

S B

80

Senate Health, Education and Social Services Committee

Legislation Checklist

Bill number: SB 8  
Sponsor: Kerttula  
Date referred to committee:  
Synopsis completed: 1/10/84  
Fiscal note:  
Further referrals:

CONTACTS:

✓ STEVE HOLE, DOE 2800  
BARBARA MIKLAUS, Council ~~586-3650~~ 4756  
✓ Kerttula 4967  
Bob Manners, TEA 586-3090  
Emma Walton, AK Assoc. for Supervision and Curriculum Development 269-2274  
Mike Price, DASS - 3030 (3170)  
Bob Green, AK School Bds 586-1083

Danny - call  
Norma Lang

---

2/19/85 - Kerttula wants the word  
"abduction" added.

fiscal note - teacher training - specialized  
per region - one person to pull  
all this together.  
- Contracting and work w/ DOE  
meeting days -  
A. Kivi elements - Apr

# COMMITTEE REPORT SENATE

FURTHER: FINANCE

2/1/85

Date 3 26 85

Mr. President

The Committee on HESS considered SB 8  
relating to personal safety curriculum in public schools.

and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SB 8
- new title
- same title and recommends Pass
- and attached a "LETTER OF INTENT"  NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

Edna M. [Signature]  
\_\_\_\_\_  
[Signature]  
\_\_\_\_\_  
Alexis Stangalinski  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MEMBERS HAVING  
OTHER RECOMMENDATIONS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Signature]  
Chairman

[Signature]  
Chairman recommendation

DEPARTMENT OF PUBLIC SAFETY

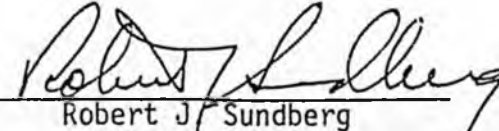
POSITION PAPER

SB 8

The Council on Domestic Violence and Sexual Assault supports SB 8, "An Act relating to a personal safety curriculum in public schools." The Council believes it is important to teach children that they have a right to protection from sexual assault and domestic violence. Since the Council and its funded programs have already developed personal safety curricula, the Council is supportive of participating in the development of a statewide model.

In developing the guidelines, it is important that attention be placed on the existing sexual assault/domestic violence curricula as developed by the Council on Domestic Violence and Sexual Assault, Standing Together Against Rape in Anchorage, the Youth Network in Juneau. In FY 83, the Council contracted with Men, Inc. to develop a teacher's guide for child sexual assault. A manual and video tapes were developed and one copy of the manual was sent to each school district in the State. The Council does not have funds to reproduce or disseminate the materials in sufficient quantities to meet requests. Also, Standing Together Against Rape in Anchorage has developed a sexual assault curriculum which has been implemented in the Anchorage school district; and the Youth Network in Juneau, which includes the Aiding Women from Abuse and Rape Emergencies and MEN, Inc., both Council funded programs, has developed a comprehensive behavioral health curriculum that includes domestic violence and sexual assault components. The Youth Network's curriculum has been accepted and used in the Juneau school district. Also, since the topics are so sensitive, child sexual assault and domestic violence information must be presented in a sensitive manner by trained personnel.

The Council's involvement in this process will not require additional resources.

  
Robert J. Sundberg  
Commissioner  
Department of Public Safety

RECEIVED

POSITION PAPER

SENATE BILL NO. 8

For an act entitled: "An act relating to a personal safety curriculum in public school."

This bill as written would add to section 14.30.360 of the Alaska statute a recommendation that each school district include personal safety and the identification of child abuse and domestic violence in school curriculum for grades K through 12. The bill would also require the Department of Education to coordinate with the Council on Domestic Violence and Sexual Assault in reviewing existing curricula and developing new curricula in personal safety.

A child's knowledge of how to attain personal safety coupled with other public awareness and prevention efforts will assist in breaking the destructive cycle of abuse in successive generations. As noted in the American Humane Association report, "Trends in Child Abuse and Neglect: A National Perspective" (1984), more children die of neglect than of child physical abuse or child sexual abuse. Furthermore as reflected on the attached chart, "Reports of Child Abuse and Neglect in Alaska", reports of neglect represent the largest category of reports of harm in the state. As a result, it is suggested that neglect be included in the personal safety program.

The Department of Education has statutory responsibility for establishing by regulation a minimum course of study for public schools and to establish criteria for accreditation for schools which meet those standards. The Department of Education in executing its professional responsibility to ensure quality programming, coordinates with various other professionals and agencies outside the Department when preparing curricula standards. The Department of Health and Social Services is legally mandated to provide intervention and treatment services to child victims of neglect, physical and sexual abuse and has expertise which would be valuable in developing a personal safety curriculum. The Council on Domestic Violence has expertise in the area of child sexual assault which would be valuable in the development of the sexual abuse component of the personal safety curriculum.

POSITION

Support in concept with amendments:

Page 1, line 17, add neglect after child abuse.

Page 1, lines 2-23 change to read "The Department of Education shall coordinate with the Department of Health and Social Services and the Council on Domestic Violence and Sexual Assault in developing personal safety curricula."

RECOMMENDED:

*Michael L. Price*  
Michael L. Price, Director  
Division of Family  
and Youth Services

DATE:

*1/29/85*

APPROVED:

*John P. Pugh*  
John P. Pugh, Commissioner  
Department of Health  
and Social Services

DATE:

*1/29/85*

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

Revision Date: \_\_\_\_\_

REQUEST

Bill/Resolution No.: SB No. 8  
 Title: An Act relating to.....  
personal safety curriculum  
 Sponsor: Sen. Kerttula  
 Requestor: \_\_\_\_\_  
 Date of Request: 1/18/85

FISCAL DETAIL

Agency Affected: Health and Social Services  
 Program Category Affected: \_\_\_\_\_  
Social Services  
 BRU, Program or Subprogram(s) Affected: \_\_\_\_\_  
Social Services

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>	-0-	-0-				
<b>CAPITAL</b>	-0-	-0-				
<b>REVENUE</b>	-0-	-0-				

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>	-0-	-0-				

POSITIONS:

FULL-TIME	-0-	-0-				
PART-TIME	-0-	-0-				
TEMPORARY	-0-	-0-				

ANALYSIS: Attach a separate page if necessary

N/A

Prepared By: Michael L. Price *Michael L. Price* Phone: 465-3170  
 Division: Family and Youth Services Date: 1/18/85

Approved by Commissioner: *J. R. Oy* Date: ~~1/27/85~~ *JCC*  
 Agency: \_\_\_\_\_

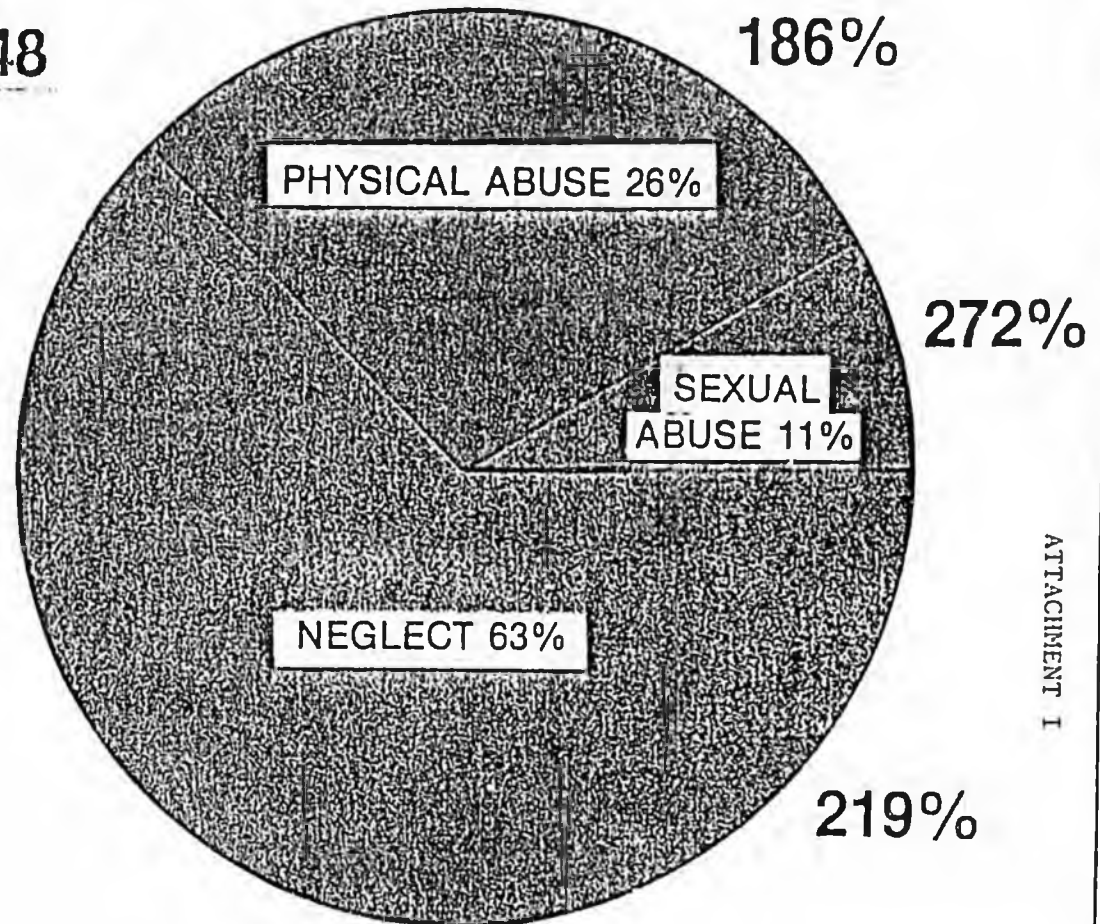
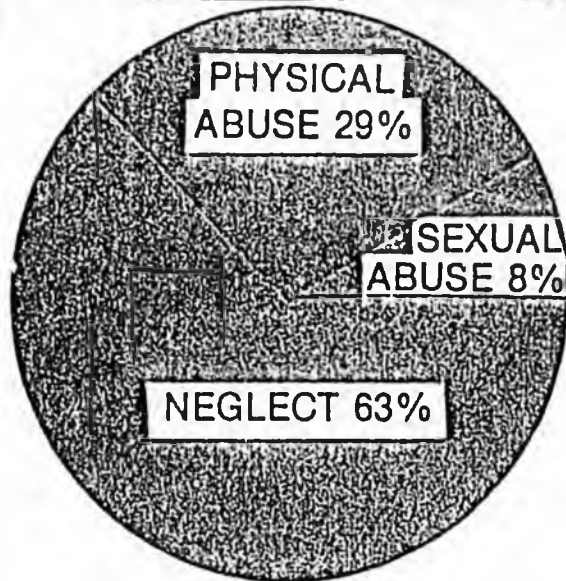
Distribution (by Agency preparing fiscal note):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget

# REPORTS OF CHILD ABUSE AND NEGLECT IN ALASKA

FY83 Total Reports: 5,574

FY78 Total Reports: 1,748



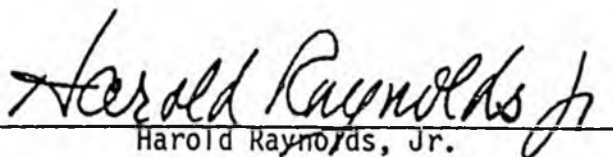
Division of Family and Youth Services

POSITION PAPER OF THE DEPARTMENT OF EDUCATION

FOURTEENTH ALASKA LEGISLATURE

Senate Bill 8  
January 23, 1985

The Department supports this approach to satisfying the need for training for both students and school district employees in the areas covered by the bill.



Harold Reynolds, Jr.  
Commissioner

RECEIVED  
JAN 24 1985

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

FILE COPY

Revision Date: \_\_\_\_\_

REQUEST

Bill/Resolution No.: SB-8  
 Title: ...personal safety curriculum...  
 Sponsor: Senator Kerttula  
 Requestor: Senate State Affairs  
 Date of Request: 1-22-85

FISCAL DETAIL

Agency Affected: Education  
 Program Category Affected: Elementary and Secondary Education  
 BRU, Program or Subprogram(s) Affected: \_\_\_\_\_

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES		75.0				
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		75.0				

<b>CAPITAL</b>						
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<b>REVENUE</b>						
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FUNDING: (Thousands of Dollars)

GENERAL FUND		75.0				
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>		75.0				

POSITIONS:

FULL-TIME		0				
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

While materials presently exist in the areas mentioned in the bill, it is expected that some materials development will be necessary. Additional costs are anticipated in coordinating the efforts of the various agencies, printing materials for dissemination to school districts and conducting teacher training.

Prepared By: Steve Hole Phone: 465-2800  
 Division: Commissioner's Office Date: 1-23-85  
 Approved by Commissioner: Harold Reynolds, Jr. Date: 1-23-85  
 Agency: Education

Distribution (by Agency preparing fiscal note):

Legislative Finance  
 Legislative Sponsor  
 Requestor  
 Office of Management and Budget  
 Impacted Agency(ies)

7/1/84

Beth — See  
attached rec.

**ATTORNEY GENERAL'S  
TASK FORCE  
ON  
FAMILY VIOLENCE**

**Task Force Members**

**CHIEF WILLIAM L. HART, *Chairman***  
**JOHN ASHCROFT**  
**DR. ANN BURGESS**  
**NEWMAN FLANAGAN**  
**URSULA MEESE**  
**CATHERINE MILTON**  
**DR. CLYDE NARRAMORE**  
**CHIEF RUBEN ORTEGA**  
**FRANCES SEWARD**

**FINAL REPORT**

**SEPTEMBER 1984**

**Prevention and Awareness Recommendation 4:**  
Schools should ensure that all teachers are familiar with family violence prevention and that a special prevention curriculum is part of every child's school experience.

Schools have an important leadership role in implementing prevention of abuse aimed at the very young. Instruction regarding abuse should begin very early in a child's education as experts are stating that abuse is starting at younger and younger ages.<sup>1</sup>

At a minimum, school administrators should adopt one of the several available "good touch, bad touch" programs and require that all kindergartners or first graders be given the course. The course should include the possibility of molestation by strangers as well as loved ones. Children must be taught that they can say 'no' to an adult and that they can safely turn to others for help. We must prepare children to deal with threats, bribes and force. In some jurisdictions the actual teaching is done successfully by trained volunteers, in others by trained police officers or the school teacher. In any case, the school teacher must be trained and prepared to refer these children who commonly come forth after such a program to tell about a bad touch situation they have experienced.

Sensitized and trained teachers who come into contact with their students on a daily basis should be able to discern any change in the child's physical and/or emotional well-being. By building upon the trust they have generated with their students, teachers should be able to elicit information regarding the student's life that would not be available to others.

Schools also have an important, long-range role to play in prevention of abuse. The generational nature of battering and abuse is well documented. The Task Force heard a number of experts suggest that the best way to break this generational cycle is to work with very young children to teach them techniques, such as, "time-outs," to handle angry and violent feelings without resorting to violence.

**Prevention and Awareness Recommendation 5:**  
The media should publicize local family violence treatment and service programs and provide substantive stories, articles, and programming, educating the public about the problem.

break the violence cycle through early educ.

The power of the printed and broadcast word is great, its influence perhaps immeasurable. By publicizing services and resources available for both victims and abusers, local newspapers, magazines, and radio and television stations are performing a valuable community service.

Many local stations have accepted their responsibility to serve in the public interest and have freely broadcast public service announcements regarding various family violence issues. These public service announcements are strongly encouraged because they are essential in increasing public awareness concerning the problem of family violence. However, the public service announcements in and of themselves are insufficient. Documentaries, news stories and TV movies, such as "Something About Amelia" and "Adam," are needed. These programs generated millions of calls from victims requesting help as well as from the public volunteering their assistance and requesting additional information.

The media can help us in our fight against family violence by continuing to air public service announcements, news stories, documentaries and TV movies that make the public aware of the extent and seriousness of family violence as well as appropriate public responses to the problem. Further, these shows should be broadcast at prime time to give them the widest possible exposure. Educational materials that are developed in conjunction with the shows should be distributed to as many schools and community groups as possible.

In addition, newspapers should print stories that help to educate the community about the nature, extent, prevention, costs and illegality of family violence. Newspaper and magazine stories that familiarize the community with the dynamics of family violence can also help to resolve and prevent the problem.

The media has another, less readily recognized, role to play in reducing the incidence of family violence—particularly battering and molestation. There is mounting concern that media depictions of violence and abuse, whether in print or via broadcast, can encourage aggressive, anti-social behavior by those who see them. We are increasingly aware of and concerned about anecdotes of young people emulating illegal and often violent acts they have seen presented by the media. The media industry must recognize the tremendous influence it can have and strive to avoid depictions that may lead to further violence.

*Twenty percent of our combined tax dollars and our personal income goes to deal with problems of child abuse... I think if the American public was made aware of what it's costing them, those that don't have a human interest might begin to have a practical interest... — Jennifer James*

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU, ALASKA 99811  
907-465-3800

LEGISLATIVE AFFAIRS AGENCY  
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HESS 2-20-85 5:05 PM  
3-26-85 1:38 PM

# Alaska State Legislature

BETTYE FAHRENKAMP, Chairman  
ARLISS STURGULEWSKI, Vice Chairman  
JOE JOSEPHSON  
PAUL FISCHER  
EDNA ARMSTRONG-DE VRIES



POUC 4 V  
STATE CAPITAL  
JUNEAU, ALASKA 99811  
(907) 465-3834  
(907) 465-3835

## Senate Committee on Health, Education and Social Services

### MEMORANDUM

TO: Members, Senate Committee on Health, Education and Social Services

FROM: Committee Staff

RE: Committee Meeting, February 19, 1985

DATE: February 14, 1985

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On Tuesday, February 19 at 1:30 pm in the Beltz Room, the Senate Committee on Health, Education and Social Services will hear the following bills:

#### SB 8

Current statute encourages school districts to conduct health education programs. SB 8 would include personal safety, specifically the identification and prevention of child abuse, neglect, sexual abuse and domestic violence in the suggested curriculum. The bill does not prescribe a specific curriculum, but does require that the Department of Education in conjunction with the Council on Domestic Violence and Sexual Assault review existing personal safety programs and develop material appropriate to the expanded definition of health education.

Each school district has either a curriculum development office or a curriculum contact person. Many districts, such as Anchorage and Juneau, have already begun to incorporate personal safety and child abuse instruction and training in their health education programs. Local non-profit agencies have been working with school districts to this end, as has the Council on Domestic Violence and Sexual Assault.

TO: Bettye

FM: Edie

RE: SB 8

The purpose of the bill is to expand the definition of health education program, in statute, by including not only physical health (drug and alcohol abuse, dental health, sex education, etc.), but also personal safety and the identification and prevention of child abuse, neglect, sexual abuse and domestic violence.

The bill DOES NOT prescribe a specific curriculum, but DOES require that the Department of Education in conjunction with the Council on Domestic Violence and Sexual Assault review existing personal safety programs and develop material appropriate to the expanded definition of health education.

Each school district has either a curriculum development office or a curriculum contact. Many districts, such as Anchorage and Juneau, have already begun to incorporate personal safety and child abuse instruction and training in their health education programs. Local non-profit agencies have been working with school districts to this end, as has the Department of Public Safety and the Council on Domestic Violence and Sexual Assault.

Though the Department of Education says it's not a big deal, they would prefer that the Council not be named specifically in the bill. However, the Council feels that since they are required by law to coordinate efforts associated with domestic violence and assault among the various agencies, their being included in statute assures their participation in developing appropriate material and training guidelines for the school districts as well as writing the regulations defining the broad terms of "child abuse, neglect, sexual abuse and domestic violence."

DHSS OFFERED AN AMENDMENT IN STATE AFFAIRS THAT WOULD INCLUDE THEM IN THE BILL, IT WAS NOT ADOPTED. THEY ARE GOING TO PROPOSE THE SAME AMENDMENT IN HESS. DHSS IS ALREADY REPRESENTED ON THE COUNCIL.

DHSS, DOE, and Public Safety, on behalf of the Council on Domestic Violence and Sexual Assault, all support the bill. NEA and the Alaska Association for Supervision and Curriculum Development support the bill as long as it does not create a mandatory curriculum in statute.

CAN YOU EXPLAIN WHY THIS FISCAL NOTE IS \$75,000?

It seems that the Council on Domestic Violence and Sexual Assault have the personal and capabilities of developing much of the material needs that the Department may need. Further, the Anchorage School District spent approximately \$3,000 last year for teacher training, development and purchase of materials, and films.

Since the DOE does not appear to be responsible for implementing new curriculum guidelines, where does the cost come in?

IT IS MY UNDERSTANDING THAT A NUMBER OF THE SCHOOL DISTRICTS IN ALASKA HAVE BEGUN TO INCORPORATE PERSONAL SAFETY IN THEIR HEALTH EDUCATION PROGRAMS. CAN YOU EXPLAIN WHAT AREAS THEY'RE FOCUSING ON AND WHAT'S ENTAILED?

The Anchorage School District has been implementing their revised health education program, adopted by the school board, for the last two years. Their new curriculum was developed with the help of STAR, Standing Together Against Rape, and includes instruction on personal safety as well as teacher training on an ongoing basis. The School district spent about \$3,000 last year on materials and training.

The Juneau School District has developed a curriculum of personal safety and teacher training that is being used as a model in some school districts inside and outside of the State. They have placed a lot of emphasis on teacher training and staff development. The funding for this has come from a federal grant and a grant from the Juneau Municipality.

HAS THE FEDERAL GOVERNMENT PROVIDED THE STATE WITH SUGGESTED GUIDELINES ON CHILD SEXUAL ASSAULT AND ABUSE? IF SO, WHAT ARE THEY?

Neither the Department of Education nor the Council on Domestic Violence and Sexual Assault are aware of any federal guidelines for the schools in addressing child sexual assault, neglect, and personal safety.

HAS THE COUNCIL DEVELOPED SUGGESTED GUIDELINES? WHAT ARE THEY?

The Council has prepared a teachers guide on sexual abuse, which includes a videotape and flyers.

The Department of Education has recently updated their health education curriculum guidelines and have them distributed among the school districts and various agencies for comment. With respect to personal safety and child abuse, it is the position of the DOE that if more money were available, they would be able to provide more information and assistance in that area to the school districts.

*file*

SENATE  
JOURNAL SUPPLEMENT

2/1/85

No. 11

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

SB  
8

REQUEST

Bill/Resolution No.: SB-8  
 Title: ... personal safety curriculum ...  
 Sponsor: Senator Kerttula  
 Requestor: Senate State Affairs  
 Date of Request: 1-22-85

FISCAL DETAIL

Agency Affected: Education  
 Program Category Affected: Elementary and Secondary Education  
 DRU, Program or Subprogram(s) Affected: \_\_\_\_\_

EXPENDITURES/REVENUES: (Thousands of dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES		75.0				
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		75.0				
<b>CAPITAL</b>						
<b>REVENUE</b>						

FUNDING: (Thousands of Dollar):

GENERAL FUND	75.0				
FEDERAL FUNDS					
OTHER					
<b>TOTAL</b>					

ANALYSIS:

While materials presently exist in the areas mentioned in the bill, it is expected that some materials development will be necessary. Additional costs are anticipated in coordinating the efforts of the various agencies, printing materials for dissemination to school districts and conducting teacher training.

The Department supports this approach to satisfying the need for training for both students and school district employees in the areas covered by the bill.

Prepared By: Steve Hole Phone: 465-2800  
 Division: Commissioner's Office Date: 1-23-85  
 Approved by Commissioner: Horn Reynolds, Jr. Date: 1-23-85  
 Agency: Education

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

REQUEST

Bill/Resolution No.: SB120  
Title: Agriculture Omnibus

FISCAL DETAIL

Agency Affected: Natural Resources  
Program Category Affected: NRMFC

Sponsor: \_\_\_\_\_  
Requestor: \_\_\_\_\_  
Date of Request: \_\_\_\_\_

BRU, Program or Subprogram(s) Affected:  
Agriculture

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS		25.0	25.0	25.0	25.0	25.0
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		25.0	25.0	25.0	25.0	25.0

<b>CAPITAL</b>						
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<b>REVENUE</b>						
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FUNDING: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>GENERAL FUND</b>						
FEDERAL FUNDS		25.0	25.0	25.0	25.0	25.0
OTHER						
<b>TOTAL</b>		25.0	25.0	25.0	25.0	25.0

POSITIONS:

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>FULL-TIME</b>						
<b>PART-TIME</b>						
<b>TEMPORARY</b>						

ANALYSIS:

Funds will be expended for commodity commission grants and expenses.

Prepared By: Ned Farquhar Phone: 465-2400  
Division: Commissioner's Office Date: January 23, 1985

Approved by Commissioner: *Arthur W. Williams* Date: January 23, 1985  
Agency: Natural Resources

Offered: 2/1/85  
Referred: Health, Education and  
Social Services

Original sponsors: Kerttula, Sturgulewski,  
Halford, et al

1 IN THE SENATE BY THE HEALTH, EDUCATION, AND SOCIAL SERVICES COMMIT  
2 CS FOR SENATE BILL NO. 8 (HESS)  
3 IN THE LEGISLATURE OF THE STATE OF ALASKA  
4 FOURTEENTH LEGISLATURE - FIRST SESSION  
5 A BILL

6 For an Act entitled: "An Act relating to a personal safety curriculum in  
7 public schools."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 \* Section 1. AS 14.30.360 is amended to read:

10 Sec. 14.30.360. CURRICULUM. (a) Each district in the state  
11 public school system shall be encouraged to initiate and conduct a  
12 program in health education for kindergarten through grade 12. The  
13 program should include instruction in physical health and personal  
14 safety including alcohol and drug abuse education, cardiopulmonary  
15 resuscitation (CPR), early cancer prevention and detection, dental  
16 health, family health, environmental health, the identification and  
17 prevention of child abuse, <sup>CHILD ABDUCTION</sup> neglect, sexual abuse and domestic  
18 violence, and appropriate use of health services.

19 (b) The state board shall establish [by regulation] guidelines for  
20 a health and personal safety education program. Personal safety  
21 guidelines are to be developed in consultation with the Council on  
22 Domestic Violence and Sexual Assault. Upon request, the Department  
23 of Education and the Council shall provide technical assistance to  
24 school districts in the development of personal safety curriculum.

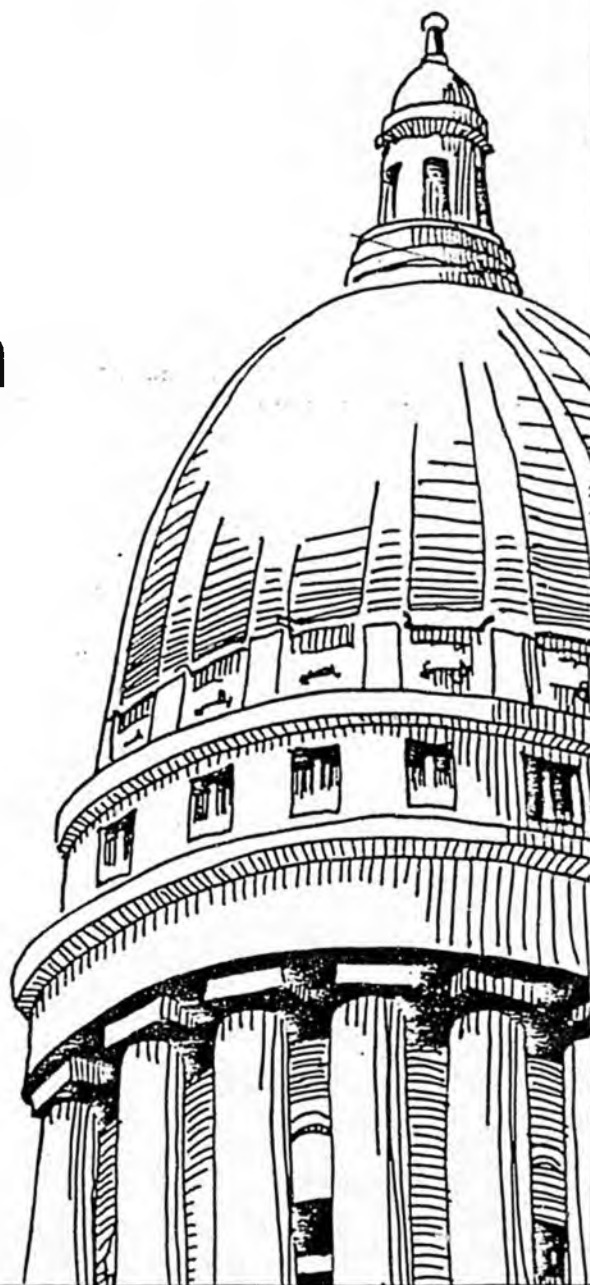
25 A school health education specialist posi-  
26 tion shall be established and funded in the department to coordinate  
27 the program statewide. Adequate funds to enable curriculum and re-  
28 source development, adequate consultation to school districts, and a  
program of teacher training in health and personal safety education  
shall be provided.



NATIONAL  
CENTER FOR  
**MISSING  
& EXPLOITED**  
CHILDREN

# **Selected State Legislation**

**A  
Guide for  
Effective  
State Laws  
to  
Protect  
Children**



## 6. Education and Prevention

Educating children, families, and professionals about abduction, sexual exploitation, and child abuse is the best way to reduce crime against children. The schools are a good place to begin. The National Center for Missing and Exploited Children in late 1985 will provide information on effective training and education programs for the schools.

State legislation may be used to mandate that education and prevention programs for children be available throughout the state. In addition, state legislation may be used to set up community programs to educate professionals about child abuse and exploitation. It is important to note that these programs should be directed toward sexual abuse, exploitation, and abduction as well as child abuse.

### State Programs

California (1984, A.B. 2443) recently passed a comprehensive education and training proposal to establish two state education centers and local prevention programs to address the issues of child abuse, sexual assault and, in general, the vulnerability of children. In enacting this important law, the legislature issued findings that included the following assessments of the school's unique ability to be the appropriate setting for the prevention program:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting a healthy family environment.
4. To ensure comprehensive and effective primary prevention education to all of California's public school children, it is the intent of the legislature to provide adequate funding for training for children four times in their school career, including once in preschool, elementary school, junior high school, and senior high school.

The legislature was careful to define the goal of the new initiative as one that included preventing physical abuse, sexual assault, neglect, and reducing the general vulnerability of children.

California established two distinct kinds of programs. The first is a primary prevention program that provides workshops for parents, teachers, and children. These workshops are designed to counteract common stereotypes about victims and offenders, provide parents and school staff personnel the proper training on child safety, how to detect abuse victims, what to do in a crisis, and how to report the information to the proper agencies.

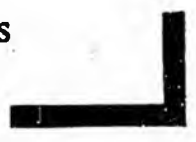
In addition, the legislature had the foresight to provide for a period of counseling and reporting for the children after each children's workshop.

The second program provides for two Prevention Training Centers, which will act as state clearinghouses to provide information on prevention curriculums and technical assistance to local programs.



# Curriculum in Alaska School Districts 1984

Compiled by the Office of Curriculum Services  
Alaska Department of Education  
December 1984



## Elementary Curriculum Guides in Alaska School Districts

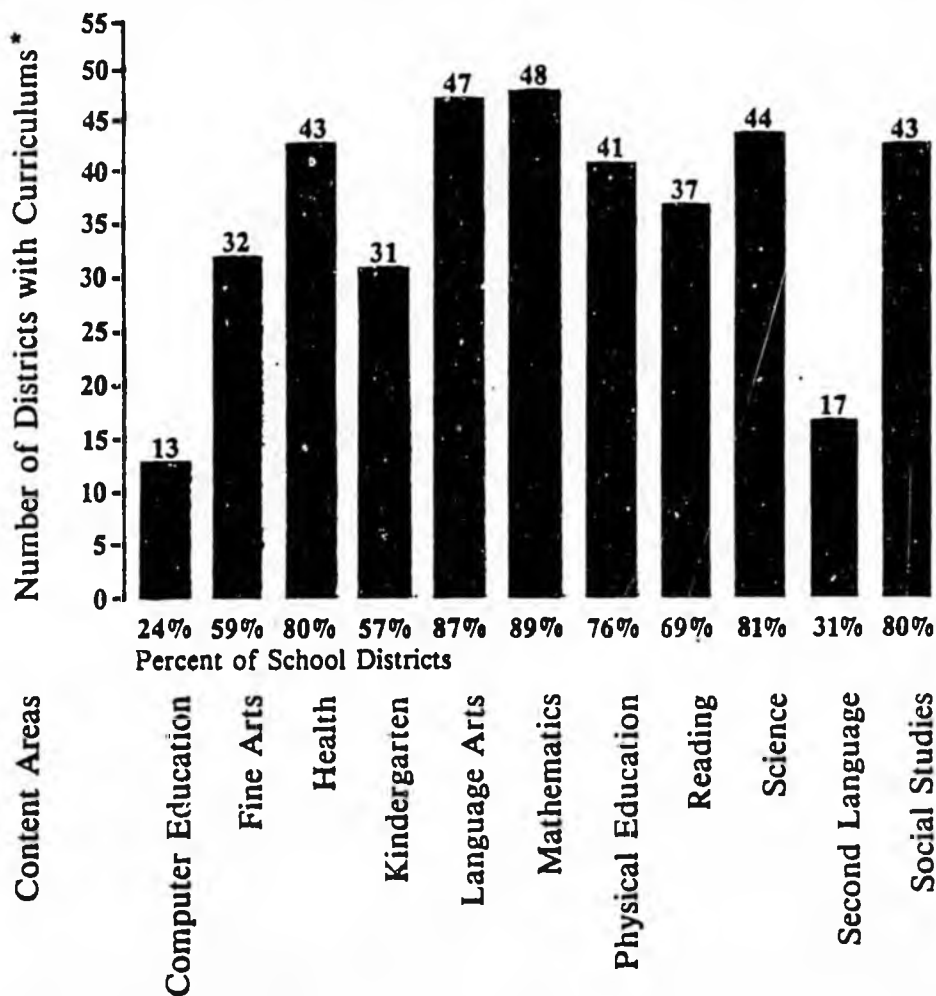
In the area of Elementary Curriculum, the survey results confirm that a substantial number of Alaska school districts have developed curriculum guidelines in major content areas. The charts below depict the number of districts now using guides in each content area. A chart showing current use of guides by individual district can be found in Appendix A.

*Notes for interpreting Figure 1:*

- Figure 1 does not include curriculum guides in progress. Guides currently being developed or revised are included in the chart in Appendix A.
- Music curriculums reported are included in the Fine Arts category. The Fine Arts Model Curriculum guide includes Music, Visual Arts, Dance, Drama and Creative Writing.

*Figure 1*

### Elementary Curriculum Guides in Alaska School Districts



*\*Total number of districts, including Centralized Correspondence Study = 54*

- The survey did not ask districts to clarify whether the curriculum guides being used were locally developed, created by a consulting agency for the district, or taken verbatim from basal textbook series. The 1985 Curriculum Status Report will seek more in-depth information to determine the nature of the guidelines being used.
- Five districts noted Kindergarten guidelines as part of their objectives in the other Elementary Curriculum areas. Those districts were not included in the tally on Kindergarten, which reflects use of a separate Kindergarten guide.
- Survey results list Reading as separate from Language Arts. The tally does not include seven districts that reported Reading as a part of their Language Arts guidelines.
- A number of districts reported using curriculums in additional areas including Career Education, Guidance and Counseling, Library Media, Alcohol Education, Sex Education, Preschool and Bilingual/Bicultural education. Refer to Appendix A for details.

*"We have established kindergarten through twelfth grade curriculum, but we attempt to leave as much creativity as possible up to the classroom teacher."*

*—Stephen McPhetres,  
Supt., Haines School  
District*

## Secondary Curriculum Guides in Alaska School Districts

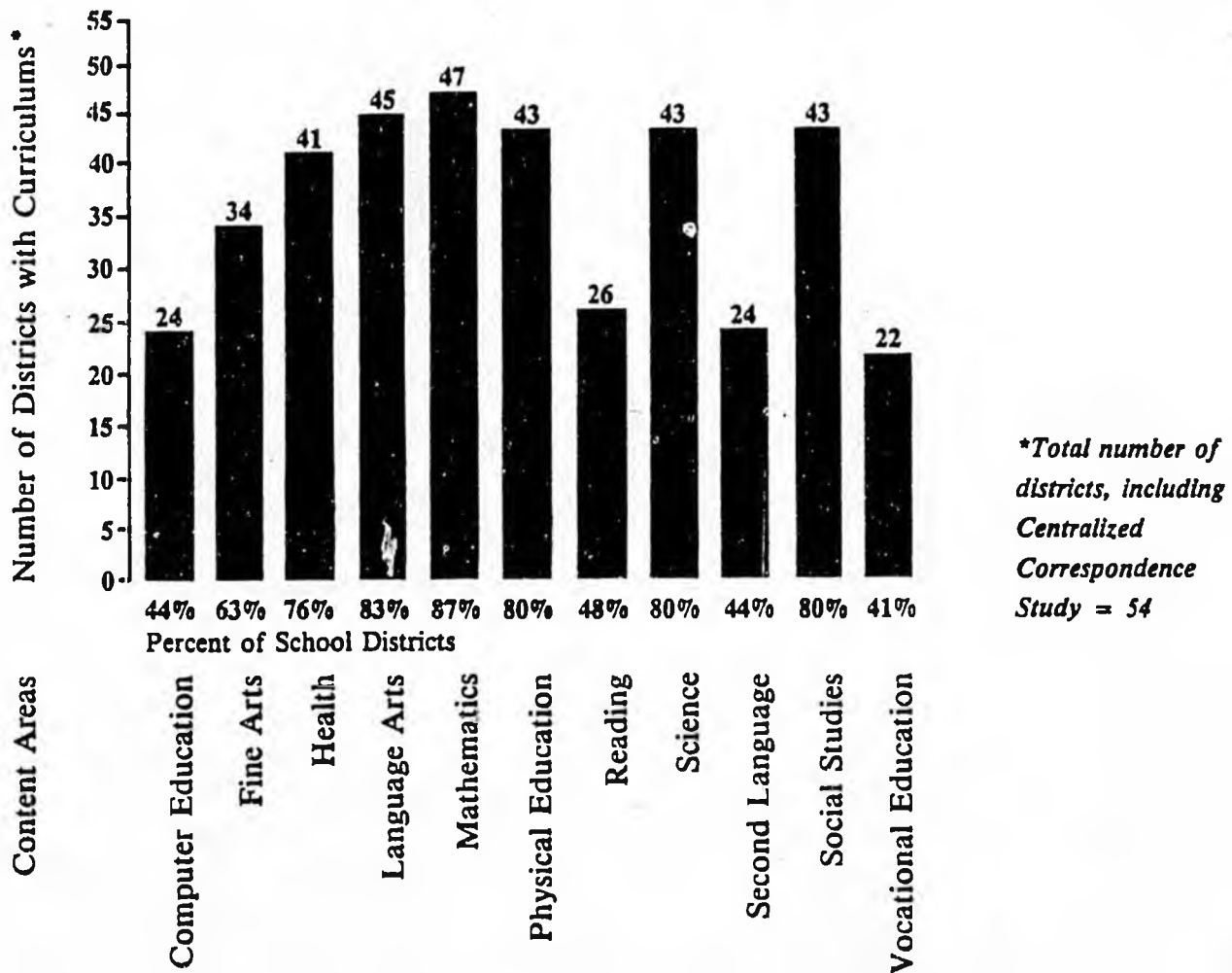
The number and content areas of Secondary Curriculum guidelines districts reported are similar to those reported for elementary guidelines, suggesting that most districts develop a content area for kindergarten through twelfth grade all at one time. Appendix A graphs the content information by district and is useful when drawing comparisons.

*Notes for interpreting Figure 2:*

- The tally of Vocational Education guidelines reported includes Consumer Education, Industrial Arts, Home Economics and Business Education.
- As in Figure 1, guides in progress are not counted in the tally but are recorded in Appendix A.

*Figure 2*

### Secondary Curriculum Guides in Alaska School Districts



- Other content areas such as Pilot Training, Driver Education, Special Education, Correspondence Study, Library Media and Bilingual/Bicultural Education are itemized by district in Appendix A.

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## Program Summary: Year Two

The Youth Network was formed in April, 1982 to address youth problems in the areas of sexual assault, domestic violence, alcoholism and drug abuse. In its two years of operation, the following agencies have comprised the Youth Network: Big Brothers/Big Sisters, MEN, Inc., AWARE, the Juneau affiliate of the National Council on Alcoholism, Tlingit and Haida Social Services, the Division of Family and Youth Services and the Juneau Douglas School District.

To maximize its impact on youth and families the Network includes both educational and treatment components. A steering committee acts to administer the Network project and to monitor the achievement of stated goals, objectives, and strategies.

The educational component has developed curriculum materials in the subject areas of healthy decision making, domestic violence, sexual assault and alcohol abuse. Separate curriculum materials and activities are used for the elementary and secondary levels. Each year, a curriculum matrix is designed to determine target schools and grade levels to receive Network presentations.

During the 1983 to 1984 school year, the Youth Network made student presentations in four schools. The full Network curriculum was presented at Mendenhall River Community School, Floyd Dryden Junior High School, and Juneau Douglas High School. In addition, the child sexual assault curriculum was presented at Gastineau Elementary School.

In addition to the student presentations, teacher in-service trainings and parent information meetings were held at Mendenhall River and Floyd Dryden Schools.

Evaluation and feedback is an important facet of the Network educational component. Evaluation questionnaires were completed by parents, teachers, and counselors who attended the in-service trainings and information sessions. Pre and post tests were administered to students receiving the Network curriculum. The test results were collated to measure the students' change in knowledge concerning the curriculum subject areas. The evaluation data, which has been favorable, is included within the present report.

The success of the Network's educational program has been demonstrated by two events. In October the Community Education Council selected the Youth Network as the most outstanding community education project in Juneau for this past year. The award was presented to the Network at the "Futures in Education" conference. In addition, the Juneau Board of Education accepted the Youth Network curriculum as an official resource within the school district's health curriculum.

The treatment component of the Youth Network has also been very active this past year. The Network's Treatment Team is composed of masters level counselors from seven participating agencies. The Treatment Team has met on a biweekly basis to coordinate treatment services to client families experiencing problems with domestic violence, sexual assault, and/or alcohol abuse. During the FY

1984 program year, twenty-one families were staffed by the Treatment Team; this figure is up substantially from the previous year in which eleven families received Treatment Team services.

The Treatment Team developed assessments and treatment recommendations for client families with actual treatment services being provided by Youth Network member agencies. During this past year, increased services to youth were offered by member agencies. AWARE began offering groups for teenage incest/sexual assault victims and non-offending parents. MEN, Inc., through the VISTA Volunteer program, added a Youth Counselor to its staff. Also, MEM offered group counseling for violence prone youth.

The final major project of the Youth Network has been the development of a training manual. The manual will include a history of the Network project, detailed curriculum information, evaluation information and specific information on the Network's training and treatment components. The manual will be completed by the end of September, and at that time copies will be distributed on a local, statewide and national basis.

YOUTH NETWORK

Mendenhall River Teacher In-Service Evaluation

Summary Information

March 1984

Summary Ratings (15 Respondents):

Scale:	Poor						Excellent
	1	2	3	4	5		
1. Quality of speaker(s)						4.6	
2. Usefulness of information						4.8	
3. Information presented logically and completely						4.5	
4. Quality and usefulness of handouts						4.3	
5. Immediate value of information						4.7	
6. Long term value of information						4.7	
7. Need for follow-up						4.3	

Written Comments:

What was the best or most useful part of the in-service?

- Important for teachers to know (1)
- Suggestions for teachers and characteristics to look for (3)
- Knowing what will be presented in the classroom (1)

What was the worst or least useful part of the in-service?

- All of the presentation was excellent (1)
- Too much time spent on statistics (1)
- Time of day bad (1)

Are you glad that your school is one of the "target schools" for student presentations by the Network on areas of decision-making, alcoholism in the family, sexual assault, and domestic violence? Yes (11) No (1)

Please explain:

- Students and teachers need the information (6)
- Timely to receive drug and alcohol information (1)
- Too early to tell (1)
- The statistics are reason enough to pursue (1)

What follow-up to this in-service, if any do you believe is necessary for teachers?

- follow-up and counseling that we can do with the students (1)
- statistics on how Youth Network presentations reach kids (1)

Other Comments:

Thanks (2)

Well organized (1)

Very professional approach (1)

Excellent (1)

YOUTH NETWORK

Floyd Dryden Teacher In-Service Evaluation  
Summary Information  
January 24, 1984

Summary Ratings (24 respondents):

Scale:	Poor						Excellent
	1	2	3	4	5		
1. Quality of speaker(s)						4.2	
2. Usefulness of information						4.0	
3. Information presented logically and completely						4.2	
4. Quality and usefulness of handouts						4.1	
5. Immediate value of information						4.0	
6. Long-term value of information						4.2	
7. Need for follow-up						4.1	

Written Comments

What was the best or most useful part of this in-service?

- Characteristics to watch for, what a teacher can do (6)
- Overviews and speakers (1)
- Overview of specific services (1)
- Abuse information (1)

What was the worst or least useful part of the in-service?

- Treatment information, we have to use school resources first (1)
- Would like domestic violence information on a handout (1)
- Timing bad, day before report cards due (2)
- Repetition of material (1)
- Too fast, more examples needed (3)
- Already knew information (2)

Are you glad that your school is one of the "target schools" for student presentations by the Network on areas of decision-making, alcoholism in the family, sexual assault and domestic violence? Yes (22) No (1) Please explain:

- Remains to be seen (1)
- Need more specifics on what youth will receive (1)

What follow-up to this in-service, if any do you believe is necessary for teachers?

- More ways teachers can help (1)
- Slower, refresher sessions spaced throughout the year (1)
- On site observation of classes, role models (1)
- More specifics on actual work with youth, case studies (3)
- None (1)
- More ways to identify problems (1)

Other Comments:

Good job (1)

Teachers aware of resources, but first contact has to be the school counselor (1)

Not enough counselor teacher contact (1)

YOUTH NETWORK

Floyd Dryden Teacher In-Service Evaluation

Summary Information

January 26, 1984

Summary Ratings (22 respondents):

Scale:	Poor				Excellent	
	1	2	3	4	5	
1. Quality of speaker(s)						4.4
2. Usefulness of information						4.7
3. Information presented logically and completely						4.4
4. Quality and usefulness of handouts						4.2
5. Immediate value of information						4.5
6. Long term value of information						4.6
7. Need for follow-up						4.5

Written Comments:

What was the best or most useful part of the in-service?

- Pat McClear's (AWARE) presentation on sexual abuse (5)
- Tastefully stated (1)
- Information that is important (1)
- Steps to take if abuse is suspected and reporting procedures (3)
- DeAnn Grummett's (DFYS) presentation on reporting abuse (2)
- Statistics and accurate information on myths about abuse (1)
- Information on what will actually be taught to the kids (1)

What was the worst or least useful part of the in-service?

- Too fast (1)
- Bad time for teachers (1)
- Child sexual abuse reporting information (1)
- Would like to see movies before the kids do (1)
- Extreme emotionalism of the sexual abuse presentation (1)

Are you glad that your school is one of the "target schools" for student presentations by the Network on areas of decision-making, alcoholism in the family, sexual assault and domestic violence? Yes (10)

What follow-up to this in-service, if any do you believe is necessary for teachers?

- Role modeling on how to handle situations (1)
- Continued contact, knowing what happens to reports we make (1)
- Feedback after presentations to the students (1)

Other Comments:

Good to know resources available (1)

Nothing told I did not already know (1)

Felt strong overtones of hostility and anger towards men (1)

YOUTH NETWORK

Mendenhall River Parents' Night Evaluation  
Summary Information  
March 1984

Summary Ratings (10 respondents):

Scale:	Poor						Excellent
	1	2	3	4	5		
1. Quality of speaker(s)						4.5	
2. Usefulness of information						4.5	
3. Information presented logically and completely						4.5	
4. Quality and usefulness of handouts						3.3	
5. Immediate value of information						4.0	
6. Long term value of information						3.8	
7. Need for follow-up						4.3	
8. How important do you think the Network curriculum is for your child? (1 to 5 scale)						4.4	
9. How important do you think the Network curriculum is for the Juneau-Douglas School District? (1 to 5 scale)						4.6	

Written Comments:

What was the best or most useful part of tonight's meeting?

- Information good for my child (1)
- Learning about the Network (1)
- Curriculum information (1)
- All very useful (1)

What was the worst or least useful part of tonight's meeting?

- Detailed information on the Treatment Team (1)
- None (1)

What follow-up to this meeting, if any, would you like as a parent?

- More parent training and information for dealing with these situations (4)
- Program extending to other schools (1)

Are you interested in more information about your child and:

	<u>YES</u>	<u>NO</u>
a. healthy decision making?	6	1
b. alcoholism/drug abuse?	4	0
c. sexual assault?	4	1
d. violence?	3	1
e. community resources?	5	1

Other Comments:

None

YOUTH NETWORK

Floyd Dryden Parents' Night Evaluation

Summary Information

January 26, 1984

Summary Ratings (10 respondents):

Scale:	Poor						Excellent
	1	2	3	4	5		
1. Quality of speaker(s)						4.0	
2. Usefulness of information						3.9	
3. Information presented logically and completely						3.9	
4. Quality and usefulness of handouts						3.0	
5. Immediate value of information						3.4	
6. Long term value of information						3.5	
7. Need for follow-up						3.0	
8. How important do you think the Network curriculum is for your child? (1 to 5 scale)						3.6	
9. How important do you think the Network curriculum is for the Juneau-Douglas School District? (1 to 5 scale)						4.2	

Written Comments:

What was the best or most useful part of tonight's meeting?

- Sexual abuse presentation (3)
- What will be given to the kids (2)
- Domestic violence presentation, tools to express anger (2)
- Overview of services available (1)

What was the worst or least useful part of tonight's meeting?

- Coffee break (2)
- Family problems too general, over simplified (1)
- Reporting abuse information (1)
- Level of positive things that happen in family (1)

What follow-up to this meeting, if any, would you like as a parent?

- None (2)
- More handouts to show other concerned parents (1)

Are you interested in more information about your child and:

	<u>YES</u>	<u>NO</u>
a. healthy decision making?	6	3
b. alcoholism/drug abuse?	3	3
c. sexual assault?	3	3
d. violence?	3	2
e. community resources?	3	3

Other Comments:

Would like to see a program that deals with less catastrophic problems, such as divorce and separation issues (1)

Would like more information on resources available (1)

Where is the positive aspect of family life? (1)

YOUTH NETWORK

Mendenhall River - 5th Grade  
Sexual Assault Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (45 responses)	<u>Post Test</u> (34 responses)	<u>% Change</u>
1	93.3	91.2	(2.30)
2	31.1	47.1	51.4
3	24.4	50.0	104.9
4	84.4	97.1	15.0
5	68.9	70.6	2.5
6	93.3	97.1	4.1
7	91.1	97.1	6.6

Mendenhall River - 5th Grade  
Alcohol Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (46 responses)	<u>Post Test</u> (15 responses)	<u>% Change</u>
1	95.7	80.8	(16.4)
2	87.0	87.0	none
3	50.0	86.7	73.4
4	93.5	93.3	7.1
5	97.8	93.3	(4.6)
6	52.2	86.7	66.1
7	89.1	100.0	12.2

YOUTH NETWORK

Mendenhall River - 6th Grade  
Sexual Assault Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (45 responses)	<u>Post Test</u> (34 responses)	<u>% Change</u>
1	98.1	100.0	1.9
2	67.3	93.9	39.5
3	67.3	85.7	27.3
4	88.5	95.9	8.4
5	57.7	83.7	45.1
6	96.2	100.0	4.0
7	98.0	98.0	none

Mendenhall River - 6th Grade  
Decision Making Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (68 responses)	<u>Post Test</u> (66 responses)	<u>% Change</u>
1	77.9	80.3	3.1
2	82.4	83.3	1.1
3	16.2	10.6	(34.6)
4	88.2	87.9	none
5	95.6	97.0	1.5
6	92.6	93.9	1.4
7	19.1	27.3	42.9

YOUTH NETWORK

Floyd Dryden - 7th Grade  
Domestic Violence Pre and Post Tests  
Summary Information

% of Correst Responses

<u>Question</u>	<u>Pre Test</u> (115 responses)	<u>Post Test</u> (64 responses)	<u>% Change</u>
1	93.0	92.2	(0.01)
2	67.0	79.7	13.9
3	83.6	89.1	7.9
4	85.2	85.9	.01
5	93.0	98.4	5.8
6	87.0	89.1	2.4
7	86.1	87.5	1.6
8	59.1	81.3	37.6
9	53.0	68.8	29.8

Floyd Dryden - 8th Grade  
Alcohol Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (82 responses)	<u>Post Test</u> (37 responses)	<u>% Change</u>
1	28.0	51.4	83.6
2	89.0	89.2	none
3	34.1	48.6	42.5
4	37.8	70.3	86.0
5	73.2	73.0	none
6	70.7	78.4	10.9
7	80.5	100.0	24.2

YOUTH NETWORK

Floyd Dryden - 8th Grade  
Decision Making Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (96 responses)	<u>Post Test</u> (52 responses)	<u>% Change</u>
1	58.3	75.0	28.6
2	81.3	88.5	8.9
3	37.5	61.5	64.0
4	84.4	98.1	16.2
5	93.8	98.1	4.6
6	85.4	90.4	5.9
7	41.7	65.4	56.8

YOUTH NETWORK

Juneau Douglas High School - Mixed Grades  
Decision Making Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (76 responses)	<u>Post Test</u> (64 responses)	<u>% Change</u>
1	59.2	71.9	21.5
2	89.5	89.1	(.4)
3	48.7	65.6	34.7
4	92.1	93.8	1.8
5	89.5	87.5	(2.2)
6	88.2	96.9	9.9
7	39.5	57.8	46.3

Juneau Douglas High School - Mixed Grades  
Alcohol Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (69 responses)	<u>Post Test</u> (64 responses)	<u>% Change</u>
1	53.6	57.8	7.8
2	97.1	96.9	(.2)
3	52.2	75.0	43.7
4	42.0	71.9	71.2
5	75.4	75.0	(.5)
6	78.3	73.4	(6.3)
7	94.2	95.3	1.2

YOUTH NETWORK

Juneau Douglas High School - Mixed Grades  
Domestic Violence Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (69 responses)	<u>Post Test</u> (67 responses)	<u>% Change</u>
1	92.8	89.6	(3.5)
2	71.0	86.6	2.2
3	89.9	94.0	4.6
4	91.3	95.5	4.6
5	95.7	95.5	(.2)
6	85.5	89.6	4.8
7	89.9	89.6	(.3)
8	75.4	10.9	10.9
9	63.8	62.7	(1.7)

Juneau Douglas High School - Mixed Grades  
Sexual Assault Pre and Post Tests  
Summary Information

% of Correct Responses

<u>Question</u>	<u>Pre Test</u> (71 responses)	<u>Post Test</u> (67 responses)	<u>% Change</u>
1	94.4	95.5	1.2
2	88.7	89.6	1.0
3	85.9	92.5	7.7
4	50.7	77.6	5.3
5	97.2	98.5	1.3
6	98.6	92.5	(6.2)
7	98.6	98.5	(.1)

### Future Project Plans

For its third year of operation, the Youth Network will maintain its basic structure and format, but will make several refinements. All agencies from prior years will continue to participate in the Youth Network.

The educational component of the Youth Network will continue to provide curriculum presentations to students. At this point, we plan to offer the full curriculum to all third, sixth and ninth grade students throughout the school district. Teacher in-services and parent information sessions will also continue. The Network will also provide training to interested teachers and other school personnel on presenting the Network curriculum; this may allow more student presentations to take place by expanding the pool of classroom presenters.

Another planned activity for the educational component is to have school personnel provide training to Network presenters on teaching methods. This should further improve and maintain the quality and consistency of the Network presentations.

Concerning evaluation the Network will eliminate the formal process of student pre and post tests and teacher/parent evaluation forms. We believe it is appropriate at this point to rely on verbal feedback and continued evaluation meetings with school district personnel and parents.

In order to have more students participate in the Youth Network presentations, the Network strongly advocates returning to a negative parental consent process for the new school year. With negative parental consent, parents will return a permission slip only if they do not want their child to participate in the Network presentations.

The treatment component of the Youth Network will continue as in past years. The Treatment Team will meet on a biweekly basis, and will coordinate with the Training Team so that clients who are identified through student presentations can receive treatment. In addition, Network member agencies will continue to expand services for youth and their families, such as intervention with incest/child sexual assault victims and violence prone youth.

Anyone desiring more information on the Youth Network project may call any of our participating agencies.



*Juneau, Alaska*

DOMESTIC VIOLENCE K-3

Lessons #1 and #2

by

Pat McLearn  
Rosemary L. Murray

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3583

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432



Juneau, Alaska

DOMESTIC VIOLENCE K-3

GOAL: To teach children to understand violence and to develop appropriate survival strategies in response to violence.

Objectives:

1. To introduce names of speakers, organizations they represent and the topic to be discussed in the lesson.
2. To introduce the concept of feelings.
3. To help students understand and identify their own and other's anger.
4. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
5. To demonstrate that violent expression of anger hurts other people.
6. To help students identify situations at home in which they are likely to feel unsafe.
7. To demonstrate the difference between emergency and non-emergency situations.
8. To teach emergency plans for handling dangerous situations at home.
9. To teach the concept that no one has the right to beat you and no one deserves to be beaten.

*Participating Agencies:*

**AWARE**

586-6623

Big Brothers/Big Sisters

586-3350

M.E.N. Incorporated

586-3585

City & Borough Social Services

586-9780

Division of Family & Youth Services

586-1861

Juneau School District

586-2303

National Council on Alcoholism/Juneau

586-1688

Tlingit-Haida Social Services

586-1432

DRAFT  
LESSON #1

DOMESTIC VIOLENCE K-3

Activity #1:

Objective

1. To introduce the speakers and the organizations they represent.
2. To introduce the topic of the lesson.

Procedures:

1. Each speaker introduces him/herself to the children and where they're from (which agency).
2. The children are told that they will learn about anger today.

Activity #2: Learning to Identify and Handle Our Anger Positively

Objective: To introduce the concept of feelings.

Materials: Pictures of children expressing the following feelings: angry, sad, happy, scared.

Background Information: Children often don't know how to name and identify their feelings. This lesson is designed to help the children identify four feelings: anger, sadness, fear and happiness.

Procedures:

1. Tell children that we're going to talk about four feelings: anger happiness, sadness and fear.
2. Show and identify one by one pictures of children expressing these feelings.
3. Ask the children to demonstrate how these feelings look on their own faces.

Activity #3:

Objective: To help the students to identify their own and other's anger.

Materials: The Temper Tantrum Book by Edna Mitchell Preston.

Procedures:

1. Introduce the story.
  - a. Tell the children it's about being angry.

- b. Ask them to listen carefully to see what makes each animal angry.
2. Read selected parts of the story (the whole story takes too long).
3. Ask the children to tell you (1) what makes them angry; (2) what they do when they're angry. NOTE: If the children report being violent when angry, be sure and match each of their violent solutions with a statement which shows empathy for their victim and a sense of the consequences. For example, "That must have hurt your friend," etc.
4. Summarize by saying, "A lot of things can make us angry but it's important not to hurt anyone's feelings or bodies when we've been feeling that way. Remember this rule, no one deserves to be hit and no one has the right to beat or hit you."
5. Tell the children that next they're going to meet some friends of ours, Jo and Jan and see what Jo and Jan learned to do when they're angry.

Activity #4:

Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
2. To teach children that violent expression of anger hurts other people.

Materials: 2 puppets, playing cards

Procedures:

1. Introduce puppets--their names, and that they are friends, Jo and Jan. Tell the children that Jo and Jan are their age.
2. Explain that these two friends used to get angry with each other and get into fights.
3. Demonstrate one of these arguments: Jan and Jo are playing cards. Jan wins the game. Jo gets up and hits Jan and says, "That's not fair. I wanted to win. You always win."
4. Ask the children the following questions: Was Jo angry? What did Jo do to Jan? Was Jan hurt? How do you think Jan felt? Summarize by saying Jo hurt Jan's feelings and body and that made Jan very unhappy.
5. Tell the children that Jo and Jan used to fight like this a lot and after a while Jo and Jan didn't like being friends. Finally, Jo and Jan's parents were concerned and decided they had to help Jo and Jan learn to get along better. They asked presenter's name and presenter's name to teach Jo and Jan how to control their anger and not to hurt each other.

6. Explain to the children that the first thing you taught Jo and Jan was this rule: "Use your words, not your hands." Ask the children to repeat this rule with you.
7. Demonstrate the argument between Jo and Jan again but substitute the assertive response versus the violent response as a solution to the anger. Remind the children to use a strong voice, not a scream or a shout, i.e., Jo says "I feel angry that I lost again. I want to play a game where I can win."
8. Ask the children the following questions:
  - a. Was Jo angry?
  - b. Did Jo hit Jan?
  - c. What did Jo do?
  - d. Was anyone hurt?
  - e. Were Jo and Jan still friends?
9. Tell the children, now we'll show you another rule we taught Jo and Jan to use when they feel angry. It's called "Take a Break." Here's how it works. Demonstrate the same role play--using this technique. For example, Jo and Jan were playing cards. Jan wins the game. Jo gets up and leaves the room. After this role play ask the following questions:
  - a. Was Jo angry?
  - b. Did Jo hit Jan?
  - c. What did Jo do?
  - d. Was anyone hurt?
  - e. Were Jo and Jan still friends?

Activity #5:

Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
2. To demonstrate that violent expression of anger hurts other people.

Materials: 2 puppets

Background Information: This activity is meant to reinforce the preceding activity.

Procedures:

1. Using the puppets, demonstrate the following role plays. After each role play ask the children the following questions:
  - a. Was Jo angry?
  - b. Did Jo hit Jan?
  - c. What did Jo do?

- d. Was anyone hurt?
- e. Were Jo and Jan still friends?

Role Play:

1. Jo and Jan were playing ball. Jan kept winning. Jo got very angry and decided to go play on the slide.
2. Jan and Jo both want to play on the swing. Jo got to the swing first and starts to swing. When Jan gets there, all the swings are gone. Jan said to Jo, "Please may I swing too?"
3. Jo and Jan are playing basketball. Jan always wins. Jo gets tired of losing and says, "I think I'll go home and play with my little brother now."
4. Jan and Jo are playing with some dolls. Jo takes all the doll clothes for her doll to use. Jan says, "Please I'd like to use some of your doll clothes."

Activity #6:

Objectives:

Same as Activity #5.

Background Information: This activity is simply a short review of the anger control techniques.

Materials: None

Procedures:

1. Tell the children you want to talk about what they learned.
2. Ask the following questions:
  - a. Do we hit other people? NO
  - b. Remind children that no one has the right to hit or beat you and no one deserves to be beaten.
  - c. What do we do when we're angry?
    1. "Use our words, not our hands," or
    2. Take a break.

## LESSON #1

### Follow-up Activities

#### Activity #1:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and taking a break.

Materials: None

#### Procedure:

1. Teacher reminds the children of the rules around how to handle their anger before each recess.

#### Activity #2:

#### Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and taking a break.
2. To teach children that violent expression of anger hurts other people.

Materials: None

#### Procedure:

1. Teacher makes up stories about children being angry with each other and asks them the following questions:
  - a. What would you do?
  - b. Which rule would you use?

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LESSON #2

DOMESTIC VIOLENCE K-3

Activity #1:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and taking a break.

Materials: None

Background Information: This lesson is a review of the anger control techniques learned during the first lesson and of the values around violence, i.e., No one has the right to beat you and no one deserves to be beaten.

Procedures:

1. Ask the children if they remember what the rule is about hitting. (Ask the children to raise their hand.) Listen to a few children as they respond to your question.
2. Repeat the rule and ask the children to say it with you: "No one deserves to be beaten or hit and no one has the right to beat you."
3. Next, ask the children what we taught them to do instead of hitting. (Ask the children to raise their hands.)
4. Repeat the techniques and ask the children to say them with you: "Use your words, not your hands," "Take a break."

## LESSON #2

### SAFETY AT HOME K-3

#### Activity #1:

Objective: To teach emergency plans for handling dangerous situations at home.

Materials: Pictures of community people

#### Procedures:

1. Tell the children that they may need to ask someone for help sometime. Give the example of calling the fire department when there is a fire.
2. Tell the children you are going to show them pictures of other people who might help them.
3. Show the children and name the following pictures: neighbor or friend, minister, rabbi, extended family, policeman, teacher, principal, doctor, nurse.
4. Tell the children that they usually need to tell an adult as well as their friend when help is needed because adults can help them in special ways their friends can't.

#### Activity #2:

Objective: To help students identify situations at home in which they are likely to feel unsafe.

Materials: Cartoon drawings of each situation.

#### Procedures:

1. Explain to the children that sometimes they may feel unsafe and scared at home.
2. List these situations and show cartoon sketch of each.
  - a. Stranger at door or hanging around house.
  - b. Obscene phone call.
  - c. Brother/sister beating/hurting you.
  - d. Dad beating mother.
  - e. Dad or Mom beating you. Not spanking, but beating.
3. Tell the children that you will help them learn what to do to keep safe in each of these situations.

### Activity #3:

#### Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and taking a break.
2. To demonstrate that violent expression of anger hurts other people.
3. To demonstrate the difference between an emergency and non-emergency situation.

Materials: Cartoon pictures of dangerous situations at home (see attached pictures).

#### Procedures:

1. Review the situations (a) stranger at the door and (b) obscene phone call, and tell the children to handle them either by:
  - a. hanging up
  - b. calling the police
  - c. telling a big person.
2. Tell the children that when someone is being hurt at home they need to tell someone. Say, "I don't mean spanked or teased, but really hurt."
3. Show the children the cartoon example of the man hurting the woman. Ask the following questions and encourage the children to respond in unison or by raising their hand as indicated by you:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about the marks on the woman's face, etc.)
  - c. Should the person in the picture ask for help? (All answer)
  - d. Who should the person in the picture tell? (Hands) Encourage the children to name the community helpers reviewed previously. If they respond with "police," repeat 911.
  - e. What should the person in the picture do if no one believes him/her? (Tell someone else.) (All or hands)
4. Show the children the remainder of the pictures one by one. Ask the above questions. However, when reviewing the picture of the dad beating his son, also remind the children that their parents do have the right to spank them. It's only when the child is seriously hurt that they need to tell someone. Help them find ways of knowing the difference, i.e., bruises, bleeding, other injuries.

After reviewing the picture of dad beating mother, tell the children that all parents fight, and that if no one is being seriously hurt they may feel scared or sad but that they don't need to tell someone unless they want to. It's when someone is being seriously hurt that you need to tell. Review again with the children the signs on the mother's body that indicate she has been seriously hurt.

Activity #4:

Objective: Same as for Activity #3.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about things that have happened to children their age and that you want them to help the children decide what to do.
2. Review the rule "No one has the right to beat you, no one deserves to be beaten." Then read the following vignettes. After each vignette ask the children these questions:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about what the person did that might or might not hurt the other person.)
  - c. Should \_\_\_\_\_ ask for help? (All answer)
  - d. Who should \_\_\_\_\_ tell? (Hands) (Encourage the children to name community helpers reviewed previously.)
  - e. What should you do if no one believes you? (Tell someone else.) (All or hands)
3. Vignettes:
  - a. Mary's brother is teasing her. He took Mary's doll.
  - b. Tom's brother is hitting and punching him in the stomach. Tom's stomach hurts a lot.
  - c. Mary's dad and mom are arguing about money. Sometimes they are yelling at each other.
  - d. Tom's dad is hitting and punching his mother. His mother's face is bleeding and black and blue.
  - e. Mary's mother got very angry with Mary and spanked Mary. Mary was sad but not hurt. (Remind the children that parents have the right to spank but not beat them.)

- f. Tom's father beat Tom with a belt so hard that his back and legs were bruised and bleeding.
- g. Dick's father read Dick a goodnight story. On the way up to bed, Dick fell down the stairs. Dick was hurt and his dad helped him up the stairs and tucked him in bed.

Activity #5:

Objective: To teach emergency plan for handling dangerous situations at home.

Materials: Crayons, paper

Procedures:

1. Ask the children to draw a picture of someone they could ask to help them.
2. Circle the room and talk to the children as they do this.
3. Say goodbye to the children and thank them for their time.

## LESSON #2

### Follow-up Activities

#### Activity #1

#### Objectives:

1. To demonstrate the difference between emergency and non-emergency situations.
2. To teach emergency plans for handling dangerous situations at home.
3. To teach the children that "No one has the right to beat you and no one deserves to be beaten."

#### Materials: Portraits of victims

#### Procedures:

1. Read the following portraits to the children.
2. Ask the children the following questions after each portrait:

Is anyone hurt?

How can you tell?

Should \_\_\_\_\_ tell someone?

Who should be told?

What should \_\_\_\_\_ do if no one believes him/her?

  - a. Joey's father came home from work and discovered dinner wasn't ready. Joey's dad got very angry and started throwing things at Joey's mom. A plate hit his mother in the head and she passed out.
  - b. Caren came home late from playing after school. Her father was very angry with her and spanked Caren. Caren wasn't hurt.
  - c. Ted's older sister was teasing him. She wouldn't let Ted play with her and her friends.
  - d. Janey got poor grades on her report card. Her father beat her with his hands and fists so that her whole body ached.

Activity #2:

Objective: To teach emergency plans for handling dangerous situations at home.

Procedures:

1. Teach the children the phone number of the police to call in case of emergency. Review with the class 911. Emphasize that this is only to be used when there is an emergency.
2. Teach the children their home address and phone number to give out in case they have an emergency.



*Juneau, Alaska*

DOMESTIC VIOLENCE 4-6

Lessons #1 and #2

by

Pat McLearn  
Rosemary L. Murray

*Participating Agencies:*

**AWARE**

586-6621

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3525

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432



Juneau, Alaska

DOMESTIC VIOLENCE 4-6

GOAL: To teach children to understand violence and to develop appropriate survival strategies in response to violence.

Objectives:

1. To introduce the concept of feelings.
2. To help students identify their own and other's anger.
3. To present and practice alternatives to violent expression of anger: assertive responses and "taking a break."
4. To demonstrate that violent expression of anger hurts other people.
5. To teach the concept that "No one has the right to beat them and no one deserves to be beaten."
6. To help students identify situations at home in which they are likely to feel unsafe.
7. To demonstrate the difference between emergency and non-emergency situations.
8. To teach emergency plans for handling dangerous situations at home.

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3330

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432

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LESSON #1

DOMESTIC VIOLENCE (Grade 4)

"Learning to Identify and Handle Our Anger Positively"

Activity #1:

Objective #1: To introduce the concept of feelings.

Materials: Chalk and blackboard

Procedures:

1. Tell children we're going to talk about feelings today, especially anger.
2. Explain that there are many different kinds of feelings.
3. Ask the children to brainstorm a list of feelings.

Activity #2:

Objective: To help students identify their own and other's anger.

Materials: Silas and the Mad/Sad People by Amber Jayanti, blackboard, chalk

Procedures:

1. Introduce the book Silas and the Mad/Sad People.
  - a. Tell the children that today we're going to talk a lot about anger and that right now we're going to read them a story about a boy, Silas, and what happened to him when he got angry at his friend Bill.
  - b. Tell children names of main characters: Silas, Bill, Noah, Chuff, mom and dad.
  - c. Tell children what has been happening so far to Silas--previous to this particular chapter.
  - d. Read "The World's Best Buddies" and "Broken Rule".
  - e. Ask the children the following questions:
    1. What rules did Silas break? (The no hitting rule)
    2. How was Silas feeling that morning when he woke up and then later when he got to Noah's house and saw the family eating breakfast? (Lonely and sad)

3. Why do you think Silas hit Noah? (He was lonely and sad.)
4. What else could Silas have done instead of hitting his friend? (Used his words not his hands. Walked away and taken a break.)

Activity #3:

Objectives:

1. To help students identify their own and other's anger.
2. To demonstrate that violent expression of anger hurts other people.

Materials: Chalk, chalkboard

Procedures:

1. Have the children brainstorm a list of what makes them mad.
2. Have the children brainstorm another list of what they do when they're mad. NOTE: If the children report being violent when angry, be sure and match each of their violent solutions with a statement which shows empathy for their victim and a sense of consequences. For example, "That must have hurt your friend," etc.
3. State the non-violence rule and why "No one has the right to beat you and no one deserves to be beaten." Violence hurts people's bodies and is dangerous. It hurts their feelings and makes them feel sad. Elaborate and have the children give examples.
4. Erase all the violent examples of responding to anger from the brainstorm list of what the children do when they're angry.

Activity #4:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and "take a break."

Materials: Vignettes

Procedures:

1. Tell the children that you are going to teach them two things that they can do when they feel so angry that they might hurt someone.
2. Tell the children that the first rule to remember is "Use your words and not your hands." Ask the children to repeat this rule.
3. Tell the children that you are going to show them how this works by telling them a story about two children their age who learned to use this rule. Tell the children that these children are named Mary and Jo and one day they were playing cards. Jo loses again. This is the fifth time in a row and Jo is very upset and angry--he feels like

hitting Mary but then he remembers the rule, "Use your words, not your hands," and he said, "I'm sick of losing. I want to play a game I'm good at." Mary said, "Ok," and they played checkers. Ask the children: (1) Did Jo hit Mary? (2) What did he do instead? Have the children repeat the rule with you, he "used his words, not his hands."

4. Next, tell the children that there is another rule they can use when they're angry and it's called, "taking a break." Say, "I'll show you how this works by telling you a story about how Jim and Joe used it. Tell the children the following story: Joe and Jim are playing ball. Jim keeps striking out. Joe teases Jim about being a bad ball player. Jim felt very hurt and angry with Joe. He wanted to hit him. Instead, he dropped his bat and said, "I'm going home now. See you later."

Ask the children the following questions: (a) Did Jim hit Joe? (b) What did Jim do instead? Ask the children to repeat the rule "take a break."

Activity #5:

Objectives: Same as #4.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about children their age who get angry at their friends and that you want them to listen carefully and tell you which rule they used.
2. Tell the following stories. After each story, ask the children the following questions:
  - a. Was \_\_\_\_\_ angry?
  - b. Did \_\_\_\_\_ hit \_\_\_\_\_?
  - c. What did \_\_\_\_\_ do?
  - d. Which rule did \_\_\_\_\_ use instead?
  - a. Jo and Jan were playing a video game called Space Armada at (name your local video place). Jan kept winning. Jo got very upset and suggested they go get a coke and relax for awhile.
  - b. Jo and Jan are playing basketball and they are choosing teams. Jo didn't choose Jan. Jan was very upset. He decided to sit this game out.
  - c. Jo and Jan are playing basketball. Jan always wins because he knows how to shoot baskets. Jo is very hurt and angry. Finally she says, "Jan, will you teach me how to shoot baskets like you?"

- d. Jo is teaching Jan how to play a video game, Tron. Jan just can't seem to do it. He becomes very frustrated and angry. Finally he says, "I'm tired. Let's go home."
- e. Jan and Jo are very good friends. They also have another friend, Erin. Jo found out that Erin and Jan went to the movies the night before without her. She is very angry. So she asked Jan why she wasn't invited. Jan apologized for not inviting her too.



*Juneau, Alaska*

**DOMESTIC VIOLENCE 5-6**

**Lessons #1 and #2**

by

**Pat McLear  
Rosemary L. Murray**

***Participating Agencies:***

- |   |   |  |  |
|---|---|--|--|
| <b>AWARE</b><br>586-6623                    | <b>M.E.N. Incorporated</b><br>586-3585                | <b>Division of Family &amp; Youth Services</b><br>586-1861 | <b>National Council on Alcoholism/Juneau</b><br>586-1684 |
| <b>Big Brothers/Big Sisters</b><br>586-3350 | <b>City &amp; Borough Social Services</b><br>586-9780 | <b>Juneau School District</b><br>586-2303                  | <b>Tlingit-Haida Social Services</b><br>586-1432         |

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LESSON #1

DOMESTIC VIOLENCE (Grades 5-6)

"Learning to Identify and Handle Our Anger Positively"

Activity #1:

Objective: To introduce the concept of feelings.

Materials: Chalk and blackboard

Procedures:

1. Tell the children we're going to talk about feelings today, especially anger.
2. Explain that there are many different kinds of feelings.
3. Ask the children to brainstorm a list of feelings.

Activity #2:

Objectives:

1. To help students identify their own and other's anger.
2. To demonstrate that violent expression of anger hurts other people.

Materials: Chalk, chalkboard

Procedures:

1. Have the children brainstorm a list of what makes them mad.
2. Have the children brainstorm another list of what they do when they're mad. NOTE: If the children report being violent when angry, be sure and match each of their violent solutions with a statement which shows empathy for their victim and a sense of consequences. For example, "That must have hurt your friend," etc.
3. State the non-violence rule and why "No one has the right to beat you and no one deserves to be beaten." Violence hurts people's bodies and is dangerous. It hurts their feelings and makes them feel sad. Elaborate and have the children give examples.
4. Erase all the violent examples of responding to anger from the brainstorm list of what the children do when they're angry.

### Activity #3:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and "take a break."

Materials: Vignettes

#### Procedures:

1. Tell the children that you are going to teach them two things that they can do when they feel so angry that they might hurt someone.
2. Tell the children that the first rule to remember is "Use your words and not your hands." Ask the children to repeat this rule.
3. Tell the children that you are going to show them how this works by telling them a story about two children their age who learned to use this rule. Tell the children that these children are named Mary and Jo and one day they were playing cards. Jo loses again. This is the fifth time in a row. He is very upset and angry. He feels like hitting Mary but then he remembers the rule, "Use your words, not your hands," and he said, "I'm sick of losing. I want to play a game I'm good at." Mary said, "Ok," and they played checkers. Ask the children: (1) Did Jo hit Mary? (2) What did he do instead? Have the children repeat the rule with you, he "used his words, not his hands."
4. Next, tell the children that there is another rule they can use when they're angry and it's called "taking a break." Say, "I'll show you how this works by telling you a story about how Jim and Joe used it. Tell the children the following story: Joe and Jim are playing ball. Jim keeps striking out. Joe teases Jim about being a bad ball player. Jim felt very hurt and angry with Joe. He wanted to hit him. Instead, he dropped his bat and said, "I'm going home now. See you later."

Ask the children the following questions: (a) Did Jim hit Joe? (b) What did Jim do instead?

### Activity #4:

Objective: To demonstrate that violent expression of anger hurts other people.

#### Procedures:

1. Ask the children whether they agree or disagree that violence is never okay.
2. Reinforce the idea that there are always consequences to the victim even if we don't hear about them directly.
3. If the students bring up the example of the need for violence when defending oneself, give them the following guidelines:

- a. Try the rules around how to handle anger.
  - 1. Words, not hands.
  - 2. "Taking a break."
- b. Ask for help.
- c. Make sure they are defending themselves because they are really in danger, not just because someone has hurt their feelings and they want to get even.

Activity #5:

Objective: To demonstrate that violent expression of anger hurts other people.

Materials: Cartoon films

Procedures:

1. Before showing film--tell the children that they have been given the impression through movies and cartoons that violence doesn't really hurt people. This is false. Ask the children to watch for the results in this film and notice how unrealistic it is.
2. Show cartoon films which depict a lot of violence such as roadrunner.
3. Show film.
4. Discuss the violence in the film and what the real consequences are likely to be. Chart this on the blackboard in the following manner:

Violent event	Result	What the real result would be
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Activity #6:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and "take a break."

Materials: None

Procedures:

1. Give the children sample situations of people feeling angry and ask them to finish the stories with non-violent solutions--using the two alternatives: Use your words/Taking a Break.

Activity #7:

Objectives: Same as #4.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about children their age who get angry at their friends and that you want them to listen carefully and tell you which rule they used.
2. Tell the following stories. After each story, ask the children the following questions:
  - a. Was \_\_\_\_\_ angry?
  - b. Did \_\_\_\_\_ hit \_\_\_\_\_?
  - c. What did \_\_\_\_\_ do?
  - d. Which rule did \_\_\_\_\_ use instead?
  - a. Jo and Jan were playing a video game called Space Armada at (name your local video place). Jan kept winning. Jo got very upset and suggested they go get a coke and relax for awhile.
  - b. Jo and Jan are playing basketball and they are choosing teams. Jo didn't choose Jan. Jan was very upset. He decided to sit this game out.
  - c. Jo and Jan are playing basketball. Jan always wins because he knows how to shoot baskets. Jo is very hurt and angry. Finally she says, "Jan, will you teach me how to shoot baskets like you?"
  - d. Jo is teaching Jan how to play a video game, Tron. Jan just can't seem to do it. He becomes very frustrated and angry. Finally he says, "I'm tired. Let's go home."
  - e. Jan and Jo are very good friends. They also have another friend Erin. Jo found out that Erin and Jan went to the movies the night before without her. She is very angry. So she asked Jan why she wasn't invited. Jan apologized for not inviting her too.

DRAFT  
LESSON #2 SAFETY AT HOME

DOMESTIC VIOLENCE (4-6)

Activity #1:

Objective: To present and practice alternatives to violent expression of anger: assertive responses and taking a break.

Materials: None

Background Information: This lesson is a review of the anger control techniques learned during the first lesson and of the values around violence. (No one has the right to beat/hit you. No one deserves to be beaten or hit.)

Procedures:

1. Ask the children if they remember what the rule is about hitting. (Ask the children to raise their hand.) Listen to a few children as they respond to your question.
2. Repeat the rule and ask the children to say it with you: "No one deserves to be beaten or hit and no one has the right to beat/hit you."
3. Next, ask the children what we taught them to do instead of hitting. (Ask the children to raise their hands.)
4. Repeat the techniques and ask the children to say them with you: Use your words, not your hands. Take a break.

Activity #2:

Objective: To teach emergency plans for handling dangerous situations at home.

Materials: Pictures of community people.

Procedures:

1. Tell the students that they may need to ask someone for help sometime. Give the example of calling the fire department when there is a fire.
2. Ask the students to help you make a list of other people in the community who can be called and/or asked for help. Be sure and include the following: ministers, rabbi, priest, doctor, nurse, teacher, principal, counselor, neighbor, family members and extended family members.
3. Tell the students that they will usually need to tell an adult as well as their friend when help is needed because adults can help them in special ways that their friends can't.

Activity #3:

Objective: To teach children to identify situations at home in which they are likely to feel unsafe.

Materials: Cartoon drawings of each situation.

Procedures:

1. Explain to the children that sometimes they may feel unsafe and scared at home.
2. List these situations and show cartoon sketch of each.
  - a. Stranger at door or hanging around house.
  - b. Obscene phone call.
  - c. Brother/sister beating/hurting you.
  - d. Dad beating mother.
  - e. Dad or mom beating you. Not spanking, but beating.
3. Tell the children that you will help them learn how to keep safe in each of these situations.

Activity #4:

Objectives:

1. To present and practice alternatives to violent expression of anger: assertive responses and taking a break.
2. To demonstrate that violent expression of anger hurts other people.
3. To demonstrate the difference between an emergency and non-emergency situation.

Materials: Cartoon pictures of dangerous situation at home (see attached pictures).

Procedures:

1. Review the situations (a) stranger at the door and (b) obscene phone call and tell the children to handle them either by:
  - a. hanging up
  - b. calling the police
  - c. telling a big person.
2. Tell the children that when someone is being hurt at home they need to tell someone. Say, "I don't mean spanked or teased, but really hurt."

3. Show the children the cartoon example of the man hurting the woman. Ask the following questions and encourage the children to respond in unison or by raising their hand as indicated by you:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about the marks on the woman's face, etc.)
  - c. Should the person in the picture ask for help? (All answer)
  - d. Who should the person in the picture tell? (Hands) Encourage the children to name the community helpers reviewed previously. If they respond with "police," repeat 911.
  - e. What should the person in the picture do if no one believes him/her? (Tell someone else.) (All or hands)
4. Show the children the remainder of the pictures one by one. Ask the above questions. However, when reviewing the picture of the dad beating his son, also remind the children that their parents do have the right to spank them. It's only when the child is seriously hurt that they need to tell someone. Help them find ways of knowing the difference, i.e., bruises, bleeding, other injuries.

After reviewing the picture of dad beating mother, tell the children that all parents fight and that if no one is being seriously hurt, they may feel scared or sad but that they don't need to tell someone unless they want to. It's when someone is being seriously hurt that you need to tell. Review again with the children the signs on the mother's body that indicate she has been seriously hurt.

Activity #5:

Objective: Same as for Activity #3.

Materials: Vignettes

Procedures:

1. Tell the children that you are going to tell them some stories about things that have happened to children their age and that you want them to help the children decide what to do.
2. Review the rule "No one has the right to beat you. No one deserves to be beaten." Then read the following vignettes. After each vignette ask the children these questions:
  - a. Is someone being hurt? (All answer)
  - b. How can you tell? (Have the children raise their hands and talk about what the person did that might or might not hurt the other person.)

- c. Should \_\_\_\_\_ ask for help? (All answer)
- d. Who should \_\_\_\_\_ tell? (Hands) (Encourage the children to name community helpers reviewed previously.)
- e. What should you do if no one believes you? (Tell someone else.) (All or hands)

3. Vignettes:

- a. Mary's brother is teasing her. He took Mary's doll.
- b. Tom's brother is hitting and punching him in the stomach. Tom's stomach hurts a lot.
- c. Mary's dad and mom are arguing about money. Sometimes they are yelling at each other.
- d. Tom's dad is hitting and punching his mother. His mother's face is bleeding and black and blue.
- e. Mary's mother got very angry with Mary and spanked her. Mary was sad but not hurt. (Remind the children that parents have the right to spank but not beat them.)
- f. Tom's father beat Tom with a belt so hard that his back and legs were bruised and bleeding.
- g. Dick's father read Dick a goodnight story. On the way up to bed, Dick fell down the stairs. Dick was hurt and his dad helped him up the stairs and tucked him in bed.

Activity #6:

Objective: To teach emergency plans for handling dangerous situation at home.

Materials: Crayons, paper and pencil.

Procedures:

1. Explain to the children that if they are in danger in the house they may need to have an emergency escape plan--similar to a fire escape plan for their house.
2. Ask the children to draw their house including the windows and doors, location of the phone.
3. Next, they should think of an emergency plan for leaving.
4. If they finish this, they can draw their neighborhood on the other side and mark off locations of the phone booths and/or neighbors they may ask to help them.

5. Walk around the room and talk to the children about their drawings.

This may be used as a follow-up activity.

Activity #7:

Objective: To teach emergency plans for handling dangerous situations at home.

Materials: Chalk, board, crayons, paper

Procedures:

1. Write the phone number of the police/troopers on the board, and AWARE.
2. Ask the children to copy these numbers down on their house drawings.
3. Ask the children to memorize these numbers.



Juneau, Alaska

DOMESTIC VIOLENCE

7-12

(AWARE Lesson )

Part 1

BY:

PAT McCLEAR  
ROSEMARY MURRAY

c 1983

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432



*Juneau, Alaska*

## DOMESTIC VIOLENCE (7-12)

### AWARE Portion

**GOAL:** To provide a general overview of the dynamics of domestic violence and how to prevent it.

**Objectives:**

- a. The four part definition of domestic violence.
  - b. Legal information regarding domestic violence.
  - c. Statistical information regarding domestic violence.
  - d. The cycle of violence.
  - e. Victim reactions to abuse.
  - f. The resources available to victims and abusers in the Juneau community.
1. To introduce the speakers and the organization they represent to the students.
  2. To present the students with the topic and an overview of the material to be discussed in the lesson.
  3. To present information in the following areas:

**Participating Agencies:**

**AWARE**

586-6623

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**Division of Family & Youth Services**

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**Juneau School District**

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**National Council on Alcoholism/Juneau**

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**Tlingit-Haida Social Services**

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DRAFT  
Lesson #1  
Domestic Violence 7-12

Activity #1

Objectives

1. To introduce speakers and the organization they represent to students.
2. To present students with the topic and an overview of the material to be discussed in the lesson.

Materials: Chalk, chalkboard.

Procedure

1. Each speaker introduces his or herself and writes the name of the organization they he/she represent on the blackboard.
2. The topic of today's lesson is stated.
3. An outline of the content of today's topic is out lined on the blackboard and reviewed.

Activity #2:

Objectives:

1. To teach the students the four part definition of domestic violence.

Materials: Chalk, chalkboard.

Procedure:

1. Write domestic violence on the board.
2. Tell the students that domestic violence has a four part definition.
3. Write the four parts on the board:
  - a. The destruction of property and pets.
  - b. Physical abuse.
  - c. Psychological abuse.
  - d. Sexual abuse.

4. Tell the students that:
  - a. Violence in the home can include one or all of these components;
  - b. This violence is carried out by a family member towards another family member and thus can be any combination such as husband against wife, wife against husband, children against parent, children against each other. Remind the students that no one deserves to be beaten and no one has the right to beat you.
5. Tell the students that today's focus will be wife abuse - by husband - that this is a frequent type of violence and needs to be understood so they can learn to be more positive in their personal relationships. Remind the students that this information is also true for child abuse.

### Activity #3

#### Objectives

1. To teach the students the four part definition of domestic violence.

Materials: Chalk board and chalk.

#### Procedure:

1. Draw a line across the board above this line write the label physical abuse continuum.
2. At the ~~end~~ of the continuum write murder, suicide, low self confidence, mental illness.
3. At the beginning of this line write an example of minimal physical abuse such as pinching.
4. Explain to the students that they are to help you fill in the rest of this continuum with behaviors that are physically abuse and that you will write them down - putting the more severe examples on the right, less severe in the middle, and minimally abuse on the left (See examples at the end of this lesson).

Tell the students that all examples of physical abuse are correct and will be included. While the students are giving examples share with them the following information:

- a. That violence is addictive and always escalates.
- b. That it will eventually lead to murder, suicide, low self confidence or mental illness.
- c. That as far as murder is concerned there is a 50%

chance that battered women will kill her husband out of fear and/or self defense.

5. Repeat this procedure for psychological abuse.

Activity #4

Objective: To teach the students statistical information regarding domestic violence.

Materials: Chart of statistics.

Procedures:

Tell the students:

1. That until recently no one knew that domestic violence existed, it was a hidden crime.
2. In the last 5 or 6 years, it is beginning to be studied and statistics about how often it occurs are shocking. Put the following information on a chart with colored print.
  - a. The FBI estimates that 1 in 2 women will experience some sort of domestic violence during their lifetime. That means 1/2 of the girls in this room will experience being beaten.
  - b. Most of this violence is men against women.
  - c. Each year 3-4 million women are beaten in their homes by their husbands, ex-husbands or boyfriends each year.
  - d. In addition 3-4 million women have been beaten in the past.

Activity #5:

Objective: To teach the students legal information regarding domestic violence.

Procedures:

1. Tell the students that:
  - a. Another important piece of information that they need to know about domestic violence is that it is a crime. - Physical abuse within or outside marriage constitutes assault also child abuse is illegal.
  - b. Officers can and do arrest abusers if they have "probable cause" to believe an assault has taken place.

- c. Officers in this state receive special training in the area of domestic violence.

Activity #6:

Objectives:

1. To understand the cycle of violence.
2. To understand victim reactions to abuse.

Materials: Chart with the cycle of violence, Chart of victim reactions.

Procedures:

1. Summarize to the students what they've learned so far:
  - a. What domestic violence is.
  - b. How often it happens.
  - c. That domestic violence is illegal.
2. Now the big question in most people's minds is why does she stay?
3. To answer that question it is important to understand the cycle of violence and the stages victims go through in reacting to their abuse.
4. Explain to the students the cycle of violence using chart:
  - a. The violent event.
  - b. Period of remorse "honeymoon stage."
  - c. Build up of tension.
  - d. The violent event.
5. Explain to the students that one reason a victim stays is because when in the honeymoon stage. he convinces her he'll never do it again.
6. Explain to the students that another reason she stays is because it takes her a while to understand that the violence isn't her fault, for example, she goes through the following stages in understanding the abuse: (Use chart to demonstrate these stages).
  - a. Disbelief and denial that it happened.

- b. Situational - outside stress or circumstances are causing him to temporarily "break down."
- c. Blaming self and trying to "improve."
- d. Recognizing he has a problem with violence but victim thinks she will help him get over it.
- e. Understanding partner has a problem with violence and that he needs to get help and take responsibility for it.

Activity #7:

Objective: To teach the students the resources available to victims and abusers in the Juneau community.

Procedure:

1. Hand out brochures and speak briefly about services available in the community.
2. Remind the students that child abuse is illegal and if they are being abused they should be sure and tell someone so that it can be stopped. Tell the students that sometimes people don't take child abuse seriously and they may need to tell more than one person before they are believed and/or something is done to ensure it stops.



*Juneau, Alaska*

DOMESTIC VIOLENCE CURRICULUM 7-12

Part 2

by

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Pat McLearn  
Rosemary L. Murray  
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c 1983

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3383

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

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**Juneau School District**


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**National Council on Alcoholism/Juneau**

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**Tlingit-Haida Social Services**

586-1432



Youth Treatment  
& Educational  
Network

Juneau, Alaska

DOMESTIC VIOLENCE CURRICULUM (Grades 7-12)

Understanding Anger and Violence

**GOAL:** To help youth understand how anger gets turned into violence and to develop non-violent strategies.

Objectives

1. To emphasize that domestic violence is learned, and that an individual is responsible for his decisions that lead to violence.
2. To demonstrate that domestic violence leads to negative consequences in relationships and in one's life.
3. To show that it is not an event that makes us angry, but what we tell ourselves about the event that raises our anger, i.e., we create our own anger.
4. To demonstrate that anger is not a primary feeling, but is an expression of other more basic feelings.
5. To show that there are several stages between the anger event and a violent response.
6. To introduce specific interventions to stop violence and manage anger.

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

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**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

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**Juneau School District**

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**National Council on Alcoholism/Juneau**

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**Tlingit-Haida Social Services**

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DRAFT

ANGER AND VIOLENCE (Grades 7-12)  
Part 2

Activity #1:

Objective: To emphasize that domestic violence is learned and that an individual is responsible for his/her decisions that lead to violence.

Materials: Anger logs--with an example written in the blanks (see example at the end of this lesson).

Procedures:

1. Relate to the students the following story: Jim and Mary are going together. One day on the way to school Jim saw Mary riding in a car with a boy named Peter. Jim was quite upset. When he got to school he met up with Mary. She said hi to him in her usual friendly way and didn't seem to notice he was upset.
2. Brainstorm with the students what they would do if they were Jim.
3. Eliminate the examples that are violent. Tell the students that violence is never justified and that it destroys closeness in relationships.

Activity #2:

Objectives:

1. To emphasize that domestic violence is learned and that an individual is responsible for the decisions that lead to violence.
2. To demonstrate that domestic violence leads to negative consequences in relationships and in one's life.

Materials: Chalk, chalkboard, chart with categories to list negative consequences to violence, flashcards to tack onto chart (see example at the end of this lesson.)

Procedure:

1. Use flashcards with the following words written on them: respect, love, addiction, jail, and a chart which has two categories: leads to and destroys. Show the students the cards one by one and ask them whether violence leads to or destroys the feelings, behavior, etc. listed on the card. Tape the card on the chart.

Activity #3:

Objective: To introduce specific interventions to stop violence and manage anger.



Activity #5:

Objective: To introduce specific interventions to stop violence and manage anger.

Materials: Anger log

Procedures:

1. Hand out a blank anger log to each student.
2. Tell the students that they can use this anger log to help themselves learn about their anger and how to control it. They can:
  - a. Keep track of their anger;
  - b. Find out how they really feel;
  - c. Find out what their self talk is;
  - d. Learn to use new self talk and non-violent solutions to their problem situations.

## Follow-Up Assignment: Anger Log Practice

Background Information: Having been introduced to the Anger Log as a tool to manage anger, students need practice in order to completely understand its concepts and application.

Materials: Anger Log sheets

### Procedures:

1. Teacher presents an anger or violence scenario to students. Students can participate in generating the scenario.
2. Teacher hands out anger log sheets and asks students to fill out sheets for homework.
3. Teacher reviews anger log responses in detail with students on the following day.

ANGER LOG

Please complete steps 1 through 7 in numerical order:

1. ANGER EVENT: What was the situation? What did you get angry about?	2. LEVEL OF YOUR ANGER: (see below) Rate 1 to 10:  -10-	3. SELF-TALK: What were you saying to yourself or out loud that increased your anger?  What does she think she's doing?  I knew she wanted to go out with Steve.  She doesn't care about me at all.  She's cheating on me.  I'll fix her good.  Various cursing/ name calling.	4. EMOTION: What were you feeling UNDER your anger? (grief, sadness, hurt, fear, rejection, etc.)  --jealous  --sad  --hurt  --fear  --insecure  --rejected	5. NEW MESSAGE: What can you say to yourself to bring your anger level down?  She's probably just getting a ride.  I'm not going to jump to any conclusions.  I know she really cares about me.  I trust her.  It's no big deal.  I'll take a walk around the block and cool off.  I'll talk to her about it later.	6. How did the situation actually end?  --violence	7. If a situation like this happened in the future, how would you handle it?  --Time out  --Express feelings directly.  --"New Talk"
---	---	--	--	--	--	--

violently

mad      angry

angry

Level of Your Anger: How Angry Were You? 1 2 3 4 5 6 7 8 9 10

Juneau, Alaska

## CHILD SEXUAL ABUSE PREVENTIVE EDUCATION (Grades K-3)

### Lesson #1

**GOAL:** To increase students' understanding of child sexual abuse and subsequently, increase student's understanding of ways to prevent it.

### Objectives:

1. To know who the presenters are and the topic they shall address.
2. To identify who the members or the potential members of the children's support system are.
3. To make the students aware of what constitutes good touch, confusing touch, and bad touch.
4. To define and identify one's private parts.
5. To know that it is against the law if someone touches your private parts, or makes you touch theirs, and it is not your fault.
6. To know that you have a right to speak up and say "NO!" to anyone who touches, tries to touch or take pictures of your private parts or makes you touch their private parts, and that you should seek help from someone in your support system.

### *Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432

## Child Sexual Abuse Prevention K-3

Goal: To increase understanding of child sexual assault and ways to prevent it.

### Activity 1: Introduction

Objective: To know who the presenters are and the topic they shall address.

Materials: Blackboard, chalk.

Procedures: Presenters will write their first names on the blackboard along with "A.W.A.R.E.", verbally introduce selves and explain that we work at "A.W.A.R.E.", a house that's a safe place for women and their children, and inform class that we are here to share information on and discuss a sometimes embarrassing subject - "touching problems."

### Activity 2: Support Systems

Objective: To identify who are the members or the potential members of the child(ren's) support system.

Materials: Pictures of community support people.

Procedures: Describe in separate anecdotes, the following situations:

1. House fire when child is alone.
2. Child lost in a public place.
3. Theft of a personal item (sled, bike).
4. Being a victim of sexual exposure.

At the conclusion of each anecdote ask the children who they would tell if they were in the situation described. After all the problems have been addressed explain that the big person (adult, grown up) who helps them with their problem is a member of their support system. Include the following people: Parents, grandparents, siblings, teacher, nurse, counselor, pastor, priest, rabbi, police, firefighters, etc., and show accompanying pictures.

### Activity #3: Touch Continuum

Objectives:

1. To make the students aware of (what constitutes) good touch, confusing touch, bad touch.

2. To define and identify one's private zones.
3. To be aware that if someone touches your private parts or makes you touch theirs, that it is against the law and it is not your fault.

Procedures:

1. Presenter explains the following, one at a time, and then asks if its good or bad touch:
  - a. handshake
  - b. Petting a pet
  - c. Hug
  - d. Kissing parents goodnight

Students are told these are examples of good touch if giver is gentle and the touch is welcomed.

2. After an anecdote illustrating the following situations, the students are again asked if it's good or bad touch.
  - a. Tickling which was fun but now hurts because the person won't stop.
  - b. Same situation for wrestling.

These are examples of bad touch because it hurts and you've asked that it stop.

3. Tell children of a family friend who insists on kissing you on the mouth and it makes you feel "yukky." It gives you a "wierd" feeling in your stomach because it feels wrong, yet he's an adult so it must be ok. Identify this as bad touch.
4. Children are asked to stand, and after being told that we're all going to pretend to go to the pool they are asked to outline their bathing suits on their bodies. The students are then told that their bathing suits cover their private parts.
5. Another example of bad touch is if someone touches you or takes pictures on your private parts or makes you touch their private parts. No one has the right to touch you there! It is against the law, and if you are touched there it is not your fault.

Activity 4: Procedure for Responding to Touching or Photographing of Private Parts

Objective: To understand that you have the right to speak up and say "No!" to anyone who touches or tries to touch your private parts (this includes photographs) or makes you touch their private parts and that you should seek help from someone in your support system.

Materials: None.

Procedures:

1. Ask the following questions of the class: Here is what you can say to a person when he tries to touch you on your private parts: "That's a private part of my body. Don't touch me there!" You don't have to scream or yell, but you do need to say it in a strong voice. Class then repeats statement after presenter (3x).
2. If someone touches your private parts, you may find it embarrassing but you need to tell because what he did is a crime (against the law). You may tell someone in your support system like your mom. Here is what you say: "Mom, someone is touching the private parts of my body and I want him to stop!" Let's all practice saying this. Use a strong voice. Have class repeat 3x.
3. If your mom tells you she doesn't believe you and to stop making up stories, you need to tell someone else. You'll have to say "Mom, I'm sorry you don't believe me, I'll have to tell someone else," and you keep on telling people in your support system until someone believes you. It may be hard and embarrassing and you may think you're tattling but you're not because no one has the right to touch you there.

Activity 5: Portraits of Victims

Objectives:

1. To identify who are the members or the potential members of the child(ren's) support system.
2. To make the students aware of (what constitutes) good touch, confusing touch, and bad touch.
3. To understand that you have the right to speak up and say no to anyone who touches or tries to touch your private parts (this includes photographs) or makes you touch their private parts and that you should seek help from someone in your support system.

Materials: None.

Procedures: After reading each portrait ask the following questions:

Is this good or bad touch?

Should the child tell?

Who should s/he tell?

What should s/he say to him s/he tells?

Had s/he done anything wrong?

Had the person done anything wrong? Why?

How do you think the child felt?

Joey (age of children in class) was playing by himself outside when his neighbor (his dad's best friend) invited Joey inside to see the new kittens. Joey was excited and went in but he didn't see any kittens. His neighbor said he'd bring out the kittens if Joey would sit on his lap. Joey did and the man touched Joey on his private parts. Joey said, "those are my private parts, don't touch me there!" and ran out of the house back to his home.

Debbie (age of children in the class) and her uncle like to play basketball together. Often when Debbie makes an especially good basket, her uncle pats her on the back or gives her a hug.

Sally (age of children in class) was at home with her family. Everyone was in the kitchen, except Sally and her dad, who were watching t.v. Sally's dad was tickling her and then he began to feel her private parts under her clothes. She told him not to touch her private parts, but he told her to keep it a secret. She ran into the kitchen.

George loves his dad very much. Every night before he goes to bed he reads him a story. Then he hugs him and gives him a goodnight kiss on his cheek. George feels very happy and safe as he goes to sleep because he knows his dad loves him.

Activity 6: 12 minute film Who Do You Tell?

Objectives:

1. To identify who are the members or the potential members of the child(ren's) support system.
2. To make the students aware of (what constitutes) good touch, confusing touch, and bad touch.

3. To understand that you have the right to speak up and say no to anyone who touches or tries to touch your private parts (this includes photographs) or makes you touch their private parts and that you should seek help from someone in your support system.

Materials: Projector, screen, film.

Procedures:

1. Introduce film as a movie that's about all the different things we talked about today and more!
2. Show film.
3. After the screening ask if students have any questions.

Follow-up:

Pass out good touch/bad touch pictures to take home and color.

Thank class for their attention.

Follow-up:

Read-a-loud: "I Like You to Make Jokes with Me, But I don't Want You to Touch Me"

Ellen Bass  
Ms. Magazine 1982

CHILD SEXUAL ABUSE PREVENTIVE EDUCATION

Lesson #1, Grades 4, 5 & 6

**GOAL:** To increase students' understanding of child sexual abuse, incest, and subsequently, increase their understanding of ways to prevent it.

**Objectives:**

1. To know who the presenter is and the agency she represents.
2. To know the terms and definitions of the vocabulary involved with this topic.
3. To know that sexual abuse occurs frequently and in several different forms.
4. To know that sexual abuse is against the law.
5. To know that unwanted sexual contact is never the victim's fault and that s/he has the right to protection.
6. To increase students' understanding of what constitutes good, bad and confusing touch.
7. To know that you can speak up and say "NO!" to unwanted touch.
8. To know that there is a community support system.

**Participating Agencies:**

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

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**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

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**Juneau School District**

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**National Council on Alcoholism/Juneau**

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**Tlingit-Haida Social Services**

586-1432

DRAFT

Child Sexual Abuse Preventive Education

Grades 4, 5 & 6

GOAL: To increase students' understanding of sexual assault and incest and subsequently, increase their understanding of ways to prevent it.

Activity 1: Introduction

Objective: Students will know who the presenter is and the agency she represents.

Materials: Blackboard, chalk.

Procedures: Presenter will write her name on the blackboard along with AWARE and proceed to explain what the acronym stands for, along with a brief explanation of the shelter program. The topic of sexual abuse will then be introduced and the potential for their being embarrassed, due to the subject matter, will be acknowledged.

Activity 2: Definitions

Objective: To make students aware of the following:

1. The terms and definitions of the vocabulary involved with this topic.
2. That sexual abuse is against the law.
3. That unwanted sexual contact is never the victim's fault and that s/he has the right to protection.
4. That sexual abuse occurs frequently and in several different forms.

Materials: Chalk, blackboard.

Procedures: The presenter will list the following terms on the board: Sexual abuse, victim, offender, obscene phone call, indecent exposure, pornographic pictures, incest. Provide a basic definition of each.

1. Write the term 'sexual abuse' on the board along with the following definition:

"Sexual abuse is when someone forces or tricks you so they can touch your private parts, or have you touch theirs. It is a crime. It is against the law in the State of Alaska."

2. There are kinds of sexual abuse that do not include touch.

They too, are against the law. List on board:

Indecent Exposure  
Pornographic Pictures

Address one kind at a time. Ask class what it means, then give accurate definition with examples. An obscene phone call may include heavy breathing, farts, vulgar language, sexual requests/demands. Indecent exposure is when someone, most often a male, shows his private parts in a public place or inappropriately in a private place. Pornographic pictures do include movies, magazines, etc., but in relation to young people, we are talking about when someone forces or tricks you so they can photograph your private parts.

3. Just as there are characters in the books and stories the students read, there are two characters in the crime of child sexual abuse. Write victim on the board and ask class for a definition. A victim is the person the crime happens to. If I go home and find that someone has stolen my stereo, I am a victim of burglary. With sexual abuse, the person whose private parts are touched, or a person who is made to touch the private parts of another person, is the victim. Ask class for a victim profile which is: ages, sex, color, class. Victims are of all ages, color and class. Most times they are female, sometimes they are male. Sexual abuse is NEVER the victim's fault; a victim never asks for "it", nor does a victim ever deserve "it." People who are victims of sexual abuse have different feelings. Ask class what those feelings may be and list them on the board. Include sad, mad, scared, confused, betrayed, hurt, nervous, angry.

The second character in this crime is the offender. Ask class what an offender is as you write the word on the board. Offender is a word for the person who does the crime. If I do go home and find that my stereo has been stolen, the person who took it is the offender. In the crime of sexual abuse the person who forces or tricks another to have their private parts touched, or makes a victim touch their private parts is the offender.

Ask class for a profile of an offender, i.e., age, sex, color, class. Offenders, like victims are of all colors and class, and can be young or old. Most offenders are men that the victim knows or is related to, some may be strangers, few offenders are women that the victim knows or is related to.

Most offenders are men and some victims are boys. A man who sexually abuses a boy is not necessarily a homosexual, but usually is a heterosexual.

4. Incest is a form of sexual abuse that happens in a family. The victim is a boy or girl in the family and the offender is usually a male relative like their older brother, father,

cousin, uncle, grandfather, or step-father. The offender may also be a female relative.

Activity IV: Touch Continuum

Objectives: 3, 5, 6, 7, 8.

Materials: Blackboard, chalk.

Procedures:

1. Place three categories on the board, good touch, confusing (uncomfortable, mixed up, nervous) touch, bad (exploitive) touch, and explain to the class that you will suggest a type of touch and they will tell you under which category to place it.
2. Types of touch to include: handshake, hug, wrestling, games, soccer, football, tickling, kiss. If individuals in the class do not do so, be sure to point out that each example can be placed in any of the three categories. Suggest sexual abuse without, then with touch and explain why they can never be placed in the "good" column.
3. Acknowledge that it is hard to deal with types of touch that are confusing and that you must trust those feelings, use your common sense and respond in a way which makes you feel comfortable and safe.

If you find yourself in a situation where bad touch is occurring, speak up and say "NO!" if you feel you will be unharmed if you do so.

4. Place a fourth category on the board labeled "support system." Ask the class for adults they trust and could go to if they were experiencing confusing or bad touch. Be sure to include family, school personnel, clergy, law enforcement, social services, AWARE, friends. Stress to the class that even if a victim speaks up and says "NO!" it is necessary to tell an adult so that the offender does not victimize anyone else. If a victim tells a peer, the peer can be supportive, but an adult still needs to be notified.
5. If bad or confusing touch is happening to someone it is not their fault, they have not done anything wrong, and they do deserve to be protected. The victim needs to follow two steps:
  - a. Speak up and say "NO!"
  - b. Tell someone in their support system. Have class repeat the 2 steps, then review the following questions. If the adult a victim chooses to tell does not believe her/him what should s/he do? Keep on telling until

someone does believe them. Why? Because it's not the victim's fault, s/he has not done anything wrong, and s/he deserves to be protected.

Activity 5: Film "No More Secrets"

Objective: To reinforce the preceding objectives.

Materials: Projector, screen, film.

Procedures:

1. Presenter introduces the film by telling the class that the movie shows people their own age dealing with problems. Ask them to watch carefully so they can identify the problem and what steps were taken.
2. Show 15 minute film.
3. Ask for student responses to movie.
4. For each of the 3 situations ask: a) What was the problem? b) Has the victim done anything wrong? c) Has the offender done anything wrong? d) Which steps were taken by the victim? e) What other step did the victim need to do? f) How do you think the victim felt?

Activity 6: Community Resources

Objectives:

1. That unwanted sexual contact is never the victim's fault and that s/he has the right to protection.
2. To make students aware of support people in the Juneau community.

Materials: Handout ("Who I Can Talk to and Where I can Get Help."), chalk, blackboard, AWARE brochures.

Procedures:

1. Pass out the handout and request that they fill in the necessary information about people in their support system.
2. Presenter will write names and phone numbers of Juneau community resources on the board.
3. Distribute AWARE brochure.

Thank students for their time and attention.

Suggestions for Teacher Follow-up:

Read a portrait of a victim and ask the following questions of the students:

- What steps should the victim take?
- Who could s/he tell?
- Has s/he done anything wrong?
- Has the other person done anything wrong?
- Is it against the law?
- How do you think the victim felt?

Portrait #1

"Johnny (same age as students in class) was playing in the park. He recognized a man from his neighborhood. The man was passing out candy. When Johnny went over there the man had his pants unzipped and was exposing himself."

Portrait #2

"Greg (same age as students in class) was working 10 hours a week for a man who was a good friend of his parents. The man owned a company, had a family, and always did a lot of nice things for people. The man also made Greg touch his penis. This had been going on for about one year, and Greg was afraid of him because he told Greg if he told that he was really going to get Greg in trouble."

Portrait #3

"Sally (same age as students in class) was at home. Everyone was in the kitchen, except Sally and her dad, who were in the living room watching t.v. Sally's dad was tickling her and then he began to feel under her clothes. She told him to stop but he told her to keep it a secret. She ran into the kitchen."

## SEXUAL ASSAULT

### Lesson #1: Stranger Rape, Grades 7 - 12

**GOAL:** To increase students' understanding of sexual assault and subsequently, increase their understanding of ways to prevent it.

Objectives:

1. To know who the presenter is, the agency she represents, and the topic to be presented.
2. To know the terms and definitions of the vocabulary involved with this topic.
3. To know that sexual assault occurs frequently and in several different forms.
4. To know that sexual assault is against the law.
5. To know that unwanted sexual contact is never the victim's fault (and that s/he does not "ask for it").
6. To know that medical, legal and emotional assistance is available for victims of sexual assault.
7. To know the various means that may be used in attempting to try and prevent sexual assault.
8. To know the impact a sexual assault may have on the victim.

*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3583

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432

DRAFT

Sexual Assault

Lesson #1: Stranger Rape, Grades 7 - 12

Activity 1: Introduction

Objective: 1.

Materials: Blackboard, chalk, overhead projector, screen, prepared transparencies, prepared tag board.

Procedure: Presenter will write her name on the blackboard along with AWARE and proceed to explain what the acronym stands for, along with a brief explanation of the shelter program. The topic of sexual assault will then be introduced and the presenter will acknowledge the potential for the students being embarrassed due to the subject matter. The breakdown of the two lessons will then be outlined.

Activity 2: Definitions

Objectives: 2, 3, 4, 5.

Materials: Blackboard and chalk; or overhead projector, screen, prepared transparencies, prepared tag board.

Procedure: The presenter will list the following terms on the board: Sexual abuse, victim, offender, stranger rape, acquaintance rape, incestual assault, obscene phone call, indecent exposure, pornographic photographs of a minor. A basic definition of each will then be provided.

- a) Sexual assault - unwanted sexual contact, someone tricks or forces you so they can touch your private parts or so that you have to touch theirs. Sexual intercourse, or penetration may also be involved. It is against the law in the State of Alaska.
- b) Victim - ask class what it means, then give an accurate definition with an example. A victim is the person a crime happens to. If I go out to the parking lot and find that my car has been broken into and my tape deck has been "ripped off", I am a victim of theft. In the crime of sexual assault the person who is assaulted is the victim. Victims are of all ages, color, and class (economic status). Most times they are female, sometimes they are male. One out of every 4 young women (girls) will be a victim of sexual assault by the time she is 18 years old. One out of every 8 young men (boys) will have been a sexual assault victim by the time he graduates from high school. Sexual assault is NEVER the victim's fault; a victim NEVER "asks for it", nor does a victim ever "deserve it".

- c) Offender - ask class what it means, then given an accurate definition. An offender is the person who commits the crime. The person who "ripped off" my tape deck is the offender. In the crime of sexual assault the person who assaults the victim is the offender. Offenders like victims, are of all colors and classes, they can be young or old. Few offenders are women, most are men between the ages of 18 and 36. Most of the time or usually the victim knows or is related to the offender, although some are strangers to the victim. Most offenders are men and some victims are boys. A man who sexually assaults a boy is usually heterosexual, he sexually prefers men, and is not a homosexual. Sexual assault is an abuse of power; it is an act of violence and not of sexual passion.
- d) Stranger rape - in 15% of all sexual assault the victim does not know the offender. This is labeled "stranger rape."
- e) Acquaintance rape - ask for a definition of the word acquaintance. Explain that an acquaintance is someone that you may have met, you recognize their face, may know their name, a friend of a friend. The victim of an acquaintance rape knows who the offender is. This is also sometimes referred to as "dating rape." This will be explained further in the 2nd lesson.
- f) Incestual assault - sexual assault that occurs within a family is termed incest. That victim not only knows who the offender is, but is also related to him.

85% of all sexual assault are either incest or acquaintance rape. In 85% of all sexual assault, the victim knows the offender.

- g) Obscene phone calls, indecent exposure, pornographic photographs of a minor (someone under the age of 18). All are examples of sexual abuse which do not include touch. Each is against the law. Each example is to be addressed separately (and briefly) with an accurate definition and an example. An obscene phone call may include heavy breathing, threats, vulgar language, sexual requests or demands. Indecent exposure is when someone, most often a male shows his genitals (private parts) in a public place or inappropriately in a private place. Pornographic pictures include movies, magazines, etc., but is against the law to take pornographic pictures of people under 18 years.

Activity 3: Movie - No Word for Rape

Objectives: 2, 3, 4, 5, 6.

Materials: Film, projector, screen.

Procedure: Film introduction. No Word for Rape is a film made in Alaska which talks about the information we've already discussed. The filmmakers interviewed victims, an offender, law enforcement personnel, therapists, and people who work at shelters and rape crisis centers throughout Alaska. Please pay close attention so you can answer the questions at the conclusion of the movie.

Activity 4: Dispelling Myths

Objectives: 3, 4, 5, 6.

Materials: Blackboard, chalk, overhead projector, screen, prepared transparencies, prepared tag board sheets.

Procedure: Write the following statements on the board with 2 beside it, one which reads "fact", the other to read "myth" or "fiction". Define myth and fiction using an example. Read the statement and ask the class which column it goes in, then provide an anecdote, then correct the class if they placed it in the wrong column. Briefly write the myth or fact (underlined) in the appropriate column.

a) Women provoke sexual assaults, they "ask for it." A professional woman who works for the state went out after work one Friday with some people from her office. As they were sitting in a bar drinking a co-worker introduced her to a friend of his. She liked him and they both were flirtatious towards each other. She had too much to drink and this new acquaintance offered her a ride home. She was relieved that she didn't have to try and drive and accepted. When he got her to her apartment he raped her. Has she done anything wrong? Has he? Did she "deserve it"? Did she "ask for it"? NO! She did not "ask for it", what she wanted was a ride home. She did not "deserve" to be physically violated, degraded or humiliated. Is what he did against the law? How did she feel? How else could she have been returned home? Now what should she do? Presenter then places a check or an 'X' in the "myth" column.

b) (Statement made by cop in film) "Rape is not an act of . . . but rather . . ."

Point out that it's a quote from the police officer in the film, and is a fact.

c) Only weak, or stupid people are victims of sexual assault.

A member of the wrestling team was hitchhiking into town one day. A man picked him up but didn't bring him into town, instead he pulled onto a seldom used dirt road. The man forced the boy to have sexual contact with him, the boy tried to fight him, but stopped when the man pulled out a gun. Afterwards, the man drove away laughing, leaving the boy in the dirt.

Had the boy "asked for it?" Had he done anything wrong? Was he weak or stupid? NO! He did not ask for "it", what he wanted was a ride. He did not deserve to be physically violated, degraded, humiliated. He certainly wasn't weak and he was smart enough to know not to try and resist when a weapon was pulled on him. Anyone can be rendered helpless when a weapon is involved no matter how strong or smart they are. Was a crime committed? How did the victim feel? What does he need to do now? (Medical exam, contact police, talk with someone.)

A mark is then made in the myth column.

- d) Offenders are ugly, lonely, socially isolated losers.

A young woman was driving into town and a tire went flat. She had never changed a tire by herself before, and a new car pulled up with a well dressed man driving. She was relieved. Because he was in a suit and on his way to work he offered to drive her to a gas station. She accepted. While driving he spoke of his wife, children and the great party he had been at the night before. Instead of going to the gas station, he stopped in an empty parking lot and raped the girl.

Had the girl done anything wrong? Did she "ask for it?" NO! What she wanted was help with a flat tire; she did not deserve to be physically violated, humiliated, and degraded. She trusted the man because of his appearance. Was a crime committed? What could the girl have done differently? What should she do after the rape? (Medical, legal help, talk to someone.)

A mark is placed in the myth column.

- e) Sexual assault is a dangerous crime.

The film is dedicated to a young women, whose mother said her daughter was only meant to be raped, but was killed.

Check fact column.

- f) Erase all the myths and just leave the facts on the board.

#### Activity 5: Prevention Education

Objective: 7.

Materials: Blackboard, chalk; overhead projector, screen, prepared transparencies; prepared tagboard.

Procedure: We all want to believe that this crime happens to someone else and not to us, but each of us needs to be prepared. There are means that may be used to try and prevent sexual

assault.

First and foremost, use your common sense and trust your senses. If you are uncomfortable in a situation or confused, listen to your "inner voice." Protect yourself and don't take any unnecessary risks.

Be aware of your environment. This includes people, exits, potential weapons, etc. (give an example).

If home alone or babysitting, lock the doors and do not open them unless you are certain who the person is and you feel safe with them.

Do not give personal information to someone you don't know or don't trust. (Example.)

When getting into a car, check the back seat, lock the doors. When walking alone stay in populated, well lit areas, may place keys between your fingers (demonstrate). When possible go with friends and not alone.

If you are uncomfortable in a situation, scared, confused, nervous, threatened, do not be embarrassed to say what you want or need. Be verbally assertive, scream, yell if necessary (give example).

If needed and you are capable, be physically aggressive. Learn self defense.

#### Activity 6:

Objectives: 6, 8.

Materials: Blackboard, chalk; overhead projector, screen, prepared transparencies; prepared tagboard; AWARE brochure.

Procedure: Even if a person tries to prevent sexual assault s/he may still be victimized. The victims in the film spoke of how they felt after the assault. What were some of their emotional and physical responses? See that the following are mentioned: feeling dirty, nightmares, shame, fear, guilt, not able to be intimate, lack trust in self and others.

The impact on victims is great, therefore it is very important that they get help: Go to MD for medical exam to assess physical damage and to check for v.d. and possible pregnancy.

Go to the police and report the crime. The offender needs to be caught so that he will not assault anyone else and so he can get help.

The victim should go and talk with someone s/he trusts. Someone who can be supportive and of assistance to them. If a victim

tells a peer, the peer can be supportive but an adult with authority still needs to be notified. These are people who can give a victim support and understanding so they know they're not alone.

There are groups for young victims at AWARE conducted by a therapist. All that is said in group is confidential.

Distribute an AWARE brochure. Write name, agency and phone number on the board. Thank the class for their attention and participation.

## SEXUAL ASSAULT

### Lesson #2, Grades 7 - 12

#### Incest & Acquaintance Rape (Based on Lesson #1 - Stranger Rape)

**GOAL:** To increase students' understanding of sexual abuse and subsequently, increase their understanding of ways to prevent it.

#### Objectives:

1. To know who the presenter is, the agency she represents, and the topic to be presented.
2. To know the terms and definitions of the vocabulary involved with this topic.
3. To know that sexual assault occurs frequently and in several different forms.
4. To know that sexual assault is against the law.
5. To know that unwanted sexual contact is never the victim's fault (and that s/he does not "ask for it").
6. To know that medical, legal and emotional assistance is available for victims of sexual assault.
7. To know the various means that may be used in attempting to try and prevent sexual assault.
8. To know the impact a sexual assault may have on the victim.
9. To increase students' understanding of what constitutes good, confusing, and bad (exploitive) touch.

#### *Participating Agencies:*

**AWARE**

586-6623  
Big Brothers/Big Sisters  
586-3150

**M.E.N. Incorporated**

586-3585  
City & Borough Social Services  
586-9780

**Division of Family & Youth Services**

586-1861  
Juneau School District  
586-2303

**National Council on Alcoholism/Juneau**

586-1628  
Tlingit-Haida Social Services  
586-1432

### Activity 1: Introduction

Objective: 1.

Materials: Blackboard, chalk, etc.

Procedure: The presenter will reintroduce herself and then ask the class if they recall what agency she represents. The information will be provided if it is not remembered.

The second lesson on sexual assault will focus on incest and acquaintance rape.

### Activity 2: Review of Definitions

Objectives: 2, 3, 4, 5.

Materials: Same.

Procedure: The presenter will quickly review the terms and statistics from Lesson 1 by writing the terms down, asking the class for a definition, then clarifying the definition. The words to be reviewed include: sexual abuse, victim, offender, stranger rape, acquaintance rape, incestual assault, obscene phone call, indecent exposure, pornographic photographs of a minor.

### Activity 3: Incestual Assault

Objectives: 2, 3, 4, 5, 6.

Materials: Same.

Procedure: The presenter will elaborate on the definition of sexual assault. The main points will be outlined on the board. Incest usually begins when the child is between the ages of 3 and 6 years old, and it goes on for an average of 6 years. If there are both female and male children in the home, both are equally at risk to be sexually assaulted by a person in their family. This is not a crime of passion. It is an abuse of power.

There are major differences between the adult offender and his child victim.

When a child is of preschool age the offender may trick her or him into sexual contact by explaining it as a 'game', a "special secret", something daddy (brothers, uncles, etc.) do with their little girls (boys, granddaughters, etc.). The adult may purchase treats for the child, or do favors for them.

As a child grows older and begins to understand that this "special game" is not what all uncles (fathers, grandfathers, etc.) do with their nephews (daughters, sisters, etc.) and the child tries to resist. The adult may manipulate the child by using threats: "If you tell no one will believe you. You'll get in trouble." "If

you tell, I'll have to go to jail, then who will pay the rent (groceries, etc.)?" "If you keep quiet and let me continue, I won'd do this to your younger brother (sister, cousin)."

By the time a victim reaches your age they feel confused, ashamed and guilty. If they tell him to stop he may try to physically force them by beating them or restraining them.

The victim needs to confide with someone in their support system so that the abuse will stop, then the offender will not be able to abuse anyone else, and both the victim and the offender can get treatment.

#### Activity 4: Touch Continuum

Objectives: 3, 4, 5, 6, 7, 8, 9.

Materials: Same.

Procedure: Often times touch can be confusing for both children and adults. We may not be sure about what's "ok" and what's "not ok;" about what's "normal" and what's "wierd." This activity should help clarify ideas about touch.

1. Place three categories on the board, good touch, confusing (uncomfortable, mixed up, nervous) touch, bad (exploitive) touch, and explain to the class that you will suggest a type of touch and they will tell you under which category to place it.
2. Types of touch to include: handshake, hug, wrestling, tickling, kiss. If individuals in the class do not do so, be sure to point out that each example can be placed in any of the three categories. Suggest sexual abuse without, then with touch, and explain why they can never be placed in the "good" column. (Use storytelling examples.)
3. Acknowledge that it is hard to deal with types of touch that are confusing and that you must trust those feelings, use you common sense and respond in a way which makes you feel comfortable and safe.

If you find yourself in a situation where bad touch is occurring, then you need to speak up and say "NO!" if you feel you will be unharmed if you do so.

4. Place a fourth category on the board labeled "Support System." Secondly, you need to tell someone in your support system. Ask the class for adults they trust and could go to if they were experiencing confusing or bad touch. Be sure to include family, school personnel, clergy, law enforcement, social services, AWARE, friends. Stress to the class that even if a victim speaks up and says "NO!" it is necessary to tell an adult so that the offender does not victimize anyone

else. If a victim tells a peer, the peer can be supportive, but an adult still needs to be notified.

5. If bad or confusing touch is happening to someone it is not their fault, they have not done anything wrong, and they do deserve to be protected. The victim needs to follow two steps:

Speak up and say "NO!"

Tell someone in their support system. Have class repeat the two steps, then review the following questions. If the adult a victim chooses to tell does not believe her/him what should s/he do? Keep on telling until someone does believe them. Why? Because it's not the victim's fault, s/he has not done anything wrong, and s/he deserves to be protected.

#### Activity 5: Film for Grade 7 - No More Secrets

##### Objective:

Materials: Projector, screen, film.

Procedure: Film introduction: The movie shows people a little younger than you dealing with problems. Watch carefully so you can identify the problems and which of the two steps the victim took. Show film, then for each of the three situations ask: a) What was the problem? b) Has the victim done anything wrong? c) Has the offender done anything wrong? d) Which steps were taken by the victim? e) What other step did the victim need to do? f) How do you think the victim felt?

#### Activity 6: Community Resources

##### Objective:

Materials: Same, plus handout: "Who I can talk to and where I can get help."

Procedure: Handouts are distributed and the class is requested to fill in the necessary information about people in their support system.

The presenter will write the names and numbers of Juneau community resources on the board.

Thank the students for their time and attention.

Lesson #2

Grades 8 - 12

Activity 5: Film - The Party Game

Objectives: 3, 4, 5, 6, 7.

Materials: Projector, screen, film.

Procedure: Introduction to the film: When a person your age is a victim of acquaintance rape the offender may be a friend of the family, someone in your friend's family, a person you work for, a parent you babysit for, the person you may be dating. This film is about acquaintance rape. At the conclusion you should be able to tell why was Kathy at the party, why Mark was at the party, and what was the ending of the film. Be prepared for a party that's a little out of date.

After the film ask the following questions:

Why was Kathy at the party? How do you know?

Why was Mark at the party? How do you know?

What other ways could Kathy have responded to Mark?

What would he have done if she said she wanted to sit down inside and talk?

What happened at the end of the film? Was it against the law? Who's fault was it?

What should Kathy do now?  
(Talk to the police, get a medical exam, talk to someone)

In acquaintance rape and incest is it "narcising" to tell the police about the offender? Why? Why not?

Activity 6: Community Resources

Objectives: 6, 8.

Materials: Same plus "Support System Handout."



*Juneau, Alaska*

HEALTHY DECISION MAKING (7-12)

BY: Walter Majoros  
Ken McQuade



*Participating Agencies:*

**AWARE**

586-6623

**Big Brothers/Big Sisters**

586-3350

**M.E.N. Incorporated**

586-3585

**City & Borough Social Services**

586-9780

**Division of Family & Youth Services**

586-1861

**Juneau School District**

586-2303

**National Council on Alcoholism/Juneau**

586-1688

**Tlingit-Haida Social Services**

586-1432

## HEALTHY DECISION MAKING (7-12)

GOAL: To examine the relationship between individual decisions and the problems of domestic violence, sexual assault, alcoholism and drug abuse, and to learn a model to make healthier decisions.

### Objectives:

1. To introduce the Network project and the goal for today's lesson.
2. To identify routine decisions, future decisions and decisions that lead to destructive behavior.
3. To examine positive and negative influences on decision-making.
4. To understand how advertising and the media encourage roles that perpetuate negative decisions and destructive behavior; i.e., domestic violence, sexual assault, alcoholism and drug abuse.
5. To present a model for positive decision-making.

### Activity #1: INTRODUCTION

Objective: To introduce the Network project and the goal for today's lesson.

Materials: Chalkboard/Chalk.

Background: This activity gives students an understanding of the Network project and its various components.

### Procedure:

1. Presenters introduce selves and the agencies they represent.
2. Presenter briefly outlines the Network's educational and treatment components and the agencies participating in the project.
3. Presenter refers to goal statement for "healthy decision-making" curriculum. This statement (see above) is written on chalkboard prior to the presentation. Presenter defines the terms: domestic violence, sexual assault, and alcohol/drug abuse.

### Activity #2: Brainstorming Session on Types of Decisions

Objective: To identify routine decisions, future decisions, and decisions that lead to destructive behavior.

Materials: Chalkboard/chalk.

Background: This activity is a readiness exercise designed to attract students' attention and to encourage their participation in the presentation. It helps students to identify types of decisions and shows that negative behavior can result from poor decisions.

Procedure:

1. Presenter divides chalkboard into three columns and writes down the following headings:
  - a. Today's Decisions
  - b. Future Decisions
  - c. Decisions that hurt ourselves and others
2. Presenter asks students to identify decisions in each category. Presenter facilitates and directs students to the degree necessary. Presenter writes down decisions in appropriate columns.

Activity #3: Illustrations of Influences on Decisions

Objective: To examine positive and negative influences on decision-making.

Materials: Slides and projector; cassette tape and recorder, T-shirt, screen.

Background: This activity stimulates students by using audio-visual aids to portray influences that are relevant to their everyday experiences. It introduces the concept of the socialization process whereby students are influenced to make unhealthy decisions.

Procedure:

1. Presenter chooses one example of a decision from Activity #2. Presenter asks students to identify the various influences that may affect that decision. Presenter introduces the concept of positive and negative influences on decisions.
2. Presenter demonstrates positive influences on decisions.
  - a. Presenter plays segment of popular song depicting healthy or harmonious behavior and asks students to identify predominant theme or message.
  - b. Presenter displays T-shirt sold by local high school basketball team to raise money for cancer research. Students are asked how this represents positive influences on decisions:
3. Presenter demonstrates negative influences on decisions.

- a. Presenter plays segments of at least two songs depicting violence and drug use. Students are asked how songs influence and legitimize negative behavior.
- b. Presenter displays slides and/or magazine ads which portray stereotypic male and female roles. Some of the slides/ads glorify alcohol use, violence, and other unhealthy behavior.

#### Activity #4: Societal Influences on Negative Behavior

Objective: To understand how advertising and the media encourage roles that perpetuate negative decisions and destructive behavior; i.e., domestic violence, sexual assault, alcoholism and drug abuse.

Materials: Chalkboard, flashcards depicting stereotypic male and female characteristics.

Background: Students are now prepared to analyze how societal influences create stereotypic roles leading to chemically or physically abusive behavior. This activity creates a framework to understand the slides/ads presented in the previous activity.

#### Procedure:

1. Presenter divides chalkboard into two columns: "All American Man" and "All American Woman."
2. Students and presenter brainstorm qualities of the all American woman and man, using previous audio-visual examples and flashcards to stimulate discussion; e.g., men as dominant, aggressive, emotionless; women as submissive, helpless, passive.
3. Presenter and students discuss the following points:
  - a. These expectations are very difficult to meet and are a setup for failure.
  - b. How stereotypic roles may be unhealthy for:
    1. men
    2. women
    3. relationships
  - c. That men and women are encouraged to drink excessively.
4. Presenter emphasizes that stereotypic roles are limiting and asks students to create a description of a "healthy" person. Students and presenter brainstorm qualities of the healthy person. Presenter writes qualities on chalkboard.

#### Activity #5: Making Positive Decisions

Objective: To present a model for positive decision-making, with emphasis on decisions relating to alcoholism, drug abuse, domestic violence, and sexual assault.

Materials: Chalkboard/Chalk.

Background: Students have learned to identify: types of decisions; positive and negative influences on decisions; and societal rules that lead to destructive decisions and behavior. Students are now given a tool to make decisions based upon the outcome that they desire.

Procedure:

1. Presenter writes down model for positive decision-making on chalkboard:
  - a. Consider all options.
  - b. Consider consequences to self and others.
  - c. Choose your desired outcome.
  - d. Make a decision to obtain your desired outcome.
2. Presenter briefly reviews the four components of positive decision-making. Presenter then applies model to attached Example #1.
3. Presenter explains to students that there may be a homework assignment and that the decision-making model will be used by other presenters from the Network project.

#### FOLLOW-UP ASSIGNMENT

Background: Having been given the outline for a positive decision-making model, students are now ready to apply the model to real-life situations.

Materials: Attached homework assignment and chalkboard.

Procedure:

1. Teacher hands out the attached sheet as a homework assignment.
2. Teacher reviews homework assignment with students the next day, carefully reviewing each component of the decision-making model to make sure students fully understand its application.

## MAKING POSITIVE DECISIONS: EXAMPLE #1

This assignment will help you understand the process of making healthy decisions. Please read the paragraph below and answer the questions that follow.

Mark has borrowed his father's car and has picked up three friends to go to a party. One of the friends, Tim, pulls out a bottle of whiskey and passes it around. The bottle comes to Mark. What should he do?

### Questions:

1. What are Mark's options?
  
2. What effect will these different options have on Mark and others?
  
3. If you were Mark, what outcome would you desire in this situation?
  
4. What decision would you make to reach your desired outcome?



*Juneau, Alaska*

ALCOHOLISM IN THE FAMILY SERIES

Developed by: THE NATIONAL  
COUNCIL ON ALCOHOLISM/JUNEAU

*Participating Agencies:*

**AWARE**  
586-6623

**Big Brothers/Big Sisters**  
586-3350

**M.E.N. Incorporated**  
586-3513

**City & Borough Social Services**  
586-9710

**Division of Family & Youth Services**  
586-1861

**Juneau School District**  
586-2303

**National Council on Alcoholism/Juneau**  
586-1638

**Tlingit-Haida Social Services**  
586-1432

## ALCOHOLISM IN THE FAMILY SERIES

### INTRODUCTION TO THE LESSONS

There are lessons for five grade levels--3, 5, 7, 9, 11. The "Key Objectives" for teaching about alcoholism in the family are on the following page. Individual lessons make reference to this list. The Appendix contains descriptions of three teaching strategies used throughout these lessons. "Brainstorming" is a technique used because of its energizing effect and ability to solicit participation. "Ground Rules for Discussion" are designed to protect the safety of individual students during classroom discussion. "How to Direct Successful Improvisations" describes a tool for active learning used in secondary level lessons.

## KEY OBJECTIVES

1. You are not alone. Alcoholism is so stigmatized that neither children nor adults tell their closest friends about it even during the hardest of times. As a result, most children think theirs is the only family that behaves as it does. It is an enormous relief to know that many other people have the same problem.
2. The drinking is not your fault. Children blame themselves for a parent's alcoholism, sometimes because the alcoholic or even the sober parent explicitly blames them. Obviously this guilt is a burden which has a tremendous impact on the child's personality. Children need to realize that there is nothing they can do to stop the drinking.
3. Alcoholism is an illness--it is not the alcoholic's fault. The child feels unloved, angry, rejected and thinks the alcoholic chooses to live as s/he does. The child can begin to love the parent again if s/he can separate the illness from the person who has it and can't control it.
4. Alcoholics do love their children. Alcoholics often act in inconsistent or confusing ways, as do spouses of alcoholics. The child may get a mixed message of love and hate from his/her parents. To begin to understand that, as a result of their illness, the alcoholic parent cannot always control the way they act, helps children believe that they are indeed loved by their parent who would act differently if they could.
5. Alcoholics will sometimes have "blackouts"--periods of time when they are drunk which they can't remember later. As a result of numerous broken promises, many of which the alcoholic can't even remember, the child lives a life of disappointment and learns not to trust the alcoholic parent. Simply realizing that the alcoholic really cannot remember everything s/he says or does is consoling to the child.
6. Alcoholics can recover; there is hope. There must be a reason to seek help, something to look forward to. Most young people look for help for their parent. They need to believe that it is possible for the alcoholic to get help, but know it is not their responsibility.
7. You need and should get help for yourself. Some people think it is pointless to help the child of an alcoholic unless the alcoholic gets help to stop drinking. This is a senseless belief. The object of these lessons is to help the children of alcoholics regardless of whether or not their parents get help. They need to understand that resources are available for members of alcoholic families and that they can learn to identify persons they can trust to talk with.
8. You can practice certain coping skills. In addition to seeking assistance these skills include: to avoid contact with the alcoholic when the alcoholic is drinking, to have fun, to get feelings out in acceptable ways and to be safe. They need to come to believe that they can feel guiltless, unashamed, loving and happy even while the drinking continues.

9. We can learn to be better friends to each other. Children need to understand that even if they are not in this situation, they can be helpful friends. They can learn to listen uncritically to each other's thoughts and feelings, to protect with confidentiality each other's painful secrets and to share information about family alcoholism.

For secondary level students:

10. Members of an alcoholic family eventually play certain fixed roles. As the illness progresses, members of an alcoholic family begin to deny their own true feelings and play roles which cover them, even to themselves. This is in reaction to the denial of the alcoholic of his/her disease.
11. The alcoholic develops an "alibi system"--involving denial, rationalizations and projections--which functions to protect them from seeing their illness. This is one of the primary reasons why living with an alcoholic is so difficult. Refusing to see their illness and blaming those around them for problems being created ensures that as the alcoholic gets sicker, so will his/her family.
12. Family members can join self-help groups such as Alateen and Alinon which will help them detach from the alcoholic's drinking and learn to take care of themselves. Teenagers living in an alcoholic home need to be encouraged to attend Alateen. This ongoing support will help them to recognize self-destructive feelings and behaviors, and replace them by group support with constructive feelings and behaviors.

ALCOHOLISM IN THE FAMILY--GRADE 3  
Lesson 1: "Lots of Kids Like Us"

Objectives:

(See KEY OBJECTIVES, pg. 2 , 1-9)

Materials: film--"Kids Like Us," projector, screen, puppet, chalk,  
blackboard

Time Required: 45 minutes

Procedure:

1. Ask: "What do you call a person who drinks too much alcohol?" Field responses. Wait until someone says "alcoholic."
2. Brainstorm (see pg.17 for brainstorming rules): "What comes to your mind when you hear the word 'alcoholic'?" Write responses on board.
3. Explain: "Most of us have ideas about alcoholics. Some of our ideas are true and some are not. I brought a friend with me who is going to help us understand what it means to be an alcoholic." Bring out puppet. "This is Alice Alcoholic."
4. Alice Alcoholic speaks: "Hi Boys and Girls! My name's Alice and I'm an alcoholic. I have an illness called 'alcoholism.' But don't feel sorry for me because I don't drink anymore and I feel just fine! Before I stopped drinking, however, I had lots of problems--and caused lots of problems for other people. I have two beautiful children, just like you. Sometimes I used to act terrible and even scared them! I didn't want to, but I couldn't stop drinking and I couldn't control the way I acted when I drank. Sometime my children thought they made me drink because they were bad. This simply was not true! They were wonderful--just like you all. Children have to realize that they don't make their parents drink, and they can't make them stop.

Let me ask you a couple of questions:

- a. Is everyone who drinks an alcoholic? (Allow for responses.) Most adults who drink alcohol are not alcoholics. Probably most of your parents drink alcohol sometimes. That does not mean that they are alcoholics. Alcoholics, remember, are people who cannot control how much they drink and what happens when they drink. This just happens to some people. It's not because they are bad or wanted it to happen.
- b. Should a child try to get their parent to stop drinking? (Allow for responses.) No way! If your father broke his leg, could you fix it? Alcoholics need help from another adult, not from a child. Children need to learn to take care of themselves, and have fun even if someone at home is sick or unhappy.

Now, I'm going to show you a movie. It's about some friends of mine-- Ben, Laurie and Conrad. They had alcoholic parents--just like my kids. It's called "Lots of Kids Like Us." Why do you suppose it's called that? (Allow for responses--'Because lots of kids have parents who drink too much.')

If you pay close attention, you will find out ways to make life easier for you if you have a parent who drinks too much, or for a friend of yours, if they have a parent who drinks too much."

5. Show film.
6. Ask: "What were some of Ben's feelings?" List responses on the board.
7. Discuss ways to deal with these feelings and ways to reach out to each other by asking the following questions:
  - a. "What were some of the things Conrad taught Ben to do when he felt sad?" (angry, afraid, lonely, disappointed, etc.)
  - b. "If Ben were your friend, what would you tell him when he felt guilty?"

Suggest: "Why don't we all practice saying together, 'It's not your fault your parent drinks!'" Class repeats sentence together.

8. If time permits, brainstorm orally ways the students could reach out to each other when someone is feeling down or angry because of problems at home. Allow students to think of sentences. Have class practice saying sentences out loud together.

ALCOHOLISM IN THE FAMILY--GRADE 5  
Lesson 1: "Survivors and Good Friends"

Objectives:

(See KEY OBJECTIVES, pg.2 , 1-9)

Materials: film--"Lots of Kids Like Us," projector, screen, butcher paper, markers, tape

Time Required: 45 minutes

Procedure:

1. Brainstorm (see pg.17 for brainstorming rules) everything students can remember or know about alcoholism. Write responses on board. Explain that most of us know both facts and myths about alcoholism. Define myths if necessary.) Go through brainstorm list, erase myths and clarify facts. In particular, these points should be covered:
  - a. Alcoholism is an illness--the alcoholic cannot stop drinking.
  - b. No one causes another's alcoholism.
  - c. There is nothing a child can do to fix alcoholism.
  - d. Alcoholics love their children, even if they don't always act like it.
  - e. How people get help--Alcoholics Anonymous, the Juneau Regional Rehabilitation Hospital, counseling at the Alcoholism and Drug Abuse Central Agency--recovery is possible.
  - f. Family members--even children--can get help for themselves.
  - g. ALL DRINKING IS NOT ALCOHOLISM.
2. Introduce film: "This is a film about children who live in alcoholic families. If you pay close attention you will learn ways to be happy even if one of your parents has a drinking problem. Even if neither of your parents has a drinking problem, you can learn information which you might be able to share with a friend." (Some students may have seen the film in lower grades, but its points cannot be over emphasized and it won't be boring. The discussion will be different and reinforcing each time.)
3. Show film.
4. Ask: "What were some of the things Conrad taught Ben?" Record these on a piece of butcher paper entitled "Survivors List." (If possible, keep this list hanging in the classroom for a period of time.)

5. Ask: "How can we be good friends to each other like Conrad was to Ben?" Record these on a piece of butcher paper called the "Good Friends List." (Save and post in classroom.)
6. Ask: "How can we identify persons we can trust to talk with?" Brainstorm a "Persons we can trust" list. (Save and post in classroom.)
7. Conclude lesson by explaining that sometimes we are in situations we can't control. Still we can try to make life better for ourselves. Hopefully today we have learned some of the things we can do.

ALCOHOLISM IN THE FAMILY--GRADE 5  
Lesson 2: Hotline for Help

Objective: To reinforce points of Lesson 1.

Materials: "Survivors List," "Good Friends List," paper, pencils, two phones (unconnected)

Time Required: 35 minutes

Procedure:

1. Review "Survivors List" and "Good Friends List."
2. Ask students to remember some of the special problems of Conrad, Ben and Laurie. Ask them to write an imaginary letter to Abby (Dear Abby...) or Mr. Wizzard about a problem that concerns living with an alcoholic parent.
3. Ask for volunteers to share their letters. Ask class to answer for Abby or Mr. Wizzard.
4. Ask for two volunteers to role-play a hotline in which students "call in" problems to each other. Allow the "counselor" to put the caller on hold while they consult the class for further ideas if necessary.

ALCOHOLISM IN THE FAMILY--GRADE 7  
"All Bottled Up"

Objectives:

(See KEY OBJECTIVES, pg. 2 , 1-9)

Materials: film--"All Bottled Up," projector, screen, blackboard, chalk.

Time Required: 45 min. - 1 hour

Procedure:

1. Brainstorm: "What comes to your mind when I say the word 'alcoholic'?" Write responses on board. (See pg. 17 for brainstorming rules.)
2. Explain: "There are no right or wrong answers. There are myths, facts and opinions. WE all know myths and facts and have opinions about alcoholism and alcoholics. Now we are going to categorize your responses into these three groups." (Circle facts. Erase myths. Check opinions.)

In particular these points should be covered:

- a. Alcoholism is an illness in which a person cannot control their drinking.
  - b. No one plans on being an alcoholic, yet one of ten persons who drinks becomes one and one out of nine Alaskans.
  - c. The illness progresses in stages--it gets worse, never better.
  - d. Alcoholics seldom admit to themselves or others that they have a disease. They deny being alcoholic.
  - e. Alcoholics have "blackouts"--periods of time they can't remember.
  - f. Alcoholics can and do recover. But they must stop drinking completely. There is no cure, but it can be arrested by total abstinence.
  - g. It is an unusual illness, because the alcoholic practices his/her disease usually with little motivation to stop. This is because of two reasons: the stigma attached to being an alcoholic, and the body is craving alcohol.
3. Ask: "Living with an alcoholic parent poses some special problems for teenagers. What do you think some of these might be?" List responses on board.

4. Introduce film: "We are going to see a film called 'All Bottled Up.' In it teenagers talk about their experiences living with an alcoholic parent and the things they learned to do which made life easier. Look for answers to these questions:
  - a. What were some of the harmful ways young people responded to their parents' alcoholism?
  - b. What were some of the characteristics of an alcoholic home?
  - c. What was most interesting to you?
5. Show film.
6. Discuss answers to questions.
7. Ask: "What are some of the things you can do to keep sane in a home with alcoholism?" List responses on board. List should contain:
  - a. Realize you are not to blame for the alcoholic's drinking.
  - b. Realize your parents do love you--even if they don't always act like it. They are just as confused as you are about the alcoholic's drinking.
  - c. Stay out of the alcoholic's way when he/she is drinking.
  - d. Don't preach or lecture.
  - e. Don't hide or pour out the liquor.
  - f. Don't take the alcoholic's behavior personally.
  - g. Develop other activities--sports, having fun, talking with persons you can trust.
  - h. Develop a support group of people you can count on. (Such as Alateen.)
  - i. Have an emergency plan.
8. Pass out "Survival Strategies" handout with Alateen information.
9. If time permits, discuss "Portraits of Victims" and solutions to the problems presented. Or, if there are volunteers, role-play talking to a friend with alcoholism in the family. (See pg.19 for suggestions on "How to Direct a Successful Improvisation.")

PORTRAITS OF VICTIMS:

Mary is worried about her mother's drinking. She believes that if she argues with her mother about it, pours out her bottles and hides the liquor her mother will stop. Mary is your friend and talks with you about this. What should you tell her?

-----

Amy is embarrassed to have friends home because often her mother is drunk. A friend, Jean, is walking home with Amy. As they get closer Amy gets more and more nervous. What should Amy do?

-----

Danny has a father who drinks. When his father is drunk, his mother often gets angry at Danny and blames him for the problems at home. At the basketball games Danny gets drunk, gets in fights and ends up at Johnson Jail. Danny is tired of fights and being hasselled by the probation office. What should he do?

## ALCOHOLISM IN THE FAMILY--GRADE 9

### Objectives:

(See KEY OBJECTIVES, pg.2 , 1-12)

Materials: blackboard, chalk

Time Required: 45-60 minutes

### Procedure:

1. Ask: "What comes to your mind when you hear the word, cancer?" Write responses on board.
2. Ask: "What comes to your mind when you hear the word 'alcoholic'?" Write responses on board.
3. Point out the differences in perceptions of both diseases and the stigma attached to alcoholism.
4. Explain the unique aspects of alcoholism:
  - a. The alcoholic is driven (by a physiological craving) to practice their disease.
  - b. The alcoholic is ashamed of being "out of control" of his/her drinking.
  - c. The alcoholic denies the existence of his/her disease. Is usually THE LAST PERSON TO KNOW.
5. Explain: If you have an alcoholic parent, you have special problems. In addition to the alcoholic denying the existence of his/her problem, he or she has blackouts when s/he can't remember things said or done and is unpredictable and perhaps explosive. You are subject to feelings of guilt, disappointment, anger, fear, feelings of being responsible for everyone, etc. What's more, you probably are denying at times your own true feelings (just like the alcoholic) even to yourself. In fact, children from alcoholic families usually play one of four roles.

Describe roles--hero, enabler, scapegoat, mascot, alcoholic and lonely child--using diagrams on board of inside feelings and outside defenses.

- a. The "classic enabler"--encourages the alcoholic's drinking by trying to cover up, deny it, make excuses for it. The enabler secretly feels responsible (guilty) for the alcoholic's drinking (played by the non-alcoholic spouse).

- b. The "hero"--takes charge when situations are out of control. Feels responsible for the salvation of the family members. Experiences a tremendous amount of stress. Inadequacy is the driving feeling. Functions to make the family proud.
  - c. The "scapegoat"--is blamed for many of the family problems. Becomes angry and acts out. Hurt and guilt is under the defiance. Functions to take the focus off the alcoholic.
  - d. The "mascot"--provides comic relief for the family. Is a jokester. Uses humor to mask true feelings of fear and insecurity.
  - e. The "lost child"--is neglected. Receives little attention. Accepts reinforcement for being "good." Feels lonely and unimportant, functions for family relief--one child not to worry about.
  - f. The alcoholic--denies drinking problems. Blames others for problems always. Is not fully aware of situation because of drunkenness. Doesn't remember violent or harsh actions. Guilt and remorse are underlying feelings.
6. Read "Dear Abby" letters. Ask class to discuss possible solutions to the problems. Out of their solutions compose a "Ways to Cope" list. List should include those strategies covered in "All Bottled Up" seventh grade lesson.

Dear Abby:

My father frequently goes on drinking sprees, some of which last for several days. When he's not drinking he is kind and generous. But when he drinks too much he is mean, sloppy and sometimes violent. He sometimes spends so much on liquor that the family has to do without much food. What can I do? I am 14 years old.

Signed,  
Confused

Dear Abby:

My mother spends all day watching soap operas and nibbling potato chips and neglects my two baby twin brothers and the house. My father has two jobs to support us and isn't home too much. When I get home from school she's already had several drinks and gets mad at the slightest thing I do. What can I do?

Signed,  
Oppressed

Dear Abby:

My husband spend every Saturday and Sunday afternoon and Monday night watching the football games. While watching he keeps on drinking beer until by the end of the game he is unsteady and irritable, so we can't go anyplace or have any guests in. Tuesday he wakes up with a hangover. The rest of the week he's fine. What can I do?

Signed,  
Confined

7. Ask for 3 volunteers (See pg. 19 for suggestions on "How to Direct a Successful Improvisation"). Instruct them to think of a conflict situation involving an alcoholic parent, a teenage child and a friend of the teenager. Players should think of the "Ways to Cope" list when creating the solution.

## ALCOHOLISM IN THE FAMILY--GRADE 11

### Objectives:

(See KEY OBJECTIVES, pg. 2 , 1-12)

### Materials:

Time Required: 45-60 minutes

### Procedure:

1. Explain: Usually when we think of an alcoholic, we think of an isolated suffering person. What we don't think of is that usually several other lives are seriously being affected by the alcoholic. We say alcoholism is a "family" disease. As the alcoholic gets sicker, the family gets sicker.
2. Explain: First, we are going to play a game to check how much you know about alcoholism and alcoholism in the family. It involves a certain amount of personal risk. I am going to read a statement. If you agree, raise your hand up. If you disagree, drop your arm down. If you don't know, stick your arm out to the side. This should be a fun activity and is not meant to embarrass anyone. It's okay not to know and it's okay to make a mistake in front of others. These are valuable lessons for us to learn.

#### Statements:

- a. Alcoholism is a disease. (Agree? Disagree? Don't know?)
  - b. With help, alcoholics can learn to control their drinking.
  - c. Alcoholics usually admit they have a problem.
  - d. Teenagers should try to get their parents to understand that they have a problem and that they should quit drinking.
  - e. If you have a parent who is alcoholic you should be extra careful to make sure your parent does not get hurt.
  - f. The stress of having children often causes parents to become alcoholic.
3. Discuss. Explain that there are many misconceptions about alcoholism. What people most often don't consider is how a person's alcoholism drastically affects those closest to him/her.

4. Explain an alcoholic's "alibi system" of denial, rationalizations, projections. Ask for two volunteers--one to be an alcoholic and the other to confront the person about his/her drinking. (See pg. 19 for suggestions on "How to Direct a Successful Improvisation.")
5. Explain how the alcoholic's alibi system affects other members of the family.
6. Review roles family members play from ninth grade lesson pg. 12.

Review "Ways to Cope" from seventh grade lesson "All Bottled Up." pg. 9.

7. Ask for volunteers to do improvisations demonstrating some problem situations and effective ways to cope.

Examples of problem situations follow:

- a. Jean and Rita, both seventeen, are old friends. They just left Rita's home after her mother, visibly drunk at 4 p.m., alternated between verbal abuse and soggy kisses because Rita was going to sleep at Jean's. Rita refuses to acknowledge that her mother's behavior was unusual or disturbing to her.
- b. Rick is listening to his friend Joe bitterly complain about his own father, who was drunk and hit his mother. Joe wants to move out but is worried about his mother and younger sisters.

APPENDICES

**BRAINSTORMING:**

The five rules of conducting a brainstorming exercise are as follows:

1. Work for quantity, not quality;
2. Expand on each other's ideas, elaborate, be imaginative;
3. No negative evaluation of an idea is allowed;
4. Record each idea by a key word or phrase;
5. Set a time limit and hold to it.

Explain the rules to your group so that the structure is clearly understood. Poor brainstorming results are often caused by lack of adherence to the rules.

GROUND RULES FOR CLASS DISCUSSION:

In order to protect individual safety during discussion, review these ground rules prior to each discussion, and refer to them when necessary:

1. Never use someone's name when talking about a problem situation. Say instead, "I know someone who..."
2. Don't put down anyone else's answers, opinions or ideas. (In short, No put downs!)
3. Only one person talks at a time.

## HOW TO DIRECT SUCCESSFUL IMPROVISATIONS

In order to initiate an improvisation, the participants need to be given a situation and a conflict as a starting point.

After that, for the improvisation to "work" dramatically (that is, be interesting), the participants are responsible for the following five major criteria of successful improvisations:

1. There must be a beginning, middle and end.
2. An environment must be developed.
3. There must be a conflict.
4. The conflict must be resolved by a strong choice for action.
5. Characters must be developed.

"Safety Rules" should be discussed. See section at the end of Appendix 3 for further instruction.

### Procedure:

1. Ask for volunteers to participate in an improvisation (3-5 persons).
2. Give the participants time alone together to develop an initial story line and establish roles (3-5 minutes).
3. Before the action begins, instruct participants that they have the right to call a "cut" in the action at any time without having to say why. This allows participants who feel they are getting too emotionally involved an easy "out" from what may, on rare occasions, be an unpleasant situation. Be alert to the action and feelings of the improvisation and don't hesitate to call a "cut" yourself if you feel the improvisation is arousing too much anxiety.
4. While action is in progress, don't inhibit it by commenting on or altering the action.
5. The improvisation ends when the participants have reached a logical ending point or you decide to cut the action because it is dragging or has become irrelevant. The conflict ought to have been resolved and a strong choice have been made.
6. Student observers can also act as "reporters" who write down or later verbally describe what they saw and heard, comparing their accounts with each other and with what the players felt occurred.
7. Praise all efforts. Don't criticize, regardless of the outcome of the drama. Students won't participate if the teacher is critical. Don't expect miracles. The noise level may be high. Give students time to get used to the technique of improvisation.

8. Much of the learning from improvisation will be lost if you don't follow-up each improvisation with additional learning exercises designed to build on the experience. Among the follow-up exercises you can pursue are the following:
  - a. Students can repeat the completed improvisation with different participants or with a new conflict or scenario.
  - b. When an individual improvisation or series of improvisations is over, focus the ensuing discussion on what the participating students' feelings were as they acted; what their attitudes were toward the other players; what different actions the observers might have taken were they in the improvisation; and what the observers and participants feel they learned.
  - c. Avoid giving your opinion of whether the improvisation solution was "right" or "wrong" and concentrate instead on eliciting and having your students debate the advantages and drawbacks of alternative solutions.

## Safety Rules:

In order for improvisation to work with your students, participating students must feel a sense of safety, that their risking is being protected by both you and other students. To ensure this safety, you must initially spend a short period of time establishing some "safety ground rules." This can be done either of two ways.

The first is to read the attached list of "safety rules" and review them periodically as reminders or refer to them if a rule has been violated.

The second takes a little more time but involves the students in the responsibility of establishing rules. A recorder is designated. The process of improvisation is reviewed. Then the class is asked, "What do we need to agree upon in order to make this a safe place to participate in improvisation?" The recorder is instructed to record the responses which the students brainstorm. After the brainstorming the class discusses the different rules and by consensus agrees which should be established. These rules are then posted. If someone breaks a safety rule more than once, they should be asked to leave the room for the duration of the lesson, unless a believable commitment to cooperate is firmly established.

### "Suggested Safety Rules"

1. No one criticizes another's performance. Discussions focus around action taken rather than quality of performance.
2. No heckling or other discussion during performance. The observers are to remain silent, except for appropriate laughter.
3. During follow-up discussion, no one jumps on anyone else.

*file*

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*NRN  
spoke 3-17-85  
RE child protection  
package  
S*

March 5, 1985

Honorable Bettye Fahrenkamp  
Alaska State Senate  
Pouch V  
Juneau, Alaska 99811

Re: Senate Bill 8

Dear Senator Fahrenkamp:

I am the registered lobbyist for the Alaska Nurses Association.

The Association supports CSSB 8 (State Affairs) "An Act relating to a personal safety curriculum in public schools." We support the concept that children should receive instruction through the public school system in the identification and prevention of child abuse, neglect, sexual abuse and domestic violence.

I would appreciate it very much if you would have your staff notify me of the hearing schedule on this bill, it may be that the Association will want to present testimony.

Please do not hesitate to contact me if you have a question about the Association's position regarding Senate Bill 8 or any other matter.

Very truly yours,

*David T. Walker*

David T. Walker

DTW/rnt

cc: Margaret Bixby  
Janet Bunes

Revision Date: \_\_\_\_\_

REQUEST

Bill/Resolution No.: CSSB8 (HESS)  
 Title: ...Personal Safety Curriculum...  
 Sponsor: Kerttula  
 Requestor: Senate HESS  
 Date of Request: 2-20-85

FISCAL DETAIL

Agency Affected: Education  
 Program Category Affected: Elementary and Secondary Education  
 BRU, Program or Subprogram(s) Affected: Office of School Improvement

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL		20.0	10.0	5.0	5.0	5.0
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		20.0	10.0	5.0	5.0	5.0

<b>CAPITAL</b>						
----------------	--	--	--	--	--	--

<b>REVENUE</b>						
----------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		20.0	10.0	5.0	5.0	5.0
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

FY-86 and FY-87 costs include staff training, identification of existing materials and resources, and telephone and duplication costs of guideline development. Post FY-87 costs are telephone and duplication cost estimates. This estimate does not include materials or curriculum development.

Prepared By: Steve Hole Phone: 2800  
 Division: Commissioner's Office Date: 2-20-85  
 Approved by Commissioner: Harold Reynolds, Jr. Date: 2-20-85  
 Agency: Education

Distribution (by Agency preparing fiscal note):  
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file - SB 8

# Alaska State Legislature

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## Senate Committee on Health, Education and Social Services

### MEMORANDUM

TO: Members, Senate Committee on Health, Education and Social Services

FROM: Committee Staff

RE: Committee Meeting, February 19, 1985

DATE: February 14, 1985

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On Tuesday, February 19 at 1:30 pm in the Beltz Room, the Senate Committee on Health, Education and Social Services will hear the following bills:

#### SB 8

Current statute encourages school districts to conduct health education programs. SB 8 would include personal safety, specifically the identification and prevention of child abuse, neglect, sexual abuse and domestic violence in the suggested curriculum. The bill does not prescribe a specific curriculum, but does require that the Department of Education in conjunction with the Council on Domestic Violence and Sexual Assault review existing personal safety programs and develop material appropriate to the expanded definition of health education.

Each school district has either a curriculum development office or a curriculum contact person. Many districts, such as Anchorage and Juneau, have already begun to incorporate personal safety and child abuse instruction and training in their health education programs. Local non-profit agencies have been working with school districts to this end, as has the Council on Domestic Violence and Sexual Assault.

SB 8

SENATE JOURNAL - PAGE 11- 3 1/14/85

SENATE BILL NO. 8 by Senators Kerttula, Sturgulewski, Halford, Kelly, Faiks and Coghill, entitled:

"An Act relating to a personal safety curriculum in public schools."

was read the first time and referred to the State Affairs Committee, Health, Education and Social Services Committee, and Finance Committee.

SB 8

SENATE JOURNAL - PAGE 193- 1 2/ 1/85

The State Affairs Committee considered SENATE BILL NO. 8 (personal safety curriculum in public schools) and recommended it be replaced with

CS FOR SENATE BILL NO. 8 (SA)

with a majority do pass. The report was signed by Senator Aboody, Chairman and concurred in by Senators Kelly, Vic Fischer and DeVries.

Fiscal note appears in Supplement No. 11.

SENATE BILL NO. 8 was referred to the Health, Education and Social Services Committee.

SB 8

SENATE JOURNAL - PAGE 647- 1 3/27/85

The Health, Education and Social Services Committee considered SENATE BILL NO. 8 (relating to personal safety curriculum in public schools) and recommended it be replaced with

SB 8

SENATE JOURNAL - PAGE 648- 1 3/27/85

CS FOR SENATE BILL NO. 8 (HESS)

with a majority do pass. The report was signed by Senator Fahrenkamp, Chairman and concurred in by Senators DeVries, Josephson and Sturgulewski.

"Letter of Intent  
CSSB 8 (HESS)

The legislature recognizes that the Department of Education is presently soliciting comments from Alaskan school districts and various agencies and interested parties on a draft curriculum guide for health education. It is the intent of the legislature that the Department of Education in enacting CSSB 8 (HESS) prepare and distribute for comment a supplement to the

existing draft no later than six months from the effective date of this Act. The supplement shall contain draft curriculum guidelines for personal safety education that include the identification and prevention of child abuse, child abduction, neglect, sexual abuse, and domestic violence."

SENATE BILL NO. 8 was referred to the Finance Committee.

SB 8

SENATE JOURNAL - PAGE 1660- 3 1/29/86

The Finance Committee considered SENATE BILL NO. 8 (personal safety curriculum in public schools) and a majority of the committee recommended adoption of the Health, Education and Social Services Committee Substitute and do pass. The report was signed by Senator Faiks, Co-Chairman and concurred in by Senators Keritula, Halford, Paul Fischer and Ferguson.

Two zero fiscal notes were attached.

SENATE BILL NO. 8 was referred to the Rules Committee.

POSITION PAPER

CS FOR SENATE BILL NO. 8 (HESS)  
Revised April 8, 1985

For an Act entitled: "An Act relating to a personal safety curriculum in public schools."

This Bill would add to section 14.30.360 of the Alaska statutes a recommendation that each school district expand the health education curriculum for grades K through 12 to include personal safety and the identification of child abuse, child abduction, neglect, sexual abuse, and domestic violence. The Bill would also require the Department of Education to consult with the Council on Domestic Violence and Sexual Assault in developing personal safety guidelines. *DHSS*

A child's knowledge of how to attain personal safety coupled with other public awareness and prevention efforts will assist in breaking the destructive cycle of child abuse and neglect in successive generations.

State Affairs Committee action on the department's recommended amendment to SB 8 to include "neglect" in the personal safety curriculum will greatly expand the target population of children at risk. National and state statistics regarding categories of harm indicate that neglect constitutes not only the largest number of reports, thereby affecting the largest number of children at risk, but that greater numbers of victims of neglect are more likely to suffer serious harm than are victims of sexual or physical abuse. The recently completed American Humane Association report, "Trends in Child Abuse and Neglect: A National Perspective", found that in 1982, 50% of all child fatalities were a result of failure to provide basic necessities. The inclusion of "neglect" in the Bill will ensure that primary prevention programs in the school districts meet the goal of preventing physical abuse, sexual abuse, neglect, and reducing the general vulnerability of children.

POSITION

The department supports this bill.

RECOMMENDED: *Michael L. Price*  
Michael L. Price, Director  
Division of Family  
and Youth Services

DATE: *April 8, 1985*

A'PROVED: *John R. Pugh*  
John R. Pugh, Commissioner  
Department of Health  
and Social Services

DATE: *4-9-85*



# NEA-ALASKA

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February 15, 1985

TO: Senator Bettye Fahrenkamp, Chair  
Members, Senate HESS Committee

RE: CSSB 8 "An Act relating to a personal safety curriculum in public schools".

NEA-Alaska supports and encourages passage of the proposed amendments to AS 14.30.360.

Of particular importance is the cooperative work between the Department of Education and the Council on Domestic Violence and Sexual Assault to review and, as appropriate, to develop curricula. There is a lot of good curricula material available but school districts could certainly use help from the Department to design sound programs and to identify the best of the materials available.

Presumably the fiscal note has more to do with funding the health education position and providing the consultation to school districts than it does with the amendments proposed. NEA-Alaska supports coming into compliance with the existing AS 14.30.360 and providing the funding necessary to carry out this mandate.

Respectfully Submitted:

Gayle Pierce  
President

L85:07

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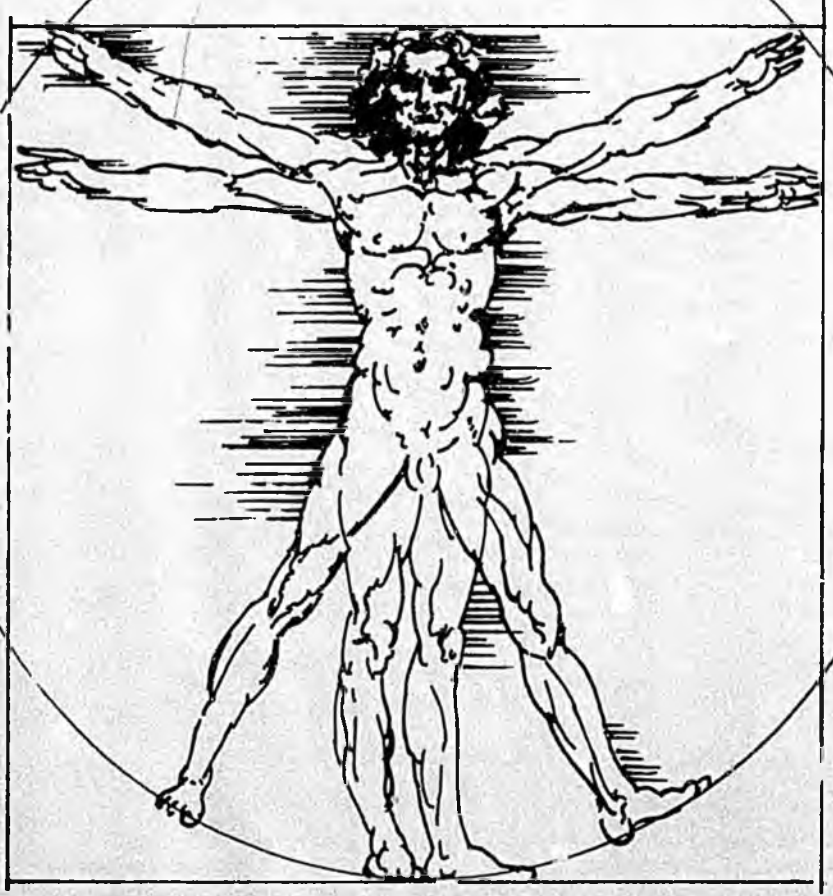
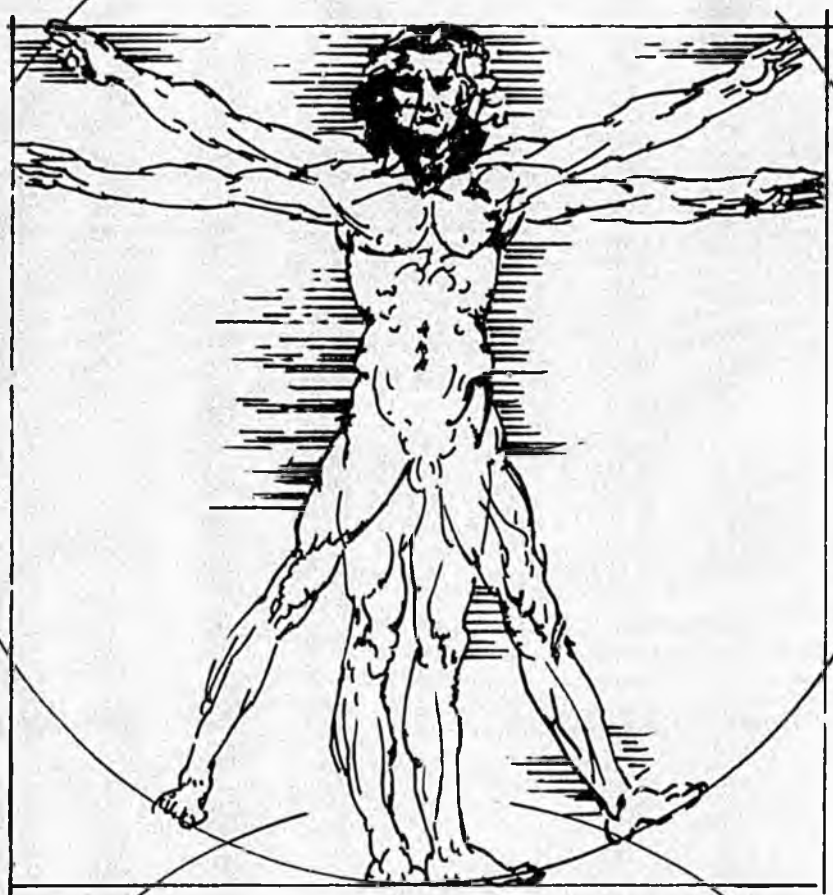
May, 1986

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS date base CM 14. In order to save space copies of minutes have not been left in the files.

Jeanie Henry

*Senate State Affairs Committee 1/31/85, 8:30am*

# H e a l t h



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Model

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**Secondary**

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Curriculum Guide

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Draft



June 1984  
To Be Revised May 1985

SECONDARY HEALTH

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*“He who has health has hope, and he who has  
hope has everything.”*

— Arabian Proverb

## Acknowledgments

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

### Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

### State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	New Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Illinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in an earlier draft of this Model Curriculum Guide. Contributions in secondary health included:

Sandra Berry  
Heather Hansen

The department also appreciates the efforts of members of the Alaska Association for Health, Physical Education, Recreation and Dance and the Alaska Health Education Consortium who reviewed, critiqued and revised an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Nancy Bill	Carolyn Hoover	Mike Price
Trish Dory	Nancy Morgan	Brenda Rogers
Richard Frey	Martin Mulholland	Kristy Stender
Phil Gapinski	Al Poindexter	Teresa Tomczak

## Introduction

The following model is a recommended guide for comprehensive health education in the State of Alaska. The intent of the suggested goals and objectives is to incorporate the health needs of all school age Alaskans living in either urban or rural/village settings.

Because the model is designed to serve a diverse population, some of the objectives may not be appropriate for all school districts. Therefore, it is recommended that the model be used as a *guide* for selection of desired objectives which address individual district needs.

A healthy society is determined by the overall wellbeing of its citizens. Informed decision making represents one of the highest desirable skills for responsible citizens. The most important decisions made by individual citizens are those affecting their own health and wellbeing. The calibre of health related decisions made by individual people has implications now and for the future quality of life in the school, community and the state.

School health education is designed to provide students with the basic information and experiences they will need to make intelligent decisions and assume responsibility for their physical, social, emotional, spiritual and environmental health. School health education focuses upon the need for students to establish patterns of living that promote good health and the ability to enjoy life to its fullest.

In Alaska, school health programs should highlight both the traditional and contemporary values of health, living and community. Special emphasis should be placed upon the leading health issues within the state. Students should be given the opportunity to examine these issues and explore alternate strategies for addressing them.

As a result of the school health education experience, students educated in Alaska schools shall:

1. Employ behavior which promotes physical, social, emotional, spiritual and environmental health and prevents disease.
2. Recognize the importance of family, elders, and significant others to their wellbeing and understand their role in developing a wholesome community.
3. Develop a positive sense of self worth and understand its value throughout life.
4. Understand responsible decision making and communication skills within the traditional and/or contemporary setting and effectively demonstrate these processes in the course of daily living as well as during stressful situations.
5. Understand the physical, social and emotional changes that occur from conception through death and prepare to meet the challenges within the growing process.
6. Interpret how their traditional and/or contemporary environment affects their wellbeing and know ways they can alter their environment to enhance wellbeing.

### **Introduction (con't)**

7. Express feelings in an appropriate and positive manner, and interact satisfactorily with other people.
8. Have knowledge and skills relative to safe living, accident prevention and emergency care/procedures.
9. Select, use and evaluate health care products and services based on the best available evidence with professional supervision and advice recommended.
10. Understand current local, state, national and global health issues, and some of the ways they might be addressed.
11. Know career opportunities in health-related occupations.

HEALTH EDUCATION

GRADE 9-10

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
PERSONAL HEALTH	The learner will:	The learner will:
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Interviews three people who actively engage in regular physical activity, and explain how activity enhances their well-being.
	Understand wise food selection is important to well-being.	Identify problems associated with eating disorders.
		Examine the social uses of food.
		Develop nutritious eating program that suits his/her tastes, lifestyle and family customs.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Develop a personal stress management plan.
	Know most drugs are beneficial when used properly.	Differentiate between proper and improper uses of or, prescription, and recreational (alcohol, tobacco, caffeine) drugs.
	Understand substances designed to help us can also be harmful.	Analyze the use of any drug as risk-taking behavior that must be carefully considered in light of both risks and benefits.
	Know we can live happy and full lives without using harmful drugs.	Explore the non-drug activities in his/her life that provide personal satisfaction.
Be aware of the difference between acceptable drug use.	Identify the legal acceptance of drug use.	

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
FAMILY HEALTH	The learner will:	The learner will:
	Understand the serious social and personal problems associated with inappropriate use of substances.	Examine the consequences of drinking and driving a motor vehicle.
	Be aware of the kinds of situations requiring adjustment by family members.	Identify how decision-making in a family may be handled.
		Describe positive ways to deal with family crisis.
		Explain how he/she would handle a hypothetical family crisis.
		Describe methods of dealing with parent/child conflicts.
	Understand the concept of community in traditional and/or contemporary settings.	Listen to an elder talk about personal well-being and how to maintain it.
	Practice social behaviors which contribute positively to friendships and relationships with others.	Describe how elders affect the well-being of a community, past and present.
		Express kindness towards and concern for others.
		Identify social and anti-social behaviors.
		Compare social and anti-social behaviors of Alaskan cultures.

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
SELF-CONCEPT	Understand the factors contributing to self-concept.	Choose three people he/she admires who have good self-concept, and analyze the factors which contributed to their positive self-esteem.
	Understand the importance of having a positive self-concept.	Analyze how having positive self-concepts helped his/her admired interviewers be successful.
	Understand personal change in life is normal.	Describe some of the common changes that have occurred and some that will occur, and typical reasons to these changes.
	Know how to enhance his/her self-concept.	Describe health methods others use to enhance their self-concepts.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the traditional and/or contemporary steps for problem solving/decision.	Explain why use of mind altering drugs is not self-concept enhancing.
	Recognize situations in which decisions are required.	Differentiate between contemporary and traditional decision-making.
	Be able to seek information relevant to problem solving/decision making.	Identify and define a situation which requires a decision to be made by using both the contemporary or traditional decision-making process.
		Gather information relevant to the situation requiring a decision.
		Identify appropriate information sources for the situation requiring a decision.

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Identify and analyze alternative solutions to problems.	Brainstorm alternative solutions to the situation which requires a decision.
		Predict the consequences of alternatives considered.
	Understand traditional and/or contemporary factors influencing a decision.	Identify factors which influence decision-making and describe their affects.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Make a choice using both decision-making process.
		Create a plan to carry out the choice made.
		Act on the choice made.
	Understand the importance of evaluating decisions.	Review how individual responsibility relates to decision-making.
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	Recognize the importance of eliminating barriers for effective interethnic communication.
		Identify common barriers of interethnic communication.
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and the importance of each.	Extend conversation by relating personal experiences.
		Use positive disagreement behavior in conversation.

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Understand the importance of assertion.	Logically sequence ideas in conversations. Review suggestions of how to be a better listener. List benefits of being a good listener. Demonstrate how to non-verbally show another person that he/she is listening.
	Understand the importance of listening.	Identify the important role that communication plays in initiating, developing, and maintaining relationship with other people.
GROWTH AND DEVELOPMENT	Understand relationships with others are a natural part of growing up.	Explain the emotional and physical changes people undergo at various stages of life.
	Understand the relationship between heredity, environment, health care and life-style.	Explain the importance of accepting one's sexuality to health and well-being.
	Understand there are different life patterns (stages) people may experience throughout life.	Outline the stages of pregnancy and birth and explain the importance and components of parental care.
	Know adolescence is a life stage which brings many changes.	Identify several birth defects and some of the known causes.
EMOTIONAL HEALTH	Understand his/her own emotions and the emotions of others.	Name types of emotions. Express emotions verbally and non-verbally.

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SAFE LIVING AND EMERGENCY CARE	The learner will:	The learner will:
	Cope positively with various emotions.	Relate the effects of everyday circumstances on emotions.  Differentiate between levels of closeness.  Identify ways to cope with expression.  Identify types of coping skills.  Recognize pre-suicidal systems and explain where to get help for a suicidal person.
	Know who to contact for help in various emergency situations.	Describe how to signal for aircraft and/or boatcraft in an emergency.
	Know how to administer basic first aid.	Complete the red cross standard first aid cause .  Recognize how to maintain current certification.  Explain the benefits of continual practice of first aid skills.
	Understand how to reach school and return home safely.	Describe how to return home from school in severe weather conditions.  Develop a plan to insure younger students safe return home in severe weather conditions.
Understand procedures for safe travel in a vehicle or on motorized vehicles.	Analyze why passengers ride with drivers under the influenced of alcohol or drugs.	

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.	<p>Explore methods to help passengers not ride with drivers under the influence of alcohol or drugs.</p> <p>Recognize potential sexual abuse situations where the offender is; a stranger, casually acquainted with the victim, well known to the victim.</p> <p>Demonstrate how to respond in case of sexual abuse, who to tell and how to support others who have been abused.</p> <p>Demonstrate his/her knowledge of self-defense options.</p> <p>Recognize how sex roles and his/her socialization affects behavior.</p> <p>Demonstrate his/her understanding of the effects of alcohol/drugs on behavior.</p> <p>Practice assertive responses to potential sexual abuse situations.</p>
GLOBAL HEALTH ISSUES	Know the community resources which affect health.	Identify which health resources have prevention programs.
	Know the itinerant health resources which are available in his/her community.	Explore local health resources.
		Demonstrate how the itinerant health helpers can be contacted outside his/her community.

HEALTH EDUCATION Grade 9-10

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will:</p> <p>Know how to utilize community health resources.</p>	<p>The learner will:</p> <p>Demonstrate how the community health resources can be contacted and utilized.</p>

HEALTH EDUCATION

GRADE 11-12

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
PERSONAL HEALTH	The learner will:	The learner will:
	Know personal health practices promote physical, social, emotional, spiritual and environment health.	Analyze the impact of personal health practice on physical, emotional, spiritual and environmental health.
	Know regular physical activity promotes physical, emotional, and spiritual fitness.	Analyze the components of his/her personal fitness program and determine how the plan contributes to overall fitness.
	Understand wise food selection is important to well-being	Discuss the reasons for the Seven Dietary Guidelines.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Relate reactions to stress to physical problem.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Identify manifestation of stress and distress.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Identify strategies for using distressors to our advantage.
	Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Explain why sexually transmitted diseases are a social problem.
Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Describe methods of preventing sexually transmitted disease.	
Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Examine and graphs the incidences of non-communicable diseases in his/her community and describe methods for preventing them.	

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Know we can live happy and full lives without using harmful drugs.	Describe the characteristics of people who do not abuse drugs.
	Be aware of the difference between acceptable and unacceptable drug use.	Practice and demonstrate refusal skills.
	Understand the serious social and personal problems associated with inappropriate use of substance.	Identify methods to curb unacceptable drug use in his/her community.
		Explain the social, economic and personal impact drug abuse has made in his/her community, and propose methods to alleviate the situation.
FAMILY HEALTH	Know families differ with respect to rules, customs and economic conditions.	Identify his/her families rules and customs for the past two generations.
		Compare the past generations rules and customs with present family rules and customs and associated feelings with the changes/similarities.
		Describe what rules and customs he/she would want to pass on.
	Recognize peer pressure situations and possible effects.	Distinguish between positive effects of peer pressure and negative effects of peer pressure.
	Know the purposes of, attitudes toward, and practices related to interpersonal relationships in the traditional and/or contemporary setting.	Recognize alternatives to dating.
		List factors which contribute to a successful interpersonal relationship.

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
		Explore why marriage exists in the U.S. today.
		Interview an elder about interpersonal relationships in pre-missionary times.
	Be aware of birth control methods, their purposes, their appropriateness, their advantages and disadvantages, and related viewpoints.	Review types of birth control.
		Review advantages and disadvantages of various birth control methods.
		Examine differing viewpoints of birth control.
	Be aware of alternative to, assistance for, and effects of pregnancy.	Review assistance available for individuals faced with a pregnancy.
		Examine the costs and responsibilities of pregnancy, child birth and child rearing.
SELF-CONCEPT	Understand the importance of having a positive self-concept.	Analyze the effects of sharing love on the self-concepts of the giver and the receiver.
	Know how to enhance his/her self-concept.	Identify and practice behaviors which positively affect the self-concepts of others.
	Know the characteristics of mental health and factors which influence it.	Outline the characteristics of a mentally healthy person.

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
DECISION-MAKING AND COMMUNICATION SKILLS	The learner will:	The learner will:
		Identify possible consequences of impaired mental health.
		Describe the damaging effects of too much or too rapid change on an individual mental health.
		Relate attitude feelings to development of drug dependencies.
		Explain the relationship between conformity and mental health.
	Know the traditional and or contemporary steps in problem solving/decision.	Practice decision making.
	Recognize situations in which decisions are required	Identify and define a problem situation which requires a decision using either the contemporary or traditional decision-making process.
	Be able to seek information relevant to problem solving/decision making.	Gather information relevant to the problem situation requiring a decision.
		Distinguish fact from opinion.
	Identify and analyze alternative solutions to problems.	Brainstorm alternative solutions to the problem situation requiring a decision.
		Predict the consequences of alternatives considered.

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Understand traditional and/or contemporary factors influencing decision-making.	Identify factors which influence decision-making and describe their affects.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Determine if any influencing factors could be eliminated for future problem solving.
	Understand the importance of evaluating decisions.	Make a choice from the alternatives considered.
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	Create a plan to carry out the choice made.
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and the importance of each.	Act on the choice made.
		Support the chosen method decision-making.
		Explain how individual responsibility relates to decision-making.
		Recognize the importance of eliminating barriers for effective interethnic communication.
		Recognize the important role that communication has in promoting his/her health.
		Practice good conversation techniques, e.g., asking questions, paying compliments, using personal experiences, sequencing and maintaining topical relevance.

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
COMMUNICATION SKILLS	The learner will:	The learner will:
	Know the traditional and/or contemporary elements of negotiation and conflict resolution.	<p>Explore situations where he/she might need to be assertive, excluding situations of avoiding trouble.</p> <p>Identify possible dangers of not asserting him/herself.</p> <p>Review assertion skills.</p> <p>Practice assertion skills.</p>
	Understand the importance of assertion.	<p>Formulate a content statement from listening to a person.</p> <p>Formulate a feeling statement from listening to a person.</p> <p>Combine the above to formulate an understanding response based on another persons conversation.</p> <p>List benefits of understanding responses.</p> <p>Reviews how it feels when another person listens.</p>
	Understand the importance of listening skills	<p>Examine the important role that communication has in initiating, developing and maintaining relationships with other people.</p> <p>Explore how he/she might improve their ability to communicate.</p>

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>Be able describe his/her feelings about loss, death and dying.</p> <p>Know ways to prepare for and cope with death.</p>	<p>The learner will:</p> <p>Define traditional/contemporary words dealing with death.</p> <p>State what physicians consider to be conclusive signs of death.</p> <p>Identify Kubler Ross's five stages in acceptance of death.</p> <p>Explain the purposes of funeral services in traditional/contemporary.</p> <p>Explain the necessity of a death certificate.</p> <p>Contrast beliefs that various religions/cultures hold about death.</p> <p>Compare and contrast reactions to loss and death in traditional/contemporary settings.</p> <p>Describe his/her own feelings about death.</p> <p>Explain how commorative services have or could affect his/her outlook on death.</p> <p>Explore his/her feelings about the individuals right to choose to live or die.</p> <p>List the things he/she could tell someone who has lost a very close loved one.</p>

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
		Tell how other individuals handle the death of a close loved one.
		Identify things which could be said to someone who is dying.
		Describe what it means to "accept" death.
ENVIRONMENTAL HEALTH	Know ways to improve the environment in traditional and/or contemporary settings.	Explain how the recycling of garbage contributes to a healthy environment.
		Identify situations in their personal environments that can be improved.
		Plan an effective means of dealing with a problem within their immediate environment.
	Understand the influence of traditional and contemporary environmental factors	Examine how the result of certain atmosphere and environmental conditions affect his/her emotions, i.e., breakup, unseasonal weather, size of fish runs, animal populations, disruption of recreational activities etc.
	Understand radiation affects well-being.	Discuss methods to minimize the effects of radiation of his/her well-being.
EMOTIONAL HEALTH	Cope positively with various emotions.	Identify/recognize mental mechanisms and their alternatives.
		Analyze types of pseudo coping skills.

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
EMERGENCY HELP	<p>The learner will:</p> <p>Identify and relate positively to exceptional people.</p> <p>Know who to contact for help in various emergency situations.</p>	<p>The learner will:</p> <p>Identify ways to alleviate loneliness.</p> <p>Describe the different kinds of love and the importance of expressing each.</p> <p>Distinguish between passive, aggressive, and assertive behavior.</p> <p>Identify possible health problems of handicapped people.</p> <p>Identify examples of exceptional people.</p> <p>Describe senior citizens and explain why there are more elderly today than in years past.</p> <p>Explain what our attitudes and responsibilities toward exceptional people should be.</p> <p>Describe how he/she would like to be treated if he/she were an exceptional person.</p> <p>Explain how he/she feels older relatives should be treated.</p> <p>Describe an emergency situation to a health helper over a telephone or radio and is able to follow their directions.</p>

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CPR	<p>The learner will:</p> <p>Know how to administer CPR (Cardio-Pulmonary Resuscitation)</p>	<p>The learner will:</p> <p>Complete Red Cross or American Heart Association CPR course.</p> <p>Recognize how to maintain current certification.</p> <p>Explain the purpose of practicing CPR skills.</p>
PERSONAL SAFETY	<p>Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.</p>	<p>Recognize potential sexual abuse situations where the offender is; a stranger, casually acquainted with the victim, well known to the victim.</p> <p>Demonstrate how to respond in case of sexual abuse, who to tell and how to support others who have been abused.</p> <p>Demonstrate his/her knowledge of self defense options.</p> <p>Recognize how sex roles and his/her socialization affects behavior.</p> <p>Demonstrate his/her understanding of the effects of alcohol/drugs on behavior.</p> <p>Practice assertive responses to potential sexual abuse situations.</p>

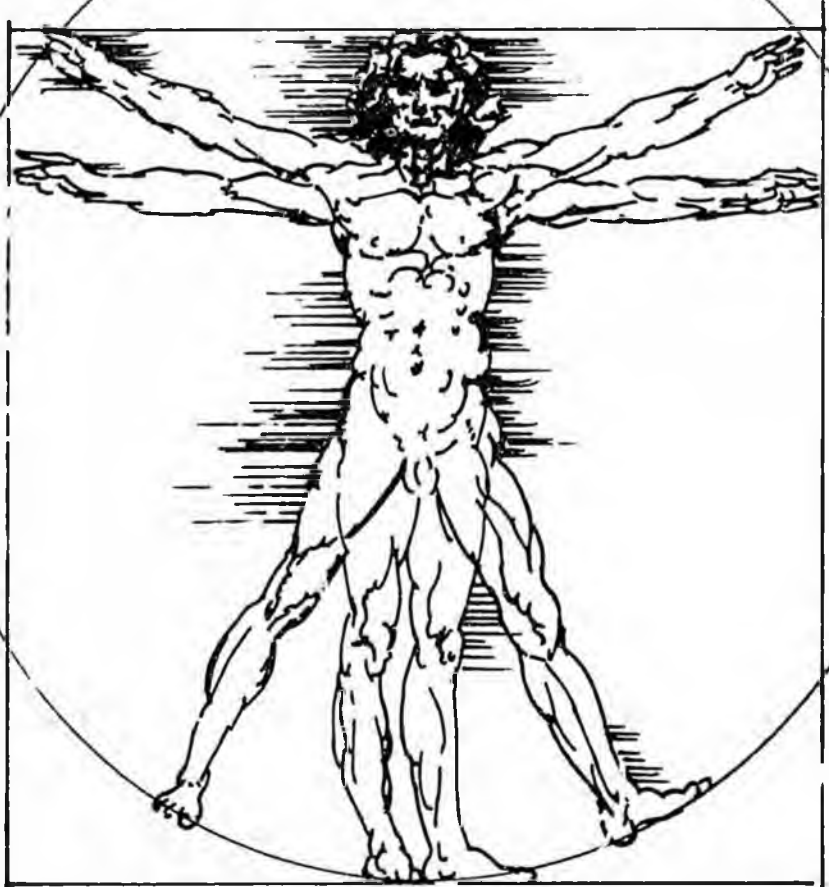
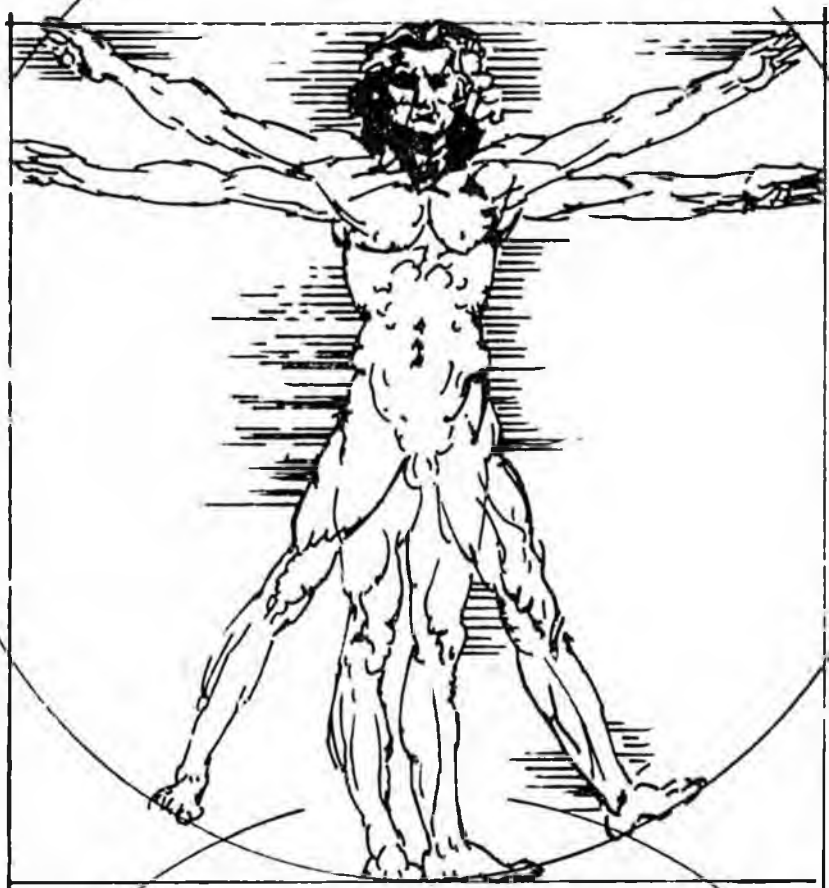
HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
GLOBAL HEALTH ISSUES	The learner will:	The learner will:
	Know existing school and community health problems, possible causes and solutions or preventive measures.	Identify local health issues.  Interview appropriate persons for information regarding possible causes solutions and/or preventive measures.
	Understand laws and regulations affecting public health	Analyze the interviewers.  Develop plans for possible solutions and/or preventive measures for the identified health issues.
	Know the factors which influence the effectiveness of public health regulations.	Identify laws and city regulations affecting public health.  Identify factors that may influence the effectiveness of public health regulations.
Know national and global health issues, possible causes and solutions or preventive measures.	Identify major health issues in Alaska, United States, and the world.	
		Discuss the similarities and/or differences of the above.
		Describe the importance of various issues in his/her personal, family and community health.
		Examine conflicts, problems controversies, and deterrents or altering various concerns.

HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will:</p> <p>Know major community, national and international health agencies and their responsibilities.</p>	<p>The learner will:</p> <p>Identify resources that can aid in modifying, altering or reducing various concerns.</p> <p>Explore the influences of media, advertising, economics, and politics on health choices related to various issues.</p> <p>Demonstrate how to utilize national and international health agencies.</p> <p>Distinguish between the state and federal health agencies that serve his/her community.</p> <p>Identify national and international health agencies.</p> <p>Describe situations which he/she might utilize the above agencies.</p>
<p>HEALTH CAREERS</p>	<p>Identify occupational requirements of health-related careers.</p>	<p>Explain the broad range of health-related careers.</p> <p>Name sources of information about health related careers.</p> <p>Determine current and future availability of health related jobs.</p> <p>Determine education/training requirements for specific health-related careers.</p>

# H e a l t h



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Model

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**Elementary**

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Curriculum Guide

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Draft



June 1984  
To Be Revised May 1985

ELEMENTARY HEALTH EDUCATION

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*“Health is not a condition of matter but of mind.”*

— Mary Baker Eddy

## Preface

Among the many decisions that schools must make, none is more important than the choice of a curriculum. Curriculum defines the intent behind instruction and the expectations we have for student performance. This draft curriculum guide is intended to serve as a model to aid school districts as they develop and review their own curriculum in the area of health. In the future as schools use this material to plan and implement programs, its value will be measured in terms of the increased abilities of students to learn, think and perform as informed and productive citizens.

In its present form this document is a draft that synthesizes national and Alaskan curriculum materials. It was prepared by Department of Education staff and has been reviewed by committees of the Alaska Association for Health, Physical Education, Recreation and Dance and the Alaska Health Education Consortium. The document will be reviewed and revised again during the 1984-85 school year. Educators and community members alike are encouraged to read and review this draft and to forward their comments to the Alaska Department of Education.

The format of the model curriculum is straightforward but not oversimplified. It lists concepts, learning outcomes and learning objectives in three columns.

**Concepts**, shown in the first column, describe the major parts of each curricular area. They define broadly the content to be included in the study of each subject area. They include topics such as *personal health practices* and *environmental health*.

**Learning outcomes**, shown in the second column, describe the behavior that students will demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

**Sample learning objectives**, shown in the third column, are reasonable measures of student progress toward the stated goals. Sample objectives are stated as student activities or as quantitative measures of achievement. At least one learning objective is stated for each learning outcome, but each objective is only one of many that could assess students' performance. School districts are encouraged to develop more comprehensive lists that reflect their knowledge of their students and their methods and techniques of instruction.

The Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this material. Our mission is to promote the growth and development of all school aged children through good instruction. We all need to work together to achieve this goal.

## Acknowledgments

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

### Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

### State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	New Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Illinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in an earlier draft of this Model Curriculum Guide. Contributions in elementary health included:

Sandra Berry  
Heather Hansen

The department also appreciates the efforts of members of the Alaska Association for Health, Physical Education, Recreation and Dance and the Alaska Health Education Consortium who reviewed, critiqued and revised an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Nancy Bill	Carolyn Hoover	Mike Price
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## Introduction

The following model is a recommended guide for comprehensive health education in the State of Alaska. The intent of the suggested goals and objectives is to incorporate the health needs of all school age Alaskans living in either urban or rural/village settings.

Because the model is designed to serve a diverse population, some of the objectives may not be appropriate for all school districts. Therefore, it is recommended that the model be used as a *guide* for selection of desired objectives which address individual district needs.

A healthy society is determined by the overall wellbeing of its citizens. Informed decision making represents one of the highest desirable skills for responsible citizens. The most important decisions made by individual citizens are those affecting their own health and wellbeing. The calibre of health related decisions made by individual people has implications now and for the future quality of life in the school, community and the state.

School health education is designed to provide students with the basic information and experiences they will need to make intelligent decisions and assume responsibility for their physical, social, emotional, spiritual and environmental health. School health education focuses upon the need for students to establish patterns of living that promote good health and the ability to enjoy life to its fullest.

In Alaska, school health programs should highlight both the traditional and contemporary values of health, living and community. Special emphasis should be placed upon the leading health issues within the state. Students should be given the opportunity to examine these issues and explore alternate strategies for addressing them.

As a result of the school health education experience, students educated in Alaska schools shall:

1. Employ behavior which promotes physical, social, emotional, spiritual and environmental health and prevents disease.
2. Recognize the importance of family, elders, and significant others to their wellbeing and understand their role in developing a wholesome community.
3. Develop a positive sense of self worth and understand its value throughout life.
4. Understand responsible decision making and communication skills within the traditional and/or contemporary setting and effectively demonstrate these processes in the course of daily living as well as during stressful situations.
5. Understand the physical, social and emotional changes that occur from conception through death and prepare to meet the challenges within the growing process.
6. Interpret how their traditional and/or contemporary environment affects their wellbeing and know ways they can alter their environment to enhance wellbeing.

### **Introduction (con't)**

7. Express feelings in an appropriate and positive manner, and interact satisfactorily with other people.
8. Have knowledge and skills relative to safe living, accident prevention and emergency care/procedures.
9. Select, use and evaluate health care products and services based on the best available evidence with professional supervision and advice recommended.
10. Understand current local, state, national and global health issues, and some of the ways they might be addressed.
11. Know career opportunities in health-related occupations.

HEALTH EDUCATION

GRADE 1.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know that certain personal health practices protect his/her health and the health of others.	Identify two ways to spread colds.
	Know that regular physical activity promotes physical, emotional and spiritual fitness.	Tell two ways to prevent the spread of colds.
	Understand that wise food selection is important to well-being.	Identify five kinds of physical activities s/he enjoys.
	Know how to promote dental health and inhibit the development dental caries.	Recognize how s/he feels both during and after activity.
	Understand the relationship of adequate rest and sleep to well-being.	Identify the four basic food groups.
	Practice appropriate health care and grooming habits.	Recognize the importance of a nutritious breakfast.
		Demonstrate brushing techniques.
	Tell that children his/her age need ten hours of sleep to help them grow and be healthy.	
	Identify bed and waking times that will insure his/her obtaining ten hours of sleep.	
	Demonstrate basic grooming/hygiene habits (washing hands after using the toilet and before eating; cleaning hair, skin, nails clothing).	

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Select appropriate clothing for different situations.	Identify proper clothing for a variety of situations i.e., cold weather, boating, fishing, school, etc.
	Know that most drugs are beneficial when used properly.	Describe a situation in which a drug helped his/her or an acquaintance.
	Understand that substances designed to help us can also be harmful.	Relate that some medicines and household substances can be poisonous.
	Know that we can live happy, full lives without using harmful drugs.	Identify three activities (non-drug) which s/he enjoys.
	Be aware of the difference between acceptable and unacceptable drug use.	Explain why medical/parental control is necessary when using medicines.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Explain why "too much of anything is not good."
FAMILY HEALTH	Understand the composition of traditional and/or contemporary families.	Describe family as people who live together and take care of one another.
	Know family members have roles.	Discuss how each family member is dependent upon each other (receiving).
		Tell how each family member is responsible for each other (giving).
	Practice social behaviors which contribute positively to friendships and relationships with others.	Work and play well with others.
		Give other students their privacy and not bother their personal things.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know individual rights and responsibilities and the relationships between them.	Name his/her personal rights and responsibilities.
SELF CONCEPT	Be aware that s/he is important as an individual.	State that s/he is important.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify and define a problem.
	Recognize situations in which decisions are required.	Recognize whether or not an individual has made a choice.
	Be able to seek information relevant to problem solving/decision making.	Identify personal choices made in daily living situations.
	Identify and analyze alternative solutions to problems.	Identify people to talk to in order to acquire more information about a problem.
	Understand traditional and/or contemporary factors that influence decision making.	Brainstorm alternative solutions to a problem area.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Identify human factors which influence decision making.
GROWTH AND DEVELOPMENT	Understand that there are many changes that occur as part of growing up.	Make a choice from the alternatives considered.
		Tell how s/he has changed since she/he was a baby.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Know the five senses and how they work.	Identify the five senses and tell how they help us.
	Understand that people grow at different rates.	Relate the difference in individual growth patterns.
	Be aware that natural environmental conditions affect health.	Discuss how weather can affect a person's health.
EMOTIONAL HEALTH	Be aware of human made environmental conditions which affect health in traditional and/or contemporary settings.	List natural resources on which we are dependent on for life.
	Understand emotions are a normal part of living.	Recognize how pets and other animals can contribute to well-being.
	Know appropriate and constructive ways to express emotions.	Tell that feelings are normal, and verbalize different emotions.
	Know the importance of getting along with others.	Identify positive ways of expressing hurt or angry feelings.
SAFE LIVING AND EMERGENCY CARE	Identify and relate positively to exceptional people.	Share, take turns and help others.
	Recognize the types of emergency situations.	Become familiar with a variety of handicaps.
	Know who to contact for help in various emergency situations.	Recognize the difference between an emergency and non-emergency situation.
		Identify safety helpers.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know how to administer first aid for a choking victim.	Recognize if a conscious victim is choking.
	Understand how to reach school and return home safely.	Demonstrate how to get help.
		Demonstrate how to cross the street safely in various weather conditions.
		Demonstrate how to obey traffic signals.
		Demonstrate how to walk on rural roads safely.
	Understand safe school behavior.	List and practice playground safety rules.
		Conduct self safely in the halls, cafeteria, classroom, and on the bus.
	Know fire prevention and escape procedures.	Participate in fire drill's and display self-control.
		Demonstrate the steps needed to report a fire.
		Demonstrate how to safely leave a burning building.
	Know how to ride a bicycle safely.	Identify the stop sign, railroad crossing, curve sign, pedestrian crossing sign and traffic light.
	Understand safety procedures pertaining to the use of firearms.	Recognize that firearms are dangerous.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand procedures for safe travel on motorized or non motorized vehicles.	Recognize that firearms should only be used by qualified adults.
	Understand cold weather safety precautions.	Identify the rules governing passenger safety for a vehicle, bus, snow machine, 3-wheeler, etc.
	Understand earthquake safety procedures.	Demonstrate the choice of appropriate clothing.
	Understand situations where domestic or wild animals could pose threat to safety.	Demonstrate actions to take in event of earthquake.
	Know how to conduct him/herself safely in public.	Discuss when to stay away from animals.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.	State what to do when approached by a stranger.
		Describe characteristics of people and vehicles.
		Differentiate between good touch, okay touch and bad touch.
		Describe who, how and when to tell if a touching problem arises.
		Develop basic understanding of touching problems with strangers, adults s/he knows, adults s/he knows very well.
		Recognize potentially dangerous situations involving relatives, friends of families, neighbors, etc.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p> <p>Demonstrate how and when to trust his/her own feelings (inner voice).</p> <p>Recognize a bribe, trick, threat coercion, and/or "adult secret."</p> <p>Practice his/her right to say no.</p> <p>State that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p>
<p>CONSUMER HEALTH</p>	<p>Understand that some advertized products are harmful to children.</p> <p>Know that safety precautions must be observed when using medicines or other substances.</p> <p>Know that there are people who are specially trained to help maintain our health.</p>	<p>Identify several products which are harmful to children.</p> <p>Identify the qualified adults who can control his/her use of medicines.</p> <p>Identify five specially trained people in his/her community.</p>
<p>HEALTH ISSUES</p>	<p>Understand the importance of cooperating with health helpers.</p>	<p>Describe what might happen if no one were immunized.</p> <p>Demonstrate how to sit in a dentist chair.</p> <p>Identify what a nurse (health aide, doctor) and/or dentist would do during a regular check up.</p>

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
HEALTH CAREER	<p>The learner will:</p> <p>Understand the role of school nurse.</p> <p>Be aware of the work of various hospital personnel.</p> <p>Know that lifeguards help make the community a safe place to live.</p>	<p>The learner will:</p> <p>Identify his/her school nurse and tell how she/he helps maintain health at school.</p> <p>Identify the functions of doctors and nurses at the hospital.</p> <p>Tell why it is important to have a lifeguard while swimming.</p>

HEALTH EDUCATION

GRADE 2

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know certain personal health practices promote physical, social, emotional, spiritual and environmental health.	Identify five personal cleanliness habits. Take responsibility for personal health and grooming habits.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Engage in a regular program of physical activity.
	Understand wise food selection is important to well-being.	Name at least two foods in each of the four food groups.  Identify foods that are part of a nutritious meal.  Explain the importance of variety in the daily diet.  Explain the relationship of nutrition to development of bones, muscles, and teeth.  Identify foods which contain caffeine and tell the possible effects of eating/drinking these foods.
Know how to promote dental health and inhibit the development of dental cares.		Tell three reasons for the importance of brushing and flossing.  Demonstrate correct brushing and flossing techniques.  Identify the proper times to brush teeth.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Identify the difference between primary and permanent teeth.
		Identify foods which are low in sugar, and explain their role in dental health.
	Know traditional and/or contemporary methods of stress management and their importance to well being.	Identify three things s/he finds relaxing.
	Understand the importance of immunizations.	Explain that immunizations protect us from some illnesses.
	Know that we can live happy and full lives without using harmful drugs.	Tell how to get into a happy mood.
		List ways to solve problems in a healthy way.
	Be aware of the harmful effects of tobacco use.	Tell that tobacco is harmful to lungs, heart, mouth, and throat.
	Be aware of the differences between acceptable and unacceptable drug use.	Identify situations in which it would be safe for him/her to use medicines.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Identify alcohol as a substance which is often used inappropriately.
FAMILY HEALTH	Understand the composition of traditional and/or contemporary families.	Describe the people and pets that make up their families.
	Know family members have roles.	List jobs they have as family members in the home.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand ways in which traditional and/or contemporary families express feelings of love and affection.	Tell responsibilities of different family members.
	Know families differ with respect to rules, customs and economic conditions.	Tell ways feelings of love and affection are expressed by family members.
	Identify different customs families may have.	Discuss how families differ from others in terms of rules.
	Understand each family members has individual needs.	Recognize that families are different in terms of their economic conditions.
	Understand the role of elders in contributing to the well-being of the community.	Describe family recreational activities.
	Practice social behaviors which contribute positively to friendships and relationships with others.	Explore the needs and wants of members in their family.
		Discuss various needs and wants of family members and how these needs might be met.
		Explain the saying "old and wise."
		Describe an old person.
		Describe acceptable behavior in public libraries.
		Assume responsibilities in the classroom.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Respond courteously to requests or demands made by others.
		Display ability to work with others.
	Know individual rights and responsibilities and the relationships between them.	State reasons why she/he should be weary of strangers.
SELF CONCEPT	Know that all people are unique.	List unique characteristics of 3 people s/he knows well.
DECISION MAKING AND COMMUNICATION SKILLS	Recognize situations in which decisions are required.	Identify and define a situation in which a decision is required.
		Identify choices made by self and other individuals.
	Be able to seek information relevant to problem solving/decision making.	Identify who to talk to; with and where to go in order to acquire more information relevant to a situation in which a decision is required.
	Identify and analyze alternative solutions to problems.	Practice the brainstorming technique.
		Brainstorm alternative solutions to the situation in which a decision is required.
		Predict the consequences of alternatives considered.
	Understand traditional and/or contemporary	Identify factor which influence decision

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>factors influencing decision making.</p> <p>Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.</p>	<p>The learner will:</p> <p>making.</p> <p>Make a choice from the alternatives considered.</p>
	<p>Know that cells, tissues, organs, and systems work together to form a living being.</p>	<p>Differentiate between living and non-living things.</p> <p>Tell that major body organs are parts of larger systems.</p> <p>Describe how all body systems work together to form a human being.</p> <p>Tell how exercise is important to growth and development.</p>
	<p>Understand how to promote well-being of body systems.</p>	<p>Relate the importance of sleep to growth.</p> <p>Explain how good posture promotes optimal function of internal organs.</p>
	ENVIRONMENTAL HEALTH	<p>Be aware that natural conditions affect health.</p>
<p>Be aware of manmade environmental conditions which affect health in traditional and/or contemporary settings.</p>		<p>Cite instances where people abuse their environment.</p>
<p>Understand that emotions are a normal part of living.</p>		<p>Describe various kinds of emotions.</p>
<p>Understand appropriate ways to express emotions.</p>	<p>Discuss appropriate and inappropriate ways to express strong emotions.</p>	

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SAFE LIVING AND EMERGENCY CARE	The learner will:	The learner will:
	Know the importance of getting along with others.	Demonstrate ways to make friends.
	Identify and relate positively to exceptional people.	Explain that handicapped people have the same basic needs and emotions as non-handicapped people.
	Know who to contact for help in various emergency situations.	Review safety helpers.
	Know how to administer first aid for a choking victim.	Demonstrate how to use a telephone or radio to call for help.
	Understand how to reach school and return home safely.	Recognize if a conscious victim is choking. Demonstrate the manual thrust maneuver for a choking victim.
Know how to ride a bicycle safely.		Identify safety signals.
		Describe safe ways of crossing streets without traffic lights or signs.
		Identify stop sign, railroad crossing, curve sign, pedestrian crossing sign, traffic light, etc.
		Identify and explain signs and signals.
		Identify safe routes and bicycle paths (if available).
		List hazards of riding bikes where cars and trucks are present.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand general home safety precautions.	Explain that tools should only be used under adult supervision.
	Understand safe school behavior.	Recognize that poisons are found in some household products.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.	Identify possible problems when entering or leaving a bus.
		Review rules governing passenger safety for any vehicle, car, truck, bus, snow machine, motorcycle, 3-wheeler, etc.
		Describe characteristics of people or vehicles.
		Differentiate between good touch, okay touch and bad touch.
		Describe who, how, and when to tell if a touching problem arises.
		Develop basic understanding of touching problems with strangers, adults s/he knows and adults s/he knows very well.
		Demonstrate how and when to trust his/her own feelings (inner voice).
		Recognize potentially dangerous situations involving relatives, friends of the family, neighbors, etc.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	The learner will:	<p>The learner will:</p> <p>Recognize a bribe, trick, threat, coercion, and an "adult secret."</p> <p>Practice his/her right to say no.</p> <p>State that it is the offender's, not the victim's, fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p> <p>Look at various packages and discuss how they might influence us to buy a product.</p> <p>List some advertised products which could be harmful to children.</p> <p>Describe whom s/he can ask when in need of reliable health information (parent, teacher, school nurse, doctor).</p> <p>Tell where potentially harmful substances should be stored in order to avoid accidents.</p>
COMMUNITY RESOURCES	<p>Understand advertising often affects what we buy, thereby affecting our health.</p> <p>Understand some advertised products harmful to children.</p> <p>Know health information comes from many sources.</p> <p>Know safety precautions must be observed when using medicines or other substances.</p>	<p>Tell where a person can be immunized.</p> <p>Draw pictures of two community resources that affect health, i.e. doctor, fire truck, etc.</p> <p>Tell how community resources can promote well-being.</p>

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p>
HEALTH CAREERS	<p>Know the veterinarian as a community health helper.</p>	<p>Tell three ways a veterinarian helps.</p>
	<p>Know the dentist and the dental hygienist as necessary community helpers.</p>	<p>Tell how the dentist and dental hygienist help them to be helpful.</p> <p>Identify tools used by the dentist and the dental hygienist.</p>

HEALTH EDUCATION

GRADE 3

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know certain personal health practices protect his/her health and the health of others.	List five ways he/she can help prevent the spread of communicable disease.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Cite three benefits of exercise.
		Discuss the importance of activities that promote cardio vascular fitness.
		List five aerobic activities that he/she could participate in.
	Understand wise food selection is important to well-being.	Classify Alaska native foods according to the four basic food groups.
Know traditional and/or contemporary methods of stress management and its importance to well-being.	Demonstrate selected relaxation techniques.	
Understand the relationship of adequate of rest and sleep to well-being.	Tell that sufficient sleep is necessary for growth.	
	Demonstrate awareness of the physical effects of sleep.	
	Describe how people might be affected if they don't get enough sleep.	
Know common childhood illnesses.	List five common childhood illnesses and one symptom of each.	

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Tell how common childhood illnesses are transmitted.
		Explain general methods of caring for common childhood illnesses.
	Understand what germs are, and the role they play in communicable diseases.	Describe germs and what they do.
	Understand the importance of immunizations.	State the role germs play in spreading and cure of communicable disease.
	Be able to select appropriate clothing for different weather situations.	Identify proper clothing for a variety of situations.
	Understand everything making contact with or entering the human body has an effect upon it.	Identify products we use daily and tell how they affect the body (food, shampoo, lotion, aspirin, H <sub>2</sub> O).
		Identify gasoline and glue as volatile substances which can cause damage to human tissue.
		Describe safety precautions to avoid harmful effects of volatile substances.
	Know most drugs are beneficial when used properly.	Tell why it is important to follow explicit directions when using medium.
		Tell why a doctor's prescription is necessary to obtain certain drugs.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know we can live happy and full lives without using harmful drugs.	Review that parents and physicians, not students, control the use of medicines and drugs.
	Be aware of the difference between acceptable drug use.	Describe positive methods to cope with boredom and loneliness.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Explain that the use of some substances may be habit-forming thereby being harmful to health.
	Know all people are unique.	Explain that there are people available to help others who may have alcohol problems, or the families of people with alcohol problems.
	Understand the importance of having a positive self-concept.	Describe the things about him/herself about which he/she is especially proud.
	Know how to enhance his/her self-concept.	Tell why it is important to feel good about oneself.
DECISION-MAKING AND COMMUNICATION SKILLS	Recognize situations in which decisions are required.	Tell five things which make him/her feel good about him/herself.
	Be able to seek information relevant to problem solving/decision making.	Identify choices made in everyday life.
		Identify and define a situation in which a decision is required.
		Gather information relevant to the situation in which a decision is required.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Identify and analyze alternative solutions to problems.	Review the brainstorming technique. Brain storm alternative solutions to the situation in which a decision is required.
	Understand traditional and/or contemporary factors influencing decision-making.	Predict the consequences of alternatives considered. Identify factors which influence decision-making and describe their effects.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Make a choice from the alternatives considered.
	Understand reactions to loss and death may be similar.	Describes the feelings people have surrounding loss and death.
	Be able to describe his/her feelings about loss, death and dying.	Discuss types of losses he/she could experience. Describe the possible stages of loss.
GROWTH AND DEVELOPMENT	Understand there are many changes that occur as part of growing up.	Compare second, third and fourth grades and explain how they are different from one another.
	Know the body systems which perform specific functions.	Name and recognize the major organs of the skeletal, nervous, cardio vascular and respiratory system. Draw and label the parts of the tooth.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know adolescence is a life stage which brings many changes.	Tell how systems depend on one another in order to work, e.g., muscles are needed to move bones.  Describe simple family trees for various animals.  Explain that a species can only reproduce like offspring.  Discuss the various periods of dependence for various animals.  Compare the length of time necessary for animals to grow up to the time it takes for humans to reach maturity.
	Understand relationships with others are a natural part of growing up.	Discuss the patterns that people are likely to experience and identify people he/she knows who are experiencing each patterns.  Tell how people throughout life are able to contribute to society.  Describe older people he/she knows and describe them physically.
ENVIRONMENTAL HEALTH	Be aware of human made environmental conditions which affect health on tradition and/or contemporary settings.	Explain how crowded and uncrowded conditions can affect the way he/she feels.

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand pure food is essential to good health.	Examine how school-prepared food is assured to be safe to eat.  Examine how most cold cuts (bologna, salami, ham etc.), canned goods, packaged items, and other similar items found in rural stores is assured to be safe to eat.
EMOTIONAL HEALTH	Understand emotions are a normal part of living.	Depict common normal emotions using only facial expressions and body signs.  Identify common situations which cause emotional reactions.
	Know stressful events affect feelings.	Explain how stressful events may affect feelings.  Identify others who might help them cope with emotions.
	Know the importance of getting along with others.	Explain why right and properties of others need to be respected.
	Identify and relate positively to exceptional people.	Name the problems of and ways to help blind persons.  Name the problems of and ways to help mentally retarded persons.
SAFE LIVING AND EMERGENCY CARE	Recognize types of emergency situations.	Describe what constitutes an emergency situation.

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know who to contact for help in various emergency situations.	Dial and call correctly for police and fire emergency help and other emergency medical service personnel.
	Know fire prevention and escape procedures.	Demonstrate what to do if clothes catch on fire; stop, drop, and roll.  List fire safety rules.  Tell how to leave his/her home if there were a fire.
	Understand safety precautions for various recreational activities.	List rules for play grounds and parks.
	Understand hazards connected with the use of airport runways.	Explain why it is dangerous to play on runway maintenance equipment.  Recognize that runways are state property and should not be used for recreational activities.  Recognize that playing on runways could result in injury to self, persons in aircraft, and the aircraft itself.
	Understand safety procedures pertaining to the use of firearms.	Explain that firearms should only be used under qualified adult supervision.  Tell why he/she should never play with firearms.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand general home safety precautions.	List common dangers found in homes. Explain dangers of appliances.
	Know holidays may require special and additional safety precautions.	Describe dangers that may result and way to prevent accidents of various holidays, i.e., Halloween, Christmas, Fourth of July etc.
	Understand cold weather safety precautions.	Demonstrate how to dress in layers for maximum warmth.  Recognize a wind chill chart.  Demonstrate how to walk in severe winds.  Demonstrate how to protect face from cold winds.
	Be aware of the implications of risk taking behavior.	Identify to meaning of a risk.  Explain the meaning of "taking a risk".  Recognize what types of situations are risk-taking for him/herself.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could oppose a threat to safety.	Describe characteristics of people and vehicles.  Differentiate between good touch, okay touch, and bad touch.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	The learner will:	<p>The learner will:</p> <p>Describe who, how and when to tell if a touching problem arises.</p> <p>Develop basic understanding of touching problems with; strangers, adults he/she knows, adults he/she knows very well.</p> <p>Recognizes potentially dangerous situations involving relatives, friends of the family, neighbors etc.</p> <p>Demonstrate how and when to trust his/her own feelings (inner voice).</p> <p>Recognize a bribe, trick, threat, coercion, and an "adult secret".</p> <p>Practices his/her right to say no.</p> <p>States that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p> <p>Identify commercials which advertise health products.</p> <p>Determine if he/she is more likely to want a product that is pleasantly advertised.</p>

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know safety precautions must be observed when using medicines or other substances.	Tell why medicines can be harmful even though they are intended to be "good".
	Know there are people who are specially trained to help maintain our health.	Identify people who should administer medicines.
		Recognize what is likely to happen during a physical examination.
		Relate that a hospital is a place designed to give professional medical help to people who are sick or injured.
GLOBAL HEALTH ISSUES	Know the itinerant health resources which are available in his/her community.	Name the public health nurse.
		Describe what the public health nurse does while he/she is in the community.
HEALTH CAREERS	Understand the roles of emergency medical personnel.	Describe the roles of ambulance drivers and EMT's.
	Know lifeguards help to make the community a safer place to live.	Explain the importance of having a lifeguard in a community pool.
		Suggest what might happen if no one performed the duties of a lifeguard.

HEALTH EDUCATION

GRADE 4

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know personal health practices promote physical, social, emotional, spiritual and environmental health.	Describe the relationship of good personal health to the health of the community.
	Know certain personal health practices protect his/her health and the health of others.	Recognize flexibility and muscular skeletal strength as fitness components, and how they contribute to well-being.
	Understand wise food selection is important to well-being.	Demonstrate exercises that help develop flexibility.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Demonstrate exercises that help develop strength.
	Understand the influence of proper body alignment and posture to total fitness.	Determine his/her strength and flexibility (AAHPERD Health Related Fitness).
		List the major nutrients.
		Name foods that provide the major nutrients.
		Plan nutritious meals and snacks.
		Explain how "cabin fever" contributes to stress.
		Demonstrate five methods to alleviate cabin fever.
		Demonstrate good standing and sitting positions.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand everything making contact with or entering the human body has an effect upon it.	Explain how good positive contributes to efficient functioning of internal organs.  Trace the path of tobacco smoke in the body and identify how the different properties of smoke affect the various organs.
	Know we can live happy and full lives without using harmful drugs.	Report the effects of smoking and chewing tobacco upon appetite, breathing rate, heart rate, blood pressure, body temperature.  Identify two people whom he/she admires who do not smoke, and describe their interests and hobbies.
	Be aware of the harmful effects of tobacco use.	Graph and compare living cancer death rates for smokers and non-smokers.  Explain that the incidence of emphysema, heart disease, bronchitis and stomach ulcers is greater among smokers than non-smokers.
	Be aware of the difference between acceptable and unacceptable drug use.	Distinguish between responsible use, misuse, and abuse of drugs and medicines.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Explain that people who don't feel good about themselves often turn to drugs/ alcohol to solve their problems.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
FAMILY HEALTH	Understand the composition of traditional and/or contemporary families.	Identify extended family member and relatives.
	Know family members have roles.	Compare responsibilities of different families.
		Describe possible relationships between siblings in a family unit.
		Identify responsibilities and contributions of a child to a family unit.
	Understand the concepts of community in traditional and/or contemporary settings.	Identify what makes up a community with his/her own setting.
	Practice social behaviors which contribute positively to friendships and relationships with others.	Discuss the characteristics of a good friend.
		Identify behaviors which reflect good manners.
	Recognize peer pressure situations and possible effects.	Describe peer pressure.
SELF-CONCEPT	Be aware he/she is important as an individual.	List the things about him/herself which he would want other people to know about.
	Understand the factors contributing to self concept.	Describe the behavior of people who feel good about themselves.
	Understand the importance of having a positive self-concept.	Relate a positive self-concept to and emotional and physical health.

## HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
DECISION-MAKING AND COMMUNICATION SKILLS	The learner will:	The learner will:
	Know how to enhance his/her self-concept.	List people he/she can go to a positive thing he/she can do when feeling down.
	Know the traditional and/or contemporary steps for problem solving/decision-making.	Identify the major steps in the contemporary decision-making process.
	Recognize situations in which decisions are required.	Listen to an elder tell how everyday decisions are made.
	Be able to seek information relevant to problem solving/decision making.	Identify everyday choices he/she make which contribute to good health.
	Identify and analyze alternative solutions to problems.	Identify and define a situation in which a health-related decision is required.
	Understand traditional and/or contemporary factors influencing decision making.	Gather information relevant to the situation in which a health-related decision is required.
		Identify and analyze alternative solutions to problems.
	Understand traditional and/or contemporary factors influencing decision making.	Brainstorm alternative solutions to the situation requiring a health-related decision.
		Predict the consequences of the alternatives considered.
		Identify factors which influence decision-making and describe their effects.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	The learner will:	The learner will:
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Make a choice from the alternatives considered.
	Know cells, tissues, organs and systems work together to form a living being.	Identify the cell as the basic unit of living things.
	Know the five senses and how they work.	Tell that similar cells form tissues.
ENVIRONMENTAL HEALTH	Be aware that natural environmental conditions affect health.	Describe the structure and functions of the sense organs: eyes, ears, nose, tongue, skin.
		Describe how to care for and protect the eyes.
		Explain why some eyes need corrective lenses, and how corrective lenses aid vision.
		Describe how to care for and protect the ears.
		Recognize the causes of some hearing problems.
		Explore the impact of volcanic eruptions and earth quakes upon the environment and people's health.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
EMOTIONAL HEALTH	The learner will:	The learner will:
	Be aware of human-made environmental conditions which affect health on traditional and/or contemporary settings.	List types of pollution. Explain how pollution affects well-being.
	Know how to contribute to the wise use of natural resources and the environment.	Identify what natural resources he/she uses.  Recognize which natural resources are being used faster than they can be replenished.  Report what natural resources are found in or near his/her community.
	Know how emotions influence actions and behaviors.	Discuss how emotions affect the way we behave.  Define peer pressure.  Discuss how peer pressure influence the way we make decisions.  Recognize the dangers inherent in "taking a dare".
Understand how getting along with others influences feelings.	Demonstrate cooperation and sharing in group situations.	
Identify and relate positively to exceptional people.	Identify the range and types of exceptional people and the characteristics which set them apart from the "norm".	

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SAFE LIVING AND EMERGENCY CARE	The learner will:	The learner will:
	Know who to contact for help in various emergency situations.	Cite "common" needs and contributions of exceptional people.
	Know how to ride a bicycle safely.	Cite special needs and contributions of exceptional people.
	Understand safety precautions for various recreational activities.	Dial and call correctly the poison control center.
	Understand earthquake safety procedures.	Describe how to follow directions given by poison control center.
		List and follow bicycle safety rules.
		Explain the relationship between speed and safety in traffic.
		Demonstrate proper hand signals and respond appropriately to signs while riding a bicycle.
		Describe safe practices in and around water.
		Tell where the safest place to be during an earthquake.
		Practice "duck and cover" technique of protection.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		List do's and don'ts during an earthquake.
		Explain what to do after an earthquake.
		Recognize signs of upcoming tsunamis.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could oppose a threat to safety.	Describe characteristics of people and vehicles.
		Differentiate between good touch, okay touch, and bad touch.
		Describe who, how and when to tell if a touching problem arises.
		Develop basic understanding of touching problems with; strangers, adults he/she knows, adults he/she knows very well.
		Recognize potentially dangerous situations involving relatives, friends of the family, neighbors etc.
		Demonstrate how and when to trust his/her own feelings (inner voice).
		Recognize a bribe, trick, threat, coercion, and an "adult secret".
		Practices his/her right to say no.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p> <p>States that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p>
<p>CONSUMER HEALTH</p>	<p>Know safety precautions must be observed when using medicines or other substances.</p> <p>Know consumer health involves wise judgments and the selection of health information, products, and services that pertain to health.</p> <p>Be aware of emotions, family patterns, and values which influence selection and use of health information products and services.</p>	<p>Review the safety precautions for use of medicines and volatile substances.</p> <p>List products that affect health and classify these products as beneficial and harmful.</p> <p>Discuss the impact of family upon health decisions.</p> <p>Explain how impulse might influence the purchase of a useless product.</p>

HEALTH EDUCATION

GRADE 5

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Practice appropriate health care and grooming habits.	Identify and practice good hygiene and grooming habits.
	Understand what germs are and the role they play in communicable diseases.	Differentiate between bacteria and viruses and give two examples of diseases caused by each.
	Be able to select appropriate clothing for different weather conditions.	Briefly describe the mechanisms by which the body defends itself from bacteria and viral diseases.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Describe the clothing s/he would need for an imaginary trip to the place of his/her choice.
		Recognize percentage of body fat as a fitness component.
		Describe the difference between being overweight and overfat.
		Identify the skin fold caliper as a simple method of determining body fat.
		Discuss the loss of body fat in terms of energy expenditure and food intake.
		Determine his/her percentage of body fat.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Describe portion sizes for required servings in each of the 4 basic food groups.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Analyze sample meals for nutritional value.
	Know how to promote dental health and inhibit development of dental caries.	Keep and analyze a 3-day food log for him/herself and make suggestions for change.
		Discuss the importance of limiting salt, simple sugars and fats in the diet.
		Describe the general physical responses to stress.
		Identify two common stressors and ways to combat each.
		Identify foods which promote production of plaque.
		Describe techniques for cleaning teeth when it is not appropriate or possible to brush and floss.
		Recognize orthodontia as a means of promoting dental health.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Know facts associated with the occurrence, treatment and control of disease and apply methods of prevention.</p> <p>Know we can live happy and full lives without using harmful drugs.</p> <p>Be aware of the difference between acceptable and unacceptable drug use.</p> <p>Understand the serious social and personal problems associated with inappropriate use of substances.</p>	<p>The learner will:</p> <p>Differentiate between communicable and non communicable disease.</p> <p>Discuss methods for prevention of communicable disease.</p> <p>Discuss lifestyle habits which contribute to heart disease and cancer.</p> <p>Identify the kinds of problems students are likely to face; and offers non-durg solutions.</p> <p>Discuss being "high" on life and tells how he/she can pursue health non-durg highs.</p> <p>Identify the affects of alcohol on the body body.</p> <p>Recognize some of the social and community related to misuse of alcohol.</p>
<p>FAMILY HEALTH</p>	<p>Know families differ with respect to rules, customs and economic conditions.</p>	<p>Compare rules established in different families.</p> <p>Discuss how different families have different customs.</p>

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Be aware of the kinds of situations requiring adjustment by family members.	Cite crisis that call for families to make adjustments.
		Identify changes which occur in the family unit and how those changes affect family needs.
		Identify possible differences in a step-father or step-mother relationships and way to cope with the relationship.
	Identify significant others and how they contribute to personal, family and community well-being.	Identify important people/pets in his/her life.
		Describe how significant others contribute to personal and family well-being.
	Understand the role of elders in contributing to the well-being of the community.	Identify people within his/her life considered "old and wise".
		List what an elderly person can offer another person, family and community.
	Practice social behaviors which contribute positively to friendships and relationships with others.	Demonstrate a yielding process when necessary in groups.
		Identify positive and negative aspects of competition.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SELF CONCEPT	The learner will:	The learner will:
	Recognize peer pressure situations and possible effects.	Describe the effects which peers have on personal speech, clothing, grooming, behavior, and attitudes.
	Be aware he/she is important as an individual.	Recognize the influences persons have on personal decisions.
	Understand the factors contributing to self-concept.	Identify personal qualities that he/she values and that contribute to his/her self image.
	Understand the importance of having a positive self-concept.	Relate how emotional health involves feelings of self worth as well as feelings of self acceptance and failure.
	Understand personal change in life is normal.	Discuss ways that rest, nutrition and exercise affect well being and explain their interdependence to self concept.
DECISION-MAKING AND COMMUNICATION SKILLS	Knows how to enhance his/her self-concept.	Describe how he/she has changed and how he/she anticipate changing in the next few years.
	Knows the traditional and/or contemporary steps for problem solving/decision making.	Describe methods for enhancing the self esteem of others and explain how helping others feel good about themselves helps him/her to feel good, too.
		List the major steps in the contemporary decision-making process.
		Identify the process in traditional decision-making.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Recognize situations in which decisions are required.	Recognize choices made by others which are important to good health.
	Be able to seek information relevant to problem solving/decision making.	Identify and defines situations in which health-related decisions are required.
	Identify and analyze alternative solutions to problems.	Gather information relevant to situations in which health related decisions are required.
	Understand traditional and/or contemporary factors influencing decision making.	Evaluate the relevance and credibility of sources of information.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Brainstorm alternative solutions to situations requiring health-related decisions.
	Understand the importance of evaluating decisions.	Predict the consequences of the alternatives considered.
		Identify factors which influence health-related decision-making and describe their effects.
		Make a choice from the alternatives considered.
		Identify who is responsible for making decisions which affect him/herself.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	<p>Distinguish between verbal and non-verbal communication.</p> <p>Identify non-verbal actions and associated meanings within the traditional and contemporary settings.</p> <p>Recognize the significance non-verbal actions place on effective communication.</p> <p>State the importance and purpose of conversation.</p> <p>Recognize feelings about not being able to talk.</p> <p>Recall conversations.</p> <p>Identify compliments.</p> <p>State the purpose and importance of questions.</p> <p>Recognize agreement statements in a conversation.</p> <p>Follow oral directions.</p> <p>Demonstrate eliminating common barriers to effective communication, e.g., interrupting, giving receptive feedback, and assuming instead of listening.</p>
	Understand the importance of assertion.	
	Understand the importance of listening skills.	

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>Understand how to promote well-being of the body systems.</p> <p>Know the body systems which perform specific functions.</p> <p>Know life comes from life through a process called reproduction.</p> <p>Understand the relationship between physical and emotional changes through major life stages.</p>	<p>The learner will:</p> <p>Outline how to prepare the muscular skeletal system for exercise.</p> <p>Recognize the importance of nutrition to a healthy musculoskeletal system.</p> <p>Describe the structures and functions of the muscular and skeletal systems.</p> <p>Review methods of reproduction of different animals.</p> <p>Describe how fertilization occurs.</p> <p>Describe the physiological changes associated with puberty.</p> <p>Explain that we change emotionally and socially as we go through adolescence.</p> <p>Name and identifies reproductive organs and their parts.</p> <p>Discuss the functions of the reproductive system.</p> <p>Recognize how and why menstruation occurs.</p> <p>Be aware that most boys experience nocturnal emissions.</p>

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Be aware of human made environmental conditions which affect health in traditional and/or contemporary settings.	List and describe pollutants that affect the environment and health, e.g., gases, smoke, vapor, cans, noise, litter, sewage, etc.
	Understand pure food is essential to good health.	Illustrate that most water sources must be treated in order to make it safe for consumption.
	Understand the influence of traditional and contemporary environmental factors upon emotional and social health.	Interview an elder about how subsistence food is made safe for consumption.
	Know proper disposal of wastes is important to a healthful environment.	Describe how safe food is insured by people who work to protect our food (i.e., inspectors, food workers, dairy, etc.).
		Explore how food ordered by mail can be acquired safely.
		Describe changes in group behavior in different environmental settings.
		List factors in the environment that influence behavior.
		Recognize that certain environments are more ideal for specific activities than others.
		Explore how sewage and garbage disposal are becoming increasing problems.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
EMOTIONAL HEALTH	<p>The learner will:</p> <p>Know how emotions influence actions and behaviors.</p> <p>Identify and relate positively to exceptional people.</p>	<p>The learner will:</p> <p>Describe how improper sewage disposal can contribute to disease transmission.</p> <p>Describe how people feel when they are being subjected to pressure from peers.</p> <p>Recognize how exceptional people are and feel about themselves.</p> <p>Describe the "gifted".</p>
SAFE LIVING AND EMERGENCY CARE	<p>Know who to contact for help in various emergency situations.</p> <p>Know how to administer first aid for a choking victim.</p> <p>Know fire prevention and escape procedures.</p>	<p>Demonstrate how to use the 911 number.</p> <p>Describe situations in which the 911 number should be used.</p> <p>Recognize if a conscious victim is choking.</p> <p>Demonstrate how to get help.</p> <p>Demonstrate the manual thrust maneuver for a choking victim.</p> <p>Demonstrate how to use a fire extinguisher.</p> <p>List common causes of home fires.</p> <p>Explain how the above causes can be prevented.</p> <p>Review the stop, drop, and roll procedure.</p>

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand safety precautions for various recreational activities.	Tell two ways to leave his/her home if there were a fire.  Describe safety rules related to boating, fishing, swimming, skiing, etc.  List camping and hiking rules.
	Know how to participate in sports safety.	Relate how some rules make sports safe.  Cite rules that protect them when playing sports.  Identify protective sports equipment and tells how it works.
	Understand hazards connected with the use of airport runways.	Recognize that playing on runways could result in arrest.  Identify basic aircraft/runway safety rules: stand 50 feet away from aircraft until engines have been shut down or pilot signals to approach the aircraft; stands clear of propellers even when aircraft is shut down; do not walk under any part of aircraft.
	Understand cold weather safety precautions.	Explain the importance of keeping head, hands, and feet warm and dry.  Demonstrate how to use a wind chill chart.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know how to respond to and/or prevent sexual abuse and understands situations where people could pose a threat to safety.	Recognize the symptoms and prevention of hypothermia and frostbite.
		Explain how to keep clothing dry in wet weather.
		Describe characteristics of people and vehicles.
		Differentiate between good touch, okay touch, and bad touch.
		Describe who, how and when to tell if a touching problem arises.
		Develop basic understand of touching problems with; strangers, adults he/she knows, adults he/she knows very well.
		Recognize potentially dangerous situations involving relatives, friends of the family, neighbors, etc.
		Demonstrate how and when to trust his/her own feelings (inner voice).
		Recognize a bribe, trick, thrust, coercion, and an "adult secret".
		Practice his/her right to say no.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		State that it is the offender's, not the victim's fault if sexual abuse occurs.
		Distinguish between private parts.
CONSUMER HEALTH	Know safety precautions must be observed when using medicines or other substances.	Explain the meaning of directions for using and handling prescription and over-the-counter drugs.
	Know consumer health involves wise judgments and the selection of health information, products, and services that pertain to health.	Review and discuss consumer health pamphlets or publications.
	Be aware of certain agencies and organizations which serve, protect and inform the consumer.	Be aware of the roles of the Food and Drug Administration and the Better Business Bureau.
HEALTH CAREERS	Understand the roles of health aides, public health nurses, and/or physicians assistants.	Describe the roles of health aides, public health nurses, and/or physician assistants.
	Be aware of the work of various hospital personnel.	Describe the roles of hospital nurses, doctors, anesthesiologists, orderlies, and dieticians.
	Know health related career opportunities.	List various health careers.

HEALTH EDUCATION

GRADE 6

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know personal health practices promote physical, social, emotional, spiritual and environmental health.	Recognize the need for increased cleanliness as one matures.  Make regular use of showers.  Recognize the need to wear clean clothing every day.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Describe how aerobic exercise contributes to cardiovascular fitness.  Identify how to tell if he/she is exercising aerobically.  Demonstrate his/her favorite aerobic exercise.  Determine his/her target heart rate.  Determine his/her level of cardiovascular fitness.
Understand wise food selection is important to well-being.		Describe nutritious breakfasts, lunches, and dinners he/she can prepare.  Prepare nutritious snacks.  Recognize a variety of foods containing fiber and tells why fiber is important.  Explain the importance of water.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Recognize how he/she responds to specific stressors.
	Understand the relationship of adequate rest and sleep to well-being.	Explain the importance of balancing rest and activities.
	Understand everything making contact with or entering the human body has an effect upon it.	Identify various drug properties within tobacco, smoke, and discuss the effects on the body.
		Review the effects of alcohol on the body.
		Recognize that other drugs may have harmful effects on the body (marijuana, cocaine, amphetamines).
	Understand substances designed to help us can also be harmful.	Explain the danger of indiscriminate use of over-the-counter medications and vitamin supplements.
	Know we can live happy and full lives without using harmful drugs.	Identify reasons why people use/abuse specific drugs and why people do not.
	Be aware of the difference between acceptable and unacceptable drug use.	Explain the meanings of use, misuse and abuse of drugs and include factors such as intention, moderation and responsibility.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Identify early and late stages of alcoholism and its effects on the individual and family.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
FAMILY HEALTH	<p>The learner will:</p> <p>Be aware of birth control methods, their purposes, their appropriateness, their advantages and disadvantages, and related viewpoints.</p>	<p>The learner will:</p> <p>Recognize that a pregnancy may occur without the proper use of birth control.</p>
SELF-CONCEPT	<p>Understand the factors contributing to self-concept.</p> <p>Understand the importance of having a positive self-concept.</p> <p>Understand personal change in life is normal.</p> <p>Know how to enhance his/her self concept.</p>	<p>Demonstrate how their feelings of self worth as well as acceptance of failure contribute to emotional growth.</p> <p>List positive qualities about him/herself and tell traits he/she would like to change.</p> <p>Outline the emotional changes that youngster in his/her age group experience as they mature.</p>
DECISION MAKING AND COMMUNICATION SKILLS	<p>Know the traditional and/or contemporary steps for problem solving/decision-making.</p> <p>Recognize situations in which decisions are required.</p>	<p>Explain the importance of taking time to enhance his/her self-esteem.</p> <p>Review the major steps in the contemporary decision-making process.</p> <p>Recognize the process in traditional decision-making.</p> <p>Review choices made by self which contribute to good health.</p> <p>Identify and define situations which require decisions to improve his/her health.</p>

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Be able to seek information relevant to problem solving/decision making.	Evaluate the relevance of information to a situation requiring a decision.
	Identify and analyze alternative solutions to problems.	Gather information relevant to the situation requiring a decision.
	Understand traditional and/or contemporary factors influencing decision.	Brainstorm alternative solutions to the situation requiring a decision.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Analyze the advantage and disadvantage of alternative solutions.
	Understand the importance of evaluating decisions.	Identify factors which influence decision-making and describe their effects.
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	Make a choice from the alternative considered.
		Identify who is responsible for making decision regarding his/her health.
		Recognize importance of having rules in conversation.
		Distinguish between agreement and disagreement situations.
		Practice taking turns in a conversation.
		Recognize positive disagreement.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
COMMUNICATION SKILLS	The learner will:	The learner will:
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and the importance of each.	Define a compliment.  Paraphrase a message.  Formulate a compliment to be given to a to a peer.  Formulate a question to acquire information about a person.  Formulate agreement statements in response to another individual's statements.
	Apply communication/conversation rules to and formulate elements of a conversation.	Identify the contemporary elements of negotiation.  Identify the contemporary elements of conflict resolution.
	Know the traditional and/or contemporary elements of negotiation and conflict resolution.	Define peer pressure.  Explore situations where he/she might want to avoid getting into trouble.  Identify "freedom skills"; how to keep your friends, have fun, and stay out of trouble.
Understand the importance of assertion.	Follow oral directions.  Paraphrase the content of conversations.	

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	The learner will:	The learner will:
	Understand the importance of listening skills.	Practice eliminating common barriers to effective communication, e.g., interrupting, giving negative feedback, and assuming instead of listening.
	Understand how to promote well-being of the body systems.	Identify behaviors that promote cardiovascular health.
	Know the body systems which perform specific functions.	List heart attack risk factors and ways to avoid them.
	Understand relationships with others are natural part of growing up.	Revise the major body systems and their functions.
	Understand the relationship between physical and emotional changes through major life stages.	Discuss various patterns (age) people are likely to experience and identify people he/she knows who are experiencing each pattern.
		Tell how people at all ages are able to contribute to society.
		Locate and interview several older people and tell how each contribute to his/her community.
		Describe the physiological changes experienced by males and females in the course of adolescence.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Know how to contribute to the wise use of natural resources and the environment.	Explain that emotional and social changes are also a part of developing into young adults.
	Know life depends on clear air and water.	Identify various changes that have already taken place as part of the maturation process.
	Know noise may affect well being.	Develop a plan for the best usage of his/her needed natural resources for the next 20 years.
	Understand radiation affects well-being.	Identify ways which people waste resources, i.e., electricity, water etc.
		Assess quality of air and water in their environment.
		Explore the impact of acid rain on air and water quality.
		Examine how noise can affect how we feel and act.
		Identify sources of radiation.
		Describe how radiation affects well-being.

## HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
EMOTIONAL HEALTH	<p>The learner will:</p> <p>Know stressful events affect feelings.</p> <p>Understand how getting along with others influences feelings.</p> <p>Identify and relate positively to exceptional people.</p>	<p>The learner will:</p> <p>Explore his/her feelings about the effects of radiation.</p> <p>Identify how people might react emotionally to various stressful situations.</p> <p>Describe how he/she feels after successful interactions with others.</p> <p>Identify typical experiences and needs of the elderly.</p> <p>Recognize exceptional people and their roles in our world.</p>
SAFE LIVING AND EMERGENCY CARE	<p>Know who to contact for help in various emergency situation.</p> <p>Understand how to reach school and return home safely.</p> <p>Understand safety procedures pertaining to the use of firearms.</p>	<p>Review specialized EMS agencies and numbers.</p> <p>Identify warning signs located in his/her community.</p> <p>State specific guidelines for safe behavior as a pedestrian.</p> <p>List basic safety precautions pertaining to use of firearms; keep muzzle pointed in a safe direction; check to see if the firearm is loaded or unloaded; keep the safety on unless he/she plans to shoot.</p>

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Recognize the benefits of hunter safety and/or hunter shooter courses.
		Explore when the next hunter safety and/or hunter shooter courses will be offered in his/her community.
	Understand the safety considerations for effective babysitting.	Tell how to make a child's environment safe.
		List information they need to know before parents leave.
		Describe what to do in emergency situations.
	Understand procedures for safe travel in a vehicle or on motorized vehicles.	Recognize danger of carrying passengers on off road vehicles.
		Identify what vehicles are to be used on and off roads.
		List protective clothing for off road vehicles and motorcycles.
	Be aware of the implications of risk-taking behavior.	Identify consequences of risk-taking behavior.
		Examine situations he/she participates in which are risk-taking.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Know how to respond to and/or prevent sexual abuse and understand situations where people could oppose a threat to safety.</p>	<p>The learner will:</p> <p>Describe characteristics of people and vehicles.</p> <p>Differentiate between good touch, okay touch, and bad touch.</p> <p>Describe who, how and when to tell if a touching problem arises.</p> <p>Develop basic understanding of touching problems with; strangers, adults he/she knows, adults he/she knows very well.</p> <p>Recognize potentially dangerous situations involving relatives, friends of the family, neighbors etc.</p> <p>Demonstrate how and when to trust his/her own feelings (inner voice).</p> <p>Recognize a bribe, trick, threat, coercion, and an "adult secret".</p> <p>Practices his/her right to say no.</p>

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	<p>The learner will:</p> <p>Understand advertising often affects what we buy, thereby affecting our health.</p> <p>Know safety precautions must be observed when using medicines or other substances.</p> <p>Be aware of emotions, family patterns, and values which influence selection and use of health information products and services.</p>	<p>The learner will:</p> <p>States that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p> <p>Identify plogs and techniques used by advertisers in order to promote products.</p> <p>Explain why there is risk involved with using any substances.</p> <p>Discuss the health products often used by his/her age group.</p> <p>Determine the factors influencing solution of health products among his/her age group.</p> <p>List ways to insure wise selection of health products.</p>
GLOBAL HEALTH ISSUES	<p>Know the community resources which affect health.</p>	<p>Identify all community resources which affect health.</p> <p>Differentiate and describe what the above resources can provide.</p>

HEALTH EDUCATION

GRADE 7

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know personal health practices promote physical, social, emotional, spiritual and environmental health.	Describe self-care skills (care of clothing, meal preparation, exercise, etc.).
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Relate the importance of physical appearance/cleanliness to acceptance by peers.
Understand wise food selection is important to well-being.	Know regular physical activity promotes physical, emotional and spiritual fitness.	Examine the importance of physical activity among members of his/her peer group.
		Analyze the benefits of current national fitness craze.
		Recognize that proper nutrition is particularly important during adolescence.
		Identify the dangers and misconceptors inherent in fad diets.
		Recognize that safe weight loss involves an increase in physical activity and a decrease in food intake.
		Equate 3500 calories to one pound of fat.
		Describe a program of increased activity and/or reduction of food intake that would result in the loss of one pound per week.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know traditional and/or contemporary management and its importance to well-being.	Distinguish between eustress and distress. Identify common stressors/eustressors and list methods of coping with them
	Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Recognize that of the ten leading causes of death, most are related to lifestyle.  Cite lifestyle factors that might contribute to the incidence of these ten causes of death.
	Be able to select appropriate clothing for different weather situations.	Explain how dressing fashionable might be unsafe in some weather conditions.
	Understand everything making contact with or entering the human body has an effect upon it.	Relate how any drug alters the normal function of the body.
	Know most drugs are beneficial when used properly.	Cite specific examples of beneficial and harmful use of drugs.
	Understand substances designed to help us can also be harmful.	Explain how helpful substances can also be harmful.
	Know we can live happy and full lives without using harmful drugs.	Identify five things he/she would like to learn to do, and explain how drug use might hinder his/her plans.
	Be aware of the difference between acceptable and unacceptable drug use.	Identify situations where drugs are used appropriately.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
FAMILY HEALTH	The learner will:	The learner will:
	Identify significant other and how they contribute to personal, family and community well-being.	Tell how these drugs can be used inappropriately.
	Understand the concept of community in traditional and/or contemporary settings.	Use examples to differentiate behavior drug use, drug misuse, and drug abuse.
Practice social behaviors which contribute positively to friendships and relationships with others.	Discuss the impact of drug misuse in the following situations: family relationships, future careers, school, financial demands, crime.	Identify important people within the community that may affect his/her well-being.
		Describe how significant others can affect the self-being of a community.
		Identify groups of people where elders are a significant asset to the family/ community well-being.
		Examine the role and responsibilities of village elders, past and present.
		Describe the relationships between positive interaction with others and social success.
		Describe ways to test with competitive situations.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SELF-CONCEPT	The learner will:	The learner will:
	Recognize peer pressure situations and possible effects.	Discuss how the ability to relate with others contributes to overall well-being.
	Understand the factors contributing to self-concept.	Identify groups to which he/she or peers may belong and how these groups affect him/her.
	Understand the importance of having a positive self concept.	Identify situations involving peer pressure.
DECISION-MAKING AND COMMUNICATION SKILLS	Understand personal change in life is normal.	Relate how self-acceptance is fundamental to sound mental health.
	Know how to enhance his/her self concept.	Relate how self-acceptance affects relationships with family and peers.
	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify the emotions that are commonly associated with the challenges and changes of adolescence.
		Identify specify items of positive self talk he/she can employ to maintain self-esteem.
		Practice the process of traditional decision-making.
		Practice the process of contemporary decision making.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Recognize situations in which decisions are required.	Identify and define a situation where a traditional decision-making process can be used.
	Be able to seek information relevant to problem solving/decision making.	Identify and define a situation where a contemporary decision-making process can be used.
	Identify and analyze alternative solutions to problems.	Gather information relevant to the above identified situations requiring a decision.
	Understand traditional and/or contemporary factors influencing decision making.	Brainstrom, if applicable, alternative solutions to the above situations requiring a decision.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Predict the consequences, if applicable, of alternative considered.
	Understand the importance of evaluating decisions.	Identify factors, if applicable, which influence decision-making and describe their affects.
		Make a choice, if applicable, from the alternatives considered.
		Brainstrom all who takes responsibility for his/her health.
		Explore how individual responsibility relates to decision-making.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	Identify behaviors which are helpful and not helpful in disagreement situations.
	Know and identify traditional and/or contemporary elements of verbal and non verbal communication, conversation rules, and the importance of each.	Identify topically relevant and irrelevant responses in a conversation.
	Understand the importance of assertion.	Apply unwritten conversation rules in order to respond appropriately in a conversation.
	Understand the importance of listening skills.	Formulate compliments about objects in the classroom.
		Formulate positive disagreement statements.
		Formulate "why", "what", "where", and "when" questions.
		Practice paying attention as she/he listens to the other speaker in a conversation.
		Concentrate on the words of other speakers in conversation.
		Describe how it feels when he/she knows another person is listening.
		Identify clarification statements and/or questions.
		Describe the uses of clarification statements in effective communication.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>Understand the relationship between physical and emotional changes through life stages.</p> <p>Be aware of behaviors which are linked to disease and improper function of body systems.</p> <p>Understand the relationship between heredity, environment, health care and lifestyle.</p>	<p>The learner will:</p> <p>Review the physical, emotional and social changes occurring during adolescence.</p> <p>Identify the major changes each individual faces in life.</p> <p>Identify typical ranges of emotional response to life changes.</p> <p>Explain the male and female reproductive sexual anatomy.</p> <p>Be aware of masturbation and facts and myths surrounding this behavior.</p> <p>Realize it is normal for both males and females to have sexual thoughts, desires and dreams, and that these may cause physical reactions.</p> <p>Recognize that people begin to learn about sexuality at an early age.</p> <p>Recognize the importance of accepting his/her masculinity/femininity.</p> <p>Recognize that we learn to love through loving experiences with family members and friends.</p>

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
ENVIRONMENTAL HEALTH	Understand pure food is essential to good health.	Examine how improperly stored foods can affect his/her health.
		Demonstrate how to keep food safe when camping.
		Identify ways that food is made safe for consumption.
	Know noise may affect well being.	Demonstrate possible ways to reduce noise and protect hearing under various situations.
EMOTIONAL HEALTH	Know stressful events affect feelings.	Identify typical emotional reactions to stressful emotional situations and list alternative appropriate methods of expressing emotions.
	Understand appropriate and constructive ways to express emotions.	Relate that people may respond with different emotions to similar situations.
	Understand how getting along with others influences feelings.	Identify ways that feelings affect their own health and the health of others.
SAFE LIVING AND EMERGENCY CARE	Recognize types of emergency situations.	Describe various emergency situations and tell how to best remedy the situations, i.e., power outage, no heating fuel, running out of gas while traveling in or on a vehicle etc.
	Know fire prevention and escape procedures.	Develop a fire escape plan for his/her family.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	The learner will:	The learner will:
	Know there are people who are specially trained to help maintain our health.	<p>Recognize how sex roles and his/her socialization affects behavior.</p> <p>Demonstrate his/her understanding of the effects of alcohol/drugs on behavior.</p> <p>Practice assertive response to potential sexual abuse situations.</p> <p>Relate that serious skin problems are best treated by a dermatologist.</p> <p>Discuss that weight loss for a growing teenager must be supervised by a physician.</p> <p>Identify health problems common to his/her age group and identify qualified professionals to treat these problems.</p>
	Know consumer health involves wise judgments and selection of health information, products, and services that pertain to health.	<p>Demonstrate how to read labels when selecting health care products.</p> <p>Recognize the pharmacist as a helpful resource in making wise health product selection.</p>
Be aware of certain agencies and organizations which serve, protect and inform the consumer.	Report on the roles of various consumer protection agencies.	

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GLOBAL HEALTH ISSUES	<p>The learner will:</p> <p>Know the itinerant health resources which are available in his/her community.</p>	<p>The learner will:</p> <p>Identify all itinerant health resources.</p> <p>Recognize what services the above can provide.</p>
HEALTH CAREERS	Know health-related career opportunities.	Name the duties and contributions of various health care professionals.

HEALTH EDUCATION

GRADE 8

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	<p>The learner will:</p> <p>Know regular physical activity promotes physical, emotional and spiritual fitness.</p> <p>Understand wise food selection is important to well-being.</p>	<p>The learner will:</p> <p>Compare three health related fitness components.</p> <p>Determine him/her level of fitness in all three areas.</p> <p>Demonstrate specific activities that promote each of the health related fitness components.</p> <p>Calculate target heart rate and demonstrate effective application of target heart rate to exercise.</p> <p>Determine recovery heart rate and relate its implications for assessment of cardio vascular fitness.</p> <p>Identify food with high fat content.</p> <p>Identify cholesterol-containing foods and tells how they may affect health.</p> <p>Identify high sodium foods and tell problems associated with excess sodium.</p> <p>List the different names given to sugar and tell how high sugar intake can be related to poor health.</p> <p>Describe techniques for minimizing their consumption of these substances.</p>

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know traditional and/or contemporary methods of stress management and its importance to well being.	Determine package contents by reading labels.  Explain the concept of "well-ness" as it applies to traditional/contemporary ways of thinking.
	Understand the relationship of adequate rest and sleep to well being.	Explain the components of well-ness.  Identify the relationship between managing stress, creating positive feeling and maintaining well-ness.
	Understand the influence of proper body alignment and posture to total fitness.	Establish priorities in his/her life to maintain a balance of work, recreation, school, and sleep.  Analyze his/her posture and determine methods for improving or maintaining it.
	Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Review those communicable disease which can be prevented through immunization.  Research the history of immunization.  Explain the mechanism of the human immune response.  Explain methods for control of communicable diseases for which there is no available immunization.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know we can live happy and full lives without using harmful drugs.	Share his/her techniques for achieving non-drug highs.
	Be aware of the harmful effects of tobacco use.	Identify non-drug alternatives to solving problems students are exposed to daily.
	Be aware of the harmful effects of tobacco use.	Review the effects of tobacco use on the body.
	Be aware of the harmful effects of tobacco use.	Research the tobacco industry.
	Be aware of the harmful effects of tobacco use.	Analyze advertisements for tobacco production.
	Be aware of the difference between acceptable and unacceptable drug use.	List situations where alcohol is acceptable.
	Be aware of the difference between acceptable and unacceptable drug use.	Discuss factors that contribute to the acceptable use of alcohol.
	Be aware of the difference between acceptable and unacceptable drug use.	Identify times and situations in which alcohol use is unacceptable.
	Be aware of the difference between acceptable and unacceptable drug use.	List factors that contribute to responsible drinking behavior.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Use local and national news clippings to graph the problems caused by irresponsible use of drugs/alcohol/tobacco.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
FAMILY HEALTH	The learner will:	The learner will:
	Know families differ with respect to rules, customs and economic conditions.	Compare family life in rural (bush) Alaska with family life in urban Alaska.
	Be aware of the kinds of situations requiring adjustment by family members.	Identify emotions associated with separation and divorce.
		Explore ways that families members can cope with divorce.
		Examine family issues related to aging.
		List common changes in the family and resulting effects.
		Describe how physiological developments in individual family members affect the family.
	Understand the concept of community in traditional and/or contemporary settings.	Compare the concept of community between urban, native, and rural Alaskan life.
		Listen to an elder speak about the importance of community past and present.
	Know individual rights and responsibilities and the relationships between them.	List responsibilities which accompany specific social activities.
		Identify consequences which could result from neglecting responsibilities.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p>
	<p>Know the purposes of, attitudes toward, and practices related interpersonal relationships in the traditional and or contemporary setting.</p>	<p>Identify personality/character attributes in which he/she likes.</p>
		<p>Express how he/she likes to be treated by people.</p>
		<p>Describe feelings about dating and dating alternatives.</p>
		<p>Identify alternative to dating.</p>
		<p>Identify possible activities for 8th grades or a date.</p>
		<p>Explain possible advantages and disadvantages of group dating at the 8th grade level.</p>
	<p>Be aware of birth control methods, their purposes, their appropriateness, their advantages and disadvantages, and related viewpoints.</p>	<p>Identify and describe types of birth control.</p>
		<p>State advantages and disadvantages of various birth control methods.</p>
	<p>Be aware of alternatives to, assistance for, and effects of pregnancy.</p>	<p>Identify individuals potentially affected by a pregnancy.</p>
		<p>Examine assistance available for individuals faced with a pregnancy.</p>

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SELF-CONCEPT	The learner will:	The learner will:
	Be aware he/she is important as an individual.	Describe him/herself positive terms.
	Understand the importance of having a positive self-concept.	Analyze how self-concept has influenced the achievements of five people he/she admires.
	Know how to enhance his/her self concept.	Keep a journal to record the things he/she does to enhance his/her self-concept.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the characteristics of mental health and factors which influence it.	Develop a working definition of mental health for people in his/her age group.
	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify people who can help him/her with problems.
	Recognize situations in which decisions are required.	Practice decision-making.
	Be able to seek information relevant to problem solving/decision-making.	Identify and define a situation which requires a decision to change a personal health habit.
	Identify and analyze alternative solutions to problems.	Gathers information relevant to the above situation requiring a decision.
		Evaluate the relevance and credibility of source of information.
		Brainstorm alternative solutions to the situation in which a decision is required.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand traditional and/or contemporary factors influencing decision making.	Predict the consequences of alternative considered.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Identify factors which influence decision-making and describe their affects.
	Understand the importance of evaluating decisions.	Determine if any or all influencing factors can be eliminated.
	Understand how individual responsibility relates to decision-making in traditional and/or contemporary settings.	Make a choice from the alternatives considered.
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and importance of each.	Create a plan to carry out the choice made.
		Act on the choice made.
		Recognize how individual responsibility relates to decision-making.
		Review non-verbal actions in communication in various cultures.
		Examine the basis of interethnic communication.
		Formulate relevant questions in a conversation.
		Use agreement statements and questions in a conversation.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Practice the unwritten rules of conversation.
		Formulate compliments about different types of people.
		Formulate three types of personal compliments and include the individuals name.
		Use positive agreement statements in conversation.
	Know the traditional and/or contemporary elements of negotiation and conflict resolution.	Review and practice "freedom skills".
		Define assertion.
		Differentiate between assertion and aggression.
		Identify assertion skills.
	Understand the importance of assertion.	Listen to an elder speak about traditional listening skills, and the situations where they are most likely to be used.
		List suggestions of how to be a better listener.
		Concentrate on the content of conversation.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	The learner will:	The learner will:
	Understand the importance of listening skills.	Demonstrate clarification statements to effective communication.
	Understand how to promote well being of the body systems.	Review the elimination of common barriers to effective communication.
	Understand the relationship between physical and emotional changes through major life stages.	Describe how rest and relaxation enhance well-being of various body systems and promote optimum growth.
	Be aware of behaviors which are linked to disease and improper function of body systems.	Explain the impact of regular exercise and good nutrition on body systems.
	Understand the relationship between heredity, environment, health care and lifestyle.	Cite the advantages of dating and going steady.
		Discuss the portrayals of relationships by mass media and peers and explain their influences.
		Describe how lack of rest and relaxation affect the well-being of body systems and impede growth.
		List the long term effects of sedentary lifestyle and improper nutrition on body systems.
		List heredity factors influencing well-being.
		Describe how environment impacts health.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Be aware of human made environmental conditions which affect health on traditional and/or contemporary settings.	Discuss medical advances that promote longevity.
	Understand the influence of traditional and contemporary environmental factors upon emotional and social health.	Discuss how technology both positively and adversely affects society's health.
	Know proper disposal of wastes is important to a healthful environment.	Examine ways in which solid wastes are dispensed in rural and urban communities.
Know life depends of clean air and water.	Know proper disposal of wastes is important to a healthful environment.	Explore how large quantity of Flammables are stored in his/her community.
	Understand the influence of traditional and contemporary environmental factors upon emotional and social health.	Discuss how certain atmospheric conditions affect his/her emotions, i.e., humidity, clouds, sun, temperature etc.
	Know proper disposal of wastes is important to a healthful environment.	Report how wastes are disposed of locally.
	Know life depends of clean air and water.	Organize a school clean up day.
		Explore other possibilities of disposing of wastes locally.
		Investigate the nature of air pollution and its impact on the environment.
		Recognize how water becomes unfit to drink.
		Compare air and water quality in rural and urban areas.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know noise may affect well-being.	Recognize situations in which noise can be controlled.
EMOTIONAL HEALTH	Know how emotions influence actions and behaviors.	Demonstrate how emotions are expressed through words and actions.
	Know stressful events affect feelings.	Explain how emotions play a part in decision making.
	Understand how body systems can effect emotions.	Practice techniques for dealing with stressful situation and traumatic events.
	Understand how getting along with others influences feelings.	Explain that malfunction of nervous and/or endocrine system any affect emotions.
	Understand how getting along with others influences feelings.	Discuss how the ability to relate to others contributes to overall well-being.
SAFE LIVING AND EMERGENCY CARE	Know who to contact for help in various emergency situation.	Describe how to contact all EMS personnel in his/her community.
	Know how to administer CPR (Cardio-Pulmonary Resuscitation).	Complete the Red-Cross or American Heart Association CPR course.
	Understand safety precautions for various recreational activities.	List recreational activities that he/she likes.
		Explore safety precautions for the above activities.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand hazards connected with the use of airport runways.	Review basic aircraft/runaway safety rules.
	Understand the safety considerations for effective babysitting.	Identify special helicopter safety rules; stands clear of rear of helicopter and tail rotor; always approach a helicopter from the downhill side.  Cite common hazards in the home that could harm children.  Identify when a situation calls for help and how to get help quickly.  Identify when a situation calls for help and how to get help quickly.  Identify and locate help for cases of child abuse.
	Understand procedures for safe travel in a vehicle or on motorized vehicles.	Analyze why people are reluctant to wear seat belts.  Report the effectiveness of the use of seat belts.
	Understand cold weather safety precautions.	Review how to use a wind chill chart.  List emergency weather gear necessary for safe winter travel, i.e., car, snowmachines, plane etc.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	The learner will:	The learner will:
	Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.	Discuss the issue of winter dressing for style versus warmth.
		Explain the procedures for saving a cold water drowning victim.
		Recognize potential sexual abuse situations where the offender is; a stranger, casually acquainted with the victim, well known to the victim.
		Demonstrate how to respond in case of sexual abuse, who to tell and how to support others who have been abused.
		Demonstrate his/her knowledge of self-defense options.
		Recognize how sex roles and his/her socialization affects behavior.
		Demonstrate his/her understanding of the effects of alcohol/drugs on behavior.
		Practice assertive responses to potential sexual abuse situations.
	Be aware of the value of some advertising.	Explain how advertising can be helpful.
	Know safety precautions must be observed when using medicines or other substances.	List factors considered by a physician when prescribing medicine.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Be aware some health products which are inferior or unnecessary.	Tell that prescription medicines should only be taken by people for whom they are intended.
	Understand quality health products and services are not always obtained by spending more money.	Develop criteria for selecting and purchasing health products.
	Know how utilize community health resources.	Identify products on market which are unnecessary.
	Know existing school and community health problems, possible causes and solutions or prevention measures.	Compare contents of the same product at high and low prices.
		Compare the quality of similar products purchased at regular and discount process.
		Review community health resources and services they can provide.
		Describe health problems.
		Brainstrom existing school and community health problems (issues).
		Discuss possible causes of the above.
		Explore possible solutions of the above.