



Alternative
Family Life
Curriculum

GRADE 4

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 4 | | | | |
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| Week 1 | | | | |
| Day 1 Lesson 1 Family | Day 2 Lesson 2 Family Dynamics | Day 3 Lesson 3 Decision Making | Day 4 Lesson 4 Effective Communication Skills | Day 5 Lesson 5 Self-Confidence / Empowerment |
| <p><u>Health Standards</u> S2C1PO1 S2C1PO2</p> <p><u>American School Counselor Association Standards</u> B-SS3</p> <p><u>Lesson Objective</u> Students will be able to: discuss how family influences personal health practices and behaviors.</p> | <p><u>Health Standards</u> S2C1PO1 S2C1PO2</p> <p><u>American School Counselor Association Standards</u> B-SS3 B-SMS1</p> <p><u>Lesson Objective</u> Students will be able to: identify changes that occur in families.</p> <p>identify effects of changes.</p> <p>identify responsibilities of a family member.</p> | <p><u>Health Standards</u> S2C1PO1 S2C1PO3 S2C1PO5 S2C1PO6 S4C1PO1</p> <p><u>American School Counselor Association Standards</u> B-LS5 B-SS1 B-SMS2</p> <p><u>Lesson Objectives</u> Students will be able to: identify key steps of the decision-making process.</p> <p>recognize influence of parents, peers, and media.</p> <p>understand the power of the individual to control personal behavior.</p> | <p><u>Health Standards</u> S4C1PO1 S4C2PO1</p> <p><u>American School Counselor Association Standards</u> B-SS1 B-SS2 B-SS6</p> <p><u>Lesson Objective</u> Students will be able to: practice respect for peers including those with different opinions.</p> <p>demonstrate effective verbal and nonverbal communication skills.</p> <p>demonstrate nonviolent strategies to manage or resolve conflict.</p> | <p><u>Health Standards</u> S4C1PO1 S4C3PO1 S8C1PO1</p> <p><u>American School Counselor Association Standards</u> B-SS1 B-SS9 B-SMS6</p> <p><u>Lesson Objective</u> Students will be able to: Identify individual strengths that lead to self- confidence, a feeling of self-worth, and success.</p> |
| Week 2 | | | | |
| Day 6 Lesson 6 Personal Boundaries / Space | Day 7 Lesson 7 Self Advocacy (2 Days) | Day 8 Lesson 7 cont. Self- Advocacy | Day 9 Lesson 8 Personal Hygiene | Day 10 Lesson 9 Self- Esteem |
| <p><u>Health Standards</u> S4C1PO1 S4C1PO2 S8C1PO1</p> <p><u>American School Counselor Association Standards</u> B-SS1 B-SS8 B-SMS2 B-SMS9</p> <p><u>Lesson Objective</u> Students will be able to: recognize how their friends and experience’s may change as they grow.</p> <p>describe personal boundaries and their right to body autonomy.</p> <p>explain the human need to belong to a group.</p> | <p><u>Health Standards</u> S4C1PO1 S4C2PO1 S8C1PO1</p> <p><u>American School Counselor Association Standards</u> M3 B-SS2 B-SS4 B-SS8 B-SMS9</p> <p><u>Lesson Objective</u> Students will be able to: develop kindness, empathy, and understanding others’ points of view.</p> <p>build relationships and establish an inclusive classroom community.</p> | <p><u>Health Standards</u> S1C1PO1 S4C2PO1 S1C2PO1</p> <p><u>American School Counselor Association Standards</u> M3 B-SS2 B-SS4 B-SS8 B-SMS9</p> <p><u>Lesson Objective</u> Students will be able to: develop kindness, empathy, and understanding others’ points of view.</p> <p>build relationships and establish an inclusive classroom community.</p> | <p><u>Health Standards</u> S1C1PO1 S7C1PO1 S7C2PO1</p> <p><u>American School Counselor Association Standards</u> M1 B-SMS9</p> <p><u>Lesson Objective</u> Students will be able to: understand the importance of personal hygiene.</p> <p>learn different techniques used to prevent our skin from getting germs, sunburns, and body odor.</p> <p>learn how to take care of your face and hair.</p> | <p><u>Health Standards</u> S5C1PO1 S6C6PO1 S7C2PO1</p> <p><u>American School Counselor Association Standards</u> M2 B-SS2 B-SS8</p> <p><u>Lesson Objective</u> Students will be able to: describe personal strengths.</p> <p>describe physical and non-physical characteristics.</p> <p>explain why it is important to feel good about oneself.</p> |



Lessons

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| Grade: 4 Lesson: 1 | Lesson Title/Focus: Family | Materials: <ul style="list-style-type: none"> • “My Family Has Taught Me” worksheet |
| <p>Health Standards: S2C1PO1 Describe how the family influences personal health practices and behaviors. S2C1PO2 Identify the influences of culture on health practices and behaviors.</p> <p>American School Counselor Association Standards: B-SS 3 Create relationships with adults that support success.</p> | | |
| <p>Lesson Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • discuss how family influences personal health practices and behaviors. | | |
| <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • family • basic needs • values • customs • mutual support | | |
| <p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Students do a “quick draw” of their family and/or • Brainstorm “what is a family?” | | |
| <p>Direct Instruction: NOTE: Educators are to remain neutral when discussing families.</p> <ul style="list-style-type: none"> • Discuss anticipatory set brainstorm. Student answers may include: two parent families, same sex families, single parent families, separated families (may include incarcerated or deported family members), step or blended families, extended families (may include grandparents, aunts, uncles, etc.), adopted families, foster families, joint custody (may mean two families). • Emphasize that families are different, not better, or worse. Discuss similarities and differences, emphasizing that not one particular type is better than the other. | | |
| <p>Guided Practice:</p> <ul style="list-style-type: none"> • Brainstorm the function(s) of a family: <ul style="list-style-type: none"> ○ Provide basic needs of life to those not able to provide for themselves. ○ Teach values and customs. ○ Provide love, security, nurturing. ○ Model communication, cooperation and problem-solving. | | |
| <p>Independent Practice:</p> <ul style="list-style-type: none"> • Have students complete the “My Family Has Taught Me” worksheet to help identify their family traditions. Add any additional categories. | | |
| <p>Closure:</p> <ul style="list-style-type: none"> • De-brief as a whole group: “What have you learned from this activity?” | | |

MY FAMILY HAS TAUGHT ME

Special Foods _____

Recreation _____

Languages _____

Holiday _____

Traditions _____

What would you pass on to your children as a family tradition?



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| Grade: 4 Lesson: 2 | Lesson Title/Focus: Family Dynamics | Materials: <ul style="list-style-type: none"> • “Family Dynamics” worksheet |
| Health Standards: S2C1PO1 Describe how the family influences personal health practices and behaviors. S2C1PO2 Identify the influences of culture on health practices and behaviors. | | |
| American School Counselor Association Standards: B-SS3 Create relationships with adults that support success. B-SMS1 Demonstrate ability to assume responsibility. | | |
| Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • identify changes that occur in families. • identify effects of changes. • identify responsibilities as a family member. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> • dynamic • change • adjustment | | |
| Anticipatory Set: <ul style="list-style-type: none"> • Students define “change” by drawing or writing. • Encourage students to share something that they value about a family member. | | |
| Direct Instruction: <ul style="list-style-type: none"> • Brainstorm the roles of family members, including adults and children. • Discuss some changes that may occur in families and the adjustments that each family member has to make because of the change (ie: new child, separation, dual and blended families, moving, substance abuse, death, incarceration, unemployment, deportation, illness). • Project the “Family Dynamics” worksheet and fill in first few rows as a whole class. | | |
| Guided Practice: <ul style="list-style-type: none"> • Students work with a partner to fill in the next two rows of the “Family Dynamics” worksheet. | | |
| Independent Practice: <ul style="list-style-type: none"> • Have students complete the “Family Dynamics” worksheet. | | |
| Closure: <ul style="list-style-type: none"> • Share a row from the “Family Dynamics” worksheet with the class. | | |

FAMILY DYNAMICS WORKSHEET

| Change | Adjustment for Each Family Member |
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| Grade: 4 Lesson: 3 | Lesson Title/Focus: Decision-Making | Materials: <ul style="list-style-type: none"> • Paper, pencils • Student whiteboards/markers |
| <p>Health Standards: S2C1PO1 Describe how the family influences personal health practices and behaviors. S2C1PO3 Describe how peers can influence healthy and unhealthy practices. S2C1PO5 Explain how media influences thoughts, feelings, and health behaviors. S2C1PO6 Describe ways that technology can influence personal health. S4C1PO1 Determine effective verbal and nonverbal communication skills to enhance health.</p> <p>American School Counselor Association Standards: B-LS 5. Apply media and technology skills. B-SS 1. Use effective oral and written communication skills and listening skills. B-SMS 2. Demonstrate self-discipline and self-control.</p> | | |
| <p>Lesson Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • identify key steps of the decision-making process. • recognize influence of parents, peers, and media. • understand the power of the individual to control personal behavior. | | |
| <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • decision • values • influence | | |
| <p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Option 1 Look around the class. Do you see any tools that help you make good decisions? Make a list on your whiteboard. • Option 2 Brainstorm: What decisions have you made that made you feel proud? | | |
| <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Review key steps for decision-making: <ul style="list-style-type: none"> ○ Identify challenge ○ Brainstorm possible solutions ○ Consider outcome/consequences of each challenge ○ Recognize personal values and the influence of their environment ○ Choose a solution ○ Implement solution ○ Reflect and adjust as necessary • Model the process for making good decisions. | | |
| <p>Guided Practice:</p> <ul style="list-style-type: none"> • Suggested Situational Challenges <ul style="list-style-type: none"> ○ You are walking home with a friend, and he/she ask you to play at the park instead of going straight home. ○ It is time for bed, but you just started watching a movie that you really like. ○ A neighbor needs help cleaning the yard. It is hot and you really wanted to go swimming. ○ You notice someone in your class eating lunch by himself or herself. ○ You see someone take markers off the teacher’s desk. You know the markers belong to the teacher. • Activity 1: Pose situational challenges (home or school) when decisions are necessary. <ul style="list-style-type: none"> ○ Ask students to think about decisions they have made. | | |

- List student responses.
- Have the class work through one of the above situations using the decision-making process:
 - Identify challenge
 - Brainstorm possible solutions
 - Consider outcome/consequences of each challenge
 - Recognize personal values and influence of their environment (Media, parents, community influence {faith, teams, clubs, etc.}, peers/classmates, friends)
 - Choose a solution
 - Implement solution
 - Reflect and adjust as necessary
- Activity 2: Role-play situations that require decision-making.

Independent Practice:

- Students will make a 4-panel decision-making storyboard. The storyboard includes a sequential drawing of a decision to be made and a possible solution. Share

Closure:

- Discussion items to bridge into next lesson (Communication):
 - Discuss the role of self-control in making a decision.
 - Discuss the consequences of a decision and how to live with them.
 - Ask students for examples of situations that they may be faced with during this time of increasing independence. How will peer pressure and parental values effect choices?



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| Grade: 4 Lesson: 4 | Lesson Title/Focus: Effective Communication Skills | Materials: <ul style="list-style-type: none"> • “Effective Communication Skills” worksheet |
| Health Standards: S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health. S4C2PO1 Demonstrate nonviolent strategies to manage or resolve conflict. | | |
| American School Counselor Association Standards: B-SS 1. Use effective oral and written communication skills and listening skills. B-SS 2. Create positive and supportive relationships with other students. B-SS 6. Use effective collaboration and cooperation skills. | | |
| Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • practice respect for peers including those with different opinions. • demonstrate effective verbal and nonverbal communication skills. • demonstrate nonviolent strategies to manage or resolve conflict. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> • communication • body language • stereotype • I-message • tone • tact • validation | | |
| Anticipatory Set: <ul style="list-style-type: none"> • Brainstorm: What does good communication mean? What does it look like in our classroom? What are other examples of good communication? With whom do you communicate well? | | |
| Direct Instruction: <ul style="list-style-type: none"> • After the anticipatory set, review student responses. Add and discuss any of the communication skills below that have not been addressed: <ul style="list-style-type: none"> ○ expressing feelings and thoughts in a useful, tactful way (I – Messages) ○ knowing that feelings influence listening and communication ○ expressing wishes clearly and saying what you mean. ○ understanding body language in conversation ○ respecting each other ○ demonstrating dignity and equality ○ awareness of stereotyping ○ knowing that teasing is hurtful and harmful • Identify and discuss: <ul style="list-style-type: none"> ○ need for self-confidence and self-respect ○ need for effective communication skills ○ need for respect for parents, guardians, families and all others ○ need for awareness of own feelings and attitudes and how they affect behavior ○ influence of parents, guardians, families and peers ○ how responsibilities and privileges grow during the maturation process | | |
| Guided Practice: <ul style="list-style-type: none"> • Using the “Effective Communication Skills: I-Messages” worksheet, review the three parts of I-Messages with the class. Contrast I-Messages with You-Messages. Ask students to close their eyes and remember a time in the past week that they felt a strong emotion. | | |



- Ask them to answer the following questions on a piece of paper:
 - A) Emotion – What were you feeling?
 - B) Event – What was happening that led to you feeling that emotion?
 - C) Thought – What were you thinking when it happened?
- Ask students to share a few examples of their I-statements (starting with a positive emotion).

Independent Practice:

- Have students finish writing their own I-messages using the answers to the three questions.
- Partner and share I-messages, with the partner listening to the I-statement and deciding how they would respond to their partner’s I-message in a way that validates the speaker.

Closure:

- De-brief as a whole group:
 - “What have you learned from these activities?”



Effective Communication Skills: I-Messages

The **I - Message** consists of **three** parts:

- a. I feel _____ (emotion)_____
- b. when _____ (event)_____
- c. because _____ (thought about event)_____.

Example: I feel excited when I have a basketball game because I love playing with my friends and being part of a team.

Ask yourself these three questions:

- A) Emotion – What was I feeling?
- B) Event – What was happening when I felt that emotion?
- C) Thought – What was I thinking when it happened?

I-Messages are NOT to be confused with YOU-Messages

You-messages hurt feelings and put the receiver of the message on the defensive. Look at the difference between the following two statements. One is an I-Message and one is a You-Message.

Statement 1: You pushed me! You make me SO mad!

Statement 2: I feel angry when you push me because I want us to be friends and it hurts to be pushed.

Which one would you rather hear?



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| Grade: 4 Lesson: 5 | Lesson Title/Focus: Self Confidence | Materials: <ul style="list-style-type: none"> whiteboard and drawing paper |
| Health Standards: S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health. S4C3PO1 Demonstrate how to ask for assistance to enhance personal health. S8C1PO1 Express opinions and give accurate information about health issues. | | |
| American School Counselor Association Standards: B-SS 1. Use effective oral and written communication skills and listening skills. B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment. B-SMS 6. Demonstrate ability to overcome barriers to learning. | | |
| Lesson Objectives: Students will be able to: | | |
| <ul style="list-style-type: none"> identify individual strengths that lead to self-confidence, a feeling of self-worth and success. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> self-confidence self-worth self-talk resiliency adverse situation assertiveness | | |
| Anticipatory Set: <ul style="list-style-type: none"> Have students brainstorm a list of characteristics that they consider strengths. Have students share out while you record a class list. | | |
| Direct Instruction: <ul style="list-style-type: none"> Using the list of strengths generated by the class: <ul style="list-style-type: none"> have each student make an “I” statement applying one of the strengths to themselves. OR <ul style="list-style-type: none"> have students create sentences using the brainstormed strengths and the following sentence frame: “I feel I’m _____ because _____.” | | |
| Guided Practice: Guide a whole-group discussion with your students: | | |
| <ul style="list-style-type: none"> Discuss how it feels to share these things about themselves with others. Discuss the benefits of self-confidence. <ul style="list-style-type: none"> Positive self-talk. Making a positive mental picture of yourself and others Resiliency and protection in adverse situations. Discuss how self-confidence and assertiveness help in dealing with parents, peers and others. | | |
| Independent Practice: <ul style="list-style-type: none"> Draw a picture of yourself as the center of power or in position of strength. | | |
| Closure: <ul style="list-style-type: none"> Have volunteers share their drawings. Closing question: How could recalling such an image change a decision on how to handle difficult situations? | | |

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| Grade: 4 Lesson: 6 | Lesson Title/Focus: Personal Boundaries / Space | Materials: <ul style="list-style-type: none"> • Whiteboard or chart paper • Lined paper for student writing |
| Health Standards: S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health. S4C1PO2 Demonstrate refusal skills that avoid or reduce health risks. S8C1PO1 Express opinions and give accurate information about health issues. American School Counselor Association Standards: B-SS 1. Use effective oral and written communication skills and listening skills. B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary. B-SMS2 Demonstrate self-discipline and self-control. B-SMS9 Demonstrate personal safety skills. | | |
| Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • recognize how their friends and experiences may change as they grow up. • describe personal boundaries and their right to body autonomy. • explain the human need to belong to a group. • demonstrate refusal skills that avoid or reduce health risks. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> • body autonomy • consent • refusal Skills | | |
| Teacher Background: <ul style="list-style-type: none"> • Students are going to encounter more and more freedom as they grow up. Sometimes they will be with people who may push the boundaries of the student’s comfort zone. They must know the difference between consent and refusal. They must navigate how to use each. | | |
| Anticipatory Set: <ul style="list-style-type: none"> • Question: What are ways that people might greet others? • Jot down some techniques. (shaking hands, fist bumps, hugging, high fives, no physical contact, or a good place to ask for “greeting rituals”-a series of movements two people have devised as a personal greeting!) • Develop a class list from the anticipatory set. • Questions to consider: <ul style="list-style-type: none"> ○ Do family members greet each other differently than friends? Strangers? ○ As a class, make a list of the ways family, friends, and strangers greet each other. ○ How might someone respond if they are uncomfortable with the way they are being greeted? | | |
| Direct Instruction: Empowerment: Consent/Refusal <ul style="list-style-type: none"> • Brainstorm: There are other times, besides greeting, when we might need to give permission. What are some other examples of when we should have permission? (borrowing something, sharing someone else’s secrets, can I “borrow” your homework?, may I sit here?). • More Brainstorming: What does “consent” or permission sound or look like? (Record affirmative answers.) • Add body language examples, focusing on the look on your face, the way that you stand, what you do with your hands. | | |

- Exercising refusal skills. Refusal Skills:
 - Say No! (add an alternative: Let’s sit down and you can finish it real fast.)
 - If you meet with resistance, repeat NO!
 - Leave the situation

Guided Practice:

- Class Discussion
 - When another person is putting you in a situation that feels uncomfortable, do not give consent.
 - Example: You arrived to school early and you see your friend Richard. Usually, you play basketball when you both are early. Today, Richard tells you that he stayed up last night playing video games online. He didn’t finish his math homework. He says “Be a pal and lend me yours really fast, please. We can play basketball at lunch.” You have never shared your homework before. Isn’t that cheating? What do you say?
 - Refusal Skills:
 - Say No! (add an alternative: Let’s sit down and you can finish it real fast.)
 - If you meet with resistance, repeat NO!
 - Leave the situation
 - Have students stand up. While you prompt, have them practice:
 - First: Say NO!
 - Suggest an alternative.
 - If that doesn’t work, say NO again!
 - If that still does not work, LEAVE.
- Have them repeat the role play with supporting body language to emphasize their point!

Independent Practice:

- Personal Writing Assignment
 - Write about a time in your class that you had to practice using the refusal skills. Jot down a few details about the situation. Why did you feel uncomfortable? Now, write two scripts:
 - One where you practice your Refusal Skills with the other person.
 - Next, try to rewrite the situation so that you are comfortable in giving your consent.
- Note to students: You may give your characters aliases and keep their relationships confidential if it makes you more comfortable with this assignment.
- Realize that not all students will be able to do this easily.

Closure:

- Have students revisit/review refusal skills.
- They can repeat the steps verbally or write them down as an exit ticket.



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| Grade: 4 Lesson: 7 (days 1 and 2) | Lesson Title/Focus: Self-Advocacy | Materials: <ul style="list-style-type: none"> • <i>Each Kindness</i> by Jacqueline Woodson • paper • markers |
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Health Standards:
 S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
 S4C2PO1 Demonstrate nonviolent strategies to manage or resolve conflict.
 S8C1PO2 Encourage others to make positive health choices.

American School Counselor Association Standards:
 M3 Sense of belonging in the school environment.
 B-SS2 Create positive and supportive relationships with other students.
 B-SS4 Demonstrate empathy.
 B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary.
 B-SMS9 Demonstrate personal safety skills.

Lesson Objectives:
 Students will be able to:

- develop kindness, empathy, and understanding of others’ points of view.
- build relationships and establish an inclusive classroom community.

Academic Vocabulary:

- kindness
- empathy
- ally
- bystander
- aggressor
- target

Concept(s):

- empathy
- inclusiveness

Anticipatory Set: Webbing What’s On my Mind

- Discuss kindness. As a whole class, share initial responses to kindness. What does kindness mean to you? What acts of kindness have you seen in the classroom, playground, hallway, or at home?”
- Create a web of “kindness” that includes the acts of kindness brainstormed by students.

Direct Instruction:

- Before reading. Discuss “the book title, *Each Kindness*.” Based on the title, what do you think the book might be about?”
- While reading. Discuss “Why do you think Chloe did not smile back when Maya smiled at her? (Page 6).” “Why do you think Chloe and her friends did not want to play with Maya? (Page 14)” “Why do you think Ms. Albert showed the students how the stone made ripples in the water?”
- After reading. Discuss “How did Chloe feel when Ms. Albert was talking about kindness?” “If Chloe could do things differently, what do you think she might do?” “Are there any parts of the story or characters you can relate to? How so?”

Guided Practice: Name-Calling, Teasing, and Bullying

- Discuss key vocabulary:
Ally: Someone who stands up for someone who is being bullied.

Bullying: When one person or a group behaves in ways that make someone feel hurt.

Bystander: Someone who sees bullying happening and does not say or do anything.

Aggressor: Someone who says or does hurtful things to another person.

Target: Someone who is bullied in a hurtful way.

- As a whole class or small group, talk about situations in which students have experienced or witnessed name-calling, teasing, or bullying behavior. Students share their experiences and how they and others responded by writing, talking, or drawing.
- Discuss with a whole class. “What can we do about teasing and bullying?” “What can you do to prevent bullying and what can you do when it happens?”

Independent Practice: Heart Maps

- Draw a heart shape on a piece of 8 ½ x 11 paper.
- In the heart shape, students write and/draw their feelings and emotions that they held when they experienced or witnessed bullying.

Closure: Create Additional Story of the Book

- Discuss “What do you think happened to Maya?” “If Maya and Chloe saw each other again, what do you think they would say to each other?”



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| Grade: 4 Lesson: 8 | Lesson Title/Focus: Personal Hygiene | Materials: <ul style="list-style-type: none"> • personal hygiene survey • bingo board • teacher created number cards 1-24 |
| Health Standards: S1C1PO1 Describe the relationship between healthy behaviors and personal health S7C1PO1 Identify responsible personal health behaviors S7C2PO1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health American School Counselor Association Standards: M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS9 Demonstrate personal safety skills. | | |
| Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • understand the importance of personal hygiene. • learn different techniques used to prevent our skin from getting germs, sunburns, and body odor. • learn how to take care of your face and hair. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> • skin • hygiene • sunburn • body odor • UV (ultraviolet) rays • lice • acne | | |
| Concept(s): <ul style="list-style-type: none"> • personal hygiene | | |
| Anticipatory Set: Webbing What's On my Mind <ul style="list-style-type: none"> • Students individually take a personal hygiene survey. | | |
| Direct Instruction: Skin and Hair <ul style="list-style-type: none"> • As a class, discuss the importance of each taking term related to skin and hair care. <ul style="list-style-type: none"> ○ Skin: It keeps all organs inside our body, protects the body from germs, maintains body temperature, and feels pressure and temperature. ○ Washing Hands: It protects us from all germs that we contact throughout the day. Use warm water and soap and scrub the fronts and backs of hands and between the fingers and wrists. ○ Body Odor: 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. ○ 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. To protect from sunburn, limit time in the sun, wear sunscreen with an SPF of 15, and wear sunglasses. ○ Acne: The oil glands in our skin produce sebum, oil that helps our skin look healthy. However, the oil glands may become overactive and cause our pores to become clogged. When this occurs a | | |

blackhead, pimple, or whitehead may form. To help prevent acne, wash your face twice a day using soap. Wash your face after you exercise (after PE class). To treat acne, use over-the counter acne face wash or creams. Talk to a doctor. Doctors can prescribe medications.

- **Hair Care:** Wash regularly using shampoo. Have your hair trimmed to get rid of dead ends. Dandruff is the flaking off dead skin cells from the scalp. Using dandruff shampoo may help reduce dandruff.
- **Lice:** Lice are tiny insects that cannot fly but can crawl. Lice are easily spread from close personal contact (sharing brushes, hats, pillows). They cause itching. Prescription medicated shampoo and/or creams may be used to kill lice and eggs. Use a toothed to remove lice and eggs. Wash sheets and clothing in hot water. Soak hair ties, brushes, and combs in rubbing alcohol or medicated shampoo for an hour. Wash them in hot water or just throw them out.
- Ask students, “What does our skin do for us?” “Why do we need to wash our hands?” “How do we wash our hands?” “What is body odor?” “What is a sunburn? How do we protect our skin from sunburns?” “What is acne? How do we prevent acne?” “How do we care for our hair?”

Guided Practice: Personal Hygiene Bingo game

Directions:

- Cut 24 squares and write the number cards 1-24. Place in a bowl. These numbers correspond to the questions and the numbers on the BINGO board.
- Each student receives a bingo sheet. Students write the numbers 1-24 randomly on their BINGO board.
- The teacher draws (or student/s draw) a number from the bowl and reads the corresponding question.
- Students find the number on their bingo sheet and write the answer in the box with the number that was called. (Do not give the answers at this time.)
- Continue calling numbers and reading questions until a student calls BINGO.
- Once a student calls BINGO, check their answers. If the answers are all correct, the student has won the bingo game. If any answers are incorrect, continue playing the game.

Bingo Questions:

1. What is hygiene? **Practices to maintain health and prevent disease.**
2. Our skin protects us from what? **Germs.**
3. What is the name of the outer layer of dead skin when cells flake? **Dandruff.**
4. What is a skin condition caused by overly active oil glands called? **Acne.**
5. What are some ways to help control sweat and odor? **Using a Deodorant or antiperspirant.**
6. What is the best way to wash our hands? **Use warm water and soap and scrub the fronts and backs of hands and between the fingers and wrists.**
7. What causes a stinky body odor? **Sweat mixes with bacteria.**
8. What do UV rays cause to our skin? **Wrinkles, skin cancers, and cataracts in our eyes.**
9. What are ways to prevent sunburn? **Limit time in the sun, wear sunscreen and sunglasses.**
10. What is the recommended number of times to wash your face a day for healthy hygiene habits? **Twice.**
11. Should we wash our face after PE class? **Yes.**
12. Are doctors able to prescribe medications to treat acne and lice? **Yes.**
13. What should we do to get rid of dead ends? **Trim our hair.**
14. What are lice? **Tiny insects.**
15. Can lice fly? **No, they crawl.**
16. Are lice spread or not? **Yes.**
17. Can prescription medicated shampoo and/or cream kill lice and eggs? **Yes.**
18. Should we wash our hands before eating? **Yes.**
19. Why do we need to wash our hands before eating? **Protect us from getting germs.**
20. Should we wash our hands after using the restroom? **Yes.**
21. Our skin helps to maintain what? **Our body temperature.**
22. What do hand sanitizers help us do? **Eliminate germs.**



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

24. What type of personal contact causes lice to spread? **Sharing brushes, hats, pillows.**

Independent Practice:

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

Closure:

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

Personal Hygiene Survey

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

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



Bingo Sheet

| | | | | |
|--|--|-----------------------|--|--|
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| | | | | |
| | | Free Space | | |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade: 4 Lesson: 9 | Lesson Title/Focus: Self-Esteem | Materials: <ul style="list-style-type: none"> • All About Me Questionnaire • paper and pencils • art materials |
| Health Standards: S5C1PO1 Identify circumstances that can help or hinder healthy decision-making. S6C6PO1 Set a personal health goal and track progress toward its achievement. S7C2PO1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. American School Counselor Association Standards: M2 Self-confidence in ability to succeed. B-SS2 Create positive and supportive relationships with other students. B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary. | | |
| Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> • describe personal strengths. • describe physical and non-physical characteristics. • explain why it is important to feel good about oneself. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> • self-esteem • personal goals • physical characteristics • non-Physical Characteristics | | |
| Concept(s): <ul style="list-style-type: none"> • self-esteem • decision making • acceptance | | |
| Anticipatory Set: <ul style="list-style-type: none"> • Read the following scenario to students: Jason went to see his school counselor. While they were talking, he told the school counselor he felt stupid and did not like anything about himself. He felt he did everything wrong and no one should be friends with him. • Break students into pairs. • Each pair writes 2-3 sentences about what the school counselor might say to the student. • Share responses. | | |
| Direct Instruction: <ul style="list-style-type: none"> • Reflection: Students reflect on the responses to the scenario. What does self-esteem mean? How does self-esteem pertain to the scenario? • Use the following questions to guide the discussion: <ul style="list-style-type: none"> ○ Does Jason have low self-esteem? Why or why not? ○ Do you know anyone who has high self-esteem? How do you know this? What are some reasons why high self-esteem is good for us? ○ Do you know anyone who has low self-esteem? How do you know this? What are some reasons why low self-esteem is not good for us? ○ Do you have to like everything about yourself? (NO) | | |

- What are some things you can do if you want to change some things about yourself? (set healthy and realistic goals for self)
- Distribute “All About Me” questionnaire.
- Discussion: To build self-esteem, you need to identify your strengths and weaknesses to so that you can set personal goals.
- Questionnaire: Once the questionnaire is completed, students use the information to create an “All About Me” project to highlight who they are. This can be a drawing or a short essay.
- Share: Students share what they learned about themselves and what is one realistic goal they can set for themselves.

Guided Practice:

- Discuss key vocabulary:
 - self-esteem
 - personal goals
 - physical characteristics
 - non-physical characteristics
- Explain to students that an individual can do helpful things not just for themselves, but for others, which can make us feel good.
- Brainstorm a list of things that show kindness to others.
- One of the most important sources of self-esteem for youth is their family. Suggest to students they share the “All About Me” project with them.

Independent Practice:

- Draw a square on a piece of 8 ½ x 11 paper.
- Inside the square, students write down things they do for themselves that are healthy.
- Outside the square, students write down things they do in the community that are helpful to others.

Closure:

- Ask students what role they feel self-esteem plays in a healthy lifestyle. If someone does not feel good about themselves, will they take care of themselves and make healthy decisions?



ALL ABOUT ME QUESTIONNAIRE

Directions: Complete each sentence to learn more about yourself.

School

- My favorite subject is _____.
- My least favorite subject is _____.
- One thing I am good at in school is _____.
- One thing I am not good at in school is _____.

Activities Outside of School

- When not in school I like to _____.
- One thing I do not like to do is _____.
- One thing I am good at is _____.
- One thing I am not good at is _____.
- I like participating in a group activity _____ or individual activity _____.

Put a check next to the sentences that you think describe you

- _____ I have many friends.
_____ I prefer having one or two friends.
_____ I am a leader.
_____ I am a follower.
_____ I feel my family cares about me.
_____ I feel my friends care about me.

Me Inside and Out

- One thing I am really proud of is _____.
- One thing I like about how I look is _____.
- One thing I like about my personality is _____.
- One thing I would change about myself is _____.
- One thing that makes me different from my friends is _____.



Lesson References

Woodson, Jacqueline: Book “Each Kindness”



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, C₃H₃N, 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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