



### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Preschool Learning and Development Expectation:

2. Identify the importance of respecting the personal space and boundaries of self and others.

#### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Begin to understand the importance of personal space.
- Explain the importance of personal space in the classroom and around others.
- Explain that each person has the right to tell others not to touch his or her body.
- Identify “appropriate” and “inappropriate” touches.
- Identify characteristics of a trusted adult.
- Seek out a parent or trusted adult for support in resolving an unwanted action or feeling they have experienced.

#### Examples of High-Quality Teaching and Learning Experiences

##### *Supportive Teaching Practices/Adults May:*

- Model respect for individuals by asking permission to hug, hold hands, help with personal hygiene and dressing.
- Adults are aware of children at all times and intervene when there is unwanted physical touching between children.
- During large group, the adult helps define children’s personal space by providing individual carpet square.
- The adult is careful to encourage children’s participation in group activities, but respects a child’s right to decline.
- Read stories/discuss standing up for yourself and seeking out adult support when needed.

##### *Examples of Learning/Children May:*

- During outdoor time, Dowa says to Malia “I don’t like you pulling my arm.”
- During large group time, the children grab their carpet square and use them to define their personal space.
- Ask the adult for help with a conflict or tell the adult about something they have experienced that they didn’t like.





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

1. Explain the importance of respecting the personal space and boundaries of self and others.

### Evidence Outcomes

#### *Students Can:*

- Identify “appropriate” and “inappropriate” touches.
- Identify characteristics of a trusted adult.
- Demonstrate how to tell a parent or trusted adult if inappropriate touching occurs to self or others.
- Explain the importance of personal space in the classroom and around others.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explore how situations, settings, cultures and individuals have varied rules about personal space. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine how boundaries are applied to nations, cities and people. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Demonstrate and understanding of why individuals have the right to personal space and boundaries. (Civic/Interpersonal Skills: Character)
- Identify when it is appropriate and demonstrate how to communicate with a trusted adult. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

- What is personal space?
- Why might one person’s personal space be different from another person’s?
- What would it be like if nobody respected anybody else?
- What is privacy?
- Can verbal comments intrude on your personal space?

#### *Health Skills:*

- Accessing Information
- Interpersonal Communication





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

1. Explain why bullying is harmful and how to respond appropriately.

### Evidence Outcomes

#### *Students Can:*

- a. Understand why it is wrong to tease others.
- b. Identify why making fun of others is harmful to self and others.
- c. Explain what to do if you or someone else is being bullied.
- d. Describe the difference between bullying and having a strong disagreement between people.
- e. Describe the difference between telling and tattling.
- f. Describe how you would advocate for yourself and others in a bullying situation.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify certain times and situations when a parent or adult needs to be told about another person's behaviors. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. If it's just "making fun" then how can it be harmful?
2. How do you feel when someone disagrees with you?
3. What do you do when someone disagrees with you?
4. What are some good reasons to tell the teacher what another student is doing?
5. Why is it important to stand up for yourself?

#### *Health Skills:*

1. Interpersonal Communication
2. Advocacy





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

3. Demonstrate how to respond appropriately to various types of bullying.

### Evidence Outcomes

#### *Students Can:*

- a. Identify examples of physical bullying.
- b. Identify examples of social bullying (e.g., rumors, gossiping, excluding others).
- c. Describe the difference between verbal and nonverbal bullying (e.g., dirty looks, sticking out the tongue, etc.).
- d. Identify why making fun of others is harmful to self and others.
- e. Explain how to advocate for yourself and someone else who is being bullied.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify the professionals who can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults. (Professional Skills:Self-Advocacy)
2. Discuss why tolerance, appreciation, and understanding of diversity are important skills to learn and practice. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

1. Why are people mean and cruel to other people?
2. How do people respond to others who are mean and cruel?
3. Is being mean to a friend different from being mean to someone else?

#### *Health Skills:*

1. Interpersonal Communication:
2. Advocacy for Self and Others:





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

2. Describe pro-social behaviors and skills that enhance healthy interactions with others.

### Evidence Outcomes

#### *Students Can:*

- a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration and being kind.
- b. Set a goal and a plan to be helpful and supportive to another person at school or at home.
- c. Describe how responding to anger can be positive and/or negative.
- d. Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Apply pro-social behaviors when working together and collaborating. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Demonstrate self-control to manage anger. (Personal Skills: Self-Awareness)
3. Explain how tolerance, appreciation, and understanding of diversity are important when collaborating. (Personal Skills: Adaptability/Flexibility)

#### *Inquiry Questions:*

1. How would it feel if you were teased for having a certain eye color?
2. How do you feel when you are helpful to others?
3. Why do people get angry?
4. Is anger a bad thing?
5. Is it OK to not be friends with everyone?

#### *Health Skills:*

1. Goal Setting:
2. Self-Management/Personal Responsibility





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

3. Demonstrate skills necessary to prevent a conflict from escalating to violence.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation.
- b. Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills.
- c. Explain a more positive alternative than using violence to resolve a conflict.
- d. Explain the potential dangers of having weapons at home, in school, and in the community.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify the physical and emotional consequences of violence and the significant impact they have on society. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Demonstrate effective conflict resolution skills. (Personal Skills: Adaptability/Flexibility)
3. Explain how effective communication and personal skills can develop, maintain, and enhance healthy behaviors. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What is conflict resolution?
2. What if there was no violence in the world?
3. How can you promote peaceful problem-solving?
4. How can the use of guns and other weapons be positive?
5. Do you always have to compromise to help solve a conflict?
6. Can social media create conflicts between people?

#### *Health Skills:*

1. Interpersonal Communication: Conflict Resolution





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

### Evidence Outcomes

#### *Students Can:*

- a. Identify factors that influence both violent and nonviolent behaviors.
- b. Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.
- c. Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.
- d. Describe how to use social media to promote positive relationships.
- e. Identify resources, including safe people, parents, or adults, who can help prevent or intervene in unsafe situations in the school and community.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore how nonviolence has been used in conflicts. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Assess how bullying and violence can have long term emotional and physical consequences. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Critique how culture, media and social influences affect violent and nonviolent behavior. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Investigate why and how individuals can take personal responsibility to develop, maintain, and enhance healthy behaviors. (Personal Skills: Personal Responsibility)
5. Identify the importance of evaluating reliable sources when analyzing influences. (Professional Skills: Information Literacy)

#### *Inquiry Questions:*

1. Why do people become violent?
2. Why is it important to report incidents of bullying and other unsafe situations?
3. What types of communication can help you avoid conflict?
4. How can we demonstrate appreciation and value for differences?
5. How do I know who to tell about an unsafe situation?
6. What are stereotypes? Why do people stereotype others?
7. Can making assumptions about people influence behavior?

#### *Health Skills:*

1. Interpersonal Communication: Conflict Resolution/Negotiation Skills
2. Analyze Influences
3. Self - Management/Personal Responsibility





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

3. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.

### Evidence Outcomes

#### *Students Can:*

- Understand the definition of bullying, as well as the roles of a bystander, perpetrator/bully, and victim in bullying.
- Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim.
- Understand the consequences of unaddressed bullying for the victim, perpetrator/bully, and bystanders.
- Advocate for a positive and respectful school environment that supports pro-social behavior.
- Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.
- Describe the dangers of and actions to be taken if aware of threats to harm self or others.
- Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.
- Demonstrate appropriate communication skills to solve conflicts nonviolently.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Discuss if the presence of weapons increases the risk of serious injuries. (Entrepreneurial Skills: Inquiry/Analysis)
- Understand the variety of school and community resources that can help with school-violence issues. (Entrepreneurial Skills: Creativity/Innovation)
- Understand the importance of advocating for themselves or others in bullying situations. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

- How do I know if someone is being bullied?
- What if my friend is a bully?
- What does pro-social behavior look like in our community?
- What effect has social media had on bullying and harassment?

#### *Health Skills:*

- Self-Management/Personal Responsibility
- Advocacy







### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

2. Demonstrate self-management skills to reduce physical and emotional violence and actively participate in violence prevention.

### Evidence Outcomes

#### *Students Can:*

- a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders.
- b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence.
- c. Describe strategies and skills one could use to avoid physical fighting and violence.
- d. Identify a variety of nonviolent ways to respond when angry or upset.
- e. Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.
- f. Describe the dangers of and actions to be taken if aware of threats to harm self or others.
- g. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.
- h. Demonstrate appropriate communication skills to solve conflicts nonviolently.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore if the presence of weapons impacts the risk of serious injuries. (Entrepreneurial Skills: Inquiry/Analysis)
2. Discuss the variety of school and community resources that can help with school-violence issues. (Professional Skills: Information Literacy)
3. Advocate for selves or others in bullying situations. (Civic/Interpersonal Skills: Civic Engagement)
4. Develop personal strategies to enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. How can one person reduce violence?
2. What are positive and negative effects of weapons on society?
3. What situations lead to physical fighting and violence? How could those situations be avoided?
4. What is my civic responsibility to respond to violence in my community?
5. How might someone's words, including social media, impact another person emotionally and socially?

#### *Health Skills:*

1. Self-Management
2. Advocacy





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

4. Analyze the factors that influence violent and nonviolent behavior.

### Evidence Outcomes

#### *Students Can:*

- Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence.
- Examine the presence of violence in the media and its possible effects on violent behavior.
- Describe how one's beliefs, values, and familial and peer relationships could promote relational violence.
- Identify verbal and nonverbal communication that constitutes sexual harassment.
- Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.
- Explain why and how rape and sexual assault should be reported to a parent or trusted adult and appropriate legal authorities.
- Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community.
- Determine who (adults) to report potentially unsafe behaviors/situations to both inside and outside of school.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Sexual violence and harassment are unacceptable behaviors that result in legal consequences. (Civic/Interpersonal Skills: Civic Engagement)
- Technology has changed the way sexual exploitation and harassment occurs. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine various social and cultural norms regarding sexual violence and harassment. (Civic/Interpersonal Skills: Global/Cultural Awareness)

#### *Inquiry Questions:*

- Is peaceful behavior the same as nonviolent? Why or why not?
- Would a media-free life diminish assaults?
- What would I do if I saw someone being sexually harassed or assaulted?
- Why is it important to report potentially unsafe behaviors/situations?

#### *Health Skills:*

- Analyze Influences





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.

### Evidence Outcomes

#### *Students Can:*

- a. Identify pro-social behaviors in the school and community.
- b. Examine the consequences of unaddressed behaviors that do not respect others, the school, or the community environment.
- c. Advocate for a positive and respectful school environment that supports pro-social behavior.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify positive behavior support and other school and community programs advocate for pro-social behavior. (Entrepreneurial Skills: Creativity/Innovation)
2. Advocate for positive respectful school environments that support positive social norms. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

1. How do I know if someone is being bullied?
2. Are positive social norms static or can they change?
3. What does pro-social behavior look like in our community?
4. What effect has social media had on bullying and harassment?

#### *Health Skills:*

1. Advocacy





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.

### Evidence Outcomes

#### *Students Can:*

- Examine the importance of respecting individual differences.
- Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes.
- Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence.
- Demonstrate the ability to take the perspectives of others in a conflict situation.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Analyze how blogs, websites and social networks provide vast opportunities to see the perspectives of others in a conflict situation. (Professional Skills: Use Information and Communication Technologies)
- Examine why personal responsibility is the first line of violence-free behavior. (Personal Skills: Personal Responsibility)
- Explore how individual differences are linked to personal perspectives. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Examine how federal, state, local laws, and social norms impact incidences of violence. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

- Under what circumstances is conflict necessary?
- What are strategies for preventing a conflict from escalating?
- Is society desensitized to violence?
- Are all prejudices wrong?

#### *Health Skills:*

- Analyzing Influences





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

6. Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the signs and symptoms of people who are in danger of harming themselves or others.
- b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
- c. Summarize why it is important to tell a parent or adult if there are people who are in danger of harming themselves or others.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain how school and community resources for adolescent mental and emotional health services provide support for those in need. (Professional Skills: Use Information and Communication Technologies)
2. Analyze how knowledge about self-harming behaviors informs decision-making related to personal wellness and the wellness of others. (Personal Skills: Self-Awareness)

#### *Inquiry Questions:*

1. Why might someone think it is necessary to feel pain to feel alive?
2. Under what circumstances should you maintain a confidence with someone who may be at risk of hurting himself or others?

#### *Health Skills:*

1. Analyzing Influences





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.

### Evidence Outcomes

#### *Students Can:*

- Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.
- Analyze situations that could lead to pressure to have sex.
- Summarize why individuals have the right to refuse sexual contact.
- Analyze the effects of emotional abuse.
- Analyze how media messages normalize violence (e.g., physical, sexual, emotional, relational).
- Identify strategies to deal with, prevent, and or report violence.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Identify where school and community resources for domestic violence, abuse and rape are available to those in need. (Professional Skills: Use Information and Communication Technologies)
- Analyze the difference in power and control and how it affects personal relationships. (Personal Skills: Personal Responsibility)
- Explain how personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- Is emotional abuse as harmful as physical abuse?
- What are the short- and long-term effects of emotional abuse and physical abuse?
- Are the friends and relationships you keep a reflection of yourself?
- How do I know what personal boundaries to set in relationships?

#### *Health Skills:*

- Analyzing Influences





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

8. Access valid information and resources that provide information about sexual assault and violence.

### Evidence Outcomes

#### *Students Can:*

- a. Identify resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence.
- b. Evaluate reliable school and community resources to assist with problems related to violence.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze how school and community resources are available to assist individuals with problems related to violence. (Professional Skills: Use Information and Communication Technologies)
2. Analyze how personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)
3. Explain how the school and community provide valuable resources to support adolescent mental and emotional health, including providing immediate aid, protection, or shelter following an act of violence. (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

1. Who can I trust to talk to about sexual assault and personal violence?
2. Under what circumstances should you maintain a confidence with someone who has been sexually assaulted?
3. When is it most important to turn to adult resources and/or school or community authorities for help?

#### *Health Skills:*

1. Accessing Information





### Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

### Grade Level Expectation:

9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.

### Evidence Outcomes

#### *Students Can:*

- Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence.
- Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
- Explain the strategies that could be used to prevent a conflict from starting or escalating.
- Discuss effective strategies for resolving conflicts with another person in nonviolent ways.
- Demonstrate verbal and nonverbal ways to stop or prevent hazing.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explain how effective conflict resolution strategies, both verbal and non-verbal are learned over time when the temptation to accept pressure is resisted. (Civic/Interpersonal Skills: Communication)
- Explain how hostage negotiators utilize conflict resolution strategies to avoid violence and the escalation of conflict. (Civic/Interpersonal Skills: Communication)
- Explain how effective refusal skills can be used to resist pressures to engage in unhealthy behaviors and situations. (Civic/Interpersonal Skills: Communication)
- Explain how personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Civic/Interpersonal Skills: Communication)

#### *Inquiry Questions:*

- How can I stop violence and still keep my relationships?
- How can I identify if someone needs help?
- What are different strategies for helping someone who may be at risk of being a victim of violence?
- When does good-natured teasing become hazing, harassment and bullying?

#### *Health Skills:*

- Interpersonal Communication

