

Boulder Valley School District

K- 5 Health Education Curriculum

Approved May 25, 2004

Violence Awareness-related Performance Indicators
for Grades K – 5

Boulder Valley School District
Health Education Curriculum
Introduction to Elementary Health

Since there are not specific health courses scheduled in grades K-5, the health curriculum at the elementary level is designed to be delivered in a variety of ways. The essential learning results are identified as essential, desired, or optional. While all of the identified results are important, priority is given to making sure that students have the opportunity to learn those identified as essential.

Essential learning results addressing fitness are included in the Physical Education Standards and those addressing environmental health and safety are included in the Science Standards. The classroom teacher will also integrate those results with other areas of health where appropriate (e.g., the relation of nutrition and fitness and the importance of making healthy choices that improve community and environmental health).

The elementary health curriculum places a high emphasis on skill development in the areas of acquiring health knowledge, accessing health resources, practicing healthy behaviors, analyzing the influence of media and other cultural influences on health decisions, developing communication skills, setting goals and making health-related decisions, and advocating for personal, family, and community health. Health topics used to teach these skills include: nutrition, hygiene, disease prevention, body image, mental health and emotional wellness, violence awareness, substance use, abuse, and addiction, human growth and development, diversity awareness, and injury prevention and safety. The Health Education learning materials (lesson plans, student activities, parent newsletters, assessment tools) utilized to teach the curriculum emphasize experiential learning and reinforce parent-student communication and parent involvement in health education. The BVSD policy on exclusion from Health Education (IGAE) states that parents or guardians of students may exclude their children from *specific portions* of health instruction on the grounds that the instruction is contrary to the child's or parents religious beliefs and teachings, or contrary to closely held personal beliefs. Parents will be provided an exclusion request at the beginning of the school year (File IGAE-E).

BVSD Health Curriculum

Kindergarten

Approved, May 25, 2004

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Kindergarten

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

C. Violence Awareness

Essential Learning Results and Performance Indicators

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. explaining why we should go to safe people or places if we feel threatened;
 - b. explaining acceptable vs. unacceptable touch;
 - c. explaining the differences between unacceptable observing and unacceptable touch; and
 - d. explaining body autonomy, e.g., “my body belongs to me.”

2. Demonstrate an ability to access information about violence awareness by
 - a. identifying safe people and places we can go if we feel unsafe or threatened; and
 - b. identifying safe people to tell about abuse of any type.

3. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating asking a safe adult for help (e.g., saying we need help, telling what happened, telling what we did, asking again for help);
 - b. describing strategies to react to a stranger who feels threatening.

4. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
 - a. showing what to say and do if someone is bullying or bothering us (e.g., say, “Stop it!” in a firm voice, walk or run away, tell an adult);
 - b. demonstrating saying “no” to unwanted touch, then telling an adult.

Desired Learning Results:

1. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. setting a class goal to have no bullying or teasing on the playground and describing the steps we need to take to reach that goal; and
 - b. setting a class goal to respect classmates’ wishes regarding touch.

First Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

C. Violence Awareness

Essential Learning Results:

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. explaining what to do if people tease, bully, or bother us;
 - b. explaining why it is important to be aware of surroundings and to recognize unsafe situations;
 - c. describing the importance of personal privacy and distinguishing between acceptable and unacceptable touch;
 - d. describing what to do if someone bothers us (e.g., say “no”, walk or run away, tell a safe adult).

2. Demonstrate the ability to access information about violence awareness by
 - a. demonstrating how to ask a safe adult for help, e.g saying we need help, telling what happened, telling what we did, asking again for help); and
 - b. explaining how to call 9-1-1 or get other help in emergencies.

3. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating safe ways to act in a bullying situation (e.g., say stop it, walk away, tell an adult);
 - b. showing healthy ways to manage anger and other strong feelings; and
 - c. showing what to do if we find a weapon.

4. Demonstrate the ability to use interpersonal communication skills to reduce the risk of violence by
 - a. demonstrating simple conflict resolution techniques;
 - b. demonstrating saying “no” to unwanted touch, then telling an adult.

Desired Learning Results:

1. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. explaining and demonstrating what to do if people tease, bully, or bother a classmate or friend.

Optional Learning Results:

1. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. setting a class goal for our class to have no bullying or teasing in or out of school and describe the steps we need to take to reach that goal; and
 - b. setting a class goal for the class to respect classmates’ wishes regarding touch.

Second Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. reviewing what to do if people tease, bully or bother us;
 - b. discussing what to do if things are going on around us that are frightening;
 - c. discussing what to do if people we have been taught to trust, touch us inappropriately;
 - d. reviewing the concept of body autonomy, e.g., “My body belongs to me”; and
 - e. discussing the importance of being kind towards animals.

2. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating how to react safely when confronted with bullying behavior;
 - b. explaining how to report to a safe adult about unsafe, scary, or hurtful situations at home, at school, in our faith community, or in our neighborhood;
 - c. explaining what to do if a stranger approaches us at school or in the community;
 - d. explaining how to get help if we experience unacceptable touching;
 - e. explaining how to report weapons or fighting; and
 - f. explaining what to do if you witness someone hurting an animal.

3. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
 - a. demonstrating simple conflict resolution and mediation strategies; and
 - b. demonstrating appropriate ways to express anger, hurt, and stress.

4. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. describing decisions we can make as a class or individuals to prevent bullying.

5. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. expressing individual opinions about how to prevent and deal with bullying behavior; and
 - b. identifying people and groups that support violence awareness and prevention.

Third Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. identifying methods for managing anger;
 - b. describing simple conflict resolution and mediation strategies;
 - c. discussing the causes of violence;
 - d. reviewing what to do if people tease, bully, or bother us;
 - e. reviewing the concepts of body autonomy (e.g., “My body belongs to me,” and unacceptable/unwanted touch); and
 - f. discussing the difference between “tattling” and “telling.”

2. Demonstrate the ability to practice healthy behaviors with respect to violence awareness by
 - a. demonstrating steps to take to manage anger; and
 - b. demonstrating steps to take if people tease, bully, or bother us.

3. Demonstrate the ability to use interpersonal communication skills to enhance violence awareness by
 - a. showing what to say or do if someone is bullying or bothering us;
 - b. demonstrating how to report unacceptable touch or bullying to a safe adult.

4. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. demonstrating actions to take as a bystander of a violent situation; and
 - b. describing decisions we can make as a class to prevent bullying.

Fourth Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. defining the characteristics of a bully, target/victim and bystander;
 - b. explaining how teasing and bullying may lead to violence;
 - c. explaining ways to prevent violence that may result from teasing and bullying;
 - d. reviewing the concepts of unacceptable touch and body autonomy (e.g., “My body belongs to me”);
 - e. explaining the importance of the role of the bystander;
 - f. reviewing the difference between “tattling” and “telling;” and
 - g. explaining that, at age 10, we are legally responsible for our actions.

2. Demonstrate the ability to access information about violence awareness by
 - a. identifying resources within the school that help students who are victims of bullying or other forms of violence.

3. Demonstrate the ability to analyze influences on violence awareness by
 - a. identifying pressure situations that could lead to bullying or other violent behavior; and
 - b. identifying internal and external influences on violent behavior.

4. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. reviewing actions to take as a bystander of a violent situation.

Fifth Grade

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS

C. Violence Awareness

Essential Learning Results

1. Demonstrate understanding of core concepts related to violence awareness by
 - a. explaining why people bully;
 - b. identifying inappropriate teasing and bullying on the basis of gender, race or ethnicity, body size or shape, disability, sexual orientation, religion, etc.;
 - c. identifying ways to prevent or stop teasing, bullying, and hurt feelings;
 - d. describing the continuum of actions a bystander can take to help someone who is being bullied;
 - e. using Youth Risk Behavior Survey and other research, determining social norms of violent behaviors;
 - f. defining sexual harassment; and
 - g. reviewing the concepts of body autonomy (e.g., “My body belongs to me,” and unacceptable touch).

2. Demonstrate the ability to access information, products, and services with respect to violence awareness by
 - a. explaining how to report weapons or fighting; and
 - b. identifying agencies and other resources for help in issues of sexual harassment, domestic violence, and child abuse.

3. Demonstrate the ability to set goals and make decisions about violence awareness by
 - a. discussing strategies to avoid or get out of situations that could turn violent.

4. Demonstrate the ability to advocate for self and others with regard to violence awareness by
 - a. demonstrating strategies for calming a potentially unconstructive conflict;
 - b. demonstrating skills to respond to bullying (as a bystander and as a target/victim);
 - c. demonstrating actions to take as a bystander of a violent situation; and
 - d. designing a project that would create a bully-free, caring school community.