

High School Health Education

1. Making Healthy Decisions
 - a. National Health Education Standards Introduction
 - i. Students will identify and give examples of the National Health Education Standards (Standard 1 Core Concepts)
 - b. National Health Education Standards Cont.
 - i. Students will demonstrate knowledge of different curriculum examples of the National Health Education Standards (Standard 1 Core Concepts)
 - c. What is Health / Aspects of Health
 - i. Students will define the difference between life expectancy and quality of life (Standard 1 Core Concepts).
 - ii. Students will name the different aspects of health (Standard 1 Core Concepts)
 - iii. Students will analyze influences effecting both life expectancy and quality of life (Standard 2 Analyzing Influences).
 - d. YRBS Wisconsin
 - i. Students will list common health risks of high school students through examining YRBS results for the state of Wisconsin (Standard 3 Accessing Information).
 - ii. Students will analyze influences relating to health risks for high school students in the state of Wisconsin (Standard 2 Analyzing Influences).
 - e. YRBS at OF and DECIDE Introduction
 - i. Students will list common health risks of high school students through examining YRBS results for Osseo-Fairchild (Standard 3 Accessing Information).
 - ii. Students will analyze influences relating to health risks for high school students at Osseo-Fairchild (Standard 2 Analyzing Influences).
 - iii. Students will demonstrate decision making strategies when faced with a tough decision (Standard 5 Decision Making)
 - f. DECIDE Process Discussion and Practice
 - i. Students will identify and define DECIDE as a decision making strategy (Standard 1 Core Concepts)
 - ii. Students will demonstrate decision making strategies when faced with a tough decision (Standard 5 Decision Making)
 - iii. Students will set a goal to follow personal values when making a decision (Standard 6 Goal Setting)
 - g. DECIDE Presentation and DECIDE Video
 - i. Students will identify and define DECIDE as a decision making strategy (Standard 1 Core Concepts)
 - ii. Students will demonstrate decision making strategies when faced with a tough decision (Standard 5 Decision Making)

- iii. Students will set a goal to follow personal values when making a decision (Standard 6 Goal Setting)
- h. Consumer Health
 - i. Students will identify common advertising techniques (Standard 1 Core Concepts, Standard 2 Analyzing Influences)
 - ii. Students will list factors to consider before buying a product (Standard 2 Analyzing Influences)
 - iii. Students will list typical places to get reliable information about health products (Standard 3 Accessing Information)
- i. Fraud and Quackery
 - i. Students will identify the difference between fraud and quackery (Standard 1 Core Concepts)
 - ii. Students will list common examples that indicate fraud / quackery (Standard 7 Self Management)
- 2. Personality, Self Esteem and Emotions
 - a. Personality
 - i. Students will state the role of a psychologist and psychiatrist regarding health behaviors (Standard 1 Core Concepts)
 - ii. Students will relate personality traits with health related decisions (Standard 1 Core Concepts)
 - iii. Students will self-assess personality traits both positive and negative in relationship to risk and protective factors of health behaviors (Standard 7 Self Management)
 - b. Stages of Personality Development
 - i. Students will list the five central personality traits and relate how these traits can hurt or help health related behaviors (Standard 1 Core Concepts)
 - ii. Students will identify factors that influence personality development (Standard 2 Analyzing Influences)
 - iii. Students will name skills built in regards to each stage of personality development (Standard 1 Core Concepts)
 - c. Self Esteem
 - i. Students will state the connection between high self esteem and positive health behavior s(Standard 1 Core Concepts)
 - ii. Students will identify things that can be done to influence self esteem (Standard 7 Self Management)
 - d. Personality Test - Jung Typology Tests
 - i. Students will self-assess personality traits both positive and negative in relationship to risk and protective factors of health behaviors (Standard 7 Self Management)
 - e. Emotions
 - i. Students will recognize emotions and handle them appropriately (Standard 4 Interpersonal Communication).

- ii. Students will understand and identify common defense mechanisms (Standard 1 Core Concepts, Standard 7 Self Management)
- f. Pursuit of Happiness (3 Days)
 - i. Students will comprehend concepts related to health promotion and disease prevention by analyzing characteristics of a mentally and emotionally healthy person, analyze the interrelationship of physical, mental, emotional, social and spiritual health, summarize characteristics of someone who has self-respect, analyze models of healthy relationships (Standard 1 Core Concepts, Standard 7 Self Management)
 - ii. Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health through explanation of how socioeconomic influences effect mental and emotional health and analyze how personal values and feelings influence choices (Standard 2 Analyzing Influences)
 - iii. Students will demonstrate the ability to use decision-making skills to promote mental and emotional health and analyze how mental and emotional health affects decision-making (Standard 5 Decision Making)
 - iv. Students will be able to demonstrate the ability to set personal goals to improve mental and emotional health, take steps to achieve these goals and monitor their progress in achieving them by demonstrating the ability to set goals for the future, and monitoring progress on attaining goals to be successful in the future (Standard 6 Goal Setting, Standard 7 Self Management)
- g. Maslow's Hierarchy of Needs
 - i. Students will identify the steps of Maslow's Hierarchy of Needs (Standard 1 Core Concepts)
 - ii. Students will analyze influences of people who achieve self actualization and also challenges of those who don't (Standard 2 Analyzing Influences)

3. Stress

- a. Stress Lecture
 - i. Students will describe what causes a person to experience stress (Standard 1 Core Concepts)
 - ii. Students will identify four general types of stressors (Standard 1 Core Concepts)
 - iii. Students will list in order the three stages of the body's response to stress (Standard 1 Core Concepts)
 - iv. Students will identify four types of early warning signs for stress (Standard 1 Core Concepts)
 - v. Students will describe the relationship between stress and illness (Standard 1 Core Concepts)
 - vi. Students will explain how individuals can have different responses to the same stressor (Standard 1 Core Concepts)

- vii. Students will describe two ways that personality effects stress (Standard 1 Core Concepts)
 - viii. Students will identify the key factor in resilience (Standard 1 Core Concepts)
 - ix. Students will develop a plan to manage time efficiently (Standard 7 Self Management)
 - x. Students will explain why building resilience is important (Standard 1 Core Concepts)
 - xi. Students will describe the value of seeking support from others when you are under stress (Standard 4 Interpersonal Communication)
 - b. Stress Biodots
 - i. Students will identify personal stressors (Standard 2 Analyzing Influences)
 - ii. Students will use stress relief activities during times of stress during the school day (Standard 7 Self Management)
 - c. Stress Relief Techniques (2 Days)
 - i. Students will identify ways to control stress, reduce tension, and change the way you think about stressors (Standard 7 Self Management)
4. Mental Disorders and Suicide
- a. Anxiety, Phobias and OCD
 - i. Students will explain how mental disorders are recognized (Standard 1 Core Concepts)
 - ii. Students will identify four main causes of mental disorders (Standard 1 Core Concepts)
 - iii. Describe five types of anxiety disorders and four other types of mental disorders (Standard 1 Core Concepts)
 - b. PTSD, Impulse Control Disorders, Anorexia
 - i. Students will identify health risks associated with anorexia (Standard 1 Core Concepts)
 - c. Bulimia, BED, EDNOS
 - i. Explain the relationship between bulimia and dieting (Standard 1 Core Concepts)
 - ii. List the main health risks of binge eating disorder(Standard 1 Core Concepts)
 - d. Depression, Suicide and Self Harm
 - i. Explain why it is important to identify and treat clinical depression (Standard 1 Core Concepts)
 - ii. Students will identify at least 3 reliable sources to go to if they are worried about someone with depression or suicide symptoms (Standard 3 Accessing Information)
 - iii. Students will describe one major risk factor for suicide (Standard 1 Core Concepts)
 - iv. Students will develop a plan for dealing with setbacks (Standard 1 Core Concepts)

- v. Students will list reasons that might prevent a person from seeking help for a mental disorder (Standard 2 Analyzing Influences)
 - vi. Students will describe some general types of treatment for mental disorders (Standard 3 Accessing Information)
- e. More Than Sad
 - i. Explain why it is important to identify and treat clinical depression (Standard 1 Core Concepts)
 - ii. Students will identify at least 3 reliable sources to go to if they are worried about someone with depression or suicide symptoms (Standard 3 Accessing Information)
 - iii. Students will describe one major risk factor for suicide (Standard 1 Core Concepts)
 - iv. Students will develop a plan for dealing with setbacks (Standard 1 Core Concepts)
 - v. Students will list reasons that might prevent a person from seeking help for a mental disorder (Standard 2 Analyzing Influences)
 - vi. Students will describe some general types of treatment for mental disorders (Standard 3 Accessing Information)
 - vii. Students will identify four types of mental health professionals.
- 5. Preventing Violence
 - a. Violence in Schools
 - i. Students will Identify five risk factors for violence (Standard 2 Analyzing Influences)
 - ii. Students will explain the relationship between harassment and the use of weapons at school (Standard 1 Core Concepts)
 - iii. Students will describe all of the costs related to violence (Standard 1 Core Concepts)
 - b. Sexual Harassment and Hazing
 - i. Students will describe effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools (Standard 5 Goal Setting)
 - ii. Students will explain how anger and a desire for revenge can lead to fights (Standard 1 Core Concepts)
 - iii. Students will describe the role that friend and bystanders play in fights (Standard 7 Self Management)
 - c. My Kid Would Never
 - i. Students will develop the ability to use mediation to help resolve a conflict peacefully (Standard 7 Self Management)
 - d. Fighting and Dating Violence
 - i. Students will explain the relationship between a need for control and violence (Standard 1 Core Concepts)
 - ii. Students will urge a friend in an abusive relationship to get help (Standard 8 Advocacy)

6. Drug Abuse

a. Drug Abuse Vocabulary

- i. Students will define drug abuse and distinguish it from both appropriate use and misuse (Standard 1 Core Concepts)

b. Drug Abuse Project (4 Days) Researching Drugs; Cocaine, PCP, LSD, Methamphetamine, Inhalants, Marijuana, Club Drugs, Heroin and Prescription Drugs)

- i. Students will summarize the risks of drug abuse (Standard 1 Core Concepts)
- ii. Students will evaluate how friends, family and personal factors can influence an individual's decisions about drugs (Standard 2 Analyzing Influences)
- iii. Students will demonstrate advocacy by showing how to intervene to help a friend deal with drug abuse (Standard 8 Advocacy)
- iv. Students will compare the effects of depressants, stimulants and hallucinogens on the body (Standard 1 Core Concepts)
- v. Students will describe the effects of marijuana (Standard 1 Core Concepts)
- vi. Students will name three classes of drugs of increasing concern in recent years (Standard 1 Core Concepts)
- vii. Students will identify three treatment options for people who abuse drugs (Standard 3 Accessing Information)
- viii. Students will demonstrate three steps you can take to stay drug free (Standard 7 Self Management)

7. Alcohol and Tobacco

a. Alcohol and Tobacco Vocabulary

b. Alcohol Lecture

- i. Students will describe how alcohol acts as a depressant to the body (Standard 1 Core Concepts)
- ii. Students will identify three major factors that influence underage drinking (Standard 2 Analyzing Influences)
- iii. Students will communicate 'no' in a way that tells others you mean it (Standard 4 Interpersonal Communication)
- iv. Students will summarize the effects of intoxication on the body systems (Standard 1 Core Concepts)
- v. Students will list four factors that affect blood alcohol concentration (Standard 1 Core Concepts)

- vi. Students will identify three ways that intoxication may lead to death (Standard 1 Core Concepts)
- vii. Students will identify five serious physical effects of long-term alcohol abuse (Standard 1 Core Concepts)
- viii. Students will describe the three stages of alcoholism (Standard 1 Core Concepts)
- ix. Students will list in order three steps taken during recovery from alcoholism (Standard 1 Core Concepts)
- x. Students will evaluate how refusal skills help you stick to your decision not to drink (Standard 4 Interpersonal Communication, Standard 5 Decision Making, Standard 6 Goal Setting)
- xi. Students will identify two benefits of avoiding situations where alcohol is present (Standard 6 Goal Setting)

c. Tobacco Lecture

- i. Students will communicate 'no' in a way that tells others you mean it (Standard 4 Interpersonal Communication)
- ii. Students will identify three factors that influence teens decisions about tobacco use (Standard 2 Analyzing Influences)
- iii. Students will describe the various forms of tobacco products (Standard 1 Core Concepts)
- iv. Students will develop skills to analyze advertisement messages (Standard 2 Analyzing Influences)
- v. Students will explain how nicotine affects the body (Standard 1 Core Concepts)
- vi. Students will identify two other dangerous substances (other than nicotine) in tobacco smoke (Standard 1 Core Concepts)
- vii. Students will examine why using smokeless tobacco is not a safe alternative to smoking (Standard 1 Core Concepts)
- viii. Students will describe the long-term risks of tobacco use (Standard 1 Core Concepts)
- ix. Students will identify the long-term risks of second hand smoke (Standard 1 Core Concepts)
- x. Students will describe the benefits of quitting tobacco use (Standard 5 Decision Making and Standard 6 Goal Setting)
- xi. Students will identify the most important factor for successfully quitting tobacco (Standard 7 Self Management)

d. Alcohol and Tobacco Displays

- i. Students will examine how smoking by a pregnant woman can affect her baby (Standard 1 Core Concepts)
- ii. Students will examine how refusal skills will help you stick with your decision not to use tobacco (Standard 4 Interpersonal Communication, Standard 5 Decision Making)
- iii. Students will identify two other dangerous substances (other than nicotine) in tobacco smoke (Standard 1 Core Concepts)
- iv. Students will examine why using smokeless tobacco is not a safe alternative to smoking (Standard 1 Core Concepts)
- v. Students will describe how alcohol acts as a depressant to the body (Standard 1 Core Concepts)
- vi. Students will identify three major factors that influence underage drinking (Standard 2 Analyzing Influences)

8. Fitness and Nutrition

a. Lifelong Fitness

- i. Students will examine some of the physical, psychological, and social benefits of physical activity (Standard 1 Core Concepts)
- ii. Students will examine how vegetarians and people with food sensitivities and athletes can meet nutritional needs (Standard 1 Core Concepts)
- iii. Students will define the five components of fitness (Standard 1 Core Concepts)
- iv. Students will describe the five types of physical activity (Standard 1 Core Concepts)

b. Lifelong Fitness 2

- i. Students will examine how heredity, activity level, and body composition influence a person's weight (Standard 1 Core Concepts)
- ii. Students will calculate the body mass index (Standard 7 Self Management)
- iii. Students will identify health problems associated with being overweight and underweight (Standard 1 Core Concepts)
- iv. Students summarize strategies for losing or gaining weight (Standard 1 Core Concepts)

c. Lifelong Fitness 3

- i. Students will demonstrate healthful behaviors by assessing levels of flexibility, muscular strength and muscular endurance (Standard 7 Self Management)

- ii. Students will describe the three phases of exercise (Standard 1 Core Concepts)
 - iii. Students will list safety considerations to physical activity (Standard 1 Core Concepts)
 - iv. Students will evaluate the risks of using substances to enhance performance (Standard 1 Core Concepts)
 - v. Students will identify ways to avoid overtraining and prevent sports-related injuries (Standard 1 Core Concepts)
- d. FITT Practice
 - i. Students will develop a plan for achieving lifelong fitness (Standard 6 Goal Setting)
- e. Calories Metabolism and Diet
 - i. Students will explain how the body obtains energy from foods (Standard 1 Core Concepts)
 - ii. Summarize the main reasons that you eat (Standard 2 Analyzing Influences)
- f. Food Groups
 - i. Students will summarize the recommendations in the myplate plan (Standard 1 Core Concepts)
- g. Portion Size
 - i. Students will identify healthy portion sizes (Standard 1 Core Concepts)
- h. Nutrition Video
 - i. Students will summarize the recommendations in the myplate plan (Standard 1 Core Concepts)
- i. Meal Planning
 - i. Students will implement a plan for replacing an unwanted habit with a new positive behavior (Standard 7 Self Management)
 - ii. Students will explain how the Dietary Guidelines for Americans can help you plan a healthy diet (Standard 3 Accessing Information)
 - iii. Students will summarize the recommendations in the myplate plan (Standard 1 Core Concepts)
- j. Non Energy Supplying Nutrients
 - i. Students will identify the two main classes of vitamins (Standard 1 Core Concepts)
 - ii. Students will list 4 common minerals and explain why your body needs them (Standard 1 Core Concepts)
 - iii. Students will explain why water is so important to your body (Standard 1 Core Concepts)
- k. Energy Supplying Nutrients

- i. Students will name the three classes of nutrients that supply your body with energy (Standard 1 Core Concepts)
- ii. Students will describe the roles that carbohydrates, fats and proteins play in your body (Standard 1 Core Concepts)

I. Sparkteens

- i. Students will implement a plan for replacing an unwanted habit with a new positive behavior (Standard 7 Self Management)
- ii. Students will explain how the Dietary Guidelines for Americans can help you plan a healthy diet (Standard 3 Accessing Information)
- iii. Students will analyze the information contained on food labels (Standard 3 Accessing Information)
- iv. Students will evaluate the information contained on a food label (Standard 3 Accessing Information)

9. Sex Education

a. Reproductive Anatomy

- i. Students will summarize the basic male and female reproductive body parts and their function (Standard 1 Core Concepts)
- ii. Students will explain important health screenings, immunizations, and checkups including screenings and examinations that are necessary to maintain reproductive health such as testicular self-examinations and pap smears (Standard 1 Core Concepts)
- iii. Students will summarize the relationship between the menstrual cycle and conception (Standard 1 Core Concepts)
- iv. Students will examine internal influences such as hormones, emotions, interest and curiosity of sexual feelings and behaviors (Standard 2 Analyzing Influences)
- v. Students will demonstrate the ability to access a trusted adult such as a parent teacher or health care provider, who can provide accurate information about sexual health and responsible sexual behavior, including sexual risks (Standard 3 Accessing Information)
- vi. Students will demonstrate the ability to access accurate and reliable information about sexual health (Standard 3 Accessing Information)
- vii. Students will acknowledge personal responsibility for sexual and reproductive health

b. Conception and Pregnancy

- i. Students will describe signs of pregnancy (Standard 1 Core Concepts)
- ii. Students will describe prenatal practices that can contribute to or threaten a healthy pregnancy (Standard 1 Core Concepts)
- iii. Students will summarize the relationship between the menstrual cycle and conception (Standard 1 Core Concepts)

- iv. Students will analyze the responsibilities of parenthood (Standard 1 Core Concepts)
 - v. Students will explain the effect of alcohol and other drug use during pregnancy (Standard 1 Core Concepts)
 - vi. Students will access medically accurate information about pregnancy and pregnancy options (Standard 3 Accessing Information)
 - vii. Students will access medically accurate information about prenatal care services (Standard 3 Accessing Information)
 - viii. Students will predict short and long term consequences of pregnancy (Standard 5 Decision Making)
 - ix. Students will analyze the possible consequences of pregnancy and the emotional social and physical benefits for delaying sexual behavior (Standard 5 Decision Making)
 - x. Students will summarize how pregnancy can affect achieving long-term goals (Standard 6 Goal Setting)
 - xi. Students will demonstrate ways to communicate the benefits of protecting oneself from pregnancy (Standard 8 Advocacy)
- c. Sexually Transmitted Infections
- i. Students will summarize how HIV and common STDs are transmitted (Standard 1 Core Concepts)
 - ii. Students will summarize the signs and symptoms of HIV and other common STDs (Standard 1 Core Concepts)
 - iii. Students will summarize the problems associated with asymptomatic STDs (Standard 1 Core Concepts)
 - iv. Students will summarize the short and long-term consequences of HIV and common STDs (Standard 1 Core Concepts)
 - v. Students will summarize which STDs can be cured and which can be treated (Standard 1 Core Concepts)
 - vi. Students will explain the basic side effects and costs of treatment for STDs (Standard 1 Core Concepts)
 - vii. Students will analyze why stereotypes exist about people with infectious diseases such as HIV infection (Standard 2 Analyzing Influences)
 - viii. Students will evaluate accuracy of sources on information on sexual health (Standard 3 Accessing Information)
 - ix. Students will analyze the benefits of reducing the risk of HIV infection or other STD infection (Standard 5 Decision Making)
 - x. Students will describe the steps for seeking HIV and STD counselling and testing (Standard 5 Decision Making)
 - xi. Students will demonstrate how to communicate the importance of HIV and STD testing and counselling to others who are sexually active (Standard 8 Advocacy)

- xii. Students will support the decisions of others who are sexually active or experiences to seek HIV and STD testing and counselling services (Standard 8 Advocacy)

d. Contraceptives

- i. Students will justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV and other STDs and pregnancy (Standard 1 Core Concepts)
- ii. Students will describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors (Standard 1 Core Concepts)
- iii. Students will analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV and other STD infections including HPV (Standard 1 Core Concepts)
- iv. Students will describe the increased risks associated with having multiple sexual partners including serial monogamy (Standard 1 Core Concepts)
- v. Students will explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy and infection of HIV and most STDs (Standard 1 Core Concepts)
- vi. Students will explain the importance of contraceptive counseling and services if sexually active (Standard 1 Core Concepts)
- vii. Students will demonstrate the ability to access a trusted adult such as a parent, teacher, or health care provider who can provide accurate information about sexual health and responsible sexual behavior including sexual risks (Standard 3 Accessing Information)
- viii. Students will demonstrate the ability to access accurate and reliable information about sexual health (Standard 3 Accessing Information)
- ix. Students will demonstrate the communication skills necessary to reduce sexual risks, if sexually active, such as effectively negotiating consistent protection (Standard 4 Interpersonal Communication)
- x. Students will analyze the benefits of reducing the risks of HIV infection and other STD infection (Standard 4 Interpersonal Communication)
- xi. Students will analyze the options for reducing the risk of STD infection (Standard 4 Interpersonal Communication)
- xii. Students will acknowledge responsibility for sexual health and reproductive health (Standard 7 Self Management)
- xiii. Students will acknowledge personal responsibility for sexual abstinence (Standard 7 Self Management)
- xiv. Students will explain the skill steps for correctly and consistently using a condom (Standard 7 Self Management)
- xv. Students will explain the skill steps correctly and consistently using contraceptives (Standard 7 Self Management)

- xvi. Students will demonstrate ways to encourage friend to remain sexually abstinent or return to abstinence if sexually active (Standard 8 Advocacy)
- xvii. Students will demonstrate ways to encourage friends who are sexually active to use condoms consistently and correctly to reduce risks for pregnancy, HIV and other STD infections (Standard 8 Advocacy)

e. Personal Sexuality and Choices

- i. Students will summarize healthy ways to express affection, love, friendship and concern (Standard 1 Core Concepts)
- ii. Students will summarize appropriate ways to express needs, wants, and feelings (Standard 1 Core Concepts)
- iii. Students will explain how to build and maintain healthy family and peer relationships (Standard 1 Core Concepts)
- iv. Student will summarize the qualities of healthy dating relationship (Standard 1 Core Concepts)
- v. Students will summarize the emotional effects of breaking up a dating relationship (Standard 1 Core Concepts)
- vi. Students will evaluate strategies for dealing with difficult relationships with boyfriend and girlfriend (Standard 1 Core Concepts)
- vii. Students will analyze how power and control differences in relationship and can contribute to aggression and violence (Standard 1 Core Concepts)
- viii. Students will analyze situations that could lead to being pressured to have sex (Standard 1 Core Concepts)
- ix. Students will analyze techniques that are used to coerce or pressure someone to have sex (Standard 1 Core Concepts)
- x. Students will acknowledge an individual's right and responsibility to refuse unwanted sexual contact (Standard 1 Core Concepts)
- xi. Students will acknowledge an individual's responsibility to verify that all sexual contact is consensual (Standard 1 Core Concepts)
- xii. Students will summarize why7 individuals have the right to refuse sexual contact (Standard 1 Core Concepts)
- xiii. Students will acknowledge it is wrong to tr5ick, threaten, or coerce another person into having sex (Standard 1 Core Concepts)
- xiv. Students will analyze the relationship between using alcohol and other drugs and sexual risk behaviors (Standard 1 Core Concepts)
- xv. Students will summarize the importance of setting personal limits to avoid risky sexual behavior (Standard 1 Core Concepts)
- xvi. Students will analyze the factors that contribute and protect to engaging in and against engaging in sexual activity (Standard 1 Core Concepts)
- xvii. Students will summarize external influences such as parents, the media, culture, peers and society on sexual decision making (Standard 2 Analyzing Influences)

- xviii. Students will evaluate the influence of alcohol and other drugs on sexual behavior making (Standard 2 Analyzing Influences)
- xix. Students will analyze the influence of the internet on sexual decision making (Standard 2 Analyzing Influences)
- xx. Students will demonstrate effective communication skills to express feelings and personal values (Standard 4 Interpersonal Communication)
- xxi. Students will demonstrate verbal and non-verbal ways to refuse pressure to engage in sexual risk behavior (Standard 4 Interpersonal Communication)
- xxii. Students will demonstrate verbal and non-verbal ways to ask for help from a parent or other trusted adult or friend when pressured to partake in sexual activity (Standard 4 Interpersonal Communication)
- xxiii. Students will analyze the benefits of delaying romantic involvement (Standard 5 Decision Making)
- xxiv. Students will demonstrate the ability to use self-control (Standard 7 Goal Setting)
- xxv. Students will plan strategies for remaining sexually abstinent (Standard 7 Goal Setting)
- xxvi. Students will plan strategies for avoiding sexual exploitation on the internet (Standard 7 Goal Setting)
- xxvii. Students will analyze behavior that may be perceived as sexually coercive (Standard 2 Analyzing Influences)