



HEALTH WORLD EDUCATION

NOW IS THE TIME...

Bridge the Digital Divide and Embrace the **NEXT GENERATION of Health and Safety Education!**



Health World's Health and Safety eLearning Programs are **Affordable, Engaging, and Effective!**





Health World Program Detail

Elementary Bundle

Table of Contents

1. General Health
 1. All About Me
 2. Clean Machine
 3. Sensational Senses
 4. Staying Healthy
2. Human Growth & Development
 1. Boy Talk
 2. Boy Talk Plus
 3. Girl Talk
 4. Girl Talk Plus
 5. Life Begins
3. Substance Abuse
 1. Choices & Consequences
4. Nutrition
 1. My Plate, My Body
 2. Way to Grow
5. Social & Emotional Health
 1. Accepting Yourself & Others
 2. Body Image: Straight Talk for Teens
6. Bullying & Conflict Resolution
 1. Friends & Allies
 2. Getting Along with Others
7. Erin's Law
 1. Keeping Kids Safe: An Erin's Law Program
 2. Keeping Kids Safe: Grades 3-5

ALL ABOUT ME RECOMMENDED GRADES 3, 4

In this course, participants will learn facts about three body systems: digestive, respiratory and circulatory. Participants will learn the key organs of each system along with their function(s). They will also be taught healthy habits such as nutrition, physical activity, hand washing, and proper sleep.

TOPICS COVERED

- Building a body: from cells to systems
- Digestive System
- Respiratory System
- Circulatory System
- Healthy Habits (nutrition, physical activity, hand-washing, sleep)

OBJECTIVES

- Students will be able to list three of the body systems (digestive, respiratory and circulatory), identify an organ from each system and tell the purpose of each system.
- Students will be able to describe the path food takes through the digestive system.
- Students will be able to describe the path oxygen takes through the respiratory system.
- Students will be able to trace the path of blood through circulatory system.
- Students will recognize that healthy habits are important for systems to function well.

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction

ACTIVITIES AND ASSIGNMENTS

All About Me Digital Instruction	30m
----------------------------------	-----

STUDENT ASSIGNMENTS

Check Your Pulse	10m
------------------	-----

Culture and Diet	30m
------------------	-----

Be Smart Don't Start	30m
----------------------	-----

Health Trivia Math	15m
--------------------	-----

All About Me "While Your Watch" worksheet	15m
---	-----

CLASSROOM ACTIVITIES

Exercise and Heart Rate	15m
-------------------------	-----

The Heart's a Most Important Part	15m
-----------------------------------	-----

Heart Smart	30m
-------------	-----

Your Beating Heart	30m
--------------------	-----

Culture and Diet	30m
------------------	-----

Be a Real Friend	30m
------------------	-----

Be Smart Don't Start	30m
----------------------	-----

My Human Body Book	45m
--------------------	-----

The Human Body	45m
----------------	-----

Individual Courses are priced at \$75.



CLEAN MACHINE RECOMMENDED GRADES PRE-K,K,1,2

In this course, participants will learn ways to stay healthy and prevent illness through regular doctor visits and personal hygiene habits. The course will discuss healthy versus unhealthy germs, and where germs can be found and how to best avoid transmitting them.

TOPICS COVERED

- Germs (healthy and unhealthy)
- Ways to avoid germs
- Proper hand washing technique
- Proper dental hygiene habits
- Lice prevention

OBJECTIVES

- Students will be able to explain the importance of annual doctor visits and immunizations in preventing illness
- Students will be able to give examples of healthy and unhealthy germs
- Students will be able to list at least three places germs can be found
- Students will be able to identify four personal hygiene habits that prevent germs and lice from spreading
- Students will be able to demonstrate proper hand washing
- Students will be able to explain proper brushing and flossing techniques to prevent cavities

NATIONAL HEALTH EDUCATION STANDARDS MET:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

ACTIVITIES AND ASSIGNMENTS

Clean Machine Digital Instruction	15m
STUDENT ASSIGNMENTS	
While You Watch worksheet	15m
Germ Stoppers	15m
Plaque Check	15m
Tooth Paste Survey	15m
CLASSROOM ACTIVITIES	
Achoo!	15m
Elbow, Please!	15m
Give the Heave Ho to Head Lice	30m
Glitter Hands	30m
Hand Washing Songs	30m
How Much Soap?	30m
S'not Snot	30m
Stop Tooth Decay	45m
The Power of Fluoride	45m

Individual Courses are priced at \$75.



SENSATIONAL SENSES

RECOMMENDED GRADES PRE-K,K,1,2

In this course, students will be introduced to the five senses: sight, hearing, touch, smell, and taste. Participants will learn the function of each sense and the parts of the body, or sense organs, that allow the senses to work. They will also be taught how to protect and care for their sense organs so that they function properly.

TOPICS COVERED

- Sense of sight
- Sense of hearing
- Sense of smelling
- Sense of touch
- Sense of tasting
- Taking care of the sense organs

OBJECTIVES

- Students will be able to identify the five senses
- Students will be able to identify the organs that allow the senses to work
- Students will be able to list ways to care for the sense organs so that they are protected and continue to function properly

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

Sensational Senses Digital Instruction	40m
--	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Classroom Cookbook	15m
--------------------	-----

Missing a Sense	15m
-----------------	-----

Postcard from the Beach	15m
-------------------------	-----

What's in the Classroom?	30m
--------------------------	-----

CLASSROOM ACTIVITIES

Apple Tasting	15m
---------------	-----

Five Senses Poetry	15m
--------------------	-----

Guess the Sound	15m
-----------------	-----

Mystery Object	30m
----------------	-----

Sandpaper Ratings	15m
-------------------	-----

Smell Preferences	15m
-------------------	-----

Tactile Mazes	30m
---------------	-----

Taste Test	30m
------------	-----

The Listening Line	30m
--------------------	-----

The Senses and the Brave Little Monster	30m
---	-----

Touch Walk	30m
------------	-----

Where's the Flavor	30m
--------------------	-----



STAYING HEALTHY RECOMMENDED GRADES PRE-K,K,1,2

In this course, students will learn five specific ways to take care of their body systems, including daily physical activity, healthy eating, proper hand-washing, sufficient sleep, and proper dental hygiene. The course also explains the consequences of not utilizing these healthy habits.

TOPICS COVERED

- Physical activity
- Nutrition
- Hand-washing
- Sleep
- Proper dental hygiene habits

OBJECTIVES

- Students will be able to locate their heart and describe its function
- Students will be able to list three cardiovascular activities and explain why regular exercise is important to stay healthy
- Students will be able to list foods from the five food groups
- Students will be able to explain how the digestive system turns food into fuel for the body
- Students will know the number of hours of sleep they need each night and be able to identify the benefits of a sufficient night's sleep on physical and mental health
- Students will be able to list three reasons why people need teeth
- Students will be able to describe and demonstrate proper brushing and flossing
- Students will be able to explain how proper hand-washing can reduce the spread of germs

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction

ACTIVITIES AND ASSIGNMENTS

Staying Healthy Digital Instruction	15m
-------------------------------------	-----

STUDENT ASSIGNMENTS

Staying Healthy "While You Watch" worksheet	15m
---	-----

How Many?	30m
-----------	-----

Making Healthy Soda	15m
---------------------	-----

Pillow Talk	30m
-------------	-----

Smile for Physical Activity	15m
-----------------------------	-----

CLASSROOM ACTIVITIES

A Fistful of Heart	30m
--------------------	-----

Dr Seuss' Sleep Book	20m
----------------------	-----

Glitter Germs	30m
---------------	-----

Healthy Foods	20m
---------------	-----

Is your Heart getting a good Workout?	30m
---------------------------------------	-----

Old McDonald had a...	20m
-----------------------	-----

Pass It On!	30m
-------------	-----

Stay Away Tooth Decay	20m
-----------------------	-----

The Continuum Health	20m
----------------------	-----

Individual Courses are priced at \$75.



BOY TALK RECOMMENDED FOR GRADES 5,6

In this course, participants will explore the onset of puberty and learn how it is triggered and regulated by the pituitary gland in the endocrine system. The program covers both physical and emotional changes that boys can expect to experience during puberty, including a close look at the male reproductive organs and their functions. Students will also discuss proper personal hygiene and the importance of exercise and good nutrition in maintaining a strong, healthy body, as well as a positive body image.

TOPICS COVERED

- Definition of puberty and its onset
- Physical changes for puberty for males
- Male reproductive organs and their functions
- Maintaining personal hygiene
- Maintaining a positive body image
- Emotional changes during puberty

OBJECTIVES

- Students will be able to define puberty and describe how it is triggered and regulated by the pituitary gland
- Students will be able to list the physical changes that will take place during puberty
- Students will be able to explain ways to maintain proper personal hygiene as their body changes
- Students will be able to identify the male reproductive organs and their functions
- Students will be able to describe the changes that will take place in the male reproductive system during puberty
- Students will be able to define mood swings and identify other emotional changes that they can expect to experience
- Students will be able to recognize that daily exercise, good nutrition, and seeking guidance from adults will lead to a healthy body and positive body image

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

Boy Talk Digital Instruction	20m
------------------------------	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Anonymous Questions	10m
---------------------	-----

Family Interview	30m
------------------	-----

Growth Diary	30m
--------------	-----

Introduction to Boys' Puberty	15m
-------------------------------	-----

My Past, Present, and Future Self	15m
-----------------------------------	-----

Personal Timeline	15m
-------------------	-----

Puberty Venn Diagram	15m
----------------------	-----

The Male Reproductive System	15m
------------------------------	-----

Writing Peer Advice	15m
---------------------	-----

CLASSROOM ACTIVITIES

Deodorant Survey	15m
------------------	-----

Puberty Skits	60m
---------------	-----

Sperm Production	60m
------------------	-----

Recommended Puberty Books

What Influences Me?	30m
---------------------	-----

What's Happening on the Outside?	45m
----------------------------------	-----

What's Happening on the Inside	30m
--------------------------------	-----



NATIONAL HEALTH EDUCATION STANDARD

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction



BOY TALK Plus RECOMMENDED FOR GRADES 5,6

In this course, participants will explore the onset of puberty and learn how it is triggered and regulated by the pituitary gland in the endocrine system. The program covers both physical and emotional changes that boys can expect to experience during puberty, including a close look at the male reproductive organs and their functions.

Students will also discuss proper personal hygiene and the importance of exercise and good nutrition. The “Plus” course has an added component that allows participants to learn about fertilization of an egg and sperm cell, as well as the process of human development from conception to birth.

TOPICS COVERED

- Definition of puberty and its onset
- Physical changes for puberty for males
- Male reproductive organs and their functions
- Maintaining personal hygiene
- Maintaining a positive body image
- Emotional changes during puberty
- Human Development from conception to birth

OBJECTIVES

- Students will be able to define puberty and describe how it is triggered and regulated by the pituitary gland
- Students will be able to list the physical changes that will take place during puberty
- Students will be able to explain ways to maintain proper personal hygiene as their body changes
- Students will be able to identify the male reproductive organs and their functions
- Students will be able to describe the changes that will take place in the male reproductive system during puberty
- Students will be able to define mood swings and identify other emotional changes that they can expect to experience
- Students will be able to recognize that daily exercise, good nutrition, and seeking guidance from adults will lead to a healthy body and positive body image
- Students will be able to describe the stages of embryonic and fetal development through birth

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

Boy Talk Plus Digital Instruction	20m
-----------------------------------	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Anonymous Questions	10m
---------------------	-----

Family Interview	30m
------------------	-----

Growth Diary	30m
--------------	-----

Introduction to Boys' Puberty	15m
-------------------------------	-----

My Past, Present, and Future Self	15m
-----------------------------------	-----

Personal Timeline	15m
-------------------	-----

Puberty Venn Diagram	15m
----------------------	-----

The Male Reproductive System	15m
------------------------------	-----

Writing Peer Advice	15m
---------------------	-----

CLASSROOM ACTIVITIES

40 Weeks to Build a Baby	60m
--------------------------	-----

Deodorant Survey	15m
------------------	-----

Pregnancy and Childbirth	30m
--------------------------	-----

Puberty Skits	60m
---------------	-----

Sperm Production	60m
------------------	-----

Recommended Puberty Books	
---------------------------	--

What Influences Me?	30m
---------------------	-----

What's Happening on the Outside?	45m
----------------------------------	-----

What's Happening on the Inside	30m
--------------------------------	-----



NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction



GIRL TALK RECOMMENDED FOR GRADES 4,5,6

In this course, participants will explore the onset of puberty and learn how it is triggered and regulated by the pituitary gland in the endocrine system. The program covers both physical and emotional changes that girls can expect to experience during puberty. A close look at the female reproductive organs and their functions will be taken, with an emphasis on ovulation and menstruation. Students will also discuss proper personal hygiene and the importance of exercise and good nutrition in maintaining a strong, healthy body, as well as a positive body image.

TOPICS COVERED

- Definition of puberty and its onset
- Physical changes during puberty for females
- Female reproductive organs and functions
- Ovulation and menstruation
- Maintaining personal hygiene
- Maintaining a positive body image
- Emotional changes during puberty

OBJECTIVES

- Students will be able to define puberty and describe how it is triggered and regulated by the pituitary gland
- Students will be able to list the physical changes that will take place during puberty
- Students will be able to explain ways to maintain proper personal hygiene as their body changes
- Students will be able to identify the female reproductive organs and their functions
- Students will be able to describe the process of ovulation and menstruation
- Students will be able to define mood swings and identify other emotional changes that they can expect to experience
- Students will be able to recognize that daily exercise, good nutrition, and seeking guidance from adults will lead to a healthy body and positive body image

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

Girl Talk Digital Instruction	20m
-------------------------------	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Anonymous Questions	15m
---------------------	-----

Family Interview	30m
------------------	-----

Growth Diary	15m
--------------	-----

Girls & Puberty Crossword Puzzle	15m
----------------------------------	-----

Introduction to Girls' Puberty	15m
--------------------------------	-----

My Past, Present, and Future Self	30m
-----------------------------------	-----

Personal Timeline	30m
-------------------	-----

Puberty Venn Diagram	15m
----------------------	-----

The Female Reproductive System	15m
--------------------------------	-----

Writing Peer Advice	15m
---------------------	-----

CLASSROOM ACTIVITIES

Deodorant Survey	15m
------------------	-----

Puberty Skits	60m
---------------	-----

Menstruation	60m
--------------	-----

Recommended Puberty Books

What Influences Me?	30m
---------------------	-----

What's Happening on the Outside?	45m
----------------------------------	-----

What's Happening on the Inside	30m
--------------------------------	-----



NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction



GIRL TALK Plus RECOMMENDED FOR GRADES 4,5,6

In this course, participants will explore the onset of puberty and learn how it is triggered and regulated by the pituitary gland in the endocrine system. The program covers both physical and emotional changes that girls can expect to experience during puberty. A close look at the female reproductive organs and their functions will be taken, with an emphasis on ovulation and menstruation. Students will also discuss proper personal hygiene and the importance of exercise and good nutrition. This “Plus” course has an added component that allows participants to learn about fertilization of an egg and sperm cell and the process of human development from conception to birth.

TOPICS COVERED

- Definition of puberty and its onset
- Physical changes for puberty for males
- Male reproductive organs and their functions
- Maintaining personal hygiene
- Maintaining a positive body image
- Emotional changes during puberty
- Human Development from conception to birth

OBJECTIVES

- Students will be able to define puberty and describe how it is triggered and regulated by the pituitary gland
- Students will be able to list the physical changes that will take place during puberty
- Students will be able to explain ways to maintain proper personal hygiene as their body changes
- Students will be able to identify the female reproductive organs and their functions
- Students will be able to describe the process of ovulation and menstruation
- Students will be able to define mood swings and identify other emotional changes that they can expect to experience
- Students will be able to recognize that daily exercise, good nutrition, and seeking guidance from adults will lead to a healthy body and positive body image
- Students will be able to describe the stages of embryonic and fetal development through birth

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

Girl Talk Plus Digital Instruction	45m
---	------------

STUDENT ASSIGNMENTS

Anonymous Questions	15m
Family Interview	30m
Girls & Puberty Crossword Puzzle	15m
Growth Diary	15m
Introduction to Girls' Puberty	30m
My Past, Present, and Future Self	30m
Personal Timeline	15m
Puberty & Reproduction Word Jumbles	15m
Puberty Venn Diagram	15m
The Female Reproductive System	15m
While You Watch worksheet	15m
Writing Peer Advice	15m

CLASSROOM ACTIVITIES

40 Weeks to Build a Baby	60m
Deodorant Survey	15m
Puberty Skits	60m
Menstruation	60m
Pregnancy and Childbirth	30m
Recommended Puberty Books	
What Influences Me?	30m
What's Happening on the Outside?	45m
What's Happening on the Inside	30m



NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction



LIFE BEGINS RECOMMENDED FOR GRADES 5,6

In this course, participants will discover the miracle of life from conception to birth. The program will explore the onset of puberty and will describe how it is triggered and regulated by the endocrine system. A close look will be taken at the male and female reproductive organs and their function, with an emphasis on ovulation and menstruation in the female body. In addition, the program will cover both physical and emotional changes that males and females can expect to experience during puberty. The course will conclude with a detailed discussion about the stages of embryonic and fetal development from conception to birth.

TOPICS COVERED

- Female reproductive organs and functions
- Male reproductive organs and functions
- Egg Cell/Ovum, Sperm Cell, Fertilization
- Human development from conception to birth
- Physical/Emotional changes for puberty for males and females

OBJECTIVES

- Students will be able to define puberty and describe how it is triggered and regulated by the endocrine system
- Students will be able to name the reproductive cells in males and females and describe fertilization
- Students will be able to identify the male and female reproductive organs and their functions
- Students will be able to describe the process of ovulation and menstruation
- Students will be able to list the physical changes that males and/or females can expect to experience during puberty
- Students will be able to describe the three trimesters of embryonic and fetal development and the birth process

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

Life Begins Digital Instruction 35m

STUDENT ASSIGNMENTS

Anonymous Questions	15m
Am I Normal?	30m
Family Interview	30m
Girls & Puberty Crossword Puzzle	15m
Growth Diary	15m
Introduction to Boys' Puberty	30m
Introduction to Girls' Puberty	30m
My Past, Present, and Future Self	15m
Personal Timeline	15m
Puberty & Reproduction Word Jumbles	15m
Puberty Venn Diagram	15m
The Female Reproductive System	15m
The Male Reproductive System	15m
While You Watch worksheet	15m
Writing Peer Advice	15m

CLASSROOM ACTIVITIES

40 Weeks to Build a Baby	60m
Deodorant Survey	15m
Menstruation	60m
Pregnancy and Childbirth	30m
Puberty Skits	60m
Sperm Production	60m
Teen Pregnancy Consequences	30m
What Influences Me?	30m
What's Happening on the Outside?	45m
What's Happening on the Inside	30m



Health World Education
contact@healthworldeducation.org
 1-847-842-9100

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks



CHOICES AND CONSEQUENCES

RECOMMENDED GRADES 4,5,6

In this course, students will be provided with the facts about four gateway drugs: tobacco, alcohol, marijuana, and inhalants. Information will include how the body and brain responds to these drugs and the short and long-term consequences of using them. Students will also be taught how to make healthy choices in light of peer pressure and the strong influence of the media.

TOPICS COVERED

- Safe versus unsafe administration of over-the-counter and prescription drugs
- Short and long-term consequences of 4 gateway drugs: tobacco, alcohol, marijuana, inhalants
- Influence of media on decision-making
- Making healthy choices
- Ways to say “no” to drugs

OBJECTIVES

- Students will be able to identify the two classifications of legal drugs: prescription and over-the-counter medication
- Students will be able to explain how to safely administer medications and the risks associated – with sharing them with peers
- Students will be able to list the four gateway drugs and describe the short and long-term consequences on the brain and body
- Students will be able to explain how the media attempts to influence one’s decisions about using alcohol and tobacco
- Students will be able to provide examples of four common types of peer pressure
- Students will be able to describe the steps involved in making informed and safe choices about drugs
- Students will be able to review and practice 5 ways to say “no” to drugs

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction

ACTIVITIES AND ASSIGNMENTS

Choices and Consequences Digital Instruction	30m
--	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

A Friendship Application	30m
--------------------------	-----

Box Those Cigarettes	45m
----------------------	-----

What Do You Know about Inhalants and Their Dangers	30m
--	-----

CLASSROOM ACTIVITIES

Analyzing Ads	15m
---------------	-----

Catch It!	15m
-----------	-----

Decision-Making Influences	30m
----------------------------	-----

Defying Substance Abuse and Misuse	30m
------------------------------------	-----

Drugs: A Lost Cause	30m
---------------------	-----

Drugs in the Media	30m
--------------------	-----

Jar of Tar	30m
------------	-----

Red Ribbon Week Stations	45m
--------------------------	-----

To Air is Human	45m
-----------------	-----

What’s in Tobacco Smoke?	60m
--------------------------	-----

You Know How to Refuse	45m
------------------------	-----

Individual Courses are priced at \$75.



MY PLATE, MY BODY

RECOMMENDED GRADES PRE-K,K,1,2

In this course, participants will learn key concepts of nutrition and exercise with the goal of recognizing that healthy habits are essential to maintaining a healthy body. MyPlate will be covered, with a description of each food group, their nutrients, and how foods in that group help the body grow and develop. The negatives of “sometimes foods”, or unhealthy junk food, will be discussed. Participants will also learn about the importance of daily physical activity for their body.

TOPICS COVERED

- MyPlate and the food groups
- “Sometimes Foods”
- Nutrients and their role in growth and development
- Portion sizes/eating in moderation
- The importance of daily physical activity

OBJECTIVES

- Students will be able to name and identify the 5 food groups in MyPlate
- Students will be able to name 1 important way that each of the food groups helps them to have healthy bodies
- Students will be able to recognize that healthy habits are important to maintaining a healthy body
- Students will be able to identify healthy portion sizes as well as list 3 “sometimes foods” and explain why they are not considered healthful choices
- Students will be able to identify ways to increase their physical activity and understand why physical activity is important

NATIONAL HEALTH EDUCATION STANDARDS:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction

ACTIVITIES AND ASSIGNMENTS

My Plate, My Body Digital Instruction	15m
---------------------------------------	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Classroom Cookbook	10m
--------------------	-----

Following the Food Groups	30m
---------------------------	-----

Food Investigation	30m
--------------------	-----

How Many?	15m
-----------	-----

The ABC's of Being Active	15m
---------------------------	-----

Make your own MyPlate	15m
-----------------------	-----

CLASSROOM ACTIVITIES

Apple Tasting	15m
---------------	-----

Cookie Monster and the Four Bears	15m
-----------------------------------	-----

Growing with Nutritious Foods	15-30m
-------------------------------	--------

I Eat Healthy	10m
---------------	-----

My Favorite Foods	30m
-------------------	-----

My Favorite Meals	30m
-------------------	-----

Pot Luck Plate	15-30m
----------------	--------

Take an Activity Break!	3-5m
-------------------------	------

Time to Grow!	15m
---------------	-----

Individual Courses are priced at \$75.



WAY TO GROW RECOMMENDED GRADES 3,4,5

In this course, participants will learn facts about nutrition, including the concept and use of MyPlate and the importance of eating from a variety of food groups in moderation each day. Students will learn that eating healthy food provides calories as energy, as well as essential nutrients needed for growth and development. Participants will also learn to assess the nutritional components of their diets.

TOPICS COVERED

- MyPlate and the food groups
- Portion Sizes and Serving Sizes
- Nutrition Facts Label
- Calories as an energy source
- Nutrients and their role in growth and development

OBJECTIVES

- Students will be able to describe the concept of MyPlate and will be able to list the food groups
- Students will be able to distinguish between portion size and serving size
- Students will be able to locate the serving size on a Nutrition Facts Label
- Students will be able to explain why the body needs calories
- Students will be able to recognize the 6 essential nutrients

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

ACTIVITIES AND ASSIGNMENTS

Way to Grow Digital Instruction	20m
---------------------------------	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Combination Foods	30m
-------------------	-----

Food and Activity Journal	30m
---------------------------	-----

Health Database	30m
-----------------	-----

Switch that Snack	15m
-------------------	-----

Eat Those Fruits and Veggies!	35m
-------------------------------	-----

CLASSROOM ACTIVITIES

Classroom Cookbook	15m
--------------------	-----

Is it Fruit?	30m
--------------	-----

Reading a Food Label	45m
----------------------	-----

Salad Party	30m
-------------	-----

Introducing MyPlate	25m
---------------------	-----

Individual Courses are priced at \$75.



ACCEPTING YOURSELF AND OTHERS RECOMMENDED GRADES 2,3

This course is designed to teach children about the concept of self-esteem and the role it plays in having healthy friendships. Using the acronym THINK, students will learn that self-esteem is how we Think about ourselves. They will also develop an understanding of how to Help enhance self-esteem using positive self-talk, how to Identify and respect others' feelings, how to use the Golden Rule to help others in Need, and how to Keep a positive attitude. Techniques to control and express anger and stress in healthy ways will also be covered in this course.

TOPICS COVERED

- Self-esteem
- Positive self-talk
- Respecting others' feelings
- Ways to handle anger
- The Golden Rule
- Benefits of a positive attitude

OBJECTIVES

- Students will be able to define self-esteem
- Students will be able to identify the qualities that make them special and unique
- Students will be able to describe how to use positive self-talk to enhance self-esteem
- Students will be able to explain ways to identify feelings and the importance of respecting others' feelings
- Students will be able to list positive and negative ways to express anger and stress
- Students will be able to provide examples of how to use the Golden Rule to help others in need
- Students will be able to discuss how keeping a positive attitude can lead to healthy relationships

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

ACTIVITIES AND ASSIGNMENTS

Accepting Yourself and Others Digital Instruction	20m
---	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
Angry Situations	30m
Getting to Know Me	15m
My Anger Survey	15m
The Golden Rule®	15m
Who Am I? Collage	30m

CLASSROOM ACTIVITIES

Charades with Emotions	30m
Class Connection	30m
Feelings Flashbacks	30m
My Seal - It's good to be me!	15m
Role Playing: Difficult Social Situations	30m
Role Playing: Handling Angry Feelings	30m
Thumbprint of Uniqueness	45m

Individual Courses are priced at \$75.



BODY IMAGE: STRAIGHT TALK FOR TEENS RECOMMENDED FOR GRADES 5,6,7,8

When puberty causes emotional and physical changes, teens can often become unhappy or self-conscious with their appearance. In this program, students will learn what it means to have a positive versus negative body image. The messages young teens receive from their peers, culture and the media about the “perfect body” will be closely examined. The course will also outline the choices teens have in light of these messages – the choice to accept and be proud of their body, or the choice to change their body by using chemicals, disordered eating, dieting, and cosmetic surgery in order to achieve “perfection.” The positive and negative consequences of each choice will be carefully outlined. Students will end the course by learning five key ingredients to maintaining a healthy body and a positive body image.

TOPICS COVERED

- Positive and negative body image
- Factors that influence body image
- Impact of the Media
- Ways in which a person may try and change his/her body: Dieting, Chemicals (including steroids), Disordered eating, Cosmetic surgery
- Making healthy choices with nutrition and exercise

OBJECTIVES

- Students will be able to define body image and give examples of positive and negative body image
- Students will be able to describe how peers, cultural messages and the media can impact a person's body image
- Students will be able to critically analyze images in the media and identify how images are distorted to fit our society's definition of the ideal/perfect body
- Students will be able to list four unhealthy behaviors that people engage in to try to change their body size (cosmetic surgery, dieting, chemicals, disordered eating) and the risks associated with those behaviors.
- Students will be able to identify five ways to maintain a healthy body and positive body image

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

- Standard 6: Values physical health for health, enjoyment, challenge, self-expression, and/or social interaction

ACTIVITIES AND ASSIGNMENTS

Body Image: Straight Talk for Teens Digital Instruction	25m
--	-----

STUDENT ASSIGNMENTS

Body Changes During Puberty	30m
-----------------------------	-----

Fad Diets: The Good, Bad and Ugly	30m
-----------------------------------	-----

Genetics	60m
----------	-----

Growth Diary	15m
--------------	-----

How is your Body Image	30m
------------------------	-----

CLASSROOM ACTIVITIES

Introducing MyPlate	30m
---------------------	-----

Media Literacy	45m
----------------	-----

Think About the Positives	30m
---------------------------	-----

What is Body Image?	30m
---------------------	-----

Individual Courses are priced at \$75.



FRIENDS & ALLIES RECOMMENDED FOR GRADES 4,5,6

This course can be a nice complement to an existing bullying prevention program in your school, or it can act as a stand-alone program that will teach students how to develop positive peer relationships and how to handle negative ones. Students will identify the qualities that make up a good friend and, by using empathy, students will better understand how put-ups and put-downs impact relationships. Students will also be introduced to the various forms of bullying and the roles a person plays when there is bullying behavior. Anti-bullying strategies will be outlined, with an emphasis on how to band together with friends and allies to stop bullying together.

TOPICS COVERED

- Put-ups versus put-downs
- Empathy and Group Think
- Definition of bullying
- Roles involved in bullying: bully, target, ally, bystander
- Anti-bullying strategies

OBJECTIVES

- Students will be able to identify positive qualities of a friend
- Students will be able to give examples of put-ups and put-downs
- Students will be able to define empathy
- Students will be able to define group think and give examples of positive and negative types of group think
- Students will be able to define bullying and list different types of bullying
- Students will be able to identify the four roles people play in a bullying situation
- Students will be able to explain several anti-bullying strategies

NATIONAL STANDARDS MET:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

ACTIVITIES AND ASSIGNMENTS

Friends & Allies Digital Instruction	30m
---	------------

STUDENT ASSIGNMENTS

While You Watch worksheet	30m
---------------------------	-----

Asking for Help	15m
-----------------	-----

The Bullying Dictionary	30m
-------------------------	-----

Writing Assignments	45m
---------------------	-----

CLASSROOM ACTIVITIES

Being a Good Friend	30m
---------------------	-----

Doing the Right Thing	45m
-----------------------	-----

Exploring Emotions	30m
--------------------	-----

Friendly Mural	60m
----------------	-----

Happy Grams	15m
-------------	-----

Kids Bullying Kids	30m
--------------------	-----

Role Playing: Difficult Social Situations	30m
---	-----

Role Playing: What do you do? What if it's You?	45m
---	-----

Superstar of the Week	45m
-----------------------	-----

Understanding Needs and Feelings	30m
----------------------------------	-----

Using Literature to Teach About Bullying	30m
--	-----

What Makes a Friend	45m
---------------------	-----

Individual Courses are priced at \$75.



GETTING ALONG WITH OTHERS

RECOMMENDED GRADES 5,6,7,8

In this course, participants will develop an understanding of what causes conflict, as well as healthy and unhealthy responses to it. Strategies to avoid conflict, such as walking away and compromising, will be demonstrated using real-life scenarios. For conflicts that cannot be avoided, students will learn steps to resolving them, including the importance of getting the facts about a situation and using effective communication skills, such as I-messages, to talk out the problem. Cooperation and respect for others will be emphasized throughout the course.

TOPICS COVERED

- Causes of conflict
- Healthy and unhealthy responses to conflict
- Strategies to prevent/avoid conflict
- Steps to resolve conflict
- Communication skills: I-messages, body language, tone of voice
- Respect and Empathy

OBJECTIVES

- Students will be able to define conflict and explain why it is normal and natural
- Students will be able to define respect and its importance in getting along with others
- Students will be able to differentiate between aggressive versus respectful responses to conflict
- Students will be able to explain six ways to avoid conflict (i.e. walk away, skip it, leave it to chance, laugh it off, apologize, split the difference)
- Students will be able to list and demonstrate six steps to resolving conflict (i.e., calm down, find a good time/place to talk, get the facts, effective communication, brainstorm, compromise)

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

ACTIVITIES AND ASSIGNMENTS

Getting Along with Others Digital Instruction	15m
---	-----

STUDENT ASSIGNMENTS

While You Watch worksheet	15m
---------------------------	-----

Hollywood Drama & Conflict	30m
----------------------------	-----

International Justice	60m
-----------------------	-----

It Bugs Me...	60m
---------------	-----

Opposites Diamante Poem	15m
-------------------------	-----

Writing Assignments	45m
---------------------	-----

CLASSROOM ACTIVITIES

Communication Skills	30m
----------------------	-----

Cultural Awareness and Respect	90m
--------------------------------	-----

Dealing with Conflict	30m
-----------------------	-----

Exploring the Nature of Conflict	30m
----------------------------------	-----

Mannequin	30m
-----------	-----

Resolving Conflicts	30m
---------------------	-----

Understanding Anger and Other Emotions	30m
--	-----

Varying the Description	90m
-------------------------	-----

Individual Courses are priced at \$75.



KEEPING KIDS SAFE: AN ERIN'S LAW PROGRAM RECOMMENDED FOR GRADES K, 1, 2

The **Keeping Kids Safe: An Erin's Law Program** e-Learning program teaches students in grades K-2, age-appropriate sexual abuse prevention and personal body safety education. Students will learn the difference between safe touches and unsafe touches as well as safe secrets and unsafe secrets. They will learn that the body often gives warning signals, "Uh-Oh" feelings, when something feels uncomfortable or wrong and that they should tell a safe adult about those feelings. Students will learn the Safety Rule about Touching, what parts of their body are private (those covered by a swimsuit) and how to assertively say no and tell a safe adult if the Safety Rule about Touching is broken. This course emphasizes that students are the bosses of their own body, they have the right to say who touches their body, and that it is never their fault if something bad or hurtful happens.

TOPICS COVERED

- Safe and Unsafe Touches
- The Safety Rule about Touching
- Safe and Unsafe Secrets
- "Uh-Oh Feelings" (body's warning signals)
- Safe and Unsafe Adults
- How to Speak Up and Tell a Safe Adult

OBJECTIVES

- Students will identify the parts of their body that are private
- Students will understand that nobody should touch their private parts unless to keep them clean or healthy
- Students will understand that they are the boss of their own body and they have the right to say who touches their body
- Students will recognize the difference between safe and unsafe touches
- Students will recognize the difference between safe and unsafe secrets
- Students will learn the importance of paying attention to "Uh-Oh feelings" that warn them something is wrong and that they need to ask for help
- Students will understand that they should tell a safe adult about any unsafe touch or unsafe secret
- Students will understand how to tell a safe adult about any touch or secret that makes them uncomfortable
- Students will understand that if something bad or hurtful happens, it is not their fault.

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

KEEPING KIDS SAFE: AN ERIN'S LAW PROGRAM 15m

SUPPLEMENTAL LESSON PLANS

While You Watch worksheet	15m
Charades with Emotions	30m
Role-Playing: Telling a Safe Adult	15m
The Safety Rule About Touching	15m
Who is a Safe Adult?	15m
Safe or Unsafe Touch?	15m

National Sexuality Standards Education, Core Content and Skills, K-12 Met:

Personal Safety

- PS.2.CC.1: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched
- PS.2.AI.1: Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched
- PS.2.SM.1: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable

National Health Education Standards – Performance Indicators:

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

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings

National English/Language Arts Standards Met:

- NL-ENG.K-12.4 Communication Skills: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes



KEEPING KIDS SAFE: AN ERIN'S LAW PROGRAM RECOMMENDED FOR GRADES 3, 4, 5

The **Keeping Kids Safe: An Erin's Law Program** e-Learning program teaches students in grades 3-5, age-appropriate sexual abuse prevention and personal body safety education. Students will learn the difference between safe touches and unsafe touches as well as safe secrets and unsafe secrets. They will learn that the body often gives warning signals when something feels uncomfortable or wrong and that they should tell a safe adult about those feelings. Students will learn the Safety Rule about Touching, what parts of their body are private (those covered by a swimsuit) and how to assertively say no and tell a safe adult if the Safety Rule about Touching is broken. This course emphasizes that students are the bosses of their own body, they have the right to say who touches their body, and that it is never their fault if something bad or hurtful happens.

TOPICS COVERED

- Safe and Unsafe Touches
- The Safety Rule about Touching
- Safe and Unsafe Secrets
- Body Warning Signals
- Safe and Unsafe Adults
- How to Speak Up and Tell a Safe Adult
- Sexual Harassment and Sexual Abuse

OBJECTIVES

- Students will identify the parts of their body that are private
- Students will understand that nobody should touch their private parts unless to keep them clean or healthy
- Students will understand that they are the boss of their own body and they have the right to say who touches their body
- Students will recognize the difference between safe and unsafe touches
- Students will recognize the difference between safe and unsafe secrets
- Students will learn the importance of paying attention to their body's warning signals that tell them something is wrong and that they need to ask for help
- Students will understand that they should tell a safe adult about any unsafe touch or unsafe secret
- Students will understand how to tell a safe adult about any touch or secret that makes them uncomfortable
- Students will understand that if something bad or hurtful happens, it is not their fault

Individual Courses are priced at \$75.

ACTIVITIES AND ASSIGNMENTS

KEEPING KIDS SAFE: AN ERIN'S LAW PROGRAM	15m
---	------------

SUPPLEMENTAL LESSON PLANS

While You Watch worksheet	15m
All About Consent	20m
My Safe Adults	15m
Unsafe Secrets	15m
What is Sexual Abuse	25m

National Sexuality Standards Education, Core Content and Skills, K-12 Met:

Personal Safety

- PS.2.CC.1: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched
- PS.2.AI.1: Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched
- PS.2.SM.1: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable

National Health Education Standards – Performance Indicators:

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

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings

National English/Language Arts Standards Met:

- NL-ENG.K-12.4 Communication Skills: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

