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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Stress: Understanding what stress is and the difference between good stress and bad stress.**  |
| 1. **Understand importance of positive mental health in relation to stress**
2. **Explain and emphasize how stress can play a role in a person’s physical and mental health**
3. **Students will be able to define and understand the terms stress, distress, eustress, stressor, adrenaline, and fatigue.**
4. **Students will be able to understand and identify appropriate and affective ways to deal with stress.**
 | * Use a simple activity to identify what causes a person to become stressed.
* Students need to understand the difference between the two types of stress (distress and eustress); provide examples that are realistic to everyday life.
* Identify the physical and psychological effects stress can have on a person’s body
* Determine the different ways a person reacts to stress.
* Identify appropriate ways to handle stress in an effective manner.
* Encourage students to identify their stressors (things that cause them to be stressed out) in order to determine the appropriate way to reduce or eliminate that stress
* Encourage students to reflect through prayer and forgiveness (to ask for and extend to others) based on the ideals that Jesus has taught us.
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Anger Management: Understanding what anger is and the difference ways to manage anger.**  |
| 1. **Understand importance of positive mental health in relation to anger.**
2. **Explain and emphasize how anger can play a role in a person’s physical and mental health**
3. **Students will be able to define and understand the terms anger.**
4. **Understand and explain the reasons why a person gets angry.**
5. **Understand and explain the how a person reacts to anger.**
6. **Students will be able to understand and identify appropriate and affective ways to express their anger.**
 | * Use a simple activity to identify what words describe anger.
* Students need to understand the difference between being stressed and being angry; understanding that anger has an emotional connection.
* Identify why a person would get angry.
* Identify how a person reacts to anger (both appropriately and inappropriately).
* Determine how inappropriate ways of expressing anger can lead to consequences (socially, physically, mentally)
* Identify appropriate ways to handle anger in an effective manner.
* Encourage students to identify their “hot buttons” (things that cause them to get angry) in order to determine the appropriate way to reduce or eliminate that anger.
* Encourage students to reflect through prayer and forgiveness (to ask for and extend to others) based on the ideals that Jesus has taught us.
* Identify the concept of the “Golden Rule”.. do unto others as you would want done to you.
* Use a simple activity to experience different types of relaxation methods as a way to reduce stress and anger.
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Body Image: Understanding the value of self-confidence and how it relates to body image.**  |
| 1. **Understand the importance of positive mental health in relationship to body image.**
2. **Explain and emphasize how body image can play a role in a person’s physical and mental health**
3. **Students will be able to define and understand the terms body image, media, and beauty.**
4. **Understand and explain the similarities and differences between boys and girls.**
 | * Use a simple activity to identify how an ideal body image is determined.
* Identify how maintaining a positive attitude can effect a person’s own body image (“how you feel on the inside will make you feel good on the outside”).
* Students need to understand the difference between who they are and how others perceive them.
* Identify and explain how lifestyle choices can have a positive/negative effect on body image (provide definitions relating to obesity & anorexia as to how they relate to lifestyle)
* Determine possible consequences of a negative self-body image both physically and mentally.
* Identify how media plays a role (either negative or positively) in “defining” body image.
* Identify how role models influence your decisions relating to body image.
* Determine the appropriate ways a person can make changes to their body in a health way (include nutrition and physical activity ideas).
* Use a simple activity to learn about accepting each person’s differences.
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **Risky Behaviors: Understanding what STD’s are and the difference between risky situations and risky behaviors.**  |
| 1. **Understand the difference between risky situations and risky behaviors**
2. **Explain and emphasize how risky situations/behaviors play a role in a person’s physical and mental health.**
3. **Identify the risk factors relating to participating in risky situations/behaviors**
4. **Students will be able to define and understand the terms STD, (as well as specific diseases chlamydia, gonorrhea, genital herpes, warts, pubic lice, HPV, PID)**
5. **Students will be able to understand and identify appropriate and affective ways to prevent STDs (abstinence).**
 | * Use a simple activity to identify what types of activities could be considered risky situations and risky behaviors.
* Students need to understand the difference between risky situations and risky behaviors
* Identify the physical and psychological effects STD’s can have on a person’s body
* Determine the different types of STD’s (types: viral, bacteria, fungi, parasite; transmission cause; symptoms; treatments: cure vs no-cure)
* Identify appropriate ways to prevent STD’s through abstinence.
* Encourage students to identify types of activities they may encounter in their future (events in high school and/or college)
* Encourage students to reflect through prayer and forgiveness (understanding that our bodies are a reflection of god and abstinence is the only form of protection) based on the ideals that Jesus has taught us.
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| **Learning Standard** | **Ideas for Developing Investigations and Learning Experiences** | **Date Completed** |
| **HIV/AIDS: Understanding what HIV and AIDS is and the long term health consequences that they can cause.**  |
| 1. **Understand the difference between HIV and AIDS (include stages)**
2. **Explain and emphasize how HIV/AIDS is transmitted (blood, fluids) and provide specific examples (ie: sexual activity, sharing needles, razors, toothbrush with infected person, open cuts/sores).**
3. **Students will be able to define and understand the terms HIV, AIDS, virus, transmission, related illnesses, treatments)**
4. **Identify the health consequences associated with being infected with HIV/AIDS (emphasize treatments but no cure).**
5. **Students will be able to understand and identify appropriate and affective ways to prevent HIV/AIDs (abstinence from sexual activity & drug usuage).**
 | * Identify the difference between HIV and AIDS (with a focus on the different stages of this viral disease)
* Students need to understand the difference between risky situations and risky behaviors that could lead to transmission.
* Demonstrate transmission through a simple activity (for example: sharing kisses)
* Determine the different types of health consequences that are related to HIV/AIDS
* Identify appropriate ways to prevent HIV/AIDs through abstinence and blood barrier protections (specifically through first aid contact)
* Encourage students to identify types of activities they may encounter in their future (events in high school and/or college)
* Encourage students to reflect through prayer and forgiveness (understanding that our bodies are a reflection of god and abstinence is the only form of protection) based on the ideals that Jesus has taught us.
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