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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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| **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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| **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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| **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) |  |