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Anti-Bullying Show
Content Standards for California Public Schools**

Kindergarten:

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.6.S Describe school rules about getting along with others.
 - 1.7.S Recognize the characteristics of bullying.
 - 1.11.S Demonstrate how to ask trusted adults for help.
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Standard 3: Accessing Valid Information

- 3.1.S Identify trusted adults who can help in emergency situations.
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Standard 4: Interpersonal Communication

- 4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1.

Mental, Emotional, and Social Health

- 1.3.M Identify trusted adults at home and at school.
 - 1.4.M Describe characteristics that make each individual unique.
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Standard 2: Analyzing Influences

- 2.1.M Identify ways family and friends help promote well-being.
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Standard 3: Accessing Valid Information

- 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.

Standard 4: Interpersonal Communication

- 4.1.M Show how to express personal needs and wants appropriately.
 - 4.2.M Cooperate and share with others.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Express emotions appropriately.
 - 7.2.M Describe positive ways to show care, consideration, and concern for others.
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Standard 8: Health Promotion

- 8.1.M Encourage others when they engage in safe and healthy behaviors.

Grade One

Injury Prevention and Safety

- 1.6.S Explain the importance of telling an adult if someone is in danger or being bullied.
 - 1.12.S Define simple conflict resolution techniques.
 - 1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).
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Standard 2: Analyzing Influences

- 2.1.S Describe internal and external influences that could lead to or prevent injury or violence.
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Standard 3: Accessing Valid Information

- 3.1.S List people to go to for help if feeling unsafe or threatened.
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Standard 4: Interpersonal Communication

- 4.1.S Describe how to report dangerous situations.
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Standard 5: Decision Making

- 5.1.S Analyze steps to take in emergency or potentially dangerous situations.
- 5.2.S Identify the benefits of using nonviolent means to resolve conflicts.

Grade Two

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.10.M Describe how to work and play cooperatively.
 - 1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another.
 - 1.12.M Describe the characteristics of a trusted friend and adult.
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Standard 3: Accessing Valid Information

- 3.1.M Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.
 - 3.2.M Identify people in the community who are caring, supportive, and trustworthy.
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Standard 4: Interpersonal Communication

- 4.1.M Identify and demonstrate ways to express needs and wants appropriately.
 - 4.2.M Demonstrate how to ask for help from trusted adults or friends.
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Standard 6: Goal Setting

- 6.1.M Describe how to make a commitment to be a good friend.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Manage emotions appropriately in a variety of situations.
 - 7.2.M Show respect for individual differences.
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Standard 8: Health Promotion

- 8.1.M Object appropriately to teasing of peers that is based on personal characteristics.
- 8.2.M Support peers in school and community activities.

Grade Three

Growth and Development

Standard 8: Health Promotion

8.1.G Encourage peers to show respect for others regardless of differences in growth and development

Standard 8: Health Promotion

8.1.M Promote a positive and respectful school environment.

8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.

8.3.M Demonstrate the ability to support and respect people with differences.

Grade Four

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.2.S Identify behaviors that may lead to conflict with others.
 - 1.3.S Describe the different types of bullying and harassment.
 - 1.4.S Examine the effects of bullying and harassment on others.
 - 1.7.S Describe ways to seek assistance if worried, abused, or threatened.
 - 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
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Standard 2: Analyzing Influences

- 2.1.S Analyze how emotions contribute to both safe and violent behaviors.
 - 2.2.S Examine the influence of violence in media and technology on health behavior.
 - 2.3.S Explain that most young people do not use violence to deal with problems.
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Standard 3: Accessing Valid Information

- 3.3.S Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
 - 3.4.S Identify trusted adults to report to if people are in danger of hurting themselves or others.
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Standard 4: Interpersonal Communication

- 4.1.S Demonstrate the ability to use refusal skills in risky situations.
 - 4.2.S Practice effective conflict resolution techniques with others.
 - 4.3.S Report bullying, harassment, and other dangerous situations.
 - 4.4.S Demonstrate refusal skills to avoid gang involvement.
 - 4.5.S Demonstrate what to say and do when witnessing bullying.
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Standard 5: Decision Making

- 5.1.S Evaluate strategies to avoid potentially dangerous situations.
- 5.2.S Examine the consequences of bullying and harassment.

5.3.S Analyze the benefits of using nonviolent means to resolve conflicts.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.S Demonstrate strategies to avoid bullying and other types of harassment.

Standard 8: Health Promotion

8.2.S Offer friendship and support to someone who was bullied.

Grade Five

Grade Six

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1.S Explain methods to reduce conflict, harassment, and violence.
 - 1.3.S Describe the risks of gang involvement.
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Standard 2: Analyzing Influences

- 2.1.S Analyze the role of self and others in causing or preventing injuries.
 - 2.2.S Analyze influences on both safe and violent behaviors.
 - 2.3.S Analyze personal behaviors that may lead to injuries or cause harm.
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Standard 3: Accessing Valid Information

- 3.1.S Identify rules and laws intended to prevent injuries.
 - 3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
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Standard 4: Interpersonal Communication

- 4.1.S Practice effective communication skills to prevent and avoid risky situations.
 - 4.4.S Practice communication and refusal skills to avoid gang involvement.
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Standard 5: Decision Making

- 5.1.S Use a decision-making process to determine a safe course of action in risky situations.
 - 5.2.S Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.
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Standard 6: Goal Setting

- 6.1.S Develop a personal plan to remain safe and injury-free.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice ways to resolve conflicts nonviolently.
 - 7.3.S Practice positive alternatives to gang involvement.
 - 8.2.S Promote a bully-free school and community environment.
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Standard 5: Decision Making

- 5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.
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Standard 6: Goal Setting

- 6.2.M Describe how personal goals can be affected if violence is used to solve problems.
 - 6.3.M Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Carry out personal and social responsibilities appropriately.
 - 7.2.M Practice strategies to manage stress.
 - 7.3.M Practice appropriate ways to respect and include others who are different from oneself.
 - 7.4.M Demonstrate how to use self-control when angry.
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Standard 8: Health Promotion

- 8.1.M Encourage a school environment that is respectful of individual differences.
- 8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.