

**Douglas County School District
Board of Trustees
Agenda for the Family Life Sex Education Committee of
Monday, July 27, 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!**

Board of Trustees

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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.

Non-discrimination/Notice to Individuals with Disabilities: The Douglas County School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. Members of the public who require special assistance or accommodations at a meeting of the Board of Trustees are asked to notify the District Administration at 1638 Mono Ave., Minden, Nevada 89423, or by calling 775-782-5134, so that such notification is received at least twenty-four hours prior to the meeting.

Revised 11/6/2025



Douglas County School District
Family Life Sex Education Committee
Heritage Building
1286 Toler Avenue
Gardnerville, NV 89410
Monday, July 27, 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*)

5

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

7

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 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.

6. Adjournment

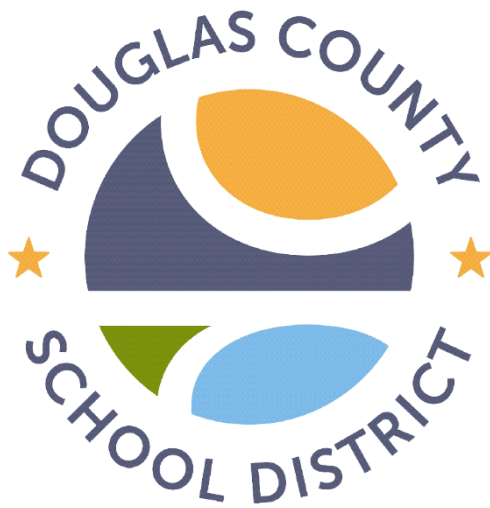
(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion

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.

Non-discrimination/Notice to Individuals with Disabilities: The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws, including but not limited to Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Access Act. The District is an Equal Opportunity Employer. Members of the public who require special assistance or accommodations are asked to notify the District Administration at 1638 Mono Avenue, Minden, Nevada, 89423, or by calling 782-5134, so that such notification is received at least twenty four (24) hours prior to the meeting. In conformance with the Open Meeting Law, it is hereby noted that the agenda for the meeting of the Douglas County School Board of Trustees has been posted at the following locations:

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

Curriculum Messages at a Glance

Lesson 1: Asking for Help

- Sometimes we like touch and sometimes we don't.
 - Sometimes we need to ask for help, and touching is never a secret.
 - When one grown-up can't help us, we can ask two or three other grown-ups for help.
- Children, as they grow, learn to do more things by themselves, but they still need some help.
 - Small children sometimes need help washing and wiping their private parts.
 - Older children and grownups do not need help from children with their private parts.

Lesson 2: Feelings

- Everyone has all kinds of feelings.
- When we are not sure what we're feeling, we call that "mixed-up" or "confused."
- We can ask an adult for help when we have questions about how we feel.

Lesson 3: Bodies

- Our bodies are good and special and deserve care and respect (including our private parts).
- We have many parts that are the same, and some parts that are different.
- We can always ask a trusted adult for help if we have questions about bodies.

Lesson 4: Babies

- Babies need help with most things and deserve to be looked after.

Lesson 5: Asking for Permission

- Sometimes we like touching, and sometimes we don't.
- Touching is never a secret.
- A person may say no to touching.
- Don't touch a person who says no to touching.
- We can ask for help if we have questions about touching.

Lesson 6: Conclusion

- Review of what we learned in lessons 1–5.



Care for Kids Caregiver Newsletter

Lesson 1: Asking for Help

Lesson messages

- Sometimes we like touch and sometimes we don't.
- Sometimes we need to ask for help and touching is never a secret.
- When one grown-up can't help us, we can ask two or three other grown-ups for help.

Useful books

- For children: *Giraffe Asks for Help*, by Nyasha Chikowore, and *Uncle Willy's Tickles*, by Marci Aboff
- For caregivers: *Mayday: Asking for Help in Times of Need*, by Nora Laver

What we learn in this lesson

During this lesson, we learn that sometimes people like touch and sometimes they don't, and that both are OK. We brainstorm, as a class, all the different reasons we may need to ask for help, from asking for help with a ripped book to asking for help because someone is pushing in the lunch line, and we don't know what to do. We then talk about all the adults that we feel comfortable asking for help when we need it. An important message that we hear in this lesson is that everyone has the right to set boundaries, or limits, around touching, and we all have a right to expect that our boundaries will be respected. Touching is never a secret. We read a book about asking for help, and we also do an activity.



Things you can discuss with your child

"What are some things you ask for help with when you are at home?"

"Who do you ask for that kind of help?"

"Who are some other people you can ask for help when you need it?"

When your child is frustrated, ask, "What can I do to help?"

Encourage them to ask for help the next time they feel frustrated. Model this behavior for your children — adults can ask for help, too!

Listen for when your child asks for help and thank them for asking.

Questions?

If at any point you have any questions or concerns about Care for Kids, please contact the Care for Kids Team at:

Prevent Child Abuse Vermont

Montpelier, VT

802-229-5724

pcavt@pcavt.org

www.pcavt.org



Care for Kids Caregiver Newsletter

Lesson 2: Feelings

Lesson Messages

- Everyone has all kinds of feelings.
- When we are not sure what we're feeling, we call that "mixed-up" or "confused."
- We can ask an adult for help when we have questions about how we feel.

Useful Books

- For children: *On Monday When It Rained*, by Cheryl Kachenmeister and *How Are You Feeling?*, by Saxton Freymann and Joost Eiffers
- For caregivers: *How to Talk So Kids Will Listen & Listen So Kids Will Talk*, by Adele Faber & Elaine Mazlish

What we learn in this lesson

We learn all about feelings in this lesson! We learn words to describe our feelings, including the words "mixed up" and "confused," which means having more than one feeling at the same time or not being sure about a feeling. We explore how our feelings feel in our bodies and which feelings make us dance and smile and which feelings make us hang our heads or frown. This is important so that we can tell or show others what we are feeling about something. And if we understand how we are feeling and have the words to identify it, even if it is mixed up or confused, we can more easily ask one of our helping adults to help us. Also, understanding how we feel is the beginning of learning to have empathy for others. Having empathy for others means being able to share the same feelings as another person or putting ourselves in their shoes and understanding what they are feeling. We then read a book about feelings and participate in an activity.

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Things you can
discuss with your
child

"What are some new feelings words you have learned lately?"

"Let's name all the feelings we know and show how our faces look when we feel this way."

"What can you do if you feel mixed up or confused?"

"Who could you talk to about feelings?"

"Did you ever think of drawing your feelings?"

"What if we dance out some feelings?"

"Can you act out the feelings of your favorite movie character?"

Care for Kids Caregiver Newsletter, Lesson 3:

Lesson 3: Bodies

Lesson messages

- Our bodies are good and special and deserve care and respect (including our private parts).
- We have many parts that are the same, and some parts that are different.
- We can always ask a trusted adult for help if we have questions about bodies.

Useful books

- For children: *The Bare Naked Book*, by Kathy Stinson
- For caregivers: *Ourselves and Our Children: A Book By and For Parents*, by the Boston Women's Health Book Collective

What we learn in this lesson

We learn all about bodies in this lesson! The teacher brings baby dolls to show us bodies and body parts. We learn that in addition to many different nicknames that people can have for private parts of our bodies, there are anatomically correct words, too. We read a book about bodies that helps us learn the anatomically correct words *penis*, *vulva/vagina* and *buttocks*. These words are the words that doctors use in their offices, and so it is important for us to understand them. We learned that some body parts are private, including penises, vulvas/vaginas, and buttocks. It is good to know we are able to use correct words for our private parts when we need to talk about them.



Things you can discuss with your child

Use the words *penis*, *vulva/vagina* and *buttocks* when talking about our private parts. Normalize using these anatomical words.

Talk about how our bodies are good and special — all parts of our bodies.

Private parts of the body are parts other people don't look at or touch. "Do you know which parts of your body are private?"

Discuss any norms/rules you have at home in terms of where it's OK for children to be naked — do you have any rules for inside the home? For outside in the yard?

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Care for Kids Caregiver Newsletter

Lesson 4: Babies

Lesson messages

- Babies need help with most things and deserve to be looked after.
- Children, as they grow, learn to do more things by themselves, but they still need some help.
- Small children sometimes need help washing and wiping their private parts.
- Other children and grownups do not need help from children with their private parts.



Useful books

- For children: *Lola Reads to Leo*, by Anna McQuinn
- For caregivers: *A Child is Born*, by Lennart Nilsson

What we learn in this lesson

In this lesson we learn about what babies need help with. We were all babies once and needed help with most things. Now that we are older there is so much that we can do all by ourselves. We talked about feeding ourselves, going to the bathroom by ourselves, asking for help by using our words instead of crying, and more. Wow! There are a lot of things we can do! An important thing we learn is that we are not old enough to care for babies on our own, but we can help adults care for babies. This is something we really like to do! The teacher brings the baby dolls for this lesson, and we practice helping adults feed, diaper and safely hold a baby. We are not responsible for taking care of other kids our age or people older than us when going to the bathroom or bathing. If they need help, they can ask an adult. We read a book about Lola and the new baby at her house and then have fun helping the adults!

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Prevent Child Abuse
Vermont

Things you can discuss with your child

"I remember when you were a baby — you needed help with..."

"It is amazing how many things you know how to do on your own now that you are older, like _____, and I am proud of you for all of these things!"

Discuss that just because your children are not babies any more does not mean they can't ask for help when they need it.

Discuss that people of all ages need help, but older children and adults won't need help with things like bathing, bathroom tasks or anything having to do with the private parts of their bodies.

Care for Kids Caregiver Newsletter

Lesson 5: Asking for Permission

Lesson messages

- Sometimes we like touching and sometimes we don't.
- Touching is never a secret.
- A person may say no to touching.
- Don't touch a person who says no to touching.
- We can ask for help if we have questions about touching.

Useful books

- For children: *C is for Consent* by Eleanor Morrison and *Don't Touch my Hair* by Sharee Miller
- For caregivers: *Keeping The Peace: Practicing Co-operation & Conflict Resolution with Preschoolers*, by Suzanne Wichert

What we learn in this lesson

We learn about asking for permission before touching other people in this lesson. We learn why it is important to ask permission, we practice how to ask, and we practice respecting someone's answer, whether it is "yes" to touching or "no" to touching. Sometimes hearing the word "no" does not feel so good, especially when we want the answer to be "yes," so that is why we practice what we can do or say when we hear the word "no." It is important for us all to respect each other's boundaries, or limits, about touching and receive support when we set our own boundaries. We read a book about what happens when we don't ask for permission to touch.

Things you can discuss with your child

"When are times we need to ask permission in our home?" Are these different than in school? What about at the grocery store?

Model asking for permission before you touch someone, including your child. "Good job today at the soccer game! Wanna give me a high-five? or "I missed you a lot today while I was at work, can I give you a hug?"

Discuss with your child what they can do or say when they don't want to be touched by someone. If it is hard sometimes for your child to say NO, this is OK, but do let them know that you support them saying NO to touching of any kind because you respect them.

If you see that your child does not want to be touched by someone, a hug from Grandma for example, step in and suggest that your child give a high-five or a wave goodbye instead. Model that you respect your child's personal boundaries/limits that they have set at that moment.

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Prevent Child Abuse
Vermont

We Care Elementary Lesson Chart 3rd Grade

Lesson	Focusing Questions	Activities
Grade 3, Lesson 1: Program Introduction and Safe Spaces	What can we do to make our classroom safe while we are completing We Care? Who do we have relationships with? What makes someone a trusted adult? Who are the trusted adults in school and out of school?	Safe Spaces Contract Relationships and Trusted Adults
Grade 3, Lesson 2: Bodies	Are all bodies the same? What are some names of body parts? Who could you ask if you had a question about bodies? How could you ask for help if you had a question about bodies?	Bodies are Unique and Special Asking for Help with our Bodies
Grade 3, Lesson 3: Understanding Feelings	What are common feelings? How would I feel, and who could I go to for support in certain situations?	Group Gallery Walk Asking for Help with Feelings
Grade 3, Lesson 4: Privacy	What is privacy? How does someone feel when they would like privacy? What clues might someone give that they would like privacy? Who could you ask for help if you wanted to talk about privacy?	Respecting Privacy Asking for help with Privacy
Grade 3, Lesson 5: Asking for Permission	What can you do if you aren't sure if someone would like privacy? How can you ask for permission? What are respectful ways of responding when someone says 'no'?	Asking for Permission Accepting "No"
Grade 3, Lesson 6: Wrap-up	What have we learned during We Care Elementary? What is one skill we have learned that fosters healthy relationships?	We Care Tree

We Care Elementary Lesson Chart 4th Grade

Lesson	Focusing Questions	Activities
Grade 4, Lesson 1: Program Introduction and Safe Spaces	What is a healthy relationship? What is an unhealthy relationship? What are examples of behaviors that are healthy and unhealthy within a relationship? What can we do to make our classroom safe while we are completing We Care?	Healthy and Unhealthy Relationships
Grade 4, Lesson 2: Trusted Adults and Asking for Help	Who are trusted adults in my life? Who should I go to for help in certain situations? How do I ask for help? How do I address challenges in asking for help?	Web of Support Asking for Help
Grade 4, Lesson 3: Recognizing Feelings in Ourselves	What do feelings feel like? How can I check in with myself about how I am feeling? How can I ask for help with feelings from a trusted adult?	Feelings Guessing Game Story Time, Discussion
Grade 4, Lesson 4: Personal Boundaries	What are personal boundaries? How do people recognize their personal boundaries? What do I do when I want to ask for help with boundaries?	Recognizing Boundaries Talking About Our Boundaries
Grade 4, Lesson 5: Feelings When Boundaries Are Crossed	How might someone feel if their boundaries were crossed? Can you feel multiple emotions about the same thing? Can people feel differently about the same situation? What can you say to show support to someone whose boundaries were crossed?	Showing Support Acting Out Scenarios
Grade 4, Lesson 6: Wrap-up	What have we learned during We Care? What is one skill we have learned that fosters healthy relationships?	We Care Garden

We Care Elementary Lesson Chart 5th Grade

Lesson	Focusing Questions	Activities
Grade 5, Lesson 1: Program Introduction and Safe Spaces	What behaviors contribute to a safe classroom? What is a relationship? What is a healthy, unhealthy, and abusive relationship? What are behaviors associated with healthy, unhealthy, and abusive relationships?	Healthy Relationships Cutouts
Grade 5, Lesson 2: Empathy	What is empathy? What are the different words to describe feelings? Why is it important to recognize feelings in others? How do I recognize what someone else may be feeling?	Feeling Brainstorm Feeling Charades
Grade 5, Lesson 3: Recognizing Others' Boundaries	What is a personal boundary? How do people cross personal boundaries and how can that make a person feel? What is power? How does power affect how comfortable a person is communicating their boundaries?	A Day Full of Boundaries Power and Boundaries Movement Activity
Grade 5, Lesson 4: Asking for Permission	What is permission? When would we need to ask for permission? How can we ask for permission?	Asking for Permission Acting Out Scenarios
Grade 5, Lesson 5: Coping and Accepting 'No'	What is coping? How does it feel to be told no? What are healthy ways to cope?	Coping Strategies Healthy Coping Storylines
Grade 5, Lesson 6: Wrap-up	What have we learned thus far? What are important skills that foster a healthy relationship?	Poster Campaign

We Care Elementary Lesson Chart 6th Grade

Lesson	Focusing Questions	Activities
Grade 6, Lesson 1: Program Introduction and Safe Spaces	What is a healthy relationship? What is an unhealthy relationship or abusive relationship? What are examples of behaviors that are healthy, unhealthy, and abusive within a relationship? What can we do to make our classroom safe while we are completing We Care?	Chalk Talk
Grade 6, Lesson 2: Sexuality	What is sexuality? What are the different ways that people express their sexuality? In what ways can we support someone's sexuality?	Matching Vocabulary Game Group Juggle
Grade 6, Lesson 3: Sexual Harassment	What is sexual harassment? What are the differences between sexual harassment, flirting, and joking? Where can someone go for help if they are experiencing sexual harassment?	Identifying Scenarios Story Time, Discussion
Grade 6, Lesson 4: Body Language	What is body language? How can people communicate without words? Why is it important to be able to identify how someone is feeling without them telling you? How might someone communicate nonverbally if they are experiencing sexual harassment?	Expressing Emotion Through Body Language
Grade 6, Lesson 5: Adult Support and Resources	Who are safe people someone can go to if they are being sexually harassed? How can someone ask for help?	Resources Scenarios
Grade 6, Lesson 6: Wrap-up	What have we learned thus far in We Care Elementary? What skills have we learned about that can help people have healthy relationships?	Sexual Harassment Prevention Campaign