

Lesson: Human Growth and Development

Strands: Personal Safety and Identity

Grade: 8th

Materials Needed: Guest Speaker from Christine Ann Center, [Identity Tips](#)

Learning Objectives:

Personal Safety:

PS.5.CC.2 Define sexual harassment, sexual abuse, and sex trafficking. Identify risk factors contributing to sexual abuse and sex trafficking.

PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused

PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking

PS.8.CC.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking and why they are wrong

PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner until age of consent and if they do not want to be touched

PS.8.CC.4/PS.12.CC.4 Explain why a person who has been abused, raped or sexually assaulted is not at fault

PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted

PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault

PS.8.SM.1 Describe ways to treat others with dignity and respect

PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed

PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone

PS.12.CC.1 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking

PS.12.CC.2 Analyze the laws related to consent, bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking

PS.12.CC.3 Explain why using tricks, threats or coercion in relationships is wrong

PS.12.CC.4/PS.8.CC.4 Explain why a person who has been abused, raped or sexually assaulted is not at fault

PS.12.AI.1 Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted

PS.12.AI.2 Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and sex trafficking

PS.12.IC.1 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault

PS.12.IC.2 Identify ways in which they could respond when someone else is being bullied or harassed

PS.12.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone

PS.12.INF.1 Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships

PS.12.INF.2 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, dating violence and sex trafficking

Identity:

ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation. Definitions from proposed addendum to NJSD Policy 2260: gender identity is a person's deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth; gender expression or gender presentation refers to the way a person expresses gender such as clothing, hairstyles, activities or mannerisms; sexual orientation is a person's experience of being romantically, physically, and emotionally attracted to men, women, both or neither

ID.8.CC.2 Describe and discuss the range of gender roles

ID.8.INF.1/ID.12.INF.1 Analyze external influences that have an impact on one's attitudes regarding and expression of gender, sexual orientation and gender identity

ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation

ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations

ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community

ID.12.CC.1 Differentiate between biological sex, sexual orientation, and gender identity and expression (expansion of ID.8.CC.1)

ID.12.CC.2 Distinguish between sexual orientation, sexual behavior and sexual identity
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ID.12.INF.1/ID.8.INF.1 Analyze external influences that have an impact on one's attitudes regarding and expression of gender, sexual orientation and gender identity

ID.12.SM.1 Explain how to promote safety, respect, awareness and acceptance

ID.12.ADV.1 Advocate for school policies and programs that promote dignity

Lesson Plan: Guest speaker will present on topics such as gender identity, sexuality, sexual violence, relational aggression and what may lead to it. Focus is placed on keeping students safe and included at school and in the community.

Closure/Reflection: Have students identify ways they can keep themselves safe in relationships and define identity. Student will also name 3-5 trusted adults they can go to when they need extra help and support. Students can list ways to make Shattuck a more inclusive school for everyone and identify stereotypical gender norms and describe why those are damaging.

Subject: Human Growth and Development

Topic: Healthy Relationships

Grade: 7th

Materials Needed: Projector, Chromebook, Lizzy VanAble and Bryan Wright, Guest Speakers from Reach Counseling

[Safety Presentation](#), [Safety Tips](#)

Learning Objectives:

Healthy Relationships:

HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships

HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships

HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationship.

Healthy Relation. (HR)

HR.8.CC.4 Describe a range of ways people interact within various types of relationships

HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media (Introduce in grade 3)

HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships

HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships (Introduce in grade 3)

HR.8.IC.1 Demonstrate communication skills that foster healthy Relationships

HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships (Introduce in grade 3)

HR.8.GS.1 Develop a plan to stay safe when using technology and social media (Introduce in grade K)

HR.8.SM.1 Explain the criteria for evaluating the health of a relationship

HR.8.SM.2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully (Introduce in grade K)

HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

HR.8.IC.4 Describe the normal evolution of friendships and the healthy strategies to manage any changes.

HR.12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships

HR.12.CC.2 Describe a range of ways to express affection within healthy relationships

HR.12.CC.3 Define sexual consent and explain its implications for sexual decision making

Lesson Plan: Guest Speaker will show powerpoints and give an overview of healthy relationships. A focus of healthy online relationships and dating relationships is given in order to give students ways to keep them safe.

Reflection/Closure: Students will be able identify warning signs in unhealthy relationships and identify ways to keep themselves safe, online and off. Students will also be able to identify 3-5 trusted adults to go to when they need extra support.