Alternative Family Life Curriculum

HIGH SCHOOL

TUCSON UNIFIED SCHOOL DISTRICT

TUCSON UNIFIED SCHOOL DISTRICT

ALTERNATIVE FAMILY LIFE CURRICULUM

GOVERNING BOARD

Kristel Ann Foster	**President**
Leila Counts	**Clerk**
Bruce Burke	**Member**
Adelita S. Grijalva	**Member**
Rachael Sedgwick	**Member**

Dr. Gabriel Trujillo

SUPERINTENDENT

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.

TABLE OF CONTENTS

Overview **4**
Classroom Climate **5**
Parent Participation **5**
Grade Level Goal **6**
Curriculum Objectives **6**
Pacing Guide **7**
Lessons **9**
Acknowledgements ..... Error! Bookmark not defined.

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 HS				
Week 1				
Day 1 **Lesson 1** **Healthy Relationships: Friendships**	**Day 2** **Lesson 2** **Decision Making/Healthy Boundaries**	**Day 3** **Lesson 3** **Overcoming Peer Pressure/Problem Solving/Refusal Strategies**	**Day 4** **Lesson 4** **Relationships: Friendship**	**Day 5** **Lesson 5** **Understanding Self-Esteem**
Health Standards S1C1PO1 S1C2PO1 S2C1PO3 S2C1PO6 **Lesson Objectives** **Students will be able to:** define Maslow's Hierarchy discuss values and personal goals improve self-awareness by identifying personal strengths and areas of growth discuss how strengths can impact relationships identify and choose behaviors that promote healthy relationships with family and friends identify behaviors that might lead to toxic relationships	**Health Standards** S2C1PO3 S5C1PO1 S5C2PO1 S7C1PO1 S7C2PO2 **Lesson Objectives** **Students will be able to:** use problem-solving steps to solve problems and make decisions understand that one must be proactive and learn to make decisions and solve problems list commonly used specific drugs and their potential effects on behavior discuss reasons teens use drugs in social situations define and understand consent in the context of relationships	**Health Standards** S2C1PO3 S2C2PO1 S2C2PO2 S4C1PO2 **Lesson Objectives** **Students will be able to:** discuss examples of peer pressure practice refusal strategies identify and discuss power differentials	**Health Standards** S1C3PO1 S2C1PO3 S4C1PO1 S7C1PO1 **Lesson Objectives** **Students will be able to:** have an opportunity to analyze how they choose/gain their friends have an opportunity to realize how and why they classify/organize their friends observe in the class how their practices compare with those of their classmates realize the extent of their friendships	**Health Standards** S2C1 S2C2 S7C1 S7C1 S7C2 **Lesson Objectives** **Students will be able to:** develop knowledge of internal and external factors contributing to the development of self-esteem and self-confidence develop an understanding of strategies to promote strong self-esteem examine and further develop self-confidence and self-esteem

Week 2				
Day 6 **Lesson 6** **Personal Advocacy**	**Day 7** **Lesson 7** **Family Relationships**	**Day 8** **Lesson 8** **Media Influence on Our Bodies** **Lesson 9** **Media Influence on Healthy Decision Making**	**Day 9** **Lesson 10** **Analyzing Health Disparities**	**Day 10** **Lesson 11** **Healthy Goal-Setting and Personal Advocacy**
Health Standards S1C3PO1 S2C1PO1-4 S4C1PO1-2 S4C2PO1 S4C3PO1 S5C2PO1-2 **Lesson Objectives** **Students will be able to:** list and explain at least four characteristics of each communication style accurately distinguish between assertive, aggressive and passive behavior when observing scenarios in a video explain why giving at least five reasons, why an assertive communication style is beneficial.	**Health Standards** S1C2PO1 S1C3PO4 S2C1PO1 S2C1PO4 **Lesson Objectives** **Students will be able to:** describe the importance of strengthening relationships and seeking support during times of crisis	**Health Standards** S2C1PO5 **Lesson Objectives** **Students will be able to:** discuss the role of the media in their own lives. critically analyze and deconstruct images shown in the media. create posters demonstrating the stereotypical and damaging images portrayed in the media. **Lesson 9** **Media Influence on Healthy Decision Making** **Health Standards** S2C1PO5 S2C1PO6 **Lesson Objectives** **Students will be able to:** identify and understand the roles that media play in healthy decision making	**Health Standards** S3C1 S8C2 **Lesson Objectives** **Students will be able to:** conduct an assessment related to health-disparity issues and consider why some students might be at a disadvantage consider the causes and impact of several national health disparities Investigate the causes and impact of health disparities in their own community design solutions for positively impacting a health disparity in their own community	**Health Standards** S6C2PO 1 S6C2PO3 S8C1PO1 S8C1PO2 **Lesson Objectives** **Students will be able to:** discuss future health and personal goals with peers develop a long-term plan for personal health and success identify possible obstacles to the plan discuss strategies to overcome the identified obstacles

Lessons

Grade: HS **Lesson: 1**	**Lesson Title/Focus:** • Healthy Relationships: Friendships	**Materials:** • "A Hierarchy of Needs" – Teacher Info • Handout – Maslow's Hierarchy of Needs • Healthy vs Toxic Relationship Questionnaire • Defining Toxic Relationships Activity • Defining Toxic Relationships Activity Answer Key

Health Standards:
S1C1PO1-Predict how healthy behaviors can affect health status
S1C2PO1-Describe the interrelationships of emotional, intellectual, physical, and social health
S2C1PO3-Evaluate how peers influence healthy and unhealthy behaviors
S2C1PO6-Evaluate the impact of technology on personal, family, and community health

Lesson Objectives:
Students will be able to:

- Define Maslow's Hierarchy
- Discuss values and personal goals
- Improve self-awareness by identifying personal strengths and areas of growth
- Discuss how strengths can impact relationships
- Identify and choose behaviors that promote healthy relationships with family and friends
- Identify behaviors that might lead to toxic relationships

Academic Vocabulary:

1. Self-actualization
2. Maslow's Hierarchy
3. Self Esteem
4. Physiological

Anticipatory Set:

- As a class, brainstorm personal strengths you admire in others (peers, family members, friends, teammates, etc.). Then, in partners, discuss how these strengths contribute to a positive and healthy relationship. Share out with the class.

Direct Instruction:

1. Maslow's theory states that individuals have needs that can be classified as physiological, safety, emotional, esteem and self-actualization. Understanding these needs is important for healthy and responsible relationships.
2. The family, as the basic unit of security, serves two essential functions;
   A. The primary support system to which individuals turn in order to have their basic needs met.
   B. Provide the essential mechanism by which a child develops the capability to survive and function as an adequate person in this world.
3. **Personal values** are reflections of our needs, desires, and what we care about most in life. **Values** are great cohesive forces for our identities, and can be thought of as decision-making guidelines that help us connect to our true selves. Defining your **values** will help you figure out what to pursue and what to avoid.

Here are some examples of core values from which you may wish to choose:
dependability, reliability. loyalty, commitment, open-mindedness, consistency, honesty, efficiency.

- Discuss what students perceive as basic needs. List these on the board. Have students prioritize needs and discuss examples of how the family may help meet these needs. How do friends meet these needs?
- Introduce Maslow's Hierarchy of Needs.
- Have students compare their work with Maslow's Hierarchy of Needs.

Guided Practice:

- Discuss self-actualization/self-fulfillment by identifying strengths and setting personal goals.
- On an index card, have each student create one or two goals and then post on a central chart. What are some of the common themes?
- Introduce the importance of choosing friends who contribute to wellness.
- Ask how one would know if a friendship is healthy. Answers might include: a healthy friendship emphasizes strong points, contributes to positive family relationships, and encourages one to put forth their best efforts in activities.
- Discuss the importance of being friends with members of both sexes

Independent Practice:

- Use the Healthy vs Toxic Questionnaire to determine characteristics of a healthy relationship.
- Complete the Defining Toxic Relationships activity.

Closure:

- Have students brainstorm a list of respectful and disrespectful ways and what they might say if they want to end a friendship.
- Discuss the importance of showing mutual respect while maintaining healthy boundaries.

Note: Lesson may take 2-3 class sessions

A HIERARACHY OF NEEDS
TEACHER INFORMATION

Abraham Maslow, an American psychologist, presented human needs in the form of a triangle. His idea was that all have basic needs, but some are more basic than others. Consequently, there is a hierarchy of needs. The most basic needs come first. These needs must be met before becoming aware of the others.

Physiological Needs

1. The most basic human needs are the biological requirements for human survival – food, water, sleep, etc.
2. If the first level of physical needs is not satisfied, there is little awareness of other needs.

Safety Needs

1. Freedom from fear.
2. Security, stability, order, law.

Emotional Needs

1. Feelings of belonging.
2. Friendship, intimacy, trust, acceptance.
3. Receiving and giving love and affection.

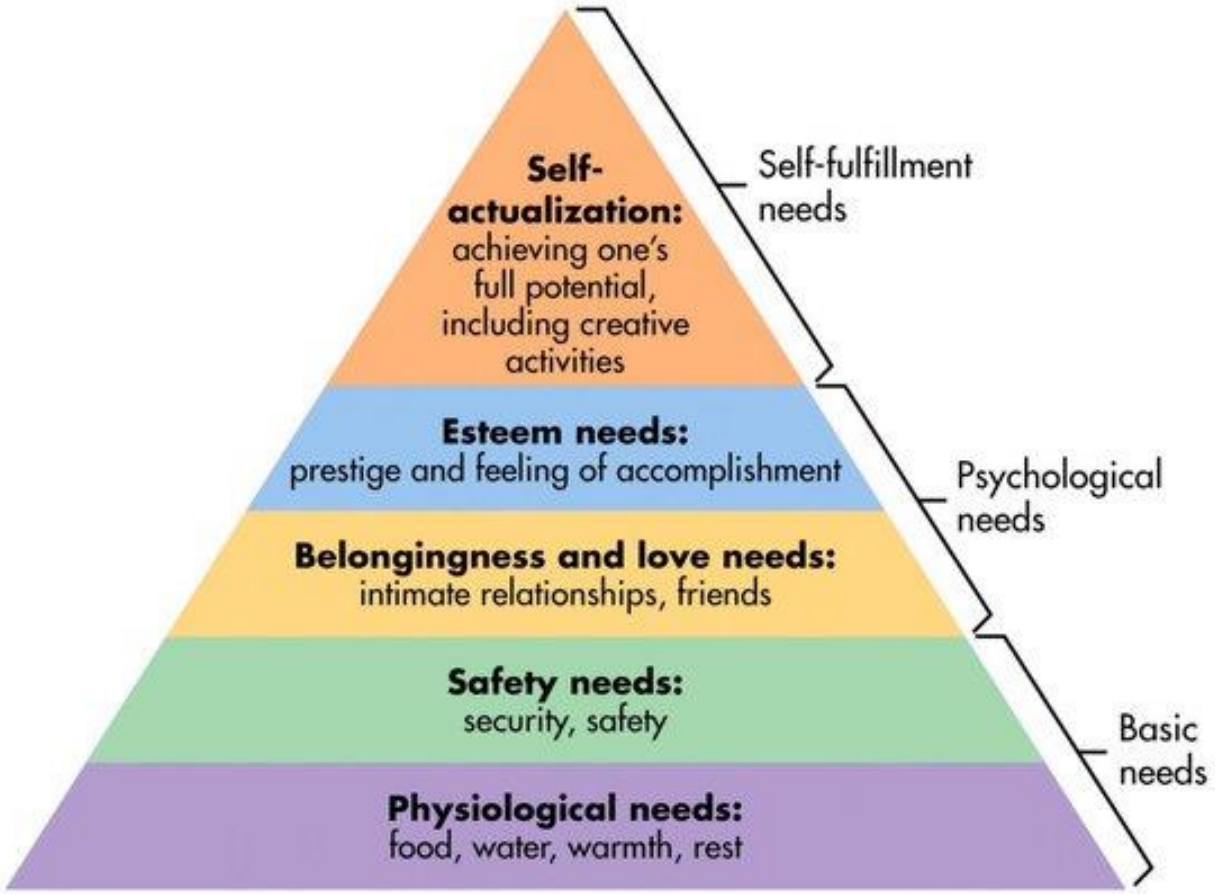
Esteem Needs

1. Esteem for oneself (achievement, independence, dignity, mastery)
2. Desire for reputation or respect from others (prestige, status)

Self-actualization Needs

1. Reach or strive for full potential as a person. This is a life-long process.
2. A desire "to become everything one is capable of becoming." (Maslow)

Maslow's Heirarchy of Needs



Healthy vs Toxic Relationship Questionnaire

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

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

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

1. Am I able to be myself with this person?
2. Do I feel comfortable and accepted around this person?
3. Does this person share the same values as me?
4. Is this relationship one-sided (one person giving and the other person receiving)?
5. Does this person criticize or judge me?
6. Does this person help me feel good about myself?
7. Does this person have the same level of commitment to the relationship as I do?
8. Does this person share my level of integrity?
9. Do I feel safe when I am with this person?
10. Are they happy for me when I succeed and there for me when I am discouraged?
11. Does this person help you achieve or accomplish your goals?

After completing this inventory, do you think this friendship qualifies as a healthy relationship?

Defining Toxic Relationships

***Directions**: Match the toxic relationship with the definition.*
Write the letter on the blank space next to the matching definition.

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

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

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

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

_____ This person is excessively critical of you and others.

_____ This person rarely follows through and is not dependable.

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

_____ This person is egocentric and only cares about themselves.

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

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

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

Defining Toxic Relationships

(Answer Key)

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

__**b**__ This person is a friend based on what YOU can do for them.

__**e**__ This person tells others what you told them in confidence.

__**f**__ This person is very bossy and likes to control everything.

__**c**__ This person is excessively critical of you and others.

__**j**__ This person rarely follows through and is not dependable.

__**a**__ This person likes to spread rumors and share private information.

__**i**__ This person is egocentric and only cares about themselves.

__**g**__ This person likes to "one up" others and likes to compete all the time.

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

__**h**__ This person knows how to convince you to do things you normally would not do.

High School Lesson: 2	Lesson Title/Focus: • Decision Making/Healthy Boundaries	Materials: • Activity Sheet "A Responsible Student's Approach to Problem Solving and Decision Making."

Health Standards:

S2C1PO3 Analyze how peers influence healthy and unhealthy behaviors
S5C1PO1 Examine barriers to healthy decision making
S5C2PO1 Determine the value of applying a thoughtful decision-making process in health-related situations
S7C1PO1 Analyze the role of individual responsibility in enhancing health
S7C2PO2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others

Lesson Objectives:

Students will be able to:

- Use problem-solving steps to solve problems and make decisions.
- Understand that one must be proactive and learn to make decisions and solve problems.
- List commonly used specific drugs and their potential effects on behavior.
- Discuss reasons teens use drugs in social situations.
- Define and understand consent in the context of relationships.

Academic Vocabulary:

- self-awareness
- self-esteem
- impaired/impairment
- implicit
- explicit

Anticipatory Set:

Option 1) What does it mean to make a healthy decision? What is involved in this process?
Option 2) Think about a time when you made a healthy decision. What helped you make this decision?

Direct Instruction:

1. The problem-solving approach will assist students in making responsible decisions.
2. Realize that self-awareness is an important factor in making responsible decisions, including:
    a) developing self-esteem
    b) utilizing responsible decision making to promote healthy relationships

c) promote good health

d) promote responsible parenthood

e) enable one to make choices that do not conflict with personal values

3. Protect one's health and the health of others.

4. Drugs, including alcohol, affect the brain's decision-making abilities. (See chart)

Consent can be both implicit (perceived) and explicit (stated) and can be withdrawn at any time.

- Discuss with the students the elements that go into making responsible decisions and solutions. (Think-Pair-Share)
- Write the steps in the problem-solving approach on whiteboard or flip chart.

Guided Practice:

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

Independent Practice:

- Small group work on common scenarios, then share out.

Closure:

- Closing conversation questions:
- How can friends support each other in making healthy decision?
- How might your decision-making process be altered under the influence of the different drugs?
- Is there a decision in your own life you are facing which the decision-making model could help solve?

A RESPONSIBLE STUDENT'S APPROACH TO PROBLEM SOLVING AND DECISION MAKING

Directions: Read the following scenarios. Apply the problem-solving approach and criteria for responsible decision making to this situation.

Scenario #1: You and your friend go to a party given by some students you do not know well. When you get to the party, you learn that there are a variety of drugs such as alcohol, marijuana, and cocaine available. You know your parents would prefer that you not attend parties with these drugs. Your friend says, "As long as we don't use drugs, what harm is there in staying?"

1. Identify the problem.

2. Identify ways to deal with the problem.

3. Apply criteria for responsible decision making to each alternative.

4. What are the possible consequences of each alternative?

5. What are my relevant values that would help determine my decision?

6. Make a responsible decision and act upon it.

7. Evaluate actions.

Scenario #2: You are in need of some spending money. You could get a job, but that would mean less free time, less time for studying, after-school sports, etc.

1. Identify the problem.

2. Identify ways to deal with the problem.

3. Apply criteria for responsible decision making to each alternative.

4. What are the possible consequences of each alternative?

5. What are my relevant values that would help determine my decision?

6. Make a responsible decision and act upon it

7. Evaluate actions.

Grade: HS Lesson: 3	**Lesson Title/Focus:** • Overcoming Peer Pressure/ Problem Solving/ Refusal Strategies	**Materials:** • Activity sheet "Refusal Strategies"

Health Standards:

S2C1PO3 Evaluate how peers influence healthy and unhealthy behaviors

S2C2PO1 Analyze how the perceptions of norms influence healthy and unhealthy behaviors

S2C2PO2 Analyze the influence of personal values and beliefs on individual health practices and behaviors

S4C1PO2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Lesson Objectives:

Students will be able to:

- discuss examples of peer pressure
- practice refusal strategies
- identify and discuss power differentials

Academic Vocabulary:

- power differential
- refusal strategies
- self-empowered
- peer pressure

Anticipatory Set:

- The first step in dealing with pressure is learning how to recognize it. How can a person tell if they are being pressured? (Brainstorm and share out)

Direct Instruction:

1. Every individual is self-empowered to make decisions based on their needs, preferences, and values.
2. Being able to understand and reject peer pressure is a vital skill.
3. There are power differentials in a variety of relationships and being able to recognize and understand them will help you to make decisions based on your needs, preferences and values.
4. The development of problem-solving strategies enables one to confront situations in which the social dynamic goes against your values.

Refusal strategies are a way to stay true to your own values. Establishing boundaries is a way to reinforce you own values in the context of any relationship.

- Work with your students to identify examples of power dynamics in relationships and discuss how power differentials can influence your decisions.
- Share statistics on peer pressure and its influence on teens decision making process.
- Is this accurately portrayed in the media and in popular society?

Guided Practice:

Discuss the following (in small groups):

- How can you communicate your boundaries when you are being pressured?
- Some may feel they have no choices when they are pressured. What are some of the situations where people feel they have no choices? Brainstorm things you can do or say to navigate this situation.

Independent Practice:

- Have students get into groups and discuss the "Refusal Strategies Activity"

Closure:

- On the back of the "Refusals Strategies Activity", have students summarize today's learning in a short paragraph.

Refusal Strategies Activity

Directions: Use the refusal strategies steps to resolve the following pressures:
These may be done by role-play or in written form.

a. "Let's do it this one time."

b. "No one will know if we _____."

c. "Everyone is _____, why not us?"

Refusal strategy steps for acting out or responding to each scenario:

1. Say "No." It's okay to say no.
2. Give a reason for your refusal. Be honest and direct. Say what you mean, mean what you say.
3. Stand up for one's rights and values without putting the other person down
4. Look directly at the person and reinforce your boundaries.
5. Suggest alternative activities or options but remember your "no" is non-negotiable.
6. Take a definite action; if pressure persists, tell the person that the relationship cannot continue. You can walk away.
7. Request more time.

Grade: HS Lesson: 4	**Lesson Title/Focus:** • Relationships: Friendship	**Materials:** (for use as student handouts) • Paper and Pencil

Health Standards:

S1C3PO1-Analyze how Environment and Personal Health are Related
S2C1P 3 - Evaluate how Peers Influence Healthy and Unhealthy Behaviors
S4C1PO1-Utilize skills for Communicating Effectively with Family, Peers and Others to Affect Health
S7C1PO1-Analyze the role of Individual Responsibility in Enhancing Health

---

Lesson Objectives:

Students will be able to:

- Have an opportunity to analyze how they choose/gain their friends
- Have an opportunity to realize how and why they classify/organize their friends
- Observe in the class how their practices compare with those of their classmates
- Realize the extent of their friendships

Academic Vocabulary:

1. BFF
2. Acquaintance

Anticipatory Set:

Ask students to consider how many "hats" that they wear (student, son/daughter, team member, etc.). Ask them if they act the same wearing all the hats.

Direct Instruction:

1. Young adults need to have a social support structure beyond family.
2. How one constructs and organizes these structures is personal and individual
3. Young people typically don't have the opportunity to pause and look at the how/why and what of their friend structure.
4. Young adults would benefit from seeing how others create their social structures and how that extends to behavior

- Teacher explains why they are doing this activity (Concepts above).

Guided Practice:

- Have students draw for themselves three concentric circles, with the inner one being about the size of a quarter. In that smallest circle, have them write "ME". Tell them that this exercise is for them – no one else will see their sheet.
- In the next circle (closest to "ME"), have them write the names (or initials depending on room) of their closest friends – their "BFFs"
- In the next circle have them write the names/initials of people who they consider their friends, but not their closest friends.
- Outside of the three circles, have them think about their acquaintances, e.g., those members of class who are not friends that they may smile at or nod to in passing.
- Ask the students a series of questions, encouraging them to share out loud:

1. How many of you only have one person in their BFF circle? , 2?, 3? More than 5?
2. How many have people of the opposite gender in their BFF group? What is the advantage of that?

3. How many have relatives in their BFF group?
4. How many have people who are quite a bit older/younger than they? What is the advantage of that?
5. What must happen for a friend to be in the BFF group? Is it just a matter of how long you have known them? Could you meet someone and a week later they could be in your BFF group? What is a prerequisite to be in the BFF group? Can people skip circles?
6. Is there anything that you would not do for your BFFs? Would you lie for them? Would you go to jail for them? They would do the same for you?
7. Do all your BFFs know each other?
8. Do any live out of the city/state/ country?
9. Is there anyone in your regular friends group that used to be in your BFF group? What happened? Would they be able to move back again?
10. What would have to happen for an acquaintance to become a casual friend?
11. When you graduate and go to college will your inner circles be the same? Do your circles have a capacity? Will new friends push the older ones out, or will you just add them?
12. In ten years, will these circles be smaller or larger? Why?

Independent Practice:

- Have the students get in small groups of 4 – 6. Have them decide amongst themselves to make a communal list of:

1. Three things that they would not do for their friends, no matter what.
2. What are two things that you would talk about with close friends but not casual friends or acquaintances?
3. What are three things that you could do to get to know an acquaintance better? And have them share if they are comfortable sharing.

Closure:

Have the students write on a "Ticket to Leave" one thing that they learned about their own friendships from this activity and if they realized that some changes need to be made.

**Life Planning Education: A Youth Development Program*
http://www.advocatesforyouth.org/forprofessionals/lesson-plans-professionals/1202-lessons

Grade: HS Lesson: 5	Lesson Title/Focus: Understanding Self-Esteem	Materials: • Understanding Self-Confidence Worksheet • Sticky Notes

Health Standards

S2C1PO1-Analyze how the family influences the health of individuals
S2C2PO1-Analyze how the perceptions of norms influence healthy and unhealthy behaviors
S7C1PO1-Analyze the role of individual responsibility in enhancing health
S7C2PO1-Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others

Lesson Objectives:

Students will be able to:

- Develop knowledge of internal and external factors contributing to the development of self-esteem and self-confidence
- Develop an understanding of strategies to promote strong self-esteem
- Examine and further develop self-confidence and self-esteem

Academic Vocabulary:

- Reference social-emotional vocabulary
- Interrelatedness of self-esteem, self-confidence, and self-worth

Concepts:

1. During childhood our personalities are developing and the people around us provide the foundation for our self-esteem.
2. External factors contributing to self-esteem, positive vs negative
   a. Family
   b. Community
   c. Culture
   d. Friends
   e. Technology and media
3. Internal influences on self-esteem and health
   a. Personal values
   b. Perception of norms
   c. Internal voice
   d. Emotional state
4. We have the capacity to develop and improve our feelings of self-esteem and self-confidence through self-exploration and mindful action
5. Volunteering, or helping a neighbor in need, can boost both your self-esteem and overall health in several ways.

Anticipatory Set: Popcorn

Teacher will write the following statement on the Smart Board, paper, or other student visual: ***People with strong self-esteem...***

- Write student responses under the header
- After all responses are in, explain to students that one can always improve their level of self-esteem. For the week following today's lesson try to reflect positively, each evening, on who they are, what they've accomplished or contributed, and what has made them happy.

- Students should use sticky notes or other ways to keep their responses visible to them throughout the week and report back how they feel after the week is up

Direct Instruction and Guided Practice:

- Explain the interplay of internal and external factors in the development of an individual's sense of self -worth.
- Review concepts and vocabulary for student understanding.
- Using the Understanding Self-Confidence activity on the following pages, explore your insights to the emotional and physical experiences that can come with greater self-awareness of your level of self-confidence

Independent Practice:

- Working with a partner, or in a small group, look for local organizations for whom you can volunteer. You can also consider an elderly or ill neighbor who would benefit from your kindness. Develop a plan of action that you can do either together or as an individual.

Closure:

- Are you surprised at what you've learned about the impact of external and internal influences on your level of self-esteem, self-confidence, or self-worth? Why or why not? In what ways?
- Ask students to embrace the fact that they have more power than the realize over how they see themselves, and others, and challenge them to grow in this skill.
- Students who want to learn more about developing stronger self-esteem can reach out to the school social worker, counselor, school nurse, or trusted teacher

Grade: HS **Lesson: 6**	**Lesson Title Focus:** Personal Advocacy	**Materials:** Internet Connection with Projector Youtube video from Center for Confidence and Well-being - ***youtube.com/watch?v=Ymm86c6DAF4*** Information Sheet: Assertiveness and the Four Styles of Communication "You" Messages - to be posted on white board

Health Standards:

S1C3PO1- Analyze how environment and personal health are interrelated

S2C1PO1-4-Analyze how the family influences the health of individuals

S4C1PO1-2- Utilize skills for communicating effectively with family, peers, and others to enhance health

S5C2PO1-2- Determine the value of applying a thoughtful decision- making process in health-related situations

Lesson Objectives:

Students will be able to:

- List and explain at least four characteristics of each communication style
- Accurately distinguish between assertive, aggressive and passive behavior when observing scenarios in a video
- Explain why, giving at least five reasons, why an assertive communication style is beneficial.

Academic Vocabulary:

1. Passive
2. Aggressive
3. Assertive
4. Empathy
5. I-Messages – vs- You-Messages
6. Advocacy

Anticipatory Set:

- Briefly describe characteristics of each communication style and ask the students to think of someone that displays each style, including themselves.

Direct Instruction:

1. Being able to communicate one's thoughts, needs, wants, beliefs and opinions is vital to attaining and maintaining all aspects of health (physical, mental/emotional, social, spiritual and intellectual). One must be a self-advocate.
2. One must communicate these needs in a way that does not impinge on the rights of others.
3. Assertive communication accomplishes both – one is advocating for oneself, while keeping other's similar thoughts, needs, etc. in mind as well. This will keep lines of communication open and lead to self-growth and maturation.

In communicating, a message that begins with "I" and puts the focus and onus on the speaker is much more acceptable/effective than attacking "You" messages that put the focus on the individual being addressed and cause the other person to be on the defensive.

- Give definition of each communication style, along with what behaviors one would observe, the impact of these behaviors on their emotional state, and some actual statements that they might say, believe or how they might behave.

Guided Practice:

Show video and stop after each one. Ask what style each character in the scenario is displaying and why they think that. Replay parts as necessary to make a point. Point out the use of "I-Messages" and YOU-Messages"

Independent Practice:

Post on the board these various "You" messages and have the students, in groups, attempt to convert them to "I-Messages (convey the same information, but in a less attacking or blaming mode). Have all groups share when done:

"You are wrong." - I believe that I am right

"You're sitting in my chair." - Excuse me, I was sitting in that seat.

"You are always late" - I like to be on time.

"(You) Go away!" - I would prefer to be alone now.

"You just don't understand" - I'm not explaining well enough for you to understand

"You are so messy!" I like my things neat and organized.

"Why are you so mean?" I like to be treated with respect.

Closure:

Tell the students that it's not going to change overnight – that they need to practice what they learned and it will come slowly – that many adults need to practice assertiveness as well. Ask them to write what they will practice first.

Grade: HS Lesson: 7	Lesson Title/Focus: • Family Relationships	Materials: • Worksheet "Family Life and Your Health Triangle"- Social Health, Mental/Emotional Health and Physical Health.

Health Standards:

S1C2PO1 Describe the interrelationships of emotional, intellectual, physical, and social health
S1C3PO4 Analyze how genetics and family history can impact personal health
S2C1PO1 Identify how the family influences personal health practices and behaviors
S2C1PO4 Evaluate how the school and community can impact personal health practice and behaviors

Lesson Objectives:

Students will be able to:

- Describe the importance of strengthening relationships and seeking support during times of crisis

Academic Vocabulary:

- Family , Extended Family, Sibling
- Custody, Divorce, Separation
- Emotional Abuse, Physical Abuse, Cycle of Violence
- Crisis Center, Family Counseling, Mediator

Anticipatory Set:

- Assess understanding of vocabulary

Direct Instruction:

4. What are some of the roles of family members? What are some of their responsibilities?
5. What is a family? The importance of family?
6. Change and the family- Changes in family structure, Coping with family changes
7. Dealing with family crisis- Family Violence, Avoiding Domestic Violence
8. Community Support Systems- Maintaining Healthy Families

The contents of this lesson will focus on the roles and responsibilities of family members and the traits of a healthy family.

- What do we already know? Discuss with the class the importance of strengthening relationships and seeking support during times of crisis.
- Discussion: What does family mean to the student's

Guided Practice:

- Have student's create a foldable organizer labeling three sides. My Social Health, My Mental and Emotional Health and My Physical Health. Write down main ideas on the appropriate side.

Independent Practice:

- Complete the "Family Life and Health Triangle" worksheet.

Closure:

- Discuss and Pair Share individual and group answers. Student's can document on their worksheet.

Family Life and Health Triangle Worksheet

Directions: Divide the class into three groups and assign each group to one category. Have each group write down additional examples of ways in which family relationships promote the assigned area of health. Then ask volunteers to use the lists from each group to create a poster depicting some of the examples.

Social Health	Mental/Emotional Health	Physical Health
Family helps develop communication skills and the ability to get along with others.	Family members support one another. They contribute to a sense of belonging and a feeling of security.	Family provides food, clothing and shelter to its members. Family also promotes healthy behaviors.

Grade: HS Lesson: 8	Lesson Title/Focus: • Media Influence on Our Bodies and Lives	Materials: Computer with internet access · Videos or online videos about ads, beauty, and the media · Magazines · Video games · Newspapers · Scissors · Glue · Pens, pencils · Poster boards or large paper

Health Standards:
S2C1PO5- Evaluate the effect of media on personal and family health

Lesson Objectives:
Students will be able to:

- Discuss the role of the media in their own lives.
- Critically analyze and deconstruct images shown in the media.
- Create posters demonstrating the stereotypical and damaging images portrayed in the media

Academic Vocabulary:

- **Media- (**Media is used to convey information. Mass media is used to communicate to large numbers of people. Media includes television, radio, music players, computers, billboard advertisements, magazines, books, and newspapers.)
- Gender roles
- Stereotypes

Anticipatory Set:

- Students will engage in a Think-Pair-Share activity to take turns responding to the following guiding questions: How does the media influence your mind? How does the media influence your body?

Direct Instruction:

- Preparation: cut out images and ads from magazines that promote traditional gender roles or stereotypical body images. Include sexualized images, women and men doing "feminine" tasks, and models who look thin, light-skinned, and wealthy.

- Remind participants what media is and what role it plays in their lives. Explain that it is okay to be susceptible to the influence of the media. It is all around us! Billboards, TVs, websites, magazines and other types of media send us messages all the time. These images and messages influence how we think and feel about our bodies and ourselves. Explain this may happen unconsciously: we may not be paying attention to what an ad is for or we may be thinking that that picture looks silly, but the message of what is "beautiful" or "cool" gets transmitted to our brain anyways. When this influence gets combined with trying to fit in with our friends and worrying about what other people think, we get caught up in trying to fit these unrealistic ideals instead of staying true to ourselves.

Guided Practice:

- Divide participants into small groups. Pass out advertisement and magazine images to each group. Ask the groups to deconstruct or pick apart the image. Remind them to think about 132 colors, positions, lighting, and all elements of the image. Prompt them with questions: What product is being sold? Who is being portrayed in the picture? Who is the ad aimed at? Why is this the picture being used? What ideals are being promoted by the image? Are those ideals realistic? How does the image and/or words make you feel? Have each group report out on their findings.

Independent Practice:

- Explain participants will create a poster of images from the media. Direct participants to cut out images and glue them to their poster with their group. The images should depict women in stereotypical roles. Remind them that stereotypes are beliefs or oversimplifications about groups or types of people—a stereotypical image of a woman might show her doing traditional "feminine" tasks like laundry or cooking food. The images can also depict certain beauty ideals and ways of behaving.
- After cutting out images and gluing them on their poster, have participants write comments next to the images. Have them write what ideals the image is promoting, what makes them angry about the image, why it hurts their feelings, makes them feel bad about their body or how they look. For example, if there is an image of a thin, black woman advertising hair straightening spray, a participant might write, "promotes thinness—makes me feel like I'm not skinny enough" or "promotes unnatural hair—makes me feel like my curly hair is ugly." Assist as necessary.
- Have groups present their completed posters, describing the images depicted and their comments. Ask each group: who benefits from putting out images that make you feel like that? (ex: advertisers, cosmetics companies, weight loss companies, alcohol companies, modeling agencies, clothing companies, men). Ask each group for ideas to challenge the images they chose. Allow time for questions and comments.

Closure:

- JOURNAL PROMPT: What makes you angry about messages the media sends to you? Do you believe messages the media sends you about what you should look like? Which ones?

Note: Lesson Adapted from: Girls Only Toolkit

Grade: HS Lesson: 9	**Lesson Title/Focus:** • Media Influence on healthy decision making	**Materials:** • "Myth or Fact" Worksheet • "Myth or Fact" Answer Key

Health Standards:

S2C1PO5 Evaluate the effect of media on personal and family health

S2C1PO6 Evaluate the impact of technology on personal, family, and community health

Lesson Objectives:

Students will be able to:

- identify and understand the roles that media play in healthy decision making

Academic Vocabulary:

- depersonalization
- decontextualization
- perpetuate
- cyber harassment

Anticipatory Set:

- Brainstorm examples of TV commercials, magazine ads, social media ads, and advertising jingles that pressure the consumer to buy a product. What messages do they give about social and familial relationships? Do they stereotype, give unhealthy messages, give incorrect messages?

Direct Instruction:

1. Emotional consequences and effects on relationships.
2. Depersonalization and decontextualization that can lead to risky behavior.
3. How media shapes views of healthy relationships.
4. Stereotypes can be perpetuated across all media.
5. Negative impacts:
   a. representations of types of relationships
   b. false expectations
   c. increased cyber harassment and bullying
      (online gaming, social media, digital apps, - online experiences)
   d. can cause increased anxiety, stress and depression
6. An awareness of laws regarding the recording and distribution of inappropriate content (and possible legal ramifications).
7. Review decision-making and problem-solving strategies.

- Review decision-making and problem solving strategies from previous lessons.

Guided Practice:

- Discuss pros and cons of different social media.
- Discuss how does social media and other forms of media shapes views on relationships?
- What are some examples of positive and negative representations of social relationships found in media (TV, movies, music)?
- Have students work through the following scenarios through writing, discussion or role playing:
- Someone sent a screenshot of an embarrassing photo of a friend and it has begun to go viral at school. What do you do?

- You are in a chat room in an online game. One player begins to harass another player by calling them inappropriate names and using abusive language. What would / should you do?
- Your current partner watches content depicting abusive relationships and begins to treat you poorly. How would you tell them how you feel?
- Your friend posted an inappropriate video or photo on social media. What would some of the social and emotional ramifications be?
- You are at a party. Someone approaches you and asks if you would be willing to participate in a photo shoot. How do you respond? What might you be concerned with?

Independent Practice:

- Complete the "Myths or Facts" worksheet

Closure:

- Review the answers to the "Myths or Facts" worksheet and answer any questions that arise.

MYTH OR FACT?

Consent, Online Dating and Other Media Influences

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

_____ MEDIA HAS NO INFLUENCE ON HOW WE VIEW OURSELVES

_____ MUSIC ALWAYS PORTRAYS RELATIONSHIPS IN A POSITIVE LIGHT

_____ IT IS IMPORTANT TO VIEW MEDIA WITH A CRITICAL LENS.

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

_____ ONLY THE INTENDED RECIPIENT WILL SEE IMAGES SENT VIA TEXT

_____ SHARING A PHOTO OR VIDEO OF YOURSELF OR OTHER MINORS WITHOUT CLOTHING IS ILLEGAL AND A FELONY

MYTH OR FACT?

Answer Key

MYTH MEDIA HAS NO INFLUENCE ON HOW WE VIEW OURSELVES

MYTH MUSIC ALWAYS PORTRAYS RELATIONSHIPS IN A POSITIVE LIGHT

FACT IT IS IMPORTANT TO VIEW MEDIA WITH A CRITICAL LENS.

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

MYTH IT IS HIGHLY LIKELY THAT OTHERS WILL SEE IMAGES SENT IN TEXT

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

Grade: HS Lesson: 10	Lesson Title/Focus: Analyzing Health Disparities	Materials: • Handout 1: Health for All; School Assessment • Handout 2: Health for All? • Handout 3: Performance Task • Small slips of paper (1 per student) • Access to the internet

Health Standards:

S3C1PO1-Evaluate validity of health information, products, and services

S8C2PO1-Work cooperatively as an advocate for improving personal, family, and community health

Lesson Objectives:

Students will be able to:

- Conduct an assessment related to health-disparity issues and consider why some students might be at a disadvantage
- Consider the causes and impact of several national health disparities
- Investigate the causes and impact of health disparities in their own community
- Design solutions for positively impacting a health disparity in their own community

Academic Vocabulary:

- Bias
- Disparity
- Unfair
- Minority

Anticipatory Set:

- Do you think you deserve everything you have?
- Are you entitled to live in safe community?
- What would happen if you couldn't go to a doctor when you were sick?
- Is the adage "all men [sic] are created equal" a reality in the United States?
- Have you ever felt like you were at an unfair disadvantage?

Direct Instruction:

1. Review Handout 1: Health for All: School Assessment and place a check next to each statement that you would consider true about your school's population. Then give 1 point for every true statement. Add the points, and write the total on a small slip of paper. (*Collect the slips of paper and assign one classmate to add up the points. Keep the total secret.)*
2. Before learning the class average, think about the following:
    - Do you think your point total is higher, lower or the same as the class average?
    - What if the exercise were extended to all teens in your surrounding communities, would your total be higher, lower or the same as the average? The state? The country?
3. Write down your prediction for the class average. (*Note: Have all the students show their predictions.*) Look at the total for the class on the board. What is the average for the class? Write it down. (*Note: Have all the students show their averages and then share the average.*)
4. With the class, discuss the following:
    - Were you surprised by the average? If so, was it higher or lower than you thought?
    - If you could only check off five statements, which would you choose?

- Does every young person *deserve* to be able to check off every statement?
- Is it fair to assume that one teen group might have a higher average than others?

Guided Practice:

Write the word, "disparity" on the board.

1. What does the word "disparity" mean to you?
2. Given what the word "disparity" means, what might a "health disparity" be? (*Note*: *A health disparity is the preventable differences in the burden of disease, injury, violence or opportunities that are experienced by socially disadvantaged populations.)*
3. In a small group, list socially disadvantaged groups in the United States that you believe would likely experience health disparities and why. Refer to the questions on the school assessment for possible reasons why. Share your list with the class and create one class list.

Independent Practice:
In your groups, complete the Performance Task handout.

Closure:
Challenge students to seek out community resources, to advocate for themselves, for their families, and for the needs within the community.
Encourage students to go to https://www.healthypima.com/community-database for a comprehensive listing of health related entities in Pima County.

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
WWW.TOLERANCE.ORG

UPPER GRADES ACTIVITY

K 1 2 3 4 5 6 7 8 **9 10 11 12**

Health for All: School Assessment

Read the statements below carefully. Check each one that you would consider "true." Give one point for each checked statement. Then add up the number of points to get the total.

_____ 1. Most kids in our school can go to the doctor when they are sick.

_____ 2. Most kids in our school have health care insurance.

_____ 3. Most families in our community own their homes.

_____ 4. Most kids live in a safe neighborhood.

_____ 5. Most families in our community purchase enough food to have at least three meals a day.

_____ 6. Most homes in our community do not have asbestos, lead or other poisoning threats.

_____ 7. Most kids in our school have an opportunity to be physically active each day.

_____ 8. Most kids in our school have access to healthy food.

_____ 9. Our school hallways are safe.

_____ 10. Most kids in our school will be able to attend college if they choose to.

_____ 11. Kids in our school are generally happy.

_____ 12. Most kids in our school have at least one trusted adult they can talk with if they are upset.

_____ 13. Most kids in our school will graduate from high school.

_____ 14. There are safe places in our community for my friends and me to hang out.

_____ 15. Most kids in our school are not worried about losing their homes.

_____ 16. Most kids in our school have the same opportunities as their friends.

_____ 17. Most kids in our school are healthy.

_____ **Total Number Of Points**

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
WWW.TOLERANCE.ORG

MIDDLE & UPPER GRADES ACTIVITY

K 1 2 3 4 5 6 7 8 9 10 11 12

Health for All?

Several factors contribute to health disparities. Read the health disparities in the left column, then check any factors that may contribute to each one. Be prepared to explain your final results.

HEATH DISPARITIES	Poverty	Unequal access to healthcare	Poor environmental conditions	Education inequalities	Language barriers	Other
1. Compared with white youth, black and Hispanic youth have a high prevalence of asthma, overweight and Type 2 diabetes.						
2. Rates of HIV/AIDS, sexually transmitted diseases and teen pregnancy are higher among black and Hispanic youth than among whites of the same age.						
3. A baby born to an African-American mother has more than twice the risk of dying during the first year of life than a white American baby.						
4. Hispanic youth experience proportionately more anxiety-related behaviors and depression than do non-Hispanic white youth.						
5. Suicide rates among American Indians/ Alaska natives aged 15-35 years are more than two times higher than the national average for that age group.						

Sources: Centers for Disease Control (CDC), Healthy People 2010.

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
WWW.TOLERANCE.ORG

MIDDLE & UPPER GRADES ACTIVITY

K 1 2 3 4 5 6 7 8 9 10 11 12

A Performance Task: A Real-World Challenge

Reducing health disparities in your community

GOAL

The goal is to propose one possible solution, idea or program (locally or statewide) that could help to make a positive impact on the health disparity you've identified through research.

ROLE

You are a small team of social workers working for different nonprofit organizations in your community.

AUDIENCE

Business professionals and policy makers (local and statewide).

SITUATION

The challenge involves convincing business professionals and policy makers to consider the solution you propose to reduce the health disparity you researched by demonstrating its impact on both specific groups and the community as a whole.

PRODUCT PERFORMANCE AND PURPOSE

Your team needs to focus on one health disparity to research in your community. Critical areas include HIV/AIDS, cancer, overweight/obesity, access to healthcare, infant birth weight, infant mortality, life expectancy, depression, environmental disparities, suicide rate and heart disease. Research the related statistics for at least two different socially disadvantaged groups. Examine its impact on the groups and the community as a whole. (*Note: If it is too difficult to research the statistics in your community, you can research the information in your state or the nation. A good place to start is the state-by-state health disparity reports which can be found at http://www.healthstatus2010.com/owh/disparities/ChartBookData_search.asp.)*

Think about the specific populations you've researched and what could really work. You may need to also research what's been done before. Write a proposal for your solution and share with a relevant organization.

STANDARDS AND CRITERIA FOR SUCCESS

Your proposal needs to include:

- Statistics to support your case about the health disparity
- A clear explanation of the impact to the people and the community
- A workable solution, idea or program to reduce or end the health disparity

Grade: HS **Lesson: 11**	**Lesson Title/Focus:** • Healthy Goal-Setting and Personal Advocacy	**Materials:** • Paper & Pen • Lesson 12- Activity 1 & 2 Handouts

Health Standards:

S6.C2.PO 1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks

S6.C2. PO 3. Formulate an effective long-term personal health plan

S8.C1. PO 1. Use accurate peer and societal norms to formulate a health-enhancing message

S8.C1. PO 2. Influence and support others to make positive health choices

Lesson Objectives:

Students will be able to:

- discuss future health and personal goals with peers
- develop a long-term plan for personal health and success
- identify possible obstacles to the plan
- discuss strategies to overcome the identified obstacles

Academic Vocabulary:

- goals
- aspirations
- strategies
- target
- attain
- persistence

Anticipatory Set:

- Present the following reflection question for students to consider. "Where do you see yourself in twenty years?" This prompt can be presented as a discussion question or as a short writing exercise.

Direct Instruction:

- Teacher facilitates a discussion guiding students in their projections about their potential future and the choices that exist
- Through the discussion, the teacher highlights the importance of long-term planning while incorporating the academic vocabulary
- Focus on the idea of delayed gratification, investment, work ethic, struggle and perseverance

Guided Practice:

- Divide the class into groups of pairs or triads. Assign Activity 1 to each student to be completed cooperatively. Inform students that some boxes may remain empty if they do not apply to that stage in their life.
- Upon completion of this activity, discuss the individual responses.
- In discussion, focus on identifying the obstacles and the strategies to overcome those challenges.

Independent Practice:

- Provide students with Activity 2.
- Provide time for independent/collaborative work to complete the task.
- Ask students to present their work, identifying their challenges and strategies for success.

Closure:

- Discuss the challenges identified by students and provide possible strategies, resources and suggestions for students to consider.
- Encourage peer guidance and feedback.

Lesson 1 (Worksheet & Transparency)

Timeline

Directions: Write what you hope to be doing in each area at each age.

AREA	Age 18	Age 21	Age 26	Age 40	Age 65
Education					
Employment					
$ I will be earning					
Housing					
Family					
Recreation & Leisure					

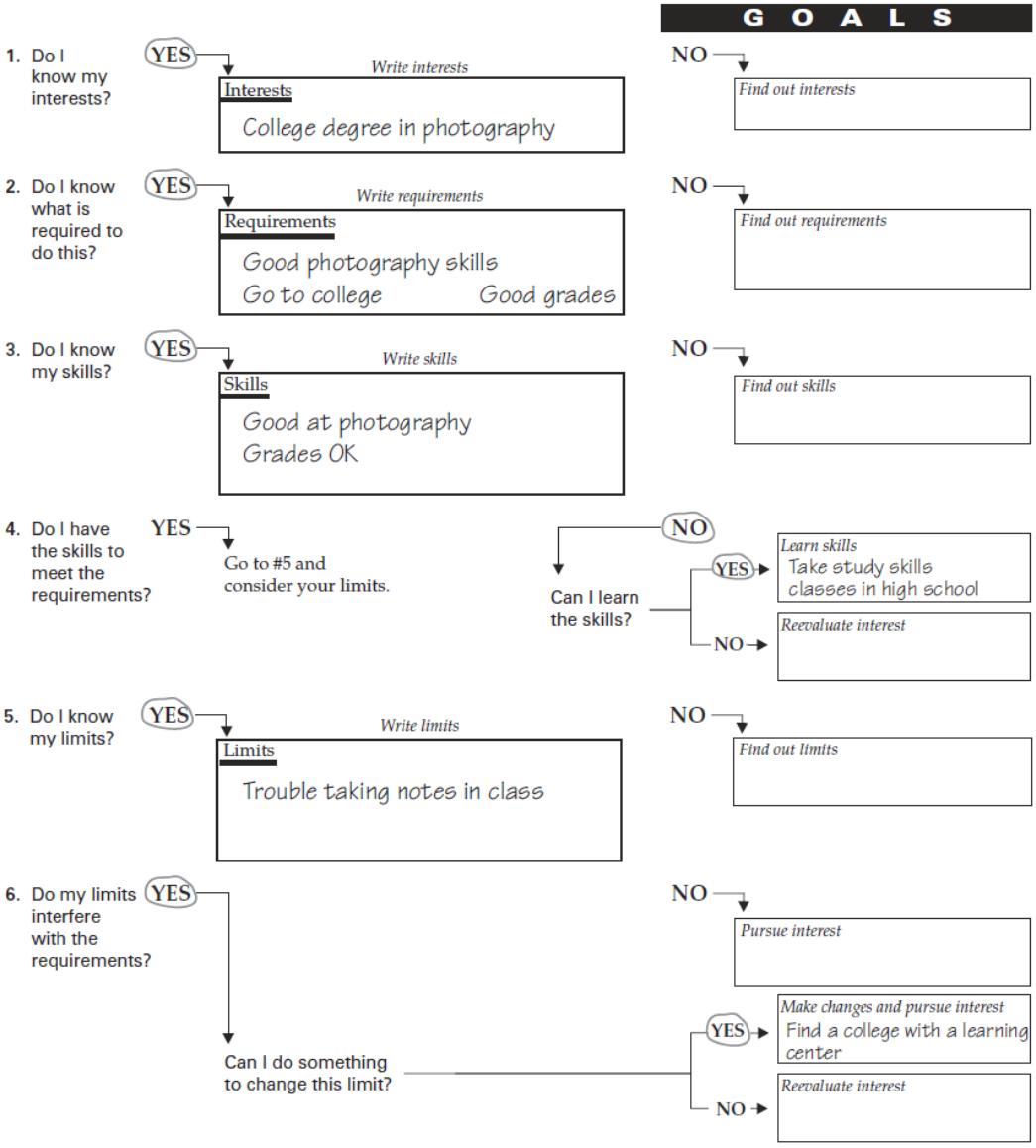
Copyright 2016 (Third Edition) by James E. Martin & Laura Marshall
Educators, Students, Parents of Students with Disabilities, and Researchers May Use for Free

Lesson 11: Sample-Activity 2

Answer Key

Choosing General Goals

Name: Christina Transition Area: Education

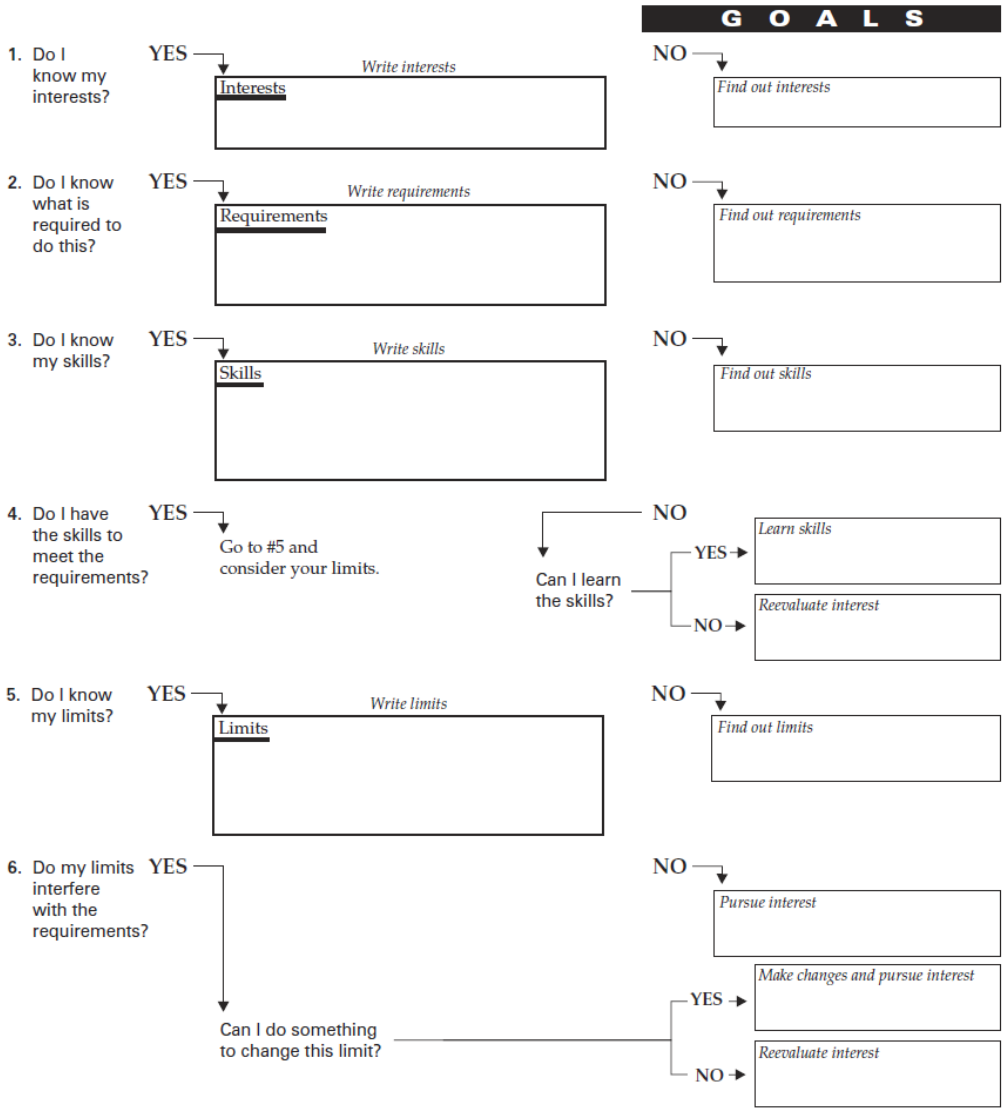


Copyright 2016 (Third Edition) by James E. Martin & Laura Marshall
Educators, Students, Parents of Students with Disabilities, and Researchers May Use for Free

Lesson 11: Activity 2

Choosing General Goals

Name: _____ Transition Area: _____



Copyright 2016 (Third Edition) by James E. Martin & Laura Marshall
Educators, Students, Parents of Students with Disabilities, and Researchers May Use for Free

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. <u>For specific vocabulary introduced by grade level, please see each lesson.</u>

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

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

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

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

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

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

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

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

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

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

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

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

Affection- A feeling of liking, attraction or fondness**.**

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

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

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

Alternatives- The different choices or actions possible.

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

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

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

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

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

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

Attain- *To reach as an end: gain.*

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

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

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

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

Body Language- The nonverbal messaging of gestures and movement.

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

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

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

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

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

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

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

Change- To make different in some way.

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

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

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

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

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

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

Core Values- The fundamental beliefs of a person.

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

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

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

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

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

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

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

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

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

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

Depersonalization- The process of taking away personal identity.

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

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

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

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

Dynamic- A system of continuous change.

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

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

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

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

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

Esteem- Respect and admiration.

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

Explicit- Fully revealed or expressed without vagueness.

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

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

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

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

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

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

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

Harassment- Aggressive pressure or intimidation.

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

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

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

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

Implicit- Implied, not plainly expressed.

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

Individuality- Characteristics that distinguishes people.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Minority- 1. The smaller in number of two groups constituting a whole. a number or percentage equaling less than half of a total.

2. A part of a population thought of as differing from the rest of the population in some characteristics and often subjected to differential treatment.

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

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

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

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

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

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

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

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

Perpetuate- To make something continue indefinitely.

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

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

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 b**ra**nch 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 wrong-doing or to blame back. "You" messages stir up emotion and make people feel like they're being blamed, put down and insulted.

Glossary References

American Academy of Pediatrics. E-cigarette Studies Bust Safety Myths. **Association of Acrylonitrile and E-Cigarettes**. Retrieved from https://publications.aap.org/aapnews/news/8925?autologincheck=redirected

American Psychological Association. **Advocacy**. Retrieved from https://dictionary.apa.org/advocacy

American Psychological Association. **Decontextualization**. Retrieved from https-//dictionary.apa.org/decontextualization

American Psychological Association. APA Dictionary of Psychology. **Resilience**. Retrieved from https-//dictionary.apa.org/resilience

American Psychological Association. **Physical Abuse**. Retrieved from https://dictionary.apa.org/physical-abuse

Arizona Revised Statute. **Without Consent**. Retrieved from https://www.azleg.gov/ars/13/01401.htm

Best Collages. Definition of **Family Counseling**. Retrieved from https://www.bestcolleges.com/counseling/what-is-family-counseling/

Beyond Intractability. Definition of **You-Message**. Retrieved from https://www.beyondintractability.org/coreknowledge/iu-messages

Black's Law Dictionary (2nd ed). Definition of **Physical- Characteristics**. Retrieved from https://thelawdictionary.org/physical-characteristics/

Britannica Dictionary. Definition of **Bias**. Retrieved from https://www.britannica.com/dictionary/bias

Britannica Dictionary. Definition of **Persistence**. Retrieved from https://www.britannica.com/dictionary/persistence

California Courts. Stopteendui - Stop Yourself. Stop a Friend. **Refusal Strategies**. Retrieved

from http-//www2.courtinfo.ca.gov/stopteendui/teens/stop/yourself/develop-refusal-skills.cfm

Cambridge Dictionary. Definition of **Acceptance**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/acceptance

Cambridge Dictionary. Definition of **Acquaintance**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/acquaintance

Cambridge Dictionary. Definition of **Aggressive**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/aggressive

Cambridge Dictionary. Definition of **Aggressor**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/aggressor

Cambridge Dictionary. Definition of **Aspiration**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/aspiration

Cambridge Dictionary. Definition of **BFF**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/bff

Cambridge Dictionary. Definition of **Body-Odor**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/body-odor

Cambridge Dictionary. Definition of **Bystander**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/bystander

Cambridge Dictionary. Definition of **Compassion**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/compassion

Cambridge Dictionary. Definition of **Credibility**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/credibility

Cambridge Dictionary. Definition of **Disparity**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/disparity

Cambridge Dictionary. Definition of **Divorce**. Retrieved from

https://dictionary.cambridge.org/us/dictionary/english/divorce

Cambridge Dictionary. Definition of **Extended-Family**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/extended-family

Cambridge Dictionary. Definition of **Honest**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/honest

Cambridge Dictionary. Definition of **Inclusiveness**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/inclusiveness

Cambridge Dictionary. Definition of **Insight**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/insight

Cambridge Dictionary. Definition of **Integrity**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/integrity

Cambridge Dictionary. Definition of **Irreversible**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/irreversible

Cambridge Dictionary. Definition of **Kindness**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/kindness

Cambridge Dictionary. Definition of **Passive**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/passive

Cambridge Dictionary. Definition of **Permission**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/permission

Cambridge Dictionary. Definition of **Separation**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/separation

Cambridge Dictionary. Definition of **Target**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/target

Cambridge Dictionary. Definition of **Unfair**. Retrieved from https://dictionary.cambridge.org/us/dictionary/english/unfair

Cambridge Dictionary. Definition of **Vet**. Retrieved from

https://dictionary.cambridge.org/us/dictionary/english/vet

Centers for Disease Control and Prevention. **Social-Ecological Model**. Retrieved from

https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html

Collins Dictionary. Definition of **Acrylonitrile**. Retrieved from

https://www.collinsdictionary.com/us/dictionary/english/acrylonitrile

Collins Dictionary. Definition of **Strategy**. Retrieved from

https://www.collinsdictionary.com/us/dictionary/english/strategy

Collins Dictionary. Definition of **Refusal**. Retrieved from

https://www.collinsdictionary.com/us/dictionary/english/refusal

Cornell Law School. Definition of **Abuse**. Retrieved from

abuse | Wex | US Law | LII / Legal Information Institute (cornell.edu)

Delaware Health and Social Services. Definition of **Acrolein**. Retrieved from

https://dhss.delaware.gov/dph/files/acroleinfaq.pdf

Dictionary.com. Definition of **Media**. Retrieved from

https-//www.dictionary.com/browse/media

Dictionary.com. Definition of **Analyze**. Retrieved from

https://www.vocabulary.com/dictionary/analyze

Dictionary.com. Definition of **Goals**. Retrieved from

https://www.dictionary.com/browse/goal

Dictionary.com. Definition of **Appropriate Distance**. Retrieved from

https://www.dictionary.com/browse/social-distance

Dictionary.com. Definition of **Crisis Center**. Retrieved from

https//www.dictionary.com/browse/crisis-center

Dictionary.com. Definition of **Eccrine**. Retrieved from

https://www.dictionary.com/browse/eccrine

Dictionary.com. Definition of **Mediator**. Retrieved from https://www.dictionary.com/browse/mediator

Dictionary.com. Definition of **Non-Physical**. Retrieved from ://www.dictionary.com/browse/nonphysical#:~:text=adjective,to%20the%20body%20or%20nature

Dictionary.com. Definition of **Sulfur**. Retrieved from https://www.dictionary.com/browse/sulfur

Dictionary.com. Definition of **Want**. Retrieved from https://www.dictionary.com/browse/want

Encyclopedia.com. Definition of **Personal Hygiene**. Retrieved from https://www.encyclopedia.com/caregiving/encyclopedias-almanacs-transcripts-and-maps/personal-hygiene

Firefighter Nation. Definition of **You-Message**. Retrieved from https://www.firefighternation.com/firerescue/you-i-messages/#gref

Harappa. Definition of **Informed Decision**. Retrieved from https://harappa.education/harappa-diaries/what-is-informed-decision-making/

Harvard Health Publishing. Harvard Medical School. Definition of **Self-Acceptance**. Retrieved from https://www.health.harvard.edu/blog/greater-self-acceptance-improves-emotional-well-201605169546

HealthCare.gov. Definition of **Preventive Health Services**. Retrieved from https://www.healthcare.gov/glossary/preventive-services/

Health Resources and Services Administration. Definition of **Family**. Retrieved from

https://www.hrsa.gov/get-health-care/affordable/hill-burton/family#:~:text=Family%3A%20A%20family%20is%20a,as%20members%20of%20one%20family.

Health Direct. Definition of **Dopamine**. Retrieved from https://www.healthdirect.gov.au/dopamine

IGI-Global.com. Dictionary. Definition of **Mutual Support**. Retrieved from https-//www.igi-global.com/dictionary/which-matters-more/53267

Indeed.com. Definition of **Personal Goals**. Retrieved from https://www.indeed.com/career-advice/career-development/list-of-goals-set-for-yourself#:~:text=Personal%20goals%20are%20short-%20or,what%20you%20want%20in%20life

Lexico.com Oxford University Press. Definition of **Communication**. Retrieved from https://www.lexico.com/en/definition/communication

Lexico.com Oxford University Press. Definition of **Dynamic**. Retrieved from https-//www.lexico.com/en/definition/dynamic

Lexico.com Oxford University Press. Definition of **Esteem**. Retrieved from https-//www.lexico.com/en/definition/esteem

Lexico.com Oxford University Press. Definition of **Empowerment**. Retrieved from https://www.lexico.com/en/definition/empowerment

Lexico.com Oxford University Press. Definition of **Validation**. Retrieved from https-//www.lexico.com/en/definition/validate

Lexico.com Oxford University Press. Definition of **Values**. Retrieved from https-//www.lexico.com/en/definition/value

Lexico.com Oxford University Press. Definition of **Tone**. Retrieved from https-//www.lexico.com/en/definition/tone

Lexico.com Oxford University Press. Definition of **Impaired**. Retrieved from https-//www.lexico.com/en/definition/impaired

Lexico.com Oxford University Press. Definition of **Implicit**. Retrieved from https-//www.lexico.com/en/definition/implicit

Lexico.com Oxford University Press. Definition of **Individuality**. Retrieved from https-//www.lexico.com/en/definition/individuality

Lexico.com Oxford University Press. Definition of **Hygiene**. Retrieved from https-//www.lexico.com/en/definition/hygiene

Lexico.com Oxford University Press. Definition of **Perpetuate**. Retrieved from https-//www.lexico.com/en/definition/perpetuate

Lexico.com Oxford University Press. Definition of **Physiological**. Retrieved from https-//www.lexico.com/en/definition/physiological

Lexico.com Oxford University Press. Definition of **Perspiration**. Retrieved from https-//www.lexico.com/en/definition/perspiration

Lexico.com Oxford University Press. Definition of **Respect**. Retrieved from https-//www.lexico.com/en/definition/respect

Lexico.com Oxford University Press. Definition of **Responsibility**. Retrieved from https-//www.lexico.com/en/definition/responsibility

Lexico.com Oxford University Press. Definition of **Harassment**. Retrieved from https-//www.lexico.com/en/definition/harassment

Lexico.com Oxford University Press. Definition of **Influence**. Retrieved from https-//www.lexico.com/en/definition/influence

MacMillan Dictionary. Definition of **Sanitize**. Retrieved from https://www.macmillandictionary.com/us/dictionary/american/sanitize

McLeod, S. A. (2020, March 20). ***Maslow's hierarchy of needs***. Simply Psychology. https://www.simplypsychology.org/maslow.html

Merriam-Webster.com. Definition of **Ally**. Retrieved from https-//www.merriam-webster.com/dictionary/ally

Merriam-Webster.com. Definition of **Attain**. Retrieved from https://www.merriam-webster.com/dictionary/attain

Merriam-Webster.com. Definition of **Change**. Retrieved from https-//www.merriam-webster.com/dictionary/change

Merriam-Webster.com. Definition of **Customs**. Retrieved from https-//www.merriam-webster.com/dictionary/customs

Merriam-Webster.com. Definition of **Decision/Decide**. Retrieved from https-//www.merriam-webster.com/dictionary/decision

https-//www.merriam-webster.com/dictionary/decide

Merriam-Webster.com. Definition of **Depersonalizing**. Retrieved from https-//www.merriam-webster.com/dictionary/depersonalizing

Merriam-Webster.com. Definition of **Dignity**. Retrieved from https-//www.merriam-webster.com/dictionary/dignity#examples

Merriam-Webster.com. Definition of **Evaluate**. Retrieved from https-//www.merriam-webster.com/dictionary/evaluate

Merriam-Webster.com. Definition of **Explicit**. Retrieved from https-//www.merriam-webster.com/dictionary/explicit

Merriam-Webster.com. Definition of **Introspection**. Retrieved from https://www.merriam-webster.com/dictionary/introspection

Merriam-Webster.com. Definition of **Irritate**. Retrieved from https://www.merriam-webster.com/dictionary/irritate

Merriam-Webster.com. Definition of **Minority**. Retrieved from https://www.merriam-webster.com/dictionary/minority

Merriam-Webster.com. Definition of **Personal Space**. Retrieved from https://www.merriam-webster.com/dictionary/personal%20space

Merriam-Webster.com. Definition of **Siblings**. Retrieved from https://www.merriam-webster.com/dictionary/sibling

Merriam-Webster.com. Definition of **Tact**. Retrieved from https-//www.merriam-webster.com/dictionary/tact

National Cancer Institute. Definition of **Apocrine Gland**. Retrieved from https://www.cancer.gov/publications/dictionaries/cancer-terms/def/apocrine-gland

National Cancer Institute. Definition of **CDC**. Retrieved from https://www.cancer.gov/publications/dictionaries/cancer-terms/def/cdc

National Cancer Institute. Definition of **FDA**. Retrieved from https://www.cancer.gov/publications/dictionaries/cancer-terms/def/fda

National Cancer Institute. Definition of **Infection**. Retrieved from https://www.cancer.gov/publications/dictionaries/cancer-terms/def/infection

National Cancer Institute. Definition of **Nicotine**. Retrieved from https://www.cancer.gov/publications/dictionaries/cancer-terms/def/nicotine

National Cancer Institute. Definition of **Surgeon General**. Retrieved from https://www.cancer.gov/publications/dictionaries/cancer-terms/def/surgeon-general

National Institute of Diabetes and Digestive and Kidney Diseases. **Type II Diabetes**. https://www.niddk.nih.gov/health-information/diabetes/overview/what-is-diabetes/type-2-diabetes

National Library of Medicine. Definition of **Acetaldehyde**. Retrieved from https://pubchem.ncbi.nlm.nih.gov/compound/Acetaldehyde

National Library of Medicine. Definition of **Anorexia Nervosa**. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK459148/

National Library of Medicine. Definition of **Bulimia**. Retrieved from https://medlineplus.gov/ency/article/000341.htm

National Library of Medicine. Association of **Chromium** and E-cigarettes. Retrieved from https://pubmed.ncbi.nlm.nih.gov/28837903/

National Library of Medicine. Definition of **Conflict Management**. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK470432/

National Literacy Trust. Definition of **Literacy**. Retrieved from https://literacytrust.org.uk/information/what-is-literacy/

Positive Psychology.com. What is **Self-Actualization**? A Psychologist's Definition [+Examples]. Retrieved from https-//positivepsychology.com/self-actualization/

Royal Childrens Hospital Melbourne. Definition of **Ultraviolet Rays**. Retrieved from https://www.rch.org.au/kidsinfo/fact_sheets/Safety_Sun_protection/

Shelter for Help in Emergency. Definition of **Cycle of Violence**. Retrieved from https://www.shelterforhelpinemergency.org/get-help/cycle-violence

Staying Safe Deschutes County: High School Lunch with **Refusal Skills** https://www.youtube.com/watch?v=nMked5EqeXc

TechTarget. Definition of **URL**. Retrieved from https://www.techtarget.com/searchnetworking/definition/URL

United States Institute of Peace. What is **Active Listening**? Retrieved from https-//www.usip.org/public-education/educators/what-active-listening

University of California, Berkley. Definition of **Personal Boundaries**. Retrieved from https://uhs.berkeley.edu/sites/default/files/relationships_personal_boundaries.pdf

Very Well Mind. Definition of **Toxic Relationship**. Retrieved from

https://www.verywellmind.com/toxic-relationships-4174665

Vikaspedia. Definition of **Cyber Harassment**. Retrieved from https://vikaspedia.in/education/digital-litercy/information-security/being-safe-online-1/cyber-harassment

Vocabulary.com. Definition of **Need**. Retrieved from https://www.vocabulary.com/dictionary/need

Vocabulary.com. Definition of **Process**. Retrieved from https://www.vocabulary.com/dictionary/process

Vocabulary.com. Definition of **Trust**. Retrieved from https://www.vocabulary.com/dictionary/trust

WebMD. Definition of **Popcorn Lung**. Retrieved from https://www.webmd.com/lung/popcorn-lung

Wikipedia. Definition of **I-Message**. Retrieved from https://en.wikipedia.org/wiki/I-message

Wikipedia. Definition of **Gender Roles**. Retrieved from https://en.wikipedia.org/wiki/Gender_role

World Health Organization. Definition of **Cancer**. Retrieved from https://www.who.int/health-topics/cancer#tab=tab_1

World Health Organization. Definition of **Obesity**. Retrieved from https://www.who.int/health-topics/obesity#tab=tab_1

World Health Organization. Definition of **Physical Activity**. Retrieved from https://www.who.int/health-topics/physical-activity#tab=tab_1

YouTube. What Causes Body Odor. Connection to **Sulfur**. Retrieved from https://www.youtube.com/watch?v=g96z1P3z5yU

Acknowledgements

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

2020

Heidi Aranda
Vanessa Aguayo
Mark Bejarano
Leigh Burkey
Dominique Calza
Maria Federico Brummer
Franzee Franzblau
Norma Gonzalez
Tammy Hille
Flori Huitt
Lorenzo Lopez
Kim Lurie
Michelle Merrick
Susan Osiago
Junko Sakoi