

Aligning [Dating Matters: Understanding Teen Dating Violence Prevention](#) training, provided by the Centers for Disease Control and Prevention (CDC), with Colorado Comprehensive Health and Physical Education Standards.

This is not a curriculum for students. This training can help teachers be knowledgeable and able to teach their students about the following standards.

High School

Standard 2: Physical and Personal Wellness in Health

Prepared graduates can apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

Concept and skills students master: 4. Use a decision-making process to make healthy decisions about relationships and sexual health.

- Evidence Outcomes – Students Can:
 - A. Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family
 - F. Analyze when it is necessary to seek help with or leave an unhealthy situation
- 21st Century Skill and Readiness Competencies
 - Inquiry Questions:
 - 5. Why are relationships important?
 - 6. How do we learn to understand and respect diversity in relationships?
 - 7. How do we know when a relationship is not worth saving?
 - Relevance and Application:
 - 1. Family structures, values, rituals, and traditions impact decisions regarding health, and vary from individual to individual, family to family, and culture to culture.
 - Nature Of:
 - 1. Decision-making can be affected by a variety of influences that may or may not be in a person's best interest.
 - 2. Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.

Standard 4: Prevention and Risk Management in Health

Prepared graduates can apply knowledge and skills that promote healthy, violence-free relationships

Concept and skills students master: 5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.



- Evidence Outcomes – Students Can:
 - C. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence

Concept and skills students master: 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.

- Evidence Outcomes – Students Can:
 - a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence
 - b. Analyze situations that could lead to pressure to have sex
 - c. Summarize why individuals have the right to refuse sexual contact
 - d. Analyze the effects of emotional abuse
 - e. Analyze how media messages normalize violence
- 21st Century Skill and Readiness Competencies
 - Inquiry Questions:
 - 1. Is emotional abuse as harmful as physical abuse?
 - 2. What are the short- and long-term effects of emotional abuse and physical abuse?
 - 3. Are the friends and relationships you keep a reflection of yourself or just a collection of people to keep you company?
 - 4. How do I know what personal boundaries to set in relationships?
 - Relevance and Application:
 - 1. School and community resources for domestic violence, abuse and rape are available to those in need.
 - 2. Power and control differences affect personal relationships.
 - Nature Of:
 - 1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid unsafe situations.

Concept and skills students master: 8. Access valid information and resources that provide information about sexual assault and violence.

- Evidence Outcomes – Students Can:
 - a. Demonstrate the ability to access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence
 - b. Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence
- 21st Century Skill and Readiness Competencies
 - Inquiry Questions:



- 1. Who can I trust to talk to about sexual assault and personal violence?
- 2. Under what circumstances should you maintain confidentiality with someone who has been sexually assaulted?
- 3. When is it most important to turn to adult resources and/or school or community authorities for help?
- Relevance and Application:
 - 1. School and community resources are available to assist individuals with problems related to violence.
- Nature Of:
 - 1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.
 - 2. The school and community provide valuable resources to support adolescent mental and emotional health, including providing immediate aid, protection, or shelter following an act of violence.

Eighth Grade

Standard 2: Physical and Personal Wellness in Health

Prepared graduates can apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

Concepts and skills students master: 1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

- Evidence Outcomes – Students Can:
 - E. Develop personal standards for dating situations
- 21st Century Skill and Readiness Competencies
 - Inquiry Questions:
 - What characteristics do you find most appealing in a dating relationship?

Standard 4: Prevention and Risk Management in Health

Prepared graduates can apply knowledge and skills that promote healthy, violence-free relationships

Concept and skills students master: 4. Analyze the factors that influence violent and nonviolent behavior

- Evidence Outcomes – Students Can:
 - a. Identify media and cultural messages that could lead to different types of violence, including sexual violence
 - d. Identify verbal and nonverbal communication that constitutes sexual harassment
 - e. Recognize behaviors that are perceived as sexually coercive



- f. Explain that rape and sexual assault should be reported to a trusted adult
- g. Understand that sexual assault is a crime and must be reported
- 21st Century Skill and Readiness Competencies
 - Relevance and Application:
 - 1. Sexual violence and harassment are unacceptable behaviors that result in legal consequences.
 - Nature Of:
 - 1. Culture, media and social influences affect violent and non-violent behavior.

Seventh Grade

Standard 2: Physical and Personal Wellness in Health

Prepared graduates can apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

Concepts and skills students master: 3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating).

- Evidence Outcomes – Students Can:
 - a. Describe the characteristics of healthy relationships, and discuss factors that support and sustain them
 - b. Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions
 - c. Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
 - d. Describe the emotional effects of breaking up in a dating relationship
 - e. Explain the role of dating in personal growth
- 21st Century Skill and Readiness Competencies
 - Inquiry Questions:
 - 1. What is "dating"?
 - 2. How might "unhealthy" family and peer relationships influence future dating relationships?
 - Relevance and Application:
 - 3. Healthy relationships require many things of both people.
 - Nature Of:
 - 1. Understanding the various aspects of human relationships assists in making healthy choices.



Sixth Grade

Standard 2: Physical and Personal Wellness in Health

Prepared graduates can apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

Concepts and skills students master: 2. Access valid and reliable information regarding qualities of healthy family and peer relationships.

- Evidence Outcomes – Students Can:
 - a. Describe the benefits of healthy relationships
 - b. Describe how peer relationships may change during adolescence
- 21st Century Skill and Readiness Competencies
 - Inquiry Questions:
 - 1. How does it feel when a friendship ends?
 - 2. How do I cope with conflict within my family or with my friends?
 - 3. How do healthy relationships contribute to overall wellness?
 - Relevance and Application:
 - 2. Discuss the various ways we communicate with one another and how that impacts human relationships
 - 3. Relationships affect your physical, mental, emotional, and social well-being.
 - Nature Of:
 - 1. Understanding the various aspects of human relationships assists in making healthy choices

