Request for Proposal: Sexual Exploitation Awareness/Sexual Harassment Prevention Initiative

PPC Violence Free Network is a program under the umbrella of Family Services & Children's Aid Society of Venango County. PPC serves individuals that have been affected by domestic violence, sexual assault, and other serious crimes. PPC is the only victim service provider in Venango County providing individual and group counseling to adults and children; a 24-hour hotline; prevention and community education programming; assistance with the preparation and filing of protection order petitions; civil legal referral; accompaniment to legal proceedings/law enforcement agencies/medical facilities/community resource organizations; information and referral; support and parenting groups; financial literacy; and an emergency shelter. **ALL** services are free and confidential.

PPC Violence Free Network currently utilizes the Healthy Relationships Project (HRP) curriculum to provide information, education, resources, and tools for students relating to healthy relationships, boundaries, consent, feelings, respect, and trusted adults. Building these protective factors will reduce child sexual abuse, exploitation, and sexual harassment. HRP is a skills-based violence prevention and health education curriculum. The HRP is comprised of three programs: **Care for Kids** (pre-K-2nd grade), **We Care Elementary** (grades 3-6), and **The Sexual Abuse Free Environment for Teens** (SAFE-T; grades 7 and 8). Each program contains school staff training and parent engagement materials. Each lesson within the programs is approximately 45 minutes long.

Care for Kids: Program will be available to OCASD if needs arise but will not be part of the current proposal.

We Care Elementary: In grades 3 and 4, educators complete pre- and post-assessments of student's knowledge and behavior related to the material taught in the We Care Elementary in an effort to assess the efficacy of the program. In grades 5 and 6, students complete pre- and post-assessments to evaluate the impact the program had on their knowledge and attitudes.

Grade 3
1. Program Introduction and Safe Spaces
    a. Defining healthy vs. unhealthy relationships
    b. Identifying behaviors that are healthy and unhealthy within a relationship
    c. What can students do to make their classroom a safe space while completing this program
2. Self-Esteem
    a. Defining self esteem
    b. Identifying characteristics of positive and low self esteem
    c. Identifying positive characteristics within ourselves
3. Support Systems and Understanding Feelings
    a. Defining what is a trusted adult
    b. Identifying trusted adults in our life
    c. Identifying common feelings
    d. Identifying our personal feelings and who to go to for support in certain situations

4. Recognizing and Responding to Feelings
    a. Defining Stress
    b. Identifying things that cause stress
    c. Defining coping
    d. Identifying healthy and unhealthy ways to cope with stress
5. Body Language and Mixed Messages
    a. Defining body language
    b. How can someone express their feelings through their body
    c. Identifying how someone is feeling by their body language
    d. What to do if we don't understand how someone is feeling
6. Wrap-Up
    a. Review of concepts covered throughout the previous lessons
    b. Identifying one important skill that helps foster healthy relationships

Grade 4
1. Program Introduction and Safe Spaces
    a. Defining healthy vs. unhealthy relationships
    b. Identifying behaviors that are healthy and unhealthy within a relationship
    c. What can students do to make their classroom a safe space while completing this program
2. Trusted Adults and Asking for Help
    a. Identifying trusted adults in our lives
    b. Identifying who to go to for help in certain situations
    c. How do we ask for help
3. Recognizing Feelings in Ourselves
    a. Identifying what feelings feel like
    b. How to check in with ourselves about how we are feeling
4. Personal Boundaries
    a. Defining personal boundaries
    b. Identifying how people communicate personal boundaries
    c. Identifying when is a situation OK, maybe OK, or not OK
    d. Identifying what to do when a situation feels not OK
5. Mixed up and Confused
    a. Discussing whether we can feel multiple emotions about the same thing
    b. Examples of situations where this could happen
    c. Discussing how people can feel differently about the same situation
6. Wrap-Up
    a. Review of concepts covered throughout the previous lessons
    b. Identifying one important skill that helps foster healthy relationships

Grade 5
1. Program Introduction and Safe Spaces
    a. Identifying what behaviors encourage a safe classroom
    b. Defining a relationship

      c. Discussing what a healthy, unhealthy, and abusive relationship is

      d. Identifying behaviors associated with healthy, unhealthy, and abusive relationships

2. Empathy
   a. Defining Empathy
   b. Discussing why it is important to recognize feelings in others
   c. How to recognize what someone else may be feeling
3. Recognizing Other's Boundaries
   a. Defining a personal boundary
   b. Discussing how people cross personal boundaries and how that can make a person feel
4. Asking for Permission
   a. Defining permission
   b. Discussing when we need to ask for permission and how we can ask for permission
5. Coping and Accepting No
   a. Defining coping
   b. Identifying how it feels to be told no
   c. Identifying healthy ways to cope
6. Wrap-Up
   a. Review of concepts covered throughout the previous lessons
   b. Identifying one important skill that helps foster healthy relationships

Grade 6

1. Program Introduction and Safe Spaces
   a. Defining a healthy relationship
   b. Defining what is an unhealthy relationship or abusive relationship
   c. Discussing examples of behaviors that are healthy, unhealthy, and abusive within a relationship
   d. What can students do to make their classroom a safe space while completing this program
2. Sexuality
   a. Defining sexuality
   b. Identifying different ways that people express their sexuality
   c. Identifying ways we can support someone's sexuality
3. Sexual Harassment
   a. Defining sexual harassment
   b. Identifying the differences between sexual harassment, flirting, and joking
   c. Identifying where someone can go for help if they are experiencing sexual harassment
4. Body Language
   a. Defining body language
   b. Identifying how people communicate without words
   c. Discussing why it is important to be able to identify how someone is feeling without them telling us
   d. Discussing how someone might communicate nonverbally if they are experiencing sexual harassment

5. Adult Support and Resources
   a. Identifying safe people we can go to if we are being sexually harassed
   b. Discussing how we can ask someone for help
6. Wrap-Up
   a. Review of concepts covered throughout the previous lessons
   b. Identifying skills we have learned that can help people have healthy relationships

The Sexual Abuse Free Environment for Teens (SAFE-T): Students will be given pre- and post-assessments to evaluate the impact that SAFE-T has on their knowledge and attitudes.

Grade 7
1. Program Introduction
   a. Identifying how we can create a safe space to discuss healthy and unhealthy relationships
   b. Defining a relationship
   c. Identifying what makes a relationship healthy or unhealthy
2. Support and Resources
   a. Defining a resource
   b. Identifying resources we have that we can offer to someone we are trying to help
   c. Discussing if it can be hard to access resources and why
   d. Discussing how we can help when we see a situation that is unsafe
3. Coping
   a. Discussing if people can feel different intensities of the same emotion
   b. Defining coping
   c. Identifying strategies for coping
4. Empathy
   a. Defining empathy and why it is important
   b. Identifying how we can know how someone else is feeling
   c. Discussing how we can help someone who is feeling unhappy
5. Respecting Boundaries
   a. Defining personal boundaries and why it is important to respect someone's personal boundaries
   b. Discussing how people communicate boundaries and how we recognize that someone is trying to communicate a boundary to me
6. Flirting, Joking, and Sexual Harassment
   a. Defining sexual harassment
   b. Discussing when flirting or joking becomes sexual harassment
   c. Identifying we can go for help if me or someone we know is being sexually harassed
7. Taking Responsibility
   a. Defining thinking errors
   b. Discussing how thinking errors can impact us and the people around us

      c. Identifying how we can take responsibility for our actions and avoid thinking errors in the future
8. Bystanders
      a. Defining a bystander
      b. Discussing what it means to be an active bystander
      c. Identifying what we can do if we see a situation that is unsafe
9. Healthy Relationships Project 1
      a. Review of concepts covered throughout the previous lessons
      b. Identifying skills we learned that encourage healthy relationships
10. Healthy Relationships Project 2
      a. Identifying skills we have learned through SAFE-T that can help us have healthy relationships in the future

Grade 8

1. Program Introduction
      a. Identifying how we can make our classroom safe and supportive so we can discuss sexual abuse in a safe way
      b. Defining healthy, unhealthy, or abusive relationships
      c. Identifying characteristics of healthy, unhealthy, or abusive relationships
2. Sexuality
      a. Defining sexuality
      b. Defining biological sex, gender identity, gender expression, sexual feelings, and sexual expression
      c. Defining sexual harassment
      d. Identifying when we are violating someone's personal boundaries and what we can do if we are
3. Gender Stereotypes
      a. Defining gender stereotypes
      b. Discussing what stereotypes exist for boys and girls and what causes stereotypes
      c. Discussing what impact gender stereotypes have on us and our relationships
4. Consent
      a. Defining consent
      b. Discussing what is considered sexual assault in our state
      c. Discussing how we get consent
      d. Identifying barriers to getting consent
      e. Identifying how we know if a situation is consensual, and we can do if it is not
5. What is Sexual Abuse?
      a. Defining sexual abuse
      b. Discussing what messages we have heard about sexual abuse
      c. Discussing what we have learned about sexual abuse that is not true
      d. Identifying some facts about sexual abuse that are true

6. Showing Support

      a. Identifying emotions that a survivor of sexual abuse can experience

      b. Identifying ways we can support a survivor of sexual abuse

7. Risk Factors and Asking for Help

      a. Identifying risk factors for developing sexual abusive behaviors

      b. Identifying resources that are available to support bystanders, victims, and youth with sexual behavior problems

8. Creating Caring Communities

      a. Identifying ways we can help if we see instances of harassment or abuse happen

      b. Discussing the challenges of being an active bystander and what we can do to overcome these challenges

9. Final Project 1

      a. Identifying the skills we have talked about during SAFE-T

      b. Identifying messages we can take away that will encourage communities to be free from sexual abuse

10. Final Project 2

      a. Discussion of what we can do when a friend needs help and who can help them at school and in the community

      b. Identifying skills we have learned during SAFE-T than can help us have healthy relationships in the future

PPC Violence Free Network will offer the We Care Elementary and SAFE-T programs as the lessons are provided and outlined in the curriculum manuals. Knowing that class schedules and availability is limited, PPC will work with the school administration to identify the lessons that will meet the specific needs of the school community and culture. Lessons can be adapted as necessary to accommodate this along with the length of the lesson time, as permitted by Prevent Child Abuse Vermont, the creator of the Healthy Relationships Project. Should the school's goal be to maintain the evidence-based fidelity of the curriculum, all lessons would need to be provided as they are outlined in the curriculum manuals. PPC will also encourage the use of the staff training and parent engagement components within the programs.