Alternative Family Life Curriculum

GRADE 7/8

TUCSON UNIFIED SCHOOL DISTRICT

TUCSON UNIFIED
SCHOOL DISTRICT

ALTERNATIVE FAMILY LIFE CURRICULUM

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ALTERNATIVE FAMILY LIFE CURRICULUM

Overview

The Alternative Family Life Curriculum (ALC) was developed as an alternate set of instructional lessons for those parents and families who do not *opt-in* to the regular Family Life Curriculum.

This curriculum was designed in collaboration with counselors, teachers, coordinators and social workers. It addresses topics such as: Social emotional well-being, healthy habits, hygiene, self-esteem, and self-advocacy. The district's working group utilized the State Health Standards and the American School Counselor Association Standards as guidelines to design the lessons.

The values of this alternative curriculum align with the Family Life Curriculum in that it encourages the following standards:

- Show respect for the values and uniqueness of each individual.
- Show respect for every family unit.
- Accept responsibility for one's own actions.
- Accept responsibility to protect self and others.
- Accept responsibility as a member of society.

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Classroom Climate

In order to create a climate conducive to effective learning within a comfortable, non-threatening environment:

- clear rules and regulations of behavior must be emphasized.
- Teachers/counselors need to introduce themselves as trained and knowledgeable individuals on these topics.
- teachers will encourage students to discuss the course content and their questions with their parents, guardians and families.

Parent Participation

Parent participation is highly valued by TUSD. An informational meeting for parents, guardians and families will be held prior to classroom presentations to allow for a review of curriculum content, classroom processes and viewing of materials to be used in teaching the lessons. A content outline will be provided for parents/guardians.

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FAMILY LIFE CURRICULUM

Grade Level Goal

Students will develop critical thinking skills leading to positive self-esteem, effective communication skills, responsible decision-making, and personal safety strategies.

Curriculum Objectives

The purpose of the Alternative Family Life Curriculum is to provide students with information to:

- discuss and understand personal hygiene.

- discuss and understand key concepts of personal development, including: effective communication skills; decision making; self-confidence and empowerment; overcoming peer pressure; concept of self; refusal skills; and assertiveness.

- discuss and understand healthy relationships, including: boundaries; families; friendships; dating; and the responsibilities within various relationships.

- discuss and understand the roles media plays in society, including: social media; bullying and stereotyping.

- discuss and understand the effects of substance use on decision-making and inhibitions.

Pacing Guide

Grade 7/8				
Week 1				
Day 1 **Lesson 1** **Personal Skills Development**	**Day 2** **Lesson 2** **Healthy Relationships**	**Day 3** **Lesson 3** **Media Influence**	**Day 4** **Lesson 4** **Personal Health & Hygiene**	**Day 5** **Lesson 5** **Personal Health & Nutrition**
<u>**Health Standards**</u> S1C6PO1 S4C1PO2 S5C1PO1 S5C2PO1 <u>**Lesson Objectives**</u> **Students will be able to:** use problem-solving steps to make healthy decisions explore the impact of decision-making on behavior research the effects of drugs and alcohol on healthy decision-making	<u>**Health Standards**</u> S2C1PO1 S2C1PO2 S2C1PO3 S2C1PO4 S2C2PO2 S4C3PO1 <u>**Lesson Objectives**</u> **Students will be able to:** explain how values, self-esteem, and needs impact relationships determine behaviors that demonstrate healthy and toxic relationships develop self-esteem as a healthy and responsible approach to building relationships	<u>**Health Standards**</u> S2C1PO5 S2C1PO6 S2C2PO1 <u>**Lesson Objectives**</u> **Students will be able to:** understand the roles that media play in our lives and our society demonstrate how social media can influence positively and negatively	<u>**Health Standards**</u> S1C4PO1 S1C5PO1 S2C2PO1 S6C1PO1 S7C1PO1 <u>**Lesson Objectives**</u> **Students will be able to:** understand how to attend to one's own personal hygiene at various life stages recognize the need to seek health information to prevent and avoid risks	<u>**Health Standards**</u> S1C3PO1 S1C3PO2 S1C3PO3 S1C3PO4 S2C3PO1 S6C2PO2 <u>**Lesson Objectives**</u> **Students will be able to:** identity key components of healthy lifestyles explain the relationship between nutrition and healthy decisions understand how to advocate for healthy eating habits

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Week 2				
Day 6 **Lesson 6** **Healthy Relationships: Conflict Management**	**Day 7** **Lesson 7** **Media Influence: Evaluating Sources for Validity**	**Day 8** **Lesson 8** **Personal Development: The Harmful Effects of Smoking & Vaping**	**Day 9** **Lesson 9** **Personal Safety & Health: Harassment, Abuse, & Bullying**	**Day 10** **Lesson 9 Cont.** **Personal Safety & Health: Harassment, Abuse, & Bullying**
Health Standards S1C2PO1 S4C1PO1 S4C2PO1 S7C1PO1 **Lesson Objectives** **Students will be able to:** develop self-esteem as a healthy approach to building relationships and conflict management distinguish types of relationships experienced by adolescents determine healthy conflict management strategies	**Health Standards** S3C1PO1 S3C2PO1 S3C2PO4 S8C3PO1 **Lesson Objectives** **Students will be able to:** understand how to vet media sources for truth and validity utilize a variety of strategies to determine truth and validity of information. identify appropriate and valid online sources	**Health Standards** S1C1PO1 S1C6PO2 S1C6PO3 S7C2PO1 S7C2PO2 **Lesson Objectives** **Students will be able to:** determine the consequences of unhealthy behaviors identify and describe the impact of and prevention of vaping analyze information on the effects of vaping on the human body	**Health Standards** S3C2PO3 S5C2PO5 S8C1PO1 S8C1PO2 S8C2PO1 **Lesson Objectives** **Students will be able to:** understand what constitutes harassment and abuse distinguish the difference between bullying and harassment identify reasons why victims /survivors do not speak out report and get help for harassment and abuse	**Health Standards** S3C2PO3 S5C2PO5 S8C1PO1 S8C1PO2 S8C2PO1 **Lesson Objectives** **Students will be able to:** understand what constitutes harassment and abuse. distinguish the difference between bullying and harassment identify reasons why victims/ survivors do not speak out report and get help for harassment and abuse

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Lessons

Lesson 1

Grade: 7/8 Lesson: 1	Lesson Title/Focus: Personal Skills Development	Materials: • Internet access and laptops • "Keeping Youth Drug Free" Retrieved from https://store.samhsa.gov/product/Keeping-Youth-Drug-Free/sma17-3772

Health Standards:

S1C6PO 1. Describe the benefits of and barriers to practicing healthy behaviors

S4C1PO 2. Demonstrate refusal and negotiation skills that avoid or reduce health risks

S5C1PO 1. Identify circumstances that can help or hinder healthy decision making

S5C2PO 1. Determine when health- related situations require the application of a thoughtful decision-making process

Lesson Objectives:

Students will be able to:

- use problem-solving steps to make healthy decisions.
- explore the impact of impaired decision-making on behavior.
- research the effects of drugs and alcohol on healthy decision-making.

Academic Vocabulary:

- self-esteem
- self-awareness
- consent/ without consent
- assertiveness

Background:

1. The problem-solving approach assists in making healthy decisions.
2. Realize that self-awareness is an important factor in making responsible decisions, including:
    o developing self-esteem
    o utilizing responsible decision making to promote healthy relationships
    o promote good health
    o enable one to make choices that do not conflict with personal values
    o enable one to choose responsible behavior
3. Protect one's health and the health of others. Be an advocate for yourself and those around you.
4. Drugs, including alcohol, affect the brain's decision-making abilities.
    o Certain drugs can be given without the users consent to lower people's inhibitions, causing impaired judgement, impaired motor skills, and amnesia that can lead to personal harm..
    o Improper use of prescription medication, including sharing, is also drug abuse.
    o Alcohol (beer, wine, liquor) is a potentially addictive and a powerful drug that can impair decision-making.
    o Mixing drugs can intensify the impairment and increase the risk of overdose.
5. Consent can be both implicit (perceived) and explicit (stated) and can be withdrawn at any time.
6. All people are empowered to say no to activities and situations that they don't want to participate in. Healthy boundaries mean accepting a "NO" as a final answer.

Anticipatory Set:

- Students select one of the options to respond to:

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- o What does it mean to make a healthy decision? What is involved in this process?
- o Think about a time when you made a healthy decision. What helped you make this decision?
- o Reflect on a time when it was difficult to make a decision. What were some of the factors that made it difficult?

Direct Instruction:
- Review the steps in the problem-solving approach:
  - o Identify the problem.
  - o Identify ways to deal with the problem.
  - o Apply criteria for responsible decision making to each alternative.
  - o What are the possible consequences of each alternative?
  - o Make a responsible decision and act upon it.
  - o Evaluate actions.
- What are strategies students use to solve problems?
- How might students understand assertiveness in their own lives? What are effective ways to say no/refuse/use assertiveness that students might encounter in their everyday lives?

Guided Practice:
- Students brainstorm a list of ideas for enhancing self-awareness. For example, how might studying hard to get good grades, striving to perfect a skill, or helping someone who is ill enhance one's self-awareness?

Independent Practice:
- Students will research a specific, commonly misused drug using pgs. 12-24 from "Keeping Youth Drug Free" https://store.samhsa.gov/product/Keeping-Youth-Drug-Free/sma17-3772.
- Students will identify the effects of the drug on health. Reflection question: what are ways self-esteem and self-awareness can make an impact to prevent drug use.

Closure:
- Students use an exit ticket response to list three things learned from today's lesson.

Reference:
U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration. (2017). Keeping Youth Drug Free "Drug Facts You Need to Know". Retrieved from https://store.samhsa.gov/product/Keeping-Youth-Drug-Free/sma17-3772

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Lesson 2

Grade: 7/8 Lesson: 2	Lesson Title/Focus: Healthy Relationships: Healthy vs. Toxic	Materials: • Healthy vs Toxic Relationship Questionnaire • Defining Toxic Relationships Activity • Defining Toxic Relationships Activity Answer Key

Health Standards:

S2C1PO 1. Examine how the family influences the health of adolescents

S2C1PO 2. Describe the influence of culture on health beliefs, practices, and behaviors

S2C1PO 3. Analyze how peers influence healthy and unhealthy behavior

S2C1PO 4. Analyze how the school and community can affect personal health practices and behaviors

S2C2PO 2. Explain the influence of personal values and beliefs on individual health practices and behavior

S4C3PO 1. Identify ways to ask for assistance to enhance the health of self and others

Lesson Objectives:

Students will be able to:

- explain how values, self-esteem, and needs impact relationships.
- determine behaviors that demonstrate healthy and toxic relationships.
- develop self-esteem as a healthy and responsible approach to building relationships.

Academic Vocabulary:

- self-esteem
- core values
- toxic relationships

Background:

1. Adolescents with high self-esteem may be less likely to succumb to peer pressure, tobacco, alcohol, or other drugs.

2. Self-esteem comes from within, but often external factors create/reinforce/countermand one's self esteem. It is important for a person to know who they are internally and what values help define their life.

3. The family, as the basic unit of security, serves two essential functions:
   - The primary support system to which individuals turn in order to have their basic needs met.
   - Provides the essential mechanism by which a child develops the capability to survive and function as an adequate person in this world.

4. Personal values are reflections of our needs, desires, and what we care about most in life. Values are great cohesive forces for our identities and can be thought of as decision-making guidelines that help us connect to our true selves. Defining your values will help you figure out what to pursue and what to avoid.
   - Examples of core values: dependability, reliability, loyalty, commitment, open-mindedness, consistency, honesty, efficiency.

Anticipatory Set:

- Students brainstorm personal strengths they admire in others (peers, family members, friends, teammates, etc.).
- Students create a T-chart to show how these strengths contribute to a positive and healthy relationship.

Direct Instruction:

- Students list their basic needs from the most important to the least.
- Discussion questions: How does the family help meet these needs? How do friends meet these needs? How do you meet these needs for yourself?

Guided Practice:
- Choosing friends who contribute to wellness is important.
- How would you know if a friendship is healthy?
- Answers might include: a healthy friendship emphasizes strong points, contributes to positive family relationships, and encourages one to put forth their best efforts in activities.
- Discuss the importance of being friends with members of different backgrounds including gender, race, ethnicity, experiences, religions, etc. to build relationship skills.

Independent Practice:
- Use the "Healthy vs Toxic Questionnaire" to determine characteristics of a healthy relationship.
- Complete the "Defining Toxic Relationships Activity."

Closure:
- Review what a toxic relationship looks like.
- Exit ticket options:
  - List respectful and disrespectful ways to end a relationship/friendship if it is toxic.
  - List resources (peers, family, school staff, community organizations, etc.) who could support you if you needed help with a toxic relationship.

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Healthy vs Toxic Relationship Questionnaire

Relationships, which include friends and family, play an important role in everyone's life and they come in all different shapes and sizes. They also can serve different purposes in your life. This exercise is to help you reflect on:

- your strengths
- areas in which you would like to grow
- how relationships can help or hinder you in being who you desire to be

Directions: Read and respond to each statement.
Think about one of your friends…

1. Am I able to be myself with this person?

2. Do I feel comfortable and accepted around this person?

3. Does this person share the same values as me?

4. Is this relationship one-sided (one person giving and the other person receiving)?

5. Does this person criticize or judge me?

6. Does this person help me feel good about myself?

7. Does this person have the same level of commitment to the relationship as I do?

8. Does this person share my level of integrity?

9. Do I feel safe when I am with this person?

10. Are they happy for me when I succeed and there for me when I am discouraged

11. Does this person help you achieve or accomplish your goals?

After completing this inventory, do you think this friendship qualifies as a healthy relationship? Write your thoughts on the results and how you can use this activity to guide your decisions.

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Defining Toxic Relationships
(e.g., friends, family)

Directions: *Match the toxic relationship (e.g., friends, peers, family) with the definition. Write the letter on the blank space next to the matching definition.*

a. The Gossiper	**f.** The Controller
b. The User	**g.** The Competitor
c. The Judger	**h.** The Manipulator
d. The Taker	**i.** The Self-Centered
e. The Betrayer	**j.** The Promise Breaker

_____ This person is a friend based on what YOU can do for them.

_____ This person tells others what you told them in confidence.

_____ This person is very bossy and likes to control everything.

_____ This person is excessively critical of you and others.

_____ This person rarely follows through and is not dependable.

_____ This person likes to spread rumors and share private information.

_____ This person is egocentric and only cares about themselves.

_____ This person likes to "one up" others and likes to compete all the time.

_____ This person is needy, may get jealous and often expects you to fulfill their every need.

_____ This person knows how to convince you to do things you normally would not do.

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Defining Toxic Relationships
(Answer Key)

a. The Gossiper	**f.** The Controller
b. The User	**g.** The Competitor
c. The Judger	**h.** The Manipulator
d. The Taker	**i.** The Self-Centered
e. The Betrayer	**j.** The Promise Breaker

__b__ This person is a friend based on what YOU can do for them.

__e__ This person tells others what you told them in confidence.

__f__ This person is very bossy and likes to control everything.

__c__ This person is excessively critical of you and others.

__j__ This person rarely follows through and is not dependable.

__a__ This person likes to spread rumors and share private information.

__i__ This person is egocentric and only cares about themselves.

__g__ This person likes to "one up" others and likes to compete all the time.

__d__ This person is needy, may get jealous and often expects you to fulfill their every need.

__h__ This person knows how to convince you to do things you normally would not do.

Lesson 3

Grade: 7/8 Lesson: 3	Lesson Title/Focus: Media Influence	Materials: "Myth or Fact" Worksheet "Myth or Fact" Answer Key

Health Standards:
S2C1PO 5. Analyze how messages from media influence health behaviors
S2C1PO 6. Analyze the influence of technology on personal and family health
S2C2PO 1. Explain how the perceptions of norms influence healthy and unhealthy behavior

Lesson Objectives:
Students will be able to:
- understand the roles that media play in our lives and our society.
- demonstrate how social media can influence positively and negatively.

Academic Vocabulary:
- perpetuate
- harassment
- cyber harassment
- consent

Background:
1. Media may influence emotional consequences and impacts relationships.
2. While the internet can connect us across the world, it can also make us behave less personally.
3. Media shapes views of healthy relationships.
4. Stereotypes can be perpetuated across all media, including social media, television, movies, and games.
5. Negative impacts:
   - representations of types of relationships (false expectations)
   - expected relationship experiences
   - increased cyber harassment and bullying (online gaming, social media, interactive apps, and other online experiences)
   - can cause increased anxiety, stress and depression
6. There are laws that govern online/social media behavior. Everyone is expected to abide by them.

Anticipatory Set:
- Brainstorm examples of TV commercials, magazine ads, social media ads, and advertising jingles that pressure the consumer to buy a product.

Direct Instruction:
- Using responses from the anticipatory set brainstorm, answer these questions:
   - What messages do they give that are healthy or unhealthy?
   - What stereotypes do they give in their messages?
- Review decision-making and problem-solving strategies from Lesson 1.
- List pros and cons of different social media.
- How do social media and other media forms shape views around consent.
- What are some examples of positive and negative representations of people found in media (TV, movies, music, etc.)?

Guided Practice:
- Write a response to the following:
   - Someone made a negative post of a friend and it has begun to go viral at school. What

do you do?
- o You are in a chat on an online game. One player begins to harass another player by calling them inappropriate names and using abusive language. What would / should you do?
- o Your friend posted an inappropriate video or photo on social media. What would some of the social and emotional ramifications be?
- o You are at a party/sporting event. Someone is taking Snaps of someone and posting it without their knowledge. What would you do?

Independent Practice:
- Complete the "Myths or Facts" worksheet

Closure:
- Review the answers to the "Myths or Facts" worksheet.

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MYTH OR FACT?

Consent, Online Interactions and Other Media Influences

Directions: Read each statement. Write FACT on the line if you think the statement is true. Write MYTH on the line if you think the statement is false.

_____   MEDIA HAS NO INFLUENCE ON HOW WE VIEW OURSELVES

_____   MUSIC ALWAYS PORTRAYS RELATIONSHIPS IN A POSITIVE LIGHT

_____   IT IS IMPORTANT TO VIEW MEDIA WITH A CRITICAL LENS

_____   IT IS POSSIBLE THAT PEOPLE ON INTERACTIVE APPS DO NOT ALWAYS PRESENT THE TRUTH IN THEIR PROFILE

_____   WHEN TEXTING, ONLY THE PERSON WHO YOU SENT THE MESSAGE TO WILL SEE IT

_____   SHARING A PHOTO OFMINORS WITHOUT CLOTHING IS ILLEGAL AND A FELONY

MYTH OR FACT?
Answer Key

MYTH   MEDIA HAS NO INFLUENCE ON HOW WE VIEW OURSELVES

MYTH   MUSIC ALWAYS PORTRAYS RELATIONSHIPS IN A POSITIVE LIGHT

FACT   IT IS IMPORTANT TO VIEW MEDIA WITH A CRITICAL LENS

FACT   IT IS POSSIBLE THAT PEOPLE ON INTERACTIVE APPS DO NOT ALWAYS PRESENT THE TRUTH IN THEIR PROFILE

MYTH   WHEN TEXTING, ONLY THE PERSON WHO YOU SENT IT TO WILL SEE IT

FACT   SHARING A PHOTO OR VIDEO OF MINORS WITHOUT CLOTHING IS ILLEGAL AND A FELONY

Lesson 4

Grade: 7/8 Lesson: 4	Lesson Title/Focus: Personal Health & Hygiene	Materials: "What causes body odor?" TED-Ed video clip by Mel Rosenberg https://www.youtube.com/watch?v=g96z1P3z5yU - Glencoe Health textbook charts, materials, and activities as needed

Health Standards:
S1C4PO 1. Describe ways to reduce or prevent injuries and other adolescent health problem
S1C5PO 1. Describe ways to reduce or prevent injuries and other adolescent health problems
S2C2PO 1. Explain how appropriate health care can promote personal health
S6C1PO 1. Assess personal health practices
S7C1PO 1. Explain the importance of assuming responsibility for personal health behaviors

Lesson Objectives:
Students will be able to:
- recognize the need to seek health information to prevent and avoid risks.
- understand how to attend to one's own personal hygiene at various life stages.

Academic Vocabulary:
- adolescence
- hygiene
- eccrine
- apocrine
- sulfur
- preventive health services

Background:
1. Personal Hygiene
- As an adolescent, your body will undergo physical changes that include increased sweat production, sweating in new parts of the body (e.g., underarms), hormone production and hair growth.
- Sweat and hormone production changes the body odor. Washing more frequently with soap and water will help keep body odor under control.
- Some people choose to wear anti-perspirant ("anti-sweating") and/or deodorant (fragrance to mask body odor) under their arms. Approaches to body odor and perspiration can vary by culture and it's important to understand someone's choice to wear/not wear these products as part of their own personal values.
- As hormone production increases, body hair will begin to develop. Areas with more hair collect more sweat during perspiration and need to be washed with soap and water frequently.

2. Medical Relationships/Support

- As you grow closer to adulthood, it is helpful to have someone you trust and can talk to about your health. (A parent/guardian, family member, family doctor, etc.). Know who you can talk to and discuss any concerns you have right away.
- Preventive health services are recommended for adolescents. These include: immunizations (shots to prevent diseases), screening tests (examinations to find diseases, check hearing & vision), routine dental visits, and counseling services.
- Preventive services are provided at doctor's offices, community health centers, university clinics, school health offices, and county health departments.

Anticipatory Set:
- Self-reflection: What are some changes you associate with becoming an adolescent?

Direct Instruction:
- Review the background information.
- Discuss some of the changes that occur during adolescence.
  - What are some new hygiene routines you can practice?
  - Where do you think you can go to for health questions?

Guided Practice:
- View the video "What Causes Body Odor?" https://www.youtube.com/watch?v=g96z1P3z5yU
- Design a storyboard on the causes of body odor with possible solutions

Independent Practice:
- Create a personal hygiene checklist you would follow each week.

Closure:
- Quick write on one of the topics from this lesson.

References:
American Psychological Association. (2002). Developing Adolescents: A Reference for Professionals. American Psychological Association. Washington, DC. Retrieved from https://www.apa.org/pi/families/resources/develop.pdf

Rosenberg, M. "What causes body odor?" TED-Ed video clip. Retrieved from https://www.youtube.com/watch?v=g96z1P3z5yU

University of Florida Department of Pediatrics in the College of Medicine. "Adolescent Hygiene Basics." Retrieved from https://residency.pediatrics.med.ufl.edu/files/2012/02/adolescent-hygiene-basics.pdf

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Lesson 5

Grade: 7/8 Lesson: 5	Lesson Title/Focus: Personal Health & Nutrition	Materials: - Internet access - Influences on Health Decisions graphic "Dietary Guidelines at Glance" Retrieved from https://health.gov/sites/default/files/2019-12/DGA_Static-Fig-ES-1.jpg

Health Standards:

S1C3PO 1. Analyze how the environment affects personal health

S1C3PO 2. Analyze how food provides energy and nutrients for growth and development, that
nutrition requirements vary from person to person, and how food intake affects health

S1C3 PO 3. Analyze how physical activity contributes to disease prevention

S1C3 PO 4. Describe how family history can affect personal health

S2C3 PO 1. Examine and explain how school and public health policies can influence health
promotion and disease prevention

S6C2PO 2. Apply strategies and skills needed to attain a personal health goal

S7C1PO 1. Explain the importance of assuming responsibility for personal health behaviors

Lesson Objectives:

Students will be able to:
- identity key components of healthy lifestyles.
- explain the relationship between nutrition and healthy decisions.
- understand how to advocate for healthy eating habits.

Academic Vocabulary:
- type II diabetes
- obesity
- physical activity
- social-ecological model
- anorexia nervosa
- bulimia

Background:

1. Dietary Guidelines
   - The Dietary Guidelines are intended to help people from ages 2 years and beyond to develop healthy eating patterns.
   - The purpose of the guidelines is to promote health, prevent chronic disease, and help to maintain a healthy weight.

2. Appearance & body image
   - Adolescence is a challenging time when it comes to how you balance fitting in and being your own self.
   - Concerns about your appearance could include weight, acne, and other features about your body.
   - In response to bullying, social discrimination, and constant messages in the media about appearance, some young people develop eating disorders such as anorexia nervosa, bulimia, or binge eat. If you or anyone you know needs help, let a trusted adult know what is going on. You can also reach out to a resource like:
     National Eating Disorders: This website has info for those affected with anorexia nervosa and bulimia.
     Website: https://www.nationaleatingdisorders.org/help-support/contact-helpline
     Emergency hotline: 1-800-931-2237

3. Physical activity
   - Exercise or physical activity benefits include avoiding type II diabetes, obesity, high blood pressure, and fighting cancer.
   - Obesity is a national concern. Obesity affects over 20% of 12 to 19 year old's in the U.S.
   - Type II diabetes is a disease causing the body's inability to use the insulin it produces. There is an increase of youth being diagnosed due to factors like obesity and lack of exercise.

4. Influences on health
   - There are many factors that affect our health. Using a social-ecological model, we can look at our environment to determine how it impacts our behavior.

Anticipatory Set:
- In preparation for the lesson, students respond to: What function does nutrition have on our bodies?

Direct Instruction:
- Review the academic vocabulary and background section.
- Using the *Social-Ecological model* graphic, interpret how these factors explain your health outcomes and decisions.

Guided Practice:
- Review the *Dietary Guidelines at a Glance*.
- Self-reflection: For each of the 5 guidelines, write a personal connection response. What can you change to support a healthy lifestyle?

Independent Practice:
- Read the online article "Eating Disorders" https://kidshealth.org/en/teens/eat-disorder.html
- Question responses: What are eating disorders? What are the causes? What do you do if you need help?

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Closure:
- Exit ticket on new learning from the lesson.

References:

American Psychological Association. (2002). Developing Adolescents: A Reference for Professionals. American Psychological Association. Washington, DC. Retrieved from https://www.apa.org/pi/families/resources/develop.pdf

U.S. Department of Health and Human Services and U.S. Department of Agriculture. *2015 – 2020 Dietary Guidelines for Americans*. 8th Edition. December 2015. Available at https://health.gov/our-work/food-and-nutrition/2015-2020-dietary-guidelines/.

U.S. Department of Health and Human Services Center for Disease Control. *Childhood Obesity Facts*. Retrieved from https://www.cdc.gov/obesity/data/childhood.html

U.S. Department of Health and Human Services Office on Women's Health. *Why physical activity is important*. Retrieved from https://www.girlshealth.gov/fitness/whygetfit/index.html

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Dietary Guidelines at a Glance

Figure ES-1.
2015-2020 *Dietary Guidelines for Americans* at a Glance

The *2015-2020 Dietary Guidelines* focuses on the big picture with recommendations to help Americans make choices that add up to an overall healthy eating pattern. To build a healthy eating pattern, combine healthy choices from across all food groups—while paying attention to calorie limits, too. Check out the 5 Guidelines that encourage healthy eating patterns:

1

Follow a healthy eating pattern across the lifespan. All food and beverage choices matter. Choose a healthy eating pattern at an appropriate calorie level to help achieve and maintain a healthy body weight, support nutrient adequacy, and reduce the risk of chronic disease.

Follow a healthy eating pattern over time to help support a healthy body weight and reduce the risk of chronic disease.

A Healthy Eating Pattern Includes:

Fruits · Vegetables · Protein · Dairy · Grains · Oils

A Healthy Eating Pattern Limits:

Saturated Fats & *Trans* Fats · Added Sugars · Sodium

2

Focus on variety, nutrient density, and amount. To meet nutrient needs within calorie limits, choose a variety of nutrient-dense foods across and within all food groups in recommended amounts.

Choose a variety of nutrient-dense foods from each food group in recommended amounts.

Example Meal:

Lettuce & Celery — Vegetables
Apples & Grapes — Fruits
Chicken Breast & Unsalted Walnuts — Protein

Grains — Whole-Grain Bread
Dairy — Fat-Free Milk
Oils — Mayonnaise

Image source: U.S. Department of Health and Human Services Office of Disease and Pre….. Retrieved from https://health.gov/sites/default/files/2019-12/DGA_Static-Fig-ES-1.jpg

Dietary Guidelines at a Glance Continued

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3

Limit calories from added sugars and saturated fats and reduce sodium intake. Consume an eating pattern low in added sugars, saturated fats, and sodium. Cut back on foods and beverages higher in these components to amounts that fit within healthy eating patterns.

Consume an eating pattern low in added sugars, saturated fats, and sodium.

Example Sources of:

Added Sugars

Saturated Fats

Sodium

4

Shift to healthier food and beverage choices. Choose nutrient-dense foods and beverages across and within all food groups in place of less healthy choices. Consider cultural and personal preferences to make these shifts easier to accomplish and maintain.

Replace typical food and beverages choices with more nutrient-dense options. Be sure to consider personal preferences to maintain shifts over time.

Example:

Meal A

Shift

Meal B

Image source: U.S. Department of Health and Human Services Office of Disease and Pre….. Retrieved from
https://health.gov/sites/default/files/2019-12/DGA_Static-Fig-ES-1.jpg

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Everyone has a role in helping to create and support healthy eating patterns in places where we learn, work, live, and play.

5

Support healthy eating patterns for all. Everyone has a role in helping to create and support healthy eating patterns in multiple settings nationwide, from home to school to work to communities.
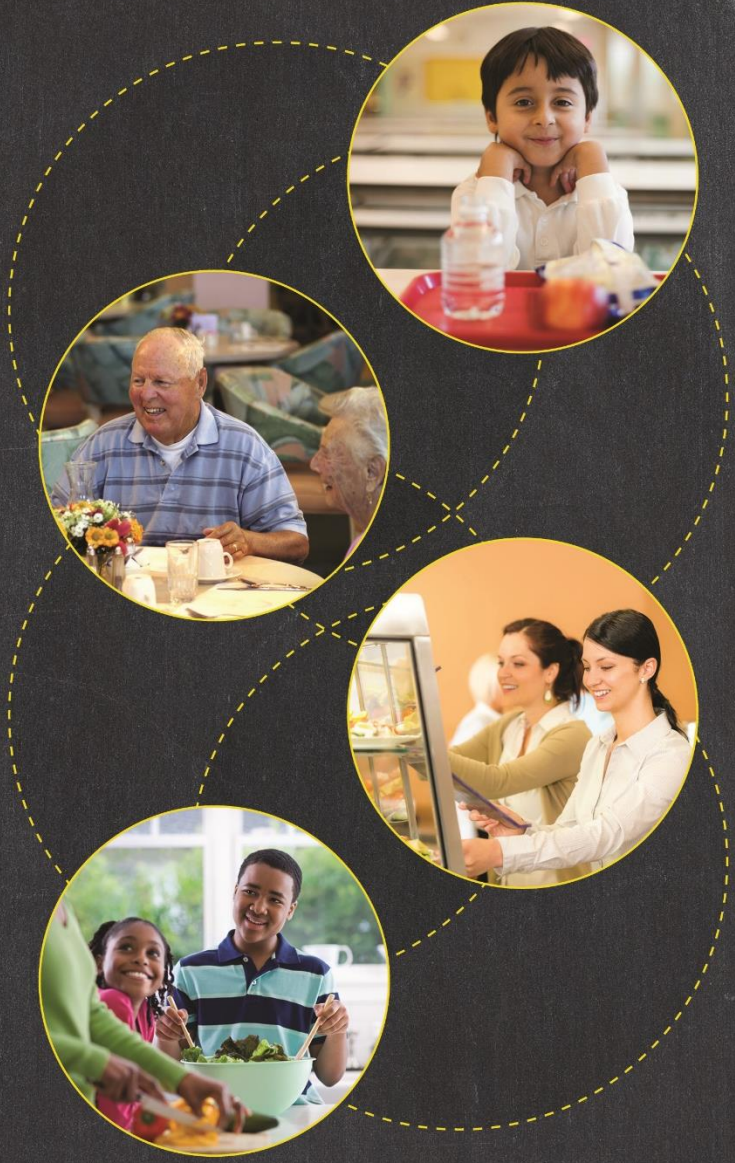
Image source: U.S. Department of Health and Human Services Office of Disease and Pre….. Retrieved from https://health.gov/sites/default/files/2019-12/DGA_Static-Fig-ES-1.jpg
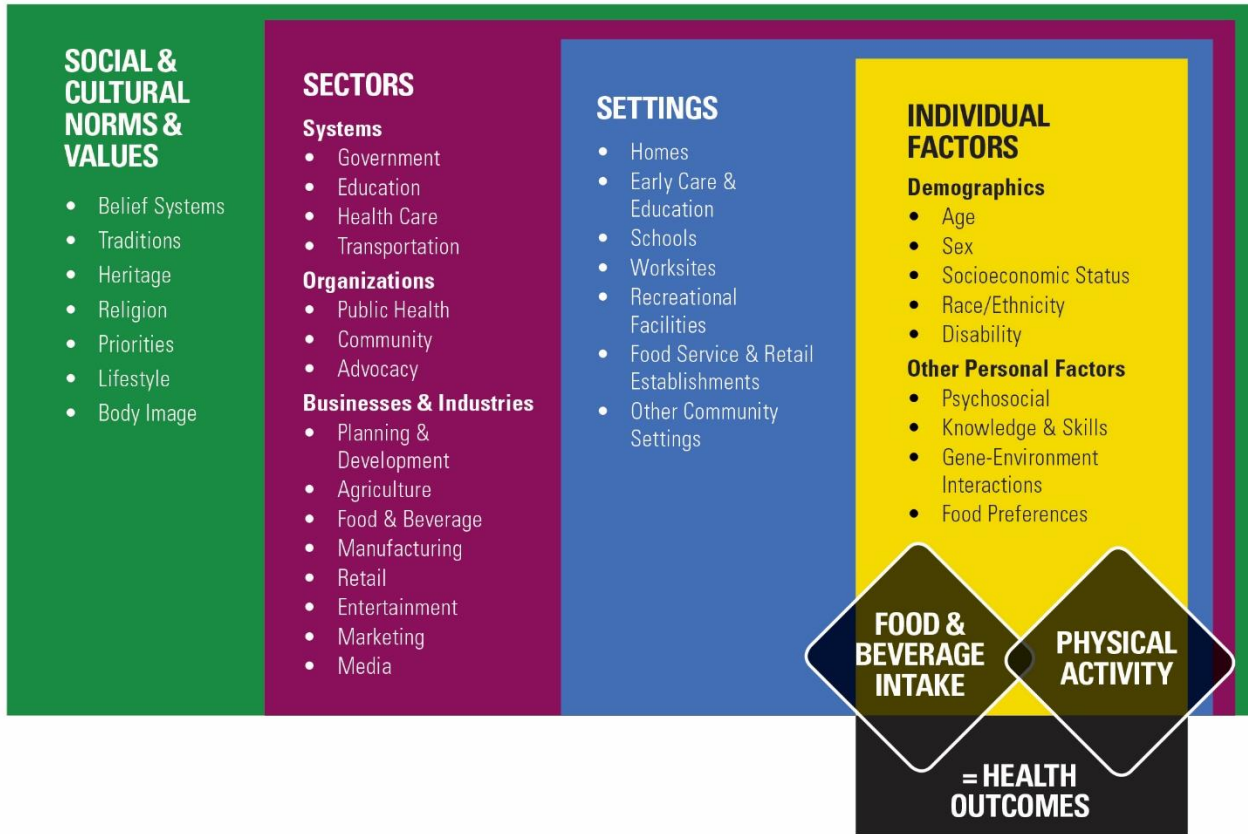
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Figure 3-1.
A Social-Ecological Model for Food & Physical Activity Decisions

The Social-Ecological Model can help health professionals understand how layers of influence intersect to shape a person's food and physical activity choices. The model below shows how various factors influence food and beverage intake, physical activity patterns, and ultimately health outcomes.

SOCIAL & CULTURAL NORMS & VALUES

- Belief Systems
- Traditions
- Heritage
- Religion
- Priorities
- Lifestyle
- Body Image

SECTORS

Systems
- Government
- Education
- Health Care
- Transportation

Organizations
- Public Health
- Community
- Advocacy

Businesses & Industries
- Planning & Development
- Agriculture
- Food & Beverage
- Manufacturing
- Retail
- Entertainment
- Marketing
- Media

SETTINGS
- Homes
- Early Care & Education
- Schools
- Worksites
- Recreational Facilities
- Food Service & Retail Establishments
- Other Community Settings

INDIVIDUAL FACTORS

Demographics
- Age
- Sex
- Socioeconomic Status
- Race/Ethnicity
- Disability

Other Personal Factors
- Psychosocial
- Knowledge & Skills
- Gene-Environment Interactions
- Food Preferences

FOOD & BEVERAGE INTAKE + **PHYSICAL ACTIVITY** = **HEALTH OUTCOMES**

DATA SOURCES: Adapted from: (1) Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. National Center for Chronic Disease Prevention and Health Promotion. Addressing Obesity Disparities: Social Ecological Model. Available at: http://www.cdc.gov/obesity/health_equity/addressingtheissue.html. Accessed October 19, 2015. (2) Institute of Medicine. Preventing Childhood Obesity: Health in the Balance, Washington (DC): The National Academies Press; 2005, page 85. (3) Story M, Kaphingst KM, Robinson-O'Brien R, Glanz K. Creating healthy food and eating environments: Policy and environmental approaches. Annu Rev Public Health 2008; 29:253-272.

Image Source: U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion
Retrieved from https://health.gov/sites/default/files/2020-01/DGA_Static-Fig-3-1_full.jpg

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Lesson 6

Grade: 7/8
Lesson: 6
	Lesson Title/Focus:
	Healthy Relationships:
	Conflict Management
		Materials:
		• Internet access
		• "Teens Talk About Family" video
		  https://kidshealth.org/en/teens/teens-talk-family-vd.html?WT.ac=t-ra
		• "5 Ways to (Respectfully) Disagree" article
		  https://kidshealth.org/en/teens/tips-disagree.html?WT.ac=take5

Health Standards:
S1C2PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence
S2C1PO 1. Examine how the family influences the health of adolescents
S4C1PO 1. Apply effective verbal and nonverbal communication skills to enhance health
S4C2 PO1. Identify effective conflict management or resolution strategies
S7C1PO 1. Explain the importance of assuming responsibility for personal health behaviors

Lesson Objectives:
Students will be able to:
- develop self-esteem as a healthy approach to building relationships and conflict management.
- distinguish types of relationships experienced by adolescents.
- determine healthy conflict management strategies.

Academic Vocabulary:
- self-awareness
- core values
- communication
- trust
- honesty
- integrity
- conflict management

Background:
1. Adolescence is a time in your life that you will start to look to your peers for approval and take on more independence.
2. You will make some choices on how to deal with disagreements as conflict is normal for any relationship you have (family, friends, etc.)
3. Conflict management or resolution skills are important to build to ensure you are safe in your interactions with others both physically and emotionally.
4. Communication allows for you to confront, discuss, and resolve conflict in healthy relationships.
5. Personal, religious, cultural, familial and core values affect decisions regarding your development of relationships and how you deal with them.

Anticipatory Set:
- Think about relationships you have with family, friends, teammates, peers, etc. Reflect on a time you had a disagreement.
    - Did you resolved the disagreement? If so, how?
    - Do you believe you have a healthy relationship, unhealthy relationship, in-between

relationship or are you unsure of the relationship now because of the disagreement?

Direct Instruction:
- View the "Teens Talk About Family" video
  https://kidshealth.org/en/teens/teens-talk-family-vd.html?WT.ac=t-ra
- Review the background section.

Guided Practice:
- Read the article "5 Ways to (Respectfully) Disagree." https://kidshealth.org/en/teens/tips-disagree.html?WT.ac=take5
- Determine how you can use the 5 ways in resolving one of these conflicts:
  - Scrolling in your phone, you realize you weren't invited to a gathering with your friends. The posts they made make you feel left out.
  - Your parents take away your gaming time because they think you broke the remote control. You know it was your brother though.
  - You borrowed your sister's new jeans. You returned them the next day, but she said you didn't and has looked everywhere.
  - Waiting in the lunch line, you watch someone shove another student you know for no reason.
- Quick-write about the process and how you can improve on these ways.

Independent Practice:
- Create a poster promoting self-awareness in the conflict resolution process.
  - Concepts to include: core values, communication, trust, honesty and integrity.

Closure:
- Questions, reflection and feedback. Write one thing you can do to help a peer or family member in a conflict.

References:
The Nemours Foundation/KidsHealth. "Teens Talk About Family" video. Retrieved from
https://kidshealth.org/en/teens/teens-talk-family-vd.html?WT.ac=t-ra
The Nemours Foundation/KidsHealth. "5 Ways to (Respectfully) Disagree" article. Retrieved from
https://kidshealth.org/en/teens/tips-disagree.html?WT.ac=take5

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Lesson 7

Grade: 7/8 Lesson: 7	Lesson Title/Focus: Media Influence: Evaluating Media Sources	Materials: • Internet access • "Evaluating Media Sources: Lesson 7" Slideshow • "Cornell Notes on Validity in Media Sources: Lesson 7" handout

Health Standards:
S3C1PO 1. Analyze the validity of health information, products, and services
S3C2PO 1. Access valid health information from home, school, and community
S3C2PO 4. Locate valid and reliable health products and services
S8C3PO 1. Identify ways in which health messages and communication techniques can be altered for different audiences

Lesson Objectives:
Students will be able to:
- understand how to vet media sources for truth and validity.
- utilize a variety of strategies to determine truth and validity of information.
- identify appropriate and valid online sources.

Academic Vocabulary:
- Vet
- URL
- Credibility
- Bias

Background:
1. The internet is one of the easiest ways to get information, but is it important to make decisions or vet the accuracy of health sources.
2. Choosing sources of information online requires you to determine whether sites are reliable and credible.
   - Look for by trusted web sites. A parent or teacher can help you or you can ask help from a librarian.
   - Look at the URL. Trusted websites usually end in- .edu, .gov, .org.
   - Be critical of the information on the media source page.
   - Question the author, accuracy, purpose, currency, and objectivity.
3. Learning to evaluate websites allows for you to advocate for your health and make informed decisions is a skill you can use for the rest of your life.
4. Other reliable sources for health-related questions are your health and PE teacher, the school nurse, the school counselor, parents/guardians, and your doctor.

Anticipatory Set:
- Write a quick response: How do you know when something is true? What is your method of trying to find if something is true?
- Assess understanding of academic vocabulary for lesson

Direct Instruction:
- Read the background section.
Review the "Evaluating Media Sources for Validity: Lesson 7" slides

Guided Practice:
- Take notes to track information and learning using the handout "Cornell Notes on Validity in Media Sources: Lesson 7".

Independent Practice:
- Research one of the health topics using an accurate, valid source and an invalid source:
  - Dental hygiene for adolescents
  - Healthcare for teens
  - Nutrition & fitness during adolescence
- Record your findings. What made the sources valid or invalid?

Closure:
- Share three strategies for getting valid media sources.

References:

Common Sense Education website. Most Reliable and Credible Sources for Students. (2019, October 24). Retrieved from https://www.commonsense.org/education/top-picks/most-reliable-and-credible-sources-for-students

Georgetown University Library website. Evaluating Internet Resources. Retrieved from https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content

University of California at Santa Cruz Library website. Library Guides: Start Your Research: Evaluate Your Info. Retrieved from https://guides.library.ucsc.edu/writing/evaluate

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Evaluating Media Sources for Validity

LESSON 7

Using Media as a Source of Information

► **Look for by trusted web sites.**
Your teacher can provide a list for you, or you can ask help from a librarian.

► **Look at the URL.**
Trusted websites usually end in **.edu**, **.gov**, **.org**.

► **Be critical of the information on the media source page.**
Question the author, accuracy, purpose, currency, and objectivity.

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Purpose- Knowing the motive behind the page's creation can help you judge its content.

- Who is the intended audience?
  - Scholarly audience or experts?
  - General public or novices?
- If not stated, what do you think is the purpose of the site? Is the purpose to:
  - Inform or Teach?
  - Explain or Enlighten?
  - Persuade?
  - Sell a Product?

Who can you trust?

Use trusted websites for accurate health information. Do a search with gov.

- health.gov
- girlshealth.gov
- Kidshealth.org
- Samhsa.gov
- List of reliable sources for other research topics

Use fact checking websites like

- Snopes.com
- Fact Check.org
- Politifact
- Media Bias

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Look for Objectivity and Currency

► The timeliness of the information is important. How current is the Information?

► Is there an indication of when the site was last updated?

► Is the information covered **fact, opinion, or propaganda**?

► Is the **author's point-of-view objective and impartial**?

► Is the **language free of emotion-rousing words and bias**?

► Does the content of the page have the **official approval of the institution, organization, or company**?

Look for Reliability and Credibility

► Why should anyone believe information from this site?

► Does the information appear to be valid and well-researched, or is it unsupported by evidence?

► Are quotes and other strong assertions backed by sources that you could check through other means?

► What institution (company, government, university, etc.) supports this information?

► If it is an institution, have you heard of it before? Can you find more information about it?

► Is there a non-Web equivalent of this material that would provide a way of verifying its legitimacy?

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Conclusion

•**Be very critical of any information** you find on media. Carefully examine each site. Compare information between at least three other media sources.

•**Ask for Help.** Your teacher or parent may help you determine if your media source is valid. When in doubt, ask a Librarian!

References and links

Evaluating Internet Resources. (n.d.). Georgetown University Library. Retrieved May 9, 2020, from https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content

Most Reliable and Credible Sources for Students. (2019, October 24). Retrieved from https://www.commonsense.org/education/top-picks/most-reliable-and-credible-sources-for-students

University of California at Santa Cruz Library. (n.d.). Library Guides: Start Your Research: Evaluate Your Info. Retrieved May 9, 2020, from https://guides.library.ucsc.edu/writing/evaluate

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Subject:	Section Title: Validity in Media Sources: Lesson 7
Section:	Essential Question:

.	Validity in Media Sources
	• Look for by_____ web sites.
	• Look at the URL.
	Trusted websites usually end in
	_____.
	• Be _____ on
	the media source page.
	• Who is the intended
	_____?
	    o Scholarly audience or experts?
	    o General public or novices?
	
	Purpose
	
	• If not stated, what do you think is _____of the
	site? Is the purpose to:
	    o Inform or Teach?
	    o Explain or Enlighten?
	    o Persuade?
	    o Sell a Product?
	
	• Use trusted websites like _____.
	    ▪ List of reliable sources
	
	• Use _____ websites like
	    o Snopes.com
	    o Fact Check.org
	    o Politifact
	    o Media Bias

Summary
Use this space to write a two or three sentence summary of what you just read.

Subject:	Section Title: Validity in Media Sources continued
	Objectivity

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.

- Is the information covered _____**?**
- Is the **author's point-of-view-** _____?
- Is the **language free of emotion-rousing words and** _____?
- Does the content of the page have the _____ **of the institution, organization, or company**?

Evaluate your media source by asking the following questions.
(underline important sections)
- Why should anyone believe information from this site?
- Does the information appear to be valid and well-researched, or is it unsupported by evidence?
- Are quotes and other strong assertions backed by sources that you could check through other means?
- What institution (company, government, university, etc.) supports this information?
- If it is an institution, have you heard of it before? Can you find more information about it?
- Is there a non-Web equivalent of this material that would provide a way of verifying its legitimacy?

Conclusion
- _____ ____ you find on media. Carefully examine each site. Compare information between at least three other media sources.

- **Ask for _____.** Your teacher or parent may help you determine if your media source is valid. When in doubt, ask a Librarian!

Summary

Lesson 8

Grade: 7/8 Lesson: 8	**Lesson Title/Focus:** Personal Development: The Harmful Effects of Smoking & Vaping	**Materials:** • Web pages: https://www.cdc.gov/healthyschools/bam/e_cigarettes_quick_facts.htm • https://www.youtube.com/watch?v=oOxxVh-o0mg&t=587s • Access to a laptop with internet

Health Standards:

S1C1PO 1. Analyze the relationship between healthy behaviors and personal health

S1C6PO 2. Examine the likelihood of injury or illness if engaging in unhealthy behaviors

S1C6PO 3. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors

S7C2PO 1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others

S7C2PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others

S8C1PO 2. Demonstrate how to influence and support others to make positive health choices

S5C2PO 3. Distinguish between healthy and unhealthy alternatives to health-related issues or problems

Lesson Objectives:

Students will be able to:

- determine the consequences of unhealthy behaviors
- identify and describe the impact of and prevention of vaping
- analyze information on the effects of vaping on the human body

Academic Vocabulary:

- refusal skills
- peer pressure
- assertiveness
- self-confidence
- irreversible
- nicotine
- dopamine
- acetaldehyde
- chromium
- acrylonitrile
- acrolein

- U. S. Surgeon General

- CDC

- FDA

- popcorn lung

- cancer

Background:

1. Pima County Facts

   - 48% of teens in Pima County have tried a vape or e-cigarette.

   - 90% of students see vaping ads on social media.

   - One in two teens have tried an e-cigarette before they graduate from high school.

2. E-cigarettes and other vaping products

   - Electronic cigarettes (E-cigarettes) are harmful to your health not matter what advertisers promote.

   - E-cigarettes are battery-powered devices that allow users to inhale, or vape, aerosolized liquid (e-juice). E-cigarettes, "vapes", vape or hookah pens, e-pipes, and other vaping products recently surpassed conventional cigarettes as the most commonly used tobacco product among youth; it is critical that youth, their teachers, physicians, school nurses, and parents understand the potential risks of using them.

3. Nicotine

   - Nearly all e-cigarettes contain nicotine. Nicotine is highly addictive and can harm the developing adolescent brain. Because the brain is still developing until about age 26, youth and young adult exposure to nicotine can lead to addiction and disrupt attention and learning. No amount of nicotine is safe for youth.

4. E-cigarette aerosol

   - E-cigarette aerosol aka e-juice, which users breathe from the device can contain harmful and potentially harmful substances, including:

     o Nicotine

     o Ultrafine particles that can be inhaled deep into the lungs.

     o Flavoring such as diacetyl, a chemical linked to a serious lung disease.

     o Volatile organic compounds

     o Cancer-causing chemicals

     o Heavy metals such as nickel, tine, and lead.

   - It is difficult for consumers to know what e-cigarette products contain.

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Excerpt from: Pima County Health Department. The REAL DEAL on Vaping Tobacco Prevention Resource Toolkit.

Anticipatory Set:
- Respond to this statement with your level of agreement based on prior knowledge.
  - *Electronic cigarettes are harmful to your health.*
- Do you strongly agree, agree, disagree, strongly disagree, or don't know?

Direct Instruction:
- Review the background section.
- Research the Center for Disease & Prevention Center's "E-cigarette Quick Facts" at https://www.cdc.gov/healthyschools/bam/e_cigarettes_quick_facts.htm
- Based on the facts, create a True/False quiz based on e-cigarette use with 5 items for a peer to respond to.

Guided Practice:
- View "Vaping Part One" video clip at
- https://www.youtube.com/watch?v=oOxxVh-o0mg&t=587s
  - How do E-Cigarettes Work? (1:30)
  - What else can Vapes contain inside as well? (2:50)
  - What is inside the aerosol (aka vape cloud)? (3:45)
  - What are some of the health effects of using E-Cigarettes? (5:18)
  - If a teen vapes, how much more likely are they to start smoking cigarettes or other tobacco products later? (12:10)
- Show and discuss approved media.

Independent Practice:
- Read "The Health Impacts of E-Cigarettes" article to develop a list of 5 strategies to refuse any peer pressure to use e-cigarettes or to vape.

http://www.scholastic.com/youthvapingrisks/healthrisksofcigarettes_studentarticle_A.pdf

- Actively read taking notes on key terms, new learnings, and making connections to your prior knowledge or experiences.

Closure:
- Respond to the question as an exit ticket:

  - What is your best response to refusing e-cigarettes?

References:
Pima County Health Department. "The REAL DEAL on Vaping Tobacco Prevention Resource Toolkit." Retrieved from
https://webcms.pima.gov/UserFiles/Servers/Server_6/File/Health/Preventive%20Health/Tobacco%20Prevention%20and%20Cessation/REAL_DEAL/Youth%20Vaping%20Toolkit.pdf

Weller Health Education. YouTube. Vaping Part One Retrieved from
https://www.youtube.com/watch?v=oOxxVh-o0mg&t=587s
https://www.youtube.com/watch?v=dFfb_eB9LXE (Part 2)

U.S. Department of Health and Human Services Center for Disease Control & Prevention Center. BAM! Body and Mind – Classroom Resources for Teachers. Retrieved from
https://www.cdc.gov/healthyschools/bam/e_cigarettes_quick_facts.htm

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Lesson 9

Grade: 7/8 Lesson: 9 (2 DAYS)	Lesson Title/Focus: Personal Safety & Health: Harassment & Abuse	Materials: • "Could It Be?" Handout • Cyber Bullying" video clip: https://vimeo.com/366561991 • "What's the difference between harassment and bullying?" article from https://www.pacer.org/bullying/resources/questions-answered/bullying-harassment.asp • Do's and Don'ts Reference Sheet • Audio visual equipment for video clip

Health Standards:
S3C2PO 3. Describe situations that may require professional health services
S5C2PO 5. Choose healthy alternatives over unhealthy alternatives when making a decision
S7C2PO 1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others
S7C2PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others
S8C1PO 1. State a health enhancing position on a topic and support it with accurate information
S8C1PO 2. Demonstrate how to influence and support others to make positive health choices
S8C2PO 1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools

Lesson Objectives:
Students will be able to:
• understand what constitutes harassment and abuse.
• distinguish the difference between bullying and harassment
• identify reasons why victims/survivors do not speak out.
• report and get help for harassment and abuse.

Academic Vocabulary:
• harassment
• abuse
• bullying
• consent and refusal

Background:
1. Harassment
    Harassment is a serious problem among youth.
    Forms of harassment may include, but are not limited to:

    • Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, impeding or blocking movement, leering, gestures, display of inappropriate objects, posters or cartoons.
    • Continuing to express romantic or sexual interest after being informed that the interest is unwelcome.
2. Forms of harassment are not limited to the educational setting, but may occur in one or more of the following settings:

- The workplace
- The public arena
- The home
- Extracurricular activities

3. Unfortunately, harassment, like bullying, is often ignored or excused
- Some say that harassment is "just flirting" or "boys will be boys." They may even blame the victim because of the way she/he dressed or say that she/he can't take a joke. Relationships should be mutual and built on respect of one another's boundaries. When one person is offended, it is harassment, not flirting.
- Power Plays are unhealthy power dynamics. Many individuals grow up believing in being competitive and in exercising power-especially over others. When subjected to harassment or abuse, victims/survivors often wrongly assume it is their fault. Perpetrators manipulate victims to believe they have given their consent to the negative behavior or have caused it.
- Stereotypes play into the power dynamic and exist across cultures and across media: treating males and females the way they are portrayed in the media.

4. Anyone can harass others or be the target of harassment.
- Forms of harassment can occur among peers or between faculty and students.

5. Consequences
- Harassment is against the law. Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 prohibit sexual harassment.
- TUSD has a policy that prohibits harassment and stipulates consequences for such acts.

6. Any form of harassment could cause someone to:

- Become physically ill.
- Withdraw from social or public situations.
- Turn to drugs.
- Feel unable to have comfortable relationships with others.
- Be limited in their academic choices.
- Feel angry, afraid, embarrassed, degraded, or intimidated.

7. Abuse is never the victim's/survivor's fault.
8. Why Don't Some Abuse victims/Survivors Speak Out, Get Help, Run Away from their Abuser?
- They may be under the control of their abuser, who mentally and/or emotionally brainwashes victims/survivors into believing what they want them to believe.
- Traumatic bonding to the abuser.
- Abuser may make the victim/survivor feel responsible for satisfying their needs.
- They may not be old enough to understand they are being abused. It may seem normal or loving.
- They do not see themselves as being abused: "It's my choice." or "It's my fault."
- Their abuser may use fear and threaten them or their friends/family members. Threats may include physical, emotional, or financial harm.
- They may experience feelings of shame and/or humiliation.
- They may blame themselves for allowing the abuse, and not saying "no"
- Distrust or fear-of law enforcement, those in authority, or service providers. This may be due to immigration status or involvement in the juvenile justice system.
- Abuse may be normalized.

- Fear of harming or losing their family
  - Disappointing their parents that they have somehow "allowed" the abuse to occur, that they are to blame (abusers may tell them this is how their family will respond)
  - Reporting a family member – which could cause a parent or other family member to have to leave.
  - Feel obligated to keep it a secret to keep the family together and to avoid retaliation by family members.
  - Fear of being abandoned.
  - Fear of not being believed.

9. Harmful effects of harassment or abuse can cause the survivor to:

- Become physically ill, i.e. frequent headaches, stomach aches
- Withdraw from social or public situations, lose interest in favorite activities, runaway.
- Turn to drugs, cutting, burning, promiscuity, eating disorders.
- Feel unable to have comfortable relationships with others.
- Be limited in their academic choices, drop in grades, drop out of school.
- Feel angry, afraid, embarrassed, degraded, intimidated.
- Experience frequent nightmares, bed-wetting
- Hate themselves, put themselves down.
- Experience anxiety, depression, and/or suicidal thoughts
- Assume a victim mentality, believing they lack the power to say "no," to resist those who are domineering, controlling, abusive.
- Become more susceptible to further abuse, assault, exploitation.
- Have a lack of appropriate boundaries.

10. Boundaries

Applying boundary setting and assertiveness skills to identify red flags of harassment and abuse is key to prevention.
- The majority of time abuse occurs in private one-to-one situations. Should an unsafe situation arise, trust your intuition and leave.
- The majority of abuse involves someone you know. You have the power and permission to set and maintain personal boundaries even with people you love and trust.
- Be aware of tactics abusers may use such as excessive attention or flattery and unwarranted or frequent gifts.
Be especially careful with sleepovers. They may increase opportunity for abuse.

11. Responding to harassment or abuse – regarding yourself or someone you know
Reporting harassment or abuse
- DO NOT STAY SILENT. Tell a responsible adult – not just a peer.
- When possible, talk with your parents, guardians or other family members
- If safe, you have the power to tell the harasser or abuser that you don't like the behavior and tell them to stop!
If you confront the harasser or abuser face to face, ask a-trusted adult to join you.
- Professionals such as physicians, nurses, psychologists, teachers, school personnel, social workers, and police officers are obligated to report sexual molestation, abuse, or physical neglect to law enforcement or the Department of Child Safety (DCS)

- Tell law enforcement yourself by dialing 911. If you are not sure it is something that needs to be reported, or if you are not yet prepared to identify yourself, there are ways to make anonymous reports through some of the resources listed.
- Don't feel guilty. You didn't cause harassment and you are not responsible for it.

Get the help you need to heal and reestablish your life goals and boundaries
- Get referrals from your parents, guardians, other family members, school counselor, clergy
- Speaking out is the first step to healing.

12. Be an advocate for someone you believe is being harassed or abused. Friends don't stay silent; they believe and support one another in finding safety. Be an upstander, not a bystander.
   Resources available
- School counselor, teacher, principal, parent, trusted adult
- Report physical abuse: Call 911
- DCS Child Abuse Hotline: 1-888-767-2445 (1-888-SOS-CHILD)

Anticipatory Set:
- Using prior knowledge, develop your own definition of harassment and abuse.

Direct Instruction:
- Review the background section of the lesson.
- View the "Cyber Bullying" video clip: https://vimeo.com/366561991
- Is cyberbullying harassment? What's the difference between harassment and bullying? Read this article to find out more: https://www.pacer.org/bullying/resources/questions-answered/bullying-harassment.asp

Guided Practice:
- Complete the "Could it Be?" handout.
- Reflection questions: What are the causes of harassment and abuse? Why do you think people bully, harass, and abuse? Why do you think most victims do not report harassment or abuse?

Independent Practice:
- Brainstorm the information presented in this lesson and how to be advocates for prevention of abuse and harassment.
- Project development to create an advocacy campaign to prevent abuse and harassment. Projects can include visuals, social media, hashtags, posters, logos, etc.

Closure:
- Students respond in writing using an exit ticket to one of the closing questions below:
  - Why most victims do not report harassment or abuse?
  - List 3 things you learned from this lesson.
  - What are some of the resources available to survivors of harassment and/or abuse?

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COULD IT BE?

Place an **X** beneath *agree* if the statement is an example of harassment or abuse and an X below the *disagree* if the statement is **not** an example of harassment or abuse

Agree	Disagree	
		Discussing or "rating" another person's body or physical appearance.
		Calling other students derogatory names.
		Using an electronic device to send unwanted messages to someone.
		Spreading a rumor about someone.
		Calling a friend "stupid" for fun.
		Kissing someone.
		Girls using vulgar language to a boy.
		Writing something negative about another person on a restroom wall.
		Continuing to follow someone around or communicate with them after they have asked you to stop.
		Bra snapping.
		Unwanted hugging.
		Blocking a doorway or grabbing someone's arm to keep them from leaving.

DO'S AND DON'TS

DON'T

- Make unwanted comments or advances.
- Touch a person who **does not** want to be touched.
- Make demeaning remarks or gestures to or about others.
- Laugh at or repeat other's harassing words or behavior.
- Pressure someone to say or do something they **don't** want to do.
- Make someone feel like you are hindering their ability to leave a situation.
- Keep pursuing someone who **does not** want you to.

DO

- Put yourself in the other person's shoes. How would you feel?
- Ask if you would want this said or done to someone you care about - or if you would want them to see or hear your comment or behavior.
- Treat others in a fair and respectful way.
- Think about how you want others to treat you.
- Stand up for yourself and others.
- Report harassment or abuse and **get help**.

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Glossary of Terms

Important Note: This glossary of terms is a comprehensive list of the academic vocabulary for the entire 4th through 12th grade Alternative Family Life Curriculum. For specific vocabulary introduced by grade level, please see each lesson.

Abuse- Abuse is an action that intentionally causes harm or injures another person. This can refer to physical abuse, psychological abuse, mental abuse, or child abuse.

Acceptance- general agreement that something is satisfactory or right, or that someone should be included in a group.

Acetaldehyde- Acetaldehyde appears as a clear colorless liquid with a pungent choking odor. It is the most abundant carcinogen in tobacco smoke.

Acne- An inflammatory disease resulting from excess sebum production, follicle plugging, and increased bacterial production.

Acrolein- Acrolein is a clear or yellow liquid that evaporates quickly and burns easily. Acrolein has a strong, unpleasant smell. Breathing low levels of acrolein can irritate the nose, nasal cavity, windpipe and voice box. Fluid buildup in the lungs can also occur from breathing acrolein. In cases of severe breathing exposure, death could occur from damage to the lungs and respiratory system.

Acrylonitrile- a colorless, flammable, poisonous, carcinogenic liquid, C_3H_3N, used for the production of polymers and copolymers, as rubbers, fibers, and clear plastics for beverage containers. The presence of harmful ingredients such as acrylonitrile are found in e-cigarettes and are found in the body of human adolescents who use e-cigarettes.

Active Listening- A way of listening and responding to another person that improves mutual understanding.

Acquaintance- a person that you have met but do not know well.

Adjustment- The process of adapting or becoming used to a new situation.

Adolescence- The stage of life when humans grow from childhood to adulthood.

Adverse Situation- Decisions, conditions or effects that are unfavorable to a person.

Advocacy- speaking or acting on behalf of an individual or group to uphold their rights or explain their point of view.

Affection- A feeling of liking, attraction or fondness.

Aggressive- Showing anger and a willingness to attack other people.

Aggressor- A person, group, or country that starts an argument, fight, or war by attacking first.

Ally- A person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group.

Alternatives- The different choices or actions possible.

Analyze- To study or examine something carefully in a methodical way.

Anorexia Nervosa- Anorexia nervosa is an eating disorder defined by restriction of energy intake relative to requirements, leading to a significantly low body weight. Patients will have an intense fear of gaining weight and distorted body image with the inability to recognize the seriousness of their significantly low body weight.

Apocrine Gland- Apocrine glands in the skin and eyelid are sweat glands. Apocrine glands in the skin are scent glands, and their secretions usually have an odor.

Appropriate Distance- A safe or appropriate distance or amount of space between two people or between people in a group.

Aspirations- A strong hope or wish for achievement or success.

Assertiveness- The quality of being self-assured and confident without being aggressive. A method of critical thinking where an individual speaks up in defense of their views or in light of erroneous information.

Attain- To reach as an end: gain.

Basic Needs- Essential items necessary to sustain life, like food, shelter, and clothing.

BFF- An abbreviation for best friend forever, a way of referring to a person's best friend.

Bias- a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly.

Body Autonomy- A person has the right to accept or reject physical touch (this concept is often tested when two people greet each other).

Body Language- The nonverbal messaging of gestures and movement.

Body Odor- an unpleasant smell on a person's body that is caused by sweat. When we sweat, the sweat mixes with bacteria on our skin and causes a stinky odor. We need shower daily, wash feet, use antiperspirant/deodorant, wash clothes, and not wear dirty socks.

Boundaries- Personal boundaries are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say "no" to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships.

Bulimia- Bulimia is an eating disorder in which a person has regular episodes of eating a very large amount of food (bingeing) during which the person feels a loss of control over their eating. The person then uses different ways, such as vomiting or laxatives (purging), to prevent weight gain.

Bullying/Hazing- Repeated threats meant to create fear or harm to a person by someone who has more power or status. Hazing is harassment or ridicule directed at members of a group or team.

Bystander- A person who is standing near and watching something that is happening but is not taking part in it.

Cancer- Cancer is a large group of diseases that can start in almost any organ or tissue of the body when abnormal cells grow uncontrollably, go beyond their usual boundaries to invade adjoining parts of the body and/or spread to other organs.

CDC- Center for Disease Control and Prevention. A U.S. federal government agency whose mission is to protect public health by preventing and controlling disease, injury, and disability. The CDC promotes healthy behaviors and safe, healthy environments. It keeps track of health trends, tries to find the cause of health problems and outbreaks of disease, and responds to new public health threats. The CDC works with state health departments and other organizations throughout the country and the world to help prevent and control disease. The CDC is part of the U.S. Public Health Service of the Department of Health and Human Services (DHHS).

Change- To make different in some way.

Chromium- the chemical element of atomic number 24, a hard white metal used in stainless steel and other alloys. Chromium is a component of e-cigarette heating coils. Can cause an increase of metal exposure among e-cigarette users.

Communication- Sending and receiving messages. Good communication helps people in relationships know and understand each other.

Compassion- A strong feeling of sympathy and sadness for the suffering or bad luck of others and a wish to help them.

Conflict Management- Conflict management seeks to resolve the disagreement or conflict with positive outcomes that satisfy all individuals involved or is beneficial to the group.

Consent- Permission, agreement or willingness to do something with another person (v) give permission for something to happen.

Consequences- The final result of a decision (short-term and long-term).

Core Values- The fundamental beliefs of a person.

Credibility- the fact that someone can be believed or trusted.

Crisis Center- **1.** a central facility, telephone answering service, etc., where people may obtain informed help or advice in a personal crisis.

2. an office, building, agency, etc., serving as a central point for receiving information and coordinating action during a disaster or emergency.

Custody/ Custodial Arrangements- The care, control and maintenance of a child awarded by a court.

Customs- A practice common to many, or to a particular place, class or individual.

Cyber Bullying- Mistreating a person through technology especially via social media.

Cyber Harassment- Cyber Harassment is defined as a repeated, unsolicited, hostile behavior by a person through cyberspace with a intent to terrify, intimidate, humiliate, threaten, harass or stalk someone.

Cycle of Violence- The cycle of violence is a model developed to explain the complexity and co-existence of abuse with loving behaviors. It helps those who have never experienced domestic violence understand that breaking the cycle of violence is much more complicated than just "getting out" or leaving.

There are three phases in the cycle of violence: (1) Tension-Building Phase, (2) Acute or Crisis Phase, and (3) Calm or Honeymoon Phase. Without intervention, the frequency and severity of the abuse tends to increase over time.

Decision- The act or process of making a final choice or judgement or selecting a course of action.

Decontextualization- The process of isolating a component from it's normal or expected context.

Depersonalization- The process of taking away personal identity.

Dignity- The quality or state of being worthy, honored or esteemed.

Disparity- a situation in which two or more things are not equal or similar, especially when this is thought to be unfair.

Divorce- An official or legal process to end a marriage.

Dopamine- Dopamine is a chemical released in the brain that makes you feel good. Having the right amount of dopamine is important both for your body and your brain.

Dynamic- A system of continuous change.

Eccrine gland- Certain sweat glands, distributed over the entire body, that secrete a type of sweat important for regulating body heat.

Effective Communication- Communication between two or more persons with the purpose of delivering, receiving and understanding the message successfully.

Emotional Abuse- is deliberately causing mental or emotional pain. Examples include intimidation, coercion, ridiculing, harassment, treating an adult like a child, isolating an adult from family, friends, or regular activity, use of silence to control behavior, and yelling or swearing which results in mental distress.

Empathy- The ability to understand and share the feelings of another person.

Empowerment- Becoming stronger and more confident of one's ability to control one's life.

Esteem- Respect and admiration.

Evaluate- To determine the value of something by careful appraisal and study.

Explicit- Fully revealed or expressed without vagueness.

Extended Family- A family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children.

Family- A family is a group of two or more persons related by birth, marriage, or adoption who live together; all such related persons are considered as members of one family.

Family Counseling- Family counseling is a counseling specialization focusing on familial dynamics and relationships.

FDA- Food and Drug Administration. An agency in the U.S. federal government whose mission is to protect public health by making sure that food, cosmetics, and nutritional supplements are safe to use and truthfully labeled. The FDA also makes sure that drugs, medical devices, and equipment are safe and effective, and that blood for transfusions and transplant tissue are safe.

Gender Roles- is a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for a person based on that person's sex.

Goals- The result or achievement toward which effort is directed; aim; end.

Good Decisions- Those that are made after you carefully examine the alternatives and act on the best one.

Harassment- Aggressive pressure or intimidation.

Honesty- Telling the truth or able to be trusted and not likely to steal, cheat, or lie.

Hygiene- Conditions or practices used to maintain health and prevent disease especially through cleanliness.

I-Message- In interpersonal communication, an I-message or I-statement is an assertion about the feelings, beliefs, values, etc. of the person speaking, generally expressed as a sentence beginning with the word "I".

Impaired/Impairment- Having a disability of a specified kind, for example hearing loss.

Implicit- Implied, not plainly expressed.

Inclusiveness- the quality of including many different types of people and treating them all fairly and equally.

Individuality- Characteristics that distinguishes people.

Infection- The invasion and growth of germs in the body. The germs may be bacteria, viruses, yeast, fungi, or other microorganisms. Infections can begin anywhere in the body and may spread all through it. An infection can cause fever and other health problems, depending on where it occurs in the body.

Informed Decision- Assessing risks and collecting relevant information before you take a step. An informed decision focuses on the risks and benefits involved in the decision-making process.

Influence- The capacity to have an effect on the character development of someone or something.

Insight- The ability to have a clear, seep and sometimes sudden understanding of a complicated problem or situation.

Integrity- The quality of being honest and having strong moral principles that you refuse to change.

Introspection- A reflective looking inward**:** an examination of one's own thoughts and feelings.

Irreversible- Not possible to change; impossible to return to a previous condition.

Irritated- To provoke impatience, anger, or displeasure in, to annoy, to induce irritability in or of, to cause or induce displeasure or irritation.

Kindness- The quality of being generous, helpful, and caring about other people, or an act showing this quality.

Lice- Lice are tiny insects that cannot fly but can crawl. Lice are easily spread from close personal contact (sharing brushes, hats, pillows). They cause itching. Prescription medicated shampoo and/or creams may be used to kill lice and eggs. Use toothed to remove lice and eggs. Wash sheets and clothing in hot water. Soak hair ties, brushes, and combs in rubbing alcohol or medicated shampoo for an hour. Wash them in hot water or just throw them out.

Liking Yourself- Accepting yourself and coming to terms with those aspects of yourself that you cannot change.

Literacy- Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

Maslow's Hierarchy- A five tier model of human needs – consisting of Psychological needs, Safety needs, Belonginess and Love needs, Esteem needs, and Self-Actualization.

Media- Means of communication that influence people widely such as, radio, televisions, newspaper, magazine, and internet.

Mediator- A *mediator* is a person who mediates—helps to settle a dispute or create agreement when there is conflict between two or more people or groups by acting as an intermediary or go-between for those parties.

Minority- 1. The smaller in number of two groups constituting a whole. a number or percentage equaling less than half of a total.
        2. A part of a population thought of as differing from the rest of the population in some characteristics and often subjected to differential treatment.

Mutual Support- The act of respecting and assisting one another.

Need- A *need* is something essential, anything that is necessary but lacking. People need food, water, and shelter. When you lack them, you're in need.

Nicotine- An addictive, poisonous chemical found in tobacco. It can also be made in the laboratory. When it enters the body, nicotine causes an increased heart rate and use of oxygen by the heart. It is also used as an insecticide.

Non-Physical Characteristics- Characteristics not relating to the body or nature.

Obesity- Overweight and obesity are defined as abnormal or excessive fat accumulation that presents a risk to health.

Passive- Not acting to influence or change a situation; allowing other people to be in control.

Peer Pressure- The feeling that you should act a certain way because your friends want you to.

Permission- The act of allowing someone to do something, or of allowing something to happen.

Perpetuate- To make something continue indefinitely.

Persistence- The quality that allows someone to continue doing something or trying to do something even though it is difficult or opposed by other people.

Personal Boundaries- Setting standards for how people can treat you.

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Personal Goals- Personal goals are short- or long-term goals that can apply to your work, family life or lifestyle. They are meant to motivate you to achieve what you want in life.

Personal Hygiene- Personal hygiene refers to maintaining cleanliness of one's body and clothing to preserve overall health and well-being.

Personal Space- The distance from another person at which one feels comfortable when talking to or being next to that other person.

Perspiration- The process of sweating; sweat.

Physical Abuse- Deliberately aggressive or violent behavior by one person toward another that results in bodily injury. Physical abuse may involve such actions as punching, kicking, biting, choking, burning, shaking, and beating, which may at times be severe enough to result in permanent damage (e.g., traumatic brain injury) or death.

Physical Activity- Physical activity refers to all movement. Regular physical activity is proven to help prevent and manage noncommunicable diseases (NCDs) such as heart disease, stroke, diabetes and several cancers. It also helps prevent hypertension, maintain healthy body weight and can improve mental health, quality of life and well-being.

Physical Characteristics- The physical features of a person or something. Personal characteristics might include weight, volume, shape, color, etc.

Physiological- A branch of biology that deals with living organisms and their parts.

Popcorn Lung- "Popcorn lung" is the nickname for bronchiolitis obliterans. That's a condition that damages your lungs' smallest airways and makes you cough and feel short of breath. It's sometimes caused by breathing in chemicals used to flavor microwave popcorn and other chemicals used in some electronic cigarette flavors in the US.

Power Differential- Situations in which one person is perceived or actually has more authority, agency or knowledge than another person.

Preventive Health Services- Routine health care that includes screenings, check-ups, and patient counseling to prevent illnesses, disease, or other health problems.

Process- A process is a procedure, something you do in order to achieve a certain result.

Pros and Cons- The advantages and disadvantages of something, especially something that you are considering doing.

Refusal- A refusal is the fact of firmly saying or showing that you will not do, allow, or accept something.

Refusal Skills- A process where someone lets another person know that they aren't giving permission to the action.

Refusal Strategies- Ways of saying "No".

Relationships- Connections between two or more people.

Resiliency- The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. A number of factors contribute to how well people adapt to adversities, predominant among them (a) the ways in which individuals view and engage with the world, (b) the availability and quality of social resources, and (c) specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

Respect- A feeling of deep admiration for someone or something.

Responsibilities- The state or fact of having duty or control over something.

Sanitize- To make something clean and healthy, especially by killing bacteria.

Self-Acceptance- An individual's acceptance of all of his/her attributes, positive or negative. It includes body acceptance, self-protection from negative criticism, and believing in one's capacities.

Self-Actualization- The psychological process aimed at maximizing the use of a person's abilities and resources. This process may vary from one person to another.

Self-Awareness- Conscious knowledge of one's own character, feelings, motives, and desires.

Self-Concept- The way a person sees themselves in comparison to others.

Self-Confidence- Self-assurance- trust in one's abilities, capacities, and judgment. Because it is typically viewed as a positive attitude, the bolstering of self-confidence is often a mediate or end goal in psychotherapy.

Self-Empowered- Taking care of your own life through the decisions you make every day.

Self-Esteem- A measure of how much you value, respect and feel confident about yourself. "Liking yourself".

Self-Perception- A person's view of his or herself or of any of the mental or physical attributes that constitute the self. Such a view may involve genuine self-knowledge or varying degrees of distortion. Also called **self-percept**. See also perceived self; self-concept.

Self-Talk- The messages a person gives themselves.

Self-Worth- An individual's evaluation of himself or herself as a valuable, capable human being deserving of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem.

Separation- 1. a situation in which two or more people or things are separated.

2. an arrangement, often legal, by which two married people stop living together as a couple.

Siblings- one of two or more individuals having one common parent.

Skin- It keeps all organs inside our body, protects body from germs, maintains body temperature, and feels pressure and temperature

Social-Ecological Model- This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence.

Sunburn- The UV (ultraviolet) rays from the sunburn the epidermis and cause the skin to become red. It is possible for these rays to cause your skin to wrinkle, different types of skin cancers and cataracts in your eyes. In order to protect from sunburn, limit time in the sun, wear sunscreen with an SPF of 15, and wear sunglasses.

Stereotype- A preconceived idea or image of people who belong to a certain group.

Strategies- A strategy is a general plan or set of plans intended to achieve something, especially over a long period.

Sulfur- A pale-yellow, brittle nonmetallic element that occurs widely in nature. Chemicals containing sulfur give body odor the oniony aroma.

Tact- A keen sense of what to do or say in order to maintain good relations with others.

Target-   1. a person or a particular group of people that something is directed at, or that something is intended for.
2. one or more people who are criticized or laughed at, or who experience unpleasant treatment from others:
3. a level or situation that you intend to achieve.

Tolerance- The ability to overlook differences and accept people for who they are.

Tone- The general character or attitude of a place or a piece of writing or situation.

Toxic Relationship- A toxic relationship is one that makes you feel unsupported, misunderstood, demeaned, or attacked. A relationship is toxic when your well-being is threatened in some way—emotionally, psychologically, and even physically.

Trust- The trait of believing in the honesty and reliability of others. Complete confidence in a person or plan.

Type II Diabetes- Type 2 diabetes, the most common type of diabetes, is a disease that occurs when your blood glucose, also called blood sugar, is too high.

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Ultraviolet Rays- Ultraviolet (UV) radiation from the sun can cause sunburn, skin damage, eye damage and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

Unfair- Not treating people in an equal way, or not morally right.

URL- A URL (Uniform Resource Locator) is a unique identifier used to locate a resource on the Internet. It is also referred to as a web address. URLs consist of multiple parts -- including a protocol and domain name -- that tell a web browser how and where to retrieve a resource.

U.S. Surgeon General- The chief medical doctor and health educator for the United States. The mission of the U.S. Surgeon General is to give the public the best scientific information available on how to improve health and lower the risk of illness and injury. The U.S. Surgeon General oversees the U.S. Public Health Service and is chosen by the U.S. President.
Validation- Demonstrate or support the truth or value of something.

Values- A person's principals or standards of behaviors; one's judgement of what is important in life.

Vet- to examine something or someone carefully to make certain that they are acceptable or suitable.

Want- To feel a need or a desire for; wish for.

Without Consent -Arizona Revised Statute § 13-1401(A)(7) defines **Without Consent** as any of the following:
   (a) The victim is coerced by the immediate use or threatened use of force against a person or property.

   (b) The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant. For the purposes of this subdivision, "mental defect" means the victim is unable to comprehend the distinctively sexual nature of the conduct or is incapable of understanding or exercising the right to refuse to engage in the conduct with another.

   (c) The victim is intentionally deceived as to the nature of the act.

   (d) The victim is intentionally deceived to erroneously believe that the person is the victim's spouse.

You-Message- You-messages suggest blame, and encourage the recipient to deny wrong-doing or to blame back. "You" messages stir up emotion and make people feel like they're being blamed, put down and insulted.

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Acknowledgements

This curriculum was developed through the efforts and support of many individuals from the Tucson Unified School District and the community. A special thanks to all who worked so diligently.

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