

SAFE of Columbia County

Menu of Prevention Options K-12

SAFE is committed to addressing early intervention and prevention of domestic and sexual violence in Columbia County. By taking a multi-faceted approach, and addressing bullying, childhood trauma, and the cultivation of empathy, SAFE is able to take prevention into elementary schools as well as middle and high schools and community organizations throughout the entirety of the County.

Responsiveness to the needs of the schools and community guides the menu of services provided each year.

2018-2019 School year SAFE provided early intervention and prevention in our County schools

- Vernonia Academy
- Otto Peterson Elementary
- Scappoose Alternative HS
- Vernonia Middle School
- Hudson Park Elementary
- McBride Elementary
- Clatskanie Middle School
- Scappoose High School
- Rainier High School
- Columbia County CASA
- Scappoose Police Department

Current curriculum used in County classrooms

Mind Matters

Overcoming Adversity and Building Resilience

Grades K-12

Research has shown that when young people learn to overcome the effects of trauma and toxic stress, they can actually heal their brains. The *Mind Matters* curriculum increases children, teen and young adults' ability to self-regulate, self-soothe, and more fully participate in other skill-building classes.

In 12 one-hour lessons that can be delivered in shorter blocks by para-professionals, the course helps students cultivate simple practices that can heal their brains, their health, and their lives.

Lesson 1: Self-Soothing Practices

- Introduction to Mind Matters/Marshmallow Activity
- Four Self-Soothing Skills

Lesson 2: Discover Emotions

- Body Scan
- Practice Identifying Emotions

- Emotions: When They Work and When They Don't

Lesson 3: The Difference Between Emotion and Thought & The Internal Journal

- Expressing Emotion or Thought
- Emotion or Thought Chart
- The Internal Journal

Lesson 4: Empathy

- Building Empathy
- Loving Kindness

Lesson 5: I Get By with a Little Help from My Friends & Wheel of Awareness

- Mapping Your Support System
- Wheel of Awareness

Lesson 6: Compassion for the Hijacked Brain

- Introduction of Trauma and ACE Questionnaire
- Further Information on Trauma
- Effects of Trauma on the Brain and Behavior
- ACE Response Checklist
- Hope: Methods to Build Your Brain

Lesson 7: Trauma Containment and Rhythm

- Trauma Containment
- Integrate the Senses Through Rhythm

Lesson 8: Tapping & Efficient Sleep

- Learn Tapping
- Efficient Sleep

Lesson 9: Let's Get Moving

- Let's Get Moving
- Join a Team or Club/Self Defense
- Practice Yoga
- Exercise Program

Lesson 10: Life of Intention

- Your Road Map for Life
- SMARTER Goals
- Tell Someone

Lesson 11: Code of Honor & Asking for Help

- Code of Honor/ The Honor Shield
- Asking for Help

Lesson 12: The Ongoing Journey

- Four New Skills
- Personal Agreement Contract
- Mind Matters Practice Record
- Safe Place, Picture, and Anchor Object

Taking A Stand FOR Healthy Relationships

Grades 6-12

60-minute interactive lessons

Module One - Developing Emotional Intelligence

Introduction

Module one is focused on the development of emotional intelligence. In the classroom, students work to build an understanding of emotions and explore what influences the thoughts and feelings they have about themselves and those around them. Students then examine the importance of empathy when it comes to interpersonal relationships.

The Emotional Intelligence module lays the foundation for the rest of the curriculum but can be used on its own.

Learning Objectives

Students will...

- Examine and identify personal strengths
- Create a name poem that expresses their positive traits
- Produce a visual representation of an emotional personal experience
- Analyze in discussions both the name poem and visual representation
- Utilize proper and extensive vocabulary regarding the expression of emotions
- Identify characteristics of different emotions in themselves and others
- Present their findings to the rest of the class

Module Two-External Influencers

Introduction

Module two explores how external influencers impact how we view the world and ourselves. In classroom discussions, students will explore messages the media propagates about men and women, and reflect on the impact those messages may have on a person's ability to maintain healthy relationships. Students will then deconstruct these external influencers and "flip the script" by changing the lens they use when consuming these sources by participating in a rewrite of one media example.

The External Influencers module builds upon the previous module but can be used on its own.

Learning Objectives

Students will...

- Identify and reflect on external influences of society
- Participate in "Man in a Box, Woman in a Box" discussion
- Analyze impact of personal influencers
- Identify positive and negative external influencers

- Analyze external influencers for message, impact, and reach

Module Three- Love and Respect

Introduction

Module three aims to define the characteristics of healthy relationships. Students will reflect on love as it's represented in different types of relationships. Students will explore healthy, respectful, and safe relationship examples while focusing on healthy conflict and treating one another well, and will learn how to build healthy relationships from the beginning.

The Love and Respect module builds upon the previous modules but can be used on its own. Haven't implemented the introductory lesson yet? Consider doing so in order to set classroom norms and expectations when speaking about healthy relationships.

Learning Objectives

Students will be able to...

- Define attributes of love and respect
- Apply attributes of the teen equality wheel to real life
- Create examples of each aspect of the teen equality wheel
- Construct an artistic piece representing current or future relationships

Module Four- Creating Healthy Relationships

Introduction

Module four tackles the difficult topic of unhealthy and abusive relationships. Students will debate the differences between healthy, unhealthy, and abusive relationships, while considering the warning signs of abuse. Students will then work to define dating abuse and explore statistics surrounding teen dating violence. Finally, students will work to unpack the components of abuse, test their own relationships for warning signs, and reflect on the results. The Creating Healthy Relationships module builds upon the previous modules but can be used on its own. For this particular module we highly suggest it is paired with module three. Haven't implemented the introductory lesson yet? Consider doing so in order to set classroom norms and expectations when speaking about healthy relationships.

Learning Objectives

Students will be able to...

- Explore unhealthy behaviors in relationships
- Identify red flags to abusive behavior
- Define teen dating violence
- Establish healthy boundaries in their own relationships

Module Five-Allying for Healthy and Safe Relationships

Introduction

Module five asks students to become active bystanders when it comes to the health of relationships. In classroom discussions, students will focus on becoming active instead of passive in moments of choice in order to Take a Stand FOR Healthy Relationships in their own lives, and the lives of those around them. The Allying for Self and Others module builds upon the previous modules but can be used on its own. Haven't implemented the introductory lesson yet? Consider doing so in order to set classroom norms and expectations when speaking about healthy relationships.

Learning Objectives

Students will learn...

- How to safely help someone who is being abused
- Where to go to for help
- How to safely get help for themselves
- How to be a good friend and ally to someone being abused
- How to take a stand against abuse

Module Six- Taking a Stand FOR Healthy Relationships

Introduction

In this module, educators hand over control to students and ask them to consider working to impact their community by Taking a Stand FOR Healthy Relationships. Using the Action Tool Kit, students will spread awareness of teen dating violence and the components of healthy relationships through social media campaigns, community outreach, and workshop opportunities. The Take a Stand module builds upon the previous modules but can be used on its own. Haven't implemented the introductory lesson yet? Consider doing so in order to set classroom norms and expectations when speaking about healthy relationships.

Learning Objectives

Students will be able to...

- Build alliances that affect healthy change
- Involve their larger communities in Taking a Stand FOR Healthy Relationships
- Choose how to best Take a Stand FOR Healthy Relationships

“In Their Shoes”: Teens and Dating Violence

Grades 10-12

In their Shoes: Teens and Dating Violence is a scenario-based training designed to help participants talk about what dating is like for today's teens- from their perspective. Participants will become teen characters, make choices about relationships, and see what happens. *In Their Shoes* provides a snapshot of unhealthy teen relationships and generates a thoughtful discussion about what is happening in unhealthy relationships and what opportunities exist to support those experiencing them.

Goals of *In Their Shoes*

- Increase awareness of teen dating violence

- Help teens and adults recognize unhealthy patterns in relationships and learn to talk with one another about the problem in a useful way
- Promote conversations about teen dating violence
- Encourage people to think creatively and act intentionally to assist teens struggling with unhealthy and abusive relationships
- Show that everyone has a role to play in supporting teens to have healthy relationships

SARC Sexual Violence Lesson Summary

For over a decade SARC's Prevention & Education Program's has been working to prevent sexual violence through education aimed at changing attitudes and beliefs that support sexual violence and promoting healthy relationships. Our research-based curricula are designed around the root causes of sexual violence addressing risk and protective factors of perpetration. Through our curricula we examine and develop skills in distinguishing unhealthy and healthy norms to help participants to flourish in their relationships and communities. Lessons promote healthy relationships and sexuality, including consent, equity, respect, trust and safety. Students have the opportunity to practice their skills including communication and media literacy.

1. Introductions & Healthy Relationships:

The first lesson introduces SARC's services, group agreements, and completion of a pre-test. It continues to discuss the foundational elements in healthy romantic relationships through and an inclusive view of sexuality including CERTS: consent, equity, respect, trust, and safety through a group activity.

Risk & Protective Factors:

- General aggressiveness and acceptance of violence
- Involvement in a violent or abusive intimate relationship, emotional health & connectedness
- Emotional health and connectedness

2. Communication:

Building on lesson 1, the second lesson leads students to examine their personal boundaries within romantic and sexual relationships, how to communicate and look for consent verbally and non-verbally and how to accept rejection.

Risk & Protective Factors:

- Involvement in a violent or abusive intimate relationship, Emotional health & connectedness
- Childhood history of physical, sexual or emotional abuse*
- Prior sexual victimization or perpetration*

3. Sexual Violence:

The third lesson discusses sexual violence, an absence of consent. Definitions of sexual violence and sexual assault, prevalence rates and common elements of sexual assault are presented.

Risk & Protective Factors:

- Involvement in a violent or abusive intimate relationship, societal norms that support sexual violence
- Childhood history of physical, sexual or emotional abuse*
- Prior sexual victimization or perpetration*

4. Oppression:

The fourth lesson examines a main root cause of sexual violence-oppression. It begins through exploration of identity and moves into a discussion around power, prejudice and privilege and its link to sexual violence.

Risk & Protective Factors:

- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness
- Seek laws and policies related to sexual violence and gender equity
- Hostility towards women
- Hyper-masculinity
- Lack of empathy
- Empathy and concern for how one's actions affect others
- General aggressiveness and acceptance of violence

It is widely established that oppression is a primary cause of sexual violence. Research consistently shows that people with marginalized identities (people of color, people with disabilities, women and non-binary people) experience sexual violence at significantly higher rates. At the root of this, is the oppression of groups of people by identity and a feeling of entitlement of people in power to other's bodies. Through awareness of oppression, empathy building activities to understanding the struggles of marginalized people, and how entitlement can lead to the dismissal of consent and sexual assault, we address the risk factor of entitlement and build the protective buffer of empathy and interruption of oppression.

5. Gender & Sexuality:

Lesson 5 utilizes the gender box activity to discuss gender stereotypes and their consequences. The gender unicorn facilitates learning of definitions around gender identity and sexual orientation. To end, the lesson examines the link between gender and sexual orientation to sexual violence.

Risk & Protective Factors:

- Hostility towards women
- Adherence to traditional gender role norms
- Hyper-masculinity
- Association with sexually aggressive, hypermasculine, and delinquent peers
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

6. Media:

Lesson 6 builds media literacy skills to examine the unhealthy and healthy norms around gender, relationships, and oppression in television, movies, music, social media, video games, and

advertisements. The previous content learned is now applied to what students are exposed to in their daily lives-media.

Risk & Protective Factors:

- Coercive sexual fantasies
- Exposure to sexually explicit media

7. Pornography:

Lesson 7 builds on lesson 6 developing media literacy skills to understand the difference between how mainstream pornography depicts sexual behavior in contrast with healthy sexuality.

Risk & Protective Factors:

- Coercive sexual fantasies
- Exposure to sexually explicit media

8. Survivor stories:

In lesson 8, a read around and scenario of survivor stories examine the trauma many survivors experience in order to build empathy and combat victim blaming. The lesson ends on how to support survivors.

Risk & Protective Factors:

- Lack of empathy
- General tolerance of sexual violence within the community
- General aggressiveness and acceptance of violence
- Societal norms that support sexual violence
- Weak community sanctions against sexual violent perpetrators
- Emotional health and connectedness
- Empathy and concern for how one's actions affect others

9. Bystander Intervention & Closure:

The final lesson introduces the new concept of bystander intervention through lecture, video, and activities. Closing out the 9-sessions, the post-test is administered followed by essay writing.

Risk & Protective Factors:

- General tolerance of sexual violence within the community
- General aggressiveness and acceptance of violence
- Empathy and concern for how one's actions affect others

Calm Coach: Allies in the Classroom

Grades 4-12

This five-week peer-mentoring curriculum introduces active listening, self-regulation and empathy building practices to a small group of student leaders in each classroom.

Lesson One:

- Calm Coach Code of conduct
- Definition of Ally

- Advocate Role
- 5-4-3-2-1- Practice

Lesson Two:

- Whole Body Listening
- Active Listening Activity
- Peripheral Vision Exercise

Lesson Three:

- Empathy Video
- Empathy Discussion
- Body Scan Practice

Lesson Four:

- Loving Kindness Practice
- Focused Breathing Practice
- Role Play Activity (Share what you have learned)

Lesson Five:

- Role Play Activity (Share what you have learned)
- Closing Circle

Darkness to Light- Stewards of Children

Michele Wilson, SAFE's Prevention Educator is an Authorized Facilitator of the Darkness to Light training for community groups, teachers, administrators, parents and youth serving organizations.

WHY IS THIS PROGRAM DIFFERENT?

Stewards of Children® uses real people and real stories to show you how to protect children. The framework of the training is built off the foundation of The 5 Steps to Protecting Children™. You'll meet survivors who lived through child sexual abuse, experienced its immediate and long-term effects, and ultimately were able to find healing. You'll meet experts who work with children and families, and confront abuse on a daily basis. Many of these survivors and experts are also parents themselves.

WHY DOES IT APPLY TO ME?

Child sexual abuse is likely the most prevalent health problem children face, with the most serious array of consequences. In fact, 1 in 10 children will experience sexual abuse before their 18th birthday.

This means that whether you work with youth, are a parent, or are simply a member of a community, it is highly likely that someone you know or care for has experienced, or is currently experiencing, child sexual abuse. It's going to happen whether you are prepared to deal with it or not - unless you stop it from happening. And the good news, it can be stopped. Stewards of Children® is available in English and Spanish. Psychologist and CNN medical contributor Dr. Maris Azaret hosts the Spanish version.

To schedule prevention education call Michele Wilson 503-397-7110, or email: michelew@safeofcolumbiacounty.org