



# 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

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## 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
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#### STUDENT ASSIGNMENTS

While You Watch worksheet	15m
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Anonymous Questions	10m
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Family Interview	30m
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Growth Diary	30m
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Introduction to Boys' Puberty	15m
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My Past, Present, and Future Self	15m
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Personal Timeline	15m
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Puberty Venn Diagram	15m
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The Male Reproductive System	15m
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Writing Peer Advice	15m
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#### CLASSROOM ACTIVITIES

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

<b>Girl Talk Digital Instruction</b>	<b>20m</b>
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#### 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

<b>Girl Talk Plus Digital Instruction</b>	<b>45m</b>
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#### 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



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## 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



## DECISIONS ON SEXUAL HEALTH RECOMMENDED FOR GRADES 6, 7, 8, 9, 10

This course provides participants with information about a variety of sexually transmitted infections (STIs), how they are acquired, treated, and prevented. Students will be taught that STIs can be life threatening, lead to serious consequences, caused by bacteria or viruses, be treated but possibly not cured, and be asymptomatic.

### TOPICS COVERED

- Chlamydia, Gonorrhea, & Syphilis (Bacterial STIs)
- Genital Herpes, HPV/Genital Warts, & HIV (Viral STIs)
- STI Statistics, Symptoms, Avoidance and Treatment
- STI Transmission
- STI Risk factors
- STI Protective factors
- Behaviors that lower risk for STIs
- Healthy relationships
- Open communication
- Setting limits/boundaries

### OBJECTIVES

- Students will be able to explain common ways for STIs to be spread
- Students will identify common symptoms of STIs and explain that some STIs may be asymptomatic
- Students will identify which STIs are curable and which can only be treated
- Students will list effective ways to reduce their STI risk
- Students will list and explain effective STI prevention methods
- Students will identify common myths and misconceptions about STIs
- Students will describe the relationship between using alcohol and other drugs and sexual risk behavior
- Students will demonstrate refusal skills
- Students will demonstrate decision-making steps
- Students will demonstrate the ability to access valid and reliable health information

Individual Courses are priced at \$75.

### ACTIVITIES AND ASSIGNMENTS

DECISIONS ON SEXUAL HEALTH	70m
SUPPLEMENTAL LESSON PLANS	
Accessing Information	30m
Active & Passive Decision Making	50m
Courageous Bystander	45m
Goal Setting	60m
HIV Myth or Fact Game	40m
Interpersonal Communication to Reduce Sexual Risk	60m
Interviews about Dating	15m
Preventing STIs Poster Project	60m
Role-Playing about STIs	60m
Setting Boundaries	45m
Sexually Transmitted Infections	100m
STI Transmission Activity - Glitter Galore	15m
STI Transmission Activity - with Hershey's Kisses	30m
STI Transmission Activity - STI Dice Game	30m
Talking Back to Pressure	60m
What's Most Important?	45m
Video Assessment Worksheet	15m



## **STANDARDS/PERFORMANCE INDICATORS MET WITH VIDEO & COMPLETE LESSON PLANS:**

### **★ National Health Education Standards & Performance Indicators Met:**

#### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health**

- 1.8.1: Analyze the relationship between healthy behaviors and personal health
- 1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems
- 1.8.6: Explain how appropriate health care can promote personal health
- 1.8.7: Describe the benefits of and barriers to practicing healthy behaviors
- 1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors
- 1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors

#### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors**

- 2.8.1: Examine how family influences the health of adolescents
- 2.8.2: Describe the influence of culture on health beliefs, practices and behaviors
- 2.8.3: Describe how peers influence healthy and unhealthy behaviors
- 2.8.4: Analyze how the school and community can affect personal health practices and behaviors
- 2.8.5: Analyze how messages from media influence health behaviors
- 2.8.9: Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors

#### **Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health**

- 3.8.1: Analyze the validity of health information, products and services
- 3.8.2: Access valid health information from home, school, and community
- 3.8.4: Determine situations that may require professional health services
- 3.8.5: Locate valid and reliable health products and services

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

- 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health
- 4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks
- 4.8.3: Demonstrate effective conflict management or resolution strategies
- 4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health**

- 5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process
- 5.8.4: Distinguish between healthy and unhealthy alternatives to health-related issues or problems
- 5.8.5: Predict the potential short-term impact of each alternative on self and others
- 5.8.6: Choose healthy alternatives over unhealthy alternatives when making a decision
- 5.8.7: Analyze the outcomes of a health-related decision

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health**

- 6.8.1: Assess personal health practices
- 6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice
- 6.8.3: Apply strategies and skills needed to attain a personal health goal
- 6.8.4: Describe how personal health goals can vary with changing abilities, priorities and responsibilities

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks**

- 7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health**

- 8.8.1: State a health-enhancing position on a topic and support it with accurate information
- 8.8.2: Demonstrate how to influence and support others to make positive choices
- 8.8.4: Identify ways in which health messages and communication can be altered for different audiences

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

**Anatomy & Physiology**

- AP.8.AI.1: Identify accurate and credible sources about sexual health

**Puberty & Adolescent Development**

- PD.8.AI.1: Identify medically-accurate sources of information about puberty, adolescent development and sexuality
- PD.8.DM.1: Demonstrate the use of a decision-making model to evaluate possible outcomes of decisions adolescents might make



**Identity**

- ID.8.AI.1: Access accurate information about gender identity, gender expression and sexual orientation

**Pregnancy and Reproduction**

- PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms
- PR.8.INF.1: Examine how alcohol and other substances peers, media, family, society and culture influence decisions about engaging in sexual behaviors
- PR.8.AI.1: Identify medically-accurate resources about pregnancy prevention and reproductive health care
- PR.8.AI.3: Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care
- PR.8.IC.1: Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors
- PR.8.IC.2: Demonstrate the use of effective communication skills and negotiation skills about contraception including abstinence and condoms

**Sexually Transmitted Diseases and HIV**

- SH.8.CC.1: Define STDs, including HIV, and how they are and are not transmitted
- SH.8.CC.2: Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each
- SH.8.CC.3: Describe the signs, symptoms and potential impacts of STDs, including HIV
- SH.8.INF.1: Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors
- SH.8.AI.1: Identify medically-accurate information about STDs, including HIV
- SH.8.AI.2: Identify local STD and HIV testing and treatment resources
- SH.8.IC.1: Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV

**Healthy Relationships**

- HR.8.CC.2: Describe the potential impacts of power differences, such as age, status or position within relationships
- HR.8.CC.4: Describe a range of ways people express affection within various types of relationships
- HR.8.IC.1: Demonstrate communication skills that foster healthy relationships
- HR.8.IC.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

## 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
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#### STUDENT ASSIGNMENTS

While You Watch worksheet	15m
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A Friendship Application	30m
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Box Those Cigarettes	45m
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What Do You Know about Inhalants and Their Dangers	30m
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#### CLASSROOM ACTIVITIES

Analyzing Ads	15m
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Catch It!	15m
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Decision-Making Influences	30m
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Defying Substance Abuse and Misuse	30m
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Drugs: A Lost Cause	30m
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Drugs in the Media	30m
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Jar of Tar	30m
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Red Ribbon Week Stations	45m
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To Air is Human	45m
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What’s in Tobacco Smoke?	60m
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You Know How to Refuse	45m
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Individual Courses are priced at \$75.



## DECIDING ABOUT ALCOHOL RECOMMENDED GRADES 6,7,8

This course is designed to provide pre-teens and young teens with the facts about what alcohol is, how it affects the brain and body, and how it can lead to risky behaviors, such as driving under the influence. Students will learn about binge drinking and will explore the body's reaction to alcohol abuse over a long period of time. The influence of peer pressure and the media will be discussed, along with strategies for making healthy choices.

### TOPICS COVERED

- Physical and Psychological effects of alcohol use
- Addiction to alcohol
- Influence of alcohol advertising
- Binge drinking
- Making healthy choices

### OBJECTIVES

- Students will be able to analyze advertisements for alcohol and explain what influence they may have on young people's decisions
- Students will be able to list the factors that influence the effects of alcohol
- Students will be able to describe how alcohol affects the brain, body and behavior
- Students will be able to explain the physical and neurological consequences of alcohol abuse and binge drinking
- Students will be able to identify the dangers of drinking and driving
- Students will be able to describe the effects of alcohol consumption on an unborn fetus
- Students will be able to discuss ways to resist peer pressure to use alcohol

### 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

### ACTIVITIES AND ASSIGNMENTS

Deciding About Alcohol Digital Instruction	22m
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#### STUDENT ASSIGNMENTS

While You Watch worksheet	15m
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Billboard Basics	60m
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Bulletin Board	45m
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#### CLASSROOM ACTIVITIES

A Drink is a Drink, but People are Different	60m
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Alcoholism Destroys	90m
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Impaired	30m
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No Call for Alcohol	30m
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Resisting Peer Pressure Rocks	30m
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The Pressure is On!	30m
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What Influences Us	60m
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Individual Courses are priced at \$75.



## DECIDING ABOUT TOBACCO RECOMMENDED GRADES 6,7,8

Students will discuss the poisonous chemicals found in tobacco and will learn about the addictive nature of nicotine. The short and long-term effects of tobacco on the body will be explored, with an emphasis on the respiratory and circulatory systems. In addition, marketing strategies used by tobacco companies will be revealed to students to increase their awareness of consumer traps. Students will discuss strategies to remain tobacco-free, despite pressure from peers and the media.

### TOPICS COVERED

- Physical effects of tobacco use
- Addiction to tobacco
- Influence of tobacco advertising
- Second-hand smoke
- Physical effects of smokeless tobacco
- Making healthy choices

### OBJECTIVES

- Students will be able to provide examples of some of the poisonous chemicals found in cigarettes
- Students will be able to describe the harmful effects of tobacco on the skin, teeth, respiratory system and the circulatory system
- Students will be able to analyze tobacco warning labels on cigarette packages and discuss their lack of effectiveness in providing health risks to consumers
- Students will be able to critique advertisements for cigarettes and smokeless tobacco to explain the influence they may have on young people
- Students will be able to explain the dangers of second-hand smoke and smokeless tobacco
- Students will be able to discuss ways to resist peer pressure to use tobacco

### 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

Deciding About Tobacco Digital Instruction	20m
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#### STUDENT ASSIGNMENTS

While You Watch worksheet	15m
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Adding Up the Cost	30m
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Advocate!	45m
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Smokeless Tobacco Questionnaire	60m
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Who Wants to Kiss an Ashtray?	60m
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#### CLASSROOM ACTIVITIES

Fact or Fiction: The Truth about Smoking	90m
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Phew! It Stinks	15m
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Reasons Not to Use Tobacco	15m
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Seeing Through the Smoke	90m
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What Influences Us	30m
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What to Know About Inhalants	30m
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Individual Courses are priced at \$75.



## E-CIGARETTES/ VAPING RECOMMENDED FOR GRADES 6, 7, 8

Students will discuss the poisonous chemicals found in vape cartridges and will learn about the addictive nature of nicotine. The short and long-term effects of vaping on the body will be explored. In addition, marketing strategies used by e-cigarette producers will be revealed to students to increase their awareness of consumer traps. Students will discuss strategies to remain tobacco-free, despite pressure from peers and the media.

### TOPICS COVERED

- How e-cigarettes work
- Other names for e-cigarettes
- Contents of e-cigarettes including nicotine, flavoring, and carcinogens
- Nicotine's role in addiction
- Vaporized marijuana and increased THC content
- The impact of marketing strategies on adolescent e-cigarette use
- Short and long-term consequences of using e-cigarettes
- e-cigarettes as a gateway to tobacco cigarettes

### OBJECTIVES

- Students will be able to identify the contents of electronic cigarettes.
- Students will be able to explain the role of nicotine in causing addiction.
- Students will be able to explain the risks and consequences of use of electronic cigarettes.
- Students will be able to identify reasons why a person may begin using electronic cigarettes.
- Students will be able to explain the impact of marketing strategies on adolescents' decision-making.
- Students will be able to identify possible reasons for avoiding use of electronic cigarettes.

Individual Courses are priced at \$75.

### ACTIVITIES AND ASSIGNMENTS

KEEPING KIDS SAFE: AN ERIN'S LAW PROGRAM	10m
SUPPLEMENTAL LESSON PLANS	
While You Watch worksheet	10m
Advertising Strategies	30m
Analyzing Advertisements	30m
Evaluating E-Cigarettes Refusal Skills	10m
K-W-L E-Cigarettes	10m

### National Health Education Standards – Performance Indicators:

- 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 behaviors.
- 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 decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



## Opioid and Heroin Prevention RECOMMENDED GRADES 6,7,8

The *Opioid & Heroin Prevention* program provides participants with information about opioid prescription painkillers, heroin, and the connection between the two. Participants learn that most heroin users reported using prescription opioids prior to heroin. Participants will learn that using drugs early in life is a main determining factor of later drug abuse.

### TOPICS COVERED

- Facts about prescription opioids
- Chemicals that are cut into heroin (OTC, fentanyl, Carfentanil)
- Short and Long-term Consequences of Heroin
- Active and Passive Decision-making
- Dependence, Tolerance and Addiction
- Drug Use Risk Factors
- Drug Use Protective Factors
- Opioid Withdrawal
- Ways to help

### OBJECTIVES

- Students will be able to explain the definition of prescription drug abuse
- Students will be able to explain the connection between prescription opioids and heroin
- Students will be able to explain what it means when heroin is “cut” with other chemicals/drugs, give examples of those chemicals/drugs and list some consequences
- Students will be able to explain the consequences of continued use of prescription opioids
- Students will be able to identify reasons why a person may begin using prescription opioids
- Students will be able to list risk factors and protective factors for drug use
- Students will be able to demonstrate effective communication, refusal and advocacy skills
- Students will identify active & passive decision-making and will demonstrate steps

### NATIONAL HEALTH EDUCATION STANDARDS (See Page 2)

### ACTIVITIES AND ASSIGNMENTS

Opioid & Heroin Prevention	50m
STUDENT ASSIGNMENTS	
Accessing Information	30
Active & Passive Decision Making	50
Addiction Destroys – A Simulation Activity	30
Advocacy	45
Bulletin Board of Opioid News	45
Goal Setting	60
Healthy Communication to Reduce Drug Use	60
Myth or Fact?	30
Refusing Peer Pressure	60
Risk & Protective Factors	30
What’s Most Important to Me?	45
Pre, Post and Video Assessment Worksheets for “Opioid & Heroin Prevention Education” video	15

Individual Courses are priced at \$75.



## **STANDARDS/PERFORMANCE INDICATORS MET WITH VIDEO & ALL LESSON PLANS:**

- NATIONAL HEALTH EDUCATION STANDARDS & PERFORMANCE INDICATORS MET:
  - STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
    - 1.8.1: Analyze the relationship between healthy behaviors and personal health
    - 1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems
    - 1.8.7: Describe the benefits of and barriers to practicing healthy behaviors
    - 1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors
    - 1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors
  - STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
    - 2.8.1: Examine how family influences the health of adolescents
    - 2.8.2: Describe the influence of culture on health beliefs, practices and behaviors
    - 2.8.3: Describe how peers influence healthy and unhealthy behaviors
    - 2.8.4: Analyze how the school and community can affect personal health practices and behaviors
    - 2.8.5: Analyze how messages from media influence health behaviors
  - STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health
    - 3.8.1: Analyze the validity of health information, products and services
    - 3.8.2: Access valid health information from home, school, and community
    - 3.8.4: Determine situations that may require professional health services
    - 3.8.5: Locate valid and reliable health products and services
  - STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
    - 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health
    - 4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks
    - 4.8.3: Demonstrate effective conflict management or resolution strategies
    - 4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others
  - STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health



- 5.8.1: Identify circumstances that can help or hinder healthy decision-making
- 5.8.2: Determine when health-related situations require the application of a
- thoughtful decision-making process
- 5.8.4: Distinguish between healthy and unhealthy alternatives to health-related issues
- or problems
- 5.8.5: Predict the potential short-term impact of each alternative on self and others
- 5.8.6: Choose healthy alternatives over unhealthy alternatives when making a
- decision
- 5.8.7: Analyze the outcomes of a health-related decision
- STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health
  - 6.8.1: Assess personal health practices
  - 6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice
  - 6.8.3: Apply strategies and skills needed to attain a personal health goal
  - 6.8.4: Describe how personal health goals can vary with changing abilities, priorities
  - and responsibilities
- STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks
  - 7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others
- STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health
  - 8.8.1: State a health-enhancing position on a topic and support it with accurate
  - information
  - 8.8.2: Demonstrate how to influence and support others to make positive choices
  - 8.8.3: Work cooperatively to advocate for healthy individuals, families, and schools
  - 8.8.4: Identify ways in which health messages and communication can be altered for
  - different audiences

## Deciding About Marijuana

### RECOMMENDED GRADES 6,7,8

This course provides participants with information about the chemical compounds in marijuana (THC and CBD), the short and long term effects of marijuana use, how marijuana affects the brain, and why recreational marijuana is illegal for people under the age of 21. Students will analyze advertisements to determine what strategies companies use to try to sell their product and evaluate the dangers of situations involving marijuana impairment.

#### TOPICS COVERED

- Other names for marijuana
- Where marijuana comes from
- Ways people use marijuana
- THC's effect on the brain
- The location of cannabinoid receptors and the associated functions impacted by THC
- How potency and delivery can impact the drug's effect
- The difference between CBD and THC
- Long term effects of marijuana
- Short term effects of marijuana
- The risk of consuming bootlegged/black market marijuana
- Addiction
- The difference between recreational and medical use of marijuana
- Marketing strategies companies use to sell marijuana
- How to say no

#### OBJECTIVES

- Students will be able to describe what happens in the brain when marijuana is consumed.
- Students will be able to explain that THC is the chemical in marijuana that gives users a high.
- Students will be able to describe the difference between recreational and medical marijuana use.
- Students will be able to identify 4 long-term effects of marijuana use
- Students will be able to identify 4 short-term effects of marijuana use.
- Students will be able to demonstrate refusal skills

#### NATIONAL HEALTH EDUCATION STANDARDS – PERFORMANCE INDICATORS:

- 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 behaviors.
- 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 decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### ACTIVITIES AND ASSIGNMENTS

Deciding About Marijuana Video	18m
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#### SUPPLEMENTAL LESSON PLANS

Analyzing Advertisements	30m
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THC and the Brain	15m
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Pre/Post Assessment	15m
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Video Assessment Worksheet for "Deciding About Marijuana" video	18m
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Individual Courses are priced at \$75.



## FAST FOOD VACATION RECOMMENDED GRADES 6,7,8

In this course, participants will learn how their food choices are being influenced through avenues such as the food's marketing strategies, along with the media and even grocery stores' advertising tactics. Students will learn ways to maintain a healthy body even with outside influences. Participants will also be taught what a portion size is and how it plays a role in a healthy diet and body. The dangers of eating foods with high fat, sodium and sugar will be covered as well.

### TOPICS COVERED

- Food Advertising/Marketing
- How to maintain a healthy body
- Reading a Nutrition Facts Label
- Calories in = Calories out
- Portion Sizes and Serving Sizes
- Negative risks of excessive fat, sodium and sugar

### OBJECTIVES

- Students will be able to identify influences on food choices
- Students will be able to identify examples of media slogans
- Students will be able to name 3 ways to maintain a healthy body
- Students will be able to explain what Calories In = Calories Out means
- Students will be able to define portion size and serving size
- Students will be able to list three negative risks associated with eating foods high in fat, sodium and sugar

### 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 5: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

### ACTIVITIES AND ASSIGNMENTS

Fast Food Vacation Digital Instruction	25m
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#### STUDENT ASSIGNMENTS

While You Watch worksheet	25m
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Analyzing Ads	45m
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Beyond the TV Commercials	60m
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Energy in and Energy Out	15-30m
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Fad Diets: The Good, Bad & Ugly	30m
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Food and Activity Journal	45m
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Meeting Your Nutrition and Activity Goals	30m
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Understanding BMI	15m
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#### CLASSROOM ACTIVITIES

Introducing MyPlate	25m
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Read it Before You Eat It	30m
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Reading a Food Label	45m
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The Health of Our Bones	30m
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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
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#### STUDENT ASSIGNMENTS

Body Changes During Puberty	30m
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Fad Diets: The Good, Bad and Ugly	30m
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Genetics	60m
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Growth Diary	15m
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How is your Body Image	30m
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#### CLASSROOM ACTIVITIES

Introducing MyPlate	30m
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Media Literacy	45m
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Think About the Positives	30m
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What is Body Image?	30m
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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
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#### STUDENT ASSIGNMENTS

While You Watch worksheet	30m
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Asking for Help	15m
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The Bullying Dictionary	30m
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Writing Assignments	45m
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#### CLASSROOM ACTIVITIES

Being a Good Friend	30m
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Doing the Right Thing	45m
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Exploring Emotions	30m
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Friendly Mural	60m
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Happy Grams	15m
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Kids Bullying Kids	30m
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Role Playing: Difficult Social Situations	30m
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Role Playing: What do you do? What if it's You?	45m
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Superstar of the Week	45m
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Understanding Needs and Feelings	30m
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Using Literature to Teach About Bullying	30m
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What Makes a Friend	45m
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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
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##### STUDENT ASSIGNMENTS

While You Watch worksheet	15m
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Hollywood Drama & Conflict	30m
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International Justice	60m
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It Bugs Me...	60m
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Opposites Diamante Poem	15m
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Writing Assignments	45m
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##### CLASSROOM ACTIVITIES

Communication Skills	30m
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Cultural Awareness and Respect	90m
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Dealing with Conflict	30m
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Exploring the Nature of Conflict	30m
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Mannequin	30m
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Resolving Conflicts	30m
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Understanding Anger and Other Emotions	30m
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Varying the Description	90m
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Individual Courses are priced at \$75.





## RESPECT DIVERSITY RECOMMENDED GRADES 6,7,8

In this course, participants will explore their own diversity by identifying personal strengths and appreciating how these strengths unify communities. Through interactive activities and an educational video, students also further understand the effects of stereotyping and the importance of respect and empathy. The educational video will follow the path of stereotypes leading to prejudice, discrimination and finally bias, hate incidents and hate crimes.

### TOPICS COVERED

- Benefits of Diversity
- Assumptions & Stereotypes
  - Conscious and Unconscious Stereotypes
  - “Busting” Stereotypes
- Prejudice
- Discrimination
- Empathy
- Bias, Hate Incidents, Hate Crimes

### OBJECTIVES

- Students will be able to define diversity and explain the benefits of a diverse community.
- Students will self-evaluate their own pre-judgments and stereotypes.
- Students will learn ways to challenge stereotypes.
- Students will understand how empathy can reduce biases.

### NATIONAL HEALTH EDUCATION STANDARDS

#### National Health Education Standards – Performance Indicators:

- 3.8.2: Access valid health information from home, school, and community
- 6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice
- 8.8.1: State a health-enhancing position on a topic and support it with accurate information

#### National English/Language Arts Standards Met:

- NL-ENG.K-12.4 COMMUNICATION SKILLS: Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes
- NL-ENG.K-12.7 EVALUATING DATA: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources
- NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS: Students use spoken, written, and visual language to accomplish their own purposes

#### Common Core English/Language Arts Standards Met:

- W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

### ACTIVITIES AND ASSIGNMENTS

**Respect Diversity Digital Instruction** 35m

#### SUPPLEMENTAL LESSON PLANS

Advocate for Healthy Relationships 45m

Belonging to Many Groups 60m

Courageous Bystander 45m

It Bugs Me... 60m

Judging Others 30m

Name Calling 30m

Racism Alphabet 90m

Religious Prejudice 135m

Remembering Those Hurt by Hate 45m

Stereotypes and Gender 45m

Mannequin 30m

Who am I? An Intro to Diversity 45m

Video Assessment Worksheet for “Respect Diversity” video 15m

Individual Courses are priced at \$75.





## KEEPING KIDS SAFE: AN ERIN'S LAW PROGRAM RECOMMENDED FOR GRADES 6, 7, 8

The Keeping Kids Safe: An Erin's Law Program e-Learning program teaches students in grades 6-8, 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. 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
Defining Sexual Harassment and Abuse	25m
Role Playing Boundaries	40m
Short Answer	15m
What is Consent	25m
What is Sexual Abuse	20m

#### 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

