

# **Macoupin County Public Health Department**

## **SLHC Health Education Programs 2025-2026**

**To schedule a program, please contact Bailey Moore at [bmoore@mcphd.net](mailto:bmoore@mcphd.net)**

### **DENTAL HEALTH**

#### **Pre-K through 4<sup>th</sup> Grade**

- Discussion of how and why we brush our teeth, how and why we lose our teeth, what to expect at the dentist's office, good snacks vs. bad snacks, dental sealants, and a cavity demonstration.

#### **5<sup>th</sup> through 12<sup>th</sup> grade**

- Discussion of how and why we brush our teeth, how to care for teeth, good snacks vs. bad snacks, dental sealants, fluoride; also covers chewing tobacco, cigarette smoking and other habits that affect oral health. Also available to attend and give presentations at career day events.

### **K – 12 GENERAL CURRICULUM**

**NOTE: If there are any health topics that you would like that are not on this list, please let me know and I may be able to create a lesson. Also, if there are any topics for another grade level that you believe your students could also benefit from, it could possibly be adjusted to fit the appropriate age group.**

#### **Erin's Law**

- E-1 Erin's Law is a state law that requires schools to teach age-appropriate lessons on sexual abuse and assault prevention. The law is named after Erin Merryn, who was sexually abused as a child. Illinois is one of the 38 states that has passed this law. We offer age-appropriate lessons on sexual assault ranging from "I said NO/ My Body Belongs to Me" books for Pre-K to "Is it Abuse If" presentations for high school students. Please contact me with any questions you have regarding this topic.

#### **Suicide/ Depression Prevention**

- S-1 Suicide and depression prevention education is available for grades 6-12. Education includes the identification of warning signs that could be detected in friends or family members and what to do/ how to seek help if warning signs are recognized.

#### **Hygiene**

- H-1 Available for any grade. Emphasizes the importance of proper personal hygiene including clean clothing, hair, teeth, skin, ears, hands, feet, and nails.

#### **Pre-K/ Kindergarten**

#### **Session Description**

Dental Health Education

See top of Page 1.

K-1 Hand Hygiene

Teaches children the importance of proper hand hygiene. Reviews how to wash hands effectively. Uses the Glo-Germ activity to show students how effective proper hand washing can be at removing germs.

K-2 Poison Prevention

Teaches children that harmful things come in many shapes, sizes and colors and that it is sometimes difficult to determine if something can be harmful. Discusses that poisonous things can be found all around the house. Emphasizes that children should always ask first before using things or putting things in their mouths

K-3 Stop! Ask First Shows children that some things that we use/eat/drink may look like other things that can make us sick (poisons). Emphasizes to always ask first before touching, tasting, or picking up anything new.

### **First Grade**

1-1 Friendships Teaches students about the importance of friendships and what it takes to be a good friend, as well as why friends count on us and how we can show our friends that we care about them.

1-2 Safety Equipment Discusses safety equipment (helmets, seat belts, booster seats, sports equipment) and explains their importance.

1-3 Stranger Danger It is important that kids learn early the basics about personal safety. This discussion will help our students know what to do when encountering strangers. This lesson also discusses how or when it is appropriate to call 911 if there is an emergency.

### **Second Grade**

2-1 Bullying is Never Okay Helps students to fully grasp the fact that bullying is never a good or okay thing to take part in and what to do if students come across bullying.

### **Third Grade**

3-1 Teasing, Harassment, and Bullying Defines teasing, harassing, and bullying through an open discussion. Provides examples of each.

3-2 Feeling Safe Demonstrates the importance of setting personal boundaries and how to handle uncomfortable situations where their boundaries may be crossed.

3-3 Internet Safety Discussion on internet safety, how to protect yourself on the internet from hackers and scams, internet predators and cyber bullying

### **Fourth Grade**

4-1 Figuring Out Friendships Teaches about the characteristics and importance of healthy relationships with family, friends, peers, or partners, and discusses the impact of positive and negative influences when it comes to relationships.

4-2 Taking a Stand Against Bullying Demonstrates effective ways in which students could handle when they or someone they know is being teased, harassed, or bullied, and discusses a variety of skills needed to take action.

4-3 Hygiene and Your Health Emphasizes the importance of proper personal hygiene including specific details about clean clothing, hair, teeth, skin, ears, hands, feet, and nails.

4-4 Importance of Nutrition Teaches about the basics of nutrition and how proper nutrition is good for your body.

4-5 Internet Safety Discussion on internet safety, how to protect yourself on the internet from hackers and scams, internet predators and cyber bullying

\*See under 5<sup>th</sup> grade list for information on new Vape Free curriculum\*

## **Fifth Grade**

- |     |  |  |
|-----|--|--|
| 5-1 | How Do You Cope?<br>A Lesson on Resiliency | A lesson in learning what it means to be able to cope and be resilient. Provides examples of many coping techniques.   |
| 5-2 | Puberty Education                          | Describes what puberty is and how it prepares human bodies for the potential to reproduce as well as the process of human reproduction. Utilizes Proctor & Gamble's youth puberty education program: "Always Changing and Growing Up." <u>*Separate discussion for boys and girls*</u> |
| 5-3 | Facing Peer Pressure                       | Demonstrates the importance of using refusal skills and how to walk away from a difficult and/or uncomfortable situation.  |
| 5-4 | Importance of Nutrition                    | Teaches about the basics of nutrition and how proper nutrition is good for your body.  |
| 5-5 | Internet Safety                            | Discussion on internet safety, how to protect yourself on the internet from hackers and scams, internet predators and cyber bullying   |

## **NEW! You and Me, Together Vape Free curriculum (created by the Stanford REACH Lab) – 4<sup>th</sup> & 5<sup>th</sup> grade**

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|----------------------------------|--|
| Lesson 1: Take Care of Your Body | This lesson is intended to discuss and talk about the impact of e-cigarettes and tobacco on the body. We will learn about nicotine and other harmful chemicals in e-cigarette aerosol.   |
| Lesson 2: Don't Be Fooled        | This lesson is intended to discuss and talk about how tobacco companies try to trick youth into thinking e-cigarette use is ok and cool through marketing schemes. It also talks about the effect on the environment as well as coping and stress. |

## **Sixth Grade**

- |     |                         |  |
|-----|-------------------------|--|
| 6-1 | Hygiene and Your Health | Emphasizes the importance of proper personal hygiene including specific details about clean clothing, hair, teeth, skin, ears, hands, feet, and nails. |
| 6-2 | Be Drug Free            | A discussion about the dangers of tobacco, vaping, alcohol, cannabis, and prescription drugs.  |
| 6-3 | Facing Peer Pressure    | Demonstrates the importance of using refusal skills and how to walk away from a difficult and/or uncomfortable situation.                              |

\*See under 8<sup>th</sup> grade list for information on new Vape Free and Cannabis Prevention curriculums\*

## **Seventh Grade**

- |     |                           |   |
|-----|---------------------------|---|
| 7-1 | Internet Safety           | Discussion on internet safety, how to protect yourself on the internet, internet predators and cyber bullying.                        |
| 7-3 | Nutrition 101             | Explores how the body uses energy, how to choose healthy foods and drinks, healthy food group choices, and how to plan healthy meals. |
| 7-4 | Tobacco/Vaping Prevention | A discussion about the dangers of tobacco and vaping including short and long term affects and consequences.                          |
| 7-5 | Healthy Heart             | Young people will gain a basic understanding of how the human heart works and what they can do to maintain a healthy heart.           |

7-6 Stress! No Body Needs It Youth learn about the negative impact stress has on their bodies and become motivated to do things to lower their stress levels.

\*See under 8<sup>th</sup> grade list for information on new Vape Free and Cannabis Prevention curriculums\*

### **Eighth Grade**

8-1 Healthy or Unhealthy Relationships Students learn characteristics of both healthy and unhealthy relationships. Defines what a boundary is; gives examples of types of boundaries. Helps students clarify what their own boundaries are in relation to emotional and physical relationships.

8-2 How Do You Cope? A Lesson in Resiliency A lesson in learning what it means to be able to cope and be resilient. Provides a pathway to planning for situations when coping is necessary.

8-3 Facing Peer Pressure Demonstrates the importance of using refusal skills and how to walk away from a difficult and/or uncomfortable situation.

8-4 Tobacco/Vaping Prevention A discussion about the dangers of tobacco and vaping including short and long term affects and consequences

8-5 Nutrition 101 Explores how the body uses energy, how to choose healthy foods and drinks, healthy food group choices, and how to plan healthy meals.

6-8<sup>th</sup> grade Bullying vs. Conflict Discusses the difference between bullying and conflict, reviews strategies on how to handle different situations.

### **NEW! You and Me, Together Vape Free curriculum (created by the Stanford REACH Lab) – 6<sup>th</sup>-8<sup>th</sup> grade**

Lesson 1: Full of Potential: Your Brain Nicotine-Free The purpose of this lesson is to have students learn basic information about their developing brain, what their brain is capable of doing, and what happens when nicotine is introduced to their developing brain. The goal is for students to walk away with more knowledge about their brain, understand why it is important to prevent nicotine use, and keep their brains healthy.

Lesson 2: Healthy Body, Healthy YOU-th: Effects of E-cigarettes on the Body We know the tobacco industry has targeted youth, in order to get them hooked on using tobacco. From engaging students with stimulating Canva slides to a perceptive take-home discussion guide, this lesson uses the Positive Youth Development framework to teach middle and high school students about the health effects of using tobacco products like e-cigarettes and cigarettes.

Lesson 3: What a Waste! Impact Cigarettes and E-cigarettes on the Environment In this lesson, students will understand the harms associated with the disposal of these products and be aware of e-cigarettes and cigarette-related trash in their community. Students will explore the causes and effects that specifically relate to environmental impact, including the effects of human actions.

Lesson 4: Don't Be Played: How Tobacco Marketing Targets You-th We know the tobacco industry has targeted youth in order to get them hooked on using tobacco. From engaging students with stimulating Canva slides to a perceptive take-home discussion guide, this lesson

uses the Positive Youth Development framework to teach middle school students about these tobacco industry tactics, with the ultimate goal to increase resistance skills to these marketing influences and prevent and reduce use. Students in 6th-8th grades will be equipped with the knowledge and skills to decode external marketing tactics that encourage young consumers to use nicotine products.

Lesson 5: Be Your Strength: Stress, Coping, and Wellness

This lesson will review stress, how to manage stress in a healthy way, and ways to support a friend who is dealing with stress, with the ultimate goal of helping you not turn to e-cigarettes to reduce your stress.

Lesson 6: Can't be Missed: Cannabis and You-th

Students are often bombarded with misinformation about cannabis use from peers and media. The purpose of this lesson is to have students approach this complex topic by understanding what cannabis is, the different forms of cannabis use, and how cannabis affects the body. Students will also discuss the risks associated with cannabis use and refusal strategies.

### **NEW! Smart Talk: Cannabis Prevention & Awareness Curriculum (created by the Stanford REACH Lab)**

#### **6<sup>th</sup>-8<sup>th</sup> grade**

Lesson 1: Full of Potential: Your Brain Cannabis-Free

The purpose of this lesson is to have students learn basic information about their developing brain, what their brain is capable of doing, and what happens when cannabis is introduced to their developing brain. The goal is for students to walk away with more knowledge about their brain, understand why it is important to prevent cannabis use, and keep their brains healthy.

Lesson 2: Healthy Body, Healthy You-th: Effects of Cannabis on the Body

From engaging students with stimulating Canva slides to a perceptive take-home discussion guide, this lesson uses the Positive Youth Development framework to teach middle school students about the health effects of using cannabis products.

Lesson 3: Healthy People, Healthy Community

In this lesson, students will understand the harms associated with the disposal of these products and be aware of cannabis and cigarette-related trash in their community. Students will explore the causes and effects that specifically relate to environmental impact, including the effects of human actions.

Lesson 4: Is the Cannabis Industry Misleading You-th? Exploring Messaging & Marketing Tactics Used In Media

This lesson teaches middle school students about the cannabis industry tactics, with the ultimate goal to increase resistance skills to these marketing influences and prevent and reduce use. Students in 6th-8th grades will be equipped with the knowledge and skills to decode external marketing tactics that encourage young consumers to use cannabis products.

Lesson 5: Be Your Strength: Stress Coping, and Wellness

This lesson will review stress, how to manage stress in a healthy way, and ways to support a friend who is dealing with stress, with the ultimate goal of helping you not turn to cannabis to reduce your stress.

#### **High School**

912-1 Healthy or Unhealthy

Students learn characteristics of both healthy and unhealthy relationships.

Relationships	Defines what a boundary is; gives examples of types of boundaries. Helps students clarify what their own boundaries are in relation to emotional and physical relationships.
912-2 Birth Control Basics	Provides information about birth control commonly used by teens by breaking it into three categories – long-acting, short-acting and works right now. Emphasis on abstinence being the best form of birth control.
912-3 STD Basics	Reviews the most common STDs and how they are transmitted. Reviews how to protect against STDs and how/ where to get tested or treated.
912-4 Tobacco & Vaping Prevention (Vaping only also available)	A discussion on tobacco and vaping including short and long term affects and consequences.
912-5 Is It Abuse If ...?	Uncovers myths and truths about relationship abuse; covers the 5 categories of relationship abuse: physical, emotional, psychological, sexual & financial. Briefly reviews some characteristics of a healthy relationship.
912-6 The Opioid Epidemic	Warns and educates students about the rising opioid epidemic. Informs students on the effects opioids have on individual's health and families.
912-7 Smokeless Tobacco 101 (created by Stanford Medicine)	Students will understand the risks associated with smokeless tobacco use and learn about the history of smokeless tobacco.
912-8 Nutrition 101	Explores how the body uses energy, how to choose healthy foods and drinks, healthy food group choices, how to read nutrition labels, and tips on how to plan healthy meals.
Realityworks RealCare Baby	MCPHD has 5 RealCare babies for schools to utilize. This program provides a life-like experience of the responsibilities of caring for an infant for students. The babies come with multiple sets of clothing, diapers, a bottle, accessory bag, and car seat. The babies are programmed for each student with start and end times, at the end of each session there is a report available which displays the student's effectiveness of caring for the infant. Please contact <a href="mailto:bmoore@mcphd.net">bmoore@mcphd.net</a> for more information or to reserve the babies.

**NEW- MCPHD Safe Families offers the following lessons:**

**Safe Relationships: A Guide to Teen Dating Violence**

A teen dating violence guide that aims to educate students on various forms of abuse that can occur in relationships. The presentation provides an overview of the different types of abuse: physical, emotional/verbal, financial, sexual, and digital that teens can encounter. It will cover warning signs of unhealthy relationships v healthy relationships, signs of abuse, and good communication within relationships. By providing resources, statistics and real-life examples, the presentation aims to empower teens in recognizing safe relationships and encourage a safe and respectful dating community.

**Domestic Violence 101: Overview of Domestic Violence and Intimate Partner Violence Relationships**

An overview of domestic violence and intimate partner violence is designed to educate individuals about the various forms of abuse that can occur in relationships. The presentation offers a comprehensive overview of the different types of abuse that individuals may encounter, including physical, emotional/verbal, financial, sexual, and digital abuse. It covers the warning signs of unhealthy versus healthy relationships, signs of abuse, and the importance of good communication within relationships. By providing valuable resources, relevant statistics, and real-life examples, the presentation aims to empower individuals to recognize safe relationships and foster a safe and respectful community.

**\*\*Please contact Juliet Milton at [jmilton@mcphd.net](mailto:jmilton@mcphd.net) to schedule the above 2 lessons\*\***

**NEW! You and Me, Together Vape Free curriculum (created by the Stanford REACH Lab) – 9<sup>th</sup>-12<sup>th</sup> grade 6 lesson curriculum- see lesson descriptions under 8<sup>th</sup> grade details**

Lesson 1: Full of Potential: Your Brain Nicotine-Free

Lesson 2: Healthy Body, Healthy You-th: Effects of E-cigarettes on the Body

Lesson 3: What a Waste! Impact of Cigarettes and E-cigarettes on the Environment

Lesson 4: Don't Be Played! How Tobacco Marketing Targets You-th

Lesson 5: Be Your Strength: Stress, Coping, and Wellness

Lesson 6: Can't Be Missed: Cannabis & You-th

**NEW! Smart Talk: Cannabis Prevention & Awareness Curriculum (created by the Stanford REACH Lab)- 9<sup>th</sup>-12<sup>th</sup> grade- 5 lesson curriculum- see lesson descriptions under 8<sup>th</sup> grade details**

Lesson 1: Full of Potential: Your Brain Cannabis-Free

Lesson 2: Healthy Body, Healthy You-th: Effects of Cannabis on the Body

Lesson 3: Healthy People, Healthy Community

Lesson 4: Is the Cannabis Industry Misleading You? Exploring Messaging & Marketing Tactics Used in Media

Lesson 5: Be Your Strength: Stress, Coping, and Wellness

**NEW! Safety First Drug Education**

curriculum by Stanford Medicine

Safety First is meant for **high school students**. This curriculum is particularly relevant for students already using, for students at-risk for using, and/or for students living in communities in which there are any level of exposure to drugs. The curriculum is designed to be used in classrooms or group settings.

### Safety First Strategies

#### Safety First Does

- See abstinence as an important, and primary, strategy in reducing drug harms.
- Empower teens to make healthier choices through accurate information.
- Recognize that some teens will try drugs.
- Encourage teens to take steps to reduce the potential harms of drug use.

#### Safety First Does Not:

- Encourage or condone teen drug use.
- Teach teens how to use drugs
- Judge teens who use drugs.

Safety First includes 13 lessons

**You can schedule all lessons to be presented or choose to have stand-alone presentations of specific lessons.**

**\*\*PLEASE NOTE\*\*** IL has passed a mandate for the 2024-25 school year that requires fentanyl education be given to all high school students. See Lesson 9 which would meet this requirement.

Lesson 1: Introduction to Safety First Drug Education

Students will begin their drug education unit by defining what is a drug and discuss their perceptions about alcohol and other drugs.

Lesson 2: Keeping You Safe; Reducing Your Harm

Students will learn about harm reduction concepts and strategies, including ways to not use at all, that will empower them to make healthy choices for themselves and others regarding substance use.

Lesson 3: Drugs and the YOU-th Brain

Students will learn how unique their brains are and how drugs affect the brain, especially the developing teenage brain.

Lesson 4: Stress, Coping, and Wellness

This lesson will review stress, discuss how to manage stress in a healthy way and to understand one's own stress, understand and respond to stigma associated with drug use, and find ways to support a friend who is dealing with stress. The goal is to find ways to cope with stress without turning to drugs.

Lesson 5: Stimulants

Students will learn about stimulant drugs, their effects, real and perceived benefits and risks. They will further discuss concepts of dose and dosage, particularly as related to the stimulant drug use.

Lesson 6: E-Cigarettes/ Vaping

Students will learn about the health effects, risks and real and perceived benefits of using nicotine e-cigarettes

Lesson 7: Cannabis

Students learn about the health effects, risks, and real and perceived benefits of using cannabis

Lesson 8: Alcohol & Other Depressants:

Students will learn about alcohol and other depressant drugs. They will read scenarios about alcohol use and offer strategies to help their peers reduce alcohol-related harms.

**\*\*Lesson 9: Fentanyl & Opioid Awareness & Overdose Prevention**

Students will learn about opioid drugs including fentanyl, their effects, risks, and real and perceived benefits. They will learn how to recognize the signs of an opioid overdose and respond appropriately.

Lesson 10: Hallucinogens

Students will learn about psychedelic drugs, their effects, risks and real and perceived benefits. Also students will learn about the harm reduction practice of drug checking.

Lesson 11: Media Literacy: Understanding The Portrayal of Drugs

Students will learn foundational media literacy knowledge and be offered tools to help them make healthy and informed decisions. The goal of this lesson is to reduce harm through knowing good drug information and using media literacy skills.

Lesson 12: Zero-Tolerance: Understanding School

Students will be able to define zero-tolerance

Drug Policy

policy and explain how it impacts students' health and well-being. Students will be able to analyze the impact of different school drug policies.

Lesson 13: Looking Back, Looking Forward

Students will reflect on what they've learned throughout the unit and will take a post-survey to assess their understanding of the content covered in the unit. Students will reflect on what they have learned by writing a letter to their future selves about drugs and drug use.

**Botvin LifeSkills Lessons for Elementary School (NEW), Middle School and High School students**

**Elementary School Lessons:**

**Grade 3**

EBV-1: Self Esteem

Goal is to teach students what self-esteem is and how it is developed. To make students aware of the fact that they can do things well, even though they are young.

EBV-2: Decision-Making

Goal is to teach students a simple step-by-step process for making decisions.

EBV 3: Smoking Information

Goal is to weigh the pros and cons of smoking.

EBV 4: Advertising

Goal is to develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.

EBV 5: Dealing with Stress

Goal is to teach students to recognize stress and to practice techniques to deal with stress.

EBV 6: Communication Skills

Goal is to teach students how feelings are communicated.

EBV 7: Social Skills

Goal is to help students learn ways of building and maintaining friendships.

EBV 8: Assertiveness

Goal is to teach students refusal skills.

**Grade 4**

EBV-9: Self Esteem

Goal is to teach students what self-esteem is and how it is developed. To make students aware that they are unique and should feel good about it.

EBV-10: Decision-Making

Goal is to teach students a simple step-by-step process for making decisions and identify how their daily decisions are influenced in direct and indirect ways.

EBV 11: Smoking Information

Goal is to teach students about the consequences of nicotine and tobacco products on their body.

EBV 12: Advertising

Goal is to develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.

EBV 13: Dealing with Stress

Goal is to identify positive and negative ways to cope with stress.

EBV 14: Communication Skills      Goal is to teach students about the importance of communication.

EBV 15: Social Skills      Goal is to help students learn ways to get along with their peers.

EBV 16: Assertiveness      Goal is to teach students refusal/assertiveness skills.

### **Grade 5**

EBV-17: Self Esteem      Goal is to help students feel better about themselves by looking with a broader perspective at what they have already achieved and what it is possible for them to achieve in the future.

EBV-18: Decision-Making      Goal is to teach students a simple step-by-step process for making decisions and to teach students how to make decisions in tobacco-related situations.

EBV 19: Smoking Information      Goal is to familiarize students with the many different kinds of tobacco products and teach them that attitudes, norms, and laws about smoking in this country are changing.

EBV 20: Advertising      Goal is to develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.

EBV 21: Dealing with Stress      Goal is to identify positive and negative ways to cope with stress and to teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.

EBV 22: Communication Skills      Goal is to teach students about the importance of communication.

EBV 23: Social Skills      Goal is to teach students ways to deal with conflict in a positive way.

EBV 24: Assertiveness      Goal is to help students learn assertive skills that will enable them to stand up for themselves.

### **Middle School Lessons:**

BV-1: Self Image and Self-Improvement      Helps students build up the resources in themselves so they can transition successfully to being happy and successful adults. This unit begins with foundational element of self-image, developing a strong and healthy self-image. In this unit students will:

- Define self-image
- Discuss how self-image is formed
- Identify ways to increase self-image
- Identify something that makes them proud

BV-2: Making Decisions      As students get older, they face more complex and more important decisions. The ability to make an independent decision is a skill that requires more practice. In this unit students will:

- Demonstrates how decisions are influenced by group pressures
- Discusses reasons why people are influenced by group members
- Identifies everyday decisions
- Describes how important decisions are made
- Identifies a process for making decisions

- Recognize that different people make different decisions in the same situation
- Analyze decisions or problems to be solved using the decision-making formula

#### BV-3: Alcohol Myths and Realities

Many teens see drinking alcohol as a rite of passage to adulthood. They believe that drinking certain kinds of alcohol is “safer” than hard liquor and therefore not risky. This unit examines what alcohol does to the body and explores why many people don’t drink.

In this unit students will:

- Recognize that alcohol is a drug which slows functioning of the brain and nervous system
- Recognize that although many people drink, most adults drink only occasionally and in moderation
- Discuss reasons why people do or do not drink
- Identify the realities of what alcohol can and cannot do

#### BV-4: Marijuana Myths and Realities

Marijuana use can have both immediate and long-term effects, both on behavior and the body. Students will learn some facts about marijuana use that help to counter common myths and misconceptions.

In this unit students will:

- Describe what marijuana is
- Identify that the vast majority of teenagers and adults do not smoke marijuana
- Discuss the reasons some teenagers use marijuana
- Discuss the realities of what marijuana can and cannot do
- Discuss the immediate and long-term effects of marijuana on the body
- Discuss the legal status of marijuana

#### BV-5: Advertising

This unit focuses on how ads are created and designed so that they target particular groups of consumers. Students learn how to analyze advertisements so they can better resist their allure, in particular those for tobacco and alcohol.

In this unit students will:

- Discuss the purpose of advertising
- Identify common advertising techniques
- Identify and analyze cigarette and alcohol advertisements
- Discuss alternative ways of responding to cigarette and alcohol ads

#### BV-6: Violence and the Media

Students are constantly exposed to images of violent behavior in the media. Throughout this unit, students examine their beliefs about the prevalence of violence in the real world and how those beliefs might be influenced by depictions of violence in the media such as TV or video games. In doing so, students learn how to identify and resist distorted violent images as presented by the media.

In this unit students will:

- Define media
- Identify that media influences behavior
- Identify that media distort our ideas about violence
- Identify reasons for media violence
- Discuss violent imagery in video games and music
- Discuss harmful effects of media violence
- Discuss ways to resist media influence

#### BV-7: Coping with Anxiety

Anxiety is a very normal emotion that can also be unpleasant because it stresses the body. This unit helps students learn to recognize symptoms of anxiety and then gives them the tools to effectively cope with it.

In this unit students will:

- Define anxiety
- Identify physical symptoms of nervousness
- Discuss common situations which produce nervousness
- Discuss alternative ways of dealing with anxiety-inducing situations
- Demonstrate the techniques for coping with anxiety (relaxation exercises, mental rehearsal, deep breathing)
- Practice anxiety-reduction techniques
- Recognize the value of positive thinking

#### BV-8: Coping with Anger

Like anxiety, anger is a normal but also stressful emotion that can cause problems if not controlled. Students learn in this unit about the physical effects of anger, and practice techniques for controlling this often volatile emotion. In this unit students will:

- Define anger
- Identify physical symptoms of anger
- Discuss common situations that provoke anger
- Discuss reasons for keeping anger under control
- Discuss ways to control anger
- Practice techniques for controlling anger

#### BV-9: Communication Skills

Communication skills underpin all our interactions with others. People who possess effective communication skills have the ability to successfully navigate social interactions with friends, family, or people they've just met. Students learn how to use verbal communication skills to avoid misunderstandings and to get their messages across clearly. In this unit students will:

- Define communication
- Discuss verbal and nonverbal communication
- Define misunderstanding
- Discuss how misunderstandings develop
- Discuss how misunderstandings can be avoided
- Practice giving messages that are clear and specific
- Understand the importance of consistency between verbal and nonverbal channels of communication
- Demonstrate poor vs. good listening behavior
- Describe verbal and nonverbal cues that indicate when someone is actively listening
- Practice paraphrasing as a means of providing feedback and clearing up ambiguities

#### BV-10: Assertiveness

One of the hardest things to do can be to say "no," whether it be to a friend or someone pressuring us to do something. In this unit, students learn to recognize different ways people exert pressure. They also identify and practice both verbal and nonverbal techniques that can help them say "no" so that other people know they mean it. In this unit students will:

- Identify common situations in which people often fail to be assertive
- Identify persuasive tactics
- Identify and practice verbal and nonverbal assertive skills

- Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana.
- Define and discuss the differences between assertiveness, passivity, and aggressiveness

**BV-11: Resolving Conflict  
(Communication Skills &  
Assertiveness before this)**

Conflicts can occur in all areas of our lives, especially with family and friends. In this unit, students pull together skills they've learned in previous lessons to help resolve conflicts before they escalate. In this unit students will:

- Identify negotiation as the preferred method for resolving conflicts
- Review techniques for controlling anger, assertiveness, communication skills, and decision making skills and apply them to conflict situations
- Recognize that negotiation and problem-solving skills can resolve conflicts
- Practice resolving conflicts

**BV-12: Drug Abuse and Violence**

This unit reviews the causes of drug abuse, as well as some factors that can lead to it. Since the use of cigarettes has an easily perceived effect on the body, there is a review of the effects of smoking. The unit closes with a look at violence and its relationship to the use of substances. In this unit students will:

- Define drug abuse
- Identify causes of drug abuse
- Identify the social factors promoting drug use
- Identify the social realities of drug use
- Describe the addictive process
- Recognize that the best way of preventing drug abuse is to never start

**BV-13: Media Influences**

This unit provides an in-depth examination of the power of the media and how it can affect our behaviors, especially as they relate to substance use. By using critical thinking skills, students improve their ability to resist negative media influences. In this unit students will:

- Identify the sources of media influence
- Discuss the impact the media have on attitudes and behavior
- Formulate alternative responses to pro-drug media influences
- Use critical thinking skills to resist pro-drug media influences

**High School Lessons:**

**BV-14: Decision Making for Health**

This unit begins with the idea that the decisions we make reflect our personality, values, and character—and that thoughtful decisions can help protect our health and well-being. This unit teaches a straightforward method for working through decisions. After completing this lesson, students will better understand:

- The kinds of decisions we make for ourselves
- How our decisions reflect who we are—our personality, character, and values
- How our decisions affect our health
- How decision-making skills can help us change or improve a health behavior

BV-15: Risk-Taking and Substance Abuse	<p>This unit asks students to consider the dynamics of risk, the factors that increase or decrease their perception of risk-taking, the specific risks of substance use, how groups influence risk-taking, and techniques for assessing whether a contemplated risk harms or enhances their health. After completing this lesson, students will better understand:</p> <ul style="list-style-type: none"> <li>• How our values are influenced by our perception of risk</li> <li>• How a possible risk becomes a probable risk</li> <li>• The role substance use plays in risk-taking and its consequences</li> <li>• How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk</li> </ul>
BV-16: The Media and Health	<p>This unit helps students become more critically aware of how the media might be influencing their self-image, thoughts, and behaviors. The central learning tasks of this unit are a student analysis of mass media messages and developing a healthy response to media work of their choice. After completing this unit students will better understand:</p> <ul style="list-style-type: none"> <li>• Different forms of media</li> <li>• Why people use media, and why they prefer certain types</li> <li>• How the media influence our beliefs about ourselves, our culture, and various health behaviors</li> <li>• The strategies we can use to analyze the media messages that we consume</li> <li>• What we can do to make sure that we use media in ways that protect our health</li> </ul>
BV-17: Managing Stress, Anger and Other Emotions	<p>This unit discusses emotions, how people react to them, and how some emotions are impacted by others, such as stress and anger. It explores what types of trigger situations tend to provoke emotional responses and reactions, as well as ways to keep these in perspective. This unit provides a toolbox of goals to help students manage their feelings in healthy ways. After completing this unit, students will better understand:</p> <ul style="list-style-type: none"> <li>• How emotions such as stress and anger affect other emotions</li> <li>• Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging</li> <li>• How emotions can influence or decisions about how to respond to triggers</li> <li>• How tobacco, alcohol, and other drugs influence our emotional responses to triggers</li> <li>• Healthy techniques that help us manage powerful emotions so we can stay true to our values</li> <li>• The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways</li> </ul>
BV-18: Healthy Relationships	<p>This lesson offers ideas about the qualities of a healthy relationship, ways to get to know people better, and techniques for developing and achieving safe and healthy relationships. After completing this unit, students will better understand:</p> <ul style="list-style-type: none"> <li>• The kinds of traits that draw people to each other and help build healthy relationships</li> <li>• The ingredients that make up a healthy relationship</li> <li>• The role persuasion plays in personal and relationship health</li> <li>• How assertiveness can help us build healthy relationships</li> </ul>