

# HECAT: Module V

## VIOLENCE PREVENTION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to prevent violence. Violence is defined as any threat or actual use of force or power against oneself (self-inflicted injury or suicide), against another person, or against a group that results in or has a high likelihood of resulting in injury, psychological harm, abnormal growth or development, deprivation, or death.

### Healthy Behavior Outcomes

**A pre-K–12 violence prevention curriculum should enable students to**

- *Engage in positive, helpful behaviors.*
- *Manage interpersonal conflict in nonviolent ways.*
- *Manage emotional distress in nonviolent ways.*
- *Avoid bullying, being a bystander to bullying, or being a victim of bullying.*
- *Avoid engaging in violence, including coercion, exploitation, physical fighting, and rape.*
- *Avoid situations where violence is likely to occur.*
- *Avoid associating with others who are involved in or who encourage violence or criminal activity.*
- *Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.*
- *Get help to address inappropriate touching.*
- *Get help to stop being subjected to violence or physical abuse.*
- *Get help for self or others who are in danger of hurting themselves.*
- *Argue persuasively against the use of violence.*

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that prevent or reduce violence.

The concepts and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that reduce or prevent violence. Appendix 4 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and to add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other topic modules to see if there are any related concepts or skill examples that might be added for the review of violence prevention curricula.

If a curriculum focuses on additional topics, such as safety or mental and emotional health, use the chapters that address those topics as well.

### **Overall Instructions**

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet community needs or to conform to the curriculum requirements of the state or school district and meet the identified healthy behavior outcomes.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis items for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

**Standard 1**

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected violence prevention behavior outcomes (V-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade groups: pre-K–2; 3–5; 6–8; and 9–12, starting on page V–3.

**Directions for Standard 1**

- Review the applicable grade level concepts (V–3 through V–11).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be included in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might also be found in other health topic modules. Review other related topic modules for concepts that might be added or edited to apply to the review of violence prevention curricula.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. (A concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.)
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

**Directions for Standards 2–8 are provided on page V-12.**

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 2, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Identify “appropriate” and “inappropriate” touches.
- State that inappropriate touches should be reported to a trusted adult.
- Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- State that everyone has a right to tell others not to touch his or her body.
- Identify the importance of respecting the personal space and boundaries of others.
- Explain what to do if someone is being bullied.
- Describe the difference between bullying and teasing.
- Explain why it is wrong to tease others.

**Additional Concepts**

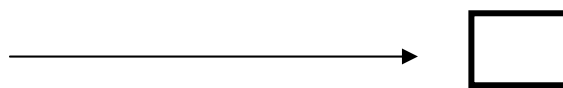
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 5, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Distinguish between "appropriate" and "inappropriate" touch.
- Explain that inappropriate touches should be reported to a trusted adult.
- Discuss why it is not a child's fault if someone touches him or her in an inappropriate way.
- Explain that everyone has a right to tell others not to touch his or her body.
- Explain the importance of respecting the personal space and boundaries of others.
- Describe appropriate ways to express emotions and feelings.
- Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- Explain the importance of talking with trusted adults about feelings.
- List healthy ways to express affection, love, friendship, and concern.
- List physical and emotional reactions to stressful situations.
- List causes and effects of stress.
- Identify positive and negative ways of dealing with stress.
- Describe what to do if self or someone else is being bullied.
- Explain the differences between tattling and reporting aggression, bullying, or violence.
- State short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- Identify situations that might lead to violence.
- Identify strategies to avoid physical fighting and violence.
- Identify ways to reduce injuries from firearms.
- Define prejudice, discrimination and bias.
- Explain that anger is a normal emotion.
- Describe non-violent ways to manage anger.

**Violence Prevention, Grades 3–5 continued on next page**

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 5, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- Identify examples of self-control.
- Recognize techniques that are used to coerce or pressure someone to use violence.
- Explain why it is wrong to tease others based on their body type or other personal characteristic.
- Describe the benefits of using non-violent means to solve interpersonal conflict.
- List examples of dangerous or risky behaviors that might lead to injuries.
- Identify qualities of a healthy relationship.
- Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
- Identify feelings of depression, sadness, and hopelessness for which someone should seek help.

**Additional Concepts**

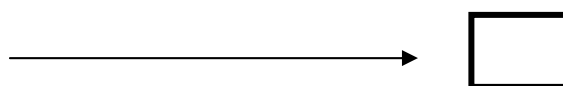
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

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- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**NOTES:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Describe appropriate ways to express and deal with emotions and feelings.
- Explain how the expression of emotions or feelings can help or hurt oneself and others.
- Summarize the benefits of talking with trusted adults about feelings.
- Describe healthy ways to express affection, love, friendship, and concern.
- Describe physical and emotional reactions to stressful situations.
- Explain causes and effects of stress.
- Explain positive and negative ways of dealing with stress.
- Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape).
- Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
- Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- Describe situations that could lead to physical fighting and violence.
- Describe strategies to avoid physical fighting and violence.
- Describe how the presence of weapons increases the risk of serious violent injuries.
- Describe ways to reduce risks of injuries from firearms.
- Describe how prejudice, discrimination and bias can lead to violence.
- Describe the behavioral and environmental factors associated with the major causes of death in the United States.
- Describe the relationship between using alcohol and other drugs and other health risks such as injuries, violence, suicide, sexual risk behaviors, and tobacco use.

**Violence Prevention, Grades 6-8 continued on next two pages**

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Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Describe ways to manage interpersonal conflict nonviolently.
- Explain why it is important to understand the perspectives of others in resolving a conflict situation.
- Analyze the risks of impulsive behaviors.
- Identify a variety of non-violent ways to respond when angry or upset.
- Describe how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- Explain how intolerance can affect others.
- Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence.
- Describe examples of self-control.
- Analyze techniques that are used to coerce or pressure someone to use violence.
- Determine the benefits of using non-violence to solve interpersonal conflict.
- Describe examples of dangerous or risky behaviors that might lead to injuries.
- Compare and contrast healthy and unhealthy relationships.
- Identify models of healthy relationships.
- Describe how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
- Describe how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.

**Violence Prevention, Grades 6-8 continued on next page**

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Standard        Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Describe the signs and symptoms of people who are in danger of hurting themselves or others.
- Describe actions to change unsafe situations at home.
- Describe actions to change unsafe situations at school.
- Describe actions to change unsafe situations in the community.
- Explain the causes, signs, and effects of depression.
- Explain that acquaintance rape and sexual assault are illegal.
- Recognize techniques that are used to coerce or pressure someone to have sex.
- Describe situations that could lead to pressures for sex.
- Explain why individuals have the right to refuse sexual contact.
- Explain that a person who has been sexually assaulted or raped is not at fault.
- Explain that rape and sexual assault should be reported to a trusted adult.

**Additional Concepts**

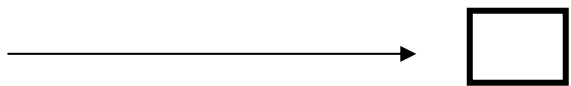
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0%)**

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**NOTES:**

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Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Evaluate effective strategies for dealing with stress.
- Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, physical assault/fighting, dating violence, acquaintance rape, sexual assault, family violence).
- Explain how bystanders can help prevent violence by reporting dangerous situations or actions.
- Analyze short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- Summarize why the presence of weapons increases the likelihood of violent injury.
- Summarize ways to reduce the risk of injuries from firearms.
- Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.
- Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent violence.
- Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Analyze the relationship between using alcohol and other drugs and violence.
- Analyze strategies for managing and reducing conflict.
- Analyze why it is important to understand the perspectives of others in resolving a conflict situation.
- Explain impulsive behaviors and strategies for controlling them.
- Describe ways to express anger in a healthy way.

**Violence Prevention, Grades 9-12 continued on next two pages**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**VIOLENCE PREVENTION (Check all that are given attention in the curriculum)**

- Analyze how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- Summarize how intolerance can affect others.
- Analyze why pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) can help prevent violence.
- Analyze the benefits of using non-violence to solve interpersonal conflict.
- Describe characteristics of the school or community that can increase or decrease the likelihood of violence.
- Summarize the qualities of a healthy dating relationship.
- Explain how to build and maintain healthy family and peer relationships.
- Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Analyze how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
- Analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.
- Analyze the signs and symptoms of people who are in danger of hurting themselves or others.
- Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.

**Violence Prevention, Grades 9-12 continued on next page**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard        Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**VIOLENCE PREVENTION** (Check all that are given attention in the curriculum)

- Analyze the causes, symptoms, and effects of depression.
- Explain when to seek help for mental health problems (e.g., depression, mood disorders, and anxiety disorders).
- Acknowledge an individual’s responsibility to verify that all sexual contact is consensual.
- Acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- Analyze techniques that are used to coerce or pressure someone to have sex.
- Analyze situations that could lead to pressure for sex.
- Summarize why individuals have the right to refuse sexual contact.
- Conclude that a person who has been sexually assaulted or raped is not at fault.
- Conclude that rape and sexual assault should be reported to a trusted adult.
- Describe actions to take in case of a disaster, emergency, or act of terrorism.
- Describe federal, state, and local laws intended to prevent violence.

**Additional Concepts**

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**CONCEPT COVERAGE SCORING:**    Complete the score based on the criteria listed below.

<p><b>The curriculum addresses:</b>  <b>4 = all of the concepts.</b> (100%)  <b>3 = most of the concepts.</b> (67-99%)  <b>2 = some of the concepts.</b> (34-66%)  <b>1 = a few of the concepts.</b> (1-33%)  <b>0 = none of the concepts.</b> (0%)</p>	<p><b>CONCEPT COVERAGE SCORE</b></p> <p>—————→ <input style="width: 50px; height: 30px; border: 2px solid black;" type="text"/></p>
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**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

**NOTES:**

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## Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards 2–8* describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to broaden the list of sub-skills that are important for each standard. A list of these sub-skills is provided on the next page (V-13).

Following each score page is a list of examples that explain how the skill and sub-skills may be accomplished by students by grades 2, 5, 8, and 12. The examples are listed by grade groups (pre-K–2, 3–5, 6–8, and 9–12). These examples can help identify skills that are relevant to violence prevention. They are not intended to be a comprehensive list of all the skills to be taught and should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Look in other related health topic modules for skill examples that might be added or edited to apply to the review of violence prevention curricula.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

## Directions for Standards 2–8

- For each standard, review the list of examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

**Sub-skills for Standards 2–8**

**St. 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** Students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

**St. 3: Students will demonstrate the ability to access valid health information and products and services to enhance health.**

Students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

**St. 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health.** Students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

**St. 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

Students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

**St. 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

Students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for practicing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

**St. 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Take responsibility for personal health.

**St. 8: Students will demonstrate the ability to advocate for personal, family, and community health.** Students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote societal norms that are health-enhancing.
- Provide support for others.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -15 and V -16 for Standard 2 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -15 and V -16 for Standard 2 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **2** Skill Examples

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on violence.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Identify why making fun of others is harmful to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify internal influences that could lead to violence (e.g., curiosity, assertiveness, fears).</li> <li>• Identify external influences that could lead to violence.</li> <li>• Explain the differences between fantasy and reality violence in the media.</li> <li>• Explain how peer behaviors can influence future violence (e.g., children who are rejected by their peers are more likely to join gangs later).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how personal values and feelings influence choices.</li> <li>• Describe internal influences on behavior that could lead to violence (e.g., curiosity, aggression, and fear).</li> <li>• Describe external influences that could lead to violence.</li> <li>• Examine the presence of violence in the media and its possible effects on violent behavior.</li> <li>• Describe individual, community, and societal factors that contribute to the likelihood of violence.</li> <li>• Explain the risks associated with choosing friends who use violence to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how personal values and feelings influence choices.</li> <li>• Analyze internal influences on behavior that could lead to violence (e.g., assertiveness, aggressiveness, fear, curiosity).</li> <li>• Analyze external influences that could lead to violence.</li> <li>• Analyze how media messages normalize violence.</li> <li>• Identify individual, family, school, peer, and community protective factors that decrease the likelihood of violence.</li> <li>• Discuss the influence of family and peers on violent behavior.</li> </ul>

**Additional examples for Standard 2 are listed on the next page.**

Standard **2** Skill Examples (continued)

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on violence.**

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> <li>• Explain why making fun of others is harmful to self and others.</li> <li>• Explain that most young people do not use violence to deal with problems.</li> <li>• Describe the factors that influence a person’s decision to use violence to solve interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify media and cultural messages that could lead to different types of violence.</li> <li>• Recognize that most young people do not engage in violent behaviors.</li> <li>• Describe the role of alcohol and other drug use in violence-related situations (e.g., fighting, sexual assault, suicide).</li> <li>• Explain how sexual exploitation can occur via the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cultural factors that could lead to different types of violence.</li> <li>• Recognize that most young people do not engage in violent behaviors.</li> <li>• Examine the relationship between alcohol and other drug use and violence.</li> <li>• Analyze how sexual exploitation can occur via the internet.</li> <li>• Identify and analyze public campaigns related to violence prevention (e.g., social norms campaign to stop sexual violence, child abuse prevention programs, the “Amber Alert” program).</li> </ul>



**NOTES:**

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -19 and V -20 for Standard 3 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -19 and V -20 for Standard 3 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form*- Chap. 3.

**Notes:**

Standard  Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Identify how to report unsafe, scary, or hurtful situations in the home or school.</li> <li>• Identify a trusted adult to tell if inappropriate touching occurs.</li> <li>• Demonstrate how to dial 911 or other emergency numbers and provide appropriate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to report unsafe, scary, or hurtful situations in the home, school, or community.</li> <li>• Demonstrate how to seek help from a trusted adult if inappropriate touching occurs.</li> <li>• Identify safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor).</li> <li>• Identify safe people or adults to report to if people are in danger of hurting themselves or others.</li> <li>• Identify when a person would benefit from asking for help for an emotional health problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways to seek help to report sexual harassment, sexual assault, child abuse, and other types to violence.</li> <li>• Demonstrate the ability to access accurate sources of information about abuse, violence, or bullying.</li> <li>• Demonstrate the ability to access existing laws and policies designed to protect young people from being sexually exploited.</li> <li>• Demonstrate the ability to access safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor).</li> <li>• Demonstrate the ability to access safe people or adults to report to if people are in danger of hurting themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze information about products and services intended to prevent violent injury (e.g., gun locks, domestic violence shelters, after-school programs, home visiting programs, suicide hotlines, restraining orders).</li> <li>• Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.</li> <li>• Demonstrate the ability to access existing laws and policies designed to protect young people from being sexually exploited.</li> <li>• Demonstrate the ability to access resources (e.g., rape crisis centers) that provide accurate information about sexual assault and sexual violence.</li> </ul>

**Additional examples for Standard 3 are listed on the next page.**

Standard **3** Skill Examples (continued)

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> <li>• Demonstrate the ability to access important phone numbers to get help in emergencies.</li> <li>• Demonstrate ways to seek help from trusted adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe when a person would benefit from asking for help for an emotional health problem.</li> <li>• Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence.</li> <li>• Demonstrate ways to seek help from trusted adults or friends.</li> <li>• Demonstrate appropriate strategies for avoiding and reporting weapons.</li> <li>• Identify trusted adults to whom to report suspected plans for school violence.</li> <li>• Demonstrate the ability to access school and community resources to help with mental and emotional health concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence.</li> <li>• Demonstrate appropriate strategies for avoiding and reporting weapons.</li> <li>• Locate trusted adults to whom to report suspected plans for school violence.</li> <li>• Demonstrate ways to seek help from an adult if people are in danger of hurting themselves or others.</li> <li>• Demonstrate the ability to access school and community resources to help with mental and emotional health concerns.</li> </ul>

**NOTES:**

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -23 and V -24 for Standard 4 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -23 and V -24 for Standard 4 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**


Standard  Skill Examples

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce violence.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate verbal and non-verbal ways to refuse inappropriate touch.</li> <li>• Demonstrate how to report an inappropriate touch to an adult.</li> <li>• Demonstrate how to express feelings to prevent conflict from starting.</li> <li>• Explain non-violent conflict resolution strategies to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate verbal and non-verbal ways to refuse or report inappropriate touch.</li> <li>• Demonstrate verbal and non-verbal ways to ask an adult for help about a threatening situation.</li> <li>• Demonstrate how to express feelings to prevent conflict from starting or escalating.</li> <li>• Demonstrate a variety of communication skills and peer resistance skills to avoid violent situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to appropriately deal with a conflict with another person that might result in violence.</li> <li>• Demonstrate verbal and non-verbal ways to ask a parent or other trusted adult for help with a threatening situation.</li> <li>• Demonstrate verbal and non-verbal ways to refuse pressure to engage in violence.</li> <li>• Demonstrate verbal and nonverbal communication to avoid potentially violent situations.</li> <li>• Demonstrate non-violent conflict resolution strategies.</li> <li>• Demonstrate effective ways to address bullying.</li> <li>• Identify verbal and non-verbal communication that constitutes sexual harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate communication skills to avoid or get out of unsafe situations.</li> <li>• Demonstrate verbal and non-verbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence.</li> <li>• Demonstrate verbal and non-verbal ways to refuse pressure to engage in violence.</li> <li>• Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways.</li> <li>• Demonstrate verbal and non-verbal ways to stop or prevent hazing.</li> <li>• Analyze verbal and non-verbal communication that constitutes sexual harassment.</li> </ul>

**Additional examples for Standard 4 are listed on the next page.**

Standard  Skill Examples (continued)

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce violence.**

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate what to say when witnessing bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation.</li> <li>• Demonstrate what to say and do when witnessing bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how effective communication skills might decrease the risk of acquaintance or date rape.</li> <li>• Demonstrate assertiveness skills in dealing with sexually aggressive behavior.</li> <li>• Demonstrate effective communication skills to express feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills that could decrease the risk of acquaintance or date rape or other violence.</li> <li>• Demonstrate ways of responding assertively to sexual harassment.</li> <li>• Demonstrate verbal and non-verbal ways to diffuse a volatile situation.</li> <li>• Demonstrate effective communication skills to express feelings.</li> <li>• Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors.</li> </ul>



**NOTES:**

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -27 for Standard 5 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -27 for Standard 5 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **5** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid violent situations and choose to be non-violent.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Describe the steps of a decision-making model to avoiding a physical fight or other violent situation.</li> <li>• Describe the importance of thinking about the effects of one’s actions on other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply steps of a decision-making model to avoiding a physical fight or other violent situation.</li> <li>• Explain the positive alternatives to using violence.</li> <li>• Discuss the importance of thinking about the effects of one’s actions on other people.</li> <li>• Discuss methods for making decisions to avoid conflicts or violence.</li> <li>• Demonstrate the steps for determining if a touch is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and apply a decision-making process for avoiding violence-related situations.</li> <li>• Discuss the short- and long-term consequences of the decision to choose a violent or non-violent solution to a problem.</li> <li>• Evaluate the reasons why some students decide to be bullies.</li> <li>• Develop and apply a decision model for responding to witnessing bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and apply a decision-making process for avoiding or getting out of violence-related situations.</li> <li>• Analyze positive and negative consequences of decisions related to violence.</li> <li>• Develop and apply a decision model for responding to witnessing harassment, bullying, or other interpersonal violence.</li> <li>• Describe the consequences of acquaintance and dating violence.</li> </ul>

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -29 for Standard 6 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -29 for Standard 6 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **6** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to non-violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Set a goal to show consideration, respect, and caring for classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to set goals to prevent and manage stress.</li> <li>• Demonstrate the ability to monitor personal stressors and reactions to stress.</li> <li>• Make a personal commitment to be non-violent.</li> <li>• Demonstrate the ability to monitor personal behaviors related to avoiding violence.</li> <li>• Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to set goals to prevent and manage stress.</li> <li>• Demonstrate the ability to monitor personal stressors and techniques for managing them.</li> <li>• Demonstrate the ability to set goals to prevent and manage difficult relationships.</li> <li>• Make a personal commitment to be non-violent.</li> <li>• Demonstrate the ability to monitor personal behaviors related to avoiding violence.</li> <li>• Describe how personal goals can be affected by using violence to solve problems.</li> <li>• Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to set goals to prevent and manage stress.</li> <li>• Demonstrate the ability to monitor personal stressors and techniques for managing them.</li> <li>• Demonstrate the ability to set goals to prevent and manage difficult relationships.</li> <li>• Make a personal commitment to be non-violent.</li> <li>• Demonstrate the ability to monitor personal behaviors related to avoiding violence.</li> <li>• Discuss how personal goals can be affected by using violence to solve problems.</li> <li>• Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.</li> </ul>

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -31 for Standard 7 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -31 for Standard 7 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

# Standard 7 Skill Examples

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain non-violent behavior.**

**Skill Examples:** Examples that illustrate how a curriculum might address this standard are listed below and on the next page. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate the ability to avoid bullying.</li> <li>• Demonstrate how to express feelings in a healthy way.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate techniques to manage stress.</li> <li>• Demonstrate ways to prevent violence and unsafe situations.</li> <li>• Demonstrate the ability to use multiple nonviolent alternatives to conflict (e.g., walking away, negotiation).</li> <li>• Demonstrate how to avoid or prevent bullying.</li> <li>• Express intentions to resolve conflicts non-violently.</li> <li>• Demonstrate how to express feelings appropriately.</li> <li>• Demonstrate how to use self-control when angry.</li> <li>• Demonstrate strategies to manage loss and grief.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strategies that could be used to prevent a conflict from starting.</li> <li>• Demonstrate ways to avoid and manage stress.</li> <li>• Demonstrate strategies for avoiding situations and persons with a high risk for violence.</li> <li>• Describe the perspectives of all sides in a conflict situation.</li> <li>• Demonstrate ways of solving conflicts non-violently (e.g., conflict resolution, diffusion).</li> <li>• Demonstrate how to prevent or stop bullying (as a bystander, perpetrator, or victim).</li> <li>• Accept that refraining from acts of violence is a personal responsibility.</li> <li>• Express intentions to resolve conflicts non-violently.</li> <li>• Demonstrate strategies for expressing feelings appropriately.</li> <li>• Demonstrate tolerance for individual differences.</li> <li>• Demonstrate the ability to use self-control.</li> <li>• Demonstrate methods for coping with disappointment and loss.</li> <li>• Identifying behaviors that are perceived as sexually coercive.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strategies that could be used to prevent a conflict from starting or escalating.</li> <li>• Demonstrate strategies for avoiding situations and persons with a high risk for violence.</li> <li>• Demonstrate actions to diffuse a potentially violent situation.</li> <li>• Demonstrate the ability to take the perspectives of others in a conflict situation.</li> <li>• Recognize that the decision to not engage in violence or aggression is a personal responsibility.</li> <li>• Express intentions to resolve conflicts nonviolently.</li> <li>• Demonstrate techniques for managing anger appropriately.</li> <li>• Demonstrate tolerance for individual differences.</li> <li>• Demonstrate the ability to use self-control.</li> <li>• Demonstrate methods for coping with disappointment and loss.</li> <li>• Analyze behaviors that may be perceived as sexually coercive.</li> </ul>

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -33 for Standard 8 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page V -33 for Standard 8 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**



Standard **8** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate ways to encourage peers not to bully.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for a positive and respectful school environment that prevents or stops bullying.</li> <li>• Object to teasing of peers based on their body type or other personal characteristic.</li> <li>• Stand up for those being bullied.</li> <li>• Demonstrate support and respect for people with differences (e.g., cultural, disabilities, gender, religious).</li> <li>• Demonstrate the ability to influence others' violence-related behaviors.</li> <li>• Educate others about ways to prevent inappropriate touch.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for a positive and respectful school environment that prevents or stops bullying and harassment.</li> <li>• Advocate for a violence-free school.</li> <li>• Object to teasing of peers based on their body type or other personal characteristic.</li> <li>• Stand up for those being bullied.</li> <li>• Demonstrate support and respect for people with differences (e.g., cultural, disabilities, gender, and sexual orientation).</li> <li>• Demonstrate how to influence others to report acts of violence to appropriate adults.</li> <li>• Advocate for a positive and respectful school environment that supports pro-social behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for a positive and respectful school environment that prevents or stops bullying and harassment.</li> <li>• Demonstrate how to publicly advocate for violence prevention (e.g., a campaign to prevent and report sexual harassment).</li> <li>• Object to teasing of peers based on their body type or other personal characteristic.</li> <li>• Demonstrate how to influence others to report acts of violence to appropriate adults.</li> </ul>

This concludes the health education curriculum analysis items related to violence prevention. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

**Additional Notes:**