

Violence Prevention		
Essential Learning	Knowledge Expectations	Skill Expectations
Kindergarten		
1. Safe and healthy ways of dealing with conflict.	Explain what to do if someone is being bullied.	Identify and be able to locate trusted adults at home, school, and community who can help prevent violence (call 911, locate principal's office).
2. Acceptance of differences in individuals and families.	Explain why it is important to be a friend.	Demonstrate effective refusal skills, including firmly saying "no", and go to a safe place.
3. Avoid teasing, bullying, and being a bystander to bullying.	Describe the difference between "wanted" and "unwanted" touch. (Safe and unsafe touch)	Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
4. Advocate for self or get help to prevent or stop violence.	Explain why everyone has the right to tell others not to touch their body.	Identify situations that need a decision that could lead to or prevent violence.
Alaska Safe Children's Act	Explain why unwanted or inappropriate touches should be reported to a trusted adult.	Identify and demonstrate practices that reduce or prevent violence (No, Go, Tell).
5. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way.	
6. Healthy relationships and boundaries.		
First Grade		
1. Safe and healthy ways of dealing with conflict.	Describe the difference between bullying and teasing and explain why it is wrong to tease or bully others.	Identify and be able to locate trusted adults at home, school, and community who can help prevent violence (call 911, locate principal's office).
2. Acceptance of differences in individuals and families.	Explain why it is important to be a friend and describe examples of ways to be a friend to others.	Demonstrate effective refusal skills, including firmly saying "no", and go to a safe place.
3. Avoid teasing, bullying, and being a bystander to bullying.	Describe the difference between "wanted" and "unwanted" touch. (Safe and unsafe touch)	Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
4. Advocate for self or get help to prevent or stop violence.	Explain why unwanted or inappropriate touches should be reported to a trusted adult.	Identify situations that need a decision that could lead to or prevent violence.
Alaska Safe Children's Act	Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way.	Identify and demonstrate practices that reduce or prevent violence (No, Go, Tell).
5. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Explain why everyone has the right to tell others not to touch their body.	
6. Healthy relationships and boundaries.		
Second Grade		
1. Safe and healthy ways of dealing with conflict.	Describe the difference between bullying and teasing and explain why it is wrong to tease or bully others.	Identify and be able to locate trusted adults at home, school, and community who can help prevent violence (call 911, locate principal's office).
2. Acceptance of differences in individuals and families.	Explain what to do if someone is being bullied.	Demonstrate effective refusal skills, including firmly saying "no", and go to a safe place.
3. Avoid teasing, bullying, and being a bystander to bullying.	Describe examples of ways to be a friend to others.	Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

4. Advocate for self or get help to prevent or stop violence.	Describe the difference between "wanted" and "unwanted" touch. (Safe and unsafe touch)	Identify situations that need a decision that could lead to or prevent violence.
Alaska Safe Children's Act	Explain why unwanted or inappropriate touches should be reported to a trusted adult.	Identify and demonstrate practices that reduce or prevent violence (No, Go, Tell).
5. Get help for self or others to prevent or stop unwanted or inappropriate touching (refusal skills).	Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way.	
6. Healthy relationships and boundaries.	Explain why everyone has the right to tell others not to touch their body.	
	Third Grade	Third Grade
1. Safe and healthy ways of dealing with conflict.	Describe the difference between bullying and teasing and explain why it is wrong to tease or bully others based on personal characteristics.	Describe how family and culture influence violence prevention practices and behaviors.
2. Acceptance of differences in individuals and families.	Describe what to do if oneself or someone else is being bullied.	Identify situations that need a decision to prevent violence.
3. Violence prevention (includes harassment, coercion, exploitation, physical fighting, and all forms of abuse).	Explain the difference between tattling and reporting aggression, bullying, or violence.	Demonstrate effective refusal skills, including firmly saying "no", and go to a safe place.
4. Advocate for self or others by learning verbal and non-verbal communication skills.	Describe the benefits of using nonviolent means to solve conflict.	Demonstrate ways to be a friend.
Alaska Safe Children's Act	Distinguish between wanted and unwanted touch. (safe and unsafe touch)	
5. Advocate for self or others to prevent or stop unwanted or inappropriate touching.	Explain that unwanted or inappropriate touches should be reported to a trusted adult.	
6. Healthy relationships and boundaries.	Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way.	
	Explain that everyone has the right to tell others not to touch their body.	
	Explain the importance of telling an adult if someone is in danger of hurting themselves or others.	
Fourth Grade	Fourth Grade	Fourth Grade
1. Safe and healthy ways of dealing with conflict.	Describe prejudice, discrimination, and bias.	Describe how media and technology influence violence prevention practices and behaviors.
2. Acceptance of differences in individuals and families.	Explain why it is wrong to tease or bully others based on personal characteristics and describe what to do if oneself or someone else is being bullied.	Identify situations that need a decision to prevent violence.
3. Violence prevention (includes harassment, coercion, exploitation, physical fighting, and all forms of abuse).	Recognize techniques used to coerce or pressure someone and how to respond.	Describe ways to appropriately communicate with others to resolve conflict.

4. Advocate for self or others by learning verbal and non-verbal communication skills.	Explain the difference between tattling and reporting aggression, bullying, or violence.	
Alaska Safe Children's Act	Identify strategies to avoid physical fighting and violence.	
5. Advocate for self or others to prevent or stop unwanted or inappropriate touching.	Distinguish between wanted and unwanted touch. (safe and unsafe touch)	
6. Healthy relationships and boundaries.	Explain that unwanted or inappropriate touches should be reported to a trusted adult.	
	Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way.	
	Explain that everyone has the right to tell others not to touch their body.	
	Explain the importance of telling an adult if someone is in danger of hurting themselves or others.	
	Fifth Grade	Fifth Grade
1. Safe and healthy ways of dealing with conflict.	Explain why it is wrong to tease or bully others based on personal characteristics and describe what to do if oneself or someone else is being bullied.	Describe how peers influence violence prevention practices and behaviors.
2. Acceptance of differences in individuals and families.	Identify strategies that help prevent violence (e.g. using nonviolent conflict resolution, helping others, being respectful of others, and cooperation).	Identify options and their potential outcomes when making a decision that could lead to violence.
3. Violence prevention (includes harassment, coercion, exploitation, physical fighting, and all forms of abuse).	Recognize techniques used to coerce or pressure someone and how to respond.	Demonstrate violence prevention practices and behaviors.
4. Advocate for self or others by learning verbal and non-verbal communication skills.	Explain the difference between tattling and reporting aggression, bullying, or violence.	Describe how using different voices (passive, aggressive, and assertive) will escalate or deescalate situations.
Alaska Safe Children's Act	Identify strategies to avoid physical fighting and violence.	
5. Advocate for self or others to prevent or stop unwanted or inappropriate touching.	Describe the benefits of using nonviolent means to solve interpersonal conflict.	
6. Healthy relationships and boundaries.	Distinguish between wanted and unwanted touch. (safe and unsafe touch)	
	Explain that unwanted or inappropriate touches should be reported to a trusted adult.	
	Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way.	
	Explain that everyone has the right to tell others not to touch their body.	
	Explain the importance of telling an adult if someone is in danger of hurting themselves or others.	