



Turn the Talk

Maryland Comprehensive Health Education Framework

Curriculum Descriptions (Standard 1D: Safety and Violence Prevention):

Let's Change the Conversation About Child Sexual Abuse: To define child sexual abuse and discuss relevant laws, policies, and effects, learn how to report child sexual abuse, investigate resources and advocate for those who have experienced abuse

- Recommended for 6th-12th graders, parents/caregivers, school-based staff, community-based organizations/non-profits, and community members

Let's Change the Conversation About Internet and Tech Safety: To define child sexual abuse material and discuss relevant risks, rewards, and effective responses, review data on perceptions of normalcy, identify best practices for online safety settings on devices, accounts, apps, and 3rd party services

- Recommended for 7th-12th graders, parents/caregivers, school-based staff, community-based organizations/non-profits, and community members

Let's Change the Conversation About Domestic Minor Sex Trafficking: To define domestic minor sex trafficking, discuss the intersection between CSA and sex trafficking, identify risk factors and protective factors, recognize the impact of technology, and investigate resources and advocate for those who may be involved in "the life"

- Recommended for 8th-12th graders, parents/caregivers, school-based staff, community-based organizations/non-profits, and community members

Let's Change the Conversation About Child Sexual Abuse and the Law: Respond to commonly asked questions regarding child sexual abuse and Maryland law, including the recent change to House Bill 180 around sexting, discuss civil proceedings, criminal proceedings, and the investigative process, investigate resources in the judicial system and community

- Recommended for high school students, parents/caregivers, school-based staff, community-based organizations/non-profits, and community members

Let's Change the Conversation About Bystander Prevention and Intervention: Identify preventative measures as a bystander in both prevention and intervention roles, discuss harm reduction techniques, practice refusal skills



- Recommended for 6th-12th graders, parents/caregivers, school-based staff, community-based organizations/non-profits, and community members

6th Grade

Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others (1d.6.1)

Describe the positive and negative ways in which technology and social media can impact physical and emotional safety (1d.6.2)

Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries (1d.6.3)

Identify individuals have the right to refuse sexual contact (1d.6.4)

Examine and model appropriate, respectful, and healthy ways to express affection, love, and friendship between people and in various situations (1d.6.6)

Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy) (1d.6.9)

Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation (1d.6.10)

Explain that it is never the fault of a person if they are made to feel unsafe (1d.6.12)

7th Grade

Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors (1d.7.2)

Explain why individuals have the right to refuse sexual contact (1d.7.3)

Identify power differences in relationships between potential abusers and their victims (1d.7.10)

Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited (1d.7.11)

Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people (1d.7.12)



Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors (1d.7.13)

Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited (1d.7.14)

Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault (1d.7.15)

Identify the need to empower and support people who experience racism, harassment, or abuse (1d.7.16)

8th Grade

Identify how to use technology and social media safely and respectfully and laws pertaining to the dissemination of intimate images (1d.8.3)

Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions (1d.8.4)

Explain the importance of setting and respecting personal limits/boundaries (1d.8.5)

Describe why individuals have the right to refuse sexual contact (1d.8.6)

Define affirmative consent (1d.8.7)

Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched (1d.8.8)

Identify situations including domestic violence where physical, emotional, verbal, or sexual abuse occurs in a person's family (1d.8.11)

Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and boundary violations (1d.8.12)

List qualities of an adult whom a student can rely upon for support (1d.8.13)

Identify a source of support that a student can go to if they or someone they know is being abused or assaulted (1d.8.14)

Demonstrate the ability to recognize and respond to situations that threaten sexual health and safety (1d.8.15)



Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault (1d.8.16)

Defend the need to empower and support people who experience racism, harassment, or abuse (1d.8.17)

Health I

Describe strategies to use social media and technology safely and respectfully 1d.HS1.3

Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors 1d.HS1.5

Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent 1d.HS1.10

Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking 1d.HS1.11

Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors 1d.HS1.12

Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted, and/or exploited 1d.HS1.13

Analyze group norms and shared understanding that impact the role of a bystander 1d.HS1.14

Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault 1d.HS1.15

Health II

Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people 1d.HS2.7

Examine multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking 1d.HS2.8

Investigate community resources for victims of sexual violence 1d.HS2.9



Advocate for the innocence of a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited 1d.HS2.10

Investigate the impact that group norms and the shared understandings related to bystander intervention have on health outcomes 1d.HS2.11