenue
Gardnerville, NV 89410**

Mission Statement

**We will inspire, empower, and prepare each learner to
achieve his/her life aspirations.**

Board Purpose

**The DCSD Board of Education will govern and oversee a
well-functioning school district where children and staff are
thriving!**

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DOUGLAS COUNTY SCHOOL DISTRICT
Information Concerning Board Policy and Procedures
For Communication with the Board of Trustees

The Douglas County School District (“DCSD”) welcomes visitors at our meetings and appreciate constructive suggestions and comments, which help to meet the educational needs of the District. The Board has a scheduled order of business to follow. The agenda has been available for study by the Members of the Board since published. The Board may only take action items agendized for possible action, unless it finds that the need to discuss or act upon an un-agendized item was truly unforeseen at the time the meeting agenda was posted, the matter requires immediate action, and is to be an emergency as defined by Nevada Revised Statutes.

The Board may act on the consent items with one motion unless a Trustee requests that a consent item be pulled for individual consideration, in which case the Chairperson of the Board will defer action on the particular consent item or items to the regular agenda for consideration separately.

Although each Trustee represents a geographical area of the District, Trustees are elected at large and, as such, represent all citizens of Douglas County. It is the desire of the Board to make decisions that in the best interests of the District. In making decisions, Members of the Board strive to meet the needs of every student enrolled in DCSD schools and will best serve the interests of the entire District.

Members of the Board of Trustees are responsible for exercising their public function in accordance with the requirements of applicable law and regulations, as well as Board Policies adopted by the Board of Trustees of DCSD.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a regular meeting of the Board. Please contact DCSD at 775-782-5134 or suptoffice@dcsd.k12.nv.us. Communication with the Board of Trustees as a unit may be either in writing, by personal appearance at a meeting of the Board, or by verbal communication through the District Superintendent.

Public Comment: During regular Board meetings, there will be a general period of public comment for any matter that is not specifically agendized for possible action, and on each item listed on the agenda for possible action.

The Board limits public comment to three minutes per commenter.

Written Communication: Written communication to the Board of Trustees, related to an action item on the agenda, can be emailed to the Board, the District Superintendent, or the Board Secretary, prior to the meeting. Although this communication will not be read during the meeting, it will be added to the minutes of the meeting upon request.

Personal Appearance at a Board Meeting: When an individual or group desires to communicate with the Board of Trustees by means of placing an item on the agenda, at a meeting of the Board, the District Superintendent shall be notified no later than 12:00 noon two weeks prior to the scheduled regular meeting, and the Board President and Superintendent, in their discretion, will determine whether the subject of the communication will be placed on the agenda. When a holiday observed by the District falls on a meeting date, the deadline shall be two weeks prior to the meeting.

- At the time of the meeting, the public can add their name to a sign-up sheet and they will be called upon during the allocated public comment time.
- The Board may set a reasonable time limit for each speaker and for answering questions.
- Extensive formal statements addressing specific items for consideration by the Board should be submitted in writing.

Although the Board may impose reasonable restrictions on the time, place and manner of public comments, it may not restrict comments based on viewpoint. No action may be taken on a matter raised during public comment that is unrelated to any agenda item.

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Revised 11/6/2025



Douglas County School District
Family Life Sex Education Committee
Heritage Building
1286 Toler Avenue
Gardnerville, NV 89410
Wednesday, June 3, 2026
4:00 PM

AGENDA

1. Call to Order

Time: 4:00 PM

A. Welcome and Introductions

Committee members will introduce themselves and official role will be taken.

B. Adoption of Agenda (*For Possible Action*)

Committee members reserve the right to take items in a different order to accomplish business in the most efficient manner.

2. Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee's jurisdiction, control, or advisory authority.

3. Approval of Minutes of the October 2, 2025 Meeting (*For Possible Action*)

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Attached are the minutes of the October 2, 2026 Family Life Sex Education/AIDS (FLSEA) Meeting for review and approval.

4. Review of Child Sex Abuse Curriculum-Michelle Brooks

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The committee will review, discuss and possibly take action to make a recommendation on implementation of the curriculum.

5. Public Comment #2

Public comment will be taken during this agenda item on any matter within the committee's jurisdiction, control, or advisory authority. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted in nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that re not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken.

6. Adjournment

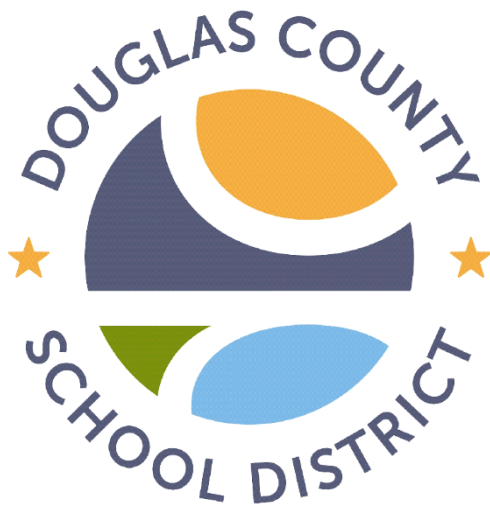
(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion

relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Friday or Monday preceding a regular Tuesday meeting of the Board. Please contact the District Office at 775-782-5134 or Terickso@dcsd.k12.nv.us.

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Douglas County School District, Minden, NV
District website: www.dcsd.k12.nv.us
State of Nevada website: <https://notice.nv.gov>



**Douglas County School District
Family Life Sex Education Committee**

**Draft
10/2/2025**

Heritage Building- PDC
1290 Toler Ave
Gardnerville, NV 89410

**Thursday, October 2, 2025
4:00 PM**

Minutes

1. Call to Order

The meeting was called to order by Shannon Brown, Executive Director of Education Services, at 4:01 PM.

A. Pledge of Allegiance, Welcome and Introduction

The following Committee Members were present:

Shannon Brown, Executive Director, Education Services
Pam Gilmartin, Principal JVES
Michelle Brooks, Social Worker
Anne Felte, Counselor CVMS
Rachel Hamer, Parent
Katie Hill, Parent
Erinn Miller, Parent
Jen Tyndall, Chief Health Nurse
Kristin Miller, Parent

B. Approval of a Flexible Agenda (*For Possible Action*)

Rachel Hammer made a motion to approve a flexible agenda, seconded by Erinn Miller, and passed unanimously.

2. Public Comment #1

Erinn Miller shared a comment on behalf of teachers she spoke with requesting updated, more modern and engaging Family Life and Personal Safety videos, noting that students tend to lose interest with outdated content.

3. Review and Approval January 31, 2024 Meeting Minutes (For Possible Action)

Rachel Hammer made a motion to approve the March 13, 2024 meeting minutes, seconded by Erinn Miller, and passed unanimously.

4. Work Session (Information, Discussion, and for Possible Action)

Shannon Brown opened discussion regarding Erin’s Law, a federal and state mandate requiring public schools to provide prevention-oriented child sexual abuse education. Currently, DCSD has no formal curriculum addressing this requirement.

Michelle Brooks presented the Enough Abuse Nevada campaign and explained that Erin’s Law (SB 394, 2015) requires instruction for all public school students to prevent, recognize, and respond to sexual abuse. Nevada incorporated these standards into health education in 2020, expecting district compliance by 2022–2023.

Curriculum Requirements:

Instruction must include personal safety, recognizing safe versus unsafe touch, understanding appropriate versus inappropriate behavior, distinguishing secrets versus surprises, decision-making and help-seeking, and understanding personal space and respect for others’ boundaries.

Opt-Out Model:

Erin’s Law requires an opt-out model—students participate by default unless parents provide written notice to excuse their child. The committee agreed this approach ensures access to safety education for all students.

Parent and Staff Training:

The Enough Abuse Nevada program includes training for staff, parents, and guardians on recognizing early signs of grooming and boundary violations. DCSD social workers, counselors, and nurses will complete a four-hour Zoom certification to deliver this training at each school site.

Curriculum Details:

DCSD is adopting the Prevent Child Abuse Vermont curriculum (approved by Enough Abuse Nevada). The program is divided into three grade bands: PreK–2, Grades 3–6, and Grades 7–8. Cost: \$650 per school. DCFS will fund K–5; middle school funding is pending. Materials are in transit and will be distributed upon arrival.

Implementation Plan:

Training for site-level counselors, nurses, and social workers will begin this semester. The leadership team will be briefed next, followed by staff training. The committee discussed whether the lessons should occur during Family Life/Sex Ed weeks or be designated as a separate Personal Safety Week.

Discussion Highlights:

Members emphasized transparency and parental access to review all materials prior to instruction. Shannon Brown noted rising cases of student exploitation through social media, reinforcing the importance of early education. The committee agreed to phase implementation with the possible schedule:

- Fall/Winter 2025 – Staff & Leadership Training
- Spring 2026 – Parent Preview Events
- Fall 2026 – Full Student Curriculum Rollout

5. Public Comment #2

No public comment

6. Adjournment

The next meeting is 4:00 pm on a Thursday at PDC Date TBD. Meeting adjourned at 4:38pm

SAFE-T Program

year 1.

Program Components

The SAFE-T Program is made up of three components.

- A curriculum for 7th and 8th grade students
- Trainings for school staff on child sexual abuse and its prevention
- Parent engagement tools, including parent events and print materials

Curriculum

The curriculum is made up of two 10 lesson progressions. These lesson progressions are intended to be used in tandem over the course of 7th and 8th grades, but the first year progression can be used as a standalone curriculum in the event that a school is unable to offer SAFE-T in both 7th and 8th grade. Each lesson is designed to take approximately 45 minutes and the curriculum can be done daily, weekly, or over the course of an entire school year.

Year One

1. Program Introduction
2. Support and Resources
3. Coping
4. Empathy
5. Respecting Boundaries
6. Flirting, Joking, and Sexual Harassment
7. Taking Responsibility
8. Bystanders
9. Healthy Relationships Project I
10. Healthy Relationships Project II

Year Two

1. Program Introduction
2. Sexuality
3. Gender Stereotypes
4. Consent
5. What is Sexual Abuse?
6. Showing Support
7. Risk Factors and Asking for Help
8. Creating Caring Communities
9. Final Project I
10. Final Project II

Students are given pre- and post-assessments to evaluate the impact that SAFE-T has on their knowledge and attitudes. The results of these assessments are then used to determine program successes and challenges and are part of PCAVT's ongoing evaluation efforts. Assessments are conducted digitally and can be accessed via the HRP Hub on the Prevent Child Abuse Vermont website. Passcode: Prevent1! pcavt.org/hrp-hub.

Lesson 1

Program Introduction

Connection to Child Sexual Abuse Prevention

In subsequent units we will build on many of the concepts introduced in this lesson. The curriculum will use a trauma-informed approach, meaning that children will receive tools and messages that are developmentally targeted and that do not re-traumatize those who have experienced trauma. An introduction to the topic and agreed upon guidelines will build the necessary safety for honest and open discussion. The matching activity helps students to think about the elements of a relationship that either promote or detract from healthy and safe relationships.

Materials and Preparation

- Butcher paper
- Copies of Pre-assessments
- Set of memory cards for each group, cut and scrambled
- Copies of Definitions handout
- Distribute copies of Parent Newsletter: Introduction. Communicate with school counselors, SAP counselor, administrators, and other support staff that you have begun the SAFE-T curriculum.
- Establish a place or a person a student can go to if/when they feel uncomfortable during any SAFE-T class.

Essential Questions

- What skills can we teach students to prevent them from becoming victims of child sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- How can we create a safe space to discuss healthy and unhealthy relationships?
- What is a relationship?
- What makes a relationship healthy or unhealthy?

Standards Addressed

- National Health Standard 5.8.4

Learning Objectives

- List characteristics of a safe and supportive classroom environment
- Define the term *relationship*
- List characteristics of healthy and unhealthy relationships (5.8.4)

Lesson 2

Support and Resources

Connection to Child Sexual Abuse Prevention

Isolation is a risk factor for abuse. This lesson addresses isolation by teaching students who the people and organizations are that we can ask for help. When thinking about seeking support, it is detrimental to a child to be told that they “must” or “should” ask for help if they are being abused. Some children are threatened with harm if they disclose the abuse. Other children believe they cannot disclose because they love the person who has caused them harm. Our language could lead them to think they have done something wrong by not disclosing, thereby causing them emotional harm.

Materials and Preparation

- Copies of Resource Cards
- Copies of Using Resources worksheet and List of Resources handout
- Find the names and phone numbers of the local mental health agency, domestic violence agency, sexual violence agency, LGBTQ agencies, and substance abuse agency. Be sure to include resources specific to the youth with whom you work.
- Ball of yarn

Essential Questions

- What skills can we teach students to prevent them from becoming victims of child sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What is a resource?
- What resources are available to me that I can offer to someone that I’m trying to help?
- Can it be hard to access resources? Why?
- If I see a situation that is unsafe, how can I help?

Standards Addressed

- National Health Standard 3.8.3, 3.8.4, and 3.8.5
- National Health Standard 4.8.4

Learning Objectives

- Define the terms *resource* and *support*
- Identify personal, school, and community resources (3.8.5 and 4.8.4)
- Identify the challenges of accessing resources (3.8.3)
- Identify appropriate resources for assigned scenarios (4.8.4 and 3.8.4)

Lesson 3

Coping

Connection to Child Sexual Abuse Prevention

Adolescents who are able to identify emotions and cope in healthy ways are less likely to act in ways that are harmful to others. Through discussing different coping techniques, students are developing the knowledge and skills to cope with difficult feelings in healthy ways.

Materials and Preparation

- Large pieces of paper (4) displayed throughout the classroom
- Copies of the Coping Reflection handout
- Sheets of construction paper or printer paper with numbers 1, 2, 3, 4

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- Can people feel different intensities of the same emotion?
- What is coping?
- What are strategies for coping?

Standards Addressed

- National Health Standard 1.8.2
- National Health Standard 1.8.5
- National Health Standard 4.8.3
- National Health Standard 7.8.3

Learning Objectives

- Define *coping*
- Describe how emotions can vary in intensity given certain situations (1.8.2)
- Identify ways to cope with emotions (1.8.5, 4.8.3)
- Apply skills around identifying emotion intensity and coping strategies to specific scenarios (1.8.5, 4.8.3, 7.8.3)
- Reflect on a personal life experience by identifying emotion intensity and coping mechanisms used (1.8.2, 7.8.3)

Lesson 4

Empathy

Connection to Child Sexual Abuse Prevention

Recognizing feelings in others is the first step towards having empathy for others. When we experience empathy for each other, we are less likely to hurt one another; this helps prevent youth from developing sexually harmful behaviors. Those that develop empathy skills are better equipped to be engaged bystanders.

Materials and Preparation

- Copies of Empathy worksheet

Essential Questions

- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be engaged bystanders?

Focusing Questions

- What is empathy? And why is empathy important?
- How can we know how someone else is feeling?
- How can we help someone who is feeling unhappy?

Standards Addressed

- National Health Standard 3.8.4
- National Health Standard 4.8.1 and 4.8.4
- National Health Standard 5.8.2
- National Health Standard 7.8.1

Learning Objectives

- Define *empathy*
- List reasons why it's important to recognize feelings in others (7.8.1)
- List ways to tell how someone else is feeling (5.8.2)
- Practice identifying the feelings of others (4.8.1)
- Practice identifying the feelings of others and providing appropriate support and resources (3.8.4, 4.8.1, and 4.8.4)

Lesson 5

Respecting Boundaries

Connection to Child Sexual Abuse Prevention

Recognizing and respecting the boundaries of others is a crucial part of sexual abuse prevention. When students understand that each person has boundaries that are to be respected, they are more likely to check in and act respectfully. Recognizing and respecting boundaries is a key aspect of consent and of sexual abuse prevention more broadly.

Materials Needed

- Boundaries Scenarios cut out
- Copies of Boundaries worksheet
- Distribute copies of Parent Newsletter: Boundaries

Essential Question

- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What are personal boundaries? And why is it important to respect someone's personal boundaries?
- How do people communicate boundaries? And how can I recognize that someone is trying to communicate a boundary to me?

Standards Addressed

- National Health Standard 1.8.7
- National Health Standard 2.8.6
- National Health Standard 4.8.1 and 4.8.3
- National Health Standard 7.8.1

Learning Objectives

- Define the term *personal boundary*
- Describe different types of boundaries
- Describe why it's important to respect the boundaries of others (7.8.1)
- Discuss the challenges technology can create when trying to identify boundaries in others (1.8.7, 2.8.6)
- List ways to recognize when boundaries are being communicated (4.8.1, 2.8.6)
- Practice identifying and respecting the boundaries of others (4.8.1, 4.8.3)

Lesson 6

Flirting, Joking, and Sexual Harassment

Connection to Child Sexual Abuse Prevention

Sexual harassment in adolescence is a significant problem. In many instances, those who sexually harass are unaware of the fact that their behavior is inappropriate and/or has crossed a boundary. Teaching students what constitutes harassing behavior as well as juxtaposing flirting, joking, and sexual harassment allows students to fully understand the nuances of sexual harassment.

Materials and Preparation

- Copies of Flirting, Joking, and Sexual Harassment worksheets
- Copies of Flirting, Joking, and Sexual Harassment scenarios

Essential Question

- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- What is sexual harassment?
- When does flirting or a joke become sexual harassment?
- Where can I go for help if I or someone I know is being sexually harassed?

Standards Addressed

- National Health Standard 4.8.4
- National Health Standard 3.8.5
- National Health Standard 5.8.4

Learning Objectives

- Describe *flirting* and *joking*
- Define *sexual harassment*
- Distinguish between flirting, joking and sexual harassment (5.8.4)
- Identify ways to get support for self or others witnessing or experiencing harassing behavior (4.8.4, 3.8.5)

Lesson 7

Taking Responsibility

Connection to Child Sexual Abuse Prevention

Youth with sexually abusive behaviors frequently lack a sense of accountability and often use thinking errors (cognitive distortions) to justify their behavior. Therefore, addressing thinking errors and promoting taking responsibility for actions is an important aspect of sexual abuse prevention.

Materials and Preparation

- Copies of Taking Responsibility worksheet
- SAFE-T Video Clip: “I’m not her boyfriend”

Essential Question

- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What are thinking errors?
- How can thinking errors impact us and people around us?
- How can we take responsibility for our actions and avoid thinking errors in the future?

Standards Addressed

- National Health Standard 4.8.1
- National Health Standard 7.8.1, 7.8.2

Learning Objectives

- Define the term *thinking errors*
- Identify thinking errors and the impact of thinking errors given specific scenarios (7.8.1)
- Practice taking and communicating responsibility (4.8.1, 7.8.2)

Lesson 8

Bystanders

Connection to Child Sexual Abuse Prevention

Research tells us that most students will witness sexually harassing or abusive behavior by the time they leave high school. As a result, it is important to consider adolescents' roles as bystanders. It is important to provide adolescents with knowledge and skills related to being a bystander as well as emphasize that they may find themselves in situations in which they feel unable to take action as a bystander. Through teaching knowledge, skills, and empathy, it makes it more likely that adolescents will have the tools to respond to situations when they feel comfortable and the understanding that they are not to blame in situations in which they do not.

Materials and Preparation

- SAFE-T Video Clip: "Hallway Harassment"
- Copies of Sexual Harassment Comic Strip worksheet
- Distribute copies of Parent Newsletter: Support Systems

Essential Question

- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- What is a bystander?
- What does it mean to be an active bystander?
- If I see a situation that is unsafe, what can I do?

Standards Addressed

- National Health Standard 1.8.5
- National Health Standard 3.8.4

Learning Objectives

- Define the term *bystander*
- List options available when witnessing concerning behaviors (1.8.5 and 3.8.4)
- List action steps for responding to a concerning situation (1.8.5 and 3.8.4)

Lesson 9

Healthy Relationships Project I

Connection to Child Sexual Abuse Prevention

Developing a campaign to promote healthy relationships and reduce unhealthy behaviors gives students the opportunity to bring together all of the information that they have learned throughout the class. This activity allows students to investigate the role that everyone can play in preventing sexual harassment and abuse.

Materials Needed and Preparation

- Copies of Relationship Tree worksheet
- Markers, colored pencils, other art supplies
- Copies of Healthy Relationship Bookmark template
- Draw a large tree with roots on the board or large piece of paper

Essential Questions

- What skills can we teach students that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students that will prepare them to be bystanders?

Focusing Questions

- What have we covered for the last eight weeks in SAFE-T?
- What skills have we learned that encourage healthy relationships?

Standards Addressed

- National Health Standard 2.8.3
- National Health Standard 3.8.4
- National Health Standard 4.8.1
- National Health Standard 5.8.2

- National Health Standard 7.8.2
- National Health Standard 8.8.1

Learning Objectives

- Recall major skills and content covered in earlier lessons
- Identify the ways in which SAFE-T skills relate to healthy relationships (all standards)
- Create a bookmark that depicts how one of the skills learned in SAFE-T encourages healthy relationships (all standards)

Lesson 10

Healthy Relationships Project II

Connection to Child Sexual Abuse Prevention

Developing a campaign to promote healthy relationships and reduce unhealthy behaviors gives students the opportunity to bring together all of the information that they have learned throughout the class. This activity allows students to investigate the role that everyone can play in preventing sexual harassment and abuse.

Materials Needed

- Marker, colored pencils, other art supplies
- Copies of SAFE-T student post-assessments
- Bookmarks from the previous class
- Note cards

Essential Questions

- What skills can we teach students that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students that will prepare them to be bystanders?

Focusing Question

- What skills have we learned during SAFE-T that can help us have healthy relationships in the future?

Standards Addressed

- National Health Standard 2.8.3
- National Health Standard 3.8.4
- National Health Standard 4.8.1
- National Health Standard 5.8.2

- National Health Standard 7.8.2
- National Health Standard 8.8.1

Learning Objectives

- Present final project (all standards)

SAFE-T Program

year 2

Lesson 1

Program Introduction

Connection to Child Sexual Abuse Prevention

In subsequent units we will build on the concepts introduced in this lesson. The curriculum will use a trauma-informed approach; children will receive tools and messages that are developmentally targeted and that do not re-traumatize those who may have been abused. An introduction of the topic and agreed upon guidelines will build the needed safety to have honest and open discussions.

Materials and Preparation

- Copies of student pre-assessments
- Large piece of paper
- Copies of Relationship worksheet, two-sided
- Communicate with school counselors, SAP counselor, administrators, and other support staff that you have begun the SAFE-T curriculum.
- Establish a place or a person a student can go to if they feel uncomfortable during any SAFE-T class.

Essential Questions

- What skills can we teach students that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What will make our classroom safe and supportive so we can discuss sexual abuse in a safe way?
- What are we going to cover in SAFE-T?
- What is a healthy, unhealthy, or abusive relationship?
- What are characteristics of healthy, unhealthy, or abusive relationships?

Standards Addressed

- National Health Standard 5.8.4

Learning Objectives

- State elements of a safe and supportive classroom environment, to facilitate discussion about sexual abuse
- List topics covered as part of the SAFE-T class
- Define *healthy*, *unhealthy*, and *abusive* relationships (5.8.4)
- Review characteristics of healthy & unhealthy relationships (5.8.4)
- Classify examples of healthy, unhealthy, and abusive relationships (5.8.4)

Lesson 2

Sexuality

Connection to Child Sexual Abuse Prevention

Students that have factual knowledge about sexuality are less likely to say things or act in ways that are sexually harassing or abusive. Lack of information about sexuality can make it difficult for youth to understand their own sexual feelings, sexual identity, and sexual expression. This confusion and lack of access to information may result in low self-esteem. Identifying and dispelling stereotypes about sexuality is an important aspect of sexual abuse and sexual harassment prevention.

Materials and Preparation

- Copies of Sexuality Worksheet
- Copies of Sexual Harassment Review Worksheet

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What is sexuality?
- What are sex assigned at birth, gender identity, gender expression, sexual feelings, and sexual expression?
- What is sexual harassment?
- How can we identify that we are violating someone's boundaries and what can we do if we are?

Standards Addressed

- National Health Standard 5.8.4
- National Health Standard 7.8.2 and 7.8.3

Learning Objectives

- Define *sexuality*, *sex assigned at birth*, *gender identity*, *gender expression*, *sexual feelings*, and *sexual expression*
- Define what *sexual harassment* is
- Identify how to check in with someone and steps to take if someone finds they are violating a boundary (5.8.4, 7.8.2, and 7.8.3)

Lesson 3

Gender Stereotypes

Connection to Child Sexual Abuse Prevention

Gender-based stereotyping contributes to sexual abuse by promoting assumptions about how males and females behave, including how each behaves in relationships. The ideas that boys are tough and aggressive and girls are passive are just a couple of examples of stereotypes that are widely accepted and contribute to the development of unhealthy behaviors. Unrealistic expectations can also be set up for both boys and girls that may lead to low self-esteem. Children with low-esteem are at a greater risk for being targets of abuse. Identifying and dispelling gender stereotypes is an important aspect of sexual abuse prevention.

Materials and Preparation

- Large pieces of paper
- Markers
- Display the following questions:
 - *What is expected of males?*
(How they dress, what they look like, how they behave, etc.)
 - *What is expected of females?*
(How they dress, what they look like, how they behave, etc.)
- Copies of Gender Stereotypes Writing Activity

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What are gender stereotypes?
- What stereotypes exist for boys and girls? And what causes these stereotypes?
- What impact can gender stereotypes have on us and our relationships?

Standards Addressed

- National Health Standards 2.8.2, 2.8.3, 2.8.5, and 2.8.7
- National Health Standard 5.8.4

Learning Objectives

- Define *gender stereotypes*
- List gender stereotypes (2.8.5 and 2.8.7)
- Identify sources of gender stereotypes (2.8.2, 2.8.3, 2.8.5, and 2.8.7)
- Discuss the impact of gender stereotypes on individuals and relationships (5.8.4)

Lesson 4

Consent

Connection to Child Sexual Abuse Prevention

Knowing what consent is and what it is needed for are critical aspects of sexual violence prevention. Helping students understand that appropriately asking for and receiving consent is important for a wide variety of activities. A lack of consent may lead to sexually harassing or abusive behavior.

Materials and Preparation

- Copies of the Consent: What Is It? handout
- Copies of the Consent Scenarios worksheet
- SAFE-T DVD: “What Happened Last Night?”
- Look up the legal age of consent in your state

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?

Focusing Questions

- What is consent?
- What is considered sexual assault in my state?
- How can we get consent?
- What are barriers to getting consent?
- How do we know if a situation is consensual and what can we do if it is not?

Standards Addressed

- National Health Standard 1.8.5 and 1.8.7
- National Health Standard 2.8.9
- National Health Standard 5.8.4
- National Health Standard 7.8.1

Learning Objectives

- Define *consent*
- Define *sexual assault* given state laws
- Review Look, Listen, and Check In and how it relates to consent (5.8.4)
- Review barriers to consent (1.8.7, 2.8.9, and 5.8.1)
- Identify if given scenarios are consensual and how consent could be gained if they are not (4.8.1 and 7.8.2)

Lesson 5

What is Sexual Abuse?

Connection to Child Sexual Abuse Prevention

Misinformation—such as who perpetrates abuse, who victims are, what abuse really is—can make it difficult to recognize abusive behaviors for what they are. This inhibits prevention and intervention and can make it difficult for individuals to access support. In some cases, misinformation can also lead to victim-blaming. By providing students with accurate information about abuse, we increase the likelihood that those exhibiting abusive behaviors, victims, and bystanders will be able to recognize abusive behaviors when they occur and seek resources and support to address these behaviors. Additionally, openly discussing child sexual abuse reduces the secrecy and stigma that allow for abuse to continue.

Materials and Preparation

- Copies of Facts About Abuse handout
- Communicate with school counselors, SAP counselor, administrators, and other support staff that you will be discussing sexual abuse in class today
- Optional: arrange the chairs in a circle

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- What is sexual abuse?
- What messages have we heard about sexual abuse?
- What have we learned about sexual abuse that is not true?
- What are some facts about sexual abuse that are true?

Standards Addressed

- National Health Standards 2.8.1, 2.8.2, 2.8.3, 2.8.5, and 2.8.7
- National Health Standard 5.8.4

Learning Objectives

- Define *sexual abuse*
- Identify sources of information about sexual abuse and the messages these sources send about sexual abuse (2.8.2, 2.8.3, 2.8.1, 2.8.5, and 2.8.7)
- Identify if common messages around sexual abuse are true and clarify any messages that are not true (2.8.2, 2.8.3, 2.8.1, 2.8.5, 2.8.7, and 5.8.4)

Lesson 6

Showing Support

Connection to Child Sexual Abuse Prevention

Openly discussing child sexual abuse reduces the secrecy and stigma that allow abuse to continue. Additionally, empathy development is a key component to preventing sexually abusive behaviors and to bystander engagement. When individuals have empathy for others, they are less likely to act in ways that are hurtful and more likely to act in ways that are helpful. Helping students identify the emotions expressed in the statements cards is an important step in helping to develop empathy.

Materials and Preparation

- Arrange the chairs in a circle
- Cut out Statement Cards
- Copies of the Showing Support handout
- Post-It Notes
- Communicate with school counselors, SAP counselor, administrators, and other support staff that you will be talking about supporting survivors of sexual abuse today

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- What emotions can a survivor of sexual abuse experience?
- How can we support a survivor of sexual abuse?

Standards Addressed

- National Health Standard 2.8.4 and 2.8.10
- National Health Standard 3.8.4 and 3.8.5
- National Health Standard 4.8.1 and 4.8.4
- National Health Standard 7.8.2

Learning Objectives

- Identify emotions expressed by survivors of sexual abuse
- List ways in which individuals and communities can support survivors of sexual abuse (3.8.4 and 3.8.5)
- Demonstrate skills in supporting a survivor of sexual abuse (2.8.4, 2.8.10, 7.8.2, 3.8.4, 4.8.4, and 4.8.1)

Lesson 7

Risk Factors and Asking for Help

Connection to Child Sexual Abuse Prevention

For those with sexual behavior problems, before there is a desire or willingness to change, there must be the understanding that change is possible. Communities that send clear, supportive messages that healing is possible make it more likely that those with sexually harmful behaviors will access the support they need. We know that kids and adolescents that display sexually abusive behaviors, especially those who get help early on, can change their behavior.

Materials and Preparation

- Copies of the Unhealthy Relationship Tree handout
- Copies of the Teen Stories: Mark handout
- Three large pieces of paper with the following headings: Personal Resources; School Resources; Community Resources
- Communicate with school counselors, SAP counselor, administrators, and other support staff that you will be talking about getting help and support for teens with sexual behavior problems today

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- What are risk factors for developing sexually abusive behaviors?
- What resources are available to support bystanders, victims, and youth with sexual behavior problems?

Standards Addressed

- National Health Standard 1.8.7
- National Health Standard 2.8.9
- National Health Standard 3.8.3, 3.8.4, and 3.8.5
- National Health Standard 5.8.1
- National Health Standard 7.8.3

Learning Objectives

- Identify risk factors for abuse (1.8.7, 5.8.1, and 2.8.9)
- Practice identifying risk factors for abuse given a specific scenario (7.8.3)
- Identify places where bystanders, survivors, and youth with sexual behavior problems can seek support (3.8.3, 3.8.4, and 3.8.5)

Lesson 8

Creating Caring Communities

Connection to Child Sexual Abuse Prevention

As with all sexual abuse prevention, adults are primarily responsible for preventing abuse and acting in ways to create safe and caring communities. But we can encourage students to take actions that further that community building and to access adult resources as bystanders. However, not all students who witness harassment or abuse will feel safe or able to take action as a bystander. It is important that both adults and students do not make those who cannot act feel guilty or ashamed.

Materials and Preparation

- Copies of Bystander Scenario One and Bystander Scenario Two
- Loose leaf paper
- Communicate with school counselors, SAP counselor, administrators, and other support staff that you will be talking about creating caring communities and bystanders today

Essential Question

- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- How can we help if we see instances of harassment or abuse happen?
- It can be hard to be an active bystander. What are the challenges? What can we do to overcome these challenges?

Standards Addressed

- National Health Standard 1.8.2 and 1.8.7
- National Health Standard 2.8.2, 2.8.3, 2.8.5, and 2.8.7
- National Health Standard 4.8.1 and 4.8.3
- National Health Standard 5.8.4
- National Health Standard 7.8.2

Learning Objectives

- Identify bystanders' options for responding in situations of harassment and/or abuse (2.8.3, 4.8.1, 4.8.3, 1.8.2, and 7.8.2)
- Discuss the challenges to responding and ways of overcoming these challenges (5.8.4, 2.8.2, 2.8.5, 2.8.7, and 1.8.7)

Lesson 9

Final Project I

Connection to Child Sexual Abuse Prevention

Designing a brochure about a SAFE-T topic gives students the opportunity to bring together all of the information that they have learned throughout the class. This activity allows students to investigate the role that everyone can play in preventing sexual harassment and abuse.

Materials and Preparation

- Paper
- Art materials

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be bystanders?

Focusing Questions

- What skills have we talked about during SAFE-T?
- What messages can we take away that will encourage communities free from sexual abuse?

Standards Addressed

- National Health Standard 5.8.4
- National Health Standard 7.8.2 and 7.8.3
- National Health Standard 8.8.1

Learning Objectives

- Recall major themes covered during SAFE-T (5.8.4)

Lesson 10

Final Project II

Connection to Child Sexual Abuse Prevention

Designing a brochure about a SAFE-T topic gives students the opportunity to bring together all of the information that they have learned throughout the class. This activity allows students to investigate the role that everyone can play in preventing sexual harassment and abuse.

Materials Needed

- Student final projects
- Note cards or pieces of paper for each student
- Copies of student post-assessments

Essential Questions

- What skills can we teach youth that will prevent them from being victims of sexual abuse?
- What skills can we teach students that will prevent them from developing sexually abusive behaviors?
- What skills can we teach students to prepare them to be bystanders?

Focusing Questions?

- When a friend needs help, who can help them at school and in the community?
- What skills have we learned during SAFE-T that can help us have healthy relationships in the future?

Standards Addressed

- National Health Standard 8.8.1

Learning Objectives

- Present final project (8.8.1)

Parent Training One

Talking to Adolescents about Healthy Relationships

Materials Needed

- Sign-In Sheet
- Handouts
 - Abuse Prevention: What Parents Can Do
 - Healthy Sexual Development
 - Parent Evaluation
- Large pieces of paper and markers

Preparation

- Make copies of all handouts.
- Write the following questions on two large pieces of paper:

First set of questions:

- When you were 12–14 years old, what did you know about sex/sexuality?
- How did you know?
- Was it accurate?
- Were or are you happy with what you knew and how you learned it?
- How does this information differ from what early adolescents know today?

Second set of questions:

- What messages about sexuality and relationships did your parent/guardians give you as an adolescent?
- Were you happy with what your parent/guardians told you?
- What messages do you want to give your child(ren)?

Agenda

1. Introduction
2. Overview of SAFE-T
3. Messages we received (small group discussion)
4. Messages we want to send (small group discussion)
5. Talking with adolescents—tips, questions, concerns

Sample Parent Letter for Training One

Dear Parents/Guardians,

This year _____ [school] will be using the Sexual Abuse Free Environments for Teens™ (SAFE-T) Program. SAFE-T is a health education and violence prevention curriculum that meets National and Vermont Health Education Standards. The experiential and interactive SAFE-T curriculum focuses on helping adolescents build empathy, identify support and resources, understand consent, and identify the risk and protective factors linked with sexually harmful behaviors and perpetration.

_____ [school] will be hosting an event for parents of middle school students to discuss how we all communicate with adolescents about relationships. While not all adolescents openly talk to adults with questions about sexuality and relationships, they are at a time in their lives in which this information is desperately needed. This event provides parents an opportunity to talk with one another about their experiences discussing relationships with adolescents and consider the different ways we can get our messages across. Additionally, this training will also provide parents the opportunity to learn more about the SAFE-T curriculum and discuss what their kids are learning about in the classroom.

All parents are welcome and encouraged to attend Talking With Adolescents About Relationships on _____ from _____ to _____ at _____ [school]. Please take a moment to fill out the RSVP form at the bottom and return it to _____ [school] by _____.

Please come show support for your children. Adult involvement in prevention is critical and truly does make a difference. Additionally, for more information about the SAFE-T Program, parents can visit www.PCAVT.org.

If you have any questions or would like more information, please feel free to call _____ . We look forward to seeing and hearing from you!

Sincerely,

[name & title]

I plan to attend Talking With Adolescents About Relationships: Yes No

Name: _____

Number attending: _____ Contact Information: _____