



**Alternative**  
**Family Life**  
**Curriculum**

**GRADE 5**

**TUCSON UNIFIED SCHOOL DISTRICT**

# **TUCSON UNIFIED SCHOOL DISTRICT**

## **ALTERNATIVE FAMILY LIFE CURRICULUM**

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# TABLE OF CONTENTS

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Overview .....</b>              | <b>4</b>                            |
| <b>Classroom Climate.....</b>      | <b>5</b>                            |
| <b>Parent Participation.....</b>   | <b>5</b>                            |
| <b>Grade Level Goal .....</b>      | <b>6</b>                            |
| <b>Curriculum Objectives .....</b> | <b>6</b>                            |
| <b>Pacing Guide.....</b>           | <b>7</b>                            |
| <b>Lessons .....</b>               | <b>9</b>                            |
| <b>Lesson References .....</b>     | <b>44</b>                           |
| <b>Acknowledgements .....</b>      | <b>Error! Bookmark not defined.</b> |



# TUCSON UNIFIED SCHOOL DISTRICT 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.



# **TUCSON UNIFIED SCHOOL DISTRICT ALTERNATIVE FAMILY LIFE CURRICULUM**

## **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.



# **TUCSON UNIFIED SCHOOL DISTRICT 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

## 5<sup>th</sup> Grade

### Week 1

| 5 <sup>th</sup> Grade                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Week 1                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Day 1 Lesson 1<br>Communication with Family                                                                                                                                                                                                                                                                                             | Day 2 Lesson 2<br>Self-Concept                                                                                                                                                                                                                                                                                                              | Day 3 Lesson 3<br>Decision-Making                                                                                                                                                                                                                                                                                                                                                                                    | Day 4 Lesson 4<br>Effective Communication Skills and Assertiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Day 5 Lesson 5<br>Belonging to Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b><u>Health Standards</u></b><br/>S5C1PO1<br/>S5C2PO1<br/>S7C1PO1</p> <p><b><u>American School Counselor Association Standards</u></b><br/>B-LS9<br/>B-SMS1<br/>B-SS3</p> <p><b><u>Lesson Objective</u></b><br/><b>Students will be able to:</b><br/>identify their personal responsibilities within their family or household.</p> | <p><b><u>Health Standards</u></b><br/>S4C1PO1</p> <p><b><u>American School Counselor Association Standards</u></b><br/>M2<br/>B-SS1<br/>B-SS8</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>identify their strengths.<br/><br/>understand how self-talk enhances or detracts from their self-concept.</p> | <p><b><u>Health Standards</u></b><br/>S5C2PO1<br/>S5C2PO2<br/>S5C2PO3<br/>S5C2PO5<br/>S5C2PO6</p> <p><b><u>American School Counselor Association Standards</u></b><br/>B-LS1<br/>B-LS9</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>identify logical steps to making a decision.<br/><br/>understand how decisions can have a long-term and short-term impact on their lives.</p> | <p><b><u>Health Standards</u></b><br/>S4C1PO1<br/>S5C2PO1<br/>S5C2PO3<br/>S5C2PO5</p> <p><b><u>American School Counselor Association Standards</u></b><br/>B-SS1<br/>B-SS2<br/>B-SS3<br/>B-SS6<br/>B-SS8</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>demonstrate the value of communication with parents.<br/><br/>explain the need of positive interpersonal relations.<br/><br/>describe the advantages of building relationships based on mutual respect.<br/><br/>discuss the need for the practice of communication, trust, honesty, and assertiveness.<br/><br/>discuss making decisions that do not hurt him/herself or others.</p> | <p><b><u>Health Standards</u></b><br/>S5C2PO1<br/>S5C2PO3<br/>S5C2PO4<br/>S5C2PO5<br/>S5C2PO6</p> <p><b><u>American School Counselor Association Standards</u></b><br/>M3<br/>B-SS2<br/>B-SS6</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>identify social, school, and team groups.<br/><br/>understand that most people can belong to many groups.<br/><br/>recognize the importance in maintaining their individual values as they participate in groups or teams.</p> |



| Week 2                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Day 6 Lesson 6<br/>Cyberbullying /<br/>Bullying</b>                                                                                                                                                                                                                                                                                                                                                            | <b>Day 7 Lesson 7<br/>Empathy<br/>(days 1 and 2)</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>Day 8 Lesson 7<br/>Empathy<br/>(days 1 and 2)</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>Day 9 Lesson 8<br/>Personal Space Around<br/>the World</b>                                                                                                                                                                                                                                    | <b>Day 10 Lesson 9<br/>Personal Hygiene</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b><u>Health Standards</u></b><br/>S2C1PO3<br/>S2C1PO5<br/>S2C1PO6<br/>S4C1PO1<br/>S5C2PO1</p> <p><b><u>American School<br/>Counselor Association<br/>Standards</u></b><br/>B-SMS7<br/>B-SS1<br/>B-SS2<br/>B-SS4<br/>B-SS8</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>discuss the need for and<br/>practice communication,<br/>trust, honesty, and<br/>assertiveness.</p> | <p><b><u>Health Standards</u></b><br/>S2C1PO3<br/>S4C1PO1<br/>S8C1PO2</p> <p><b><u>American School<br/>Counselor Association<br/>Standards</u></b><br/>M1<br/>B-SS2<br/>B-SS4<br/>B-SS8</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>develop empathy and<br/>understanding for others.</p> <p>understand personal<br/>space.</p> <p>make decisions about<br/>what we want and need.</p> | <p><b><u>Health Standards</u></b><br/>S2C1PO3<br/>S4C1PO1<br/>S8C1PO2</p> <p><b><u>American School<br/>Counselor Association<br/>Standards</u></b><br/>M1<br/>B-SS2<br/>B-SS4<br/>B-SS8</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>develop empathy and<br/>understanding of others.</p> <p>understand personal<br/>space.</p> <p>make decisions about<br/>what we want and need.</p> | <p><b><u>Health Standards</u></b><br/>S1C1PO1<br/>S7C1PO1<br/>S7C2PO1</p> <p><b><u>American School<br/>Counselor Association<br/>Standards</u></b><br/>M1<br/>B-SMS9</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>be aware of others’<br/>personal space.</p> | <p><b><u>Health Standards</u></b><br/>S1C1PO1<br/>S7C1PO1<br/>S7C2PO1</p> <p><b><u>American School<br/>Counselor Association<br/>Standards</u></b><br/>M1<br/>B-SMS9</p> <p><b><u>Lesson Objectives</u></b><br/><b>Students will be able to:</b><br/>understand the<br/>importance of personal<br/>hygiene.</p> <p>learn different techniques<br/>used to prevent our skin<br/>from getting germs,<br/>sunburns, and body odor.</p> <p>learn ways to handle<br/>acne and to take care of<br/>our hair.</p> |





## Lessons

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                         |                                                                                                                       |
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| <b>Grade: 5</b><br><b>Lesson: 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Lesson Title/Focus:</b><br>Communication with Family | <b>Materials:</b><br><ul style="list-style-type: none"> <li>• Lined paper for anticipatory set and closure</li> </ul> |
| <b>Health Standards:</b><br>S5C1PO1 Identify circumstances that can help or hinder healthy decision-making.<br>S5C2PO1 Identify health-related situations that might require a thoughtful decision.<br>S7C1PO1 Identify responsible personal health behaviors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                         |                                                                                                                       |
| <b>American School Counselor Association Standards:</b><br>B-LS9 Gather evidence and consider multiple perspectives to make informed decisions.<br>B-SMS1 Demonstrate ability to assume responsibility.<br>B-SS3 Create relationships with adults that support success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                                                                                                                       |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>• identify their personal responsibilities within their family or household</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                         |                                                                                                                       |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• relationships</li> <li>• responsibilities</li> <li>• communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                         |                                                                                                                       |
| <b>Teacher Background:</b><br>NOTE: Educators are to remain neutral when discussing families. <ul style="list-style-type: none"> <li>• Families and households have lots of moving parts.</li> <li>• As kids get older, they take on more responsibilities in keeping the family moving smoothly. It is important for them to understand how communication is important to family routine.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |                                                         |                                                                                                                       |
| <b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Write down all of the people that you have a relationship with.</li> <li>• Put them in categories: family, friends, others (teammates, classmates, and distant relatives).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                                                                                                                       |
| <b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Class discussion:               <ul style="list-style-type: none"> <li>○ Are there specific times each day that you are together with family or household members? (at breakfast, driving to school, at afterschool sports)</li> <li>○ When you think about those instances, is there a routine that you expect to occur? (someone cooks, someone always drives or takes you to the bus stop, someone does certain chores like washing the dishes after the meal)</li> <li>○ Who sets up these routines?</li> <li>○ How do you communicate these responsibilities or expectations? (Do you have a chart of chores? Does everyone just pitch in?)</li> </ul> </li> </ul> |                                                         |                                                                                                                       |

**Guided Practice:**

- Read this scenario to the class:  
Tom gets home from school at 4:15 every day. The bus drops him off at the corner of his street. On Tuesday, his mother worked until 5 p.m. but when she arrived home, she realized that Tom was not there. There were none of his books, and the kitchen showed no signs of his usual after-school snack. He hadn't begun dinner. There was no note telling his mom where he was. His mom immediately began calling Tom's friends. When no one seemed to know where he was, she became frantic and went to the police annex to file a report. Then, she spent the next hour driving around the neighborhood looking for him. After an hour of this, with not sign of Tom, she drove home. Tom was watching TV when she went in the house. It seems that he made friends with a new student in his class, and they went to his apartment to play video games. Tom's mom began yelling at him and told him that he would be punished.

**Discussion:**

- What were the decisions that Tom had made that created confusion in the entire afternoon?
- What were some of the clues of Tom's presence that his mom was expecting to see when she came in from work?
- What did Tom's mom's behavior tell Tom?
- How was she really feeling?
- What could Tom have communicated differently with his mom after school?

**Independent Practice:**

- Reflection:
  - What responsibilities do you have in your family or household? (specific cleaning, babysitting, picking up after the animals taking your little brother to school)
  - Do you do them regularly or just when you are told?
  - Does the household still run smoothly if you don't "take care of business?"
  - What happens if you don't fulfill your responsibilities?

**Closure:**

- Think about the responsibilities and chores you may have within your family.
- Write a brief description of you resolving with an adult in your household, an issue similar to Tom's. You wish to do something that is outside of your usual behavior or responsibilities. You want the adult to know that you want to change the family routine.



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| <b>Grade: 5</b><br><b>Lesson: 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Lesson Title/Focus:</b> Self-Concept | <b>Materials:</b><br>“I Am Creed” poem |
| <b>Health Objectives:</b><br>S2C2PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |                                        |
| <b>American School Counselor Association Standards:</b><br>M2 Self–confidence in ability to succeed.<br>B-SS1 Use effective oral and written communication skills and listening skills.<br>B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                         |                                        |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>● identify their strengths.</li> <li>● understand how self-talk enhances or detracts from their self-concept.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                         |                                        |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>● self-esteem</li> <li>● self-concept</li> <li>● self-talk</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                         |                                        |
| <b>Teacher Background:</b> <ul style="list-style-type: none"> <li>● Self-concept is often impacted by the cues and statements that we give ourselves.</li> <li>● How we praise or discount our talents and actions can become a strong determinant of our self-concept.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                         |                                        |
| <b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>● Have students read: “I Am Creed” poem</li> <li>● Discuss the meaning of the poem and how it relates to each student. <ol style="list-style-type: none"> <li>A. What is important to remember?</li> <li>B. What personal qualities are special?</li> <li>C. Name personal talents, strengths, and interests.</li> </ol> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                         |                                        |
| <b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>● Have each student trace their hand on paper.</li> <li>● In each finger list one thing that makes the student special (talent, quality, strength, interest, hobby).</li> <li>● With a partner, share the information they put on their hands.</li> <li>● Then, state one trait you think your partner should add to their positive traits. This can be designated as a bracelet around the wrist.</li> <li>● Class Discussion: <ul style="list-style-type: none"> <li>○ Was it easy to come up with 5 personal positive traits?</li> <li>○ How did you judge or know which traits to pick?</li> <li>○ Could you think of three things that you aren’t good at?</li> <li>○ Is it easier to find the negatives or the positives?</li> </ul> </li> </ul> |                                         |                                        |
| <b>Guided Practice:</b> <ul style="list-style-type: none"> <li>● Take the 6 positive traits from your hand tracing.</li> <li>● Write a positive statement for each of them.<br/> “I know that I am _____ because _____”</li> <li>● On the back of the page, jot down those three negative traits.</li> <li>● Write a “Not So Positive” statement for each of them.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                         |                                        |

“I know that I am not good at \_\_\_\_\_ because \_\_\_\_\_.”

- Example: I know that I am not good at tennis because I have a hard time seeing the ball.
- With those 3 negative traits, it’s time to “flip the script.”
- Example: I know that I am not good at tennis, but my serves are getting better with practice.
- The point is to find a way to take that negative and help it to feel like it can become a positive.
- **Remind the students that what they say to themselves determines a lot about how they see themselves. Flipping the script can help you find positives when you need them.**

**Independent Practice:**

- Students will take their handprints and traits and write their own “**I Am Creed**” poem.

**Closure:**

- Optional share-out of poems.

## “I Am Creed”

I am unique in the world;  
I am capable of learning and growing daily;  
I am a person who appreciates the difference in others;  
I am talented and I share my talents;  
I am unlike any other human being;  
I am a dreamer who pursues personal dreams;  
I am an active participant in life;  
I am committed to my values;  
I am the kind of person I enjoy being;  
I am a one-of-a-kind human being and a celebration of life.

Mark Scharenbroich



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| <b>Grade: 5</b><br><b>Lesson: 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Lesson Title/Focus:</b><br>Decision-Making | <b>Materials:</b> <ul style="list-style-type: none"> <li>Steps to Making a Decision (posted in classroom)</li> </ul> |
| <b>Health Standards:</b><br>S5C2PO1 Identify health-related situations that might require a thoughtful decision.<br>S5C2PO2 Analyze when assistance is needed when making a health-related decision.<br>S5C2PO3 List healthy options to health-related issues or problems.<br>S5C2PO5 Choose a healthy option when making a decision.<br>S5C2PO6 Describe the outcomes of a health-related decision.<br><br><b>American School Counselor Association Standards:</b><br>B-LS1 Demonstrate critical-thinking skills to make informed decisions.<br>B-LS9 Gather evidence and consider multiple perspectives to make informed decisions.                                                                                                                                                                                                                                                                                                                                                                                               |                                               |                                                                                                                      |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>identify logical steps to making a decision.</li> <li>understand how decisions can have long-term and short-term impact on their lives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |                                                                                                                      |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>alternatives</li> <li>consequences</li> <li>good decisions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |                                                                                                                      |
| <b>Teacher Background:</b> <ul style="list-style-type: none"> <li>When a logical progression for making a decision is used, impulsive actions with negative consequences are less prevalent.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                                                                                                      |
| <b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>What are some of the decisions you make during a typical day? (getting out of bed in the morning, eating breakfast, leaving on time to get to school on time)</li> <li>How would your day go differently if you made a different choice in each case?</li> <li>List student responses on the board.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                               |                                                                                                                      |
| <b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>Class Discussion:             <ul style="list-style-type: none"> <li>Are there some decisions that are easy to make and others that require more thought?</li> <li>What factors in a person's life influence the action a person could take in resolving a decision? (peers, family members, values, religious upbringing, present and future goals)</li> </ul> </li> <li>Review the Steps to Making a Decision: (Post in the classroom and have students record in their notes:             <ul style="list-style-type: none"> <li>Steps to Making a Decision:                 <ul style="list-style-type: none"> <li>State the problem clearly.</li> <li>Write down all the ways that the problem can be solved (alternatives).</li> <li>Examine each alternative. List all the positive and negative things that could happen if that alternative is selected.</li> <li>Decide which alternative to the problem seems best.</li> </ul> </li> </ul> </li> </ul> |                                               |                                                                                                                      |

- Outline the action steps that should be taken to complete the solution.

**Guided Practice:**

- Consider this scenario:

Your dad lets you use the computer for an hour of personal time after you complete your homework and chores. You took care of most of your responsibilities but still have to finish math. You know that your friends are going to be gaming online at 7 o'clock tonight. You really want to play, too. It's 6:50 p.m.

- Apply the **Steps to Making a Decision** to determine what to do.

- Consider this scenario:

Your grandma works late on Thursday and Friday evenings, so your neighbor, Tracy, keeps an eye on you and your younger sister. Usually you have dinner, finish your homework, and watch some TV. For the last couple of weeks, Tracy has been watching a show that you are not allowed to watch. You have been watching the show with Tracey and you are uncomfortable because you are breaking the rules. You really like Tracy and don't want anyone to get in trouble.

- Apply the **Steps to Making a Decision** to determine what to do.

- While going through the steps to resolve each situation, discuss which alternatives have short-term or long-term consequences.

**Independent Practice:**

- Select one of your Lesson 2 challenges (negative traits) - one that you believe that you can change from a challenge to a positive in your life
- Once you select the trait, make some decisions about the actions you can take to improve this talent or situation.
- Write down each Step in the process.
- Write down your action steps.

**Example:**

- I don't play basketball very well. I know that we will be playing basketball in PE in about 4 weeks. I really want to get better at it so that I won't feel like a total LOSER when we get to the basketball unit in PE.
- After going through the Steps, I have decided that I will go to the playground and shoot for fifteen minutes four times a week and will practice with my older sister twice a week. I will shoot 25 free throws each time. And, I will watch technique videos on YouTube.

**Always encourage your students to share their process with their parents or a trusted adult so that they take action in a supportive environment.**

**Closure:**

- With the Action Steps from the Guided Practice activity, have students add some specific numbers to each step.  
(Notice in the example that there was a specific amount of practices or free throws included in the Action Steps)



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| <b>Grade: 5</b><br><b>Lesson: 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Lesson Title/Focus:</b><br>Effective Communication Skills and Assertiveness | <b>Materials</b> <ul style="list-style-type: none"> <li>• Whiteboard or chart paper</li> <li>• “Effective Communication Skills” worksheet</li> </ul> |
| <b>Health Standards:</b><br>S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.<br>S5C2PO1 Identify health-related situations that might require a thoughtful decision.<br>S5C2PO3 List healthy options to health-related issues or problems.<br>S5C2PO5 Choose a healthy option when making a decision.<br><br><b>American School Counselor Association Standards:</b><br>B-SS1 Use effective oral and written communication skills and listening skills.<br>B-SS2 Create positive and supportive relationships with other students.<br>B-SS3 Create relationships with adults that support success.<br>B-SS6 Use effective collaboration and cooperation skills.<br>B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary. |                                                                                |                                                                                                                                                      |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>• demonstrate the value of communication with parents.</li> <li>• explain the need of positive interpersonal relations.</li> <li>• describe the advantages of building relationships based on mutual respect.</li> <li>• discuss the need for the practice of communication, trust, honesty, and assertiveness.</li> <li>• discuss making decisions that do not hurt him/herself or others.</li> </ul>                                                                                                                                                                                                                                                                                       |                                                                                |                                                                                                                                                      |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• communication</li> <li>• peer pressure</li> <li>• dignity</li> <li>• respect</li> <li>• assertiveness</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                                                      |
| <b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Quietly think about a person (or people) who you trust and know that you could go to if you needed help.</li> <li>• If you don’t see them every day, how do you reach out and connect with them?</li> <li>• Why do you trust them?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                |                                                                                                                                                      |
| <b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Brainstorm these questions with students while recording responses on whiteboard/chart paper:             <ul style="list-style-type: none"> <li>○ What does “appropriate” communication mean?</li> <li>○ What does it look like in our classroom?</li> <li>○ How is it different from “inappropriate” communication?</li> <li>○ Who decides whether communication is “appropriate” or “inappropriate?”</li> <li>○ What are other examples of good communication?</li> <li>○ With whom do you communicate well?</li> </ul> </li> </ul>                                                                                                                                                                                 |                                                                                |                                                                                                                                                      |
| <b>Guided Practice:</b> <ul style="list-style-type: none"> <li>• Discuss/guide group conversations on issues that cause problems with family members. Some ideas might be:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                                                      |

- poor or failing grades in school
- restricted privileges
- curfew
- chores
- Discuss different feelings each person has in these situations.

**Independent Practice:**

- Have students read or role-play the scenarios on the worksheet “Effective Communication Skills.”
- Ask the class to choose the most effective response to each scenario and discuss the reasoning for the choice.

**Closure:**

- Leave the last 10 minutes of the class to ask:  
“What has been learned by these activities?”





## Effective Communication Skills Worksheet

### SCENARIO #1:

Your substitute teacher tells you to repeat an assignment you have already completed. How should you respond?

- A. "I'm not going to do that; I've already done it."
- B. "Make me. You're not my real teacher."
- C. "I think I have already done this assignment; it is in the folder on the desk."
- D. "Let me show you where we are at in the book."

### SCENARIO #2:

Your friend Sara asked you to come to their home after school, but someone in your family will need to pick you up after dinner. Which option should you select?

- A. You stop at home and say, "Mom, may I ask you something? Sara's mom is outside in the car and Sara asked me to come over to play, but she can't bring me back home. I really want to go. Could you please pick me up at 6:30?"
- B. You go ahead and go to your friend's home and just call home later to get someone to pick you up.
- C. You stop at home and yell, "Hey Mom, I'm going over to Sara's house. Pick me up about 6:30," as you run out the door.
- D. You call from school and say, "You better give me a ride home when I'm done playing at Sara's house. I'll call you when I want you to be there."

### SCENARIO #3:

Your grandpa asks you to take out the trash. You say you will but forget and go off to ride bikes with your friends. When you come home, your grandpa reminds you to take out the trash. How should you respond?

POSSIBLE RESPONSES:

- A. "Why do I always have to do it? I don't see why I always get the yukky jobs."
- B. "YOU could have done it. You've just been watching TV."
- C. "Yeah. I'll do it later."
- D. "I'm sorry that I forgot. Okay, I'll do it now."

### SCENARIO #4:

You are waiting for school to start with a group of friends. Another student walks by and your friends say loudly, "what a loser." What should you do?

POSSIBLE RESPONSES:

- A. Laugh with the group and make a comment about the person's looks.
- B. Laugh with the group but don't say anything.
- C. Don't laugh or say anything.
- D. Speak up and help your friends understand that what they are doing is hurtful.



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| <b>Grade: 5</b><br><b>Lesson: 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Lesson Title/Focus:</b><br>Belonging to Groups | <b>Materials:</b> <ul style="list-style-type: none"> <li>• Whiteboard or chart paper</li> <li>• Lined paper for students</li> </ul> |
| <b>Health Standards:</b><br>S5C2PO1 Identify health-related situations that might require a thoughtful decision<br>S5C2PO3 List healthy options to health-related issues or problems.<br>S5C2PO4 Predict the potential outcomes of each option when making a health-related decision.<br>S5C2PO5 Choose a healthy option when making a decision.<br>S5C2PO6 Describe the outcomes of a health-related decision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                   |                                                                                                                                     |
| <b>American School Counselor Association Standards:</b><br>M3 Sense of belonging in the school environment.<br>B-SS2 Create positive and supportive relationships with other students.<br>B-SS6 Use effective collaboration and cooperation skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                   |                                                                                                                                     |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>• identify social, school and team groups.</li> <li>• understand that most people can belong to many groups.</li> <li>• recognize the importance in maintaining their individual values as they participate in groups or teams.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                   |                                                                                                                                     |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• stereotype</li> <li>• individuality</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                   |                                                                                                                                     |
| <b>Teacher Background:</b> <ul style="list-style-type: none"> <li>• As kids become more social, joining a group allows them to develop social skills.</li> <li>• Some groups are positive and enhance their lives.</li> <li>• The secret is to not lose their individuality.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                   |                                                                                                                                     |
| <b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• We have lots of groups in our school and community. Write down the names of all the groups you can identify in our school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                   |                                                                                                                                     |
| <b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Have students share-out their lists as you record a class list on the whiteboard or chart paper.</li> <li>• Note: Make sure that groups that reflect social standing are also included. Just be sensitive that this is where kids can be labeled and teased. Remind students of class norms regarding respecting classmates prior to discussion.</li> <li>• Have students copy the list, or work as a class from the list on the board:             <ul style="list-style-type: none"> <li>○ Mark each group that needs the member to pass a skill or knowledge test/requirement in order to belong to the group.</li> <li>○ Underline all of the groups where you can tell a member by the clothes or uniforms they wear. Can you tell by other physical traits?</li> </ul> </li> <li>• Student Reflection:</li> </ul> |                                                   |                                                                                                                                     |



- Which groups do you belong to?
- Can being part of a group hurt who you are as an individual?

**Guided Practice:**

- Working in groups of 2 or 3:
  - Think of a Positive Group that a 5<sup>th</sup> grader would like to join.
  - Write a 3-minute skit that introduces the Positive Group.
  - Make sure your skit tells us what the group likes to do, how to join the group, and how joining will make them a better person. (This can be a team, club or even one that the students make up.)
  - Think of this as a Public Service Announcement or commercial for this positive group.
- Ask for volunteers to present skits as time permits.

**Independent Practice:**

- Written response:
  - You want to do something new and different in the next year or so.
  - Is there a Positive Group that you can join that will help you accomplish this goal?
  - What steps should you take in order to join in?

**Closure:**

- Optional sharing of written responses.



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| <p><b>Grade: 5</b><br/><b>Lesson: 6</b></p> | <p><b>Lesson Title/Focus:</b><br/>Cyberbullying/ Bullying</p> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Blank paper for independent practice activity</li> <li>• Video: <a href="#">Lilian Schumacher Elementary Anti-Bullying Message</a> Liberty Public Schools <b>OR</b></li> <li>• Video: <a href="#">Anti-bullying Elementary School Video</a> (Dunsford)</li> </ul> <p>(Both videos use the same technique of silent labeling of students and mixed messages.)</p> |
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**Health Standards:**

- S2C1PO3 Identify how peers can influence healthy and unhealthy behaviors.
- S2C1PO5 Explain how media influences thoughts, feelings, and health behaviors.
- S2C1PO6 Describe way that technology can influence personal health.
- S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- S5C2PO1 Identify health-related situations that might require a thoughtful situation.

**American School Counselor Association Standards:**

- B-SMS7 Demonstrate effective coping skills when faced with a problem.
- B-SS1 Use effective oral and written communication skills and listening skills.
- B-SS2 Create positive and supportive relationships with other students.
- B-SS4 Demonstrate empathy.
- B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary.

**Lesson Objectives:**

- Students will be able to:
- discuss the need for and practice communication, trust, honesty, and assertiveness

**Academic Vocabulary:**

- bullying
- cyber bullying
- empathy
- body language

**Teacher Background:**

- The mechanics of bullying and cyber-bullying are straightforward.
- Recognizing the dynamics of breaking down bullying assists in student empowerment.

**Anticipatory Set:**

- Class discussion or quick write on:
  - When someone is lonely what are some emotions they might feel?
  - Are there nonverbal clues the lonely person may give?

**Direct Instruction:**

- Show one of the videos.
- After the video, have the students take a minute or two to jot down all of the labels and messages they saw in the video.
- Class Discussion: Let’s break down the images and messages in the video.



- What is the main feeling the “labeled” student is expressing? How can you tell that by the body language?
- Did you notice how everyone jumped in and participated in the bullying?
- Did any adults speak to the victim?
- Is it hard for a student to tell adults about bullying? Why?
- When the student arrived in class, what was the label worn by the student sitting next to the victim? (“I could help”) How did the other students in the class act? (ignored and isolated the student)
- Let’s change directions for a moment. Think about cyber-bullying.
  - How could cyber-bullying be similar to the bullying that is happening to the video victim? (It can be done quietly. The messages are usually in writing. Adults do not usually know about them. When the victim goes to school or out in public, he/she feels isolated.)
  - How does carrying all of those negative labels and messages, whether through technology or in person, make someone feel?
- Final point to students: If you were bullied or knew it was happening to another student, when is it important to discuss this with a parent or trusted adult? (If appropriate with your class, add some quick rehearsal of making that report.)

**Guided Practice:**

- Now it is time to stop being a bystander.
- What was the first thing that happened to let the victim know that someone really cared? (Another student asked, “What’s wrong?”)
- Jot down five words, phrases or questions you could use to let someone know that you had empathy for them and wanted to support them.
- Share these with an elbow-partner.

**Independent Practice:**

- Draw three or four cartoon cells depicting a bullying situation and intervention.
- It is okay to have Superhero Bystanders but try to keep the dialogue realistic!

**Closure:**

- Personal challenge to students:
  - Do you know someone who is alone or isolated, in class or on the playground or at lunch?
  - Make a plan to reach out to them.

**Additional Resources:**

- Remind students that these concepts are included in the TUSD Code of Conduct.
- Students and parents can access this information on the TUSD website and through the Code of Conduct App.



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| <b>Grade: 5</b><br><b>Lessons: 7</b><br><b>(Days 1 and 2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Lesson Title/Focus:</b><br>Empathy | <b>Materials:</b> <ul style="list-style-type: none"> <li>• Book, <i>Those Shoes</i> by Maribeth Boelts or listen to the story read aloud <a href="#">Those Shoes</a>.</li> <li>• 3-foot long narrow strip of paper for each student</li> <li>• Chart paper</li> </ul> |
| <b>Health Standards:</b><br>S2C1PO3 Describe how peers can influence healthy and unhealthy behaviors<br>S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health<br>S8C1PO2 Encourage others to make positive health choices<br><br><b>American School Counselor Association Standards:</b><br>M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being<br>B-SS2 Create positive and supportive relationships with other students<br>B-SS4 Demonstrate empathy<br>B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary                                                                                                                    |                                       |                                                                                                                                                                                                                                                                       |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>• develop empathy and understanding for others.</li> <li>• understand personal space.</li> <li>• make decisions about what we want or need.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                       |                                                                                                                                                                                                                                                                       |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• need</li> <li>• want</li> <li>• empathy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                       |                                                                                                                                                                                                                                                                       |
| <b>Concept(s):</b> <ul style="list-style-type: none"> <li>• empathy</li> <li>• personal space</li> <li>• decision Making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |                                                                                                                                                                                                                                                                       |
| <b>Anticipatory Set: My Favorite Things</b> <ul style="list-style-type: none"> <li>• Discuss “What does it mean ‘need’ and ‘want’? How are these similar and different?”</li> <li>• Record students’ comments on a chart paper.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                       |                                                                                                                                                                                                                                                                       |
| <b>Direct Instruction: Reading A Story</b> <ul style="list-style-type: none"> <li>• Define need and want.</li> <li>• Discuss the difference between the words.</li> <li>• Before reading or listening to the story: Discuss “What do you see in the front cover?” “What are the four boys’ facial expressions?” “Who do you think the main character of this story?” “What do you think the story might be about?”</li> <li>• During reading or listening to the story: Discuss “Why does Jeremy feel left out? “Why does Jeremy want the black high tops with the two stripes?” “Grandma says there is no room for ‘want’ and there is only room for ‘need.’ What does she mean?” “How does Jeremy is feeling when he sees Antonio’s shoes taped up?”</li> </ul> |                                       |                                                                                                                                                                                                                                                                       |

- After reading or listening to the story: Discuss “What does Jeremy’s need and want?” “How do you describe Jeremy and Antonio’s relationships at the end of the story?” “How does their relationship grow?”

**Guided Practice:**

**Needs and Wants Chart**

- Each student creates a Needs and Wants Chart.
- Make a list of things that they need and want by writing, drawing, or cutting pictures out of magazines or newspapers.
- Sort out the things into a Needs and Wants Chart.
- Share the list with class.

**Author’s Point of View**

- Discuss “Why did the author write the story?” “Who are the author’s intended audiences?”

**Inquiry Board**

- Directions: Put a big sheet of paper on the table. Have students draw the graphic organizer on their paper. In the each section, students write or sketch their thoughts, ideas, or comments about the book, Those Shoes. Ask students to think about what they feel, think, wonder, or see related to the book.
- The following are guiding questions to spark student’s thinking.
- Who are the people in the book?
  - What do you see?
  - What colors are there?
  - What do the people or things look like?
  - How are people behaving or acting, or what is their mood like (angry, happy, and sad)?
  - How are people getting along or not getting along?
- What did you hear while the book was being read?
  - What are some interesting comments by people?
  - What are some things people say that you do not agree with?
  - What are some things people say that you agree with?
- What are your thoughts?
  - What do you think or feel about the people you are seeing?
  - What are some problems that you see?
  - Why do you think people or things are acting or behaving that way?
- What are you wondering?
  - What is challenging or confusing for you to get your mind around?
  - What questions, wonderings, or puzzles do you have?
- What connections do you have?
  - How is the information connected to what you already know?

**Independent Practice: Walk in Another’s Shoes**

- Write a letter from Jeremy to Antonio that explains how Jeremy felt when he gave his shoes to Antonio or write a letter from Antonio to Jeremy that explain how Antonio felt when he got a new pair of shoes.

**Closure:**

- With a peer, make a list of 10 ways you can help others.
- Share your list with another pair.



## Inquiry Board

I wonder...

I think...

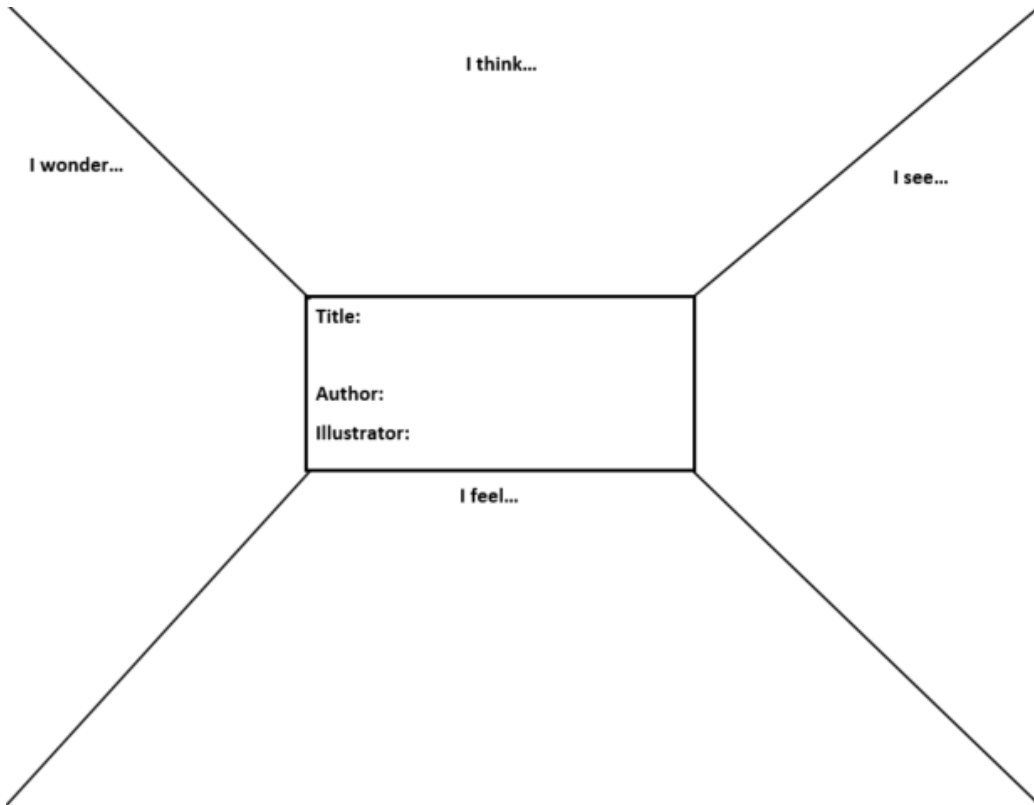
I see...

Title:

Author:

Illustrator:

I feel...

The diagram is a central rectangular box with four lines extending outwards to the corners, forming a larger square shape. The text 'I wonder...' is positioned in the top-left quadrant, 'I think...' in the top-center, 'I see...' in the top-right, and 'I feel...' in the bottom-center. The central box contains the labels 'Title:', 'Author:', and 'Illustrator:' stacked vertically.



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| <b>Grade: 5</b><br><b>Lesson: 8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Lesson Title/Focus:</b><br>Personal Space Around the World | <b>Materials:</b> <ul style="list-style-type: none"> <li>• a hula-hoop</li> <li>• ruler or measuring tape</li> </ul> |
| <b>Health Standards</b><br>S1C1PO1 Describe the relationship between healthy behaviors and personal health.<br>S7C1PO1 Identify responsible personal health behaviors.<br>S7C2PO1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.<br><br><b>American School Counselor Association Standards:</b><br>M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.<br>B-SMS9 Demonstrate personal safety skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                               |                                                                                                                      |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>• be aware of other’s personal space.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                               |                                                                                                                      |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• personal space</li> <li>• respectful</li> <li>• permission</li> <li>• appropriate distance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                               |                                                                                                                      |
| <b>Concept(s):</b> <ul style="list-style-type: none"> <li>• understanding personal space</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                               |                                                                                                                      |
| <b>Anticipatory Set: Hula-Hoop</b> <ul style="list-style-type: none"> <li>• Students will sit and stand inside a Hula-Hoop to represent their own personal space. This is usually 18-24 inches away from the person.</li> <li>• Personal space can depend on cultural backgrounds. To show the personal space of other cultures, use a ruler to measure the following countries:             <ul style="list-style-type: none"> <li>○ Romania - 4.6 feet</li> <li>○ Saudi Arabia - 4.2 feet</li> <li>○ Japan - 3.9 feet</li> <li>○ Mexico - 3.3 feet</li> <li>○ US - 3.1 feet</li> <li>○ Russia - 2.9 feet</li> </ul> </li> <li>• Brainstorm a list of reasons why giving others personal space is important. Teachers ask, “Have you ever experienced someone invading your personal space? How did you feel when they did?”</li> <li>• Discuss everyone’s personal space can be different.</li> <li>• Examples: Keeping appropriate distance when talking to others, giving space to others while working or walking in line, keeping hands in your own space while eating in the cafeteria.</li> </ul> |                                                               |                                                                                                                      |
| <b>Direct Instruction: Teacher Model</b> <ul style="list-style-type: none"> <li>• Demonstrate being respectful to the person in front of and behind you in line. Thinking about personal space, how much distance should be between you and the person in front of or behind you? Discuss your thinking and the reasons for your answer to the personal space issue.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                               |                                                                                                                      |

- Demonstrate being respectful of others personal space by walking forward slowly as the line moves. Are you more aware of the respectful distance between you and the next person?
- Demonstrate being respectful by stopping when the person in front of you stops to tie their shoe, get their milk etc.
- Demonstrate being respectful by showing where your materials should be on a table with others also working (could also give example of your food on the table in the cafeteria)

**Guided Practice: Role Play**

Students role-play the scenarios with a small group of students.

- Greeting friends the first time you see them and saying good-bye when you leave.
- Standing in line at school or in public (e.g., a movie, a store).
- Riding the school bus or sitting next to someone in the car (e.g., not sitting or standing too close to others).
- Requesting something from someone (e.g., asking for a snack or other food item that someone is holding, asking to play with someone's toy or game).
- Interrupting someone to ask a question about what was said, or to ask permission to do something.

**Independent Practice:**

- Form groups of 3-4 students. Students measure 18-24 inches, this represents an individual's personal space bubble.
- Discussion: Was your personal space 18 inches or closer to 24 inches?

**Closure: Feedback**

- Ask students to verbally reflect on the following questions whom will I try this with? When? What happened? How did I do?
- Have a time at the end of the day where students can compliment each other on a time during the day where they observed and good example of the skill.



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| <b>Grade: 5</b><br><b>Lesson: 9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Lesson Title/Focus:</b><br>Personal Hygiene | <b>Materials:</b> <ul style="list-style-type: none"> <li>• personal hygiene survey</li> <li>• game board</li> <li>• question mark cards</li> <li>• soap cards (true/false)</li> <li>• die</li> </ul> |
| <b>Health Standards:</b><br>S1C1PO1 Describe the relationship between healthy behaviors and personal health.<br>S7C1PO1 Identify responsible personal health behaviors.<br>S7C2PO1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.<br><br><b>American School Counselor Association Standards:</b><br>M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.<br>B-SMS9 Demonstrate personal safety skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                                                                                                                                                                                                      |
| <b>Lesson Objectives:</b><br>Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of personal hygiene.<br/>             learn different techniques used to prevent our skin from getting germs, sunburns, and body odor.</li> <li>• learn ways to handle acne and to take care for hair.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                |                                                                                                                                                                                                      |
| <b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• skin</li> <li>• hygiene</li> <li>• sunburn</li> <li>• body odor</li> <li>• UV (ultraviolet) rays</li> <li>• lice</li> <li>• acne</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                |                                                                                                                                                                                                      |
| <b>Concept(s):</b> <ul style="list-style-type: none"> <li>• personal hygiene</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                |                                                                                                                                                                                                      |
| <b>Anticipatory Set: Webbing What's On my Mind</b> <ul style="list-style-type: none"> <li>• Students individually take a personal hygiene survey.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                                                                                                                                                                                                      |
| <b>Direct Instruction: Skin and Hair</b> <ul style="list-style-type: none"> <li>• As a class, discuss the importance of each taking term related to skin and hair care.             <ul style="list-style-type: none"> <li>○ <b>Skin:</b> It keeps all organs inside our body, protects body from germs, maintains body temperature, and feels pressure and temperature.</li> <li>○ <b>Washing Hands:</b> It protects from all germs that we contact with throughout the day. Use warm water and soap and scrub the fronts and backs of hands and between the fingers and wrists.</li> <li>○ <b>Body Odor:</b> 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.</li> <li>○ <b>Sunburn:</b> 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</li> </ul> </li> </ul> |                                                |                                                                                                                                                                                                      |

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.

- **Acne:** The oil glands in our skin produce sebum, oil that helps our skin look healthy. However, the oil glands may become overactive and cause our pores to become clogged. When this occurs a blackhead, pimple, or whitehead may form. In order to prevent acne, wash your face twice a day using soap. Wash your face after you exercise (after PE class). To treat acne, use over-the-counter acne face wash or creams. Talk to doctor. Doctors can prescribe medications.
- **Hair Care:** Wash regularly using a shampoo. Have your hair trimmed to get rid of dead ends. Dandruff is the flaking off of dead skin cells from the scalp. Using a dandruff shampoo may help reduce dandruff.
- **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.
- Ask students, “What does our skin do for us?” “Why do we need to wash our hands?” “How do we wash our hands?” “What is body odor?” “What is a sunburn? How do we protect our skin from sunburns?” “What is acne? How do we prevent acne?” “How do we care for our hair?”

### **Guided Practice: Personal Hygiene Board Game**

#### **Directions:**

#### **Materials:**

- game board
- game markers
- question cards
- die

#### **Object of the Game:**

- To get to the finish line first by answering personal hygiene questions.

#### **Getting Started:**

- Place game markers at “Start”. The order of the players can be determined by the player who rolls the highest number.
- First player will begin by rolling the die and moving to the spot on the game board based on numbered rolled.
- If a player lands on a:
  - Question Mark Card- another player will draw a card from the question mark cards and read it to player one. Then, player one will answer the question. If player one answers correctly, player one will move two spaces. If player one answers incorrectly, they move back two spaces.
  - Soap Card (True or False) - another player will draw a card from the soap cards and read it to player one. Then player one will answer True or False. If player one answers correctly, player one will move one space. If player one answers incorrectly, they move back one space.
- Every player will get a turn until one player reaches “Finish”.

#### **Question Mark Card Questions:**

1. What is hygiene? **Practices to maintain health and prevent disease.**
2. Our skin protects us from what? **Germs.**
3. What is the name of the outer layer of dead skin when cells flake? **Dandruff.**



4. What is a skin condition caused by overly active oil glands called? **Acne.**
5. What do we use to help control sweat and odor? **Deodorant or antiperspirant.**
6. What are the best ways to wash our hands? **Use warm water and soap and scrub the front and back of our hands, between the fingers and wrists for 20 seconds.**
7. What causes a stinky odor? **Sweat mixes with bacteria.**
8. What does ultraviolet rays cause to our skin? **Wrinkles, skin cancers, and cataracts in our eyes.**
9. What are ways to prevent sunburns? **Limit time in the sun, wear sunscreen and sunglasses.**
10. How many times do we need to wash our face in a day in order to prevent acne? **Twice.**
11. Should we wash our face after PE class? **Yes.**
12. Are doctors able to prescribe medications to treat acne and lice? **Yes.**
13. What should we do to get rid of dead ends? **Trim our hair.**
14. What are lice? **Tiny insects.**
15. Can lice fly? **No, they crawl.**
16. Do lice spread? **Yes.**
17. Can prescription medicated shampoo and/or cream kill lice and eggs? **Yes.**
18. Should we wash our hands before eating? **Yes.**
19. Why do we need to wash our hands before eating? **Protect us from getting germs.**
20. Should we wash our hands after using the toilet? **Yes.**
21. Should we walk outside barefoot? **No.**
22. What do hand sanitizers help us do? **Eliminate germs.**
23. Should we wash our hair once a week or every few days? **Every few days.**
24. What kind of personal contact causes lice to spread? **Sharing brushes, hats, pillows.**

**True/False Statements:**

1. Before eating, we do not need to wash our hands. **False**
2. When washing our hands, we need to scrub the front and back of our hands, fingers and the wrists. **True**
3. When washing our hands, we use warm water and soap. **True**
4. Showering once a week removes body odor. **False**
5. Washing our feet removes body odor. **True**
6. Dirty socks do not cause odor. **False**
7. UV stands for ultraviolet. **True**
8. Ultraviolet rays cause the skin to become red. **True**
9. Sunburns are caused by exposure of too much ultraviolet rays. **True**
10. Severe sunburns can cause wrinkles and different types of skin cancers. **True**
11. Ultraviolet rays are not bad for our eyes. **False**
12. We should only wash our faces once a week. **False**
13. When washing our face, we scrub hard to prevent acne. **False**
14. We wash our face after PE class. **True**
15. Be gentle when washing your face with soap. **True**
16. We trim our hair often to get rid of dead ends. **True**
17. Wash your hair every other week. **False**
18. Dandruff is the flaking off of dead skin cells from the scalp. **True**
19. Dandruff is very dangerous. **False**
20. Dandruff can be spread to another person. **False**
21. Lice is easily spread from close personal contact. **True**
22. Lice is not spread by sharing brushes. **False**
23. Lice is spread by sharing hats and pillows. **True**



24. Prescription medicated shampoo kills lice and eggs. **True**

**Independent Practice:**

- Students look at their own personal hygiene survey. Choose one statement that was scored a “sometimes” or “never.” Write a sentence explaining how they could improve on that behavior.

**Closure:**

- In pairs or small groups, answer the questions by writing. “What are two different ways to help prevent body odor?” “What are two consequences of not protecting your skin from the sun?”
- Discuss and share as a class.



## Personal Hygiene Survey
















Directions: Read each statement and place an X in the box that applies to you.

| Hygiene Behaviors                    | Always | Sometimes | Never |
|--------------------------------------|--------|-----------|-------|
| Washing hands before eating          |        |           |       |
| Washing hands after using the toilet |        |           |       |
| Using hand sanitizer                 |        |           |       |
| Wearing washed clothes               |        |           |       |
| Walking outside barefoot             |        |           |       |
| Taking a shower or getting a bath    |        |           |       |
| Washing face everyday                |        |           |       |
| Brushing teeth daily                 |        |           |       |
| Washing hair                         |        |           |       |
| Wearing sunscreen                    |        |           |       |



**START**

**FINISH**

|                                                                                     |                                                                                     |                                                                                     |                                                                                   |                                                                                                                                                                           |                                                                                       |                                                                                       |  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|
| ?                                                                                   |                                                                                     | ?                                                                                   |  | ?                                                                                                                                                                         |                                                                                       | ?                                                                                     |  |
|    |                                                                                     |    |                                                                                   |                                                                                                                                                                           |                                                                                       |    |  |
| ?                                                                                   |                                                                                     | ?                                                                                   |                                                                                   | ?                                                                                                                                                                         |                                                                                       | ?                                                                                     |  |
|   |                                                                                     |   |                                                                                   | <br> |                                                                                       |   |  |
| ?                                                                                   |                                                                                     | ?                                                                                   |                                                                                   | ?                                                                                                                                                                         |                                                                                       | ?                                                                                     |  |
|  |                                                                                     |  |                                                                                   |                                                                                        |                                                                                       |  |  |
| ?                                                                                   |  | ?                                                                                   |                                                                                   | ?                                                                                                                                                                         |  | ?                                                                                     |  |





## How to Play

### Materials:

- Game Board
- Game Markers
- Question Cards
- Die

### Object of the Game:

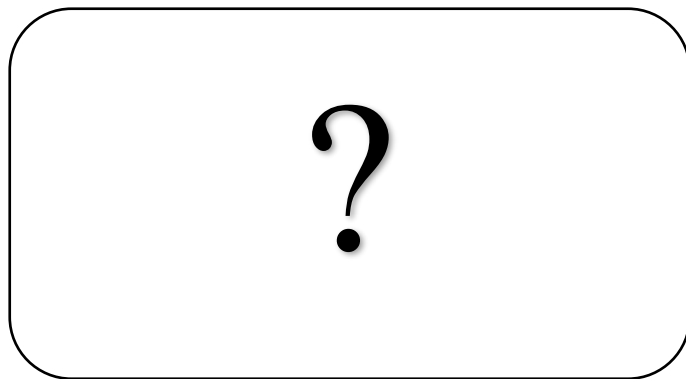
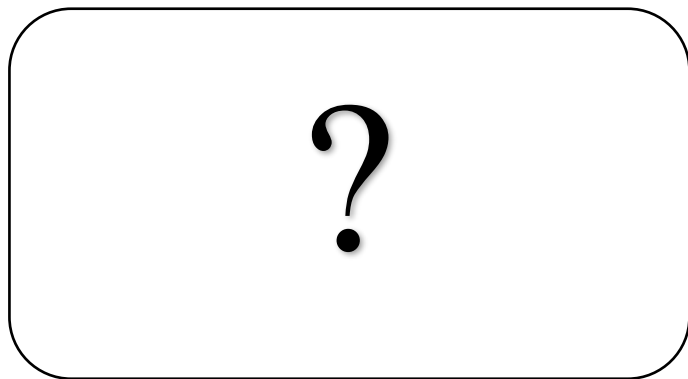
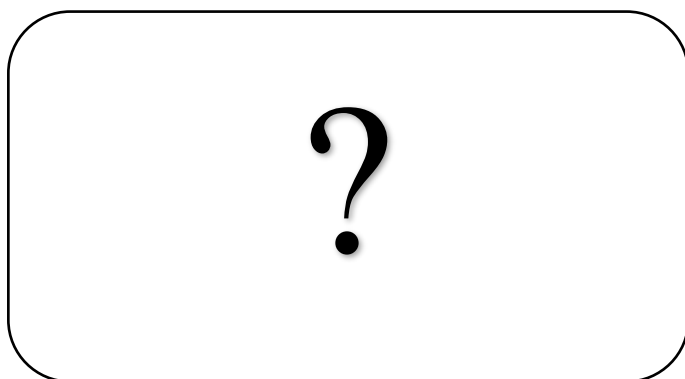
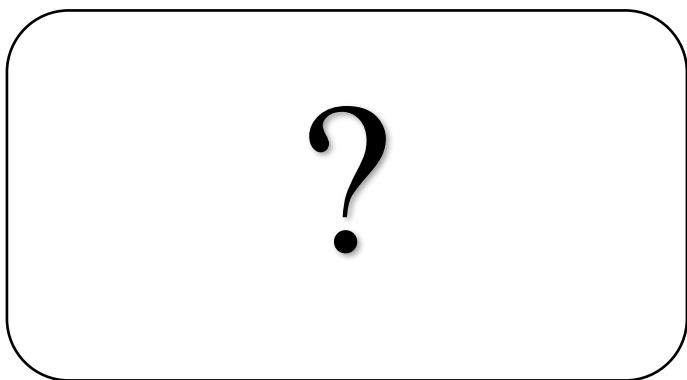
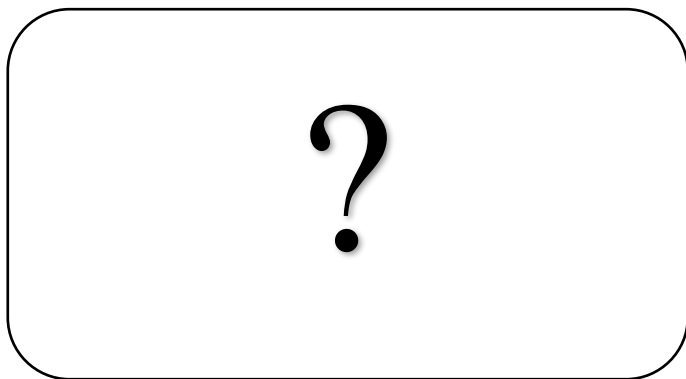
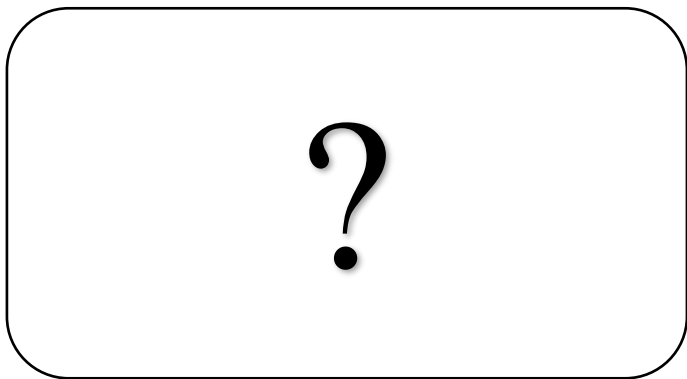
- To get to the finish line first by answering personal hygiene questions.

### Getting Started:

1. Place game markers at “Start”. The order of the players can be determined by the player who rolls the highest number.
2. First player will begin by rolling the die and move to the spot on the game board based on numbered rolled.
3. If a player lands on a:
  - a. Question Mark Card- another player will draw a card from the question mark cards and read it to player one. Then player one will answer the question. If player one answers correctly, player one will move two spaces. If player one answers incorrectly they move back two spaces.
  - b. Soap Card (True or False) - another player will draw a card from the soap cards and read it to player one. Then player one will answer True or False. If player one answers correctly, player one will move one space. If player one answers incorrectly they move back one space.

Every player will get a turn until one player reaches “Finish”.







What is hygiene?  
Practices to maintain health and prevent disease.

What is a skin condition caused by overly active oil glands called?  
Acne.

Our skin protects us from what?  
Germs.

What do we use to help control sweat and odor?  
Deodorant or antiperspirant.

What is the name of the outer layer of dead skin when cells flake?  
Dandruff.

What is the best ways to wash our hands?  
Use warm water and soap and scrub the front and back of our hands, between the fingers and wrists for 20 seconds.



What causes a stinky odor?  
Sweat mixes with bacteria.

How many times do we need to wash our  
face in a day in order to prevent acne?  
Twice.

What does ultraviolet rays cause to our  
skin?  
Wrinkles, skin cancers, and cataracts in  
our eyes.

Should we wash our face after PE class?  
Yes.

What are ways to prevent sunburns?  
Limit time in the sun, wear sunscreen and  
sunglasses.

Are doctors able to prescribe medications  
to treat acne and lice?  
Yes.



What should we do to get rid of dead ends?  
Trim our hair.

Do lice spread?  
Yes.

What are lice?  
Tiny insects.

Can prescription medicated shampoo and/or cream kill lice and eggs?  
Yes.

Can lice fly?  
No, they crawl.

Should we wash our hands before eating?  
Yes.



Why do we need to wash our hands  
before eating?  
Protect us from getting germs.

What do hand sanitizers help us do?  
Eliminate germs.

Should we wash our hands after using  
the toilet?  
Yes.

Should we wash our hair once a week or  
every few days?  
Every few days.

Should we walk outside barefoot?  
No.

What kind of personal contact causes lice  
to spread?  
Sharing brushes, hats, pillows.



Before eating, we do not need to wash our hands.

False

Showering once a week removes body odor.

False

When washing our hands, we need to scrub the front and back of our hands, fingers and the wrists.

True

Washing our feet removes body odor.

True

When washing our hands, we use warm water and soap.

True

Dirty socks do not cause odor.

False





UV stands for ultraviolet.  
True

Severe sunburns can cause wrinkles and  
different types of skin cancers.

True

Ultraviolet rays cause the skin to become  
red.  
True

Ultraviolet rays are not bad for our eyes.

False

Sunburns are caused by exposure of too  
much ultraviolet rays.

True

We should only wash our faces once a  
week.

False



When washing our face, we scrub hard to prevent acne.

False

We trim our hair often to get rid of dead ends.

True

We wash our face after PE class.

True

Wash your hair every other week.

False

Be gentle when washing your face with soap.

True

Dandruff is the flaking off of dead skin cells from the scalp.

True



Dandruff is very dangerous.

False

Lice is not spread by sharing brushes.

False

Dandruff can be spread to another person.

False

Lice is spread by sharing hats and pillows.

True

Lice is easily spread from close personal contact.

True

Prescription medicated shampoo kills lice and eggs.

True



## Lesson References

Boelts, Maribeth: Book: Those Shoes; Video;  
[https://www.youtube.com/watch?v=IuQ\\_0Bxp8Dg](https://www.youtube.com/watch?v=IuQ_0Bxp8Dg)

(Dunsford): Video [Anti-bullying Elementary School Video](#)

Liberty Public Schools: Video [Lilian Schumacher Elementary Anti-Bullying Message](#)

Scharenbroich, Mark: Poem “I am Creed”



# Alternative Family Life Curriculum

## Glossary of Terms

**Important Note:** This glossary of terms is a comprehensive list of the academic vocabulary for the entire 4<sup>th</sup> through 12<sup>th</sup> 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<sub>3</sub>H<sub>3</sub>N, 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. Read about counseling requirements and earning potential.

**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, deep 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.

**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.

**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 wrongdoing 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.

### **2020**

Heidi Aranda  
Vanessa Aguayo  
Mark Bejarano  
Leigh Burkey  
Dominique Calza  
Maria Federico Brummer  
Franzee Franzblau  
Norma Gonzalez

Tammy Hille  
Flori Huitt  
Lorenzo Lopez  
Kim Lurie  
Michelle Merrick  
Susan Osiago  
Junko Sakoi

