



Alternative
Family Life
Curriculum

GRADE 6

TUCSON UNIFIED SCHOOL DISTRICT

TUCSON UNIFIED
SCHOOL DISTRICT

ALTERNATIVE FAMILY LIFE CURRICULUM

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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

Grade 6				
Week 1				
Day 1 Lesson 1 Communication	Day 2 Lesson 2 Family Relationships	Day 3 Lesson 3 Media Media Literacy	Day 4 Lesson 4 Self- esteem/Self-Confidence/ Setting Boundaries	Day 5 Lesson 5 Understanding Peer Pressure and Stereotyping
<p><u>Health Standards</u> S4C1PO1 S4C2PO1</p> <p><u>Lesson Objective</u> Students will be able to: practice listening skills for effective communication.</p> <p>understand necessary skills for building relationships based on mutual respect, trust and caring.</p> <p>identify the role of feelings and attitudes in behavior.</p> <p>.</p>	<p><u>Health Standards</u> S1C2PO1 S2C1PO1 S2C2PO2</p> <p><u>Lesson Objective</u> Students will be able to: demonstrate an understanding and respect for differences in family units and custom.</p> <p>discuss the influence and relationships of parents and peers.</p> <p>describe changes in stages of life.</p>	<p><u>Health Standards</u> S2C1PO5 S2C1PO6</p> <p><u>Lesson Objectives</u> Students will be able to: analyze how messages from media influence health behaviors</p> <p>analyze the influence of technology on personal and family health</p>	<p><u>Health Standards</u> S4C1PO1 S4C2PO1</p> <p><u>Lesson Objective</u> Students will be able to: explain the need for positive self-esteem/self-confidence</p> <p>identify the role of feelings and attitudes in behavior.</p> <p>understand the skills for building relationships based on mutual respect, trust, and caring.</p>	<p><u>Health Standards</u> S2C1PO3 S2C2PO2</p> <p><u>Lesson Objective</u> Students will be able to: explain how classmates and friends tend to group together.</p> <p>examine how they have more independent social opportunities as they get older.</p> <p>understand and maintain their values and autonomy despite belonging to a group.</p>
Week 2				
Day 6 Lesson 6 Bullying/ Cyber- bullying/Assertiveness	Day 7 Lesson 7 Decision-Making	Day 8 Lesson 8 Hygiene	Day 9 Lesson 9 Staying Safe/ Consent	
<p><u>Health Standards</u> S4C1PO1 S4C2PO1 S4C3PO1</p> <p><u>Lesson Objective</u> Students will be able to: review consent and setting personal boundaries.</p> <p>recognize bullying and practice assertiveness by demonstrating refusal skills</p>	<p><u>Health Standards</u> S5C2PO1 S5C2PO6</p> <p><u>Lesson Objective</u> Students will be able to: determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>analyze the outcomes of a health-related decision.</p>	<p><u>Health Standards</u> S1C1PO1 S1C5PO1 S3C2PO4</p> <p><u>Lesson Objective</u> Students will be able to: analyze the relationship between healthy behaviors and personal health.</p> <p>explain how appropriate health care can promote personal health.</p> <p>locate valid and reliable health products and services.</p>	<p><u>Health Standards</u> S4C1PO2 S7C2PO2 S4C2PO1</p> <p><u>Lesson Objective</u> Students will be able to: identify situations that may carry personal risk.</p> <p>understand consent and empowerment.</p> <p>apply refusal skills when appropriate.</p>	

Lessons

<p>Grade: 6 Lesson: 1</p>	<p>Lesson Title/Focus: Communication</p>	<p>Materials:</p> <ul style="list-style-type: none"> • anticipatory set story prompt, printed • active listening components, printed • Active listening video: What is Active Listening and Why is It Important? • Journal notebook to write in
<p>Standards: S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health S4C2PO1 Identify effective conflict management or resolution strategies</p>		
<p>Lesson Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • practice listening skills for effective communication. • understand skills for building relationships based on mutual respect, trust and caring. • identify the role of feelings and attitudes in behavior. 		
<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. active listening 2. effective communication 		
<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Have student(s) read the brief story (half-sheet copy). <i>There was a little dog that liked to play in his front yard. He would toss his ball around and chew his bone and run in circles chasing his tail. One afternoon when he was playing, he spied a rabbit in the yard across the street. He dashed after it. A red Corvette with an old couple in it was driving down the street at the time. The woman had to turn the car very fast to miss hitting the little dog. She ran the car up on the sidewalk and hit a tree. The fender was dented and the tire blew out.</i> • Have student(s) put the half-sheet away and do something else. • Then, have student retell the story. How accurate is he/she? Process the results. • Student should discuss what happened and why with instructor or adult. • Brainstorm some principles of effective listening. 		
<p>Instruction:</p> <ul style="list-style-type: none"> • Display/discuss/print the components of Active Listening: <ol style="list-style-type: none"> A. Don't interrupt B. Look at the speaker C. Ask questions to clarify D. Summarize what was said E. Watch body language F. Recognize the speaker's feelings 		
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Student(s) will read silently the statement copied onto a half-sheet. "What do you think you're doing?" Then, student will read the statement aloud following the directions below. <ol style="list-style-type: none"> a. Express anger by shouting the question. Have student(s) repeat the phrase, expressing anger, but adding body movements that would emphasize anger. 		



- b. Express sadness, by changing facial expression, stating the phrase softly. Have student(s) repeat, adding body language.
- c. Express surprise or “puzzlement” by stating question slowly, with raised eyebrows. Repeat phrase, adding gestures that indicate questioning.
- In student(s)’ opinion which emotions were/are easiest to detect. Focus on the heightened actions, body language that often accompany heightened emotions. Write a short reflection.

Independent Practice:

- Student(s) will self-select topic and find a student, adult or instructor to practice with:
- Choose one of the following topics:
 - a. My best day ever
 - b. My favorite activity
 - c. My favorite family tradition
- For 1 minute, Student #1 will speak first and person # 2 will practice Active Listening Skills. After the first session is completed, person #2 will speak while Student #1 practices Active Listening Skills.
- Each person will talk about how they felt as a speaker about having an active listener.

Closure: Reflect on these questions, either in writing or in conversation.

1. What feelings were expressed throughout the activities?
2. How did you feel when you were “listened” to? How did it feel to be an “active listener”?
3. Why is this an important skill to have?



Lesson References

Active Listening: How to Communicate Effectively, AMAZE Org
https://www.youtube.com/watch?v=BW82k7lwI_U

Anticipatory Set Paragraph: Print

There was a little dog that liked to play in his front yard. He would toss his ball around and chew his bone and run in circles chasing his tail. One afternoon when he was playing, he spied a rabbit in the yard across the street. He dashed after it. A red Corvette with an old couple in it was driving down the street at the time. The woman had to turn the car very fast to miss hitting the little dog. She ran the car up on the sidewalk and hit a tree. The fender was dented and the tire blew out.

Components of **Active Listening: Display or Print**

- A. Don't interrupt
- B. Look at the speaker
- C. Ask questions to clarify
- D. Summarize what was said
- E. Watch body language
- F. Recognize the speaker's feelings



Grade: 6 Lesson: 2	Lesson Title/Focus: Family Relationships	Materials: <ul style="list-style-type: none"> • Family Quote Sheet • Family Function Daily and Weekly Work Pie template • Journal notebook
Standards: S1C2PO1 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence S2C1PO1 Examine how the family influences the health of adolescents S2C2PO2 Explain the influence of personal values and beliefs on individual health practices and behaviors		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • show awareness concerning differences in family units and custom. • discuss the influence and relationships of parents and peers. • describe changes in stages of life. 		
Academic Vocabulary: <ol style="list-style-type: none"> 1. influence 2. responsibilities 		
Teacher Background: <ul style="list-style-type: none"> • Everyone has responsibilities with both their family and their friends. As they grow older, these will change. The influence of each group will also change as a person develops. 		
Anticipatory Set: <ul style="list-style-type: none"> • Distribute Family Quote Sheet. Student(s) are to circle, highlight or underline the quote (or two) that he/she feels comes closest to his/her assessment of what “family” means. If desired, student(s) could create his/her own quote about what “family” means. • Students are to journal about their choices. 		
Direct Instruction: <ul style="list-style-type: none"> • Address each of these items in the context of this question: “How do parents or family members influence each of these issues?” Write your thoughts in your journal. <ol style="list-style-type: none"> a. A teen’s choices b. A teen’s values c. Personal Habits d. Food choices e. Social Activities • Distribute a handout containing the information on the various stages of a child’s life (see below) within the family and the questions. <ol style="list-style-type: none"> a. Baby---completely dependent upon parents and family b. Toddler---begins exploring in a safe environment while maintaining dependence upon parents and family c. School Age Child---other factors begin to influence the Child d. Teens---spending more and more time with friends outside of the home environment • Student(s) answer the following questions: 		



- a. How do peers influence your choices? (Give some examples: social activities, clothing choices, group behavior)
- b. How can Parental/Adult Influences and Peer Influences be in conflict?
- c. Which influence is stronger in each of the following situations:
 - What TV shows, movies or videos I might see
 - Whether I do my homework or not
 - How much education I'm going to get during the next ten years
 - What type of afterschool activities I will participate in?
 - The type of clothing or haircut I will get
- d. How can the conflict between family expectations or peer influences be resolved?
- e. Does the influence of family or peers change as a person ages?

- Answer the questions in your journal notebook.

Guided Practice:

- Have student(s) answer this question: What are different things that happen on a daily basis that helps a family function smoothly? (examples: individual chores, having a job, getting up on time)
- Evaluate each one and label who completed the task: everyone, older siblings or adults only.
- Consulting your list, write an analysis that answers these questions:
 - a) Do family member responsibilities change as they grow older?
 - b) If a family or household is like an athletic team, what happens when one of the teammates is injured or does not carry their weight?

Independent Practice:

- Create a daily and weekly “family function pie” and assign names. Share it with your family.

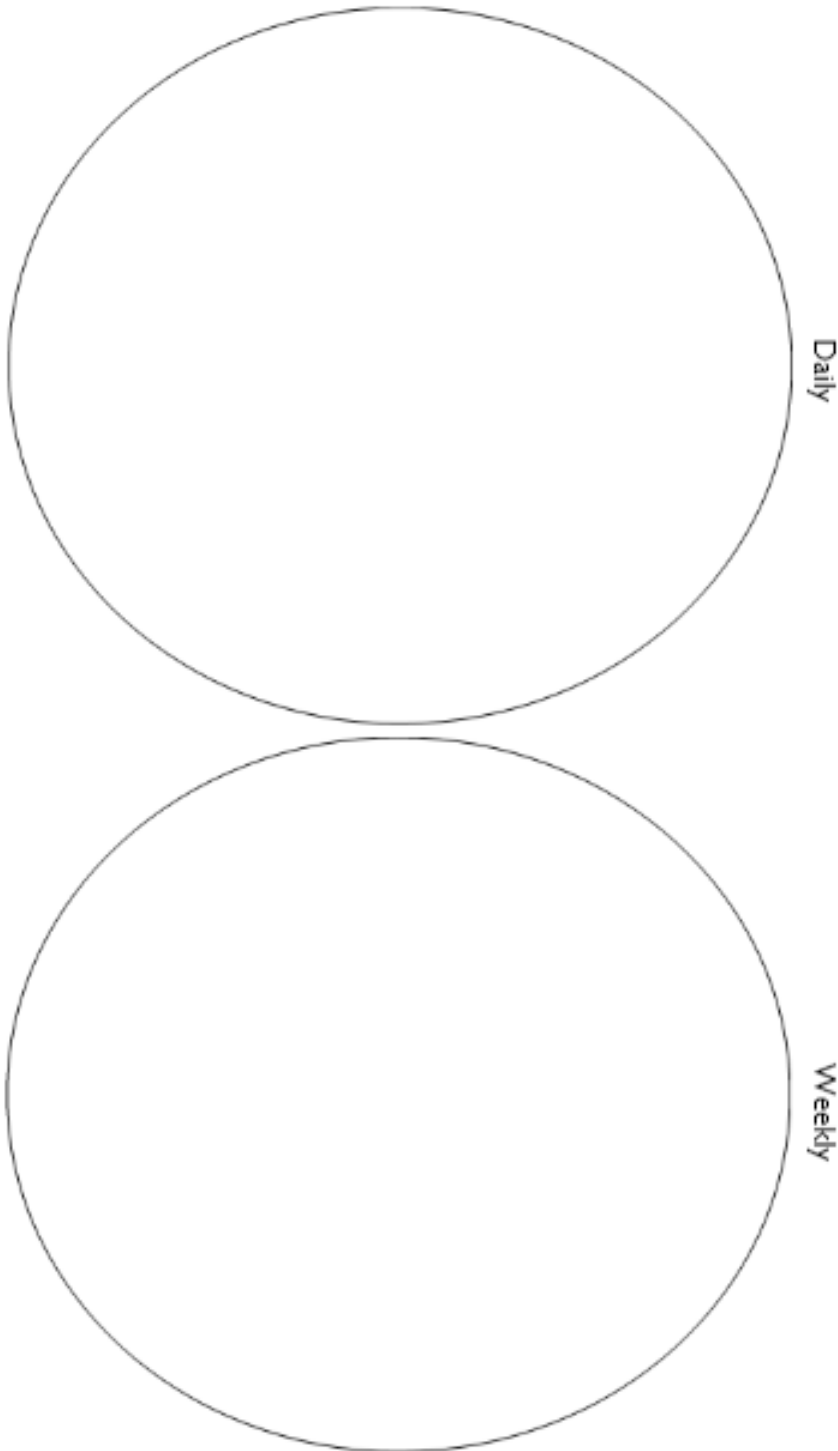
Closure:

- Have each student write one paragraph evaluating how they balance the responsibilities of family and the influences of peers.



Lesson References

Family Function Daily and Weekly Work Pie template.



Daily and Weekly Family Function Work Pie: In the slices you create, put tasks a family needs to do to function well. List the name of someone in your family who will do that task. Create one for a day and one for a week. Be specific. Consider things such as: taking out the garbage, cooking, food shopping, laundry, etc. Are there tasks to do weekly that do not need to be done daily? Is there overlap? How do you feel about your contribution? What could change?



Quotes about Family

Name _____

1. “Families are like branches on a tree; we grow in different directions, yet our roots remain as one.”
2. “Families are the compass that guides us. They are the inspiration to reach great heights, and our comfort when we falter.”
3. “Family is the support you will never have to pay for because come rain, or shine, they will be there to cheer you on with every one of your life goals.”
4. “Family is a unique gift that needs to be appreciated and treasured, even when they’re driving you crazy. As much as they make you mad, interrupt you, annoy you, these are the people who know you the best and who love you.”
5. “Families are the tie that reminds us of yesterday, provide strength and support today, and give us hope for tomorrow.”

Circle, highlight or underline the quote (or two) that you feel comes closest to your assessment of what “family” means. If you would rather, create your own quote(s) about what “family” means. Write them below.

Below, or in your journal, write a reflection about what “family” means to you inspired by the quote(s).



Grade: 6 Lesson: 3	Lesson Title/Focus: Media Literacy: What You Don't See!	Materials: 1. Examples of magazine 2. Advertisement Analysis Worksheet Advertisement Analysis Worksheet.docx
Synopsis Studying the influence of mass media on our lives allows students to view advertising in a new light. This lesson provides students with the opportunity to look at mass media in a critical way. Students become aware of the tremendous amount of advertising that they are exposed to on a daily basis. By looking at advertising critically, students begin to understand how the media oppresses certain groups, convinces people to purchase certain products, and influences culture.		
Standards: S2C1PO5 Analyze how messages from media influence health behaviors S2C1PO6 Analyze the influence of technology on personal and family health		
Lesson Objectives: Students will: <ul style="list-style-type: none"> • investigate the influence of advertising on their daily lives. • engage in critical inquiry of mass media. • evaluate hidden media messages. • interpret messages presented through advertising. 		
Academic Vocabulary: <ol style="list-style-type: none"> 1. Media 2. Literacy 3. Influence 4. Evaluate 		
Teacher Background: The student will be able to identify underlying messages in ads that strongly influence society's behavior.		
Anticipatory Set: Use the following questions to think about advertisements. <ol style="list-style-type: none"> a. Do you have a television in your bedroom? b. How many hours of television do you watch daily? c. What is your favorite television program? d. What kinds of advertisements do you often see as you are watching television? e. What magazines do you like to read? f. Do you subscribe to any magazines? What are they? g. What kinds of advertisements do you see in the magazines you read? 		
Guided Practice: <u>Screen Media</u> <ol style="list-style-type: none"> a. As you watch regular television record the advertisements you see, record the amount of time you spent watching commercials and the subject of each commercial. For example, if you watch three hours of television, note how much of that time was spent viewing commercials and the content of the commercial (e.g., products, television programming, 		



and public announcements).

- b. For products being sold, record the name brand of the product (e.g., Ragu spaghetti sauce).

Print Media

Look through a magazine and count how many pages are devoted to advertisements. Record what products are being advertised.

- a. Examine the ads in the magazines and place them into categories for example, Products for Sale, Ads for Television Programs, and so on and record your results on a sheet of paper.
- What products are being advertised?
 - How are they advertised?
 - What surprises you about the ad?
- b. Compare your results for print advertisements in magazines to television advertisements previously recorded.
- Are there any similarities?
 - What types of products are advertised the most?
 - Which of the two mediums do you think is most effective?

Independent Practice:

[Advertisement Analysis Worksheet.docx](#)

Select one ad. Using the Advertisement Analysis Sheet answer as many questions as possible based on the ad you selected.

Closure:

Using the following questions write a brief paragraph on how the media and advertising influence your life.

- What are the obvious themes or patterns presented through television and magazine advertisements?
- What do you always see in television ads? Magazine ads?
- Which medium does the best job with accurate representation?
- How does this advertising influence your life?



Advertisement Analysis Worksheet

1. What is happening in the advertisement?
2. What objects in the advertisement can you identify?
3. With which general time period are those objects associated (historical past, present, or future)?
4. What are the people in the image doing?
5. What do the facial expressions or body language suggest?
6. What characteristics of buildings or environment give you clues to the location?
7. What are the people wearing?
8. What is the relationship between the people in the advertisement?
9. What is the advertisement selling?
10. What interests you the most about the advertisement?



Grade: 6 Lesson: 4	Lesson Title/Focus: Self-Esteem/ Self-Confidence/ Setting Boundaries	Materials: <ul style="list-style-type: none"> • Self-Confidence/Self-esteem: What is Self Esteem? Three Tips to Boost Your Confidence • Setting Boundaries Life Lessons Sharing and Respecting Setting Boundaries Worksheet: Scholastic worksheet on Setting Boundaries • Refusal Skills Refusal Skills Video #1 Refusal Skills Video #2
Standards: S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health. S4C2PO1 Identify effective conflict management or resolution strategies.		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • explain the need for positive self-esteem/self-confidence. • identify the role of feelings and attitudes in behavior. • understand skills for building relationships based on mutual respect, trust, and caring. 		
Academic Vocabulary: <ol style="list-style-type: none"> 1. Self-esteem/Self-confidence: a measure of how much you value, respect and feel confident about yourself. “Liking yourself” 2. Personal boundaries: Setting standards for how people can treat you 3. Consent: occurs when one person voluntarily agrees to the proposal or desires of another 4. Refusal skills: skills that help people avoid participating in high-risk behavior. 		
Anticipatory Set: <ul style="list-style-type: none"> • Have student(s) write their own definitions for self-esteem. Then, have them research definitions and compare/contrast. Have three student(s) list some characteristics that they think people with high self-esteem may have. Compare that with a list of characteristics that someone with low self-esteem may have. And, finally, produce personal lists of what each student is good at or likes about themselves. 		
Direct Instruction: <ul style="list-style-type: none"> • Have students watch the videos on self-esteem. Then, have them answer the following question: <ul style="list-style-type: none"> ○ When a person has high self-esteem, they set expectations for the way that others can speak to them or treat them. What are some boundaries that people might set when they wish to be treated with respect? (Don’t call me names. Don’t taunt or tease me. Don’t make fun of my clothes. All of these translate to “Treat me with respect.”) • Have student(s) make a list of personal boundaries they want to have respected. • After student(s) watch the video on “setting boundaries” have them write a reflection paragraph on how self-confidence and setting boundaries are connected. 		



Guided Practice:

- People do things when they want to fit in or feel less awkward. This is when they consent to participate in an activity that may be risky.
- Notice how Refusal Skills are used in video #1 to set boundaries and not consent to activities. Then, watch video #2, which reinforces the points shown in video #2. Then, write a script or create a poster that includes the basic Refusal Skills Techniques:
 1. Say “No.”
 2. Repeat “No” if necessary.
 3. Suggest some other activity.
 4. Leave the situation.

Independent Practice:

- Personal Reflection:
 - Student(s) reflect upon personal situations that they have encountered when they were tempted to try something new or risky.
 - Recall the details of the situation and write down a way that setting personal boundaries or refusal skills could have been used.
 - Write a possible dialog that could have occurred.
 - Practice saying the statements you would have used in the situation.

Closure:

- Share your script, poster or independent practice with a safe person and discuss what you believe is central to the success of building solid refusal skills.



Lesson References

Life Lessons in Sharing and Respecting, 6KILO.com

https://www.youtube.com/watch?v=YNOnFsnjYhY&list=PL_GNAnChekN3T4VBMjC029uUZatrc-PRv&index=7&t=0s

PBIS "Resisting Peer Pressure." Ms. McVey

https://www.youtube.com/watch?v=W1To6LoK6_8&feature=youtu.be

Self Esteem Deschutes County: Middle School Lunch with Refusal Skills

<https://www.youtube.com/watch?v=NwdXFPsI500>

Setting Boundaries Worksheet from Scholastic Website

file:///C:/Users/lfranzbl/OneDrive%20-%20Tucson%20Unified%20School%20District/FLC%20Resources/setting_boundries.pdfs

Three Tips to Boast Confidence, Ted-ED

https://www.youtube.com/watch?v=l_NYrWqUR40&feature=youtu.be

What is self-esteem? Career and Life Skills Lessons

<https://www.youtube.com/watch?v=dBMgE6zJ9eQ&feature=youtu.be>



<p>Grade: 6 Lesson: 5</p>	<p>Lesson Title/Focus: Understanding Peer Pressure and Stereotyping</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Video on Stereotyping What is Stereotyping? • Animal (stereotyping) activity handout Animal Stereotypes • Peer Pressure video Peer Pressure • Winnie the Pooh quote “Just because an animal is large, it doesn’t mean he doesn’t want kindness; however big Tigger seems to be, remember that he wants as much kindness as Roo.” — <i>Winnie-the-Pooh</i>
<p>Standards: S2C1PO3 Analyze how peers influence healthy and unhealthy behaviors S2C2PO2 Explain the influence of personal values and beliefs on individual health practices and behaviors</p>		
<p>Lesson Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • identify how classmates and friends tend to group together. • explain how they have more independent social opportunities as they get older. • maintain their values and autonomy despite belonging to a group. 		
<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Peer Pressure: the feeling that you should act a certain way because your friends want you to or because society expects you to 2. Empathy: the ability to understand the feelings of another person 3. Compassion: concerns for the sufferings or misfortunes of others. 		
<p>Teacher Background:</p> <ul style="list-style-type: none"> • There are lots of formal and informal groups at school or in the community. People often belong to more than one. Part of belonging to a group is remaining yourself while you show compassion and empathy for other members. 		
<p>Anticipatory Set: Reflect on these questions and complete activities:</p> <ul style="list-style-type: none"> • What are some of the groups that students belong to in our school? How does someone become a member of different groups? • Make a list of these groups. Put a star next to the groups you belong to or find <i>admirable</i>. • What is stereotyping? What video about the cockroach. What is the message of the video? How does it relate to stereotyping? Write a short note to the cockroach explaining what you have learned. https://www.youtube.com/watch?v=UDTVasxLNho 		
<p>Direct Instruction:</p> <ul style="list-style-type: none"> • Discussion Journal: Answer these questions in writing in your journal: <ul style="list-style-type: none"> ○ What is peer pressure? Watch this video and answer the questions below. https://www.youtube.com/watch?v=FGv6sx0gOcc 		



(Good peer pressure can challenge you to be better.) Indicate the messages presented by the video and whether you agree with them.

- How does peer pressure work in a group?
- When you join a new group, are you pressured to act a certain way?
- Explain **Empathy** and **Compassion** as they relate to being a group member

Guided Practice:

- Activity:
 - Each student will study the table of animals given to him/her. In each box, write words associated with the animal in the box; for example: lion: courage, ant: hard worker, cheetah: fastest runner in the land, etc. (research if you do not know)
 - Then, imagine three of the animals are part of a group or community, but one of them does not fit the “stereotypical” animal type at all. Write a dialogue that shows how the group or community positively supports all three members.
 - Share your dialogue with a family member or a friend, discuss how the support impacts the community or group.

Independent Practice:

- Identify examples of **empathy** and **compassion in your dialogue**. Write a journal entry from one of the animal’s point of view expressing how it feels to be supported.

Closure:

- Exit ticket: Give student a copy of a quote from Winnie the Pooh.
“Just because an animal is large, it doesn’t mean he doesn’t want kindness; however big Tigger seems to be, remember that he wants as much kindness as Roo.” —*Winnie-the-Pooh*
- Have student annotate where he/she recognizes peer pressure and stereotyping in the excerpt. Is there empathy and/or compassion in this quote? If so, where? If not, how could you add that?
- Have student turn in exit ticket.



Lesson References

What is Peer pressure? CBC Kids

<https://www.youtube.com/watch?v=FGv6sx0gOcc>

What is Stereotyping? Life Lessons

<https://www.youtube.com/watch?v=UDTVasxLNho>

Winnie the Pooh quote

“Just because an animal is large, it doesn’t mean he doesn’t want kindness; however big Tigger seems to be, remember that he wants as much kindness as Roo.” —*Winnie-the-Pooh*



Animal Stereotypes Name: _____

Directions: List several stereotypes associated with each animal. Then, choose three and write your dialogue. Make sure one of your three in the dialogue does not fit the stereotype of the animal.

<p>Cat</p> 	<p>Owl</p> 	<p>Tiger</p> 	<p>Elephant</p> 
<p>Panda Bear</p> 	<p>Dog</p> 	<p>Gorilla</p> 	<p>Fox</p> 

<p>Grade: 6 Lesson: 6</p>	<p>Lesson Title/Focus: Bullying/ Assertiveness/Cyber Bullying</p>	<p>Materials: Assertiveness article: Edutopia article on assertiveness Assertiveness and setting boundaries videos: The Four Types of Communication Five tips on being assertive Cyber Bullying article: Article on Cyber-Bullying and How to Recognize It Cyber Bullying videos: Recognizing Cyber-Bullying and How to Defend Yourself Protecting Yourself from Cyber-Bullying</p>
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Health Standards:
S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health.
S4C2PO1 Identify effective conflict management or resolution strategies.
S4C3PO1 Identify ways to ask for assistance to enhance the health of self and others.

- Lesson Objectives:**
Students will be able to:
- review setting personal boundaries.
 - demonstrate refusal skills and ask for help if necessary.
 - explain and recognize the concept of assertiveness.
 - understand what respect entails.

T.U.S.D. has a policy that prohibits harassment and stipulates consequences for such acts. Bullying is also in the Students' Rights and Responsibilities.

- Academic Vocabulary:**
1. affection, friendliness
 2. bullying/harassment
 3. cyber-bullying
 4. refusal skills
 5. assertiveness
 6. boundaries
 7. respect

- Teacher Background:**
- Social situations can get more complicated as people get older.
 - Students need to have strategies for avoiding risky or challenging situations, especially when there is a power differential.

- Anticipatory Set:**
- Student(s) will write a definition for the terms affection/friendliness.



- Make a list of how to show affection towards another person without physical contact. Emphasize that “affection” is based on “respect.”
- Have student(s) share their lists.
- Consider each item on the list. Have students consider disrespectful behavior that can cross the line beyond affection/friendliness.
- Discuss: Answer this question: Who gets to determine whether the action is affection or not?
- Consider what you could do when uncomfortable with another person’s actions. Write a reflection about that.

Direct Instruction:

- Explain: Bullying is done by a person with power to another person who is perceived to have less power or status. Reflect on this.
- Then, read the article on cyber bullying and watch one of the videos. Summarize the main ideas, focus especially on the information these two pieces share.
Cyber Bullying article:
<https://www.safesearchkids.com/cyber-bullying-for-kids-and-teens/#.Xsfz5Ii6M2x>
Cyber Bullying videos:
<https://youtu.be/5wjKb4DAhI4> What is cyberbullying and how to defend against it
<https://youtu.be/916K8xRxQZw> Protect Yourself Rules on Cyber Bullying
- Discuss: What is a boundary? What is being assertive? How could being assertive help you in daily life? Review or introduce REFUSAL SKILLS
- Distribute handout and have them work together to complete.

Guided Practice:

- Present the following statements and have students write a response to each one:
 1. Many families have boundaries set for dating: age, time of day, weekend only.
 2. Teens will notice that their hormonal changes heighten many of their emotions.
 3. Make a list of things that can turn a social situation into a risky situation. What would you put on this list? Consider things that make you feel uncomfortable.
 4. Read the article on assertiveness and watch at least one of the videos.
Assertiveness article: <https://www.edutopia.org/article/modeling-assertiveness-students>
What do you think of the information in this article? List its main points.
Assertiveness and setting boundaries videos:
<https://youtu.be/yjOWXsDt87Y>
<https://youtu.be/vlwfmfiCb-vc>
- Then write a letter to one of your friends or an adult explaining why being assertive is important and not easy to do. Maybe include information on refusal skills and ideas on how to make this easier!

Independent Practice:

- Using one of the videos on assertiveness (above) or on cyber bullying, produce a series of cartoon cells that shows the occurrence of refusal skills or sharing concerns with a trusted adult.



Cyber Bullying videos:

<https://youtu.be/5wjKb4DAhI4> What is cyber bullying and how to defend against it

<https://youtu.be/916K8xRxQZw> Protect Yourself Rules Cyber Bullying

- Share your cartoon strip with your instructor and your parent/guardian.

Closure:

- Think of an example where you or a friend witnessed bullying.
- How did you feel while you observed the action and words?

Did you do anything to stop the bullying?

If not, how would you like to handle the situation if you witnessed it again?

- Record how you would “re-write the script” of the incident.



Lesson References

Assertiveness and setting boundaries videos:

Aggressive, Assertive, Passive, and Passive Aggressive Examples, JackIsBack Vlogs
<https://youtu.be/yjOWXsDt87Y>

5 Tips to Make Assertive Communication Easier and More Effective, How to ADHD
<https://youtu.be/vlwfmfiCb-vc>

Cyber Bullying

What is Cyber Bullying and How to Defend Against It, ESET <https://youtu.be/5wjKb4DAhI4>
Protect Yourself Rules on Cyber Bullying, Barbara Sinatra Children's Center Foundation
<https://youtu.be/916K8xRxQZw>



Edutopia: Modeling Assertiveness With Students

Simple role-playing exercises can show students how to stand up for themselves without being unkind to others. By [Kristin Stuart Valdes](#)

January 25, 2018

Assertiveness is a key concept in social and emotional learning and represents the middle ground between the extremes of aggression and passivity. When people behave aggressively, they prioritize their own needs and may use threats to get what they want. When people behave passively, they do things they don't want to do because they feel pressured or threatened by others.

But when people behave assertively, they stand up for themselves without diminishing or hurting others. In other words, they're strong, not mean.

Teaching Assertiveness

The “nice no”: Students and teachers may feel pressured to go along with other people's ideas or invitations. Examples include: “Do you want to trade snacks?” and “Do you want to co-plan this lesson?”

These invitations can cause anxiety if we want to decline them. A simple technique for responding assertively to such requests is a “nice no.” We might say, with a smile, “Thanks for asking me, but I'm not interested.” Sometimes a simple “No, thanks” does the trick. Making a counter suggestion often works as a follow-up to a nice no.

Setting a boundary: Sometimes students are asked by peers to do things that are outside their comfort zone, such as “Will you let me cut in line?” or “Can I copy off your paper?” An assertive technique for responding to such invitations is to set a clear and firm boundary by saying, “No, I'm not comfortable with that.” Students don't need to explain why or negotiate about it—they can simply set a clear boundary and hold to it.

Asking for some thinking time: People sometimes ask us questions that we're not ready to answer. We might need more information, a chance to weigh other options, or time to reflect on our feelings about the situation. An assertive technique for responding to such questions is to ask for some thinking time: “I'm not sure how to answer that right now. Can I get back to you later today?” A key point is to ask for the amount of time we need, whether it's later the same day or next week.

Stating your needs: We sometimes run into misunderstandings because we haven't communicated our own needs clearly. It may seem that other people are ignoring or disrespecting our needs when in fact they're simply not aware of them. If we recognize this, we can address the problem by stating our needs calmly. For example, a student might say to a peer, “I need space to hang my coat in the closet.” And a student might say to a teacher, “Could you please repeat that? I need to hear the directions again.”

Using an “I feel” message: Sometimes we have misunderstandings that are more personal. If we feel hurt by someone we're close to, we may respond by being aggressive, making an accusation, or withdrawing passively to protect ourselves. But with friends, teachers, and colleagues who care about us, students and teachers can use an “I feel” message to assertively communicate their feelings and emotional



needs. A student may say to a friend, “I feel sad when you cancel our plans, because I love hanging out with you.” This gives the friend a chance to understand the speaker’s needs and try to meet them.

Knowing how to respond to aggression: Sometimes when we communicate assertively, we’re met with an aggressive response that might diminish the validity of our feelings or perspective. The best thing to do in this situation may be to calmly remove ourselves from the conversation by saying something like, “I think I communicated my thoughts clearly, so there’s not much more to talk about.”



CyberBullying: A Word for Kids and Teens Safe Search

<https://www.safesearchkids.com/cyber-bullying-for-kids-and-teens/#.Xs7C8WdYauW>

Cyberbullying is a phrase you may hear all the time, but it takes many different forms and meanings. Bullying is something that many children and teens go through in school, on the bus, and within groups of friends. However, cyberbullying is even more common because most kids don't even realize they are doing it!

It's never fun to be bullied, in the real world or on the web through social media. It's even worse to be the bully, yet it's easy to be do it online... even by accident. The internet can bring out passive aggressive behavior, even in the most outspoken person.

When you have a problem with somebody, do you face them with it... or do you Facebook it?

Taking drama to the web creates a whole new set of problems. Remember that you can work out a problem with a friend, but you can never erase something that was said or done online. So before you post that rant, stop and think if it can hurt somebody else.

Even if you feel like somebody has been mean or unfair to you, you won't want to stoop to their level.

You won't be able to take it back, and you will have more good friends when you show that you can take the high road and treat others with respect.

Are You Being CyberBullied?

Think before you tweet, update your status, post a picture, or put anything on the net. Remember that anybody can save and share your updates, so it's a good idea to avoid posting anything impulsively. It might come back to haunt you. That general rule of thumb is especially important to follow when somebody is attacking or bullying you online.

Sometimes you have to start by asking why somebody is trying to hurt you.

- If it is a friend who is upset with you, perhaps you did something to hurt them? The best response would be to take your drama offline and try to talk it out—in the real world or [on a smart phone](#). Eliminate the audience and it will be just the two of you, looking for a resolution to end the drama.
- If there is a group of people you don't know that well who are "ganging up on you", they may be the friends of somebody who is upset with you. There could be rumors or numerous direct attacks. Do not respond to any kind of attack coming from somebody you do not know. If you know who the original source is, deal with them directly.



Knowing why does not always put an end to cyberbullying, but neither does “feeding the trolls”. You don’t want to just ignore cyberbullying and wait for it to go away either. So if the harassment is taking on a level that is really troubling you, please tell your parents or somebody in your school.

A Few Steps to Protect Yourself from Cyber Bullying

1. Face your problems. Never “Facebook” your problems.
2. Think before you post.
3. Always be kind and respectful, and surround yourself with friends who are also kind and respectful.
4. Be careful around people your age who are always ‘surrounded by drama’. You never know when you’ll get sucked into it!
5. Never, ever let anybody know your password. Protect your social media accounts from being “hacked” by changing your password every so often. If you use a smart phone never leave it unattended.

What Can You Do if You are Being Cyber-Bullied?

1. Don’t respond to messages and never retaliate. It will only add fuel to the fire and escalate the cyberbullying.
2. Tell an adult you trust, such as a parent, teacher, or coach. If they don’t offer you any real solutions, then search for a trusted adult who is better equipped to offer advice, such as a school counselor.
3. Save all evidence. Do not delete any communications. Be sure to keep electronic copies and print-outs in case things escalate. This will empower you to allow justice to be served against the cyberbully.
4. Keep records of ISP and law enforcement contacts. If the cyberbully continues to harass you, contact their Internet Service Provider (ISP).
5. Save all information that contains even a hint of a threat and contact law enforcement.
6. Block the harasser after you have made copies of all communication.



Grade: 6 Lesson: 7	Lesson Title/Focus: Decision-Making	Materials: Make It Easy Activity Sheet Make it easy Worksheet.docx
Synopsis: Through a review of the steps used to make decisions, students recognize that decision making is a process that includes weighing the pros and cons of each option, as well as the ability to evaluate the consequences of decisions made.		
Standards: S5C2PO1 Determine when health- related situations require the application of a thoughtful decision-making process. S5C2PO6 Analyze the outcomes of a health-related decision.		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • recognize factors that influence their decision-making. • practice using a simple method that will help them organize and think about options and consequences. • use the decision-making process to make a personal decision. 		
Academic Vocabulary: <ol style="list-style-type: none"> 1. Alternative 2. Analyze 3. Consequence 4. Informed decision 5. Process 6. Pros and cons 		
Teacher Background: Students make decisions every day, however, many of the decisions they see and experience may not have been carefully considered. It is important for students to understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. When applied to health issues, this process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life.		
Anticipatory Set: Read the following paragraph, and keep count of the decisions you made as you prepared to leave your house for school today: The alarm went off this morning and I pushed the snooze button (1). Ten minutes later, I got out of bed (2) and took a shower (3). Then I brushed my teeth (4). For breakfast, I had a glass of juice (5) and a bowl of cereal (6) with bananas (7). I put on these clothes (8) and my black shoes (9). But I changed my shoes (10) before I left the house because I wanted to wear a different pair instead. Questions <ol style="list-style-type: none"> 1. How many decisions did you count? 2. Were some decisions more difficult to make than others? Why do you think so? 		



3. What factors influenced the decisions you made?
4. Brainstorm a list of factors that can influence, or affect, the decisions you make every day?
5. Why is it important to give more thought to a big decision?

Guided Practice:

Many Possibilities Activity

Purpose: Students consider multiple options, and then generate a list in response to a situation.

Read the following scenario in which someone makes a decision. Think about how the decision was made.

Lara and Alec are friends and are working together on a project. They get into a fight because Lara thinks she's doing all of the work. Lara criticizes Alec, and they stop speaking to each other. The project is finished, but the friendship is broken.

1. Who made a decision in this story?
2. What was the decision?
3. What was the consequence, or result, of the decision?
4. List 3 options that Lara could have taken that would not have resulted in her losing a friend?
5. When you are faced with a decision, what can you do to determine your different options?

Make It Easy Activity

[Make it easy Worksheet.docx](#)

Purpose: Students learn how to use a simple method that will help them organize and think about options and consequences.

Read the paragraph below. Use the Make It Easy activity sheet to help you think through the options, consequences and organize your thoughts before you make the decision.

A few of your friends want to skip school tomorrow. They want to take the bus to the mall and hang out. One of your friends won't go if you won't go. If you go, you will also miss an afterschool activity. If you miss any meetings, practices, or games, you will have to give up the activity. What will you do? Will you skip school tomorrow?

1. Fill in the decision question to be answered at the top of the chart.
2. List their options in the first column.
3. List the consequences of each option in the second column (think about how each option will affect other people, or the long-term effects).

Independent Practice:

The Five Steps

Purpose: Through a review of the steps used to make decisions, students will recognize that decision making is a process.

1. Briefly explain how you would you teach a friend of yours (not in this class) how to make a decision? (Think about the two activities you have just completed).
 - What are the steps you went through in making the decisions you made in the activities above?
2. In one sentence describe the five basic steps of the decision-making process:
 - a. Define the problem.



- b. Gather any information you may need, ask questions.
- c. Identify options available to you, think of as many as you can.
- d. Weigh the pros and cons of the options and the consequences.
- e. Decide.

Closure:

What's Best for me?

Think about what is happening in your life, (relationships with friends, or anything else you need to make a decision about. Use all the steps of the decision-making process when making the decision, define the problem, gather information if needed, identify options, weigh options and consequences, and decide.

If you cannot think of a decision you need to make, select one of the following questions to work through the process.

1. Should our school require students to wear uniforms?
2. Should our school drop the requirement for students to wear uniforms?
3. Should students get a passing grade at the end of the year even if they have not completed all of the work?
4. Our school can support only five after-school programs. Which programs should it support?
5. What should be done about students in our school who are caught writing graffiti and committing other acts of vandalism?



MAKE IT EASY WORKSHEET

Question:		
OPTIONS	CONSEQUENCES	+ or -
1.		
2.		
3.		
4.		
Decision:		



Grade: 6 Lesson: 8	Lesson Title/Focus: Personal Hygiene	Materials: Internet access for BrainPOP https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/personalhygiene/ Poster Board/paper
Synopsis: After studying different types of personal hygiene, students will select a focus within personal hygiene topic and produce an infomercial or poster.		
Standards: S1C1PO1 Analyze the relationship between healthy behaviors and personal health. S1C5PO1 Explain how appropriate health care can promote personal health. S3C2PO4 Locate valid and reliable health products and services.		
Lesson Objectives: Students will: <ul style="list-style-type: none"> • explore the resources related to the Personal Hygiene topic, including the Movie, Quiz, and Related Readings. • select a subsection within personal hygiene topic (hand-washing, personal space care, dental hygiene) and research. • make an infomercial or poster to share about their selected area within the personal hygiene topic. 		
Academic Vocabulary: <ol style="list-style-type: none"> 1. Infection 2. Irritated 3. Sanitize 		
Teacher Background: This lesson plan invites students to explore BrainPOP resources to learn about personal hygiene. After studying different types of personal hygiene, students will select a focus within the personal hygiene topic and produce an infomercial using BrainPOP’s Make-a-Movie or create a poster.		
Anticipatory Set: <ol style="list-style-type: none"> 1. Take the Personal Hygiene Topic Quiz <ol style="list-style-type: none"> a. What did you learn from the quiz about personal hygiene? b. What else do you want to learn about personal hygiene? c. How could you apply what you learned to your own personal hygiene habits? 		
Guided Instruction Students will be use the following site to complete the following assignments. https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/personalhygiene/ <ol style="list-style-type: none"> 1. Log onto the site and watch the movie. 2. Using the Make-a-Map (graphic organizer), take notes on the various categories of hygiene the movie address such as teeth, hair etc. 3. Review Related Reading section and add any additional categories to your map. 		



Independent Practice

Create an infomercial or poster about one or more aspects of personal hygiene that will instruct others how to follow healthy practices.

1. Select one of the areas of hygiene you identified on your map. These may include dental care, handwashing, cleaning personal space, or something else.
2. Using the information you gathered from the Make-a-Map assignment, create an infomercial or poster to promote health through personal hygiene. *An infomercial is a commercial that provides information in this case about personal hygiene.*
3. To emphasize the **selling part** of an infomercial, come up with a related product or service to sell ("BacBlast, the Blueberry-flavored Bacteria-Busting Toothpaste"). Or, simply promote personal hygiene tips.

Closure:

List what the most compelling reasons for prioritizing personal hygiene is in our everyday lives, and why.



Lesson References

Internet access for BrainPOP

<https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/personalhygiene/>



Grade Level: 6 Lesson: 9	Lesson Title/Focus: Staying Safe/ Consent and Refusal Skills	Materials: What is Consent? Video: What is Consent? Refusal Skills Review Video: Review and Practice Refusal Skills Storyboard Template: Storyboard Template Refusal Skills worksheet: Refusal Skills Practice
Health Standards: S4C1PO2 Demonstrate refusal and negotiation skills that avoid or reduce health risks S7C2PO2 Demonstrate behaviors that avoid or reduce health risks to self and others S4C2PO1 Identify effective conflict management or resolution strategies		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> ● identify situations that may carry personal risk. ● understand consent and empowerment. ● apply refusal skills when appropriate. 		
Academic Vocabulary: 1. Consent 2. Empowerment 3. Refusal skills		
Teacher Background: <ul style="list-style-type: none"> ● Consent and refusal are integral components of empowerment. Students need practice in representing their wishes with friends and adults. 		
Anticipatory Set: <ul style="list-style-type: none"> ● Student reflection (written or verbal response; create a list): <ul style="list-style-type: none"> ○ What are some activities that you do without your parents being present? ○ As you get older, are there more and more things that you are allowed to do without your parents? 		
Direct Instruction: <ul style="list-style-type: none"> ● Reflect on factors or actions that can make some of those situations riskier or “dangerous.” <ul style="list-style-type: none"> ○ Consider your list created a few minutes ago during Anticipatory Set. ○ What are some things that could happen in each of your examples that could change or complicate the situation? (being with lots of adults that you don’t know, going someplace unfamiliar, not telling where you’re going, etc.) ● Is it possible for you to agree to do something with your friends, and then want to change your mind when circumstances change? ● How do you feel about following your “gut” or instincts, and dealing with the situation? ● If possible, discuss the above with your instructor or another adult. 		



Guided Practice:

Watch YouTube Video called “What is Consent?”

<https://www.youtube.com/watch?v=h3nhM9UIJjc>

Take notes on these questions:

- What does each person get to decide?
- How do you give consent? How do you know consent has been given?
- What isn’t consent? What is a bribe? What are things are not “okay”?
- What is most important?

Write an Activity Summary:

- There were several main points in the video. What are they? Include the advice at the end. Make sure your summary contains answers to the questions.

Independent Practice:

- Review the Refusal Skills process and watch the video:
<https://www.youtube.com/watch?v=NwdXFPsI500>
- Using the video as a model, create a storyboard of a video you could make that shows others how to “refuse” in a confident, clear way. If you have the tools, you could turn your storyboard into a video! Turn all products into your instructor.

[Storyboard Template](#)

Closure:

- Have students turn back to their list from the Anticipatory Set. Using the Follow-up List from the Guided Practice, have them determine where some of those risk factors could impact the course of their personal activities. It’s critical for them to understand that being in the presence of adults who are encouraging them to participate in risky behaviors lessens their control of a situation. Practicing interventions is helpful to lessen the risk.
- Have students complete the Refusal Skills Practice worksheet and turn into you.

[Refusal Skills Practice](#)



Lesson References

Consent Video

<https://www.youtube.com/watch?v=h3nhM9UIJjc>

Refusal Skills process and watch the video:

<https://www.youtube.com/watch?v=NwdXFPsI500>

Refusal Skills Worksheet:

file:///C:/Users/lfranzbl/OneDrive%20-%20Tucson%20Unified%20School%20District/FLC%20Resources/Refusal_Skills_-_Rev._2016.pdf

Self Esteem Deschutes County: Middle School Lunch With Refusal Skills

<https://www.youtube.com/watch?v=NwdXFPsI500>

Storyboard Template

file:///C:/Users/lfranzbl/OneDrive%20-%20Tucson%20Unified%20School%20District/FLC%20Resources/template_strybrd_8panels-download.pdf



Alternative Family Life Curriculum

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Affection- A feeling of liking, attraction or fondness.

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



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

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

Alternatives- The different choices or actions possible.

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

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

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

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

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

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

Attain- To reach as an end: gain.

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

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

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

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

Body Language- The nonverbal messaging of gestures and movement.

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

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



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

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

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

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

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

Change- To make different in some way.

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

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

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

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

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

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

Core Values- The fundamental beliefs of a person.

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



Crisis Center- 1. a central facility, telephone answering service, etc., where people may obtain informed help or advice in a personal crisis.
2. an office, building, agency, etc., serving as a central point for receiving information and coordinating action during a disaster or emergency.

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

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

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

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

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

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

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

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

Depersonalization- The process of taking away personal identity.

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

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

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

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

Dynamic- A system of continuous change.

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



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

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

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

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

Esteem- Respect and admiration.

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

Explicit- Fully revealed or expressed without vagueness.

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

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

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

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

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

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

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

Harassment- Aggressive pressure or intimidation.

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

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



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

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

Implicit- Implied, not plainly expressed.

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

Individuality- Characteristics that distinguishes people.

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

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

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

Insight- The ability to have a clear, 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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