

Recommendations for Curriculum Content Meeting the Revised Health Standards

These are not required but more detailed recommendations developed to assist in selecting programming or developing curriculum to fulfill the new SB 394 personal safety health standards. The introduction of any topic should be age-appropriate and developmentally-appropriate. These recommendations are not laid out in order of when they should be presented to students.

Topics can be reinforced and advanced in each grade block resulting in stronger competency levels by the end of high school. Each standard block should include a discussion of community resources available and a discussion on identifying a trusted/safe adult to talk to if the student needs help.

Content Standards

1. Core Concepts: students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze Influences: Students will analyze the influence of family, peers, culture, and media technology, and other factors.
3. Accessing Information: Students will demonstrate the ability to access reliable health information, products, and services to enhance health.
4. Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
5. Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.
6. Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.
8. Advocacy: Students will demonstrate the ability to support/promote family, personal, and community health.

1. Core Concepts
 - a. Recognize their right to feel comfortable and safe.
 - b. Identify the meaning of public and private in terms of settings and body parts. Identify “private body parts” that are not to be touched without permission. Recognize situations where they might need help with an area that is private, and appropriate people that might help in those situations.
 - c. Recognize their body belongs to them; recognize the right not to be touched or to touch others that don’t want to be touched.
2. Analyze Influences
 - a. Recognize the basics of grooming behavior.
 - b. Define a secret and that touching should never be a secret.
 - c. Recognize the importance of online privacy and identify that media and technology can be un-safe.
3. Accessing Information
 - a. Identify parents and other trusted adults they can tell if they see something that is, or makes them feel, unsafe.
 - b. Identify how to report unsafe online situations to trusted adults.
4. Interpersonal Communication
 - a. Define personal boundaries and body safety.
 - b. Recognize positive communication skills that express personal needs, wants and feelings to adults and peers.
 - c. Recognize how to manage interpersonal conflict in non-violent ways.
5. Decision Making
 - a. Identify ways they can safely respond when someone is being bullied or sexually harassed, or made to feel unsafe.
 - b. Identify how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way, or made to feel unsafe
6. Goal Setting
7. Self-Management
 - a. Recognize personal comfort levels, how certain touches make them feel whether happy, unsure, scared, unsafe or uncomfortable.
 - b. Demonstrate refusal skills
8. Advocacy
 - a. Recognize why it is important to engage in bystander/upstander intervention.

1. Core Concepts
 - a. Recognize the characteristics of child sexual abuse, physical abuse, and neglect.
 - b. Identify the meaning of public and private in terms of settings and body parts. Identify “private body parts” that are not to be touched without permission. Recognize situations where they might need help with an area that is private, and appropriate people that might help in those situations.
2. Analyze Influences
 - a. Recognize imbalanced power dynamics in relationships, such as age, education, race/ethnicity, money, physical size, and role/position in the relationship.
 - b. Recognize how media, society, and culture influence and shape our behavior expectations and gender roles.
3. Accessing Information
 - a. Identify school and community resources to report child abuse and neglect.
 - b. Identify how to report unsafe online situations to trusted adults.
 - c. Identify parents and other trusted adults they can tell if someone is being harassed, bullied, or made to feel unsafe.
 - d. Identify people to talk with about social/emotional needs and relationships.
4. Interpersonal Communication
 - a. Identify positive ways to communicate differences of opinion while maintaining a healthy relationship.
 - b. Identify healthy communication and respecting personal boundaries.
 - c. Identify appropriate ways to express emotions, wants, and needs.
 - d. Recognize constructive communication, how different expressions of emotions may help and/or harm self and others. Define pro-social behaviors including respect for self and others.
 - e. Define the key elements of a healthy relationship and give an example of the each: communication, respect, compromise, trust, honesty, equality, and individuality in a relationship.
5. Decision Making
 - a. Identify how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone makes them feel unsafe or is touching them in an uncomfortable way.
6. Goal Setting
 - a. Set personal media and technology use goals.
7. Self-Management
 - a. Demonstrate refusal skills.
 - b. Recognize the importance of privacy and safety with media and technology.
8. Advocacy
 - a. Define ways they can respond when someone is being bullied or sexually harassed, or made to feel unsafe.
 - b. Recognize why it is important to engage in bystander/upstander intervention.
 - c. Recognize the reasons for reporting child abuse and neglect and the reporting process.

1. Core Concepts
 - a. Define sexual harassment and bullying and the impact of these actions
 - b. Define the characteristics of sexual violence, assault and abuse.
 - c. Define the different forms of abuses: physical, verbal, relational, sexual and dating violence.
2. Analyze Influences
 - a. Recognize imbalanced power dynamics in relationships, such as age, education, race/ethnicity, money, physical size, and role/position in the relationship.
 - b. Analyze how media, society, and culture influence and shape our behavior expectations and gender roles.
 - c. Recognize ways technology may be utilized for sexual assault and harassment
 - d. Recognize personal stressors at home, in school and community.
3. Accessing Information
 - a. Identify how to report unsafe online situations to trusted adults.
 - b. Define the reporting process within the school setting and describe where and when to report unsafe situations.
 - c. Identify school and community resources for reporting all types of abuse.
 - d. Identify school and community resources for reporting sexual violence, sexual assault, and sexual abuse.
 - e. Identify support resources for survivors and their loved ones.
4. Interpersonal Communication
 - a. Practice assertive communication and consent.
 - b. Demonstrate an understanding of consent through effective communication skills.
 - c. Explain the criteria for evaluating the health of a relationship.
 - d. Define the key elements of a healthy relationship and give an example of the each of the key elements: communication, respect, compromise, trust, honesty, equality, and individuality in a relationship.
 - e. Differentiate between healthy and unhealthy relationships.
 - f. Evaluate effective ways to communicate personal boundaries and show respect for the boundaries of others.
 - g. Analyze effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
 - h. Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
5. Decision Making
 - a. Recognize a potential abusive situation, and how to get help or leave an abusive situation.
 - b. Recognize the importance of media literacy and online privacy.
 - c. Identify the legal implications and safety concerns of sexually explicit images.
6. Goal Setting
 - a. Develop achievable goals to handle stressors in a healthy way.
 - b. Set personal media and technology use goals and safe guards.
7. Self-Management
 - a. Practice managing personal stressors with peers, at home, in school, and community.
8. Advocacy
 - a. Identify how witnesses and bystanders/upstanders can help prevent violence by reporting unsafe situations.
 - b. Recognize sexual violence, sexual assault, and when/how to report unsafe situations.
 - c. Demonstrate ways they can respond when someone is being bullied or sexually harassed.
 - d. Define the characteristics of an upstander/active bystander and options for involvement.

1. Core Concepts
 - a. Define sexual harassment and bullying and the impact of these actions.
 - b. Recognize personal stressors at home, in school and community.
 - c. Define the differences between physical verbal, relational, sexual and dating violence.
 - d. Define the characteristics of sexual violence and provide the legal definition for sexual assault.
2. Analyze Influences
 - a. Recognize imbalanced power dynamics in relationships, such as age, education, race/ethnicity, money, physical size, and role/position in the relationship.
 - b. Analyze how media, society, and culture influence and shape our behavior expectations and gender roles.
 - c. Recognize ways technology may be utilized for sexual assault and harassment.
 - d. Explain how media can influence one's beliefs about what constitutes a healthy relationship.
 - e. Analyze how violence, aggression, bullying, cyberbullying, and sexual harassment affect health and safety.
3. Accessing Information
 - a. Identify the reporting process within the school setting and describe where and when to report dangerous situations.
 - b. Determine how to access accurate information and relevant resources about healthy and unhealthy relationships.
 - c. Identify school and community resources for reporting sexual violence, sexual assault, and sexual abuse.
 - d. Identify support resources for survivors and loved ones.
4. Interpersonal Communication
 - a. Demonstrate ways they can safely respond when someone is being bullied or sexually harassed.
 - b. Define characteristics of healthy and unhealthy dating relationships.
 - c. Demonstrate effective strategies to avoid or safely end an unhealthy relationship.
 - d. Practice assertive communication and consent.
 - e. Analyze effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
 - f. Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.
 - g. Demonstrate an understanding of consent through effective communication skills.
 - h. Evaluate effective ways to communicate personal boundaries and show respect for the boundaries of others.
5. Decision Making
 - a. Recognize the legal and social consequences for perpetuating sexual harassment and assault.
 - b. Recognize a potential abusive situation, and how to get help or leave an abusive situation.
 - c. Identify the legal implications and safety concerns of sexually explicit images.
6. Goal Setting
 - a. Develop achievable goals to handle stressors in a healthy way.
 - b. Set personal media and technology use goals and set safeguards.
7. Self-Management
 - a. Practice managing personal stressors with peers, at home, in school, at work, and community.
 - b. Apply media safety and online privacy.
8. Advocacy
 - a. Recognize how witnesses and bystanders/upstanders can help prevent violence by reporting unsafe situations.
 - b. Recognize sexual violence, sexual assault, and when/how to report unsafe situations.
 - c. Demonstrate ways they can respond when someone is being bullied or sexually harassed.