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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Bullying: Understanding what bullying is and how it affects one’s social health** |
| 1. **Understand the concept of social health**
2. **Explain the difference between bullying and peer pressure**
3. **Students will be able to define and understand the different types of bullying**
4. **Students will be able to identify the negative consequences of bullying relating to their social, mental, and physical health**
5. **Students will be able to identify how to stand up to/prevent bullying from occurring**
 | * Use a simple activity to identify the aspects of bullying that students are familiar with
* Students need to understand the difference between bullying and peer pressure
* Identify the different types of bullying someone may encounter (power imbalance, physical, emotional, cyber)
* Determine the mental/social consequences associated with bullying (for example: things/situations a person may experience)
* Explain and identify aspects of how emotions can lead to mental distress (such as anger, depression, grief, and suicide)
* Determine how someone may stand up to/prevent bullying
* Use an activity to demonstrate ways to stand up to bullying (for example: use predetermined scenarios and/or have students develop their own scenarios)
* Use an activity to develop a Public Service Announcement (PSA) poster to stop bullying in their school
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Peer Pressure: Understanding what peer pressure is and how it affects one’s social health** |
| 1. **Understand the concept of social health**
2. **Students will be able to define and understand who their peers are**
3. **Identify and explain the concept of peer pressure**
4. **Identify the different types of peer pressure**
5. **Identify ways peer pressure can be positive and negative**
6. **Students will be able to identify the negative consequences of peer pressure relating to their social and mental health**
7. **Students will be able to identify how to stand up to/prevent peer pressure from occurring**
 | * Use a simple activity to identify the aspects of peer pressure in which students are familiar with
* Students need to understand how peer pressure is used to control a person’s decision-making process
* Identify the different types of peer pressure a student may encounter (friendly, heavy/overload, indirect, name calling/insults)
* Determine if peer pressure can be both positive and negative
* Identify the ways to say no/stand up to peer pressure (say no, repeated refusal, walk away, cold shoulder, give a reason/excuse, strength in numbers, change the subject, avoid the situation)
* Determine the mental/social consequences associated with (a person may experience) peer pressure
* Use an activity to demonstrate ways to stand up to bullying (for example: use predetermined scenarios and/or have students develop their own scenarios)
* Use an activity to develop a Public Service Announcement (PSA) poster to stop peer pressure in their school
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Social Understanding: Understanding how cliks and crushes affect one’s social health**  |
| 1. **Understand the concept of social health**
2. **Identify and explain the difference between cliks and crushes**
3. **Students will be able to define and understand the terms inclusive and exclusion**
4. **Identify and understand the negative concepts relating to social separation**
5. **Identify and practice/display appropriate forms of disclosing feelings towards others**
 | * Use a simple activity to identify the aspects of cliks and crushes
* Students will be able to define the concept of cliks
* Identify the aspect of how clicks separate/alienate people from each other causing a limitation to their friendships
* Students will identify how prayer and choosing Christ will enable them to develop true connections with others who have similarities and differences
* Students will be able to define the concept of a crush
* Identify the aspect of how crushes are normal and natural part of emotions
* Determine appropriate way of processing, understanding, and expressing one’s feelings for someone
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Alcohol: Understanding what alcohol is and the difference between positive and negative aspects of using alcohol** |
| 1. **Explain the process of creating alcohol**
2. **Explain the various usages for alcohol**
3. **Students will be able to define and understand the terms fermentation, intoxication, alcohol poisoning, addiction, and withdraw**
4. **Students will be able to identify the negative aspects of misusing alcohol**
5. **Students will be able to understand and identify health consequences of using alcohol**
6. **Students will be able to understand and identify social/legal consequences of using alcohol**
 | * Use a simple activity to identify what alcohol is used for
* Determine what products (fruits, grains, vegetables) are combined to make alcohol
* Identify ways alcohol can be used in a positive aspect (antiseptic, cleaning supplies, social gathering)
* Identify ways alcohol can be used in a negative aspect (intoxication, alcohol poisoning)
* Use an activity to demonstrate the feeling of intoxication (in relation to balance, vision, eye/hand coordination, ability to follow directions)
* Determine the health consequences of alcohol when used inappropriately (alcohol poisoning, addiction)
* Determine the social/legal consequences of alcohol when used inappropriately (loss of friends, loss of job, jail time, loss of license)
* Use an activity to show the dangers of misusing alcohol (for example: create a Public Service Announcement poster or imovie)
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Tobacco: Understanding what tobacco is and the difference between smoking and smokeless tobacco** |
| * **Explain the history of tobacco plantations**
* **Determine how advertising is used to entice consumers**
* **Identify the difference between smoking and smokeless tobacco**
* **Explain how using tobacco can be addicting**
* **Students will be able to define and understand the terms carcinogens, tar, nicotine, lung disease, addiction, withdraw, cold turkey, chronic bronchitis, emphysema, 2nd hand smoke, carbon monoxide**
* **Students will be able to identify the negative aspects of using tobacco**
* **Students will be able to understand and identify health consequences of using tobacco**
* **Students will be able to understand and identify social consequences of using tobacco**
 | * Use a simple activity to identify the history of tobacco plantations
* Identify the difference between smoking tobacco and smokeless tobacco
* Use a simple activity to identify how manufactures use advertisement when targeting consumers
* Use a simple activity to identify how much money consumers waste on tobacco products
* Determine the addicting factor (nicotine) in tobacco
* Determine the health consequences of using tobacco (lung disease, lung cancer, heart disease, mouth cancer, stained teeth, loss of teeth)
* Determine the social consequences of using tobacco (clothes/hair/personal items that smell like smoke, loss of friends, restricted/smoke free areas)
* Use an activity to show the dangers of using tobacco (for example: create a Public Service Announcement poster or imovie)
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