

ALASKA SAFE CHILDREN’S ACT

LEARNING OBJECTIVES FOR CLASSROOM CURRICULUM

Sexual abuse and assault awareness and prevention training learning objectives for students K- 12			
Pre-K– Grade 2	Grade 3 - Grade 5	Grade 6 – Grade 8	Grade 9 – Grade 12
<ol style="list-style-type: none"> 1. Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches (including inappropriate non-touching behaviors) 2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. 3. Explain why everyone has the right to tell others not to touch his or her body. 4. Explain why inappropriate touches should be reported to a trusted adult and not kept secret. 5. Identify trusted adults from a variety of settings including home, school and the community who can help prevent violence. 6. Explain and demonstrate how to locate school and community health helpers who can help reduce or avoid violence. 7. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or reduce the risk of sexual abuse or assault. 8. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. 	<ol style="list-style-type: none"> 1. Distinguish between “appropriate” and inappropriate” touch (including non-touching behaviors). 2. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way. 3. Explain that everyone has the right to tell others not to touch his or her body. 4. Explain that inappropriate touches should be reported to a trusted adult and not kept secret. 5. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or reduce the risk sexual abuse or assault 6. Demonstrate how to effectively ask for help to report sexual abuse or assault. 7. Explain safety rules for using electronic communication devices. 	<ol style="list-style-type: none"> 1. Explain why individuals have the right to refuse any sexual contact or activity. 2. Recognize techniques that are used to coerce or pressure someone to engage in sexual activity. 3. Explain that acquaintance rape and sexual assault are illegal. 4. Explain that rape and sexual assault should be reported to a trusted adult and not kept secret. 5. Explain the negative consequences of sexually explicit pictures or messages sent by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). 6. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others. 	<ol style="list-style-type: none"> 1. Summarize why individuals have the right to refuse any sexual contact or activity. 2. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual. 3. Explain that sexual contact with someone that is intoxicated or unable to refuse is sexual assault. 4. Explain why a person who has been sexually assaulted or raped is not at fault. 5. Explain why it is wrong to trick, threaten, or coerce another person into engaging in sexual activities. 6. Analyze techniques that are used to coerce or pressure someone to engage in sexual activities. 7. Explain why rape and sexual assault should be reported to a trusted adult. 8. Describe federal, state, and local laws intended to prevent sexual violence related to sexual abuse of a minor. 9. Evaluate the negative consequences of sexually explicit pictures or messages sent by e-mail or cell phone or posting sexually explicit pictures on social media sites.

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LEARNING OBJECTIVES FOR CLASSROOM CURRICULUM

Dating violence and abuse awareness training and prevention learning objectives for students grades 7-12	
Grade 7-8	Grade 9 – Grade 12
<ol style="list-style-type: none">1. Describe characteristics of healthy relationships, including healthy dating relationships.2. Explain why it is each individual's responsibility to verify that all sexual contact is consensual.3. Describe how power and control differences in relationships can contribute to aggression and violence.4. Describe the warning signs of dating violence and abusive behavior.5. Analyze techniques that are used to coerce or pressure someone to engage in dating violence or abusive behavior.6. Demonstrate resistance skills for responding to pressure situations.7. Access valid and reliable dating violence prevention information from home, school or community.8. Locate valid and reliable domestic violence and sexual assault prevention or intervention services.9. Demonstrate how to effectively ask for assistance to prevent and stop dating violence and abuse.10. Collaborate with others to advocate for safe, respectful, and responsible relationships.11. Explain the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development and sexual health	<ol style="list-style-type: none">1. Summarize the qualities of a healthy dating relationship.2. Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence.3. Analyze the legal, psychological and social consequences of dating violence to perpetrators, victims, and bystanders.4. Explain how bystanders can help prevent dating violence by safely intervening and/or reporting dangerous situations or actions to a trusted adult or specific agency.5. Determine when professional violence prevention or intervention services may be required.6. Locate and use resources or services that provide valid and reliable violence prevention information or intervention services.7. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the safety of oneself and others.8. Analyze how some multiple influences affect the likelihood of engaging in violent behaviors.9. Summarize the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development and sexual health.