Suggested SB 394 Standards

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. These recommendations are not laid out in order of when they should be presented to students. That will be up to the individual school district.

### K-2

1. Demonstrate communication skills and how to respect personal boundaries.
   a. Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.
   b. Demonstrate how to clearly say no, and how to respect personal boundaries when someone else says no.
   c. **Demonstrate how to manage interpersonal conflict in non-violent ways.**
   d. Demonstrate an understanding of difference between a safe secret (or surprise) and an unsafe secret. An example of a safe secret is a Christmas present. An unsafe secret is one that gives you the “uh oh” feeling. An unsafe secret may feel good but you feel in your gut that it is not ok.
   e. Students will begin to understand the basics of grooming behavior.

2. Explain why it is important to engage in bystander intervention.
   a. **Identify parents and other trusted adults they can tell if they see something that is unsafe.**
   b. Demonstrate ways they can respond when someone is being bullied or sexually harassed.

3. Explain the difference between appropriate and inappropriate touch
   a. **Identify “private body parts” that are not to be touched without permission.**
   b. Recognize the elements of positive or healthy touches and negative or unhealthy touches that make them feel scared, unsafe or uncomfortable.
   c. **Demonstrate 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.**

4. Explain the importance of online privacy and identify that media and technology can be un-safe.
   a. **Identify how to report unsafe online situations to trusted adults.**

### 3-5

1. Demonstrate healthy communication and respecting personal boundaries.
   a. **Demonstrate appropriate ways to express emotions, wants, and needs.**
   b. Explain how the expression of emotions may help and/or harm self and others.
   c. **Demonstrate pro-social behaviors including respect for self and others.**
   d. Practice and use refusal skills.
   e. **Demonstrate how to clearly say no, and how to respect personal boundaries when others say no.**
2. Explain why it is important to engage in bystander intervention.
   a. **Identify parents and other trusted adults they can tell if someone is being harassed, bullied, or made to feel unsafe.**
   b. Demonstrate ways they can respond when someone is being bullied or sexually harassed.

3. Describe the characteristics of healthy relationships.
   a. **Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.**
   b. **Identify people to talk with about social/emotional needs and relationships.**

4. Understand the characteristics of child sexual abuse, physical abuse, and neglect.
   a. Identify school and community resources to report child abuse and neglect.
   b. Demonstrate 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.
   c. **Identify the physical similarities and differences between males and females using medically accurate anatomical names.** *clarify the importance of this and how it does not fall under sex education.*

5. Identify the importance of privacy and safety with media and technology.
   a. **Set personal media and technology use goals.**
   b. **Identify how to report unsafe online situations to trusted adults.**

---

1. Discuss the definition and impacts of sexual harassment and bullying.
   a. Demonstrate ways they can respond when someone is being bullied or sexually harassed.

2. Explain how witnesses and bystanders can help prevent violence by reporting unsafe situations.
   a. Identify the reporting process within the school setting and describe where and when to report unsafe situations.
   b. Identify the characteristics of an active bystander.

3. Compare and contrast the characteristics of healthy and unhealthy relationships.
   a. Explain the criteria for evaluating the health of a relationship.
   b. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

4. Describe the differences between physical verbal, relational, sexual and dating violence.
   a. Explain skills necessary to prevent and avoid physical, verbal, relational, sexual, and dating violence.

5. Recognize sexual violence, sexual assault, and when/how to report unsafe situations.
   a. Describe the characteristics of sexual violence and assault.
   b. Identify school and community resources for reporting sexual violence, sexual assault, and sexual abuse.

6. Explain the importance of media literacy and online privacy.
   a. Provide examples of how media, society, and culture influence how males and females think they should act.
b. Set personal media and technology use goals.
c. Identify how to report unsafe online situations to trusted adults.

1. Discuss the definition and impacts of sexual harassment and bullying.
   a. Examine how violence, aggression, bullying, cyberbullying, and sexual harassment affect health and safety.
   b. Demonstrate ways they can respond when someone is being bullied or sexually harassed.
2. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
   a. Identify the characteristics of an active bystander.
   b. Identify the reporting process within the school setting and describe where and when to report dangerous situations.
3. Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
   a. Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
   b. Explain how media can influence one’s beliefs about what constitutes a healthy relationship.
   c. Demonstrate effective strategies to avoid or end an unhealthy relationship.
4. Describe the differences between physical verbal, relational, sexual and dating violence.
   a. Explain skills necessary to prevent and avoid physical, verbal, relational, sexual, and dating violence.
5. Recognize sexual violence, sexual assault, and when/how to report unsafe situations.
   a. Define the characteristics of sexual violence and provide the legal definition for sexual assault.
   b. Identify school and community resources for reporting sexual violence, sexual assault, and sexual abuse.
6. Media safety and online privacy
   a. Provide examples of how media, society, and culture influence how males and females think they should act.
   b. Set personal media and technology use goals.
7. Assertive communication and consent
   a. Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
   b. Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
   c. Demonstrate an understanding of consent through effective communication skills
   d. Demonstrate effective way to communicate personal boundaries and show respect for the boundaries of others.
8. Identify personal stressors at home, in school and community.
   a. Practice managing personal stressors with peers, at home, in school, and community.
b. Develop achievable goals to handle stressors in a healthy way.