CONNECTICUT EXAMPLE HEALTH CURRICULUM

Introduction 2

Unit 1 – Alcohol, Tobacco and Drugs 3

Unit 2 – Healthy Relationships 17

Unit 3 – Violence and Suicide Prevention 29

Unit 4 – Healthy Eating and Physical Activity 37

Unit 5 – Sexual Health 51

Unit 6 - Optimal Wellness and Disease Prevention 73

Unit 7 – Sexual Assault and Abuse Prevention 86

Unit 8 – Mental, and Emotional Health 95

Unit 9 – Safety and Injury Prevention 110

# Introduction

This example curriculum is intended as a supplement to the Connecticut Healthy and Balanced Living Curriculum Framework (HBLCF).

HBLCF, which is based on the National Health Education Standards, sets the framework for Health and Physical Education curriculum development in Connecticut’s public schools. This example curriculum is intended for districts to use in building a more complete curriculum document.

The objectives articulated here are not requirements. Teachers may edit, change, move or alter these in any way to match their school’s schedule and educational philosophy.

Additionally, this document does not offer learning activities. There are many resources available for classroom activities.

We would like to keep this up to date and as varied as possible. If the users have any suggestions for changes, updates or additions please send them to Joe Velardi at jvelardi@casciac.org.

# Unit 1 – Alcohol, Tobacco and Drugs

### Grades Pre K to 2

### Core Content Indicators

ANOD 1.1.2 Identify dangerous household products that are harmful if intentionally, swallowed, inhaled or absorbed.

ANOD 1.2.2 Explain that medicines are drugs that are helpful when needed and used correctly.

ANOD 1.3.2 Identify family and school rules about medicine use.

ANOD 1.4.2 Identify that using medicines requires adult supervision and identifying those adults (e.g. parents, school nurse, doctor, etc.)

ANOD 1.5.2 Physical avoidance and reporting of dangerous drugs and paraphernalia (e.g. needles, candy like substances, vape pens, etc.)

### Knowledge

1. Identify how household products are harmful if intentionally inhaled or absorbed.
2. Describe the potential risks associated with use of over-the-counter medicines.
3. Identify family rules about medicine use.
4. Identify school rules about use of medicines.
5. Describe how to use medicines correctly.
6. Identify a variety of tobacco products.
7. Identify family rules about avoiding tobacco use.
8. Explain that medicines are used to help people that are sick.
9. Explain that medicines can be helpful or harmful.
10. Recognize that medicines should be taken only under the supervision of a trusted adult.
11. Recognize that household products are not medicine and are harmful if ingested or inhaled.
12. Recognize that tobacco smoke is harmful to health and should be avoided.

### Influences

1. Identify family members who you can trust.
2. Identify school personnel who you can trust.
3. Identify medical/emergency people you can trust.

### Information

1. Identify trusted adults at home who can help with taking prescriptions and over-the-counter medicines.
2. Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescriptions and over-the-counter medicines.
3. Explain how to locate school health helpers (e.g., school nurse)
4. Identify trusted adults at home who can help prevent tobacco use.
5. Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use.
6. Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.
7. Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.

### Interpersonal Communication

1. Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine or other drugs by someone other than a trusted adult.
2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine other drugs by someone other than a trusted adult.
3. Demonstrate how to effectively communicate needs, wants and feelings that help avoid exposure to secondhand smoke.
4. Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
5. Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines.
6. Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.
7. Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.
8. Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
9. Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

### Decision Making

1. Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medicines in unsafe ways.
2. Identify how family, peers, or media influence a decision to not use tobacco.
3. Evaluate why one person’s medicines may not be safe for another person.
4. Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.

### Goal Setting

1. State that part of being healthy is to use medicine when you are sick and to avoid other drugs that are harmful.

### Self Management

1. Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family or friends.

### Advocacy

1. Encourage others to be free of alcohol, tobacco, and other drugs.

## Grades 3 to 5

### Core Content Indicators

ANOD 1.1.5 Explain why household products are harmful if intentionally absorbed or inhaled.

ANOD 1.2.5 Explain the benefits and correct use of medicines and potential risks associated with inappropriate use of medicines.

ANOD 1.3.5 Identify short- and long-term effects of alcohol and nicotine use, including second-hand effects.

ANOD 1.4.5 Explain the dangers of experimenting with nicotine and alcohol

ANOD 1.5.5 Describe family rules about avoiding nicotine and alcohol use.

ANOD 1.6.5 Identify the social impacts of ANOD use (e.g. family, friends, peers)

### Fact Based Knowledge

1. Identify short-term effects of using tobacco.
2. Describe the benefits of not using tobacco.
3. Describe the dangers of experimenting with tobacco.
4. Identify the short-and long-term physical effects of being exposed to tobacco smoke.
5. Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
6. Explain why household products are harmful if ingested or inhaled.
7. Identify that a drug is a chemical that changes how the body and brain work.
8. Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances*.*
9. Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines*.*
10. Identify ways to cope with situations involving alcohol, tobacco, and other drugs.
11. Explain the differences between medicines and illicit drugs*.*
12. Explain why individual reactions to alcohol and drug use may vary.

### Analyzing Influences

1. Identify relevant influences of family on taking medicines safely.
2. Explain why some people may try to influence you to use drugs.
3. Identify relevant influences of school personnel on taking medicines safely.
4. Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.
5. Examine advertising strategies used for alcohol, tobacco, and other drugs.

### Accessing Information

1. Identify sources of valid information regarding alcohol, tobacco, and other drugs.
2. Identify sources of valid information regarding the effects of alcohol, tobacco, and other drug use and abuse.

### Decision Making

1. Discuss what factors are important when deciding whether to take a drug.

### Goal Setting

1. Determine that the only time to take a drug is when it is okayed by a trusted adult.

### Self Management

### Advocacy

1. Make requests to others to avoid driving while under the influence of alcohol or other drugs.

## Grades 6 to 8

### Core Content Indicators

ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use

ANOD 1.2.8 Distinguish between proper use and abuse of over-the-counter and prescription medicines.

ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.

ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs.

ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.

ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine and other drugs.

ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.

ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.

ANOD 1.9.8 Describe short- and long- term physical, social and emotional effects of using ANOD’s (e.g. effects on organs, including brain, peer relationships, family relationships, self-esteem)

### Fact Based Knowledge

1. Research the addictive effects of nicotine on the brain and summarize the process by which tobacco is used and absorbed, leading to increased dopamine levels.
2. Define the process of withdrawal and list the related symptoms that may occur in this process.
3. Describe the short and long term physical effects of using tobacco.
4. Define second-hand smoke and summarize the effects from exposure to others’ tobacco use.
5. Distinguish between proper use and abuse of over-the-counter medicines.
6. Differentiate between proper use and abuse of prescription medicines.
7. Describe the health risks of using weight loss drugs.
8. Describe the health risks of using performance-enhancing drugs.
9. Summarize the negative consequences of using alcohol and other drugs.
10. Explain why using alcohol or other drugs are an unhealthy way to manage stress.
11. Explain school policies and community laws about alcohol and other drugs.
12. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
13. Determine the benefits of being alcohol- and other drug-free.
14. Describe positive alternatives to using alcohol and other drugs.
15. Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
16. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
17. Describe short- and long- term physical effects of using tobacco.
18. Summarize the dangers of experimenting with tobacco products.
19. Describe situations that could lead to the use of tobacco.
20. Describe the relationship between using tobacco and alcohol or other drugs.
21. Summarize the benefits of being tobacco-free.
22. Describe the social, economic, and cosmetic consequences of tobacco use.
23. Explain reasons most individuals do not use tobacco products.
24. Explain school policies and community laws related to the sale and use of tobacco products.
25. Summarize that tobacco use is an addiction that can be treated.
26. Summarize the effects of secondhand smoke.
27. Describe ways to support family and friends who are trying to stop using tobacco.
28. Summarize how addiction to tobacco use can be treated.
29. Summarize how smoking cessation programs can be successful.
30. Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
31. Identify positive alternatives to alcohol, tobacco, and other drug use.
32. Differentiate between the use and misuse of prescription and nonprescription medicines.
33. Identify the benefits of a tobacco-free environment.
34. Explain the dangers of secondhand smoke.
35. Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
36. Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.
37. Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
38. Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
39. Explain the dangers of drug dependence and addiction.
40. Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.
41. Analyze the harmful effects of using diet pills without physician supervision.
42. Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.
43. Explain why most youths do not use alcohol, tobacco, or other drugs.
44. Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.
45. Describe how various regions of the brain are altered by tobacco.
46. Identify the physical side-effects that result from tobacco use.
47. Name the harmful effects of second-hand smoke.
48. What is a stimulant?
49. What does nicotine do?
50. How many people use tobacco?
51. What in cigarette smoke is harmful?
52. Why do smokers’ have the “smoker’s cough?”
53. Define chronic bronchitis, emphysema, cancer and chronic obstructive pulmonary disease.
54. What are the dangers of second-hand smoke?
55. What are spit tobacco and snuff?
56. What are the health risks of smoking pipes or cigars?
57. How does cigarette smoke affect your heart?
58. How does smoking affect pregnancy?
59. How do people quit smoking?
60. How does quitting affect a lifelong smoker?

### Analyzing Influences

1. Demonstrate awareness of external influences may impact effective decision-making.
   1. How do I make good decisions to keep myself healthy?
   2. Why do people begin bad habits
   3. Who is most likely to become an addict?
   4. What external influences a person’s decision to smoke?
2. Demonstrate how awareness of external influences may impact effective decision-making.
3. Examine the social benefits of not using tobacco.
4. Describe how peer, media, and family influence decisions about using tobacco.
5. Analyze and present different methods media uses to influence the use of tobacco.
6. Conduct a guardian/parent interview asking open-ended questions about their parent’s feelings and opinions regarding tobacco use.
7. What positive ways can enhance a person’s quality of life?
8. Explain the influence of school rules and community laws on alcohol- and other drug-related practices and behaviors.
9. Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
10. Explain how social expectations influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
11. Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.
12. Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.
13. Analyze how relevant influences of family and culture affect alcohol- and other drug-use practices and behaviors.
14. Analyze how relevant influences of school and community affect alcohol- and other drug-use practices and behaviors.
15. Analyze how relevant influences of media (e.g., alcohol advertising) and technology affect alcohol and other drug-use practices and behaviors.
16. Analyze how relevant influences of peers affect alcohol- and other drug-use practices and behaviors.
17. Explain the influence of school rules and community laws on tobacco-related practices and behaviors.
18. Explain how perceptions of norms influence behaviors related to tobacco-related practices and behaviors.
19. Explain how social expectations influence behaviors related to tobacco-related practices and behaviors.
20. Explain how personal values and beliefs influence tobacco-related practices and behaviors.
21. Describe how some health risk behaviors, such as alcohol use, influence the likelihood of engaging in tobacco use.
22. Analyze how relevant influences of family and culture affect tobacco-related practices and behaviors.
23. Analyze how relevant influences of school and community affect tobacco-related practices and behaviors.
24. Analyze how relevant influences of media (e.g., tobacco advertising) and technology affect tobacco-related practices and behaviors.
25. Analyze how relevant influences of peers affect tobacco-related practices and behaviors.
26. Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
27. Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
28. Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
29. Explain how culture and media influence the use of alcohol and other drugs.
30. Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
31. Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.
32. Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
33. Discussion Questions:
    1. What are positive ways to enhance a person’s quality of life?
    2. What are the internal and external influences that could affect their health?
    3. Should tobacco companies target teens?
    4. Should a tobacco company sponsor a sporting event?
    5. Does the Surgeon General’s warning on the tobacco product deter usage?
    6. Will increasing the price of tobacco deter usage?
    7. What is more detrimental to health- secondhand or mainstream smoke?
    8. Do government laws protect people from the hazards of smoking? Second hand smoking?

### Accessing Information

1. Demonstrate how and where to access accurate sources of information about tobacco use.
2. Explain how accessing and evaluating resources can promote advocacy for oneself and others. (How and where do I find information and resources? What can I do to promote accurate health information and healthy behavior? )
3. Analyze the validity and reliability of information for over-the-counter and prescription medicines.
4. Analyze the validity and reliability of information for alcohol- and other drug-use prevention.
5. Analyze the validity and reliability of alcohol- and other drug-use prevention and treatment services.
6. Describe situations that call for professional alcohol- and other drug-use treatment services.
7. Determine the availability of valid and reliable alcohol- and other drug-use cessation products.
8. Access valid and reliable alcohol- and other drug-use prevention information from home, school, or community.
9. Locate valid and reliable alcohol- and other drug-use treatment services.
10. Analyze the validity and reliability of tobacco-related prevention information.
11. Analyze the validity and reliability of tobacco-related cessation products.
12. Analyze the validity and reliability of tobacco cessation services.
13. Describe situations that call for professional tobacco cessation services.
14. Determine the availability of valid and reliable tobacco cessation products.
15. Access valid and reliable tobacco-related prevention and cessation information from home, school, or community.
16. Locate valid and reliable tobacco cessation products.
17. Locate valid and reliable tobacco cessation services.
18. Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.
19. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

### Interpersonal Communication

1. Practice refusal strategies that help adolescents resist tobacco.
2. Explain how effective interpersonal communication may enhance health and reduce behavior risks. (How can communication enhance my personal health? What can I do to avoid or reduce health risks? What positive ways can enhance a person’s quality of life? )
3. How to communicate to enhance their personal health.
4. Use effective refusal/avoidance strategies with peer pressure situations.
5. Through role-play, demonstrate refusal techniques and assertive communication skills to refuse tobacco use.
6. Create an educational letter, poster, brochure, or flyer intended their peers into avoiding/quitting tobacco use.
7. Demonstrate the use of effective verbal and nonverbal communication to avoid taking another’s prescription medication.
8. Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
9. Demonstrate effective peer resistance skills to avoid or reduce alcohol and other drug use.
10. Demonstrate effective negotiation skills to avoid or reduce exposure to alcohol and other drug use.
11. Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
12. Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol or other drug use.
13. Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
14. Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
15. Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use. Demonstrate how to effectively ask for assistance to quit using tobacco.
16. Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.
17. Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

### Decision Making

1. Demonstrate how to make good decisions to keep oneself healthy by using a decision making model.
2. Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.
3. List health coping mechanisms that can strengthen the resistance to choose tobacco.
4. Explore various strategies smokers can use to successfully quit tobacco.
5. Determine when situations related to alcohol and other drug use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).
6. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.
7. Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.
8. Distinguish between healthy and unhealthy alternatives of a decision related to alcohol and other drug use.
9. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use.
10. Choose a healthy alternative when making a decision related to alcohol and other drug use.
11. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.
12. Identify circumstances that help or hinder making a decision related to being tobacco-free.
13. Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
14. Distinguish when decisions related to tobacco use should be made individually or with help of others.
15. Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.
16. Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.
17. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.
18. Choose a healthy alternative when making a decision related to tobacco use.
19. Analyze the effectiveness of a final outcome of a decision related to tobacco use.
20. Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
21. Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.
22. Determine reasons why people choose to use or not to use alcohol and other drugs.
23. Describe situations that could lead to the use of alcohol and other drugs.
24. Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.
25. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.
26. The benefits of not starting versus quitting tobacco.
27. Explore the social and financial benefits of not smoking.
28. Discussion Topics:
    1. How can abuse lead to poor decisions and risky behaviors?
    2. Why are age limits important?
    3. Why do people begin bad habits?
    4. How can communication enhance my personal health?
    5. Why do people start smoking?
    6. Should tobacco companies target teens?
    7. Should a tobacco company sponsor a sporting event?
    8. Does the Surgeon General’s warning on the tobacco product deter usage?
    9. Will increasing the price of tobacco deter usage?
    10. What is more detrimental to health- secondhand or mainstream smoke?
    11. Do government laws protect people from the hazards of smoking? Second hand smoking?
    12. What external influences a person’s decision to smoke?

### Goal Setting

1. Create an action plan, including at least five quitting strategies that an addict can follow in order to successfully quit using tobacco.
2. Assess personal practices related to alcohol and other drug use.
3. Set a realistic personal goal to be alcohol and other drug-free.
4. Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.
5. Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and other drug- free.
6. Use strategies and skills to achieve a personal goal to be alcohol- and other drug-free.
7. Set a realistic personal goal to be alcohol and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
8. Assess the barriers to achieving a personal goal to be alcohol and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
9. Apply strategies to overcome barriers to achieving a personal goal to be alcohol and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs
10. Use strategies and skills to achieve a personal goal to be alcohol and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
11. Assess personal tobacco-use practices.
12. Set a realistic personal goal to be tobacco-free.
13. Assess the barriers to achieving a personal goal to be tobacco-free.
14. Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.
15. Use strategies and skills to achieve a personal goal to be tobacco-free.
16. Develop personal goals to remain drug-free.
17. Develop short- and long-term goals to remain drug-free.
18. Describe how the use or nonuse of tobacco affects future goals.

### Self Management

1. Discuss the relationship between adolescent ages and the likelihood of addiction.
2. Explain the importance of being responsible for being alcohol- and other drug-free.
3. Analyze personal practices and behaviors that reduce or prevent alcohol and other drug use.
4. Demonstrate alcohol- and other drug-use prevention practices and behaviors to improve the health of oneself and others.
5. Make a commitment to practice healthy alcohol- and other drug-use prevention behaviors.
6. Make a commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
7. Explain the importance of being responsible for being tobacco-free.
8. Analyze personal practices and behaviors that prevent tobacco use.
9. Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
10. Make a commitment to be tobacco-free.
11. Practice positive alternatives to using alcohol, tobacco, and other drugs.
12. Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.
13. Practice positive alternatives to the use of alcohol, tobacco, and other drugs.
14. The difficultly of quitting an addiction, including symptoms of withdrawal.
15. Who is most likely to become an addict?

### Advocacy

1. State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
2. Persuade others to be alcohol- and other drug-free.
3. Persuade others to avoid driving while under the influence of alcohol or other drugs.
4. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
5. Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
6. Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.
7. State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
8. Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
9. Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
10. Demonstrate how to adapt tobacco-free messages for different audiences.
11. Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.
12. Participate in school and community efforts to promote a drug-free lifestyle.
13. Discuss to promote accurate health information and healthy behavior.
14. What can I do to promote accurate health information and healthy behavior?

## Grades 9 to 12

### Core Content Indicators

ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.

ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.

ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol and drug-free.

ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine and other drug-use.

ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss

ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.

ANOD 1.7.12 Identify treatments for addiction to ANOD

ANOD 1.8.12 Examine the ripple effects (e.g. financial, social, emotional, physical) costs of ANOD’s use to the individual and society.

### Fact Based Knowledge

1. Differentiate between proper use and abuse of over-the-counter medicines.
2. Differentiate between proper use and abuse of prescription medicines.
3. Examine the harmful effects of using weight loss drugs.
4. Describe the harmful effects and legal issues related to using performance-enhancing drugs.
5. Describe the harmful effects of binge drinking.
6. Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs.
7. Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.
8. Explain the effects of alcohol and other drug use during pregnancy.
9. Evaluate situations that could lead to the use of alcohol and other drugs.
10. Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress.
11. Analyze why individuals choose to use or not to use alcohol and other drugs.
12. Analyze short- and long-term benefits of remaining alcohol and drug-free.
13. Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
14. Summarize family rules, school rules, and community laws about alcohol- and other drug-use.
15. Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs.
16. Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
17. Examine situations that could lead to tobacco use.
18. Analyze short- and long-term physical effects of tobacco use.
19. Analyze short- and long- term psychological and social effects of tobacco use.
20. Analyze the relationship between using tobacco and using alcohol or other drugs.
21. Summarize long-term health benefits of abstaining from or discontinuing tobacco use.
22. Describe the effects of tobacco use on the fetus.
23. Summarize why individuals choose to use or not use tobacco.
24. Evaluate community laws and policies related to the sale and use of tobacco products.
25. Evaluate the financial costs of tobacco use to the individual and society.
26. Summarize the effects of secondhand smoke.
27. Distinguish appropriate ways to support family and friends who are trying to stop using tobacco.
28. Analyze how the addiction to tobacco use can be treated.
29. Analyze how smoking cessation programs can be successful.
30. Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
31. Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
32. Explain the connection between alcohol and tobacco use and the risk of oral cancer.
33. Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
34. Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
35. Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.
36. Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
37. Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
38. Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
39. Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
40. Analyze the harmful effects of alcohol on a fetus.
41. Describe how to delay the onset and reduce risks of potential health problems during adulthood due to ANOD.
42. What illnesses are brought about as a result of using ANOD?
43. Examine the harmful effects of tobacco use on the body.
44. Analyze the physical, mental, social and legal consequences of tobacco use.
45. Describe the harmful substances contained in tobacco and in tobacco smoke
46. Key Terms for Tobacco:

Carbon monoxide, carcinogen, nicotine, withdrawal, stimulant, Emphysema, leukoplakia, mainstream smoke, side stream smoke, Nicotine gum, nicotine patch, chronic bronchitis, tar, chewing tobacco, passive smoker, addiction, habit, snuff, dip, toxic lung, cancer, cilia, alveoli, acetaldehyde, secondhand smoke

1. Examine the short-term effects of alcohol use.
2. Analyze the harmful effects both short and long term of tobacco on the body.
3. Vocabulary for Alcohol:

Metabolism, Blood alcohol concentration, Binge drinking, Alcohol poisoning, Dehydration, Multiplier effect, DWI, DUI

1. Examine the effects of alcohol use on the body systems and the risk of disease caused by alcohol use.

### Analyzing Influences

1. Explain the influence of public health policies on alcohol- and other drug-use practices and behaviors. Analyze how culture supports and challenges alcohol- and other drug-use beliefs, practices, and behaviors. Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.
2. Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol- and other drug-use behaviors.
3. Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors.
4. Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug-use.
5. Analyze how school and community affect practices behaviors related to alcohol and other drug use.
6. Analyze the effect of media and technology on personal, family, and community behaviors related to alcohol- and other drug-use.
7. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on practices and behaviors related to alcohol and other drug use.
8. Analyze the factors that influence opportunities to obtain safe, accessible, equitable and affordable products and services that support prevention or cessation of alcohol and other drugs for oneself and others.
9. Explain the influence of public health policies on tobacco-related practices and behaviors.
10. Analyze how culture supports and challenges tobacco-related beliefs, practices and behaviors.
11. Analyze how peers and perceptions of norms influence healthy or unhealthy tobacco-related behaviors. Analyze how personal attitudes, values, and beliefs influence healthy or unhealthy tobacco-related behaviors.
12. Analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use.
13. Analyze how laws, rules, and regulations influence behaviors related to tobacco use.
14. Analyze how school and community affect tobacco-related practices and behaviors.
15. Analyze the effect of media and technology on personal, family, and community behaviors related to tobacco-use practices and behaviors.
16. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal tobacco-related practices and behaviors.
17. Analyze the factors that influence the opportunities to obtain safe, accessible, and affordable products and services that support tobacco-use prevention and cessation for oneself and others
18. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
19. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
20. Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
21. Investigate the effect ANOD has with media and the impact of technology on personal, family and community health.
22. Analyze how information from the community influences health.
23. Demonstrate how cultural diversity enriches and challenges health behaviors.
24. Analyze the cost and laws in relation to tobacco use and it’s prevention.
25. Analyze the effects of advertising on the promotion of tobacco use or abuse.
26. Analyze how public health policies and government regulations influence health promotion and disease prevention due to ANOD.
27. What changes have occurred by the government in regards to tobacco, alcohol and other drugs?
28. Discussion Question: What influences people (teens) smoke.

### Accessing Information

1. Evaluate the validity and reliability of information for over-the-counter and prescription medicines.
2. Evaluate the validity and reliability of information for alcohol- and other drug-use prevention.
3. Evaluate the validity and reliability of alcohol- and other drug-use prevention and cessation products.
4. Evaluate the validity and reliability of alcohol- and other drug-use treatment services.
5. Determine the accessibility of valid and reliable alcohol- and other drug-use prevention and cessation products.
6. Determine the accessibility of valid and reliable alcohol- and other drug-use treatment services.
7. Determine when professional alcohol- and other drug-use cessation services may be required.
8. Use resources that provide valid and reliable alcohol- and other drug-use prevention information.
9. Evaluate the validity and reliability of tobacco-related prevention and cessation information.
10. Evaluate the validity and reliability of tobacco cessation products.
11. Evaluate the validity and reliability of tobacco cessation services.
12. Determine the accessibility of valid and reliable tobacco cessation products.
13. Determine when professional tobacco cessation services may be required.
14. Determine the accessibility of valid and reliable tobacco cessation services.
15. Use resources that provide valid and reliable tobacco-related prevention and cessation information.
16. Use valid and reliable tobacco cessation products when needed or appropriate.
17. Use valid and reliable tobacco cessation services when needed or appropriate.
18. Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
19. Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.
20. Outline situations requiring professional health services for those addicted to ANOD.
21. Identify services in the community that help to prevent tobacco related diseases and promote a tobacco free lifestyle.
22. Demonstrate the ability to access ANOD community health services for self and others.
23. How much money is spent (in general) by insurance companies to people who are being treated for abusing ANOD?
24. What are some professional services that are available to those who abuse ANOD?
25. Where in your town/city can you go for help for abuse of ANOD?
26. Investigate the effect ANOD has with media and the impact of technology on personal, family and community health.
27. Analyze how information from the community influences health.
28. Demonstrate how cultural diversity enriches and challenges health behaviors.
29. Focus Questions:
    1. What has the media done to make you aware of the harm that can come from using ANOD?
    2. How has advertising influenced the use of ANOD?
    3. What is the difference in our country and other nations regarding the use of ANOD?
30. Identify and assess community health services for the prevention and treatment of alcoholism and alcohol use.
31. Vocabulary:

Fetal alcohol syndrome (FAS), Detoxification, Alcoholism, Alcoholic, Recovery, Sobriety

### Interpersonal Communication

1. Demonstrate effective communication skills to avoid taking others’ prescription medication.
2. Demonstrate effective communication skills to be alcohol- and other drug-free.
3. Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
4. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol and other drug use.
5. Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
6. Demonstrate how to offer assistance to help others quit alcohol or other drug use.
7. Demonstrate effective communication skills to be tobacco-free.
8. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use. Demonstrate how to effectively ask for assistance to quit using tobacco.
9. Demonstrate how to effectively offer assistance to help others quit tobacco use.
10. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
11. Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.
12. Construct healthy ways to express needs, wants and feelings without the use of ANOD.
13. Formulate refusal, negotiation and collaboration skills to avoid potentially harmful situations with people using ANOD.
14. Predict the possible causes of conflict in schools, families and communities and demonstrate strategies used to prevent conflict in relation to ANOD.
15. Design strategies for solving interpersonal conflicts without harming self and others by choosing to abstain from ANOD use.
16. Generate skills for communicating effectively and strategies for solving interpersonal conflicts without harming self or others without relying on the use of ANOD.
17. Construct healthy ways to express needs, wants and feelings without the use of ANOD.
18. Formulate refusal, negotiation and collaboration skills to avoid potentially harmful situations with people using ANOD.
19. Predict the possible causes of conflict in schools, families and communities and demonstrate strategies used to prevent conflict in relation to ANOD.
20. Design strategies for solving interpersonal conflicts without harming self and others by choosing to abstain from ANOD use.
21. Generate skills for communicating effectively and strategies for solving interpersonal conflicts without harming self or others without relying on the use of ANOD.
22. Focus Questions:
    1. What are some ways to say NO to ANOD?
    2. How can you convince your friends not to do ANOD?
    3. What ways does a family change when someone is abusing ANOD?
    4. Where can you go to talk to someone to get assistance rather than using ANOD?

### Decision Making

1. Apply responsible decision making by associating the risks and consequences of drinking and driving.
2. Examine barriers to making a decision to be alcohol- and other drug-free.
3. Determine the value of applying thoughtful decision making related to alcohol and other drug use.
4. Justify when individual or collaborative decision related to alcohol and other drug use is appropriate.
5. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.
6. Generate alternatives when making a decision related to alcohol and other drug use.
7. Predict the potential short- and long-term consequences of alternatives when making a decision related to alcohol and other drug use.
8. Choose a healthy alternative when making a decision related to alcohol and other drug use.
9. Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been drinking alcohol or using drugs.
10. Evaluate the effectiveness of decisions related to alcohol and other drug use.
11. Examine barriers to making a decision related to being tobacco-free.
12. Determine the value of applying thoughtful decision making related to tobacco use.
13. Justify when individual or collaborative decision making related to tobacco use is appropriate.
14. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.
15. Generate alternatives when making a decision related to tobacco use.
16. Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.
17. Choose a healthy alternative when making a decision related to tobacco use.
18. Evaluate the effectiveness of decisions related to tobacco use.
19. Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
20. Explain healthy alternatives to alcohol, tobacco, and other drug use.
21. Assess the role of individual responsibility for abstaining from the use of ANOD.
22. Analyze the short term and long term consequences of safe, risky and harmful related to ANOD.
23. Generate strategies to manage stress in relation to ANOD.
24. Compare strategies to improve or maintain personal, family and community health and prevention and management strategies.
25. How can your use of ANOD affect you now and in the future?
26. Examine the cost and accessibility of health care services for those addicted to drugs.
27. Explain the relationship between alcohol use by adolescents and the role alcohol plays in unsafe situations.
28. Assess the role of individual responsibility for abstaining from the use of ANOD.
29. Analyze the short term and long term consequences of safe, risky and harmful related to ANOD.
30. Generate strategies to manage stress in relation to ANOD.
31. Compare strategies to improve or maintain personal, family and community health and prevention and management strategies.
32. Focus Questions:
    1. Why should you abstain from ANOD use?
    2. What are some of the risks you take when you experiment with ANOD?
    3. What can you do to relieve anxiety when you stop smoking or drinking?
    4. How can you family help you to cope when you are trying to step using ANOD?
33. Illustrate health concerns that require collaborative decision-making when being tempted with the use of ANOD.
34. Compile various strategies when making decisions related to health needs and risks of young adults who choose to experiment with ANOD.
35. Focus Questions:
    1. Why do kids choose to use ANOD?
    2. What can you do not to risk health by taking ANOD?

### Goal Setting

1. Assess personal practices and behaviors related to alcohol and other drug use.
2. Set a realistic goal to remain alcohol- and other drug-free, to quit using alcohol or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.
3. Assess the barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
4. Develop a plan to attain a personal goal related to alcohol- and other drug-use prevention.
5. Implement strategies, including self-monitoring, to achieve a personal goal related to alcohol and other drug-use prevention.
6. Use strategies to overcome barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
7. Formulate an effective long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.
8. Assess personal tobacco-related practices and behaviors.
9. Set a realistic personal goal to remain tobacco-free or quit using tobacco.
10. Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.
11. Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.
12. Implement strategies, including self-monitoring, to achieve a goal to remain tobacco-free or quit tobacco.
13. Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.
14. Formulate an effective long-term plan to remain tobacco-free or quit tobacco.
15. Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.
16. Predict immediate and long-term impact of health decisions on individual, family, and community with the usage of ANOD.
17. Construct a plan for attaining personal health goals and assessing progress toward achieving those personal health goals as related to ANOD.
18. Design an effective plan for lifelong health without the abuse of ANOD.
19. Illustrate health concerns that require collaborative decision-making when being tempted with the use of ANOD.
20. Compile various strategies when making decisions related to health needs and risks of young adults who choose to experiment with ANOD.

### Self Management

1. Recognize the dangers of alcohol-drug interactions.
2. Analyze the role of individual responsibility for being alcohol- and other drug-free.
3. Evaluate personal practices and behaviors that reduce or prevent alcohol and other drug use.
4. Demonstrate alcohol-use prevention behaviors and practices to improve the health of oneself and others.
5. Make a commitment to be alcohol- and other drug-free.
6. Make a commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
7. Make a commitment to not drive a motor vehicle while under the influence of alcohol or other drugs.
8. Analyze the role of individual responsibility for being tobacco-free.
9. Evaluate personal practices and behaviors that prevent tobacco use.
10. Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
11. Make a commitment to be tobacco-free.
12. Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.
13. Predict immediate and long-term impact of health decisions on individual, family, and community with the usage of ANOD.
14. Construct a plan for attaining personal health goals and assessing progress toward achieving those personal health goals as related to ANOD.
15. Design an effective plan for lifelong health without the abuse of ANOD.
16. Focus Questions:
    1. What can happen to a family when there is an abuser in the home?
    2. What are some personal goals you have that would not include ANOD?

### Advocacy

1. Use peer and societal norms, based on accurate health information, to formulate a message that promotes being alcohol- and other drug-free.
2. Persuade and support others to be alcohol- and other drug-free.
3. Persuade and support others to avoid driving while under the influence of alcohol or other drugs.
4. Persuade and support others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
5. Collaborate with others to advocate for personal, family and community alcohol- and other drug use prevention.
6. Encourage school and community environments to promote being alcohol- and other drug- free.
7. Adapt alcohol- or other drug-free health messages and communication techniques for a specific target audience.
8. Persuade community leaders about the importance of ensuring safe, accessible, and affordable alcohol- and other drug-use prevention and treatment services.
9. Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.
10. Persuade and support others to be tobacco-free and avoid exposure to second-hand smoke.
11. Collaborate with others to advocate for personal, family, and community to be tobacco-free.
12. Encourage school and community environments to promote tobacco prevention.
13. Adapt tobacco-free health messages and communication techniques to reach a specific audience.
14. Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.
15. Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.
16. Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.
17. Demonstrate the ability to adapt ANOD messages and communication techniques to the characteristics of a particular audience.
18. Defend the effectiveness of communication methods for accurately expressing health information ideas.
19. Demonstrate the ability to work cooperatively when advocating for healthy ANOD free communities.
20. Formulate strategies, information and opinions about health issues to
21. Overcome barriers when communicating ideas, feelings about ANOD issues.
22. Demonstrate the ability to adapt ANOD messages and communication techniques to the characteristics of a particular audience.
23. Defend the effectiveness of communication methods for accurately expressing health information ideas.
24. Demonstrate the ability to work cooperatively when advocating for healthy ANOD free communities.
25. Formulate strategies, information and opinions about health issues to
26. Overcome barriers when communicating ideas, feelings about ANOD issues.
27. Focus Questions:
    1. What ANOD messages need to be sent to your peers so that they can “get the full message”?
    2. Who can you work with in the community to keep students from using ANOD?

# Unit 2 – Healthy Relationships

## Grades Pre-K to 2

### Core Content Indicators

HR 1.1.2 Describe different types of families (e.g., nuclear, single parent, blended,

Intergenerational, cohabitating, adoptive, foster, same-gender, mixed-race)

HR 1.2.2 Identify the benefits of healthy family and peer relationships.

HR 1.3.2 Identify qualities that make a good friend.

HR 1.4.2 Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)

HR 1.5.2 Define consent (e.g. personal space and boundaries)

### Fact Based Knowledge

1. Name ways in which people are similar and ways in which they are different.
2. Explore the importance of familiar people at school, at home and in school.
3. Talk about the people in your family.
4. Recognize the different structures of families.
5. List the ways different family members help each other.
6. Understand the meaning of their personal space.
7. Describe how to make new friends.
8. Identify the personal qualities of a good friend.
9. Share and Demonstrate ways to relate to friends in positive and healthy ways.
10. Identify and Demonstrate ways to overcome challenges in friendships.
11. Contribute to guidelines that promote positive friendships and socially healthy classrooms
12. Discuss the definition of family
13. Describe their family and say how it is similar and/or different to other family structures.
14. Identify qualities of their family that make them feel good.
15. Demonstrate respect for each other’s sharing of ideas.

### Analyzing Influences

1. Identify the cause of their feelings for family and friends.
2. Explore people that are important to you.
3. Identify how adults in their lives help them and influence them.
4. Identify how friends and siblings in their lives help them and influence them.
5. Discuss relationships they see in the media.
6. Describe positive and negative influences of other people.
7. Understand that there are different family structures and concepts of marriage.
8. Describe the concepts of ‘family’ and ‘marriage’.
9. List different ways that people might get married (e.g. choose their marriage partners or have arranged marriages).
10. Understand that some marriages end in separation, divorce and/or death. ▶
11. Acknowledge that even though family structures and ways that people might get married might differ, they are all valuable (attitudinal).

### Accessing Information

1. Discuss whom they can talk to about important things that go on in their lives.

### Interpersonal Communication

1. Develop their capacity to initiate and participate in respectful relationships in different contexts. These include at school, at home, in the classroom and when participating in physical activities.
2. Respond to the emotions of others.
3. Express their feelings.
4. Show some consideration for the needs and feelings of themselves and others.

### Decision Making

1. Respond to others' feelings.
2. Make simple decisions, become socially aware and responsive to people.
3. Develop the capacity to initiate and maintain respectful relationships in different contexts.
4. Decide whom they want to befriend.
5. Understand that there are different kinds of friendships.
6. Define a friend. ▶ value friendships.
7. Recognize that gender, disability or someone’s health does not get in the way of becoming friends. Develop a diversity of friendships.
8. Understand that Friendships are based on trust, sharing, respect, empathy and solidarity Learners will be able to:
9. Describe key components of friendships (e.g. trust, sharing, respect, support, empathy and solidarity). Propose to build friendships based on key components of friendships.
10. Demonstrate ways to show trust, respect, understanding, and to share with a friend.
11. Understand that Relationships involve different kinds of love (e.g. love between friends, love between parents, love between romantic partners) and love can be expressed in many different ways.
12. Identify different kinds of love and ways that love can be expressed.
13. Acknowledge that love can be expressed in different ways.
14. Express love within a friendship.
15. Understand that there are healthy and unhealthy relationships.
16. List characteristics of healthy and unhealthy relationships.
17. Define good touch and bad touch. ▶ perceive that there are healthy and unhealthy friendships.
18. Develop and maintain healthy friendships.

### Goal Setting

1. Discuss how to become a kind and supportive person toward everyone.
2. Describe and use positive strategies, and identify who can help them when being bullied or witnessing bullying.
3. Clearly express their own ideas, needs, and feelings about bullying, and Listen sensitively and affirm the views of others.
4. Take action by developing and following guidelines that contribute to safe and positive environments in the classroom, school, and community.

### Self Management

1. Follow basic [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/social-skills) and behavior in specific situations and contexts.
2. Regulate their emotional expression.
3. Develop personal and [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/social-skills) necessary to effectively interact with others and build relationships.
4. Introduce the overarching question (above) and the learning outcomes.
5. Describe how to make new friends.
6. Identify the personal qualities of a good friend.
7. Share and demonstrate ways to relate to friends in positive and healthy ways.
8. Identify and demonstrate ways to overcome challenges in friendships.
9. Contribute to guidelines that promote positive friendships and socially healthy classrooms.

### Advocacy

1. Encourage and be supportive of others.
2. Understand that every human being is unique, can contribute to society and has a right to be respected.
3. Describe what it means to treat others with fairness, equality, dignity and respect.
4. Identify examples of ways that all human beings can contribute to society regardless of their differences.
5. List ways that making fun of people is harmful.
6. Recognize that all people are unique and valuable and have a right to be treated with dignity and respect. Demonstrate ways to show tolerance, inclusion and respect for others.

## Grades 3 to 5

### Core Content Indicators

HR 1.1.5 List healthy ways to express affection, love, and friendship.

HR 1.2.5 Identify characteristics and benefits of healthy family and peer relationships.

HR 1.3.5 Describe the value of others’ talents and strengths.

HR 1.4.5 Describe gender-role stereotypes and their potential impact on self and others

HR 1.4.5 Define and discuss consent as it relates to personal boundaries

### Fact Based Knowledge

1. Demonstrate an understanding of different kinds of relationships.
2. Discuss healthy and unhealthy ways to express affection, love and friendship.
3. Express appreciation for others in a non-gender definitive way.
4. Define consent.
5. Define personal boundaries.
6. Identify role models who Demonstrate positive emotional health.
7. Explain the importance of talking with parents and other trusted adults about feelings.
8. Explain the importance of respecting the personal space and boundaries of others.
9. Explain the importance of talking with parents and other trusted adults about feelings.
10. Identify personal stressors at home, in school, and with friends.
11. List physical and emotional reactions to stress.
12. Describe the value of others’ talents and strengths.
13. Describe how people are similar and different.
14. Identify characteristics of healthy relationships.
15. Describe the benefits of healthy family relationships.
16. Describe the benefits of healthy peer relationships.
17. Identify characteristics of a responsible family member.
18. Examine different family structures two parents (different or the same gender, one parent, shared custody of children in different homes, foster or formal adoption, blended, with a combination of step-parents and step-siblings including other relatives such as grandparents, aunts, or uncles (extended family), more than one culture, ethnicity, religion, or language.)

### Analyzing Influences

1. Identify some private places and safe and unsafe places or situations.
2. Identify characteristics of others that they want to emulate.
3. Describe the value of others’ talents and strengths.
4. Identify people of each gender that influence them.
5. Explore and label trusted people in their community who can help them stay safe and healthy.
6. Identify relevant influences of culture on mental and emotional health practices and behaviors.
7. Identify relevant influences of peers on mental emotional health practices and behaviors.
8. Identify relevant influences of community on mental and emotional health practices and behaviors.
9. Describe how relevant influences of family and culture affect how they express affection.
10. Describe how relevant influences of school and community affect friendships.
11. Describe their family and say how it is similar and/or different to other family structures.
12. Identify qualities of their family that make them feel good.
13. Understand that there is no limit to how many friends we have. (Sometimes we have special friends, but we need to be friendly with other people too and include them in our play.)
14. Understand that friendship and love help people feel positive about themselves.
15. List the benefits of friendships and love.
16. Acknowledge that friendships and love can help them feel good.
17. Express friendship and love in a way that makes someone feel good about themselves.
18. Understand that friendship and love can be expressed differently as children become adolescents.
19. Describe different ways friendship and love are expressed to another person as they are growing up.
20. Recognize that there are many ways to express friendship and love to another person.
21. Reflect on the way in which they express friendship and love to another person changes as they grow older.

### Accessing Information

1. Explore where they can learn about and whom they can talk to about feelings and safety related to private, safe and unsafe places and situations.
2. Identify whom in their lives they can talk to about affection, friendship and love.
3. Discuss the qualities of a friend
4. Discuss what friends do together.

### Interpersonal Communication

1. Express emotions to trusted adults.
2. Express feelings and emotions toward friends and siblings in a responsible manner.
3. Explain how to be empathetic and compassionate toward others.
4. Demonstrate effective peer resistance skills to avoid attacks of anger and put-downs.
5. Demonstrate healthy ways to manage or resolve interpersonal conflict.
6. Demonstrate how to effectively communicate support for others.
7. Express compliments and support to others.
8. Express consent and refusal appropriately.
9. Express their thoughts and feelings about relationships and developing skills to enhance friendships and other relationships
10. Explain how to be empathetic and compassionate toward others.

### Decision Making

1. Decide on whom to befriend based on a set of self-determined characteristics.
2. Recognize and Acknowledge characteristics and benefits of healthy family and peer relationships.
3. Work to be fair and not unfairly judgmental.
4. Recognize the importance of friends and the need for mutual care and responsibility in friendships

### Goal Setting

1. Learn how to make friends and develop and maintain friendships.
2. Identify the characteristics of others that they admire and want to emulate.

### Self Management

1. Identify situations where they feel safe and unsafe and learning some basic strategies that they may use in unsafe situations.
2. Be fair and kind to others.
3. Understand the need for consent in a variety of interpersonal interactions.
4. Develop a positive and responsible attitude to their own mental, emotional, and social well-being, a respect for the rights of others, and a care and concern for others
5. Recognize the importance of friends and the need for mutual care and responsibility in friendships
6. Develop skills that empower them to take action to improve their friendships
7. Express thoughts and feelings about relationships.
8. Develop skills to build friendships and enhance other relationships, and feelings of belonging, caring, and social support. (doing something kind – helping someone, lending a pencil, taking turns when you speak and showing you are Listening, inviting someone to play if they look like they have been left out comforting a friend who’s sad, using kind words even if someone else says something mean making a plan to play with someone different each day, having fun – show that you are fun and have common interests.)
9. Develop a positive and responsible attitude to their own social interactions and friendships, a respect for the rights of others, and a care and concern for others

### Advocacy

1. Become more aware of their personal identity and how their social interactions and relationships change over time.
2. Become aware of the feelings of others in different situations and demonstrating positive ways to [respond](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/respond).
3. Include peers in activities.
4. Identify ways to support healthy family and peer relationships.
5. Describe how to support others’ talents and strengths.
6. Support the concept of consent as it relates to personal boundaries in all people.
7. Develop skills that empower them to take action to improve their friendships and create new ones, and to use supportive practices to enhance friendships and contribute to an inclusive environment.
8. Acknowledge that it is important to show tolerance, inclusion and respect for others.
9. Show support for people who are stigmatized or discriminated against. Understand that It is disrespectful and hurtful to harass or bully anyone on the basis of their social, economic or health status, ethnicity, race, origin, sexual orientation, gender identity, or other differences.
10. Explain the meaning of harassment and bullying.
11. Describe why harassing or bullying others is hurtful and disrespectful.
12. Acknowledge that everyone has a responsibility to speak out against bullying and harassment.
13. Demonstrate ways to counter harassment or bullying.

## Grades 6 to 8

### Core Content Indicators

HR 1.1.8 Differentiate among gender expression, gender identity and sexual orientation.

HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.)

HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries)

HR 1.4.8 Differentiate between healthy and unhealthy relationships.

HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).

HR 1.6.8 Explore strategies to address unhealthy relationships

HR 1.7.8 Describe healthy ways to express affection, love, and friendship.

HR 1.8.8 Describe how consent is a foundational principle in healthy sexuality and in violence prevention

HR 1.9.8 Discuss how affirmative consent mitigates confusion within a sexual relationship

HR 1.10.8 Identify factors (e.g., body image self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity

HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.

HR 1.12.8 Explain how the use of social media can positively and negatively impact relationships

HR 1.13.8 Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages 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).

### Fact Based Knowledge

1. Explain the importance of talking with parents and other trusted adults about feelings.
2. Identify appropriate ways to express and deal with feelings.
3. Explain the relationship between feelings and behavior.
4. Describe the difference between bullying and teasing.
5. Explain the importance of respecting the personal space and boundaries of others.
6. Explain why it is wrong to tease or bully others.
7. Identify the benefits of healthy family relationships.
8. Identify the benefits of healthy peer relationships.
9. Identify characteristics of someone who has self-control.
10. Define gender identity.
11. Cite instances where social media has been either a positive or negative force in relationships.
12. Identify ways in which inappropriate emotional responses impact on relationships, such as loss of trust, fear, loss of respect.
13. Describe the impact bullying and harassment can have on relationships, including online relationships, and the health and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/wellbeing) of themselves and others.
14. List healthy ways to express affection, love, and friendship.
15. Identify characteristics of healthy relationships.
16. Describe the benefits of healthy family relationships.
17. Describe the benefits of healthy peer relationships.
18. Identify characteristics of a responsible family member.
19. Describe characteristics of healthy relationships.
20. Explain the qualities of a healthy dating relationship.
21. Differentiate healthy and unhealthy relationships.
22. Describe healthy ways to express affection, love, and friendship.
23. Describe a variety of appropriate ways to respond to stress when angry or upset.
24. Summarize feelings and emotions associated with loss and grief.
25. Explain the importance of a positive body image.
26. Describe how mental and emotional health can affect health-related behaviors.
27. Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health.
28. Explain the causes, symptoms, and effects of depression.
29. Explain the causes, symptoms, and effects of anxiety.
30. Describe the signs, symptoms, and consequences of common eating disorders.
31. Describe pro-social behaviors that help prevent violence.
32. Describe what it means to be a responsible person.
33. Describe characteristics of a responsible family member.
34. Describe examples of situations that require self control.
35. Describe how power and control differences in relationships can contribute to aggression and violence.
36. Describe ways to manage interpersonal conflict nonviolently.
37. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.
38. Explain causes and effects of stress.
39. Describe personal stressors at home, in school, and with friends.
40. Explain positive and negative ways of dealing with stress.
41. Analyze the risks of impulsive behaviors.
42. Explain how the expression of emotions or feelings can help or hurt oneself and others.
43. Explain why people with eating disorders need professional help.
44. Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
45. Explain how intolerance can affect others.
46. Explain the benefits of living in a diverse society.
47. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.
48. Describe characteristics of healthy relationships.
49. Explain the qualities of a healthy dating relationship.
50. Differentiate healthy and unhealthy relationships.

### Analyzing Influences

1. Explore why relationships change.
2. Explore their influences toward gender expression, gender identity and sexual orientation.
3. Describe how relevant influences of peers affect perceptions of stereotypes.
4. Discuss how family influences relationships.
5. Identify how communication through social media can be both positive and negative.
6. Describe healthy ways to express affection, love, friendship, and concern.
7. Understand that Long-term commitments, marriage and parenting vary and are shaped by society, religion, culture and laws.
8. Acknowledge that friends can positively and negatively influence their behavior.
9. Demonstrate ways to avoid being negatively influenced by a friend.
10. Understand that there are different kinds of relationships.
11. Understand that Growing up means taking responsibility for oneself and others.
12. Identify and examine new responsibilities that they have for themselves and others as they grow up.
13. Acknowledge that as they grow up their worlds and affections expand beyond the family, and friends and peers become particularly important.
14. Assess and take on new responsibilities and relationships.
15. Understand that conflict and misunderstandings between parents/guardians and children are common, especially during adolescence, and are usually resolvable.
16. List conflicts and misunderstandings that commonly happen between parents/guardians and children.
17. Describe ways to resolve conflict or misunderstandings with parents/guardians.
18. Acknowledge that conflict and misunderstandings with parents/guardians are common during adolescence and can usually be resolved.
19. Apply strategies for resolving conflict and misunderstandings with parents/guardians.
20. Understand that Love, cooperation, gender equality, mutual caring and mutual respect are important for healthy family functioning and relationships Learners will be able to:
21. Identify characteristics of healthy family functioning.
22. Justify why these characteristics are important to healthy family functioning.
23. Assess their contributions to the relationships in their lives.

### Accessing Information

1. Assess the impact of changing relationships on health and wellbeing.
2. Identify resources of information for gender expression, gender identity and sexual orientation.
3. Identify ways to use technology to get information on relationships.
4. Understand that there are many responsibilities that come with marriage and long-term commitments.
5. Summarize key responsibilities of marriage and long-term commitments.
6. Understand key characteristics of successful marriages and long-term commitments.
7. Acknowledge the importance of love, tolerance, equality and respect in marriage and long-term commitments.
8. Understand that people become parents in various ways and parenthood involves many different responsibilities.
9. List responsibilities of parents.
10. Compare the different ways that adults can become parents (e.g. intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting).
11. Assert that everyone should be able to decide whether or not and when to become a parent, including but not limited to people with disabilities, and people living with HIV.
12. Understand that Child, early and forced marriage (CEFM) and unintended parenting can lead to negative social and health consequences.
13. Describe social and health consequences of CEFM and unintended parenting.
14. Recognize that CEFM and unintended parenting are harmful.
15. Seek support if concerned about CEFM or unintended parenting.

### Interpersonal Communication

1. Demonstrate the ability to show [empathy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/empathy) and respect for others.
2. Differentiate appropriate use of gender expression, gender identity and sexual orientation.
3. Communicate with trusted family members.
4. Communicate constructively using social media.
5. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
6. Demonstrate effective active Listening skills including paying attention, and verbal and nonverbal feedback.
7. Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors.
8. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
9. Describe how to effectively communicate care and concern for others.

### Decision Making

1. Explore and strengthen their personal identity and broaden their understanding of physical, social and emotional changes, as they grow older.
2. Minimize and manage conflict and building self-esteem to support healthy relationships
3. Apply appropriate protocols in face-to-face and online interactions and [understand](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/understand) the importance of positive relationships on health and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/wellbeing).
4. Differentiate thoughtfulness in gender expression, gender identity and sexual orientation.
5. Discuss important decisions with family members.
6. Make good decisions when using social media in ways that can affect relationships.
7. Compare how friends can influence one another positively and negatively.
8. Identify different kinds of relationships.
9. Distinguish between emotions associated with love, friendship, infatuation and sexual attraction.
10. Discuss how close relationships can sometimes become sexual.
11. Demonstrate ways to manage emotions associated with different kinds of relationships.
12. Understand that Romantic relationships can be strongly affected by inequality and differences in power (e.g. due to gender, age, economic, social or health status).
13. Analyze how inequality and differences in power can negatively affect romantic relationships.
14. Understand how gender norms and gender stereotypes can impact romantic relationships.
15. Recognize that inequality and differences in power within relationships can be harmful.
16. Question equality and balance of power within relationships.

### Goal Setting

1. Focus on the influence of emotional responses on relationships and to [develop](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/develop) skills and strategies to manage changing relationships occurring at key transition points in their lives.
2. Build new friendships.
3. Differentiate among gender expression, gender identity and sexual orientation.

### Self Management

1. Describe how emotional responses vary in different situations.
2. Describe behaviors that support positive relationships.
3. Become persistent and [resilient](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/resilient) in their lives through difficulty.
4. Explain behaviors, which convey respect and [empathy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/empathy) and contribute to positive relationships.
5. Identify emotional responses appropriate to different situations and [apply](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/apply) skills and strategies to manage relationships over time.
6. Develop skills to establish and manage positive relationships, such as showing respect and empathy, being cooperative, actively Listening, and being trustworthy, accepting differences.
7. Identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.
8. Develop strategies for managing the changing nature of peer and family relationships.
9. Understand that Friendship and love help people feel positive about themselves.
10. List the benefits of friendships and love.
11. Acknowledge that friendships and love can help them feel good.
12. Express friendship and love in a way that makes someone feel good about themselves.
13. Understand that friendship and love can be expressed differently as children become adolescents
14. Describe different ways friendship and love is expressed to another person as they are growing up.
15. Recognize that there are many ways to express friendship and love to another person.
16. Reflect on the way in which they express friendship and love to another person changes as they grow older.
17. Understand that Inequality within relationships negatively affects personal relationships.
18. Explore ways that inequality within relationships affects personal relationships (e.g. due to gender, age, economic status or differences in power).
19. Analyze how more equitable roles between people can contribute to a healthy relationship.
20. Recognize how equality within relationships is a part of healthy relationships.
21. Adopt equitable roles within relationships.

### Advocacy

1. Promote positive relationships between themselves and others and amongst other peers.
2. Develop ways to foster respect and [empathy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary/empathy).
3. Deal constructively with bullying and harassment.
4. Recognize their own self worth and that of others and building self-esteem.
5. Establish skills and manage positive relationships, such as showing respect and empathy, being cooperative, actively Listening, and being trustworthy, accepting differences
6. Apply online and social protocols to enhance relationships.
7. Understand that Stigma and discrimination are harmful.
8. Define stigma and discrimination and identify ways that they are harmful.
9. Describe self-inflicted stigma and its consequences (e.g. silence, denial and secrecy).
10. Understand that there are typically support mechanisms that exist to assist people experiencing stigma and discrimination.
11. Understand that Stigma and discrimination on the grounds of differences (e.g. HIV, pregnancy or health status, economic status, ethnicity, race, origin, gender, sexual orientation, gender identity, or other differences) are disrespectful, harmful to well being, and a violation of human rights.
12. Understand the concepts of stigma, discrimination, bias, prejudice, intolerance and exclusion.
13. Examine consequences of stigma and discrimination on people’s sexual and reproductive health and rights.
14. Acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against.
15. Appreciate the importance of inclusion, nondiscrimination and diversity.
16. Seek support if experiencing stigma and discrimination.
17. Practice speaking out for inclusion, non-discrimination and respect for diversity.

## Grades 9 to 12

### Core Content Indicators

HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.

HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)

HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence

HR 1.4.12 Describe the effects of viewing pornography, sexting, etc. on healthy relationships

HR 1.5.12 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others).

HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, and phone and tablet applications).

HR 1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.

HR 1.9.12 Describe the consequences of prejudice, discrimination, racism, and sexism on healthy relationships.

### Fact Based Knowledge

1. Understand the differences in gender expression, gender identity and sexual orientation.
2. Define a variety of personal characteristics.
3. List signs of healthy and unhealthy relationships.
4. Understand that power and control differences in relationships can contribute to aggression and violence
5. Understand why viewing pornography, sexting, etc. can be damaging relationships.
6. Have a clear understanding of what is and what isn’t affirmative consent.
7. Define strategies for handling challenges in relationships.
8. Acknowledge and respect the individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
9. Explain how prejudice, discrimination, racism, sexism can effect healthy relationships.
10. Understand that there are healthy and unhealthy sexual relationships.
11. Compare characteristics of healthy and unhealthy sexual relationships.
12. Perceive that sexual relationships can be healthy and unhealthy.
13. Demonstrate ways to avoid unhealthy sexual relationships.
14. Identify trusted adults and demonstrate how to access places to seek help if in an unhealthy relationship.
15. Understand that there are different ways to express affection and love as one matures.
16. Describe a range of ways to express affection within healthy sexual relationships.
17. Recognize that sexual behavior is not a requirement for expressing love.
18. Express affection and love in appropriate ways.

### Analyzing Influences

1. Identify personal characteristics in others that you want to emulate.
2. Give examples of how they are influenced by people positively and/or negatively.
3. Examine how power and control differences in relationships can contribute to aggression and violence.
4. Distance themselves from others who view pornography, sext etc.
5. Examine how someone can be pressured without giving affirmative consent.
6. Examine why people act out prejudice, discrimination, racism, and sexism.
7. Understand that inequality within relationships negatively affects personal relationships.
8. Explore ways that inequality within relationships affects personal relationships (e.g. due to gender, age, economic status or differences in power).
9. Analyze how more equitable roles between people can contribute to a healthy relationship.
10. Recognize how equality within relationships is a part of healthy relationships.
11. Adopt equitable roles within relationships.
12. List key features of long-term commitments, marriage and parenting.
13. Describe ways that culture, religion, society and laws affect long-term commitments, marriage and parenting.
14. Acknowledge that all people should be able to decide if when and whom to marry.
15. Express their views on long-term commitments, marriage and parenting.
16. Understand that Culture and gender roles impact parenting.
17. Discuss ways that culture and gender roles impact upon parenting.
18. Reflect on their values and beliefs of what it means to be a good parent.

### Accessing Information

1. Identify where they can get information and help for people who are involved in unhealthy relationships.
2. Identify where they can get help if they or someone they know are being pressured.
3. Identify where they can find resources on prejudice, discrimination, racism, sexism that effect healthy relationships

### Interpersonal Communication

1. Identify the personal characteristics you would want to employ in positive communication with others.
2. Examine the ways people in both healthy and unhealthy relationships communicate.
3. Practice communication skills that maintain balance and fairness in relationships.
4. Communicate to someone who they are in a relationship with about their feelings and attitude toward viewing pornography, sexting, etc. on healthy relationships.
5. Be able to communicate affirmative consent as well as refusal clearly.
6. Listen to others when they express affirmative consent or refusal.
7. Understand that communication is often the most critical strategy for handling challenges in relationships.
8. Engage in discussions about prejudice, discrimination, racism, and sexism in their school, community, and country.

### Decision Making

1. Identify the personal characteristics they would want to utilize in making decisions.
2. Examine how to end unhealthy relationships.
3. Abstain from viewing pornography, sexting, etc.
4. Experience thoughtful self-determination in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.

### Goal Setting

1. Identify the personal characteristics that you want to improve/develop in your self.
2. Determine what they want in positive relationships.
3. State their goals for balancing power and control in order to maintain constructive relationships.

### Self Management

1. Explain how personal characteristics are displayed in your behaviors and how your behaviors are indicative of your character.
2. Examine their own behaviors as they relate to creating the structure for positive relationships.
3. List indicators of power and control differences in relationships that can contribute to aggression and violence.
4. Act in ways that they and their significant others practice affirmative consent in order to mitigate the impact and consequences of sexual pressure.
5. Develop strategies for handling challenges in relationships that can be implemented in their own lives.
6. Recognize the right for individual choice in in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
7. Examine how to improve their behavior in regard to prejudice, discrimination, racism, and sexism.
8. Understand that marriage and long-term commitments can be rewarding and challenging.
9. Assess the rewards and challenges of marriage and long-term commitments.
10. Acknowledge that parents have the right to continued education.
11. Understand that there are many factors that influence if, why, and when people decide to have children.
12. Illustrate different reasons why people may decide to have or not have children.
13. Recognize that everyone is able to parent, regardless of gender, HIV status, sexual orientation, or gender identity.
14. Acknowledge that some people may want to become parents; some people may not want to; not everyone is able to become a parent; and some people may have become a parent without wanting to.
15. Critically assess factors that impact their own opinion about if, why, and when to have children.
16. Understand that Children have a variety of needs that parents/guardians have a responsibility to fulfill.
17. Categorize key physical, emotional, economic, health and educational needs of children and associated responsibilities of parents.
18. Illustrate ways that children’s well-being can be affected by difficulties in relationships.
19. Perceive the importance of healthy relationships in parenting.
20. Communicate their physical, emotional, economic and educational needs to parents/guardians.

### Advocacy

1. Be accepting of those who have different personality types.
2. Support family and friends who are in difficult relationships.
3. Support others who may have had damage done to their relationships due to pornography, sexting, etc.
4. Examine how to be supportive of others who are facing challenges in relationships.
5. Be a source of support for individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
6. Discuss how to be an advocate to end prejudice, discrimination, racism, and sexism.
7. Identify and Demonstrate ways of enhancing school and community relationships through planning and participating in a school cultural event.
8. Understand that Child, early and forced marriages are harmful and illegal in the majority of countries
9. Define CEFM.
10. List negative consequences of CEFM on the child, the family and society.
11. Acknowledge that CEFM is harmful.
12. Identify a parent/guardian or trusted adult to speak to if at risk of CEFM.
13. Understand that sexual relationships and health issues can affect family relationships
14. Assess how family members’ roles and relationships may change when a family member discloses sensitive information (eg. HIV-positive status; HIV-positive status; becomes pregnant; gets married; refuses an arranged marriage; has experienced sexual abuse; or is in a happy sexual relationship).
15. Reflect on how their roles and relationships may change when they disclose or share information related to sexual relationships or health.
16. Understand that there are support systems that young people and family members can turn to when faced with challenges related to sharing or disclosure of information related to sexual relationships and health issues.
17. Describe how siblings, parents/guardians or extended family can provide support to a young person who discloses or shares information related to sexual relationships or health.
18. Acknowledge that families can overcome challenges when they support one another with mutual respect.
19. Access valid and reliable community resources to support themselves or a family member needing assistance.
20. Understand that it is important to challenge stigma and discrimination and promote inclusion, nondiscrimination and diversity.
21. Analyze how stigma and discrimination impact negatively upon individuals, communities and societies.
22. Summarize existing laws against stigma and discrimination.
23. Acknowledge that it is important to challenge discrimination against those perceived to be ‘different’. Express support for someone being excluded.
24. Advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity.

# Unit 3 – Violence and Suicide Prevention

## Grades Pre K to 2

### Core Content Indicators

VP 1.1.2 Describe the difference between bullying, teasing, and mean spirited behavior.

VP 1.2.2 Explain why it is wrong to tease or bully others.

VP 1.3.2 Explain what to do if someone is being bullied.

### Fact Base Knowledge

1. Describe the difference between bullying and teasing.
2. Explain why it is wrong to tease or bully others.
3. Explain what to do if someone is being bullied.

### Analyzing Influences.

1. Identify who they can talk to if they are being bullied or teased.
2. Understand how being bullied or teased makes someone feel.

### Accessing Information

### Interpersonal Communication

1. Explain what they can say if they are bullied or teased.
2. Understand why fighting does not solve problems or resolve conflicts.

### Decision Making

1. Understand that they do not have to tolerate being bullied or teased.

### Goal Setting

### Self Management

1. Refrain from teasing and/or bullying others.
2. Understand that hitting, pushing, biting or fighting is wrong.

### Advocacy

1. Describe how to show empathy for others who are being bullied or teased.
2. Understand that hitting, pushing, biting or fighting can hurt others.

## Grades 3 to 5

### Core Content Indicators

VP 1.1.5 Summarize the impact of teasing or bullying others.

VP 1.2.5 Identify nonviolent ways to manage anger.

VP 1.3.5 Describe the difference between mean spirited behavior, bullying, and harassment.

VP 1.4.5 Explain the difference between tattling and reporting aggressive or violent behavior.

VP 1.4.5 Explain what to do if you see bullying, fighting, and/ or violence.

### Fact Based Knowledge

1. Define what non-violent behavior means.
2. Describe the benefits of using non-violent means to solve interpersonal conflict.
3. Explain that anger is a normal emotion.
4. Identify examples of self-control.
5. Describe the difference between tattling and reporting aggressive or violent behavior.
6. Explain the difference between tattling and reporting aggression, bullying or violence.
7. Identify personal stressors at home, in school, and with friends.

### Analyzing Influences

1. Identify circumstances that lead to their personally becoming angry.
2. Identify relevant influences of culture on violence prevention practices and behaviors.
3. Identify relevant influences of peers on violence prevention practices and behaviors.
4. Identify relevant influences of community on violence prevention practices and behaviors.
5. Describe how relevant influences of family and culture affect personal violence prevention practices and behaviors.
6. Describe how relevant influences of school and community affect personal violence prevention practices and behaviors.
7. Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.
8. Describe how relevant influences of peers affect personal violence prevention practices and behaviors.
9. Identify trusted adults at home who can help prevent violence.
10. Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, principal).
11. Identify trusted adults and professionals in the community who can help prevent violence (e.g., police officer).
12. Explain how to locate school health helpers who can help reduce or avoid violence (e.g., school counselor, principal).
13. Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer).
14. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., police officer, 911).
15. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.
16. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to prevent violence.
17. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.
18. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
19. Describe how family, peers or media influence a decision that could lead to violence.

### Accessing Information

1. Describe characteristics of accurate violence prevention information.
2. Describe characteristics of appropriate and trustworthy health services that help reduce or avoid violence.
3. Demonstrate how to locate sources of accurate violence prevention information.
4. Describe how to access help when feeling threatened.

### Interpersonal Communication

1. Demonstrate effective verbal and nonverbal communication skills to prevent violence.
2. Explain how to be empathetic and compassionate toward others to prevent violence.
3. Demonstrate effective peer resistance skills to avoid or reduce violence.
4. Demonstrate healthy ways to manage or resolve conflict to prevent violence.
5. Demonstrate how to effectively ask for help to prevent violence.
6. Demonstrate how to effectively communicate support for others to prevent violence.

### Decision Making

1. Identify situations that need a decision to prevent violence.
2. Decide when help is needed and when it is not needed to make a decision that could lead to violence.
3. Explain how family, culture, peers or media influence a decision that could lead to violence.
4. Identify options and their potential outcomes when making a decision that could lead to violence.
5. Choose a healthy option when making a decision that could lead to violence.
6. Explain the potential positive and negative outcomes from a decision that could lead to violence.
7. Describe when help is needed and when it is not needed to make a decision related to violence prevention.
8. Describe what to do if oneself or someone else is being bullied.

### Goal Setting

1. Set a realistic personal goal to prevent violence.
2. Track progress to achieving a personal goal to prevent violence.
3. Identify resources that can help achieve a personal goal to prevent violence.
4. Identify a realistic personal short-term goal to prevent violence.
5. Take steps to achieve the personal goal to prevent violence.
6. Identify people who can help achieve a personal goal to prevent violence.

### Self Management

1. Describe practices and behaviors that reduce or prevent violence.
2. Demonstrate violence prevention practices and behaviors.
3. Make a commitment to practice violence prevention behaviors.
4. Identify practices that reduce or prevent violence.
5. Demonstrate violence prevention practices.
6. Make a commitment to practice violence prevention behaviors.
7. Understand that values are strong beliefs held by individuals, families and communities about important issues.
8. Define values.
9. Identify important personal values such as equality, respect, acceptance and tolerance.
10. Explain ways that values and beliefs guide decisions about life and relationships.
11. Recognize that individuals, peers, families and communities may have different values.
12. Share a value that they hold.

### Advocacy

1. Give factual information to others if you are a witness to bullying or violence.
2. State personal beliefs to help others prevent violence.
3. Demonstrate how to persuade others to prevent violence.
4. Identify how to communicate care and concern for others to prevent violence.
5. Identify actions they can take if they are a witness to bullying or violence.
6. Demonstrate the ability to be a positive peer role model in the school and community.

## Grades 6 to 8

### Core Content Indicators

VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

VP 1.2.8 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders.

VP 1.3.8 Describe strategies to avoid physical fighting and violence.

VP 1.4.8 Describe how the presence of weapons increases the risk of serious violent injuries.

VP 1.5.8 Summarize how participation in gangs can lead to violence.

VP 1.6.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.

VP 1.7.8 Define prejudice, discrimination and bias.

### Fact Based Knowledge

1. Define what it means to be a bystander.
2. Describe ways to manage interpersonal conflict nonviolently.
3. Determine the benefits of using non-violence to solve interpersonal conflict.
4. Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently.
5. Analyze the risks of using violence as an impulsive behavior or response to stress or conflict.
6. Describe how power and control differences in relationships can contribute to aggression and violence.
7. Describe examples of self-control.
8. Identify a variety of non-violent ways to respond to stress when angry or upset.
9. Analyze how impulsive behaviors can lead to violence.
10. Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).
11. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
12. Describe pro-social behaviors that help prevent violence.
13. Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape).
14. Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders.
15. Describe how prejudice, discrimination, and bias can lead to violence.
16. Explain how intolerance can lead to violence.
17. Describe strategies to avoid physical fighting and violence.
18. Describe examples of dangerous or risky behaviors that might lead to injuries.
19. Describe how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
20. Analyze techniques that are used to coerce or pressure someone to use violence.
21. Describe how the presence of weapons increases the risk of serious violent injuries.
22. Describe actions to change unsafe situations at school that could lead to violence.
23. Describe actions to change unsafe situations in the community that could lead to violence.
24. Describe situations that could lead to physical fighting and violence.
25. Summarize how participation in gangs can lead to violence.
26. Explain the importance of telling an adult if there are people who are in danger of hurting themselves of others.
27. Describe the signs and symptoms of people who are in danger of hurting themselves or others.
28. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.
29. Describe examples of pro-social behaviors that help prevent violence.
30. Identify situations that might lead to violence.
31. Identify strategies to avoid physical fighting and violence.
32. Describe how participation in gangs can lead to violence.
33. Identify characteristics of someone who has self-control.
34. List physical and emotional reactions to stress.

### Analyzing Influences

1. Explain how bystanders can influential in stopping violence.
2. Explain the influence of school rules and community laws on violence prevention practices and behaviors.
3. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
4. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.
5. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
6. Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors
7. (e.g., how alcohol and other drug use influence violent behaviors).
8. Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
9. Analyze how relevant influences of school and community affect personal violence practices and behaviors.
10. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
11. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.
12. Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders.
13. Recognize techniques that are used coerce or pressure someone to use violence.
14. Identify the reasons that kids join gangs.

### Accessing Information

1. Understand the importance of relaying accurate and truthful information if you are a bystander.
2. Analyze the validity and reliability of violence prevention information.
3. Analyze the validity and reliability of violence prevention or intervention services.
4. Describe situations that call for professional violence prevention or intervention services.
5. Access valid and reliable violence prevention information from home, school or community.
6. Locate valid and reliable violence prevention or intervention services.
7. Understand that there are different forms of media, which present information that may be correct or incorrect.
8. List different forms of media (e.g. radio, television, books, newspapers, the Internet and social media).
9. Discuss examples of information provided through media that is either true or false.
10. Acknowledge that not all information provided by media is true.
11. Demonstrate awareness of how they view information provided through different forms of media.

### Interpersonal Communication

1. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
2. Demonstrate effective peer resistance skills to avoid or reduce violence.
3. Demonstrate effective negotiation skills to avoid or reduce violence.
4. Demonstrate healthy ways to manage or resolve conflict to prevent violence.
5. Demonstrate how to effectively ask for assistance to prevent violence.
6. Demonstrate how to communicate empathy and support for others to prevent violence.

### Decision Making

1. Identify circumstances that help or hinder making a decision to prevent violence.
2. Determine when potentially violent situations require a decision.
3. Distinguish when decisions about potentially violent situations should be made individually or with others.
4. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.
5. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
7. Choose a healthy alternative when making a decision that could lead to violence.
8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.
9. Examine the reasons for hesitancy to call authorities when people are witnesses to violence or guns.

### Goal Setting

1. Assess personal violent and non-violent practices.
2. Set a realistic personal goal to prevent violence.
3. Assess the barriers to achieving a personal goal to prevent violence.
4. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
5. Use strategies and skills to achieve a personal goal to prevent violence.

### Self Management

1. Explain the importance of bystanders in conflict situations.
2. Explain the importance of being responsible for practicing violence prevention behaviors.
3. Analyze personal practices and behaviors that reduce or prevent violence.
4. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
5. Make a commitment to practice violence prevention behaviors.

### Advocacy

1. Understand the bystanders’ role in preventing violence.
2. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
3. Persuade others to prevent violence.
4. Collaborate with others to advocate for individuals, families and schools to prevent violence.
5. Demonstrate how to adapt violence prevention messages for different audiences.
6. Identify ways to become involved in political advocacy for the prevention of guns, gangs and violence.
7. Recall the definition of human rights and how they apply to everyone.
8. Name national laws and international agreements that identify universal human rights and the rights of children.
9. Recognize children’s rights that are outlined in national laws and international agreements (e.g. Universal Declaration of Human Rights and the Convention on the Rights of the Child).
10. Appreciate human rights and that human rights apply to everyone.
11. Reflect on the rights that they enjoy.

## Grades 9 to 12

VP 1.1.12 Describe how pro-social behaviors can help prevent violence.

VP 1.2.12 Identify the negative consequences of violence to perpetrators, victims, and bystanders.

VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.

VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.

VP 1.5.12 Describe how gang involvement can contribute to violence.

VP 1.6.12 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.

VP 1.7.12 Describe federal, state, and local laws intended to prevent violence.

### Fact Based Knowledge

1. Analyze why pro-social behaviors can help prevent violence.
2. Describe ways to express anger non-violently.
3. Identify personal triggers to anger.
4. Summarize non-violent ways to respond to stress when angry or upset.
5. Analyze why it is important to understand the perspectives of others in resolving a conflict situation.
6. Summarize the qualities of a healthy dating relationship.
7. Evaluate effective non-violent strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends
8. Summarize impulsive behaviors that can lead to violence and strategies for controlling them.
9. Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence.
10. Analyze how mental and emotional health can affect violence-related related behaviors.
11. Analyze the negative consequences of violence to perpetrators, victims, and bystanders.
12. Explain how bystanders can help prevent violence by reporting dangerous situations or actions.
13. Analyze the relationship between using alcohol and other drugs and violence.
14. Describe characteristics of the school or community that can increase or decrease the likelihood of violence.
15. Analyze situations that could lead to different types of violence.
16. Summarize why the presence of weapons increases the likelihood of violent injury.
17. Analyze how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
18. Analyze how gang involvement can contribute to violence.
19. Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.
20. Describe actions to take in case of a disaster, emergency, or act of terrorism.
21. Describe federal, state, and local laws intended to prevent violence.
22. Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.
23. Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
24. Explain when to seek help for mental health problems that contribute to violence.
25. Describe the difference between bullying and teasing.
26. Define prejudice, discrimination and bias.
27. Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
28. Review the laws on violence.

### Analyzing Influences

1. Explain the influence of public health policies on violence practices and behaviors.
2. Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors.
3. Analyze how peers and perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy violence and violence prevention practices and behaviors.
5. Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors
6. (e.g., how alcohol and other drug use influence violent behaviors).
7. Analyze how laws, rules, and regulations influence personal violence practices and behaviors.
8. Analyze how school and community affect personal violence practices and behaviors.
9. Analyze the effect of media and technology on personal, family, and community violence prevention practices and behaviors.
10. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors.
11. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others (e.g., rape crisis center, bystander training, anger management counseling).
12. Identify relevant influences of family on violence prevention practices and behaviors.
13. Identify relevant influences of school on violence prevention practices and behaviors.
14. Identify relevant influences of media and technology on violence prevention practices and behaviors.
15. Describe positive influences on violence prevention practices and behaviors.
16. Describe negative influences on violence prevention practices and behaviors.

### Accessing Information

1. Evaluate the validity and reliability of violence prevention information.
2. Evaluate the validity and reliability of violence prevention or intervention services.
3. Determine when professional violence prevention or intervention services may be required.
4. Determine the accessibility of valid and reliable violence prevention or intervention services.
5. Use resources that provide valid and reliable violence prevention information.
6. Use valid and reliable violence prevention or intervention services.
7. Use valid resources in obtaining information on the laws concerning violence.

### Interpersonal Communication

1. Demonstrate effective communication skills to prevent violence.
2. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.
3. Demonstrate how to effectively ask for assistance to prevent violence.
4. Demonstrate how to effectively offer assistance to help others prevent violence.

### Decision Making

1. Examine barriers to making a decision that could lead to violence.
2. Determine the value of applying thoughtful decision making to a potentially violent situation.
3. Justify when individual or collaborative decision-making regarding a potentially violent situation is appropriate.
4. Analyze how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.
5. Generate alternatives when making a decision that could lead to violence.
6. Predict potential short- and long-term consequences of alternatives to decisions that could lead to violence
7. Choose a healthy alternative when making a decision that could lead to violence.
8. Evaluate the effectiveness of decisions that could lead to violence.

### Goal Setting

1. Assess personal violent and non-violent health practices and behaviors.
2. Set a realistic personal goal to prevent violence.
3. Assess the barriers to achieving a personal goal to prevent violence.
4. Develop a plan to attain a personal goal to prevent violence.
5. Implement strategies, including self-monitoring, to achieve a personal goal to prevent violence.
6. Use strategies to overcome barriers to achieving a personal goal to prevent violence.
7. Formulate an effective long-term personal health plan to achieve a goal to prevent violence.

### Self Management

1. Analyze the role of individual responsibility for practicing violence prevention behaviors.
2. Evaluate personal practices and behaviors that reduce or prevent violence.
3. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
4. Make a commitment to practice violence prevention behaviors.
5. Understand their own personal triggers to anger.
6. Understand how behaviors that break the laws concerning violence can have consequences that affect them for the rest of their lives.

### Advocacy

1. Demonstrate the ability to be a positive peer role model in the school and community.
2. Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.
3. Persuade and support others to prevent violence.
4. Collaborate with others to advocate for preventing personal, family and community violence.
5. Encourage school and community environments to prevent violence.
6. Adapt violence prevention messages and communication techniques for a specific target audience.
7. Persuade community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.
8. Understand how to become involved in gun safety advocacy.
9. Discuss how supporting anti-violence laws helps society.

# Unit 4 – Healthy Eating and Physical Activity

## Grades K-2

### Core Content Indicators

HEPA 1.1.2 Explain the importance of trying new foods.

HEPA 1.2.2 Explain the importance of choosing healthy foods and beverages and daily physical activity.

HEPA 1.3.2 Identify a variety of healthy snacks.

HEPA 1.4.2 Describe body signals that tell a person when they are hungry and when they are full.

HEPA 1.5.2 Identify healthy eating patterns that provide energy and help the body grow and develop.

### Fact Based Knowledge

1. Understand that your body needs nutrients and fluids to function and to remain healthy
2. Understand that the quality of the food you eat impacts your health and the quality is determined by its nutrient content
3. Explain the importance of trying new foods.
4. Explain the importance of choosing healthy foods and beverages.
5. Identify a variety of healthy snacks.
6. Identify the benefits of drinking plenty of water.
7. Describe the types of foods and beverages that should be limited.
8. Describe the benefits of eating breakfast every day.
9. Describe body signals that tell a person when they are hungry and when they are full.
10. Identify healthy eating patterns that provide energy and help the body grow and develop.
11. Name a variety of healthy foods and explain why they are necessary for good health.
12. Describe the benefits of being physically active.
13. Recognize the importance of a healthy breakfast.
14. Identify the number of servings of food from each food group that a child needs daily.
15. Discuss the benefits of eating a nutritious breakfast every day.
16. List the benefits of healthy eating (including beverages and snacks).
17. Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
18. Describe how to keep food safe from harmful germs.
19. Identify a variety of healthy snacks.
20. Explain how both physical activity and eating habits can affect a person’s health.

### Analyzing Influences

### Accessing Information

1. Describe how to keep food safe from harmful germs.
2. Identify a variety of healthy snacks.
3. Classify various foods into appropriate food groups.
4. Identify and explore opportunities outside of school for regular participation in physical activity.

### Interpersonal Communication

1. Express requests for healthy food.

### Decision Making

1. Describe when help is needed and when it is not needed to make a healthy eating-related decision.
2. Describe ways to participate regularly in active play and enjoyable physical activities.
3. Use a decision-making process to select healthy foods.
4. Compare and contrast healthy and less-healthy food choices for a variety of settings.
5. Identify safe ways to increase physical activity.

### Goal Setting

1. Try a variety of different foods.

### Self Management

1. Avoid eating sugar.
2. Don’t eat too large portions.

### Advocacy

1. Ask for healthy foods and meals at home.

## Grades 3-5

### Core Content Indicators

HEPA 1.1.5 Name the food groups and variety of nutritious food choices for each food group.

HEPA 1.2.5 Explain the importance of eating a variety of foods from all the food groups.

HEPA 1.3.5 Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity

HEPA 1.4.5 Identify nutritious and non-nutritious beverages.

HEPA 1.5.5 Describe the benefits of consuming plenty of water.

HEPA 1.6.5 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.

HEPA 1.7.5 Explain the concept of eating in moderation.

HEPA 1.8.5 Explain body signals that tell a person when they are hungry and when they are full.

### Fact Based Knowledge

1. Your body needs nutrients and fluids to function and to remain healthy.
2. The quality of the food you eat impacts your health and the quality is determined by its nutrient content
3. The body is comprised of lean body mass and body fat mass. Your body is made up of different components (bone, muscle, fat, internal organs, fluids).
4. Body fat and the fat you eat from foods are two different things with the same name.
5. People need food in order to stay healthy because food has vitamins and minerals in it that help your body grow, fight disease, give you energy and repair injuries.
6. People choose the specific food they eat for taste, for energy, to prevent hunger, to get vitamins and minerals, to grow healthy, and during social events.
7. How food tastes influences what you eat. People tend to eat food that tastes the best to them not necessarily food that is the healthiest.
8. Food can be categorized into different groups. (Fruits, vegetables, grains, dairy, meat, legumes and oil)
9. Just because food tastes good doesn’t mean it is good for you.
10. Fiber is good. It helps you to feel full longer. Foods with high fiber generally are fruits and vegetables.
11. There are processed foods and real food. Processed food has a lot of different ingredients mixed in. Real food grows and is usually fruits and vegetables. Real food has more vitamins and minerals. The difference between good and bad food is whether or not the food has vitamins and minerals.
12. Understand that sugar is a bad food.
13. Understand that sugar does not contain any vitamins and minerals therefore it does not help your body to stay healthy.
14. Understand that sugar makes you feel continually hungry and therefore makes you want to keep eating (usually more simple carbohydrates).
15. Understand that eating sugar makes you crave more sugar.
16. Understand that added sugar is ‘hidden’ in many foods, especially processed foods.
17. Understand that people generally think that desert foods have sugar but sugar is added to other foods (bread, cereal, catsup, crackers) that are not considered deserts. Soda is one of the worse foods for these reasons.
18. People cannot just exercise off body fat from a poor diet because you ingest more than you can possibly work off.
19. The basic message on nutrition is: Eat real food. Not too much. Mostly vegetables.
20. Foods vary in quality based on nutrient value and on whether or not they stimulate the growth of body fat.
21. Sugar and other simple carbohydrates have no nutrients, suppress satiation, are addictive and stimulate the growth of body fat.
22. The quality of the food you eat impacts your health and the quality is determined by its nutrient content.
23. The body is comprised of lean body mass and body fat mass. Your body is made up of different components (bone, muscle, fat, internal organs, fluids).
24. Body fat and the fat you eat from foods are two different things with the same name.
25. People need some body fat. Body fat is used in the body for energy, warmth, and transportation of vitamins and provides protection for internal organs.
26. You can have too much body fat, not enough body fat or just the right amount. Too much body fat can lead to serious diseases. Having too much body fat so that it can cause disease is called “obesity”. Some of the serious diseases that result from obesity are diabetes, cardio-vascular disease, liver disease, stress and kidney disease, all of which can be life threatening. In addition, physical injuries can result from too much body fat such as joint injuries (hip and knee).
27. Food can be categorized into fat, protein and carbohydrates. Each varies in the nutrients they have. The difference is whether or not the food has nutrients and minerals or not.
28. There are two types of carbohydrates; Bad (sugar, flour, white food) and Good (Fruits and vegetables). Good carbohydrates, such as fruit and vegetables, contain fiber in them. The fiber makes them harder to digest.
29. Food with fiber keeps you feeling full longer even though high fiber food may taste sweet and have carbohydrates. Foods with high fiber generally are fruits and vegetables. Therefore fruits and vegetables do not stimulate the body to grow body fat. Fiber is good.
30. Processed foods are manipulated to change the taste, ingredients, nutritional value and shelf life. Processed foods frequently contain preservative chemicals. Processed foods are manipulated to change the texture (crunchy chips) and color (golden fries) to make them more desirable to eat. Food companies favor processed food over whole food because they have a longer shelf life.
31. Understand that sugar is a bad food.
32. Understand that sugar does not contain any vitamins and minerals therefore it does not help your body to stay healthy. Sugar makes you feel continually hungry and therefore makes you want to keep eating (usually more simple carbohydrates).
33. Understand that eating sugar makes you crave more sugar.
34. Understand that eating sugar and other sweet food and drinks makes you want to eat more sugary foods. Food companies put sugar in many different foods to enhance the taste.
35. Added sugar is ‘hidden’ in many foods, especially processed foods. People generally think that desert foods have sugar but sugar is added to other foods (bread, cereal, catsup, crackers) that are not considered deserts. Soda is one of the worse foods for these reasons.
36. Sugar is addictive
37. Athletes cannot just exercise off body fat from a poor diet because you ingest more than you can possibly work off.
38. The basic message on nutrition is: Eat real food. Not too much. Mostly vegetables.
39. Food processing diminishes food quality and nutrient density.
40. Sugar and other simple carbohydrates have no nutrients, suppress satiation, are addictive and stimulate the growth of body fat.
41. The quality of the food you eat impacts your health and the quality is determined by its nutrient content.
42. The body is comprised of lean body mass and body fat mass. Your body is made up of different components (bone, muscle, fat, internal organs, fluids).
43. Body fat and the fat you eat from foods are two different things with the same name.
44. You can have too much body fat, not enough body fat or just the right amount. Too much body fat can lead to serious diseases. Having too much body fat so that it can cause disease is called “obesity”. Some of the serious diseases that result from obesity are diabetes, cardio-vascular disease, liver disease, stress and kidney disease. If you continue to eat poorly in your life you can have health problems. In addition, physical injuries can result from too much body fat such as joint injuries (hip and knee).
45. Food can be categorized into fat, protein and carbohydrates. Each varies in the nutrients they have. The difference is whether or not the food has nutrients and minerals or not.
46. There are two types of carbohydrates; Bad (sugar, flour, white food) and Good (Fruits and vegetables). Good carbohydrates, such as fruit and vegetables, contain fiber in them. The fiber makes them harder to digest.
47. Food with fiber keeps you feeling full longer even though high fiber food may taste sweet and have carbohydrates. Foods with high fiber generally are fruits and vegetables. Therefore fruits and vegetables do not stimulate the body to grow body fat. Fiber is good.
48. Sugar and bad carbs prevent you from burning body fat and tells your body to grow more fat.
49. Processed foods are manipulated to change the taste, ingredients, nutritional value and shelf life. Processed foods frequently contain preservative chemicals. Processed foods are manipulated to change the texture (crunchy chips) and color (golden fries) to make them more desirable to eat. Food company’s favor processed food over whole food because they have a longer shelf life.
50. Sugar is a bad food. Sugar does not contain any vitamins and minerals therefore it does not help your body to stay healthy.
51. Added sugar is ‘hidden’ in many foods, especially processed foods. People generally think that desert foods have sugar but sugar is added to other foods (bread, cereal, catsup, crackers) that are not considered deserts. Soda is one of the worse foods for these reasons.
52. Sugar is addictive. The bad carbs act as sugar in your body. That is why it is hard to give up bad carbs and sugars. And that is why when you eat them you want to continue to eat more. It’s not just because they taste good it’s also because they make you crave more bad carbs.
53. Athletes cannot just exercise off body fat from a poor diet because you ingest more than you can possibly work off.
54. You should know what food contains good and bad protein, carbs and fats.
55. The basic message on nutrition is: Eat real food. Not too much. Mostly vegetables.

### Analyzing Influences

1. Identify relevant influences of family on food choices and other eating practices and behaviors.
2. Identify relevant influences of school personnel on food choices and other eating practices and behaviors.
3. Identify relevant influences of media and technology on food choices and other eating practices and behaviors.
4. Describe positive influences on personal food choices and other eating practices and behaviors.
5. Describe negative influences on personal food choices and other eating practices and behaviors
6. Recognize that not all products advertised or sold are good for them.
7. Discuss how family, friends, and media influence food choices.

### Accessing Information

1. Identify trusted adults at home who can help promote healthy eating.
2. Identify trusted adults and professionals in school (e.g., foodservice director) who can help promote healthy eating.
3. Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating.
4. Identify resources for reliable information about healthy foods.
5. Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.

### Interpersonal Communication

1. Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.
2. Explain how to ask family members for healthy food options.
3. Demonstrate how to ask family members for healthy food options.

### Decision Making

1. Identify situations which need a healthy eating-related decision.
2. Identify how family, peers, or media influence a healthy eating-related decision.
3. Explain the potential positive and negative outcomes from a nutrition-related decision.
4. Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.

### Goal Setting

1. Identify a realistic personal short-term goal to improve healthy eating.
2. Take steps to achieve a personal goal to improve healthy eating.
3. Identify people who can help achieve a personal goal to improve healthy eating.
4. Set a short-term goal to choose healthy foods for snacks and meals.
5. Set a short-term goal to participate daily in vigorous physical activity.

### Self Management

1. Identify practices that reduce or prevent unhealthy eating behaviors.
2. Demonstrate healthy eating practices.
3. Make a commitment to practice healthy eating behaviors.
4. Select nutritious snacks.
5. Plan a nutritious breakfast.
6. Choose healthy foods in a variety of settings.
7. Examine the importance of eating a nutritious breakfast every day.
8. Plan a nutritious meal.
9. Select healthy beverages.
10. Examine the criteria for choosing a nutritious snack.
11. Participate in physical activities with friends and family.

### Advocacy

1. Make requests to others (e.g., family members) about preferences for healthy eating.
2. Demonstrate how to encourage peers to make healthy food and beverage choices.
3. Practice making healthy eating choices with friends and family.
4. Explain to others what is enjoyable about physical activity.

## Grades 6 to 8

### Core Content Indicators

HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category

HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.

HEPA 1.3.8 Describe how to make healthy food choices when given options.

HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water.

HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight

HEPA 1.6.8Explain the importance of a healthy relationship with food (i.e. intuitive eating, moderation, food as fuel)

HEPA 1.7.8 Differentiate between healthy eating and disordered eating.

HEPA 1.8.8 Recognize the importance of respecting food allergy needs in self and others

HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium.

HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

### Fact Based Knowledge

1. Name the food groups and variety of nutritious food choices for each food group.
2. Identify the amount of food from each food group that a child needs daily.
3. Describe the benefits of eating plenty of fruits and vegetables.
4. Explain the importance of eating a variety of foods from all the food groups.
5. Identify nutritious and non-nutritious beverages.
6. Describe the benefits of drinking plenty of water.
7. Identify foods that are high in fat and low in fat.
8. Identify alternate sources of fat (e.g., unsaturated fats and oils).
9. Identify foods that are high in added sugars.
10. Identify foods that are high in sodium.
11. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
12. Identify and define key nutrients and their functions.
13. State the recommended number of servings and serving sizes for different food groups.
14. Describe the relationship between food intake, physical activity, andgood health.
15. Identify how to keep food safe through proper food preparation and storage.
16. Explain how food can contain germs that cause illness.
17. Explain the importance of drinking plenty of water, especially during vigorous physical activity.
18. Describe the benefits of moderate and vigorous physical activity.
19. Identify ways to increase and monitor physical activity*.*
20. Describe the food groups, including recommended portions to eat from each food group.
21. Identify key components of the “Nutrition Facts” labels.
22. Explain the relationship between the intake of nutrients and metabolism.
23. Explain why some food groups have a greater number of recommended portions than other food groups.
24. Describe safe food handling and preparation practices.
25. Differentiate between more-nutritious and less-nutritious beverages and snacks.
26. Explain the concept of eating in moderation.
27. Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
28. Explain how good health is influenced by healthy eating and being physically active.
29. Describe how physical activity, rest, and sleep are related.
30. Identify physical, academic, mental, and social benefits of regular physical activity.
31. Define processed foods.
32. Examine negative health issues associated with processed foods.

### Analyzing Influences

1. Identify relevant influences of culture on food choices and other eating practices and behaviors.
2. Identify relevant influences of peers on food choices and other eating practices and behaviors.
3. Identify relevant influences of community on food choices and other eating practices and behaviors. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.
4. Describe how relevant influences of school and community affect food choices and other eating practices and behaviors.
5. Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other eating practices and behaviors.
6. Describe how relevant influences of peers affect food choices and other eating practices and behaviors.
7. Identify internal and external influences that affect food choices.
8. Analyze advertising and marketing techniques used for food and beverages.
9. Identify internal and external influences that affect physical activity.
10. Describe internal and external influences that affect food choices and physical activity.
11. Recognize that family and cultural influences affect food choices.
12. Describe the influence of advertising and marketing techniques on food and beverage choices.

### Accessing Information

1. Describe characteristics of accurate nutrition information.
2. Describe characteristics of appropriate and reliable nutrition products.
3. Describe characteristics of appropriate and trustworthy nutrition services.
4. Demonstrate how to locate sources of accurate nutrition information.
5. Identify resources for valid information about safe and healthy foods.
6. Use food labels to determine nutrient and sugar content.
7. Locate age-appropriate guidelines for eating and physical activity.
8. Interpret information provided on food labels.
9. Distinguish between valid and invalid sources of nutrition information.
10. Describe how to access nutrition information about foods offered in restaurants in one’s community.

### Interpersonal Communication

1. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.
2. Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating.
3. Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.
4. Demonstrate effective communication skills to ask for healthy food choices.
5. Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.
6. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.

### Decision Making

1. Identify situations which need a healthy eating-related decision.
2. Identify how family, peers, or media influence a healthy eating-related decision.
3. Explain the potential positive and negative outcomes from a nutrition-related decision.
4. Describe when help is needed and when it is not needed to make a healthy eating-related decision.
5. Describe how to use a decision-making process to select nutritious foods and beverages.
6. Describe how to use a decision-making process to select healthy options for physical activity.
7. Use a decision-making process to identify healthy foods for meals and snacks.
8. Use a decision-making process to determine activities that increase physical fitness.
9. Compare personal eating and physical activity patterns with current age-appropriate guidelines.
10. Decide when help is needed and when it is not needed to make a decision related to healthy eating behaviors.
11. Explain how family, culture, peers, or media influence a decision related to healthy eating behaviors.
12. Identify options and their potential outcomes when making a decision related to healthy and safe eating behaviors.
13. Choose a healthy food or beverage option when making a decision related to healthy eating behaviors.
14. Explain the importance of variety and moderation in food selection and consumption.

### Goal Setting

1. Identify a realistic personal short-term goal to improve healthy eating.
2. Take steps to achieve a personal goal to improve healthy eating.
3. Identify people who can help achieve a personal goal to improve healthy eating.
4. Make a plan to choose healthy foods and beverages.
5. Make a plan to choose physical activities at school and at home.
6. Monitor personal progress toward a nutritional goal.
7. Monitor personal progress toward a physical activity goal.
8. Analyze the relationship between physical activity and overall health.

### Self Management

1. Identify practices that reduce or prevent unhealthy eating behaviors.
2. Demonstrate healthy eating practices.
3. Make a commitment to practice healthy eating behaviors.
4. Practice how to take personal responsibility for eating healthy foods.
5. Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
6. Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.
7. Practice how to take personal responsibility for engaging in physical activity.
8. Identify ways to choose healthy snacks based on current research-based guidelines.
9. Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
10. Demonstrate the ability to balance food intake and physical activity.
11. Demonstrate the ability to assess personal physical activity levels.
12. Identify places where youths and families can be physically active in your community.
13. Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

### Advocacy

1. Make requests to others (e.g., family members) about preferences for healthy eating.
2. Demonstrate how to encourage peers to make healthy food and beverage choices.
3. Support others in making positive food and physical activity choices.
4. Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.
5. Describe the prevalence, causes, and long-term consequences of unhealthy eating.

## Grades 9 to 12

### Core Content Indicators

HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.

HEPA 1.2.12 Describe the relationship between nutrition, physical activity and overall health.

HEPA 1.3.12 Describe the relationship between diet, physical activity and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.

HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.

HEPA 1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods).

HEPA 1.6.12 Distinguish food sources that provide key nutrients.

HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output)

HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health

HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.

HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.

HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.

HEPA 1.12.12 Explore factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)

HEPA 1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food.

HEPA 1.14.12 Identify healthy and risky approaches to eating and exercise.

HEPA 1.15.12 Identify the physical and psychological effects of food allergies.

### Fact Based Knowledge

1. Being informed about the nutritional value of food allows you to make better decisions.
2. Foods vary in quality based on nutrient value and on whether or not they stimulate the growth of body fat.
3. Food processing diminishes food quality and nutrient density.
4. Eventually everyone makes personal choices of the food they eat but those choices can be influenced by other factors.
5. Carbohydrates stimulate insulin. Insulin stimulates fat. Insulin inhibits the body from using fat as energy.
6. Sugar and other simple carbohydrates have no nutrients, suppress satiation, are addictive and stimulate the growth of body fat.
7. Food can be categorized into different groups. (Fruits, vegetables, grains, dairy, meat, legumes and oil)
8. Just because food tastes good doesn’t mean it is good for you. Food that tastes good but doesn’t have vitamins or minerals may do you harm by increasing your body fat.
9. The body is comprised of lean body mass and body fat mass. Your body is made up of different components (bone, muscle, fat, internal organs, fluids). One cannot change into the other (muscle doesn’t turn into fat) but each can grow or not grow. You can build muscle through physical activity. Physical exercise and training cannot completely compensate for a poor diet of junk food.
10. Body fat and the fat you eat from foods are two different things with the same name.
11. There is a difference between healthy growth and too much body fat. Children grow in height until they are teenagers then they stay about the same for the rest of their lives.
12. Muscle weighs more than fat, and body weight is different than body composition. Each person has a set number of fat cells. Fat cells grow in the first couple of years of life and in early teen years. After that, there are a set number of body fat cells that can grow or shrink.
13. Understand that you can have too much body fat, not enough body fat or just the right amount. Too much body fat can lead to serious diseases. Having too much body fat so that it can cause disease is called “obesity”.
14. Understand that some of the serious diseases that result from obesity are diabetes, cardio-vascular disease, liver disease, stress and kidney disease, all of which can be life threatening. In addition, physical injuries can result from too much body fat such as joint injuries (hip and knee).
15. People have different body types. Some people have the propensity to grow fat easier than others. Obesity is generally developed over years of eating poorly.
16. Food can be categorized into fat, protein and carbohydrates. Each varies in the nutrients they have. There is unhealthy fat and healthy fat. There is unhealthy protein and healthy protein. There are unhealthy carbohydrates and healthy carbohydrates. The difference is whether or not the food has nutrients and minerals or not.
17. Carbohydrates and fat provide energy for the body. Simple carbohydrates create ‘quick’ energy that the body stores in the blood and can be quickly used by the muscles. Protein builds muscles. Body fat is ‘stored’ in your body and takes longer to convert into energy.
18. There are two types of carbohydrates; Simple (sugar, flour, white food) and Complex (Fruits and vegetables).Complex carbohydrates, such as fruit and vegetables, contain fiber in them. The fiber makes them harder to digest.
19. Simple carbohydrate (also called refined carbohydrate) thickens your blood (raises blood sugar), which stimulates insulin. Insulin keeps your blood thickness consistent and healthy. (If your blood is too thick it would clog your veins and arteries and that is not good.) BUT… insulin prevents you from using body fat for energy and also stimulates your body to grow more fat.
20. Complex carbohydrates release insulin more slowly and are less likely to increase body fat. Simple carbohydrates digest quickly, raise insulin levels quickly and stimulate body fat growth. Therefore food fat does not make body fat, simple carbohydrates make body fat.
21. Simple carbohydrates gives you quick energy but then you quickly “crash” and feel sluggish.
22. People like food that tastes sweet because sweetness tastes better that sour or bitter food.
23. A scale called “Glycemic Index” measures how quickly the food is released into the blood. It is on a scale of 0-100.
24. The effect food has on raising blood sugar is on a scale called ‘Glycemic Load’ which measures how well the food stimulates insulin. It takes into account how much fiber is in the food which slows digestion. The lower the ‘Glycemic Load’ the lower your blood sugar and insulin. Glycemic Load is on a scale from 0-60. The higher the number the worse the effect the food has on raising blood sugar. So the lower the glycemic load, the lower the insulin, which allows your body to burn body fat for energy.
25. Glycemic Load and Glycemic Index are not listed on food labels. Therefore you have to look them up.
26. Your body has plenty of energy stored as fat. The problem is if high insulin levels won’t let you use that fat for energy and creates a craving for more simple carbohydrates.
27. Another problem is where your body stores fat. If the fat in your body is in your belly, around your heart or in your liver it poses serious dangers to your health. The toxic chemicals released from these fats around your organs are a danger to your cardio-vascular system. It can result increased blood pressure, plaque in your arteries, cancer, stroke, arthritis, diabetes, loss of sleep and other negative physical ailments. Simple carbohydrates damage the cells in your body. For these reasons some scientists say that sugars are toxins (poisonous).
28. Antioxidants which are found in fruits and vegetables help the body get rid of the toxins and rebuild the body’s cells.
29. Proteins and fats do not stimulate insulin and have a low Glycemic Load and therefore do not stimulate the growth of body fat as readily as simple carbohydrates.
30. Food with fiber slows down digestion and therefore does not raise blood sugar as much even though high fiber food may taste sweet and have carbohydrates. Foods with high fiber generally are fruits and vegetables. Therefore fruits and vegetables do not stimulate the body to grow body fat.
31. Burning body fat for energy is called ‘Ketosis.’ To maintain ketosis you need to sustain a diet that does not include simple carbohydrates. It varies, but generally it takes about a week to get into ketosis.
32. Fat is lost through your body when you breathe and when you excrete fluids. You need to drink plenty of water which aids the body to metabolize fat.
33. Nutrients and minerals are listed on food labels. Ingredients are listed on food labels.
34. Fiber is not listed on food labels. Glycemic load is not listed on food labels. You have to look for the nutrients on the food label, then look for the ingredients, then look up the fiber and glycemic load.
35. Fruits and vegetables have no food labels because they are whole foods. (The ingredient for an apple is an apple.) So you have to look up the vitamins, minerals, fiber and glycemic load for whole foods.
36. Other carbohydrate foods turn into sugar in your body (bread, cereal, fries, pasta, rice, chips, crackers, fruit juice.). None of these has fiber to slow down digestion. The term “junk food” means the food has no nutrients or fiber.
37. Being hungry can stimulate your body fat to grow. So try to eat when you feel hungry. (Don’t starve yourself.) Simple carbohydrates make you feel hungry quicker. Try to eat to be satisfied but not over full. Eating only when you feel hungry is hard because people are busy during the day and meal times are set. Stopping eating is hard because people feel they need to finish their serving and because food looks, smells and tastes good. If body fat does not supply your cells with nutrients and energy then you will still feel hungry and want to eat more, therefore being fat makes you hungrier.
38. Be careful when you are hungry because highly processed, simple carbohydrate foods are usually “snack” food that can be unhealthy. Plan your snacks ahead of time so that you will eat healthy snacks. Understand what it means to feel satisfied. “Satiation” is the term used to describe when you feel satisfied.
39. Changing eating habits is hard and takes planning. Try to eat low GI and GL foods so you won’t get hungry quickly. If you eat properly your body will regulate food intake for you (because you won’t get so hungry so quickly).
40. Processed foods are manipulated to change the taste, ingredients, nutritional value and shelf life. Processed foods frequently contain preservative chemicals. Processed foods are manipulated to change the texture (crunchy chips) and color (golden fries) to make them more desirable to eat.
41. Food companies favor processed food over whole food because they have a longer shelf life. (Chips don’t go bad as quickly as fruit.) Therefore it saves the food companies money because they don’t throw out spoiled food.
42. Food companies study what makes people want food. They try to get their processed food to reach what they call a “Bliss Point”. Bliss Point is the amount of salt, sweetness and texture that the food has which makes people crave more.
43. Sugar is a bad food. Sugar is a simple carbohydrate. Sugar does not contain any vitamins and minerals therefore it does not help your body to stay healthy. Sugar makes you feel continually hungry and therefore makes you want to keep eating (usually more simple carbohydrates).
44. Eating sugar makes you crave more sugar. Eating sugar and other sweet food and drinks makes you want to eat more sugary foods. Food companies put sugar in many different foods to enhance the taste and to stimulate you to crave more.
45. Sugar is the highest level of glycemic load and has no nutritional value.
46. Added sugar is ‘hidden’ in many foods, especially processed foods. People generally think that desert foods have sugar but sugar is added to other foods (bread, cereal, catsup, crackers) that are not considered deserts.
47. Often, food is marketed at kids but is not healthy for kids. Soda is one of the worse foods for these reasons.
48. Food companies deceive people by taking out the fat but replacing it with added sugar to make it taste good (low fat yogurt). Read the ingredients.
49. Sugar is a highly processed food. It comes from sugar cane, which is a tall fibrous plant that looks like bamboo. The sugar is processed out of the sugar cane to form a high glycemic, nutrient vacant, body fat producing, addictive substance; which is added to most processed foods.
50. High fructose corn syrup is a sugar. Fruit juice is a sugar. Don’t be fooled by wording on food packaging that says “Pure Cane Sugar”, “No High Fructose
51. Corn Syrup Added”, or “All Natural”. Even food that says “No sugar added” can contain sugar (fruit juice is an example). These are all foods with sugars.
52. Sugar is addictive and can be categorized as a drug because of its addictive nature.
53. Athletes cannot just exercise off body fat from a poor diet because you ingest more than you can possibly work off. Athletes need vitamins and nutrients from high quality food to repair muscles from exercise. Too much body fat makes athletes slow and tired.
54. Excessive simple carbohydrates ultimately make you feel sluggish, which is the opposite of what athletes need.
55. The basic message on nutrition is: Eat real food. Not too much. Mostly vegetables.
56. Understand that a lack of sleep effects satiation and can lead to overeating.

### Analyzing Influences

1. Identify relevant influences of culture on food choices and other eating practices and behaviors.
2. Identify relevant influences of peers on food choices and other eating practices and behaviors.
3. Identify relevant influences of community on food choices and other eating practices and behaviors. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.
4. Describe how relevant influences of school and community affect food choices and other eating practices and behaviors.
5. Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other eating practices and behaviors.
6. Describe the influence of culture and media on body image.
7. Evaluate internal and external influences on food choices.
8. Analyze the impact of nutritional choices on future reproductive and prenatal health.
9. Analyze the influence of technology and media on physical activity.
10. How food tastes influences what you eat. People tend to eat food that tastes the best to them not necessarily food that is the healthiest.
11. Explain the influence of public health policies and guidelines on personal food choices and other eating practices and behaviors.
12. Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.
13. Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating behaviors.
14. Analyze how personal attitudes, values, and beliefs influence food choices and other eating behaviors.
15. Analyze how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
16. Analyze how laws, rules, and regulations influence personal food choices and other eating practices and behaviors.
17. Analyze how school and community affect personal food choices and other eating practices and behaviors.
18. Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors.
19. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and on personal food choices and other eating behaviors.
20. Analyze the factors that influence opportunities to obtain safe, accessible and affordable opportunities for healthy eating practices and behaviors for oneself and others.
21. Explain the influences of public health policies on mental and emotional health practices and behaviors.
22. Analyze how culture supports and challenges mental and emotional health beliefs, practices and behaviors.
23. Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health behaviors.
24. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health behaviors.
25. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
26. Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
27. Analyze how school and community affect mental and emotional health practices and behaviors.
28. Analyze the effect of media and technology on personal, family, and community mental and emotional health.
29. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.
30. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
31. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.

### Accessing Information

1. Identify nutrients and their relationships to health.
2. Examine the health risks caused by food contaminants.
3. Describe how to keep food safe through proper food purchasing, preparation, and storage practices.
4. Differentiate between diets that are health-promoting and diets linked to disease.
5. Analyze the caloric and nutritional value of foods and beverages.
6. Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet*.*
7. Identify the impact of nutrition on chronic disease.
8. Distinguish between valid and invalid sources of nutrition information.
9. Evaluate the accuracy of claims about dietary supplements and popular diets.
10. Describe how to access nutrition information about foods offered in restaurants in one’s community.
11. Nutritional information may shape consumer purchasing. (What is the recommended daily allowance (RDA) caloric intake recommendation based on? What is the political impact on food pricing? How has the farming industry been affected by modern industrialization?  What influence does the food industry have on farming? What role does advertising have on food choices? How has food production and pricing changed over past centuries? Should the government be involved in the food process?)
12. Conflicting information may exist among similar foods. (Which foods/drinks have been presented to the public as both healthy and unhealthy? What causes disagreement about the quality and health of similar foods? How can similar foods differ in nutritional value? On what basis should someone choose the information that influences their diet decisions? )
13. Research areas involved in the process of food production.
14. Distinguish food sources that provide key nutrients.
15. Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
16. Explain how to incorporate an adequate amount of iron into a healthy daily diet.
17. Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
18. Describe nutrition practices that are important for the health of a pregnant woman and her baby*.*
19. Evaluate the validity and reliability of nutrition information.
20. Evaluate the validity and reliability of nutrition products.
21. Evaluate the validity and reliability of nutrition services.
22. Determine the accessibility of valid and reliable nutrition products.
23. Determine when professional nutrition services may be required.
24. Determine the accessibility of valid and reliable nutrition services.
25. Use resources that provide valid and reliable nutrition information

### Interpersonal Communication

1. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.
2. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.
3. Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.
4. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.
5. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
6. Demonstrate how to effectively offer assistance to improve the food choices and healthy eating behaviors of others.
7. Remove electronic devices from the sleep environment.

### Decision Making

1. Foods vary in quality based on nutrient value and on whether or not they stimulate the growth of body fat.
2. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.
3. Analyze the cognitive and physical benefits of eating breakfast daily.
4. Differentiate between physical activity and exercise and health-related and skill-related fitness.
5. Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.
6. Identify situations which need a decision related to healthy eating (e.g., when a peer offers a soft drink).
7. Use a decision-making process to evaluate daily food intake for nutritional requirements.
8. Identify recreational activities that increase physical activity.
9. Contrast healthy and risky approaches to weight management.
10. Analyze the physical, mental, and social benefits of physical activity.
11. Describe the final outcome of a decision related to healthy eating behaviors.
12. Describe how some ingredients in food may bring about illness.
13. Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy diet.
14. Food availability contributes to nutritional practices. (How do cultural factors affect diet? Should food distributors be required to cater to all dietary needs? Should the government provide equal programs for all economic areas?)
15. Personal choice of foods may dictate wellness. (What are the health risks associated with sweeteners? Describe the positive and negative effects of various sweeteners.)
16. Which specific diets have shown to bring about health problems? What nutritional ingredients contribute to fatal diseases? Should food companies be allowed to decide their own serving size recommendation? Should health insurance cover medical problems by people that chose poor diet decisions? )
17. Describe how food choices may alter quality of life. (Which foods are considered harmful? What makes a food choice harmful? What determines quality of life? )
18. The ingredients in food may bring about illness.(Which ingredients have been shown to cause health risks? Which illnesses are connected with un-natural food additives? Why are additives put in food/drinks? What rights should consumers have regarding the disclosure of food additives? Should a governmental agency restrict the information the general population demands?)
19. Research local grocery stores for their setup and variety of food options.
20. Deconstruct myths about diet programs.
21. Explain how to incorporate foods that are high in fiber into a healthy daily diet.
22. Examine barriers to making a decision related to healthy eating behaviors.
23. Justify when individual or collaborative decision making related to health eating behaviors is appropriate.
24. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to healthy eating behaviors.
25. Generate alternatives when making a decision related to healthy eating behaviors.
26. Predict the potential short- and long-term consequences of alternatives to decisions related to healthy eating behaviors.
27. Choose a healthy alternative when making a decision related to healthy eating behaviors.
28. Evaluate the effectiveness of decisions related to healthy eating behaviors.
29. Plan when to get adequate sleep.

### Goal Setting

1. Describe the short- and long-term impact of nutritional choices on health.
2. Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.
3. Identify ways to maintain adequate daily physical activity.
4. Set a realistic personal goal related to improve healthy eating behaviors.
5. Track progress toward achieving a personal goal to improve healthy eating behaviors
6. Identify resources that can help achieve a personal goal to improve healthy eating behaviors.
7. Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.
8. Set a goal to increase daily physical activity.
9. Describe how Food choices may alter quality of life.
10. Healthy eating habits may advance physical performance. (Which nutrients/ingredients affect energy level? Which nutrients/ingredients affect function of internal organs/systems? What is an ergogenic aid? What nutritional ingredients have shown to be effective ergogenic aids? Which nutritional ingredients improve the functions of internal body systems? Should the ingredients of foods that decrease physiological performances be made available to the public? )
11. Identify personal portion needs.
12. Analyze healthy and risky approaches to weight management.
13. Explain the effects of eating disorders on healthy growth and development.
14. Analyze the benefits of healthy eating.
15. Evaluate various approaches to maintaining a healthy weight.
16. Identify the causes, symptoms, and harmful effects of eating disorders.
17. Explain why people with eating disorders need professional help.
18. Describe the amounts and types of physical activity recommended for teenagers’ overall health and for the maintenance of a healthy body weight.
19. Assess personal eating practices and behaviors.
20. Set a realistic personal goal related to improve healthy eating behaviors.
21. Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
22. Develop a plan to attain a personal goal to improve healthy eating behaviors.
23. Implement strategies, including self-monitoring, to achieve a personal goal to improve healthy eating behaviors.
24. Use strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
25. Formulate an effective long-term plan to achieve a health goal to improve healthy eating behaviors.
26. Determine how to get enough sleep.
27. Plan how to make up sleep if you aren’t getting enough.

### Self Management

1. The body is comprised of lean body mass and body fat mass. Your body is made up of different components (bone, muscle, fat, internal organs, fluids). One cannot change into the other (muscle doesn’t turn into fat) but each can grow or not grow. You can build muscle through physical activity. Physical exercise and training cannot completely compensate for a poor diet of junk food.
2. Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.
3. Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.
4. Explain percent body fat and how it factors into health.
5. Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment.
6. Assess personal eating practices.
7. Set a realistic personal goal to improve healthy eating behaviors.
8. Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
9. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
10. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.
11. Make healthy food choices in a variety of settings.
12. Explain proper food handling safety when preparing meals and snacks.
13. Assess personal physical activity levels.
14. Examine ways to be physically active throughout a lifetime.
15. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs. Describe how to make a vegetarian diet healthy.
16. Summarize food preparation methods that add less fat, sugar, and sodium to food.
17. Summarize the physical, mental, social, and academic benefits of eating breakfast every day.
18. Summarize how to make healthy food selections when dining out.
19. Describe the benefits of limiting the consumption of energy drinks.
20. Summarize the relationship between access to healthy foods and personal food choices.
21. Summarize food safety strategies that can control germs that cause foodborne illnesses.
22. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.
23. Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
24. Analyze the harmful effects of using diet pills and anabolic steroids.
25. Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.
26. Analyze the role of individual responsibility in enhancing healthy eating behaviors.
27. Evaluate personal healthy eating practices and behaviors that reduce or prevent health risks.
28. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
29. Make a commitment to practice healthy eating behaviors.
30. Select healthy foods and beverages in a variety of settings.
31. Critique one’s personal diet for overall balance of key nutrients.
32. Identify strategies for eating more fruits and vegetables.
33. Describe how to take more personal responsibility for eating healthy foods.
34. Participate in school and community activities that promote fitness and health.

### Advocacy

1. Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating.
2. State a healthy eating position, supported with accurate information, to improve the health of others.
3. Persuade and support others to make positive food and beverage choices.
4. Collaborate with others to advocate for healthy eating at home, in school, or in the community.
5. Demonstrate how to adapt healthy eating messages for different audiences.
6. Encourage nutrient-dense food choices in school.
7. Support increased opportunities for physical activity at school and in the community.
8. Encourage peers to eat healthy foods and to be physically active*.*
9. Describe the environmental impact of the production of food
10. Federal regulations can shape food quality. (What makes a food refined? What types of food processing currently exist? What things are commonly added to food? Which ingredients are added to processed foods to preserve shelf life? What impact does processed food have on health and wellness? What are the reasons for processing and refining foods? Should processed foods be made and sold? )
11. Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating.
12. Persuade and support others to make positive choices related to healthy eating.
13. Collaborate with others to advocate for improving personal, family, and community healthy eating.
14. Encourage school and community environments to promote healthy eating.
15. Adapt healthy eating messages and communication techniques to reach a specific target audience.
16. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.
17. Advocate enhanced nutritional options in the school and community.
18. Educate family and peers about choosing healthy foods.

# Unit 5 – Sexual Health

## Grades Pre K to 2

SH 1.1.2 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth)

SH 1.2.2 Identify those parts of the body that are considered private by using medically accurate names.

### Fact Based Knowledge

1. Understand that boys have penises and girls have vaginas.
2. Understand that girls’, when they become adults, can become pregnant and have babies.
3. Name all the parts of the body.
4. Describe all the functions of all the body parts.
5. Use correct terminology to name and describe the different parts of their bodies, including male and female genitals.
6. Identify sources of information about sex and gender.
7. Identify the critical parts of the internal and external genitals and describe their basic function.
8. Name the senses (touch, feel, taste, smell, sight, hearing).

### Accessing Influences

1. Understand that all bodies are special and unique and people should feel good about their bodies.
2. Recall that all bodies are special and unique.
3. Explain what it means to have pride for one’s body.
4. Appreciate one’s body. Express how they feel about their body.

### Analyzing Information

1. Understand that families, individuals, peers and communities are sources of information about sex and gender.
2. It is important to know the names and functions of one’s body and it is natural to be curious about them, including the sexual and reproductive organs.
3. Practice asking and responding to questions about body parts that they are curious about.
4. There are many sources of information that help us learn about ourselves, our feelings and our bodies.
5. List sources of information that help them understand themselves, their feelings and their bodies (e.g. families, individuals, peers, communities, media - including social media).
6. Acknowledge that the values and beliefs we learn from families and communities guide our understanding of ourselves, our feelings and our bodies.
7. Identify a trusted adult and demonstrate how they would ask questions.

### Interpersonal Communication

### Decision Making

1. Friends, family, teachers, religious leaders and community members can and should help each other.
2. Describe what is meant by a trusted adult.
3. Describe specific ways in which people can help each other.
4. Acknowledge that all people have the right to be protected and supported.
5. Demonstrate ways to seek out and ask a trusted adult for help.

### Goal Setting

### Self Management

### Advocacy

1. Listen sensitively to others when they are sharing about caring for their bodies and affirm their views.
2. Express things that they like about their body.

## Grades 3 to 5

SH 1.1.5 Describe basic reproductive body parts and their functions.

SH 1.2.5 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)

SH 1.3.5 Describe the range of physical, social, and emotional changes that occur during puberty.

SH 1.4.5 Explain how puberty and development can vary greatly and still be normal.

SH 1.5.5 Describe how people are similar and different (e.g. sexual identity, gender, gender identity, gender expression, etc.)

### Fact Based Knowledge

1. Describe their stages of growth and development needs.
2. Demonstrate increasing responsibility for self-care and positive attitudes towards their bodies.
3. Understand the difference between biological sex and gender.
4. Define gender and biological sex and describe how they are different.
5. Reflect on how they feel about their biological sex and gender.
6. Acknowledge that perceptions about sex and gender are influenced by many different sources.
7. A pregnancy begins when an egg and sperm unite and implant in the uterus.
8. Describe the process of reproduction – specifically that a sperm and egg must both join and then implant in the uterus for a pregnancy to begin.
9. Pregnancy generally lasts for 40 weeks and a woman’s body undergoes many changes during the span of a pregnancy.
10. Describe the changes that a woman’s body undergoes during the duration of a pregnancy.
11. Express how they feel about the changes that a woman’s body undergoes during pregnancy.
12. Define puberty as a time of physical and emotional change that happens as children grow and mature.
13. Understand that growing up involves physical and emotional changes.
14. Acknowledge that puberty is a normal and healthy part of adolescence.
15. Understand that pregnancy is a natural biological process and can be planned.
16. Recall that pregnancy begins when egg and sperm unite and implant in the uterus.
17. Explain that pregnancy and reproduction are natural biological process, and that people can plan when to get pregnant.
18. Explain that all children should be wanted, cared for and loved.
19. Recognize that not all couples have children.
20. Identify ways that men's, women's, boys‘, and girls’ bodies are the same; the ways they are different; and how they can change over time.
21. Know the following terms and body parts and their functions: cervix, chromosomes, communicable disease, dominant/recessive genes, embryo, fallopian tubes, HIV/AIDS, hygiene, menstruation, ovaries, penis, personal safety, pituitary gland, puberty, reproductive system, scrotum, sperm, testicles, urethra, uterus, vagina, vas deferens
22. Define gender.
23. Define stereotype and discuss examples: (• What stereotypes do you know about the way boys and girls look? • What clothes or colors do your families want you to wear, but you’re just not into them? Why don’t you like them? (For example, Mum makes me wear a dress to church, but I prefer wearing shorts. Nanny always puts my hair in pigtails, and I just want it down. Dad wants me to wear the skirt uniform at school, but I want to wear the trousers.) • How does it affect your attitude when you are wearing something you don’t want to? How does it affect the way you interact with others? What can you do or say to express how you are feeling? (For example, I’ll wear the dress but have my shorts on underneath, or change as soon as I get home. I could tell dad that I really want to wear the trouser uniform because I just don’t like skirts; they’re too flappy for playing in at lunchtime.)
24. Understand that everyone’s body has parts involved in one’s sexual health and reproduction, and it is common for children to have questions about them.
25. Describe the body parts involved with sexual health and reproduction.
26. Acknowledge that it is normal to be curious and have questions about their bodies and sexual functions.
27. Acknowledge that everyone’s body is unique and that variations exist in size, shape, functioning and characteristics.
28. Identify a trusted adult to whom they can ask questions, and demonstrate ways to ask about sexual and reproductive anatomy and physiology.
29. Understand that in order for a pregnancy to begin, criteria must be just right for sperm to join with an egg and implant in the uterus.
30. List the steps necessary for reproduction to occur.
31. Understand that pregnancy can occur as a result of sexual intercourse during which a penis ejaculates into the vagina.
32. Understand that sexual intercourse doesn’t always lead to pregnancy.
33. Describe the cycle of birth, growth, aging, and death in living things.
34. Recognize that there are individual differences in growth and development.
35. Identify major internal and external body parts and their functions.

### Accessing Influences

1. Explain that all cultures have different ways of seeing people’s bodies.
2. Learn to say “no” and tell responsible adult.
3. Be able to talk to adults in their family about their jobs and discuss whether more men than women tend to do these jobs and why.
4. Understand that values and attitudes imparted to us by families and communities are sources of what we learn about sex and sexuality, and influence our personal behavior and decision-making.
5. Identify sources of values and attitudes that inform what and how one learns about sex and sexuality (e.g. parents, guardians, families and communities).
6. Describe ways that some parents/guardians teach and exemplify their values to their children.
7. Describe values that affect gender role expectations and equality.
8. Recognize that values and attitudes of families and communities impact behavior and decision-making Reflect on a value that they have learned from their family.
9. It is natural for humans to enjoy their bodies and being close to others throughout their lives.
10. Understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people.
11. Understand that there are many words to describe physical feelings, and some are related to showing feelings for and being close to others.
12. Recognize that there are appropriate and inappropriate language and behaviors related to how we express our feelings for and closeness to others.
13. Understand that there are many different kinds of families that exist around the world.
14. Describe different kinds of families (e.g. two-parent, single-parent, child-headed; guardian-headed, extended, nuclear, and non-traditional families).
15. Express respect for different kinds of families.
16. Demonstrate ways to show respect for different kinds of families.
17. Understand that family members have different needs and roles.
18. Identify the different needs and roles of family members.
19. Appreciate how family members take care of each other in many ways, although sometimes they may not want to or be able to.
20. Communicate their needs and role within the family.
21. Understand that gender inequality is often reflected in the roles and responsibilities of family members.
22. List differences in roles and responsibilities of men and women within the family.
23. Describe ways that these differences can affect what each can and cannot do.
24. Perceive that gender inequality impacts the roles and responsibilities within the family.
25. Reflect on their own role and their feelings about men's and women’s roles and responsibilities within the family.
26. Understand that family members are important in teaching values to children.
27. Define what values are.
28. List values that they and their families care about.
29. Acknowledge that family members’ values affect children’s values.
30. Express a personal value.
31. Understand that Parents/guardians and other family members help children acquire values and guide and support their children’s decisions.
32. Describe ways that parents/guardians and other family members support their children’s decisions.
33. Acknowledge that parents/guardians and family members influence their decisions.
34. Reflect on how a family value guided a decision that they made.
35. Understand that families can promote gender equality through their roles and responsibilities.
36. Identify the roles, rights and responsibilities of different family members.
37. List ways that families can support gender equality through their roles and responsibilities.
38. Recognize that all family members can promote gender equality within the family.
39. Express support for equitable roles and responsibilities within the family.
40. Understand that health and illness can affect families in terms of their structure, capacities and responsibilities.
41. Describe ways that health and illness can affect family members’ roles and responsibilities.
42. Recognize that health and illness can affect how a family functions.
43. Demonstrate empathy for families affected by illness.
44. Understand that peers can influence decisions and behaviors related to adolescence and sexuality.
45. Describe positive and negative peer influences on decisions and behaviors related to adolescence and sexuality.
46. Acknowledge that peers can influence decisions and behaviors related to puberty and sexuality.
47. Question the influence of their peers.
48. Understand that media can positively or negatively influence values, attitudes, and norms about sexuality and gender.
49. Define different types of media (e.g. social media, traditional media).
50. Share examples of how men and women and relationships are portrayed in the media.
51. Describe the impact of media upon personal values, attitudes and behavior relating to sexuality and gender.
52. Recognize the power of media to influence values, attitudes and behavior relating to sexuality and gender.
53. Question how men and women are portrayed in the media.
54. Identify examples of how culture, religion and society affect our understanding of sexuality.
55. Describe different rites of passage to adulthood that are local and across different cultures.
56. Identify cultural, religious or social beliefs and practices related to sexuality that have changed over time. Acknowledge that there are diverse beliefs regarding sexuality.
57. Demonstrate respect for diverse practices related to sexuality and all people’s human rights.

### Analyzing Information

1. The Internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people, including children, at risk of harm.
2. List benefits and potential dangers of the Internet and social media.
3. Appreciate the Internet and social media while recognizing that they can be unsafe.
4. Identify and demonstrate ways to talk to a trusted adult if something they have done or seen on the Internet or social media makes them feel uncomfortable or scared.
5. Identify someone who is a trusted adult that they can talk to about sex and puppetry.
6. Understand that culture, religion and society influence our understanding of sexuality.
7. Understand that internet and social media use require special care and consideration.
8. Describe examples of the benefits and possible dangers of the Internet and social media.
9. Recognize the importance of being careful about how they use the Internet and social media.
10. Demonstrate how to decide what information to share with whom on social media.
11. Understand that sexually explicit images and media are easily accessible through social media and can promote harmful gender stereotypes.
12. Describe what sexually explicit media (pornography) and sexting are.
13. Explain that sexually explicit media often portrays men, women and sexual relations unrealistic.
14. Perceive that sexually explicit media can be misleading through inaccurate portrayals about men, women and sexual relations.
15. Identify and demonstrate ways to talk to a trusted adult about sexually explicit media or sexting.

### Interpersonal Communication

1. Communication is important in all relationships including between parents/ guardians or trusted adults and children, and between friends and others.
2. Identify different types of communication (including verbal and non-verbal communication).
3. Identify the difference between healthy communication and unhealthy communication;
4. List the benefits of healthy communication between parents/guardians or trusted adults and children, and between friends and others.
5. Recall how clearly communicating ‘yes’ and ‘no’ protects one’s privacy and bodily integrity, and is a central part of building happy relationships.
6. Acknowledge that all people have the right to express themselves.
7. Demonstrate verbal and non-verbal communication and ways to say ‘yes’ and ‘no’.
8. Understand that gender roles can affect communication between people.
9. Recall examples of gender roles.
10. Acknowledge that gender roles can affect communication between people.
11. Highlight any gender-based comments and explore thinking around them and the possible impacts on their own and others’ well-being.
12. Understand that effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries.
13. Describe characteristics of effective and ineffective verbal and non-verbal communication (e.g. active listening, expressing feelings, indicating understanding, having direct eye contact versus not listening, not expressing feeling, not showing understanding, looking or turning away).
14. Perceive the importance of being able to express wishes, needs and personal boundaries, and understand that of others.
15. Recognize that negotiation requires mutual respect, cooperation and often compromise from all parties.
16. Demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others.
17. Communicate and understand different sexual feelings and talk about sexuality in an appropriate way.
18. It’s natural to be curious about sexuality and important to ask a trusted adult questions.
19. Acknowledge that it is natural to be curious and have questions about sexuality.
20. Identify a trusted adult with whom they feel comfortable, and demonstrate asking questions about sexuality.

### Decision Making

1. Everyone deserves to make their own decisions and all decisions have consequences.
2. Describe a decision that they made and are proud of.
3. Identify examples of decisions that they or others have made that had either good or bad consequences.
4. Acknowledge that sometimes children and young people may need help from parents/guardians or trusted adults to make certain decisions.
5. Demonstrate understanding of circumstances that can help them make a good decision.
6. Identify a parent/guardian or trusted adult who can help them make good decisions.
7. Understand the difference between Good/bad touches.
8. Define sexual orientation.
9. Develop an understanding and acceptance of gender diversity.
10. Examining their current expectations and attitudes towards themselves and others based on gender.
11. Identify and describe personal qualities that make them feel good about themselves.
12. Demonstrate respect for others when sharing ideas.
13. Describe how they are the same as others and how they are unique.
14. Explore and challenge gender expectations and stereotypes to support an inclusive environment.
15. Identifying and reflecting on factors that influence their choices of clothes and appearance.
16. Emphasize such things as individual choice, personal likes, being unique, or having the courage not to fit into a stereotype
17. Understand that decision-making is a skill that can be learned and practiced.
18. Describe the main steps in decision-making.
19. Acknowledge that decision-making is a skill that can be learned.
20. Apply the decision-making process to address problems.
21. Name a parent/guardian or trusted adult who can be a source of help for decision-making.
22. Think of people who have chosen to do jobs where most of their co-workers are the opposite gender. Read out some of the following jobs: builder, dental nurse, cleaner, farmer, hairdresser, pilot, nurse, chef, librarian, firefighter, and clothes designer.

### Goal Setting

1. Understand that sexual choices have consequences
2. Talk to adults in their family about their jobs and discuss whether more men than women tend to do these jobs and why.
3. Understand that when people do not view jobs as typically for men or women, we all have more choices and can choose what we really want to do.

### Self Management

1. Understand that puberty signals changes in a person’s reproductive capability.
2. Describe the process of puberty and the maturation of the sexual and reproductive system.
3. List the major physical and emotional changes that take place during puberty.
4. Demonstrate ways to find credible information about puberty.

### Advocacy

1. Describe their needs and abilities and how they have changed since they were a baby, and listen to those of others and affirm them.
2. Understand that everyone has a unique body that deserves respect, including people with disabilities.
3. Listen sensitively to others when they are sharing about caring for their bodies and affirm their views.
4. Develop respect and acceptance for the choices of others.
5. Celebrating diversity and uniqueness.
6. Express their thoughts and feelings about being a boy or girl and expectations they associate with their gender and gender stereotypes
7. Understand that a person’s physical appearance does not determine their worth as a human being.
8. Explain that physical appearance is determined by heredity, environment, and health habits.
9. Acknowledge that physical appearance does not determine a person’s worth as a human being.
10. Show acceptance of a variety of physical appearances, including among their peers.
11. Understand that there is wide variation in what people find attractive when it comes to a person’s physical appearance.
12. Describe differences in what people find attractive when it comes to physical appearance.
13. Acknowledge that what people think is physically attractive changes over time and can vary between cultures.
14. Reflect on what they find attractive and how it may be different from what others find attractive.
15. Understand that social and cultural norms and religious beliefs are some of the factors which influence gender roles.
16. Define gender roles.
17. Identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles.
18. Acknowledge that many factors impact gender roles.
19. Reflect on social, cultural and religious beliefs that impact on how they view gender roles.
20. Understand that the way that individuals think of themselves, or describe themselves to others in terms of their gender, is unique to them and should be respected.
21. Define gender identity.
22. Explain how someone’s gender identity may not match their biological sex.
23. Acknowledge that everyone has a gender identity.
24. Appreciate their own gender identity and demonstrate respect for the gender identity of others.
25. Understand that human beings are born with the capacity to enjoy their sexuality throughout their life. Understand that sexuality involves emotional and physical attraction to others.
26. Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life.
27. Perceive that sexuality is a healthy part of being human.
28. Acknowledge that discrimination against people who are attracted to the same sex, or who are believed to be attracted to the same sex is wrong and can have negative effects on these individuals.

## Grades 6 to 8

### Fact Based Knowledge

SH 1.1.8 Identify resources, products, services related to supporting sexual health.

SH 1.2.8 Explain sexual activity and their associated risks (i.e. vaginal, anal, oral)

SH 1.3.8 Describe reproductive body parts and their functions.

SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.

SH 1.5.8 Determine the benefits of being sexually abstinent.

SH 1.6.8 Explain how the most common STDs and HIV are transmitted.

SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.

SH 1.8.8 Summarize which STDs can be cured and which can be treated.

SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.

SH 1.10.8 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).

SH 1.11.8 Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

SH 1.12.8 Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity

1. Analyze ways common infectious diseases are transmitted.
2. Explain how the most common STDs are transmitted.
3. Explain how HIV is transmitted.
4. Describe usual signs and symptoms of common STDs.
5. Describe usual signs and symptoms of HIV.
6. Explain that some STDs and HIV are asymptomatic.
7. Explain the short- and long-term consequences of common STDs.
8. Explain the short- and long-term consequences of HIV.
9. Summarize which STDs can be cured and which can be treated.
10. Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.
11. Explain that HIV is not easily transmitted like other common infectious diseases.
12. Describe ways to prevent the spread of germs that cause infectious diseases.
13. Describe basic male and female reproductive body parts and their functions.
14. Describe the physical, social, and emotional changes that occur during puberty.
15. Explain how puberty and development can vary greatly and still be normal.
16. Describe personal characteristics related to gender expression and gender roles that make people different from one another.
17. Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts).
18. Know the following terms, body parts and their functions: amniotic fluid, apgar score, breech birth, cervix, cesarean birth, contractions, epididymis, erection, estrogen, fallopian tubes, fertilization, fraternal twins, HIV/AIDS, identical twins, labor, menstrual cycle, navel, ova, ovaries, ovulation, penis, pituitary gland, placenta, pregnancy, progesterone, prostate gland, puberty, sanitary napkin, scrotum, semen, seminal emissions, seminal vesicle, sexual intercourse, Siamese twins, sperm, tampon, testes/testicles, testosterone, umbilical cord, urethra, uterus, vagina, vaginal birth
19. Discuss physical changes that occur during puberty.
20. Understand what menstruation and its role in reproduction.
21. Discuss Male/female emotional and physical changes (hair, breasts, voice etc.)
22. Understand the concepts of reproduction and birth .
23. State that with the right care, treatment and support, people living with HIV are able to live fully productive lives and to have their own children if they wish to.
24. There are effective medical treatments that can help people living with HIV
25. State that there are effective medical treatments that, with care, respect and support, people living with HIV can now take to manage their condition.
26. Understand that women’s bodies can release eggs during the menstrual cycle, and men’s bodies may make and ejaculate sperm, both of which are needed for reproduction.
27. Explain the key functions of the body that contribute to reproduction (e.g. menstrual cycle, sperm production and ejaculation of semen).
28. Express confidence in understanding how the menstrual cycle or ejaculation of sperm happens.
29. Understand that the menstrual cycle has different stages including the time around ovulation in which, if sperm are present, pregnancy is most able to occur.
30. Explain the menstrual cycle, including the specific phase in which pregnancy is most able to occur.
31. Recall that changes in hormones regulate menstruation and when a pregnancy is most likely to occur.
32. Understand that there are common signs of pregnancy, which should be confirmed through a pregnancy test that can be taken as soon as the menstrual period is missed or late.
33. Describe the signs of pregnancy and stages of fetal development.
34. Appreciate that steps can be taken to promote a healthy pregnancy and childbirth.
35. Describe the tests available to confirm a pregnancy.
36. Describe some of the benefits and challenges that people living with HIV face upon talking about their HIV status.
37. Recall that some people living with HIV were born with HIV, and others acquire HIV during their lifetime.
38. Acknowledge that everyone has a responsibility to ensure safe and supportive environments for people living with HIV.
39. Demonstrate ways to contribute to safe and supportive environments.
40. Understand that a person living with HIV will have unique needs for care and treatment, some of which may come with possible side effects.
41. Explain why a person living with HIV has unique needs for care and treatment, including some possible side effects.
42. Recall that treatment for HIV is a lifelong commitment, and can often come with side effects and other challenges, and may require careful attention to nutrition.
43. State that children and young people living with HIV can also benefit from treatment, although careful attention is required during puberty to ensure proper dosage and adherence, and management of side-effects (e.g. bone density, ARV drug resistance).
44. List and demonstrate how people can access HIV care and treatment services.
45. Understand that HIV and AIDS can affect family structure, family roles and responsibilities.
46. Explain that HIV is not a barrier for relationships, family or having a sexual life, because people with different HIV statuses can live together and be sexual partners without risk of acquiring HIV, and have children free of HIV.
47. Illustrate how HIV and AIDS can affect families, their structure, roles and responsibilities.
48. Explain that with support from family, the community, services and treatment, women living with HIV can be healthy and deliver and breastfeed children who are HIV free.
49. Acknowledge that everyone has a responsibility to support people living with HIV.
50. Demonstrate ways to support people living with HIV.
51. Understand that people can acquire STIs, including HIV, as a result of having sex with someone who already has an STI, and there are ways people can lower their vulnerability to infection.
52. List the most common STIs, (e.g. HIV, HPV, herpes, chlamydia, gonorrhoea) among youth in their community, and the most common modes of transmission.
53. Describe how HIV cannot be transmitted through casual contact (e.g. shaking hands, hugging, drinking from the same glass).
54. Understand that HIV is a virus that can be transmitted in various ways, including unprotected sex with someone who is living with HIV.
55. List the different ways that HIV can be transmitted (e.g. unprotected sex with someone who is positive, blood transfusion with contaminated blood, sharing syringes, needles or other sharp instruments; during pregnancy, at birth or while being breastfed).
56. State that most people acquire or transmit HIV through unprotected penetrative sexual intercourse with someone who is living with HIV.
57. Understand that there are ways that people can reduce their vulnerability to STIs, including HIV.
58. Describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. using a condom and where available, voluntary medical male circumcision (VMMC) or Pre-Exposure Prophylaxis (PrEP) in combination with condoms); and after (i.e. where available, Post-Exposure Prophylaxis (PEP)) exposure to the virus.
59. Describe the steps to using a condom correctly.
60. Describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed.
61. Demonstrate communication, negotiation and refusal skills for countering unwanted sexual pressure or asserting the intention to practice safer sex, including the correct and consistent use of condoms and contraceptives.
62. Understand that testing is the only way to know for sure whether someone has an STI, including HIV, and treatment exits for HIV and most STIs.
63. Demonstrate their understanding of STI testing and treatment for the most common STIs, including HIV, in their community.
64. Understand that people have a sexual response cycle, whereby sexual stimulation (physical or mental) can produce a physical response.
65. Describe male and female responses to sexual stimulation.
66. State that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation.
67. Explain that many boys and girls begin to masturbate during puberty or sometimes earlier.
68. Acknowledge that masturbation does not cause physical or emotional harm but should be done in private.
69. Determine the benefits of being sexually abstinent.
70. Explain why individuals have the right to refuse sexual contact.
71. Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
72. Describe how the effectiveness of condoms is compromised if not used properly.
73. Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).
74. Summarize basic male and female reproductive body parts and their functions.
75. Describe conception and its relationship to the menstrual cycle.
76. Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives.
77. Describe how the effectiveness of condoms can reduce the risk of pregnancy.
78. Describe ways sexually active people can reduce the risk of pregnancy.
79. Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance.
80. Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
81. Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one’s own.
82. Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one’s own.
83. Explain that the sex of a fetus is determined by chromosomes, and occurs at the early stages of pregnancy.
84. Describe the role hormones play in growth, development, and the regulation of reproductive organs and sexual functions.
85. Recognize the important role that hormones play in puberty and pregnancy.
86. Understand that all cultures have different ways of understanding sex, gender and reproduction, and when it is appropriate to become sexually active.
87. Distinguish between the biological and social aspects of sex, gender and reproduction.
88. Compare and contrast ways that culture and religion influence how society views sex, gender and reproduction.
89. Acknowledge that cultural, religious, societal and personal views about sex, gender and reproduction can differ.
90. Understand that puberty is a time of sexual maturation that leads to major physical, emotional, social and cognitive changes that can be exciting as well as stressful throughout.
91. Distinguish between puberty and adolescence.
92. Recall that puberty occurs at different times for different people, and has different effects on boys and girls.
93. Assess and categorize examples of the different types of changes that occur during adolescence (e.g. physical, emotional, social, cognitive).
94. Compare the similarities and differences between girls and boys in relation to these changes.
95. Recognize that puberty may be particularly challenging for some children, particularly those who are gender non-conforming, transgender or intersex.
96. Acknowledge that these physical, emotional, social and cognitive changes are a normal part of adolescence.
97. Acknowledge that teasing, shaming or stigmatizing others based on the changes of puberty is hurtful and may have long-lasting psychological impacts.
98. Demonstrate ways to manage these changes.
99. Understand that different forms of contraception have different effectiveness rates, efficacy, benefits and side effects.
100. Analyze effective methods of preventing unintended pregnancy and their associated efficacy (e.g. male and female condoms, contraceptive pills, implants, emergency contraception).
101. Explain the concept of personal vulnerability to unintended pregnancy.
102. State that abstaining from sexual intercourse is an effective method to prevent unintended pregnancy if practiced correctly and consistently.
103. State that correct and consistent use of condoms and modern contraception can prevent unintended pregnancy among the sexually active.
104. Demonstrate how to use a condom correctly.
105. Explain that emergency contraception (where legal and available) can prevent unintended pregnancy, including pregnancy through lack of contraception, contraceptive misuse or failure, or sexual assault.
106. State that natural contraceptive methods are not as reliable as modern methods but, in the absence of modern methods, natural methods are better than nothing and may be considered with advice from a health professional.
107. State that sterilization is a permanent method of contraception.
108. Understand that young people who are sexually active and could benefit from contraception should be able to access it without significant barriers, regardless of ability, marital status, gender, gender identity or sexual orientation.
109. Analyze where condoms and contraceptives can typically be accessed locally - although barriers may prevent or limit young people’s ability to obtain them.
110. Recognize that no sexually active young person should be refused access to contraceptives or condoms on the basis of their marital status, their sex or their gender.
111. Demonstrate ways to access sources of contraception.
112. Understand that STIs such as chlamydia, gonorrhoea, syphilis, HIV and HPV can be prevented and treated or managed.
113. Describe the different ways that people acquire STIs, including HIV (i.e. through sexual transmission, during pregnancy, birth or breastfeeding, through blood transfusion with contaminated blood, sharing of syringes, needles or other sharp instruments).
114. State that not having sexual intercourse is the most effective protection from acquiring HIV and other STIs through sexual transmission.
115. Explain that if one is sexually active, there are specific ways to reduce the risk of acquiring or transmitting HIV and other STIs including: consistently and correctly using condoms; avoiding penetrative sex; practicing ‘mutual monogamy’; reducing the number of sexual partners; avoiding concurrent partnerships; and getting tested and treated for STIs.
116. Explain that in certain settings where there are high levels of HIV and other STIs, age-disparate/ intergenerational relationships can increase vulnerability to HIV.
117. Demonstrate skills in negotiating safer sex and refusing unsafe sexual practices.
118. Demonstrate the steps for correct condom use.
119. Illustrate the types of HIV tests available and how they are administered.
120. Describe VMMC and how it can reduce vulnerability to HIV among men.
121. Define PrEP and PEP if locally available, as ways to reduce the likelihood of acquiring HIV before or after a potential exposure to HIV.
122. State that everyone has a right to voluntary, informed, and confidential testing and should not be required to disclose their HIV status.
123. Acknowledge the importance of testing for assessing vulnerability to HIV, and accessing treatment as needed.

### Accessing Information

1. Understand that there are different forms of media, which present information that may be correct or incorrect.
2. List different forms of media (e.g. radio, television, books, newspapers, the Internet and social media).
3. Discuss examples of information provided through media that is either true or false.
4. Acknowledge that not all information provided by media is true.
5. Demonstrate awareness of how they view information provided through different forms of media.
6. Understand that Sexual health services can offer HIV testing, treatment, provision of condoms, and some may provide PrEP and PEP or VMMC, among other services that can help people assess their vulnerability to HIV and access testing and treatment as needed.
7. Examine ways of accessing health systems to get tested for HIV, and programs that provide support to people living with HIV.
8. Understand where to find information on physical Changes, Adolescence, Puberty, Masturbation, Female/male external/internal reproductive organs, Function of pituitary glands, Nocturnal emissions, Menstrual cycle /menopause, Reproduction and Birth, Sexual intercourse , Pregnancy (conception, signs, symptoms), Birth process (newborn, multiple births), Heredity, Family characteristics.
9. Understand that the internet, cell phones and social media can be sources of unwanted sexual attention.
10. Illustrate ways that the Internet, cell phones and social media can be sources of unwanted sexual attention.
11. Acknowledge that there are ways to counter unwanted sexual attention that can come from the internet, cell phones and social media.
12. Develop and practice a plan to stay safe when using the Internet, cell phones and social media.
13. Understand that Sexually explicit media and images can be sexually arousing and potentially harmful.
14. Analyze why sexually explicit media (pornography) is so common.
15. Summarize ways that sexually explicit media can be harmful, and where to report these harms and get help.
16. Differentiate when sexually explicit images can be illegal for minors to send, receive, purchase or be in the possession of.
17. Recognize the importance of knowing the laws, with respect to sharing or securing sexually explicit images.
18. Express feelings about sexually explicit media use.
19. Understand that it’s important to assess sources of help and support, including services and media sources, in order to access quality information and services.
20. List sources of help and support for sexual and reproductive health and rights issues.
21. Describe characteristics of good sources of help and support (including maintaining confidentiality and protecting privacy).
22. Understand that there are places where people can access support for sexual and reproductive health (e.g. counseling, testing and treatment for STIs/HIV; services for modern contraception, sexual abuse, rape, domestic and gender-based violence, abortion and post-abortion care and stigma and discrimination).
23. Explain characteristics of reliable media sources (e.g. websites) of help and support.
24. Perceive the importance of critically assessing sources of health and support.
25. Access valid and reliable community resources to support themselves or a family member needing assistance.

### Analyzing Influences

1. Define your emotional understanding of own feelings and moods.
2. Understand the role of parents and family influence on attitudes towards sex.
3. Understand the concept of attraction of the opposite sex.
4. Identify the influences on gender roles.
5. Identify stereotyping and respect for both genders.
6. Examine the role of peer pressure in having sex.
7. Examine the prejudice toward and the complexities of non-traditional families.
8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
9. Understand that people’s feelings about their bodies can affect their health, self-image and behavior.
10. Discuss the benefits of feeling good about their bodies.
11. Describe how the appearance of a person’s body can affect how other people feel about and behave towards them, and compare how this differs for girls and boys.
12. Analyze common things that people do to try and change their appearance (e.g. using diet pills, steroids, bleaching cream) and evaluate the dangers of those practices.
13. Critically assess gendered standards of beauty that can drive people to want to change their appearance.
14. Explain the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image.
15. Perceive that using drugs to change your body image can be harmful.
16. Demonstrate how to access services that support people struggling with their body image.
17. Understand that Sexual relationships and health issues can affect family relationships.
18. Assess how family members’ roles and relationships may change when a family member discloses sensitive information (e.g. HIV-positive status; HIV-positive status; becomes pregnant; gets married; refuses an arranged marriage; has experienced sexual abuse; or is in a happy sexual relationship).
19. Reflect on how their roles and relationships may change when they disclose or share information related to sexual relationships or health.
20. Understand that there are support systems that young people and family members can turn to when faced with challenges related to sharing or disclosure of information related to sexual relationships and health issues.
21. Describe how siblings, parents/guardians or extended family can provide support to a young person who discloses or shares information related to sexual relationships or health.
22. Acknowledge that families can overcome challenges when they support one another with mutual respect.
23. Understand that stereotypes about gender can lead to bias and inequality.
24. Define stereotypes and bias related to gender.
25. Recognize that gender stereotypes and expectations have a strong influence on how people live their lives, both positive and negative.
26. Acknowledge that differences due to gender may lead to exploitation or unequal treatment, especially if people behave differently from the expected norm.
27. Question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result.
28. Understand that social and gender norms and peer influence can affect sexual decision-making and behavior.
29. Define gender and social norms.
30. Describe ways that gender and social norms and peer influence affect sexual decisions and behaviors.
31. Acknowledge that their sexual decisions and behaviors are influenced by gender and social norms and peers.
32. Demonstrate ways to collectively assert inclusiveness, support and respect for each other.
33. Understand that Peers can influence sexual decisions and behavior.
34. Compare and contrast positive and negative ways that peers can influence sexual decisions and behavior.
35. Understand that there are strategies for challenging negative peer influences on sexual decisions and behavior.
36. Describe what it means to be assertive in the face of peer pressure that negatively influences sexual decision-making and behavior.
37. Aspire to challenge negative peer influence on sexual decisions and behaviors.
38. Understand that Peers can influence decisions and behaviors related to adolescence and sexuality.
39. Describe positive and negative peer influences on decisions and behaviors related to adolescence and sexuality.
40. Acknowledge that peers can influence decisions and behaviors related to puberty and sexuality.
41. Question the influence of their peers.
42. Understand that there are ways to challenge negative peer pressure and accept and promote positive peer influences related to adolescence and sexuality.
43. List ways to challenge negative peer pressure and promote positive peer influence related to adolescence and sexuality.
44. Acknowledge the importance of being able to counter negative peer pressure related to adolescence and sexuality.
45. Demonstrate the ability to refuse to do something that they don’t want to do.
46. Demonstrate ways to accept and promote positive peer influence.
47. Understand that some media portray unrealistic images about sexuality and sexual relationships, which can influence our perceptions of gender and self esteem.
48. Identify and critique unrealistic images in the media concerning sexuality and sexual relationships.
49. Examine the impact of these images on gender stereotyping.
50. Acknowledge that media influences ideals of beauty and gender stereotypes.
51. Reflect on how unrealistic images about sexuality and sexual relationships can affect their perceptions of gender and self-esteem.

### Interpersonal Communication

1. Understand that’s important for people living with HIV to be able to talk about their HIV status in a safe and supportive environment.
2. Understand that Good communication is essential to personal, family, school, work and romantic relationships.
3. List the benefits of effective communication to personal, family, school, work and romantic relationships.
4. Analyze the potential implications of verbal and nonverbal communication that contradict each other.
5. Identify barriers that can stand in the way of negotiation with a romantic partner (including gender roles and expectations).
6. Demonstrate confidence in using negotiation and refusal skills with a romantic partner.

### Decision Making

1. Identify the emotional, social, physical and financial effects of being a teen parent.
2. Reflect on and articulate their own perspectives on sex, gender and reproduction.
3. Understand that there are differences between reproductive functions and sexual feelings and these can change over time.
4. Recall that pregnancies can be planned and can be prevented.
5. Differentiate between reproductive function and sexual feelings.
6. Acknowledge that men and women experience changes in their sexual and reproductive functions and desires throughout life.
7. Plan for how to prevent unintended pregnancy in the future.
8. Understand that there are health risks associated with too early child-bearing and closely spaced births.
9. Define too early child-bearing and explain the associated health risks.
10. Describe the benefits of child-spacing.
11. Recognize the importance of delaying and spacing pregnancies.
12. Express preferences about if and when to become pregnant.
13. Describe their own personal values in relation to a range of sexuality and reproductive health issues.
14. Illustrate how personal values affect their own decisions and behaviors.
15. Identify ways that personal values might affect the rights of others.
16. Recognize the importance of being tolerant of and having respect for different values, beliefs and attitudes.
17. Defend their personal values.
18. Understand the methods of Conception control (abstinence, artificial means, permanent means).
19. Understand that values and attitudes imparted to us by families and communities are sources of what we learn about sex and sexuality, and influence our personal behavior and decision-making.
20. Identify sources of values and attitudes that inform what and how one learns about sex and sexuality (e.g. parents, guardians, families and communities).
21. Describe ways that some parents/guardians teach and exemplify their values to their children.
22. Describe values that affect gender role expectations and equality.
23. Recognize that values and attitudes of families and communities impact behavior and decision-making.
24. Understand that the process of making decisions about sexual behavior includes consideration of all positive and negative potential consequences.
25. Evaluate the positive and negative consequences of different decisions related to sexual behavior.
26. Explain how decisions about sexual behavior can affect people’s health, future and life plan.
27. Apply the decision-making process to address sexual and/or reproductive health concerns.
28. Understand that There are factors that can make it difficult to make rational decisions about sexual behavior.
29. Identify a range of emotions that can influence decision-making about sexual behavior.
30. Describe ways that alcohol and drugs can impact rational decision-making on sexual behavior.
31. Explain how poverty, gender inequality and violence can all influence decision-making about sexual behavior.
32. Understand that there are many factors that influence people’s decisions about sexual behavior, some of which are out of their control.
33. Demonstrate ways to assess and manage emotions that can influence sexual decision-making.
34. Understand that there are ways to avoid or minimize risk of sexual behaviors that can impact negatively on one’s health and well-being.
35. Define transactional sexual activity.
36. Describe risks associated with transactional sexual activity.
37. Recognize that intimate relationships involving transactions of money or goods increase unequal power relations can increase vulnerability and limit the power to negotiate safer sex.
38. Demonstrate assertive communication and refusal skills for declining transactional sexual activity.

### Goal Setting

1. Understand that Sexual feelings, fantasies and desires are natural and occur throughout life although people do not always choose to act on those feelings.
2. List ways that people express their sexuality.
3. State that sexual feelings, fantasies and desires are natural and not shameful, and occur throughout life.
4. Explain why not all people choose to act on their sexual feelings, fantasies and desires.
5. State that interest in sex may change with age and can be expressed throughout life.
6. Appreciate the importance of respecting the different ways that people express sexuality across cultures and settings.
7. Demonstrate ways to manage emotions related to sexual feelings, fantasies, and desires.
8. Understand that the sexual response cycle is about how the body reacts physically to sexual stimulation. Understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times.
9. Recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma.
10. Understand that every society, culture and generation has its own myths about sexual behaviors and it’s important to know the facts.
11. Differentiate myths from facts when it comes to information about sexual behavior.
12. Appreciate the importance of knowing the facts about sexuality.
13. Question myths about sexual behaviors.
14. Understand that It is important to be able to make informed decisions about sexual behavior.
15. Recognize that informed sexual decision-making (i.e. being knowledgeable and confident in deciding if, when and with whom to become sexually active) is important to their health and well-being.
16. Recognize that each person’s decision to be sexually active is a personal one, which can change over time and should be respected at all times.
17. Take responsible decisions about their sexual behavior.

### Self Management

1. Understand the importance of sexual cleanliness, caring for menstrual flow
2. Understand the importance of communication with family, friends
3. Identify intimate relationships (male/female – crush, “going together,” infatuation, mature love, marriage) Discuss perceptions and expectations of dating.
4. Identify the importance examinations –(pap smear, breast exam, PMS, cervical cancer (female) -testicular cancer (male), care of menstrual flow (female), care of genitals (male))
5. Reflect on their feelings about menstruation.
6. Describe the factors that contribute to engaging in sexual risk behaviors.
7. Describe the factors that protect against engaging in sexual risk behaviors.
8. Explain the importance of setting personal limits to avoid sexual risk behaviors.
9. Describe the relationship between using alcohol and other drugs and sexual risk behaviors.
10. Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors.
11. Understand that gender roles and gender norms influence people’s lives.
12. Identify how gender norms shape identity, desires, practices and behavior.
13. Examine how gender norms can be harmful and can negatively influence people’s choices and behavior.
14. Recognize that beliefs about gender norms are created by societies.
15. Acknowledge that gender roles and expectations can be changed.
16. Practice everyday actions to influence more positive gender roles in their homes, schools and communities.
17. Understand that Romantic relationships can be negatively affected by gender roles and gender stereotypes.
18. Analyze the impact of gender norms and gender stereotypes on romantic relationships (both norms relating to masculinity and femininity).
19. Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes.
20. Recognize the impact of harmful gender roles and gender stereotypes on relationships.
21. Explain possible choices that people can make to minimize risks associated with sexual behavior and support their life plans.
22. Explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviors (e.g. HIV, STIs or pregnancy).
23. Recall that non-penetrative sexual behaviors are without risk of unintended pregnancy, offer reduced risk of STIs, including HIV, and can be pleasurable.
24. Recognize that there are options for minimizing risks associated with sexual behavior and realizing life plans.
25. Make well-informed choices about their sexual behavior.
26. Understand that transactional sexual activity, the exchange of money or goods for sexual favors, can pose risks to one’s health and well-being.

### Advocacy

1. Understand that gender inequalities and differences in power exist in families, friendships, relationships, communities and society.
2. Define gender inequality.
3. Describe how gender inequality is linked to differences in power within families, friendships, communities and society.
4. Recall negative consequences of gender inequality and power differences in relationships (e.g. GBV).
5. Foster a belief that everyone has a responsibility to overcome gender inequality.
6. Demonstrate ways of promoting gender equality in their relationships at home, school and in the community.
7. Understand that people living with HIV have equal rights and live productive lives.
8. Recognize that people living with HIV have the right to equal love, respect, care and support (and timely treatment) as everyone.
9. Demonstrate how to be supportive of a friend who wants to get tested for HIV.
10. Understand that with the right care, respect and support, people living with HIV can lead fully productive lives free from discrimination.
11. Conclude that discrimination against people on the basis of their HIV status is illegal.
12. Recognize that some people have been living with HIV since birth and can expect to live full, healthy and productive lives with treatment and support.
13. Understand that everyone, including people living with HIV, have the equal right with all others to express sexual feelings and love for others, through marriage and long-term commitments – should they choose to do so.
14. Justify why everyone, including people living with HIV, have the right to express sexual feelings and love for others.
15. Support the right for everyone, including people living with HIV, to express their sexual feelings and love for others.
16. Understand that Support groups and programs run by and with people living with HIV can be helpful.
17. Explain how support groups and programs run by and with people living with HIV can be helpful, and describe the services that they offer (knowledge).
18. Appreciate the assistance that support groups and programs run by and with people living with HIV provide.
19. Demonstrate ways to access local support groups and programs.
20. Understand that everyone’s human rights include rights that impact their sexual and reproductive health.
21. Describe human rights that impact sexual and reproductive health.
22. Discuss local and/or national laws impacting these rights.
23. Recognize violations of these rights.
24. Acknowledge that there are some people in society who are especially vulnerable to human rights violations.
25. Demonstrate respect for the human rights of all people, including rights related to sexual and reproductive health.
26. Understand that Social, cultural and religious factors influence what is considered acceptable and unacceptable sexual behavior in society, and these factors evolve over time.
27. Define social and cultural norms.
28. Examine social and cultural norms that impact sexual behavior in society and how they change over time.
29. Recognize that social and cultural norms can change over time.
30. Question social and cultural norms that impact sexual behavior in society.
31. Explain ways to be supportive of someone who may want to get tested.
32. Acknowledge the importance of safe and supportive environments for people to get tested.
33. Articulate where to go to get tested.
34. Understand that it is important to know one’s own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them.
35. Demonstrate assertiveness by speaking out when someone is being bullied or pressured into making a sexual decision that they don’t want to take.

## Grades 9 to 12

SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.

SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.

SH 1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment

SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g. values clarification, planning ahead, being prepared, communicating and respecting boundaries).

SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV and other STD’s (e.g. abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).

SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).

SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.

SH 1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus).

SH 1.9.12 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

SH 1.10.12 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression .

SH 1.11.12 Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD’s.

SH 1.12.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.

SH 1.13.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.

SH 1.14.12 Explain the state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities.

SH 1.15.12 Describe the emotional, social, physical and financial effects of being a teen parent.

SH 1.16.12 Differentiate between sexual orientation, sexual behavior, and sexual identity.

### Fact Based Knowledge

1. Know the following terms and body parts and their functions: abortion, abstinence, bisexuality, celibacy, chastity, chlamydia, condoms, contraception, genital herpes, gonorrhea, HIV/AIDS, homosexuality, immune system, incest, marriage\ parenthood, pro-choice, promiscuity, rape (acquaintance), rape (date), right to life, sexual abuse, sexual stereotyping, STD, syphilis, trichomoniasis, venereal warts, venereal disease
2. Understand the risk factors and prevention methods for HIV
3. Identify the role of drugs and alcohol in sexual activity.
4. Reflect on the consequences of pregnancy
5. Define Rape/sexual abuse
6. Define abortion
7. Define sexually transmitted diseases
8. Understand the cause symptoms and treatment of sexually transmitted diseases
9. Identify the types of sexually transmitted disease (genital herpes, gonorrhea, chlamydia, trichomoniasis, syphilis, AIDS, venereal warts)
10. Identify prevention methods of social transmitted disease (abstinence, choice of partner, condoms, etc.) and treatments (community support, regular medical check-ups)
11. Understand that it is important to know the key features of pregnancy.
12. List the common signs of pregnancy.
13. Describe the tests available to confirm a pregnancy.
14. List health risks associated with early marriage (voluntary and forced) and early pregnancy and birth.
15. Recognize that unintended pregnancy at an early age can have negative health and social consequences.
16. Explain how to build and maintain healthy family and peer relationships.
17. Analyze characteristics of healthy relationships.
18. Summarize the qualities of a healthy dating relationship.
19. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
20. Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
21. Evaluate the negative consequences of sending sexually explicit pictures or messages 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).
22. Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.
23. Analyze the factors that contribute to engaging in sexual risk behaviors.
24. Analyze the factors that protect one against engaging in sexual risk behaviors.
25. Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs.
26. Summarize the importance of setting personal limits to avoid risky sexual behavior.
27. Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
28. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
29. Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus).
30. Summarize how common STDs are transmitted.
31. Summarize how HIV is transmitted.
32. Summarize the signs and symptoms of common STDs.
33. Summarize the signs and symptoms of HIV.
34. Summarize the problems associated with asymptomatic STDs and HIV.
35. Summarize the short- and long-term consequences of common STDs. (HBO 3).
36. Summarize the short- and long-term consequences of HIV. (HBO 3).
37. Summarize the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy. (HBO 3)
38. Summarize the importance of using condoms consistently and correctly to reduce risk of pregnancy and infection of HIV and common STDs.
39. Explain the value of using a condom at the same time as using another form of contraceptive to reduce the risk of infection of HIV and common STDs and reduce the risk of pregnancy.
40. Explain the basic side effects and costs of treatment for STDs.
41. Explain the basic side effects and costs of treatment for HIV.
42. Describe the increased risks associated with having multiple sexual partners including serial monogamy.
43. Analyze situations that could lead to being pressured to having sex.
44. Analyze techniques that are used to coerce or pressure someone to have sex.
45. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
46. Summarize why individuals have the right to refuse sexual contact.
47. Explain why it is wrong to trick, threaten, or coerce another person into having sex.
48. Explain the importance of contraceptive counseling and services if sexually active.
49. Explain why it important to know the STD/HIV status of oneself and of a potential sexual partner.
50. Explain the importance of STDs and HIV testing and counseling if sexually active.
51. Analyze the effectiveness of perfect use vs. typical use of a variety of contraceptive methods in reducing the risk of pregnancy.
52. Summarize the relationship between the menstrual cycle and conception.
53. Analyze the emotional, social, physical and financial effects of being a teen parent.
54. Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
55. Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
56. Understand that Men's and women’s bodies change over time, including their reproductive and sexual capacities and functions.
57. Summarize the sexual and reproductive capacity of men and women over the life cycle.
58. Acknowledge that people are sexual beings throughout the life cycle.
59. Understand that not everyone is fertile and there are ways of trying to address infertility for those who would like to conceive.
60. List options for those who would like to conceive but who are experiencing infertility.
61. Recognize that there are options for addressing infertility.
62. Demonstrate empathy towards people who want to conceive but are experiencing infertility.
63. Understand that Hormones play a major role in a person’s emotional and physical changes over their lifetime.
64. Analyze the role hormones play in one’s emotional and physical changes over their lifetime.
65. Understand that Unrealistic standards about bodily appearance can be challenged.
66. Analyze particular cultural and gender stereotypes and how they can affect people’s body image and their relationships.
67. Recognize that unrealistic standards about bodily appearance can be harmful.
68. Reflect on their own body image and how it can affect self-esteem, sexual decision-making and subsequent sexual behaviors.
69. Demonstrate ways to challenge unrealistic standards about physical appearance.
70. Understand that unsafe abortion poses a serious health risk to women and girls.
71. Know ways to access condoms.

### Analyzing Influences

1. Understand that contraception can help people prevent or plan pregnancy
2. Correct myths about modern contraceptives, condoms and other ways to prevent unintended pregnancy.
3. Explain that not having sexual intercourse is the most effective form of avoiding unintended pregnancy.
4. Describe the steps to using both male and female condoms correctly for reducing the risk of unintended pregnancy.
5. Understand that roles and peer norms may influence decisions about contraceptive use
6. Discuss ways that gender roles and peer norms may influence contraceptive use.
7. Acknowledge that deciding to use a condom or other contraceptives is the responsibility of both sex partners.
8. Acknowledge that preventing pregnancy is the responsibility of both men and women.
9. Reflect on how they feel about contraception and the gender roles and peer norms that affect these feelings.
10. Identify the influence of advertising/promotion, social media, movies and TV relative to sexual roles.
11. Identify a parent/guardian or trusted adult to talk to if experiencing signs of pregnancy.
12. Understand that Gender inequality, social norms and power differences influence sexual behavior and may increase the risk of sexual coercion, abuse and GBV.
13. Identify ways that gender inequality and differences in power affect sexual behavior and risk of sexual coercion, abuse, and GBV.
14. Acknowledge that gender inequality and power differences can impact sexual behaviors and the ability to make, and act on, safe choices e.g. condom use, accessing SRH services.
15. Access support or help others to do so if experiencing sexual coercion, abuse, or GBV.
16. Understand that It is possible to make rational decisions about sexual behavior.
17. Compare and contrast scenarios illustrating young people’s decisions about sexual behavior that are and are not influenced by gender and social norms or negative peer pressure.
18. Assess factors that make it easier or more difficult to make rational decisions about sexual behavior.
19. Demonstrate ways to counter negative gender and social norms and peer influence in sexual decision making
20. Understand that Negative and inaccurate media portrayals of men and women can be challenged to influence behavior positively and promote gender equality.
21. Critically assess the potential positive and negative influences of media messages about sexuality and sexual relationships.
22. Propose ways in which the media could make a positive contribution to promoting safer sexual behavior and gender equality.
23. Perceive the potential power of media to positively impact perceptions of sexuality, sexual relationships and gender.
24. Demonstrate ways to challenge gender stereotypes and inaccurate portrayals of sexuality and sexual relationships in the media.
25. Understand that everyone has the right to affordable, factual and respectful assistance that maintains confidentiality and protects privacy.
26. Identify where to access relevant sexual and reproductive health services or assistance.
27. Acknowledge that young people should be able to access affordable, factual and non judgmental services and support that maintain confidentiality and protect privacy.
28. Demonstrate appropriate help-seeking behavior.
29. Practice asking for help, assistance or support without guilt or shame.

### Accessing Information

1. Identify resources of exams for sexually transmitted diseases (genital herpes, gonorrhea, chlamydia, trichomoniasis, syphilis, AIDS, venereal warts) –
2. Identify where they can go for further information for prevention of sexually transmitted disease (abstinence, choice of partner, condoms, etc.)
3. Identify were they can go for treatments and medical help for sexually transmitted disease (community support, regular medical check-ups).
4. Identify the range of health and support services available to a pregnant woman or girl, in the case of unintended or intended pregnancy.
5. Assess prenatal practices that either contribute to a healthy pregnancy or threaten a healthy pregnancy.
6. Acknowledge that ensuring a healthy pregnancy is not just the responsibility of the mother.
7. Develop a plan for supporting a healthy pregnancy.
8. Demonstrate how to access prenatal services.
9. Understand that Social media use can result in many benefits, but also has the potential for moral, ethical and legal situations that require careful navigation.
10. Analyze strategies for using social media safely, legally and respectfully.
11. Acknowledge that social media use has many benefits, but can also result in unsafe situations or violations of law.
12. Develop and practice a plan for responsible use of social media.
13. Understand that Sexually explicit media can result in unrealistic expectations about sexual behavior, sexual response and body appearance.
14. Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behavior, sexual response and body appearance.
15. Acknowledge that sexually explicit media can reinforce harmful gender stereotypes and can normalize violent or non-consensual behavior.
16. Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behavior.
17. Understand that sexual health services can offer condoms, HIV testing, treatment; and some may provide PrEP and PEP or VMMC, among other services such as testing and treatment for other STIs, contraception and gender-based violence, which can help people assess their vulnerability to HIV and access testing and treatment as needed.
18. Evaluate the sexual health services that a person can utilize to both prevent and minimize their vulnerability to HIV.
19. Identify where to access safe and confidential HIV testing and other services, including PrEP and PEP.

### Interpersonal Communication

1. Identify how to establish/enter into communication with parents/valued adults about sexual and reproductive health issues
2. Understand that effective communication is key to expressing personal needs and sexual limits.
3. Analyze examples of effective communication for expressing personal needs and sexual limits.
4. Illustrate examples of giving and not giving sexual consent, and listening for sexual consent.
5. Explain why consensual and safer sex requires effective communication.
6. Acknowledge that assertiveness and negotiation skills can help counter unwanted sexual pressure or reinforce the intention to practice safer sex.
7. Demonstrate effective communication of personal needs and sexual limits.
8. Understand that communication, negotiation and refusal skills can help young people to counter unwanted sexual pressure or reinforce the intent to practice safer sex (i.e. consistently using condoms and contraception).
9. Recall that a person’s negotiation skills can be impacted by social norms, power inequality and the individual belief and confidence in their power to make a decision.
10. Apply effective communication, negotiation and refusal skills they can use to counter unwanted sexual pressure and employ safer-sex strategies.

### Decision Making

1. Discuss social issues (“right to life,” “pro choice,” abortion, child and sexual abuse, rape and “date rape,” incest, teenage pregnancy, conception control, chastity, abstinence, promiscuity, homosexuality, bisexuality, celibacy, single parent families, adoption).
2. Understand the medical, psychological and social ramifications of sexual activity.
3. Discuss the need to accept the responsibility for your actions.
4. Understand that contraceptive use can help people who are sexually active to prevent pregnancy, or plan if and when to have children, with important related benefits for individuals and societies.
5. Assess personal benefits and possible side effects and/ or risks of available modern methods of contraception (e.g. male and female condoms, contraceptive pills, injectables, implants, emergency contraception).
6. Examine factors (e.g. perceived risk, cost, accessibility) that help determine the most appropriate method or mix of contraceptives among the sexually active.
7. Recognize the importance of using contraception correctly, including condoms and emergency contraception.
8. Demonstrate confidence in discussing and using different contraceptive methods.
9. Develop a plan for accessing a preferred method of modern contraception for when they may need it. Understand that Unintended pregnancies occur, and all young people should be able to access the services and protections necessary for their health and well-being.
10. Examine the relevant laws and policies to protect the rights of adolescent mothers to continue and complete their education and have access to reproductive health services without discrimination.
11. Understand that Adoption is an option when someone is not ready or able to become a parent.
12. Evaluate the risks and benefits of adoption.
13. Acknowledge that adoption is an important option for people who are not ready or able to become parents.
14. Understand that there are practices that can contribute to or threaten a healthy pregnancy.
15. Aspire to make rational decisions about sexual behavior.
16. Understand that It is important to be aware of how social and cultural norms impact sexual behavior while developing one’s own point of view.
17. Compare and contrast social and cultural norms that positively and negatively influence sexual behavior and sexual health.
18. Appreciate the importance of developing their own perspectives on sexual behavior.
19. Reflect on the social and cultural norms that they value and how these influence their personal beliefs and feelings about sexuality and sexual behavior.
20. Understand that sexual decision-making has consequences on oneself and others, including social and health consequences.
21. Analyze potential social and health consequences of decisions related to sexual behavior on the individual, family, and society.
22. Recognize that sexual decision-making affects oneself, the family and society.
23. Express empathy for others who are affected by their sexual decision-making.
24. Make responsible decisions about sexual behavior. Understand that Sexual decision-making can result in possible legal consequences.
25. Identify national laws that affect what young people can and cannot do related to sexual behavior (e.g. age of sexual consent, access to health services including contraception, STI/HIV status, same sex sexual behavior).
26. Acknowledge the importance of knowing your rights in assessing decisions about sexual behavior.
27. Assess potential legal consequences of action upon certain decisions related to sexual behavior.
28. Understand that Engaging in sexual behaviors should feel pleasurable and comes with associated responsibilities for one’s health and well-being Learners should be able to.
29. Summarize key elements of sexual pleasure and responsibility.
30. Recall that many people have periods in their lives without sexual contact with others.
31. Justify why good communication can enhance a sexual relationship.
32. Reflect on how gender norms and stereotypes influence people’s expectations and experience of sexual pleasure.
33. Recognize that understanding their body’s sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help.
34. Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV.
35. Communicate sexual needs and limits. Understand that sexual decision-making requires prior consideration of risk-reduction strategies to prevent unintended pregnancy and STIs, including HIV.
36. Analyze risk reduction strategies that are critical to the prevention of unintended pregnancy and STIs, including strategies to reduce transmission of STIs, including HIV, if already acquired through birth, sexual abuse or unprotected sex.
37. Recall that relationships involving transactions of money or goods can limit the power to negotiate safer sex.
38. Perceive that there are options for reducing risk of unintended pregnancy and STIs/ including HIV, or transmission of these.
39. Consider and apply risk reduction strategies to prevent pregnancy and STIs, including HIV and/or to prevent transmission of STIs to others.
40. Understand that among those who are sexually active, the decision about which strategy to use to reduce vulnerability is influenced by one’s self-efficacy, perceived vulnerability, gender roles, culture and peer norms.
41. Critique all of the potential influences on a person’s decision to decrease vulnerabilities when sexually active.
42. Acknowledge that exclusion and discrimination of certain groups in society increases their vulnerability to HIV and other STIs.
43. Construct and practice a personal plan for health and well-being.
44. Understand that Sexuality is complex and includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan.
45. Explain and analyze the complexity of sexuality and how it is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components.
46. Acknowledge that sexuality is a natural part of being human and can enhance well-being.
47. Reflect on their own sexuality and factors that influence it.

### Goal Setting

1. Understand that It is important to know one’s own values, beliefs and attitudes, in order to adopt sexual behaviors that are consistent with them.
2. Compare and contrast behaviors that are and are not consistent with their own values related to sexuality and reproductive health.
3. Appreciate how their values guide sexual behaviors.
4. Adopt sexual behaviors that are guided by their values.
5. Understand that as children grow up, they develop their own values which may differ from their parents/ guardians.
6. Differentiate between values that they hold, and that their parents/guardians hold about sexuality.
7. Acknowledge that some of their values may be different from their parents/guardians.
8. Demonstrate ways to resolve conflict with family members due to differing values.

### Self Management

1. Discuss attitudes toward marriage, parenthood, family life.
2. Identify constructs of intimate relationships (affection, sex and love as constructive forces, boy/girl relationships).
3. Discuss the consequences and ramifications of date rape and acquaintance rape.
4. Understand the social, emotional and legal ramifications of pornography
5. Understand the legal and social consequences of sexting
6. Understand that it is important to challenge one’s own and others’ gender biases.
7. Recall examples of gender bias against men, women and people of diverse sexual orientation and gender identity.
8. Recognize that their own and others’ gender biases may be harmful to others.
9. Critically assess their own level of gender bias and analyze gender bias within their community; Rehearse strategies to counter their own and others’ gender bias.
10. Understand that Homophobia and transphobia are harmful to people of diverse sexual orientation and gender identity.
11. Define homophobia and transphobia.
12. Analyze social norms that contribute to homophobia and transphobia and their consequences.
13. Understand that it is important to be able to make informed decisions about sexual behavior, including whether to delay sex or become sexually active.
14. Compare and contrast advantages and disadvantages of choosing to delay sex or to become sexually active.
15. Understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom, and is the safest way to prevent pregnancy and STIs, including HIV.
16. Reflect on how plans for their future can be impacted by the decisions they take in relation to sex and relationships.

### Advocacy

1. Recognize that even if a pregnancy is early or unintended, the pregnant woman or girl should have access to good quality, safe and comprehensive health care and support.
2. Demonstrate how to support a friend or loved one who experiences intended or unintended pregnancy, or who has a child, with regards to their health, education and wellbeing.
3. Discuss the issues surrounding sexual stereotyping (traditional roles vs. modern roles).
4. Understand that with the right care, respect and support, people living with HIV can lead fully productive lives across the lifespan.
5. Analyze causes and impacts of stigma and discrimination on people living with or affected by HIV and AIDS.
6. Identify leading activists living with HIV (men, women and transgender people) in their country, and describe their achievements in terms of changing how people think about HIV and support and protect others living with HIV.
7. Appreciate the achievements of people living with HIV.
8. Advocate for everyone’s right, including people living with HIV, to live free of stigma and discrimination.
9. Recognize that all people should be able to love who they want free from violence, coercion or discrimination.
10. Demonstrate ways to show support for people experiencing homophobia or transphobia.
11. Understand that there are local and/or national laws and international agreements that address human rights that impact sexual and reproductive health.
12. Analyze local and/or national laws and policies concerning CEFM, FGM/C, non-consensual surgical interventions on intersex children, forced sterilization, age of consent, gender equality, sexual orientation, gender identity, abortion, rape, sexual abuse, sex trafficking; and people’s access to sexual and reproductive health services and reproductive rights.
13. Illustrate violations of human rights impacting sexual and reproductive health.
14. Appreciate human rights that impact sexual and reproductive health.
15. Advocate for local and/or national laws that support human rights that impact sexual and reproductive health.
16. Understand that it’s important to know and promote human rights that impact sexual and reproductive health.
17. Examine ways to promote human rights among friends, family, at school and in the community.
18. Recognize why it is important to promote human rights that impact sexual and reproductive health and the right to make decisions concerning reproduction free from discrimination, coercion and violence.
19. Take actions to promote human rights that impact sexual and reproductive health.

# Unit 6 - Optimal Wellness and Disease Prevention

## Grades Pre K to 2

OWDP 1.1.2 Identify different ways that disease-causing germs are transmitted (i.e. skin, mucus membranes, coughing, and contact with bodily fluids).

OWDP 1.2.2 Identify ways to prevent the spread of germs that cause common communicable diseases (e.g. cover wounds, cover mouth when sneezing/coughing, wash hands, and do not touch other bodily fluids).

### Fact Based Knowledge

1. Describe and use hygiene practices to clean and care for their bodies and understand why these are important.
2. Describe how germs are spread and use appropriate hygiene practices to prevent this.
3. Recognize that living things grow and mature.
4. Identify anatomical names of major internal and external body parts.
5. Identify the proper steps for daily brushing and flossing teeth.
6. Define “germs.”
7. Explain why the transmission of germs may be harmful to health.
8. Identify different ways that disease-causing germs are transmitted.
9. Discuss the importance of preventing the transmission of germs.
10. Identify ways to prevent the spread of germs that cause common infectious diseases.
11. State the reasons why hygiene is important to good health.
12. Identify the benefits of personal health care practices such as washing hair, washing hands, washing face, bathing regularly and disposing tissues.
13. State the steps for proper hand washing.
14. Identify effective dental and personal hygiene practices.
15. Explain why sleep and rest are important for proper growth and good health.
16. Describe what it means to be healthy.
17. Identify safety rules for the home, the school, and the community.
18. Identify emergency situations.
19. Identify practices that are good for the environment, such as turning off lights and water, recycling
20. Describe their feelings and needs for keeping their bodies clean and healthy.
21. Demonstrate respect for their bodies and those of others, and increasing responsibility for self-care.
22. Describe how germs are spread and use appropriate hygiene practices to prevent this.
23. Describe and use hygiene practices to clean and care for their bodies and understand why these are important.
24. Identify who can help them and others keep their bodies clean and healthy.

### Analyzing Influences

1. Identify who can help them and others keep their bodies clean and healthy.
2. Identify things they do in school to stay healthy and safe.
3. Tell the difference between fictional, entertainment and informational video, TV and media.
4. Discuss how sometimes you go to the doctor when you are sick and sometimes you go for a check-up.
5. Explain how their family helps them to stay healthy.
6. Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).

### Accessing Information

1. Identify trusted adults who can help in emergency situations.
2. Identify trusted adults who they can ask questions about how to avoid germs.
3. Identify questions that they have about their health or about things they are curious about.
4. Identify health care workers who can help them when they are sick or injured.
5. Recognize parents, guardians, and other trusted adults as who are there to help them when they get sick or become injured.
6. Identify individuals in the school who can help them when they are sick or injured.

### Interpersonal Communication

1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
2. Identify how to communicate care and concern for others to enhance their personal health and wellness.

### Decision Making

1. Identify situations in which they need to decide how to avoid germs and protect themselves (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
2. Know where they can get supplies at home and in school to wash with.

### Goal Setting

1. Develop routines that include washing hands and face regularly.
2. Identify a realistic short-term goal to improve a personal health and wellness-related practice.
3. Take steps to achieve the goal to improve personal health and wellness.
4. Identify people who can help achieve a personal health and wellness-related goal.
5. Make a plan to practice dental and personal hygiene.

### Behaviors

1. Follow healthy practices for cleaning and avoiding germs.
2. Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).
3. Demonstrate proper tooth brushing and flossing techniques.
4. Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).
5. Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.

### Advocacy

## Grades 3 to 5

OWDP 1.1.5 Describe ways to prevent the spread of germs that cause infectious diseases.

OWDP 1.2.5 Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly.

OWDP 1.3.5 Define the terms communicable and non- communicable disease and identify ways to help prevent disease (e.g. HIV, diabetes, cancer, heart disease).

OWDP 1.4.5 Describe symptoms that prevent a person from daily activities (i.e. going to school, practices, playing with friends, etc.).

OWDP 1.5.5 Develop an awareness and empathy for health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.

OWDP 1.6.5 Describe the importance of seeking help and treatment for diseases.

### Fact Based Knowledge

1. Describe their feelings and needs for keeping their bodies clean and healthy.
2. Understand that the immune system protects the body from illness and helps people stay healthy.
3. Describe the concepts of ‘health’ and ‘illness’.
4. People can have an illness and look healthy.
5. List a variety of behaviors that promote healthy growth and development.
6. Identify foods and non-food triggers that are common causes of allergic reactions.
7. Explain that foods can contain germs that can cause illness.
8. Identify food safety strategies that can control germs that cause foodborne illnesses.
9. Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).
10. Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly.
11. Explain the difference between infectious diseases and non-infectious diseases.
12. Describe ways that common infectious diseases are transmitted.
13. Describe ways to prevent the spread of germs that cause infectious diseases.
14. Describe symptoms that occur when a person is sick.
15. Describe the symptoms of someone who is seriously ill and needs immediate medical attention.
16. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
17. Describe how foodborne illnesses can spread at school or in the community.
18. Describe how to keep food safe from harmful germs.
19. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
20. Describe the importance of seeking help and treatment for common infectious diseases.
21. Examine the difference between communicable and non-communicable diseases.
22. Describe how bacteria and viruses affect the body.
23. Identify positive health practices that reduce illness and disease.
24. Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning).
25. Describe how a healthy environment is essential to personal and community health.
26. Discuss how reducing, recycling, and reusing products make for a healthier environment.
27. How can you get rid of the germs and dirt from your bodies in the bath or shower?
28. What things do we need to use? (Students could write or draw a list of things we need when washing our bodies, such as warm water, soap, shampoo, and a flannel.)
29. How often should you wash your body?
30. How do you wash parts of your body that need special care? (For example, eyes, ears, penis, vulva, toes; using a nailbrush to get the dirt from under our nails.)
31. How can you protect your eyes from the shampoo when you wash your hair?

### Analyzing Influences

1. Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly.
2. Describe values that promote healthy behaviors.
3. Explain why sleep and rest are important for proper growth and good health.
4. Explain how hearing can be damaged by loud sounds.
5. Describe how vision can be damaged.
6. Describe ways to prevent vision or hearing damage.
7. Describe ways to prevent harmful effects of the sun.
8. Explain the difference between infectious diseases and non-infectious diseases.
9. Describe ways that common infectious diseases are transmitted.
10. Describe ways to prevent the spread of germs that cause infectious diseases.
11. Describe symptoms that occur when a person is sick.
12. Describe the symptoms of someone who is seriously ill and needs immediate medical attention.
13. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
14. Describe how foodborne illnesses can spread at school or in the community.
15. Describe how to keep food safe from harmful germs.
16. Describe the importance of seeking help and treatment for common infectious diseases.
17. Identify how culture, family, friends, and media influence positive health practices.
18. Identify internal and external influences that affect personal health practices.

### Accessing Information

1. Describe characteristics of accurate personal health and wellness information.
2. Describe characteristics of appropriate and reliable personal health and wellness products.
3. Describe characteristics of appropriate and trustworthy personal health and wellness services.
4. Demonstrate how to locate sources of accurate personal health and wellness information.
5. Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.
6. Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).
7. Identify sources of valid information about personal health products and services.
8. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

### Interpersonal Communication

1. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
2. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
3. Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
4. Demonstrate how to effectively ask for help to improve personal health and wellness.
5. Demonstrate how to effectively communicate support for others to improve their personal health and wellness.
6. Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
7. Identify how to show respect for individual differences.
8. Demonstrate refusal skills to avoid the spread of disease.
9. Practice effective communication skills to seek help for health-related problems or emergencies.

### Decision Making

1. Identify situations that need a decision related to personal health and wellness.
2. Decide when help is needed and when it is not needed to make a personal health and wellness related decision.
3. Explain how family, culture, peers or media influence a personal health and wellness- related decision.
4. Identify options and their potential outcomes when making a personal health and wellness related decision.
5. Choose a healthy option when making a personal health and wellness-related decision.
6. Describe the final outcome of a personal health and wellness-related decision.
7. Examine why a variety of behaviors promote healthy growth and development.
8. Use a decision-making process to reduce the risk of communicable disease or illness.
9. Use a decision-making process to determine personal choices that promote personal, environmental, and community health.
10. Use a decision-making process to determine when medical assistance is needed.

### Goal Setting

1. Set a realistic goal to improve a personal health and wellness-related practice.
2. Track progress toward achieving a personal health and wellness-related goal.
3. Identify resources that can help achieve a personal health and wellness-related goal.
4. Determine behaviors that promote healthy growth and development.
5. Set a short-term goal for positive health practices.
6. Monitor progress toward a goal to help protect the environment.
7. Monitor progress toward a personal health goal.

### Self Management

1. Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).
2. Establish daily and weekly routines to keep yourself clean and avoid germs/disease.
3. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
4. Demonstrate positive personal health and wellness-related practices and behaviors.
5. Make a commitment to practice positive personal health and wellness-related behaviors.
6. Encourage peers to show respect for others regardless of differences in growth and development.
7. Evaluate ways to prevent the transmission of communicable diseases.
8. Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.
9. Practice good personal and dental hygiene.
10. Demonstrate personal responsibility for health habits.
11. Practice strategies to protect against the harmful effects of the sun.

### Advocacy

1. Demonstrate respect for their bodies and those of others, and increasing responsibility for self-care.
2. Give factual information to improve the personal health and wellness of others.
3. State personal beliefs to improve the personal health and wellness of others.
4. Demonstrate how to persuade others to make positive personal health and wellness-related choices.
5. Support others in making positive health choices.
6. Encourage others to promote a healthy environment.
7. Encourage others to minimize pollution in the environment.

## Grades 6 to 8

OWDP 1.1.8 Describe the benefits of good hygiene practices.

OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases and the importance of seeking treatment

OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer, diabetes, hypertension and osteoporosis).

●  Intake (food, air, water, substances)

●  Output (physical activity and movement; elimination of waste)

●  Sleep

●  Stress Management

OWDP 1.4.8 Summarize the symptoms of someone who is sick or getting sick and how that may prevent daily activities.

OWDP 1.5.8 Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.

### Fact Based Knowledge

1. Explain that humans have an immune system that protects them from illness.
2. List ways people can try to protect their health.
3. Explain how viruses and bacteria affect the immune system and impact health.
4. Describe how environmental conditions affect personal health.
5. Describe the personal hygiene needs associated with the onset of puberty.
6. Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).
7. Explain that all individuals have a responsibility to protect and preserve the environment.
8. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
9. Explain how individual behaviors and one’s family and school influence growth and development.
10. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
11. Summarize the benefits of getting proper rest and sleep for healthy growth and development.
12. Identify common causes of noise-induced hearing loss.
13. Describe appropriate ways to protect vision and hearing.
14. Summarize actions to take to protect oneself against potential damage from exposure to the sun.
15. Explain the difference between infectious, noninfectious, acute and chronic diseases.
16. Summarize the symptoms of someone who is sick or getting sick.
17. Summarize the symptoms of someone who is seriously ill and needs immediate medical attention.
18. Summarize ways that common infectious diseases are transmitted.
19. Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.
20. Describe food safety strategies that can control germs that cause foodborne illnesses.
21. Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
22. Explain the behavioral and environmental factors that contribute to the major chronic diseases.
23. Describe how an inactive lifestyle contributes to chronic disease.
24. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases.
25. Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
26. Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).
27. Identify the importance of age-appropriate medical services.
28. Identify Standard (Universal) Precautions and why they are important.
29. Examine the causes and symptoms of communicable and non-communicable diseases.
30. Discuss the importance of effective personal and dental hygiene practices for preventing illness.
31. Identify effective brushing and flossing techniques for oral care.
32. Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.
33. Identify ways to prevent vision or hearing damage.
34. Identify ways that environmental factors, including air quality, affect our health.
35. Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).
36. Describe global influences on personal and community health.
37. Identify ways to reduce exposure to the sun.
38. Understand the value of sleep in order to maintain resistance to disease.
39. Value the importance of physical fitness as a means of maintaining health and resistance to disease.

### Analyzing Influences

1. Explain the influence of school rules and community laws on personal health and wellness- related practices and behaviors.
2. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.
3. Explain how social expectations influence healthy and unhealthy personal health and wellnesss related practices and behaviors.
4. Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
5. Analyze how relevant influences of family and culture affect personal health and wellness- related practices and behaviors.
6. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
7. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
8. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.
9. Analyze a variety of influences that affect personal health practices.
10. Analyze how environmental pollutants, including noise pollution, affect health.
11. Analyze the relationship between the health of a community and the global environment.
12. Analyze the influence of culture, media, and technology on health decisions.
13. Analyze the social influences that encourage or discourage sun-safety practices.

### Accessing Information

1. Analyze the validity and reliability of personal health and wellness information.
2. Analyze the validity and reliability of personal health and wellness products.
3. Analyze the validity and reliability of personal health and wellness services.
4. Describe situations that call for professional personal health and wellness services.
5. Determine the availability of valid and reliable personal health and wellness products.
6. Access valid and reliable personal health and wellness information from home, school or community.
7. Locate valid and reliable personal health and wellness products.
8. Locate valid and reliable personal health and wellness services.
9. Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information’s validity.
10. Access valid information about preventing common communicable diseases.
11. Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
12. Demonstrate how to access school and community health services.
13. Explain the difference between communicable diseases and non- communicable diseases.

### Interpersonal Communication

1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
2. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
3. Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
4. Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
5. Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.
6. Practice how to make a health-related consumer complaint.
7. Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

### Decision Making

1. Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health.
2. Identify how family, peers or media influence a personal health or wellness-related decision.
3. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
4. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.
5. Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
6. Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
7. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
8. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
9. Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
10. Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
11. Choose a healthy alternative when making a decision related to mental and emotional health.
12. Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
13. Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.
14. Apply a decision-making process when selecting health care products.
15. Analyze the characteristics of informed health choices.

### Goal Setting

1. Assess personal health and wellness-related practices.
2. Set a realistic goal to improve a positive personal health and wellness-related practice.
3. Assess the barriers to achieving a personal health and wellness-related goal.
4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
5. Use strategies and skills to achieve a personal health and wellness-related goal.
6. Establish goals for improving personal and community health.
7. Design a plan to minimize environmental pollutants, including noise at home and in the community.
8. Create a plan to incorporate adequate rest and sleep into daily routines.
9. Identify key aspects of personal care (body odor, appearance)

### Self Management

1. Explain the importance of being responsible for personal health and wellness-related behaviors.
2. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
3. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
4. Make a commitment to practice positive personal health and wellness-related behaviors.
5. Practice and take responsibility for personal and dental hygiene practices.
6. Describe situations where Standard (Universal) Precautions are appropriate.

### Advocacy

1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
2. Persuade others to make positive personal health and wellness-related choices.
3. Collaborate with others to advocate for individuals, families and schools to be healthy.
4. Demonstrate how to adapt a personal health and wellness-related message for different audiences.
5. Promote the importance of regular screenings and medical examinations.
6. Demonstrate ways to accept responsibility for conserving natural resources.

## Grades 9 to 12

OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.

OWDP 1.2.12 Examine the wellness continuum (i.e. absence of sickness does not indicate optimal wellness)

OWDP 1.3.12 Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer, diabetes, hypertension and osteoporosis).

● Intake (food, air, water, substances)

● Output (physical activity and movement; elimination of waste)

● Sleep

● Stress Management

OWDP 1.4.12 Discuss using family history gender, and age to make informed health related decisions

OWDP 1.5.12 Differentiate between Communicable and Non-Communicable diseases.

OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.

### Fact Based Knowledge

1. Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.
2. Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.
3. Summarize personal strategies for avoiding vision damage.
4. Summarize personal strategies for minimizing potential harm from sun exposure.
5. Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.
6. Analyze how common foodborne diseases are transmitted.
7. Explain the relationship between intravenous drug use and transmission of blood borne diseases such as HIV and hepatitis.
8. Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
9. Analyze the behavioral and environmental factors that contribute to the major chronic diseases.
10. Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
11. Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.
12. Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health.
13. Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
14. Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
15. Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
16. Identify symptoms that should prompt individuals to seek health care.
17. Identify types of pathogens that cause disease.
18. Investigate the causes and symptoms of communicable and non-communicable diseases.
19. Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
20. Identify symptoms that indicate a need for an ear, eye, or dental examination.
21. Examine common types and symptoms of cancer.
22. Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
23. Examine ways to prevent and manage asthma.
24. Describe the impact of air and water pollution on health.
25. Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).
26. Maintain an adequate sleeping pattern.

### Analyzing Influences

1. Explain the influence of public health policies on personal health and wellness-related practices and behaviors.
2. Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors.
3. Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related behaviors.
4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related behaviors.
5. Analyze how some health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
6. Analyze how laws, rules, and regulations influence health promotion and disease prevention.
7. Analyze how school and community affect personal health and wellness practices and behaviors.
8. Analyze the effect of media and technology on personal, family, and community health and wellness.
9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
10. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.
11. Discuss influences that affect positive health practices.
12. Evaluate influences on the selection of personal health care products and services.
13. Analyze how environmental conditions affect personal and community health.
14. Analyze the social influences that encourage or discourage sun-safety practices.
15. Evaluate the benefits of informed health choices.
16. Evaluate the need for rest, sleep, and exercise.

### Accessing Information

1. Discuss ways to stay informed about environmental issues.
2. Evaluate the validity and reliability of personal health and wellness information.
3. Evaluate the validity and reliability of personal health and wellness products.
4. Evaluate the validity and reliability of personal health and wellness services.
5. Determine the accessibility of valid and reliable personal health and wellness products.
6. Determine when professional personal health and wellness services may be required.
7. Determine the accessibility of valid and reliable personal health and wellness services.
8. Use resources that provide valid and reliable personal health and wellness information.
9. Use valid and reliable personal health and wellness products.
10. Use valid and reliable personal health and wellness services.
11. Access valid information about personal health products and services available in the community.
12. Access valid information about common diseases.
13. Evaluate current research about the health consequences of poor environmental conditions.
14. Identify government and community agencies that promote health and protect the environment.
15. Assess ways to be a responsible consumer of health products and services.

### Communication

1. Demonstrate effective communication skills to enhance personal health and wellness.
2. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
3. Demonstrate how to effectively ask for assistance to improve personal health and wellness.
4. Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.
5. Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

### Decision Making

1. Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.
2. Determine the value of applying thoughtful decision-making regarding a personal health and wellness-related problem.
3. Justify when individual or collaborative decision-making is appropriate for a personal health and wellness-related problem.
4. Analyze how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
5. Generate alternatives when making a decision related to personal health and wellness.
6. Predict potential short- and long-term consequences of alternatives to a health and wellness related decision.
7. Choose a healthy alternative when making a personal health and wellness-related decision.
8. Evaluate the effectiveness of personal health and wellness-related decisions.
9. Apply a decision-making process to a personal health issue or problem.
10. Explain how decisions regarding health behaviors have consequences for oneself and others.
11. Apply a decision-making process to a community or environmental health issue.
12. Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
13. Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

### Goal Setting

1. Assess personal health and wellness-related practices and behaviors.
2. Set a realistic goal to improve a personal health and wellness-related practice.
3. Assess the barriers to achieving a personal health and wellness-related goal.
4. Develop a plan to attain a personal health and wellness-related goal.
5. Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.
6. Use strategies to overcome barriers to achieving a personal health and wellness-related goal.
7. Formulate an effective long-term plan to achieve a personal health and wellness-related goal.
8. Develop a plan of preventive health management.
9. Develop a plan of preventive dental health management.

### Self Management

1. Analyze the role of individual responsibility in enhancing personal health and wellness.
2. Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
3. Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
4. Make a commitment to practice positive personal health and wellness-related behaviors.
5. Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.
6. Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.
7. Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.
8. Describe the steps involved in breast or testicular self-exams.

### Advocacy

1. Explain how public health policies and government regulations influence health promotion and disease prevention.
2. Identify global environmental issues and their effect on health
3. Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
4. Persuade and support others to make positive choices related to personal health and wellness.
5. Collaborate with others to advocate for improving personal, family and community health and wellness.
6. Encourage school and community environments to promote the health and wellness of others.
7. Adapt personal health and wellness messages and communication techniques for a specific target audience.
8. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.
9. Support personal or consumer health issues that promote community wellness.
10. Encourage societal and environmental conditions that benefit health.

# Unit 7 – Sexual Assault and Abuse Prevention

## Grades Pre K to 2

SAAP 1.1.2 Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches.

SAAP 1.2.2 Explain why inappropriate touches should be reported to a trusted adult.

SAAP 1.3.2 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

SAAP 1.4.2 Explain why everyone has the right to tell others not to touch his or her body.

SAAP 1.5.2 Explain the importance of respecting the personal space and boundaries of others.

### Fact Based Knowledge

1. Identify three kinds of touches:

**Safe touches**. (These are touches that keep children safe and are good for them, and that make children feel cared for and important. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter. Explain to children that when you remove a splinter, you’re doing so to keep them healthy, which makes it a safe touch.)

**Unsafe touches.** (These are touches that hurt children’s bodies or feelings (for example, hitting, pushing, pinching, and kicking). Teach children that these kinds of touches are not okay.)

**Unwanted touches**. (These are touches that might be safe but that a child doesn’t want from that person or at that moment. It’s okay for a child to say no to an unwanted touch, even if it’s from a familiar person. Help your children practice saying no in a strong, yet polite voice. This will help them learn to set personal boundaries.)

1. Understand that they are in charge of who touches their bodies and how.
2. Name their private body parts.
3. Understand that it is natural for humans to enjoy their bodies and being close to others throughout their lives.
4. Understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people.

### Analyzing Influences

1. Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches.
2. Explain why inappropriate touches should be reported to a trusted adult.
3. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
4. Explain why everyone has the right to tell others not to touch his or her body.
5. Define Gender Based Violence and recognize that it can take place in different locations (e.g. school, home or in public).
6. Understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence Understand that.
7. Acknowledge that all forms of Gender Based Violence are wrong (attitude).
8. Identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing Gender Based Violence, including violence in or around school .

### Accessing Information

1. Identify trusted adults at home who can help promote mental and emotional health.
2. Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, school counselor).
3. Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
4. Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, school counselor).
5. Explain how to locate community health helpers who can help promote mental and emotional health (e.g., counselors, healthcare providers).
6. Demonstrate how to locate school health helpers to enhance mental and emotional health.

### Interpersonal Communication

1. Recognize that being curious about one’s body, including the genitals, is completely normal.
2. Understand what appropriate and inappropriate touching means.
3. Express their feelings and needs for their bodies.
4. Describe and use strategies to stop inappropriate touching for themselves and others.
5. Identify who can help them and others.
6. Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say ‘no’, ‘go away’, and talk to a trusted adult).
7. Identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched.
8. Understand that its OK to say no to touches from people in their family.
9. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
10. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
11. Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors.
12. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
13. Recognize that there are appropriate and inappropriate language and behaviors related to how we express our feelings for and closeness to others.

### Decision Making

1. Contribute to and use simple guidelines to keep themselves and others physically and emotionally safe.
2. It is not okay to touch someone else’s private body parts.
3. It is not okay for someone to touch his or her own private body parts in front of you.
4. It is not okay for someone to ask you to touch his or her private body parts.
5. It is not okay for someone to ask you to take your clothes off or to take pictures or videos of you with your clothes off.
6. It is not okay for someone to show you photos or videos of people without their clothes on.
7. Understand that everyone has the right to decide who can touch their body, where, and in what way .

### Goal Setting

### Self Management

1. People can show love for other people through touching and intimacy.
2. State that people show love and care for other people in different ways, including kissing, hugging, touching, and sometimes through sexual behaviors.
3. Understand what is and what is not appropriate touching.
4. Understand what is ‘good touch’ and ‘bad touch’.
5. Recognize that there are some ways of touching children that are bad.
6. Demonstrate what to do if someone is touching them in a bad way.
7. Understand that they don’t have to give or receive hugs, kisses if they don’t want to.

**Advocacy**

## Grades 3 to 5

SAAP 1.1.5 Define consent in a variety of settings (e.g. social interactions, playground interactions, physical contact, holding hands, kissing, etc.)

SAAP 1.2.5 Distinguish between “appropriate” and “inappropriate” touch.

SAAP 1.3.5 Explain that inappropriate touches should be reported to a trusted adult.

SAAP 1.4.5 Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.

SAAP 1.5.5 Explain that everyone has the right to tell others not to touch his or her body.

1. Understand that sexual abuse, sexual harassment and bullying (including cyber bullying) are harmful and it is important to seek support if experiencing them.
2. Recognize that child sexual abuse is illegal and that there are authorities and services available to assist those who have experienced it Understand that.
3. Acknowledge the importance of seeking support if experiencing sexual abuse, sexual harassment, incest or bullying.
4. Demonstrate effective ways to respond when they know someone who is being bullied, sexually abused or harassed.
5. Demonstrate ways to seek help for themselves or someone they know in the case of sexual abuse, harassment, incest and bullying .
6. Understand that it is important to understand what unwanted sexual attention is and the need for privacy when growing up.
7. Explain that, during puberty, privacy about one’s body and private space become more important for both boys and girls, particularly access to toilets and water for girls understand that.
8. Define unwanted sexual attention Understand that.
9. Recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one’s own body.
10. Communicate assertively to maintain privacy and counter unwanted sexual attention .

### Fact Based Knowledge

1. Describe the meaning of ‘body rights’.
2. Identify which parts of the body are private.
3. Recognize that everyone has ‘body rights’.
4. Understand that an unsafe touch is when someone touches you on your private body parts and it’s not to keep you healthy.
5. Understand that no one should touch your private body parts except to keep you healthy
6. Understand what appropriate and inappropriate touching means.
7. Express their feelings and needs for their bodies.
8. Describe and use strategies to stop inappropriate touching for themselves and others.
9. Identify who can help them and others.

### Analyzing Influences

1. Listen sensitively to others when they are sharing about their bodies and affirm them.
2. Contribute to and use simple guidelines to keep themselves and others physically and emotionally safe.

### Accessing Information

### Interpersonal Communication

1. Understand that there are many words to describe physical feelings, and some are related to showing feelings for and being close to others.
2. Describe healthy ways to express affection, love, friendship, and concern.
3. Explain the importance of talking with parents and other trusted adults about feelings.
4. Explain that inappropriate touches should be reported to a trusted adult.
5. Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
6. Distinguish between “appropriate” and “inappropriate” touch.
7. Demonstrate effective verbal and nonverbal communication skills.
8. Explain how to be empathetic and compassionate toward others.
9. Discuss the purpose of wearing clothes (for warmth and comfort depending on the activity) and to keep some parts of our bodies covered so that other people do not see them. (Why do we not want other people to see these body parts? Why do we not show these body parts when we go to school? What does privacy mean? How does this relate to our bodies?)
10. Discuss what a safe changing room would look like and feel like for everyone
11. Identify someone from home, school, or other places that they could talk to about inappropriate touching or unkindness.

### Decision Making

1. Identify who can touch us in an acceptable way and when it may happen. (Who might need to see and touch the private parts of your body? When would it be OK for these parts to be touched?)
2. Explain that their parents or caregivers need to know if they are sore, hurting, or unwell in any parts of their body, including private parts.

### Goal Setting

1. Reinforce that seeking help is always the right thing to do, even if the person who has hurt them has told them not to tell. Secrets are not OK – they can be harmful.
2. State personal beliefs to improve the mental and emotional health of others.
3. Develop care and concern for their own and others’ bodies and well-being, and respecting the rights of others.
4. Develop skills and strategies to seek support for themselves and others when experiencing inappropriate touching

### Self Management

1. Understand that all persons are equally valuable, regardless of their gender.
2. Identify how people may be treated unfairly and unequally because of their gender.
3. Describe ways to make relationships between genders more fair and equal in their home, school and communities.
4. Recognize that unfair and unequal treatment of people of different genders is wrong and against their human rights.
5. Recognize that it is important to respect the human rights of others, regardless of differences in gender.
6. Discuss that there are times when we see others without clothes, such as when we get changed for swimming or when boys use a urinal. (How should we act in that situation to show respect for other people’s bodies? There’s no need to point, laugh, or talk about others. How would those actions make you and the other person feel? Upset, scared, shy, embarrassed, angry, unsafe, or not wanting to go swimming any more.)

### Advocacy

1. Understand that everyone has human rights.
2. Define human rights.
3. Acknowledge that everyone has human rights and that these should be respected.
4. Express support for people’s human rights.
5. Give factual information to improve the mental and emotional health of others.
6. Understand that there are different sources of help and support in school and the wider community. Recognize problems for which children may need to seek help (e.g. abuse, harassment, bullying, illness) and identify relevant sources of help.
7. Recall that abuse, harassment and bullying needs to be reported to a trusted source of help.
8. Acknowledge that some problems may require asking for help outside of the school or community.
9. Demonstrate ways to seek out and access help in the wider community.
10. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.
11. Explain that everyone has the right to tell others not to touch his or her body.
12. Discuss with students that some cultures or religions have views or rules about clothing and whether they can get changed in front of others, and we need to respect this. (They may wear extra clothing to cover their bodies, such as swimming in shorts and a T-shirt, or a burkini, (a burka designed for swimming).
13. Demonstrate how to persuade others to make positive mental and emotional health choices.

## Grades 6 to 8

SAAP 1.1.8 Explain that acquaintance rape and sexual assault are illegal.

SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.

SAAP 1.3.8 Explain that a person who has been sexually assaulted or raped is not at fault

SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/or actions.

SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.

SAAP 1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.

SAAP 1.7.8 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.

SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.

SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation & trafficking.

SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.

SAAP 1.11.8 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.

### Fact Based Knowledge

1. Describe examples of sexual abuse (including rape, incest and online sexual exploitation), sexual harassment and bullying (including cyber bullying).
2. Understand that All forms of Gender Based Violence by adults, young people and people in positions of authority are a violation of human rights.
3. Formulate specific strategies for recognizing and reducing Gender Based Violence Understand that.
4. Recognize that bystanders and witnesses to violence can take some safe steps to intervene, and may also feel affected by the violence.
5. Acknowledge that Gender Based Violence can be carried out by adults, people in positions of power and young people, and is always wrong.
6. Demonstrate ways to approach trusted adults and services that support prevention of Gender Based Violence and survivors of Gender Based Violence.
7. Compare and contrast bullying, psychological violence, physical violence, sexual abuse, sexual assault, intimate partner violence.
8. Acknowledge that sexual abuse, sexual assault, intimate partner violence, and bullying by adults, young people and people in positions of power are never the victim’s fault and are always a violation of human rights.
9. Understand that Everyone has the right to privacy and bodily integrity.
10. Describe what is meant by the right to privacy and bodily integrity.
11. Understand that All forms of Gender Based Violence are wrong and a violation of human rights.
12. List examples of Gender Based Violence (e.g. bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEFM, homophobic violence) and identify spaces where Gender Based Violence may occur, including at school, in the home, in public or online.

### Analyzing Influences

1. Recall that sexual abuse and Gender Based Violence, including intimate partner violence and rape, are crimes about power and dominance, not about one’s inability to control one’s sexual desire.

**Accessing Information**

1. Understand that It is important to know what Gender Based Violence is and where to go for help.
2. Demonstrate how to report sexual abuse, sexual assault, intimate partner violence and bullying.

### Interpersonal Communication

1. Listen sensitively to others when they are sharing about their bodies and affirm them.
2. Demonstrate ways to approach trusted adults and services that support survivors and prevention of sexual abuse, sexual assault, intimate partner violence and bullying .
3. Express how they feel about their right to privacy and bodily integrity .
4. Identify and demonstrate ways to talk to a trusted adult if they or someone they know is experiencing gender based violence or if they are concerned that they may engage in gender-based violence.
5. Explain why individuals have the right to refuse sexual contact.
6. Explain that rape and sexual assault should be reported to a trusted adult.
7. Explain that a person who has been sexually assaulted or raped is not at fault.

### Decision Making

1. Understand that peer influence can exist in different ways and be good or bad.
2. Define peer pressure.
3. Describe examples of good and bad peer influence.
4. Perceive that peer influence can be good and bad. Demonstrate ways to counter peer pressure.
5. Model a positive behavior that could influence peers

### Goal Setting

1. Explain the qualities of a healthy dating relationship.
2. Differentiate healthy and unhealthy relationships.
3. Recognize techniques that are used to coerce or pressure someone to have sex.
4. Explain that acquaintance rape and sexual assault are illegal.
5. Assess personal mental and emotional health practices.

### Self Management

1. Understand that Everyone has the right to be in control of what they will and will not do sexually, and should actively communicate and recognize consent from their partners.
2. Define consent and explain its implications for sexual decision-making.
3. Acknowledge the importance of giving and perceiving sexual consent.
4. Express consent and not giving consent in relation to their personal boundaries regarding sexual behavior .
5. Explain the negative consequences of sending sexually explicit pictures or messages 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).

### Advocacy

1. Understand that Gender stereotypes can be the cause of violence and discrimination.
2. Explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence.
3. Explain that sexual abuse and Gender Based Violence are crimes about power and dominance, not about one’s inability to control one’s sexual desire.
4. Recognize that gender inequality and gender-role stereotypes contribute to gender-based violence.
5. Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or Gender Based Violence.
6. Understand that Sexual abuse, sexual assault, intimate partner violence and bullying are a violation of human rights.
7. Acknowledge that everyone has the right to privacy and bodily integrity.

## Grades 9 to 12

SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.

SAAP 1.2.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed.

SAAP 1.3.12 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking)

SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.

SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.

SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).

SAAP 1.7.12 Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.

SAAP 1.8.12 Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people.

### Fact Based Knowledge

1. Analyze the interrelationship of physical, mental, emotional, social and spiritual health.
2. Analyze characteristics of a mentally and emotionally healthy person.
3. Analyze how mental and emotional health can affect health-related behaviors.
4. Summarize healthy ways to express affection, love, friendship, and concern.
5. Summarize strategies for coping with loss of a romantic relationship.
6. Analyze strategies for managing and reducing interpersonal conflicts.
7. Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health.
8. Summarize characteristics of someone who has self-respect and self-control.
9. Analyze how pro-social behaviors can benefit overall health.
10. Summarize personal stressors at home, in school, and with friends.
11. Explain the body’s physical and psychological responses to stressful situations.
12. Evaluate effective strategies for dealing with stress.
13. Summarize impulsive behaviors and strategies for controlling them.
14. Justify why people with eating disorders need professional help.
15. Determine when to seek help for mental and emotional health problems.
16. Describe personal characteristics that make people unique.
17. Summarize the benefits of living in a diverse society.
18. Summarize how intolerance can affect others.
19. Explain how to build and maintain healthy family and peer relationships.
20. Analyze characteristics of healthy relationships.
21. Summarize the qualities of a healthy dating relationship.
22. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
23. Explain why a person who has been sexual assaulted or raped is not at fault.
24. Explain why rape and sexual assault should be reported to a trusted adult.
25. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
26. Explain why it is wrong to trick, threaten, or coerce another person into having sex.
27. Analyze techniques that are used to coerce or pressure someone to have sex.
28. Summarize why individuals have the right to refuse sexual contact.
29. Define child abuse including sexual abuse and online child sexual exploitation.
30. Acknowledge that child abuse violates a child’s rights, and is never the victim’s fault, including child sexual abuse that is carried out by an adult, someone known and trusted, or even a family member.

### Analyzing Influences

1. Compare and contrast how men’s and women’s bodies are treated differently and the double standards of sexual behavior that can affect consensual sexual behavior.

### Accessing Information

### Interpersonal Communication

1. Analyze the benefits of giving and refusing sexual consent and acknowledging someone else’s sexual consent or lack of consent Understand that.
2. Recognize that consensual sexual behavior is an important part of a healthy sexual relationship.
3. Demonstrate ways to communicate giving and refusing consent and to recognize consent or lack of consent . Understand that It is important to be aware of factors that can impact the ability to acknowledge or give consent.
4. Demonstrate ability to give and refuse consent.
5. Demonstrate ability to acknowledge someone else’s consent or lack of consent .
6. Identify and describe how they would approach a trusted adult for support if they are seeing this type of violence in their family .
7. Identify parents/guardians or trusted adults and demonstrate how to communicate mistreatment if they are being abused.

### Decision Making

1. Understand that consent is critical for healthy, pleasurable and consensual sexual behavior with a partner.
2. Discuss what it means to listen for, acknowledge and act, or not act, on sexual consent.
3. Compare and contrast examples of situations where consent is and is not acknowledged or given Understand that .
4. Analyze factors (e.g. alcohol and other substances, GBV, poverty, power dynamics) that can affect the ability to acknowledge or give consent.
5. Recognize that it is important to avoid factors that can impair sexual consent.

### Goal Setting

1. Demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence .
2. Understand that Everyone has a responsibility to advocate for gender equality and speak out against human rights violations such as sexual abuse, harmful practices and other forms of GBV.

### Self Management

1. Understand that Intimate partner violence is harmful, and support exists for those who experience it.
2. Recognize that intimate partner violence can take in many different forms (e.g. psychological, physical, sexual).
3. Recognize that intimate partner violence is wrong and that it is possible to leave an abusive relationship.
4. Demonstrate actions they can take if an adult tries to sexually abuse them (e.g. say ‘no’ or ‘go away’, and talk to a trusted adult).
5. Understand that It is important to understand that violence between parents or romantic partners is wrong.
6. Recognize types of violence that can take place between parents or romantic partners (e.g. physically hurting, saying mean things, or forcing the partner to do something).

### Advocacy

1. Understand that intimate partner violence is wrong and it is important to seek support if witnessing it.
2. Define intimate partner violence.
3. Describe examples of intimate partner violence.
4. Recognize that intimate partner violence is wrong and that children who see this can benefit from getting support.
5. Demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence in their family.
6. Analyze examples of successful advocacy efforts to promote gender equality and reduce GBV.
7. Appreciate the importance of speaking out against human rights violations and gender inequality in public and private spaces, including online.
8. Advocate for gender equality and the elimination of GBV .
9. Understand that Everyone has a responsibility to advocate for people’s health and well-being free from violence.
10. Analyze successful examples of efforts to reduce different forms of violence including physical, psychological and sexual.
11. Appreciate the importance of speaking out against violence and human rights violations in all spaces including at school, in the home, online and within the community.
12. Advocate for safe environments that encourage dignified and respectful treatment of everyone .

# Unit 8 – Mental, and Emotional Health

## Grades Pre K to 2

MEH 1.1.2 Identify a variety of feelings that people experience.

MEH 1.2.2 Explain the relationship between feelings and behavior.

MEH 1.3.2 Explain the importance of talking with parents and other trusted adults about feelings.

### Fact Based Knowledge

1. Define feelings such as sadness, anger, frustration, happiness, fear etc.
2. Talk about how they act when they feel a variety of emotions.
3. Identify who they talk to when they have different feelings.
4. Describe what it means to be kind.
5. Describe how being kind to others makes them feel.
6. List some specific actions they can take to demonstrate kindness.
7. Describe what it is to be mean.
8. Describe what it feels like when someone is mean to you.
9. List some specific actions that are signs of meanness.
10. Recognize the characteristics of bullying.

### Analyzing Influences

1. Identify trusted adults at home who they admire and would like to be like.
2. Identify who they trust at home and at school.
3. Talk about how to make friends.
4. Talk about how to be kind to others.

### Accessing Information

### Interpersonal Communication

1. Practice things to say when they need to talk about various emotions.
2. Identify who they can talk to when they are afraid, angry, upset, frustrated, etc.
3. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
4. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.

### Goal Setting

1. Discuss a time they didn’t act the way they should have and how they would act differently.

### Self Management

1. Talk about the things in their lives that they worry about and how they can deal with them.

### Advocacy

1. Describe how to effectively communicate care and concern for others.
2. Describe how people need love, care and support, regardless of their health status

## Grades 3 to 5

MEH 1.1.5 Explain why sleep and rest are important for proper growth and good health.

MEH 1.2.5 Explain what it means to be mentally or emotionally healthy.

MEH 1.3.5 Describe the relationship between feelings and behavior and describe appropriate ways to express a variety of feelings (i.e. anger, happiness, sadness, frustration, excitement, etc.)

MEH 1.4.5 Identify feelings and emotions associated with loss and grief.

MEH 1.5.5 Identify role models who demonstrate positive emotional health.

MEH 1.6.5 Explain the importance of talking with parents and other trusted adults about feelings.

MEH 1.7.5 Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.

MEH 1.8.5 Give examples of pro- social behaviors (e.g., helping others, being respectful of others, cooperation, consideration)

MEH 1.9.5 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.

### Fact Based Knowledge

1. Define the terms fairness, helpful, respectful, cooperate.
2. Hear others when they express their feelings.
3. Identify appropriate ways to express and deal with feelings.
4. Explain the relationship between feelings and behavior.
5. Describe the difference between bullying and teasing.
6. Explain the importance of respecting the personal space and boundaries of others.
7. Explain why it is wrong to tease or bully others.
8. Identify the benefits of healthy family relationships.
9. Identify the benefits of healthy peer relationships.
10. Identify a variety of emotions.
11. Describe the characteristics of families.
12. Identify trusted adults at home and at school.
13. Describe characteristics that make each individual unique.
14. Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
15. Describe a variety of emotions.
16. Understand that sleep and rest effects your emotions.
17. Understand that getting exercise and being healthy physically can effect your emotions.
18. Explain what it means to be emotionally or mentally healthy.
19. Explain the importance of talking with parents or trusted adults about feelings.
20. Identify changes that occur within families.
21. Identify characteristics of a responsible family member.
22. Identify feelings and emotions associated with loss or grief.
23. Discuss how to show respect for similarities and differences between and among individuals and groups.
24. List healthy ways to express affection, love, friendship, and concern.
25. Identify positive and negative ways of dealing with stress.
26. Describe how to work and play cooperatively.
27. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
28. Describe the characteristics of a trusted friend and adult.
29. Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

### Analyzing Influences

1. Identify relevant influences of culture on mental and emotional health practices and behaviors.
2. Identify relevant influences of peers on mental emotional health practices and behaviors.
3. Identify relevant influences of community on mental and emotional health practices and behaviors.
4. Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
5. Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
6. Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.
7. Describe how relevant influences of peers affect mental and emotional health practices and behaviors.
8. Identify relevant influences of family on mental and emotional health practices and behaviors.
9. Identify relevant influences of school on mental and emotional health practices and behaviors.
10. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
11. Describe positive influences on mental and emotional health practices and behaviors.
12. Describe negative influences on mental and emotional health practices and behaviors.
13. Identify trusted adults at home who can help promote mental and emotional health.
14. Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, school counselor).
15. Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
16. Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, school counselor).
17. Explain how to locate community health helpers who can help promote mental and emotional health (e.g., counselors, healthcare providers).
18. Demonstrate how to locate school health helpers to enhance mental and emotional health.

### Accessing Information

1. Describe characteristics of accurate mental and emotional health information.
2. Describe characteristics of appropriate and reliable mental and emotional health products.
3. Describe characteristics of appropriate and trustworthy mental and emotional health services.
4. Demonstrate how to locate sources of accurate mental and emotional health information.
5. Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns

### Interpersonal Communication

1. Explain the importance of talking with parents and other trusted adults about feelings.
2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
3. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
4. Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors.
5. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
6. Describe how to effectively communicate care and concern for others.
7. Demonstrate effective verbal and nonverbal communication skills.
8. Explain how to be empathetic and compassionate toward others.
9. Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
10. Demonstrate healthy ways to manage or resolve interpersonal conflict.
11. Demonstrate how to effectively ask for help to improve personal mental and emotional health.
12. Demonstrate how to effectively communicate support for others.
13. Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
14. Describe characteristics of a mentally and emotionally healthy person.
15. Show how to express personal needs and wants appropriately.
16. Cooperate and share with others.
17. Identify and demonstrate ways to express needs and wants appropriately.
18. Demonstrate how to ask for help from trusted adults or friends.
19. Explain the importance of talking with parents and other trusted adults about feelings.
20. Identify feelings and emotions associated with loss and grief.
21. Identify feelings of depression, sadness, and hopelessness for which someone should seek help.

### Decision Making

1. Describe effective strategies to cope with changes within the family.
2. Evaluate situations in which a trusted adult should be asked for help.

### Goal Setting

1. Make a plan to help family members at home.
2. Plan to get a good night sleep and exercise every day.
3. Describe how to make a commitment to be a good friend.
4. Aspire to be helpful to family and friends.
5. Think about how to handle their actions when they become angry or frustrated.

### Self Management

1. Describe the importance of assuming responsibility within the family and community.
2. Explain the benefits of having positive relationships with family and friends.
3. Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
4. Describe personal stressors at home, in school, and with friends.
5. Explain positive and negative ways of dealing with stress.

### Advocacy

1. Be sympathetic to others who are upset, sad, lonely etc.
2. Practice what to say to others who are sad or depressed.
3. Become supportive and reassuring to others.
4. Be inclusive of others.
5. Object appropriately to teasing of peers and family members that is based on personal characteristics.
6. Demonstrate the ability to support and respect people with differences.

## Grades 6 to 8

MEH 1.1.8 Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers)

MEH 1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence)

MEH 1.3.8 Recognize the connection between depression and suicidal ideation

MEH 1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others

MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies

MEH 1.6.8 Describe characteristics of a mentally and emotionally healthy person.

MEH 1.7.8 Discuss how emotions change during adolescence.

MEH 1.8.8 Describe characteristics of positive mental and emotional health.

MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.

MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset.

MEH 1.11.8 Summarize feelings and emotions associated with loss and grief.

MEH 1.12.8 Explain the importance of a positive body image.

MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors.

MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress and anxiety.

MEH 1.15.8 Describe personal stressors at home, in school, and with friends.

MEH 1.16.8 Examine the risks of impulsive behaviors.

MEH 1.17.8 Identify trusted adults and resources for assistance.

### Fact Based Knowledge

1. Discuss the indicators that ignorance or intolerance is occurring.
2. Discuss if it’s okay to insult or make fun of people as long as they don't hear it.
3. Recognize the difference between a put-down, teasing, and an insult.
4. Discuss if it is ever okay to treat another person with disrespect.
5. Define Empathy- the feeling that you understand and share another person's experiences and emotions: the ability to share someone else's feelings
6. Define Discrimination- the practice of unfairly treating a person or group of people differently from other people or groups of people
7. Identify characteristics of a mentally and emotionally healthy person.
8. Explain what it means to be mentally or emotionally healthy.
9. Describe the relationship between feelings and behavior.
10. Identify role models who demonstrate positive emotional health.
11. Describe appropriate ways to express and deal with emotions.
12. Describe healthy ways to express affection, love, friendship, and concern.
13. Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
14. Identify positive and negative ways of dealing with stress and anxiety.
15. Explain the importance of respecting the personal space and boundaries of others.
16. Identify characteristics of someone who has self-respect.
17. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation,
18. Consideration).
19. Explain that anger is a normal emotion.
20. Identify personal stressors at home, in school, and with friends.
21. Identify characteristics of someone who has self-control.
22. List physical and emotional reactions to stress.
23. Describe the value of others’ talents and strengths.
24. Describe how people are similar and different.
25. Identify characteristics of healthy relationships.
26. Describe the benefits of healthy family relationships.
27. Describe the benefits of healthy peer relationships.
28. Identify characteristics of a responsible family member.
29. Understand the idea that sometimes people need help for their feelings, as well as their bodies
30. Understand that many people become unrealistic about their body image which can lead to depression and unhealthy dieting.
31. Understand that loss and grief can take a mental and emotional toll.
32. Understand that there is a connection between physical, mental, emotional, social and spiritual health.
33. Discuss how emotions change during adolescence.
34. Identify impulsive behaviors that people display to emotional situations that may be harmful.
35. Describe characteristics of a mentally and emotionally healthy person.
36. Understand that there is a connection between physical, mental, emotional, social and spiritual health.
37. Discuss how emotions change during adolescence.
38. Explain appropriate ways to express needs, wants, emotions, and feelings.
39. Describe healthy ways to express affection, love, friendship, and concern.
40. Explain the importance of a positive body image.
41. Describe how mental and emotional health can affect health-related behaviors.
42. Explain the causes, symptoms, and effects of depression.
43. Explain the causes, symptoms, and effects of anxiety.
44. Describe the signs, symptoms, and consequences of common eating disorders.
45. Explain causes and effects of stress.
46. Analyze the risks of impulsive behaviors.
47. Describe characteristics of healthy relationships.
48. Explain the qualities of a healthy dating relationship.
49. Differentiate healthy and unhealthy relationships.
50. Describe the signs, causes, and health effects of stress, loss, and depression.
51. Summarize feelings and emotions associated with loss and grief.
52. Describe the importance of being aware of one’s emotions.
53. Explain why getting help for mental, emotional, and social health problems are appropriate and necessary.
54. Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).
55. Discuss the harmful effects of violent behaviors.
56. Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

### Analyzing Influences

1. Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
2. Describe how family, peers or media influence a decision related to mental and emotional health.
3. Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
4. Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).
5. Identify relevant influences of culture on mental and emotional health practices and behaviors.
6. Identify relevant influences of peers on mental emotional health practices and behaviors.
7. Discuss the importance of getting help from a trusted adult when it is needed.
8. Identify relevant influences of community on mental and emotional health practices and behaviors. Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
9. Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
10. Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.
11. Describe how relevant influences of peers affect mental and emotional health practices and behaviors.
12. Describe internal and external factors that affect friendships and family relationships.
13. Identify relevant influences of family on mental and emotional health practices and behaviors.
14. Identify relevant influences of school on mental and emotional health practices and behaviors.
15. Identify role models for reactions to emotional situations.
16. Identify actions that their role models would take during emotional situations.
17. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
18. Describe positive influences on mental and emotional health practices and behaviors.
19. Describe negative influences on mental and emotional health practices and behaviors.
20. Identify ways family and friends help promote well-being.
21. Identify internal and external factors that influence mental, emotional, and social health.
22. Realize that models, TV and Movie stars may have bodies that are unrealistic to attain.
23. Seek role models who live healthy and active lifestyles.
24. Explore how families and support systems can be helpful when dealing with loss and grief.
25. Describe how family, peers or media influence a decision related to mental and emotional health.
26. Describe how unrealistic media images and messages can be detrimental to their own sense of self worth.
27. Describe role models that demonstrate positive mental and emotional health.
28. Summarize the benefits of talking with parents and other trusted adults about feelings.
29. Describe the changing roles and responsibilities of adolescents as members of a family and community.
30. Describe the benefits of having positive relationships with trusted adults.
31. Describe role models that demonstrate positive mental and emotional health.
32. Summarize the benefits of talking with parents and other trusted adults about feelings.
33. Explain the influence of school rules and community laws on mental and emotional health practices and behaviors.
34. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
35. Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors. Analyze how relevant influences of family and culture affect mental and emotional health practices and behaviors.
36. Analyze how relevant influences of school and community affect mental and emotional health practices and behaviors.
37. Analyze how relevant influences of media and technology affect mental and emotional health practices and behaviors.
38. Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.
39. Analyze the external and internal influences on mental, emotional, and social health.
40. Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
41. Analyze the influence of culture on family values and practices.
42. Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
43. Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

### Accessing Information

1. Access healthy information about maintaining healthy bodies.
2. Research how violence and harmful emotional reactions can have legal ramifications.
3. Research the harmful mental and emotional effects of poor self worth, and poor self-image.
4. Analyze the validity and reliability of mental and emotional health information.
5. Analyze the validity and reliability of mental and emotional health products.
6. Analyze the validity and reliability of mental and emotional health services.
7. Describe situations that call for professional mental and emotional health services.
8. Determine the availability of valid and reliable mental and emotional health products.
9. Access valid and reliable mental and emotional health information from home, school or community.
10. Locate valid and reliable mental and emotional health products.
11. Locate valid and reliable mental and emotional health services.
12. Identify sources of valid information and services for getting help with mental, emotional, and social health problems.
13. Access accurate sources of information and services about mental, emotional, and social health.
14. Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, school counselor).
15. Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
16. Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, school counselor.

### Interpersonal Communication

1. Communicate support for those who are struggling with their body image.
2. Express their feelings in a healthy way when dealing with loss and grief.
3. Practice ways to express themselves during emotional situations as a means of moderating impulsive behaviors.
4. Gain the perspective of trusted friends and family in order to make healthy judgments about their own self worth.
5. Explain how the expression of emotions or feelings can help or hurt oneself and others.
6. Identify trusted adults to report to if people are in danger of hurting themselves or others.
7. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.
8. 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 prevent interpersonal conflict.
9. Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
10. Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.
11. Demonstrate healthy ways to manage or resolve interpersonal conflict.
12. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
13. Demonstrate how to effectively communicate empathy and support for others.
14. Practice asking for help with mental, emotional, or social health problems from trusted adults.
15. Describe how prejudice, discrimination, and bias can lead to violence.
16. Demonstrate ways to communicate respect for diversity.
17. Demonstrate the ability to use steps of conflict resolution.
18. Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).

### Decision Making

1. Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
2. Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
3. Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).
4. Use a decision-making process for solving problems with peers and family members.
5. Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
6. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
7. Explain how family, culture, peers or media influence a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
8. Identify options and their potential outcomes when making a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
9. Choose a healthy option when making a decision related to mental and emotional health.
10. Describe the final outcome of a decision related to mental and emotional health.
11. Choose healthy ways to improve their bodies.
12. Decide on healthy ways to deal with loss and grief.
13. Try to react appropriately in a variety of situations in order to avoid impulsive behaviors.
14. Practice realistic and positive self talk in order to maintain a sense of balance about their own self-worth.
15. Analyze the harmful effects of using diet pills without physician supervision.
16. Identify the signs of various eating disorders.
17. Describe signs of depression, potential suicide, and other self-destructive behaviors*.*
18. Describe common mental health conditions and why seeking professional help for these conditions is important.
19. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.
20. Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
21. Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).
22. Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
23. Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
24. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
25. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
26. Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
27. Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
28. Choose a healthy alternative when making a decision related to mental and emotional health.
29. Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
30. Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
31. Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
32. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

### Goal Setting

1. Explore ways to bridge the social boundaries at their school.
2. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
3. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
4. Take steps to achieve the goal to improve or maintain positive mental and emotional health.
5. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.
6. Work, in a healthy way, to improve their bodies.
7. Use loss and grief in a constructive way to reflect on their life dreams and goals.
8. Strive to react appropriately during stressful situations.
9. Set realistic goals for themselves in order to maintain a healthy sense of self worth.
10. Avoid unrealistic expectations that can only serve to damage one’s self worth.
11. Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
12. Identify a variety of nonviolent ways to respond when angry or upset.
13. Identify qualities that contribute to a positive self-image.
14. Take steps to achieve the goal to improve or maintain positive mental and emotional health.
15. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.
16. Assess personal mental and emotional health practices.
17. Set a realistic goal to improve or maintain positive mental and emotional health.
18. Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
19. Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
20. Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.
21. Make a plan to prevent and manage stress.
22. Describe how personal goals can be affected if violence is used to solve problems.
23. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
24. Develop achievable goals for handling stressors in healthy ways.
25. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
26. Take steps to achieve the goal to improve or maintain positive mental and emotional health.
27. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.
28. Make friends with kids in different groups.

### Self Management

1. Explore the impact of group labels and social hierarchies on their sense of identity, self-esteem, and the way they socialize with others.
2. Identify mental and emotional health practices that reduce or prevent health risks.
3. Demonstrate healthy mental and emotional health practices.
4. Make a commitment to practice healthy mental and emotional health behaviors.
5. Express emotions appropriately.
6. Describe positive ways to show care, consideration, and concern for others.
7. Manage emotions appropriately in a variety of situations.
8. Show respect for individual differences.
9. Show respect for kids with different body types.
10. Identify rituals that help with the grieving process.
11. Identify a variety of actions as alternatives to impulsive behaviors.
12. Describe a variety of appropriate ways to respond to stress when angry or upset.
13. Summarize feelings and emotions associated with loss and grief.
14. Describe examples of situations that require self-control.
15. Describe how power and control differences in relationships can contribute to aggression and violence.
16. Describe ways to manage interpersonal conflict nonviolently.
17. Explain how personal values and beliefs influence personal mental and emotional health practices.
18. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
19. Compare and contrast being angry and angry behavior, and discuss the consequences.
20. Monitor personal stressors and assess techniques for managing them.
21. Describe healthy ways to express caring, friendship, affection, and love.
22. Explain the importance of being responsible for personal mental and emotional health behaviors.
23. Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
24. Carry out personal and social responsibilities appropriately.
25. Practice strategies to manage stress.
26. Practice appropriate ways to respect and include others who are different from oneself.
27. Demonstrate how to use self-control when angry.
28. Demonstrate effective coping mechanisms and strategies for managing stress.
29. Practice respect for individual differences and diverse backgrounds.
30. Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
31. Practice personal boundaries in a variety of situations.
32. Demonstrate skills to avoid or escape from potentially violent situations, including dating.
33. Deal with unexpected situations as they arise.
34. Identify mental and emotional health practices that reduce or prevent health risks.
35. Demonstrate healthy mental and emotional health practices.
36. Make a commitment to practice healthy mental and emotional health behaviors.

### Advocacy

1. Identify the following situations:

* What are some common signs of disrespect that you see in people here at school? How do you feel about that?
* What do you dislike most about the way people treat each other here at school? What do you like the most? Why do you feel that way?
* How are people disparaged for their differences?

1. Make requests to others to promote positive personal health and wellness-related practices.
2. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.
3. Encourage others when they engage in safe and healthy behaviors.
4. Object appropriately to teasing of peers that is based on personal characteristics.
5. Support peers in school and community activities.
6. Accept others who have different body types.
7. Show empathy for others who are suffering loss and grief.
8. Be supportive and seek to diffuse others from harmful impulsive behaviors.
9. Support others who have a negative view of themselves.
10. Explore the concepts of discrimination, stereotyping and prejudice.
11. Identify the effect of discrimination on a person.
12. Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health.
13. Describe pro-social behaviors that help prevent violence.
14. Describe what it means to be a responsible person.
15. Describe characteristics of a responsible family member.
16. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.
17. Explain why people with eating disorders need professional help.
18. Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
19. Explain how intolerance can affect others.
20. Explain the benefits of living in a diverse society.
21. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.
22. Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
23. Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.
24. State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.
25. Persuade others to make positive mental and emotional health choices.
26. Collaborate with others to advocate for improving mental and emotional health of individuals, families, and schools.
27. Demonstrate how to adapt a positive mental and emotional health message for different audiences.
28. Encourage a school environment that is respectful of individual differences.
29. Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.
30. Promote a positive and respectful school environment.
31. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.
32. Make requests to others to promote positive personal health and wellness-related practices.
33. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.
34. Make requests to others to promote positive personal health and wellness-related practices.
35. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

## Grades 9 to 12

MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.

MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.

MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.

MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response.

MEH 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.

MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).

MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.

MEH 1.8.12 Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care).

MEH 1.9.12 Summarize strategies for coping with loss and grief.

MEH 1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.

MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders)

MEH 1.12.12 Differentiate between positive and negative body image.

MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them.

MEH 1.14.12 Identify trusted adults and resources for assistance.

### Fact Based Knowledge

1. Define harassment.
2. Analyze the interrelationship of physical, mental, emotional, social and spiritual health.
3. Analyze characteristics of a mentally and emotionally healthy person.
4. Analyze how mental and emotional health can affect health-related behaviors.
5. Summarize healthy ways to express affection, love, friendship, and concern.
6. Summarize strategies for coping with loss and grief.
7. Differentiate between a positive and negative body image.
8. Analyze the causes, symptoms, and effects of depression.
9. Analyze the causes, symptoms, and effects of anxiety.
10. Analyze strategies for managing and reducing interpersonal conflicts.
11. Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health.
12. Explain the effects of eating disorders on healthy growth and development.
13. Summarize characteristics of someone who has self-respect and self-control.
14. Analyze how pro-social behaviors can benefit overall health.
15. Summarize personal stressors at home, in school, and with friends.
16. Explain the body’s physical and psychological responses to stressful situations.
17. Evaluate effective strategies for dealing with stress.
18. Summarize impulsive behaviors and strategies for controlling them.
19. Justify why people with eating disorders need professional help.
20. Determine when to seek help for mental and emotional health problems.
21. Describe personal characteristics that make people unique.
22. Summarize the benefits of living in a diverse society.
23. Summarize how intolerance can affect others.
24. Explain how to build and maintain healthy family and peer relationships.
25. Analyze characteristics of healthy relationships.
26. Summarize the qualities of a healthy dating relationship.
27. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
28. Describe the benefits of having positive relationships with trusted adults.
29. Analyze the qualities of healthy peer and family relationships.
30. Describe healthy ways to express caring, friendship, affection, and love.
31. Describe qualities that contribute to a positive self-image.
32. Describe how social environments affect health and well-being.
33. Describe the importance of recognizing signs of disordered eating and other common mental health conditions.
34. Analyze signs of depression, potential suicide, and other self-destructive behaviors*.*
35. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
36. Classify personal stressors at home, in school, and with peers.
37. Identify warning signs for suicide.
38. Identify loss and grief.
39. Analyze how mental health can impact disease prevention and health maintenance.
40. Explain the impact of stress on the functioning of the body systems.
41. Analyze how the family, peers and community influence the mental health of individuals.
42. Describe how to delay onset and reduce risks of potential mental health problems during adulthood.
43. Analyze how the prevention and control of mental health problems are influenced by research and medical advances.
44. Define and understand the following terms:

**Respect**- a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way

**Tolerance**-  willingness to accept feelings, habits, or beliefs that are different from your own

**Acceptance**-  the act of accepting something or someone

**Empathy**- the feeling that you understand and share another person's experiences and emotions : the ability to share someone else's feelings

### Analyzing Influences

1. List groups that are targets of disrespect.
2. Display respect for ethnic, racial, nationality and religious differences. (What groups of people are often targets? Do you think people are afraid of differences sometimes? Can you give some examples? Why do you think that's true?)
3. Explain the influences of public health policies on mental and emotional health practices and behaviors.
4. Analyze how culture supports and challenges mental and emotional health beliefs, practices and behaviors.
5. Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health behaviors.
6. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health behaviors.
7. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
8. Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
9. Analyze how school and community affect mental and emotional health practices and behaviors.
10. Analyze the effect of media and technology on personal, family, and community mental and emotional health.
11. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.
12. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
13. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.
14. Analyze the internal and external issues related to seeking mental health assistance.

### Accessing Information

1. Evaluate the validity and reliability of mental and emotional health information.
2. Evaluate the validity and reliability of mental and emotional health products.
3. Evaluate the validity and reliability of mental and emotional health services.
4. Determine the accessibility of valid and reliable mental and emotional health products.
5. Determine when professional mental and emotional health services may be required.
6. Determine the accessibility of valid and reliable mental and emotional health services.
7. Use resources that provide valid and reliable mental and emotional health information.
8. Use valid and reliable mental and emotional health products.
9. Use valid and reliable mental and emotional health services.
10. Access school and community resources to help with mental, emotional, and social health concerns.
11. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.
12. Evaluate the validity of mental health information, products and services.
13. Demonstrate the ability to evaluate resources from home, school, and community that provide valid mental health information.
14. Demonstrate the ability to access school and community mental health services for self and others.
15. Analyze the cost and accessibility of mental health care services.
16. Identify situations requiring professional mental health services.
17. Analyze how cultural diversity enriches and challenges mental health behaviors.
18. Evaluate the effect of media and other factors on personal, family, and community mental health.
19. Analyze how information from the community influences mental health.

### Interpersonal Communication

1. Recognize the damage of put-downs and other forms of disrespect.
2. Define the following terms:

**Hate crime**- any of various crimes (as assault or defacement of property) when motivated by hostility to the victim as a member of a group (as one based on color, creed, gender, or sexual orientation)

**Ignorance**- a lack of knowledge, understanding, or education : the state of being ignorant

**Intolerant**- not willing to allow or accept something or not willing to allow some people to have equality, freedom, or other social rights

**Ostracize**- to not allow (someone) to be included in a group : to exclude (someone) from a group

1. Describe group names and labels can be negative social forces at school.
2. Communicate their reflection on the impact of social hierarchies and boundaries and ways to address these issues.
3. Demonstrate effective communication skills to enhance mental and emotional health.
4. 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 prevent interpersonal conflict.
5. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.
6. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
7. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
8. Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.
9. Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
10. Discuss healthy ways to respond when you or someone you know is grieving.
11. Demonstrate skills for communicating effectively with family, peers and others.
12. Analyze how interpersonal communication affects relationships.
13. Demonstrate healthy ways to express needs, wants, and feelings.
14. Demonstrate strategies for solving interpersonal conflicts without harming self or others.
15. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
16. Develop strategies used to prevent conflict.

### Decision Making

1. Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
2. Determine the value of applying thoughtful decision-making regarding a mental and emotional health problem.
3. Justify when individual or collaborative decision-making is appropriate regarding an emotional or mental health problem.
4. Analyze how family, culture, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, managing emotional stress).
5. Generate alternatives when making a mental and emotional health-related decision.
6. Predict potential short- and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help).
7. Choose a healthy alternative when making a mental and emotional health-related decision.
8. Evaluate the effectiveness of mental and emotional health-related decisions.
9. Monitor personal stressors and assess techniques for managing them.
10. Compare various coping mechanisms for managing stress.
11. Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.
12. Empathize and befriend someone from another group.
13. Be able to empathize someone who felt unwelcome or rejected by a particular group because of their, academic, ability, athletic ability, family income, gender, musical interest or personal appearance

### Goal Setting

1. Identify names are used at their school to label certain groups (e.g., geeks, nerds, jocks, popular, cool). Identify criteria or characteristics are most commonly used to name these groups?
2. Identify labels that might affect their sense of individual identity, self esteem, and the way they socialize with others.
3. Discuss “group name-calling” affect your personal sense of identity and your feelings about yourself?
4. Discuss “group name-calling” affect your social options at school (who your friends are, what activities you do, etc.)?
5. Discuss how to eliminate “group name-calling” at your school? What step could you take in this direction?
6. Define the term ‘personal bias’
7. Identify mental and emotional health practices that reduce or prevent health risks.
8. Demonstrate healthy mental and emotional health practices.
9. Make a commitment to practice healthy mental and emotional health behaviors.
10. Set a realistic goal to improve or maintain positive mental and emotional health.
11. Track progress to achieving the goal to improve or maintain positive mental and emotional health.
12. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.
13. Make a plan to help at home and show responsibility as a family member.
14. Set a realistic goal to improve or maintain positive mental and emotional health.
15. Track progress to achieving the goal to improve or maintain positive mental and emotional health.
16. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.
17. Assess personal mental and emotional health practices and behaviors.
18. Set a realistic personal goal to improve or maintain positive emotional health.
19. Assess the barriers to achieving a goal to improve or maintain positive emotional health.
20. Develop a plan to achieve a goal to improve or maintain positive emotional health.
21. Implement strategies, including self-monitoring, to achieve a personal mental and emotional health goal.
22. Use strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
23. Formulate an effective long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.
24. Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
25. Set a goal to reduce life stressors in a health-enhancing way.
26. Analyze mental health concerns that require collaborative decision-making.
27. Predict immediate and long-term impact of mental health decisions on the individual, family, and community.
28. Implement a plan for attaining a personal mental health goal.
29. Evaluate progress toward achieving a personal mental health goal.
30. Formulate an effective plan for lifelong mental health.
31. We want a safe and friendly school so that everyone can do their best.
32. We don’t want anyone to feel insecure or inferior because someone said or did something negative toward them.
33. We want the best possible environment so kids can learn their best.
34. We want kids to grow up to be helpful and respectful so that society can be a better place.

### Self Management

1. Analyze the role of individual responsibility in enhancing personal mental and emotional health.
2. Evaluate personal mental and emotional health practices that reduce or prevent health risks.
3. Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
4. Make a commitment to practice healthy mental and emotional health behaviors.
5. Assess personal patterns of response to stress and use of resources.
6. Practice effective coping mechanisms and strategies for managing stress.
7. Discuss suicide-prevention strategies.
8. Practice respect for individual differences and diverse backgrounds.
9. Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for positive student socialization.
10. Practice setting personal boundaries in a variety of situations.
11. Analyze the role of individual responsibility for enhancing mental health.
12. Evaluate a personal mental health assessment to determine strategies for health enhancement and risk reduction.
13. Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.
14. Develop strategies to improve or maintain personal, family and community mental health.
15. Demonstrate ways to avoid and reduce stressful and threatening situations.
16. Evaluate strategies to manage stress.
17. Describe mental and emotional practices and behaviors that reduce or prevent health risks.
18. Demonstrate healthy mental and emotional health practices and behaviors.
19. Make a commitment to practice healthy mental and emotional health behaviors.
20. Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

### Advocacy

1. Develop and implement a plan for reducing social boundaries in school.
2. Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.
3. Persuade and support others to make positive mental and emotional health choices.
4. Collaborate with others to advocate for improving personal, family and community mental and emotional health.
5. Encourage school and community environments to promote the mental and emotional health of others.
6. Adapt mental and emotional health messages and communication techniques for a specific target audience.
7. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.
8. Support the needs and rights of others regarding mental and social health.
9. Promote a positive and respectful environment at school and in the community.
10. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.
11. Express information and opinions about mental health issues.
12. Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues.
13. Demonstrate the ability to influence and support others in making positive mental health choices.
14. Demonstrate the ability to work cooperatively when advocating for healthy communities.
15. Demonstrate the ability to adapt mental health messages and communication techniques to the characteristics of a particular audience.
16. Discuss how oppression and intolerance affect the wellbeing of people in the world (global citizenship).
17. Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

# Unit 9 – Safety and Injury Prevention

## Grades Pre K to 2

SIP 1.1.2 State the benefits of riding in the back seat when a passenger in a motor vehicle.

SIP 1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.

SIP 1.3.2 Identify safe behaviors when getting on and off and while riding on a bus.

SIP 1.4.2 Identify safety rules for playing on a playground, swimming, and playing sports.

SIP 1.5.2 Describe how injuries can be prevented.

SIP 1.6.2 Identify safety rules for being around fire.

SIP 1.7.2 Describe how to be a safe pedestrian.

SIP 1.8.2 Identify safety hazards in the home.

SIP 1.9.2 Identify how household products are harmful if ingested or inhaled.

SIP 1.10.2 Identify safety hazards in the community.

SIP 1.11.2 Identify people who can help when someone is injured or suddenly ill.

### Fact Based Knowledge

1. State the benefits of riding in the back seat when a passenger in a motor vehicle.
2. Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.
3. Identify safe behaviors when getting on and off and while riding on a bus.
4. Identify safety rules for playing on playground, swimming, and playing sports.
5. Describe how injuries can be prevented.
6. Identify safety rules for being around fire.
7. Describe how to be a safe pedestrian.
8. Identify safety hazards in the home.
9. Understand that cleaners, detergents etc. are not food and will make you sick if you eat them.
10. Identify how household products are harmful if ingested or inhaled.
11. Identify safety hazards in the community.
12. Identify people who can help when someone is injured or suddenly ill.
13. Learn how to call 911.
14. Describe characteristics of safe and unsafe places.
15. Identify labels of products that give information about cautions and dangers.
16. Discuss the meaning of basic safety-related signs, symbols, and warning labels.
17. Identify safety hazards in the home, at school, and in the community.
18. Identify ways to reduce risk of injuries at home, at school, and in the community.
19. Explain the importance of telling an adult if someone is in danger or being bullied.
20. Distinguish between appropriate and inappropriate touching.
21. Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.
22. Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.
23. Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
24. Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
25. Define simple conflict resolution techniques.
26. Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet.
27. Identify behaviors that may lead to conflict with others.
28. Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., floods, hurricanes, blizzards, earthquakes, and tsunamis).
29. Identify disaster preparedness procedures at home, at school, and in the community.
30. Describe ways to seek assistance if worried, abused, or threatened.
31. Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls.
32. Identify ways to prevent vision and hearing damage.
33. Explain how hearing can be damaged by loud noise.
34. Identify ways to protect vision.
35. Identify ways to protect hearing.
36. Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
37. Recognize that anything may be poisonous or cause harm if used unsafely.
38. Identify people who are strangers and how to avoid contact with strangers.
39. Demonstrate how to ask trusted adults for help.
40. Define and explain the dangers of weapons.
41. Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
42. List ways to prevent harmful effects of the sun.

### Analyzing Influences

1. Understand that you should only eat food that trusted adults say is safe to eat.
2. Understand why parents insist on riding in the back seat when a passenger in a motor vehicle.
3. Act responsibly and follow the directions of the driver when riding a bus.
4. Identify relevant influences of family on safety and injury prevention practices and behaviors.
5. Identify relevant influences of school on safety and injury prevention practices and behaviors.
6. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors.
7. Describe positive influences on safety and injury prevention practices and behaviors.
8. Describe negative influences on safety and injury prevention practices and behaviors.
9. Describe internal and external influences that could lead to or prevent injury or violence.
10. Analyze how emotions contribute to both safe and violent behaviors.
11. Examine the influence of violence in media and technology on health behavior.
12. Explain that most young people do not use violence to deal with problems.

### Accessing Information

1. Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).
2. Explain how to properly wear seat belts when riding in the back seat when a passenger in a motor vehicle.
3. Follow the school rules for getting on and off and while riding a bus.
4. Identify trusted adults at home who can help promote safety and injury prevention.
5. Recognize signs of poisonous substances.
6. Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).
7. Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., police, firefighter).
8. Explain how to locate school health helpers who can help promote safety and injury prevention
9. (e.g., school nurse, facility and maintenance staff).
10. Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., police officer, firefighter).
11. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., police officer, firefighter).
12. List people to go to for help if feeling unsafe or threatened.
13. Identify accurate sources of information about injury prevention and safety.
14. Demonstrate how to access emergency services and communicate effectively with emergency personnel.
15. Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
16. Identify trusted adults to report to if people are in danger of hurting themselves or others.
17. Demonstrate how to dial 9-1-1 or other emergency numbers and how to provide appropriate information.
18. Demonstrate the ability to read and follow labels of common household products concerning dangers and safe use, storage, and proper disposal.

### Interpersonal Communication

1. Refrain from making loud noise or shouting while riding the bus.
2. Communicate to an adult if your seat belt doesn’t work or fit properly.
3. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
4. Ask before you eat anything at home.
5. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
6. Demonstrate effective refusal skills to avoid or reduce injury.
7. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
8. Describe how to report dangerous situations.
9. Identify ways to report inappropriate touching.
10. Demonstrate the ability to use refusal skills in risky situations.
11. Practice effective conflict resolution techniques with others.
12. Report bullying, harassment, and other dangerous situations.
13. Demonstrate refusal skills to avoid gang involvement.
14. Demonstrate what to say and do when witnessing bullying.

### Decision Making

1. Explain how to keep safe while riding in a vehicle.
2. Identify situations that need a decision related to safety and injury prevention.
3. Identify how family, peers or media influence a decision related to safety and injury prevention.
4. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
5. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.
6. Recognize an emergency such as when someone can’t breath, is unconscious, bleeding badly or is seriously injured.
7. Analyze steps to take in emergency or potentially dangerous situations.
8. Identify the benefits of using nonviolent means to resolve conflicts.
9. Assess reasons for reporting weapons possession.
10. Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.
11. Evaluate strategies to avoid potentially dangerous situations.
12. Examine the consequences of bullying and harassment.
13. Analyze the benefits of using nonviolent means to resolve conflicts.
14. Evaluate how following family, school, and community rules can impact safety.
15. Role-play what to do if a stranger at home, in a car, or on the street approaches you.

### Goal Setting

1. Commit to wearing a seat belt every time they are in a car.
2. Identify a realistic personal short-term goal to avoid or reduce injury.
3. Take steps to achieve a personal goal to avoid or reduce injury.
4. Identify people who can help achieve a personal goal to avoid or reduce injury.
5. Make a personal commitment to use appropriate protective gear while engaging in activities.
6. Make a personal commitment to stay away from people involved in gang activity.

### Self Management

1. Be able to secure their seat belt while riding in a vehicle.
2. Act responsibly while riding the school bus.
3. Identify practices that promote safety and reduce or prevent injuries.
4. Demonstrate safety and injury prevention practices.
5. Make a commitment to practice safety and injury prevention behaviors.
6. Practice ways to stay safe at home, at school, and in the community.
7. Practice emergency, fire, and safety plans at home and at school.
8. Explain appropriate protective gear and equipment.
9. Demonstrate strategies to avoid bullying and other types of harassment.
10. Practice disaster preparedness procedures at home and at school.
11. Use appropriate protective gear and equipment.
12. Follow safety rules and laws at home, at school, and in the community.
13. Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.
14. Demonstrate the ability to execute an escape plan for incidents of fires, floods, earthquakes, and other natural disasters.
15. Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

### Advocacy

1. Help younger siblings and act as a role model to them for safety when riding in a vehicle.
2. Encourage others to follow the school rules while riding the bus.
3. Make requests to others to promote safety and avoid or reduce injury.
4. Encourage others to practice safe behaviors in the classroom and on the playground.
5. Demonstrate how to encourage peers to be safe and avoid or reduce injury.
6. Encourage specific measures to improve home or school safety.
7. Offer friendship and support to someone who was bullied.
8. Encourage others’ safety behaviors (e.g., wearing bicycle helmets and seat belts).

## Grades 3 to 5

SIP 1.1.5 Identify ways to reduce risk of injuries while riding in a motor vehicle.

SIP 1.2.5 List examples of dangerous or risky behaviors that might lead to injuries.

SIP 1.3.5 Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.

SIP 1.4.5 Identify ways to reduce risk of injuries in case of a fire, around water, and from falls.

SIP 1.5.5 Identify ways to protect vision or hearing from injury.

SIP 1.6.5 Identify ways to reduce injuries from firearms.

SIP 1.7.5 Identify ways to reduce injuries as a pedestrian.

SIP 1.8.5 Identify safety precautions for playing and working outdoors in different kinds of weather and climates.

SIP 1.9.5 List ways to prevent injuries at home, school and community.

SIP 1.10.5 Identify ways to reduce risk of injuries from animal and insect bites and stings.

SIP 1.11.5 Explain why household products are harmful if ingested or inhaled.

SIP 1.12.5 Explain what to do if someone is poisoned or injured and needs help.

SIP 1.13.5 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads and helmets.

SIP 1.14.5 Explain how hearing can be damaged by loud sounds.

SIP 1.15.5 Describe how vision can be damaged.

SIP 1.16.5 Describe ways to prevent vision or hearing damage.

SIP 1.17.5 Describe ways to prevent harmful effects of the sun.

### Fact Based Knowledge

1. Know how to call 911.
2. Know the rules of the road for riding a bike.
3. Identify ways to reduce risk of injuries while riding in a motor vehicle.
4. Do not walk or play in the street.
5. Explain how injuries can be prevented.
6. List examples of dangerous or risky behaviors that might lead to injuries.
7. Describe how to ride a bike, skateboard, and ride a scooter, and/or inline skate safely.
8. Identify ways to reduce risk of injuries in case of a fire.
9. Identify ways to reduce risk of injuries around water.
10. Identify ways to reduce injury from falls.
11. Identify ways to protect vision or hearing from injury.
12. Identify proper steps for treating a wound to reduce chances of infection.
13. Identify ways to reduce injuries from firearms.
14. Identify ways to reduce injuries as a pedestrian.
15. Identify safety precautions for playing and working outdoors in different kinds of weather and climates.
16. List ways to prevent injuries at home.
17. List ways to prevent injuries in the community.
18. Identify ways to reduce risk of injuries from animal and insect bites and stings.
19. List ways to prevent injuries at school.
20. Explain why household products are harmful if ingested or inhaled.
21. Explain what to do if someone is poisoned or injured and needs help.
22. Identify examples of dangerous or risky behaviors that might lead to injuries.
23. Define a gang and how it is different from a club, sports team, or clique.
24. Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.
25. Describe the dangers of gang activity.
26. Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).
27. Describe the different types of bullying and harassment.
28. Examine the effects of bullying and harassment on others.
29. Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
30. Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.

### Analyzing Influences

1. Follow the safety rules that trusted adults tell you to remain safe from poisoning or injury.
2. Know the school rules for fire drills and safety.
3. Recognized when someone is poisoned or injured.
4. Talk to your family about what to do in case of a fire.
5. Stay away from people in your community that carry firearms.
6. Identify relevant influences of culture on safety and injury prevention practices and behaviors.
7. Identify relevant influences of peers on safety and injury prevention practices and behaviors.
8. Identify relevant influences of community on safety and injury prevention practices and behaviors.
9. Describe how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
10. Describe how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.
11. Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
12. Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.

### Accessing Information

1. Know how to call 911 if someone is poisoned or injured.
2. Know where the safe crosswalks are in your community.
3. Know how and when to cross a street safely following the traffic signs and street markings.
4. Know your families escape plan from your home in case of a fire.
5. Know your meeting place outside your home in case of a fire.
6. Know the street signs for riding a bike.
7. Identify bike lanes.
8. Describe characteristics of accurate safety and injury prevention information.
9. Describe characteristics of appropriate and reliable safety and injury prevention products.
10. Describe characteristics of appropriate and trustworthy safety and injury prevention services.
11. Demonstrate how to locate sources of accurate safety and injury prevention information.

### Interpersonal Communication

1. Tell a trusted adult if you see someone with a gun.
2. Tell a trusted adult where you are going when you ride your bike.
3. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
4. Demonstrate effective peer resistance skills to avoid or reduce injury.
5. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
6. Demonstrate how to effectively ask for help to avoid or reduce personal injury.

### Decision Making

1. Know that you need to get out of your home first when there is a fire; call 911 once you are outside.
2. Consult a trusted adult in deciding where you can safely ride your bike in your community.
3. Identify situations that need a decision related to safety and injury prevention.
4. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
5. Explain how family, culture, peers or media influence a decision related to safety and injury prevention.
6. Identify options and their potential outcomes when making a decision related to safety and injury prevention.
7. Choose a healthy option when making a decision related to safety and injury prevention.
8. Describe the final outcome of a decision related to safety and injury prevention.

### Goal Setting

1. Find safe areas in your community to ride your bike.
2. Set a realistic personal goal to avoid or reduce injury.
3. Track progress toward achieving a personal goal to avoid or reduce injury.
4. Identify resources that can help achieve a personal goal to avoid or reduce injury.

### Self Management

1. Wear sunscreen.
2. Never play in the street.
3. Never run after something (a ball) into the street.
4. Do not play with fire or matches.
5. Do not touch or play with guns.
6. Do not cross into traffic when you ride your bike.
7. Always wear a bike helmet when you ride.
8. Describe practices and behaviors that reduce or prevent injury.
9. Demonstrate safety and injury prevention practices and behaviors.
10. Make a commitment to practice safety and injury prevention.
11. Follow rules for safe play and safety routines.
12. Show how to cross the street safely.
13. Show effective dental and personal hygiene practices.
14. Explain why sleep and rest are important for proper growth and good health.
15. Explain how hearing can be damaged by loud sounds.
16. Describe how vision can be damaged.
17. Describe ways to prevent vision or hearing damage.
18. Describe ways to prevent harmful effects of the sun.

### Advocacy

1. Talk to your family about the plan for if there is a fire.
2. Give factual information to improve the safety and injury prevention of others.
3. State personal beliefs to improve safety and injury prevention of others.
4. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

## Grades 6 to 8

SIP 1.1.8 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.

SIP 1.2.8 Define Digital Wellness and its impact on overall health.

SIP 1.3.8 Identify the potential for injury in a variety of situations and environments.

SIP 1.4.8 Describe ways to reduce risk of injuries while riding in or on a motor vehicle.

SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.

SIP 1.6.8 Identify actions to take to prevent injuries during severe weather.

SIP 1.7.8 Describe ways to reduce risk of injuries from falls, around water and in case of fire.

SIP 1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.

SIP 1.9.8 Describe ways to reduce risk of injuries as a pedestrian.

SIP 1.10.8 Describe actions to change unsafe situations at home, in school and in the community.

SIP 1.11.8 Describe ways to reduce risk of injuries from firearms.

### Fact Based Knowledge

1. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.
2. Identify protective equipment needed for sports and recreational activities.
3. Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
4. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
5. Describe the relationship between using alcohol and other drugs and injuries.
6. Identify actions to take to prevent injuries during severe weather.
7. Describe ways to reduce risk of injuries from falls.
8. Describe ways to reduce risk of injuries around water.
9. Describe ways to reduce risk of injuries in case of fire.
10. Describe ways to reduce risk of injury when playing sports.
11. Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.
12. Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
13. Describe ways to reduce risk of injuries as a pedestrian.
14. Describe actions to change unsafe situations at home.
15. Describe actions to change unsafe situations at school.
16. Describe actions to change unsafe situations in the community.
17. Describe ways to reduce risk of injuries from firearms.
18. Describe why household products are harmful if ingested or inhaled.
19. Describe potential risks associated with over the counter medicines.
20. Describe first response procedures needed to treat injuries and other emergencies.
21. Determine the benefits of reducing the risks for injury.
22. Explain methods to reduce conflict, harassment, and violence.
23. Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.
24. Describe the risks of gang involvement.
25. Examine disaster preparedness plans for the home and school.
26. Examine the risks of possessing a weapon at home, at school, and in the community.
27. Examine safety procedures when using public transportation and traveling in vehicles.
28. Discuss safety hazards related to Internet usage.
29. Describe hazards related to sun, water, and ice*.*
30. Describe how the presence of weapons increases the risk of serious violent injuries.
31. Explain methods to reduce conflict, harassment, and violence.
32. Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.
33. Describe the risks of gang involvement.
34. Examine disaster preparedness plans for the home and school.
35. Examine the risks of possessing a weapon at home, at school, and in the community.
36. Examine safety procedures when using public transportation and traveling in vehicles.
37. Discuss safety hazards related to Internet usage.
38. Describe hazards related to sun, water, and ice*.*
39. Describe how the presence of weapons increases the risk of serious violent injuries.[[1]](#footnote-1)
40. Describe the differences between physical, verbal, and sexual violence.
41. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
42. Describe how the presence of weapons increases the risk of serious violent injuries.[[2]](#footnote-2)
43. Discuss the importance of reporting weapon possession.
44. Explain how violence, aggression, bullying, and harassment affect health and safety.
45. Identify trusted adults to whom school or community violence should be reported.
46. Describe possible legal consequences of sexual harassment and violence*.*
47. Describe types of sexual harassment and ways to report them.
48. Describe the behavioral and environmental factors associated with major causes of death in the United States.
49. Identify basic safety guidelines for emergencies and natural disasters.
50. Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.
51. Explain safety hazards associated with Internet usage.
52. Explain ways to prevent fires and reduce the risk of fire-related injuries.
53. Explain ways to reduce the risk of injuries in and around water.
54. Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.
55. Explain the dangers of having weapons at school, at home, and in the community.
56. Identify positive alternatives to gang activity.
57. Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
58. Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
59. Explain what to do if someone is poisoned (e.g., by household cleaning or paint products): call   
    9-1-1, a poison control center, or other local emergency number.

### Analyzing Influences

1. Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.
2. Explain how perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.
3. Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.
4. Explain how personal values and beliefs influence personal safety and injury prevention practices and behaviors.
5. Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol and other drug use increased the risk of unintentional injury).
6. Analyze how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
7. Analyze how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.
8. Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
9. Analyze how relevant influences of peers affect personal safety and injury prevention practices.
10. Analyze the role of self and others in causing or preventing injuries.
11. Analyze influences on both safe and violent behaviors.
12. Analyze personal behaviors that may lead to injuries or cause harm.
13. Analyze the role of self and others in causing or preventing injuries.
14. Analyze influences on both safe and violent behaviors.
15. Analyze personal behaviors that may lead to injuries or cause harm.
16. Analyze how the media portray fire and explosives.
17. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

### Accessing Information

1. Analyze the validity and reliability of safety and injury prevention information.
2. Analyze the validity and reliability of safety and injury prevention products.
3. Analyze the validity and reliability of safety and injury prevention services.
4. Describe situations that call for professional safety and injury prevention services.
5. Determine the availability of valid and reliable safety and injury prevention products.
6. Access valid and reliable safety and injury prevention information from home, school or community. Locate valid and reliable safety and injury prevention products.
7. Locate valid and reliable safety and injury prevention services.
8. Identify rules and laws intended to prevent injuries.
9. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
10. Identify rules and laws intended to prevent injuries.
11. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
12. Analyze sources of information regarding injury and violence prevention.
13. Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.

### Interpersonal Communication

1. 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 prevent interpersonal conflict.
2. Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks. Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.
3. Demonstrate healthy ways to manage or resolve interpersonal conflict.
4. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. Demonstrate how to effectively communicate empathy and support for others.
5. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
6. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
7. Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
8. Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
9. Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.
10. Demonstrate the use of effective verbal and nonverbal communication skills to enhance physical activity. Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.
11. Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities. Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.
12. Demonstrate how to effectively ask for assistance to improve physical activity.
13. Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.
14. 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 personal safety of oneself and others.
15. Demonstrate effective peer resistance skills to avoid or reduce injury.
16. Demonstrate effective negotiation skills to avoid or reduce injury.
17. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
18. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.
19. Practice effective communication skills to prevent and avoid risky situations.
20. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
21. Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.[[3]](#footnote-3)
22. Practice communication and refusal skills to avoid gang involvement.
23. Practice effective communication skills to prevent and avoid risky situations.
24. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
25. Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.[[4]](#footnote-4)
26. Practice communication and refusal skills to avoid gang involvement.
27. Report to a trusted adult situations that could lead to injury or harm.
28. Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
29. Describe ways to manage interpersonal conflicts nonviolently.
30. Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
31. Describe characteristics of effective communication.
32. Differentiate between passive, aggressive, and assertive communication.
33. Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.

### Decision Making

1. Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.
2. Determine when situations require a decision related to safety and injury prevention.
3. Distinguish when safety and injury prevention decisions should be made individually or with the help of others.
4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
5. Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.
6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.
7. Choose a healthy alternative when making a decision related to safety and injury prevention.
8. Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.
9. Use a decision-making process to determine a safe course of action in risky situations.
10. Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.
11. Use a decision-making process to determine a safe course of action in risky situations.
12. Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.
13. Use a decision-making process to examine risky social and dating situations.
14. Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
15. Use a decision-making process to analyze the consequences of gang involvement.
16. Evaluate why some students are bullies.
17. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

### Goal Setting

1. Assess personal safety and injury prevention practices.
2. Set a realistic personal goal to avoid or reduce injury.
3. Assess the barriers to achieving a personal goal to avoid or reduce injury.
4. Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
5. Use strategies and skills to achieve a goal to personal avoid or reduce injuries.
6. Develop a personal plan to remain safe and injury-free.
7. Develop a personal plan to remain safe and injury-free.
8. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
9. Create a personal-safety plan.

### Self Management

1. Explain the importance of being responsible for promoting safety and avoiding or reducing injury.
2. Analyze practices and behaviors that reduce or prevent injuries.
3. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.
4. Make a commitment to practice safety and injury prevention.
5. Practice ways to resolve conflicts nonviolently.
6. Practice safe use of technology.
7. Practice positive alternatives to gang involvement.
8. Practice basic first aid and emergency procedures.
9. Practice ways to resolve conflicts nonviolently.
10. Practice safe use of technology.
11. Practice positive alternatives to gang involvement.
12. Practice basic first aid and emergency procedures.
13. Practice first aid and emergency procedures.
14. Practice ways to resolve conflicts nonviolently.
15. Practice the safe use of technology.

### Advocacy

1. State a health enhancing position, supported with accurate information, to improve the safety of others.
2. Persuade others to make positive safety and injury prevention choices.
3. Collaborate with others to advocate for individuals, families and school safety and injury prevention.
4. Demonstrate how to adapt safety and injury prevention messages for different audiences.
5. Support injury prevention at school, at home, and in the community.
6. Promote a bully-free school and community environment.
7. Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.
8. Support injury prevention at school, at home, and in the community.
9. Promote a bully-free school and community environment.
10. Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.
11. Support changes to promote safety in the home, at school, and in the community.
12. Design a campaign for preventing violence, aggression, bullying, and harassment.
13. Demonstrate the ability to influence others’ safety behaviors (e.g., wearing bicycle helmets and seat belts).

## Grades 9 to 12

SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.

SIP 1.2.12 Digital Wellness and its impact on overall health.

SIP 1.3.12 Safe Driving (Texting, seat belt)

SIP 1.4.12 Unintentional Injury

SIP 1.5.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.

SIP 1.6.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.

SIP 1.7.12 Prioritize actions to take to prevent injuries during severe weather.

SIP 1.8.12 Summarize ways to reduce the risk of injuries from firearms.

SIP 1.9.12 Summarize ways to reduce safety hazards in the home, school or in the community.

SIP 1.10.12 Describe actions to take in case of mass trauma.

SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving.

SIP 1.12.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.

### Fact Based Knowledge

1. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.
2. Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.
3. Understand the risks in unsafe, distracted driving.
4. Explain ways to reduce the risk of injuries when using tools or machinery.
5. Explain ways to reduce the risk of work-related injuries.
6. Analyze the dangers or driving while under the influence of alcohol and other drugs.
7. Summarize the importance of not riding with a driver who has been using alcohol or other drugs.
8. Analyze the relationship between unintentional injuries and using alcohol and other drugs.
9. Prioritize actions to take to prevent injuries during severe weather.
10. Explain ways to reduce the risk of injuries around water.
11. Summarize ways to reduce injuries when playing sports.
12. Summarize ways to reduce the risk of injuries from firearms.
13. Summarize ways to reduce safety hazards in the home.
14. Summarize ways to reduce safety hazards in the community.
15. Explain ways to reduce the risk of injuries due to poisoning.
16. Summarize ways to reduce safety hazards at school.
17. Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.
18. Describe actions to take in case of mass trauma.
19. Explain accepted procedures for basic emergency care and lifesaving.
20. Analyze the benefits of reducing the risks of injury.
21. Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.
22. Recognize potentially harmful or abusive relationships, including dangerous dating situations.
23. Analyze emergency preparedness plans for the home, the school, and the community.
24. Examine ways that injuries are caused while traveling to and from school and in the community.
25. Describe rules and laws intended to prevent injuries.

### Analyzing Influences

1. Avoid people in your community that carry guns.
2. Avoid being distracted by others when driving (by text, fooling around in the car etc.)
3. Explain the influence of public health policies on safety and injury prevention practices and behaviors.
4. Analyze how culture supports and challenges safety and injury prevention beliefs, practices, and behaviors.
5. Analyze how peers and perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.
6. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy safety and injury prevention practices and behaviors.
7. Analyze how some health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors (e.g., how alcohol and other drug use increase the risk of a motor vehicle crash).
8. Analyze how laws, rules, and regulations influence safety and injury prevention behaviors.
9. Analyze how school and community affect safety and injury prevention practices and behaviors.
10. Analyze the effect of media and technology on personal, family, and community safety and injury prevention practices and behaviors.
11. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.
12. Analyze the factors that influence opportunities to obtain safe, accessible and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.
13. Evaluate the risks and responsibilities associated with teen driving and auto accidents.
14. Discuss the characteristics of gang members.
15. Describe California laws regarding bullying, sexual violence, and sexual harassment.
16. Explain the effects of violence on individuals, families, and communities.
17. Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
18. Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).
19. Identify ways to prevent situations that might harm vision, hearing, or dental health.

### Accessing Information

1. Know how to turn your text messages off when driving.
2. Evaluate the validity and reliability of safety and injury prevention information.
3. Evaluate the validity and reliability of safety and injury prevention products.
4. Evaluate the validity and reliability of safety and injury prevention services.
5. Determine the accessibility of valid and reliable safety and injury prevention products.
6. Determine when professional safety and injury prevention services may be required.
7. Determine the accessibility of valid and reliable safety and injury prevention services.
8. Use resources that provide valid and reliable safety and injury prevention information.
9. Use valid and reliable safety and injury prevention products.
10. Use valid and reliable safety and injury prevention services.
11. Analyze sources of information and services concerning safety and violence prevention.
12. Analyze community resources for disaster preparedness.

### Interpersonal Communication

1. Communicate to friends how you need them to act while you are driving.
2. Demonstrate effective communication skills to enhance safety and injury prevention.
3. 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 personal safety of oneself and others.
4. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries. Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention. Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.
5. Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
6. Use effective communication skills for preventing and reporting sexual assault and molestation.

### Decision Making

1. Never play with or handle guns.
2. Examine barriers to making a decision related to safety and injury prevention.
3. Determine the value of applying thoughtful decision-making regarding a situation related to safety and injury prevention.
4. Justify when individual or collaborative decision-making is appropriate regarding a situation related to safety and injury prevention.
5. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
6. Generate alternatives when making a decision related to safety and injury prevention.
7. Predict potential short- and long-term consequences of alternatives to decisions related to safety and injury prevention.
8. Choose a healthy alternative when making a decision related to safety and injury prevention.
9. Evaluate the effectiveness of decisions related to safety and injury prevention.
10. Apply a decision-making process to avoid potentially dangerous situations.
11. Analyze the laws regarding and detrimental effects of sexual harassment.
12. Analyze the consequences of gang involvement for self, family, and the community.
13. Analyze the consequences of violence for self, family, and the community.

### Goal Setting

1. Commit to driving without texting.
2. Assess personal safety and injury prevention practices and behaviors.
3. Set a realistic personal goal to avoid or reduce injury.
4. Assess the barriers to achieving a personal goal to avoid or reduce injury.
5. Develop a plan to attain a personal goal to avoid or reduce injuries.
6. Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.
7. Use strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
8. Formulate an effective long-term personal health plan to achieve a goal to avoid or reduce injuries.
9. Develop a plan to prevent injuries during emergencies and natural disasters.

### Self Management

1. Never text and drive.
2. Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.
3. Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries.
4. Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
5. Make a commitment to practice safety and injury prevention.
6. Practice injury prevention during athletic, social, and motor vehicle-related activities.
7. Demonstrate conflict resolution skills to avoid potentially violent situations.
8. Demonstrate first aid and CPR procedures.
9. Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
10. Assess characteristics of harmful or abusive relationships.

### Advocacy

1. Advocate for gun safety laws.
2. Do not distract friends when they are driving.
3. Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.
4. Persuade and support others to prevent injuries.
5. Collaborate with others to advocate for improving personal, family and community safety and injury prevention.
6. Encourage school and community environments to promote safety and injury prevention.
7. Adapt safety and injury prevention messages and communication techniques for a specific target audience.
8. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable safety and injury prevention opportunities, products, and services to improve the health of oneself and others.
9. Identify and support changes in the home, at school, and in the community that promote safety.
10. Encourage peers to use safety equipment during physical activity.
11. Encourage actions to promote safe driving experiences.

## Resources

Committee for Children: <https://www.cfchildren.org/blog/2017/08/activity-teaching-touching-safety-rules-safe-and-unsafe-touching/>

Haslet Public Schools Health Education Curriculum

<https://www.haslett.k12.mi.us/cms/lib/MI02212134/Centricity/Domain/38/Sex_Education_Curriculum_.pdf>

National Sex Education Standards

<https://siecus.org/wp-content/uploads/2020/03/NSES-2020-2.pdf>

New Zealand Ministry of Education “Sexuality Levels 1-2”

Published by the New Zealand Ministry of Education. www.education.govt.nz

Madison Public Schools Health Curriculum

Regional School District 15 Health Curriculum

United Nations Educational, “Scientific and Cultural Organization, International Technical Guidance on Sexuality Education”, <https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf>

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2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
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