8th Grade Sex Ed Curriculum Overview

Objectives:
- To explore various aspects of dating and develop guidelines contributing to positive growth.
- Identify causes and consequences of dating abuse.
- To understand why it is difficult to leave an abusive relationship and how to help a friend in an abusive relationship.
- To learn about the issue of dating sexual abuse and how to prevent it from happening.

Activities:
Day One:
- Rules/Guidelines
  - Ground rules are established to provide guidance and establish a safe place to discuss and ask questions.
- Defining Dating
  - This activity is to help students realize that the term “dating” includes informal activities such as going to the mall, going to a movie with a group of friends, listening to music at someone’s house, or going swimming together.
- How I Want to Be Treated by a Dating Partner
  - Students are provided the opportunity to think about how they want to be treated. It’s important to emphasize that they can decide how they will allow others to treat them.
- How I Will Treat a Dating Partner
  - Students reflect on how they want to treat a girlfriend or boyfriend. It is important to emphasize that they can make active decisions about how they treat their dating partners too.
- Identifying Harmful Behaviors
  - This activity acknowledges a broad spectrum of harmful behaviors that occur in dating relationships.

Day Two
- Facts About Dating Abuse
  - Students are provided factual information about dating abuse. This information contradicts common perceptions about abuse in dating relationships and portrays dating abuse as a serious and pervasive problem in our society.
- People Abuse to Control and Manipulate
  - Through the use of scenarios, this activity helps students recognize that abusive behaviors are used to control and manipulate the way a person acts, feels, and thinks. Being aware of the manipulative and controlling function of abuse may enable students to protect themselves.
- Other Reasons for Abuse
  - Students are provided information about other reasons people abuse.
- Consequences of Dating Abuse
  - Students make a connection between an abusive act and the consequences of that act for the victim and the abusive partner. When students grasp the extent of harm that abusive and violent behaviors cause, they’ll begin to understand why it’s important to learn better ways of dealing with relationship problems.
- Warning Signs of Abuse
  - Students are provided information about dating abuse red flags. Through a brainstorming activity students provide additional red flags to the list.
- Sexual Assault Quiz
  - This activity is a pretest of student understanding and misunderstanding of sexual assault. This information serves as the starting point for the next day’s activities.
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**Day Three**
- **Sexual Assault Facts**
  - This activity defines sexual assault in general so students are aware of how many actions constitute sexual assault and dating sexual abuse, and the many ways people use sexual force. The purpose is to clarify misperceptions about what sexual assault in our society.

- **Date Rape Drugs**
  - Students are given information about date rape drugs and discuss precautions they can take to protect themselves.

- **Why Is It Hard To Get Help?**
  - Students acknowledge the difficulty of seeking help and to describe why people who are victims of abuse often do not seek help.

- **Elijah and Zoey**
  - These activities establish a detailed story of a couple in an abusive relationship. During this process, red flags in abusive relationships will be identified.

- **Being a Friend**
  - Students to practice responding to friends who are in abusive dating relationships and to communicate that abuse is not okay and will not be tolerated.

- **Community Resources**
  - Students review community resources where they can find help.

**Day Four**
- **Presentation by School Resource Officers**
  - This presentation will address the topics of cyber safety, cyber security, unlawful text messages and how to protect yourself from online predators.

**Question Box:** Each day students have the opportunity to submit questions anonymously. Teachers screen the questions and answer them scientifically. Moral/Opinion questions will be referred to parent/guardian or trusted adult. Questions that appear to be asked for shock value will not be addressed (teacher discretion).

For a complete inspection of curriculum materials parents/guardians are encouraged to attend the Sex Education Information Night.

Parents/Guardians who do not want their student to participate in the district’s Sex Education program must submit written notice, signed and dated by the parent, to the appropriate Middle School principal. Students who are not participating in the district’s program will be provided an alternative assignment.