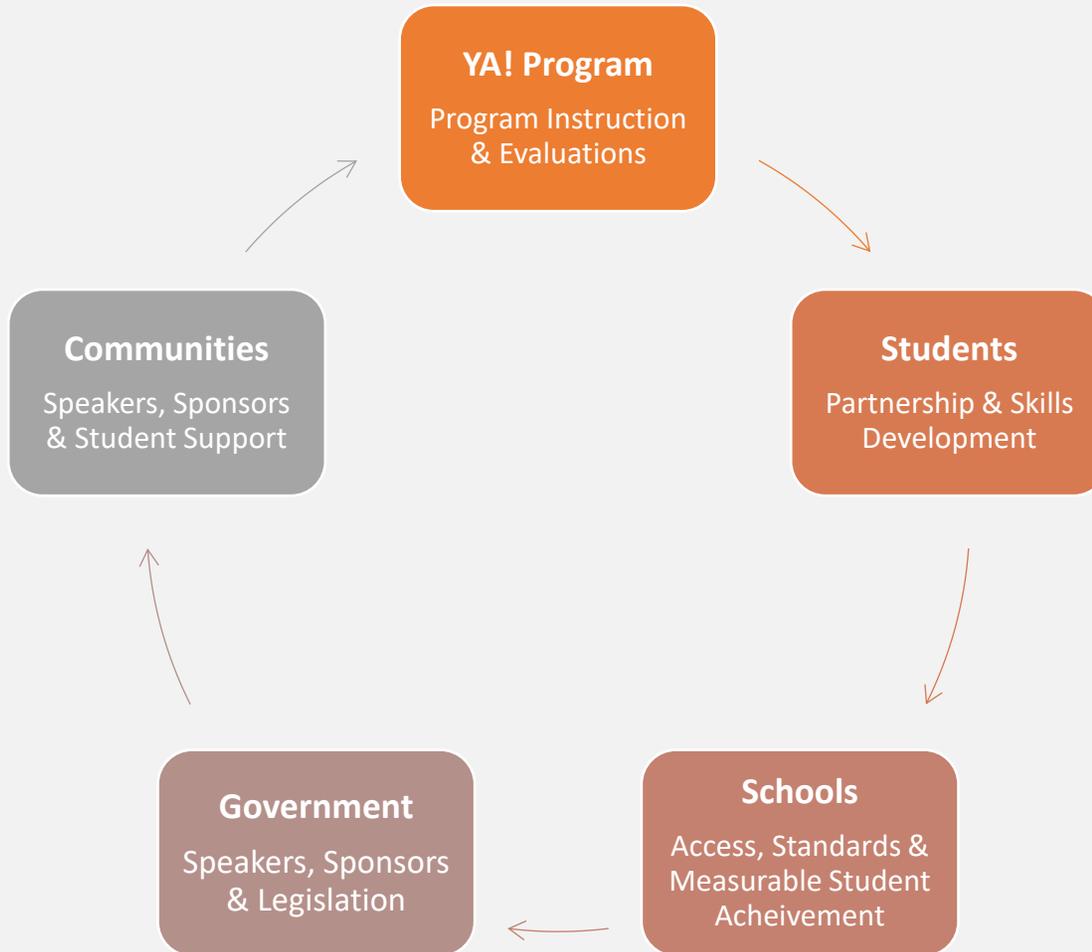




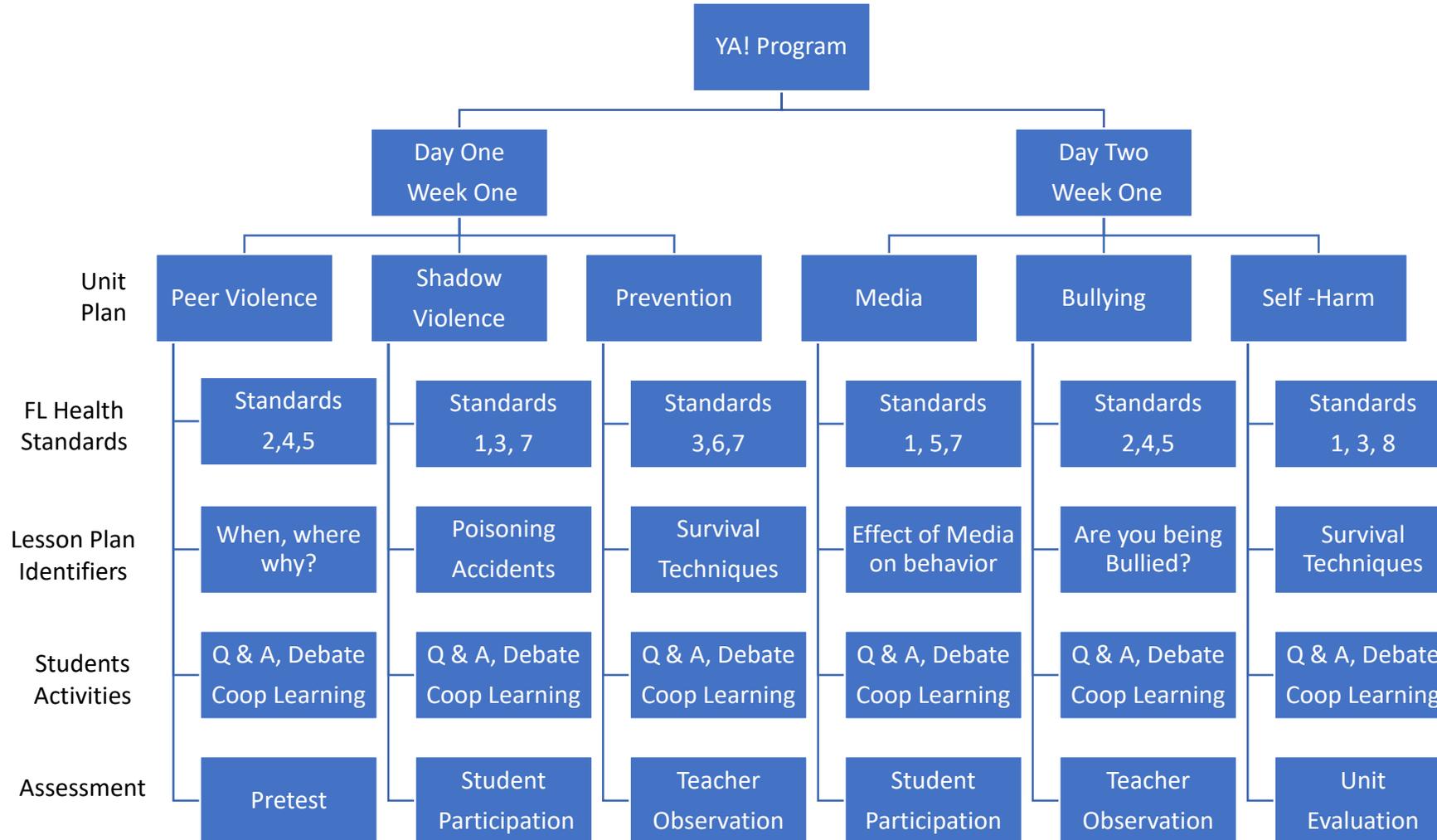
YouthAlert! (YA!) Program - A Child and Youth Violence, Bullying, and Abuse, Prevention/Health Education Curriculum Program Team Model



YouthAlert! (YA!) Program Curriculum

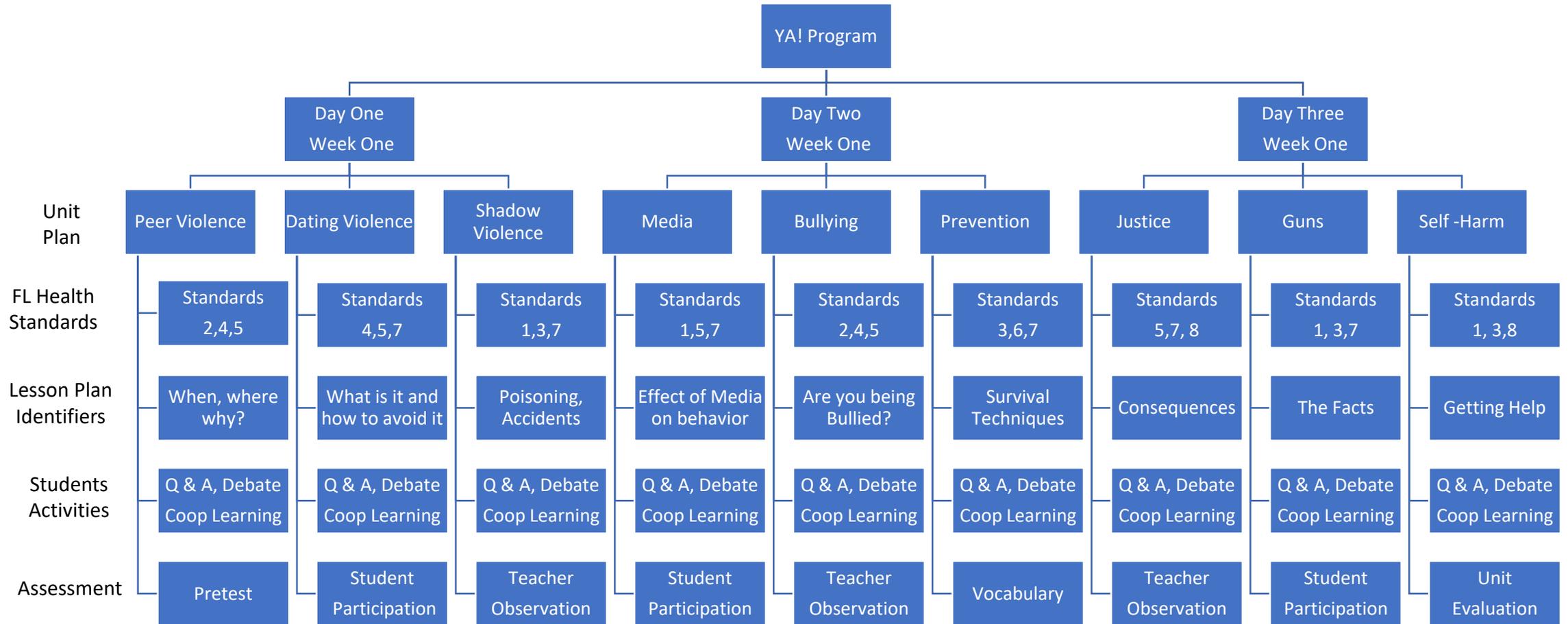
Eighteen Weeks, Five Days Week, One-Hour a Day

YA! Program Curriculum Framework Outline Sample No. MS3120-06001 – FL, Middle School, Two Day Session,
60 Minutes per Day, Three YA! Units per Day, Six YA! Units Total, 120 Minutes Total



YouthAlert! (YA!) Program Curriculum
Eighteen Weeks, Five Days Week, One-Hour a Day

YA! Program Curriculum Framework Outline Sample No. HS3180-09001 – FL, High School, Three Day Session,
 60 Minutes per Day, Three YA! Units per Day, Nine YA! Units Total, 180 Minutes Total





YouthAlert (YA!) Program – A Child and Youth Violence & Bullying Prevention/Health Education Curriculum

YouthAlert! (YA!) Program Curriculum Framework No. HS3180-9001- FL

YouthAlert! (YA!) Program Unit Plan Outline Sample

Unit Self-Harm

Florida Health Standards
Next Generation Sunshine State Standards – Health Education, 2014. In 2012, the standards were examined and revised based on the 2008 NGSSS for Health Education. Date Adopted or Last Revised: 02/14

Benchmarks
Standard 1. Core Concepts
Standard 3. Accessing Information
Standard 8. Advocacy
HE.912.C.1.5 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.B.3.4 Justify when professional health services or providers may be required
HE.912.P.8.1 Demonstrate how to influence and support others in making positive health choices.

Lesson Plan Identifiers

1. Get Help
2. Types of Self-Harm
3. Suicide
4. Ideation

Student Activities

1. Students Watch Presentation
2. Participate Q & A
3. Role Play Crisis Situation
4. Identify Local Resources

Assessment
Pretest
Vocabulary Quiz
Unit Evaluation - Answer twenty multiple-choice test with eighty percent accuracy

© YouthAlert! (YA!) 2017

YouthAlert! (YA!)

Program Units

- 1. Who is YouthAlert! (YA!)?
- 2. Why Are We Here?
- 3. The Name of the Game
- 4. Ground Rules
- 5. Equality
- 6. Being Human - True Choice
- 7. All the Information
- 8. What Is Violence?
- 9. Violence Prevention
- 10. Violence Prevention - Violence and Youth
- 11. Violence Prevention - Dating Violence
- 12. Violence Prevention - Sexual Violence
- 13. Violence Prevention - Domestic Violence
- 14. Violence Prevention - Child Maltreatment
- 15. Violence Prevention - Gang Violence
- 16. Violence Prevention - LGBTQ
- 17. Shadow Violence
- 18. Shadow Violence - Transportation
- 19. Shadow Violence - Poisoning/Substance Abuse
- 20. Shadow Violence - Diet
- 21. Shadow Violence - Pollution
- 22. Why Care? Believing in Peace
- 23. World Violence
- 24. Why do People Do Violence?
- 25. Who Does Violence?
- 26. Who Are the Victims of Violence?
- 27. What Is Consent?
- 28. Identity Stations
- 29. Identity Killers
- 30. Standards
- 31. What's Important
- 32. The High Five Principals
- 33. H5 - Peace, Life, Love, Freedom, and Equality
- 34. The Low Five
- 35. Family/Close Unit
- 36. Inside Out
- 37. Anger
- 38. Media
- 39. Media - Movies, TV, and Video
- 40. Media - Video Games
- 41. What Is Bullying?
- 42. Hitting/Stealing, Gossip, Ridicule, Shunning,
- 43. Cyber-Bullying
- 44. How to Block
- 45. Being an Upstander
- 46. #1 Rule of Violence & Bullying
- 47. Survival Stories
- 48. Depression
- 49. How to Say No
- 50. The Way Up
- 51. Happy is Healthy
- 52. A Mediation Moment
- 53. Your Brain
- 54. Your Body
- 55. Justice
- 56. Youth Power
- 57. Weapons
- 58. Weapons - Guns
- 59. What Is A Man?
- 60. How Did We Get Here?
- 61. Where Are We?

YouthAlert! (YA!) Program Units

- 62. What It's Like to Be an Adult
- 63. Your Independence Skills
- 64. Survive and Thrive
- 65. Teamwork 66. Attitude
- 67. Attitude - Stress
- 68. Attitude - Kindness
- 69. Attitude - Kindness Practice
- 70. Principle Sharpening Test
- 71. PST - Truth, Fairness, and Honesty
- 72. Justified Violence
- 73. Self Defense
- 74. We the Jury
- 75. How Not to be a Victim of Violence
- 76. How to be a Victim of Violence
- 77. Worst Case Scenario
- 78. Dreams
- 79. Inner City
- 80. Suicide - Self-Harm Prevention
- 81. The Peace Triangle
- 82. Talk, Talk
- 83. Research
- 84. Mentoring
- 85. How to be A Mentor
- 86. The Next Leader
- 87. U.S.A.
- 88. Religion
- 89. U.N. Declaration of Human Rights
- 90. U.N. SDG's
- 91. A History of Violence
- 92. Hope Helps
- 93. Raise the Bar
- 94. Summary
- 95. Recommendations
- 96. Who's Listening?
- 97. A Higher Gear
- 98. Interventions
- 99. Free Help! Contacts
- 100. Continuing Education



YouthAlert! (YA!) Program Unit Slide Samples

A Child and Youth Violence, Bullying, and Abuse, Prevention/Health Education Curriculum

YouthAlert! Presents

YouthAlert! (YA!) Violence & Bullying Prevention/Health Program

Violence & Bullying Prevention and Healthy Lifestyles
Where Youth and Adults Meet HALFWAY to Reduce Violence

Older Adults to Younger Adults. We Give It to you Straight.
 You Don't Leave Anything Out So We Don't Leave Anything Out.
Heavy Stuff. We do what we can with the time we have. Were not a Square Peg.
 We do the Subjects you want at the Speed you want. You help present it too.
We are here to serve.

The Only Wrong Question is the One that's Never Asked

Who We Are

The Only Wrong Answer is the One that's Never Given

No Wrong Questions A Nonprofit 501 (c) (3) Organization and Public Charity No Wrong Answers

www.YouthAlert.us info@YouthAlert.us

YouthAlert-YA on

Stay Connected to YouthAlert-YA

Not Political, Financial, Religious or Judgmental.

Our Opinions Alone. If your Opinion is Different, We Would Love to Hear it.

We may Challenge and Push Back on your Opinions, only to explore your Opinions, only to formulate your Opinions.
 Your Opinions are your gifts and everyone agrees if you have a question about us, ask or get into us later.

*This Presentation was made from Youths Opinions.
 Youths helped make the Presentation and Youths help present it.*

Disregard: We're in Love with What's Done a Dangerous Situation.
 We're Really Words, Justified or Not, Not to be a Liar/stealer.
 How to Destroy: Kibitzers, What you Believe, Your Envy

The Name of the Game is Survival – Win it With Equality and Kindness

SURVIVAL

Life is a Gift That's Why it Called the Present. You Can Do What You Want with it. Not acknowledge a long time.
 4% of Humans in Mass 90% of Humans is suitable from 100 years and time.

Destiny -3.7 MB 2050/100-150

The act or fact of surviving, especially under adverse or unusual circumstances. Dictionary.com

Survival Guide/101/Boot Camp

Individual Survival Collective/Human Survival

99.99% of Species Are Extinct

Hardest Job Ever **YouthAlert!(YA) are Peace Activists. Peace is Survival** 24 Years Old

Youths # 1 Job/Purpose – Survive Your Youth!

And It Ain't Easy – Adults Job/Purpose?

The Best/Fittest Survive - Why Humans Rule, Survive

Speed Big Violent Strong #1 Killer Age

What is Violence?

Robbery

F E A R
 Fear of Violence Is a Form of Violence

All Threats of Violence

Harassment

Stalking

Fearful and Dramatic on the Brain the Body Sometimes worse than Actual Physical Violence

You are an Identity Station

You Have a One of a Kind, Personal, Unique, Individual, Internal, Identity

Your Identity is your Soul, your Spirit, your Essence, your Being

In Every

Not Outside Can't Change

Greater Forces God, Names or Beliefs according to your beliefs

One

Identity Killers

Internal Obstacles



Alcohol



Illegal Drugs



Nobody



Mush



A Marshmallow Man/Woman

Can't handle what comes in, what comes out, or what's inside. Can't really handle anything.



Invisible Identity Person

"Apply The Five"

Putting It All Together/Teamwork/Morality



Form & Function
Style & Substance
Process & Product



When the means is violence, the means becomes the ends







They All Must Work Together Equally At All Times

The ends does not justify the means. If the means is violence then the means is really the ends. It takes teamwork to make "The High Five" work. It's not only what you believe, or what you do and how you do it. Morality is the answer but you must be moral to become moral. Right vs the Extreme Wrong like Violence. The Extreme Wrong is Extreme Immorality.



#1 Answer
Morality



End Result
Model Youth
Model Adult



Take Practice

Media - Knowing The Difference



Fake



Real



Perception



Reality



TV Violence



Movie Violence



Music/Game Violence



An Apology

Human Made vs. What's made by Greater Forces

Don't fall in love or get married to any "thing" but your spouse!

Bullying is Violence

#4 Worst Form of Non-Lethal Violence
Much Worse Than You Hear

Bullying is Forever

Invisible Scars



Hitting and Stealing

Because I can? If might is right, then might is wrong. Not always going to be the rightest

Bully Speak - More Bullying, No Partial Admission



Domination - Interfering, Blocking, Distracting, Disrupting, Interrupting, Limiting/Making Your Choices For You

Jokes/Teasing - Both Laughing?



Shunning

Gossip - Good & Bad
Prone to O.K.

Worst Words used by Youth against Youth 3 & 2

Friends Don't Bully Friends

Do Not Underestimate Justice

Consequences - Youths Blind Spot



2 Million in Prison - 7 Million In Justice Sys.



Be Judged



No Control

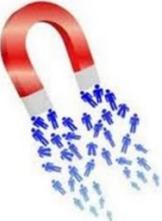


Not Too Young

Weapons Of Violence - Power Demagnetizers



Human Made



20,000 Gun Laws in the U.S.







Self Destruction

80% Water - Shooting Game of Skill but No Skill Shooting Water

We only care about True Choices!

Teen Depression




The State of Mental Health Among U.S. Adolescents Child Trends Adolescent Health Highlights Series

Research shows that approximately **one in five** adolescents has a diagnosable mental health disorder, a leading cause of disability among this age group.

More than half of all mental disorders **begin by age 14**.

The most prevalent mental disorder experienced among adolescents is **depression**, with more than one in four high school students found to have at least mild symptoms of this condition. A majority of adolescents with mental disorders **do not seek out or receive treatment**.

About one-third find mental health care inaccessible and more than four in 10 see cost as a barrier to treatment. (Action Alliance September 2015)
Nearly seven in five American adults, or 47 million people, experienced a diagnosable mental illness in 2012 according to SAMHSA. These results are consistent with 2011 findings. (SAMHSA, December 2013)

Attitude – Kindness

Attitude, Its not only what you do but how you do it. Its being very, very, nice.



Disrespect
Its Their Flaw
Why should you care?
Good



Calling Out Your "Low Five"



What's Really Important –How You If the Mad They Don't Matter If they Matter they Don't Mad

↑
Eye Above
When they go low, we go high
Go high all the time



Eye-Challenged
A Superior Attitude is Superior Behavior
There is so much thing as a superior human. Greater Forces made humans superior. That is enough
Superiority as selfishness and we do not support selfishness.



Disrespect Hurts



Be Patient
Don't Waa against Time or "Fit time on your side"

Kindness is an attitude that is peaceful and positive and works for everyone. Kindness = Respect.

Protect Your Identity – Don't be a Victim of Violence



Be a Safety Judge



Be a Lifeguard – Not a Bystander



Get Free Help Kids!



Snitch/Tell/Get Help/Active Citizen
Violence's Dirty Little Secret



Get Free Help Kids!



Just a matter of time



In Law with our Principles Right things do
Injustice anywhere is a threat to justice everywhere" MLK

Violence is the Exception to Every Rule

Justified Violence – Self Defense



Self Defense – It's Mandatory
"You Got to Do it. Doesn't have to be a Fair Fight to Protect your Life and Body
Your Job is to Survive Your Youth. So Be it."



100% Real Deal
Peaceful people are the best fighters
Keep your powder dry till the time is right



Justice!



Who Decides? We All Do
We Get The Final Word
Each Case is Different and Can be many Twists & Turns

Protect Your Identity This Means You Too! – Protect Yourself from Yourself!

Surprise - What applies to them vs. you, you vs. them also applies to you vs. you.



Don't Push Your Own Buttons



Don't Call Out the Low Five Principles



Don't Hurt Yourself



Don't be a Robot



Don't Turn into Mush



Don't Self-Destruct

Our Greatest Human Cosmos.
We are Too Self-Destructive



Peace is a Triangle

You Must Survive – Follow Your Dreams and Fulfill Your Potential



Meaning of Life
Life = Identity
Identity = Meaning
Life = Meaning



Greater Forces than We Can See
Neither Do You



We Want Your Dreams



What is your dream?

You Must Survive
Your Dreams are Everyone's Politics – *Right* Your Potential
Be a Model Youth – Raise the Bar – All Dreams are Equal

Your Dreams



We Need Your Dreams

You can't go by what people say. You can't even go what people do. You have to do what is right for you and your dreams.



Many Obstacles in Life
Dreams = Courage
Pursue of Will



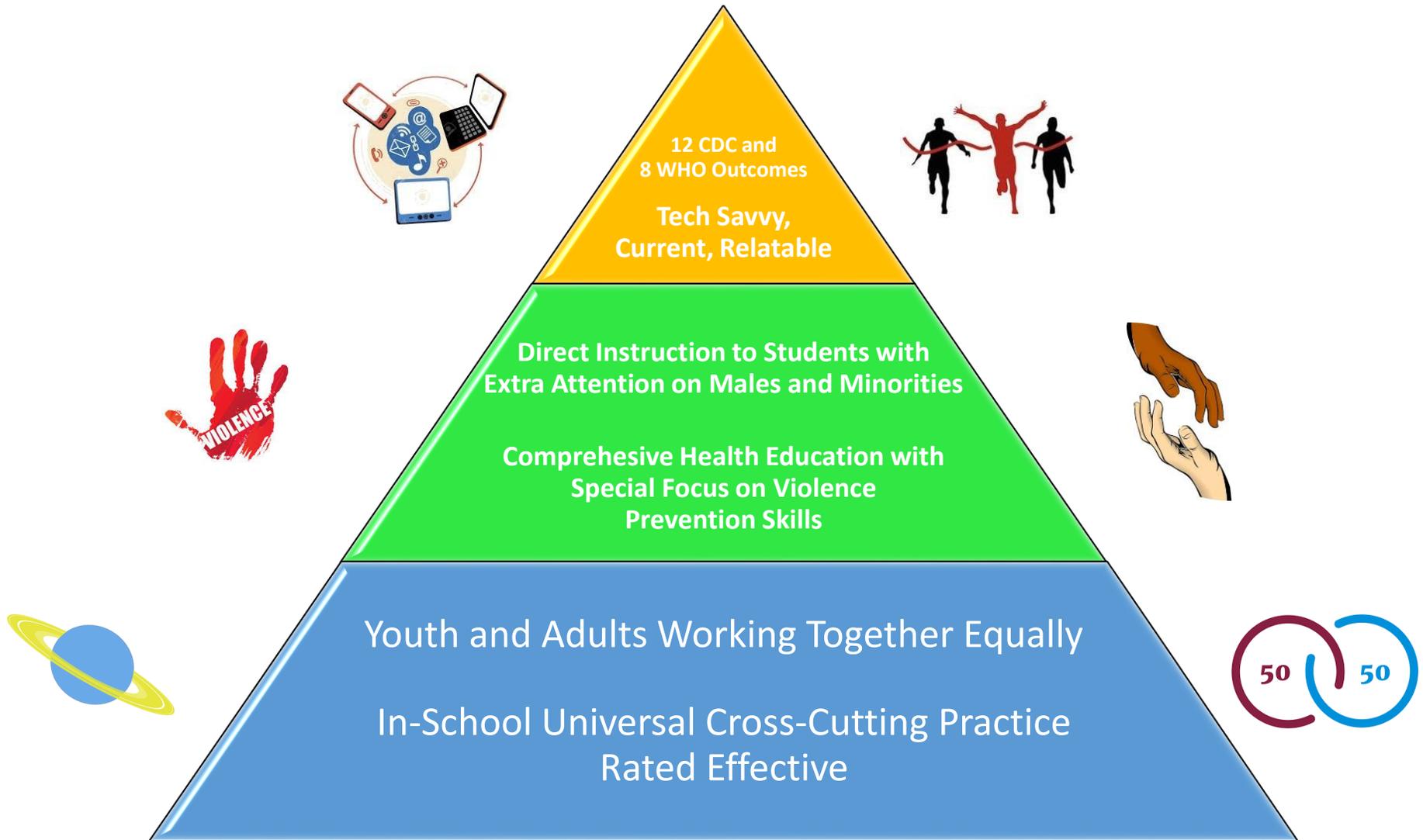
Dreams beat the "No" Test
A Test to see if you are Serious



Never Flash
Dreams Come True
for you and your dreams.

YouthAlert! (YA!) Program Instruction Model

A Child and Youth Violence, Bullying, and Abuse, Prevention/Health Education Curriculum





YouthAlert! (YA!) Program - A Child and Youth Violence, Bullying, and Abuse, Prevention/Health Education Curriculum

Potential Student Outcomes



CDC Potential Outcomes Universal school-based programs

• 12 Potential Outcomes

- Reductions in perpetration and victimization of verbal and physical aggression
- Reductions in bullying and conduct problems
- Reductions in delinquency
- Reductions in the involvement in violent and nonviolent crime in young adulthood
- Reductions in smoking, alcohol, and drug use
- Reductions in depression and suicidal ideation
- Reductions in other adolescent risk behaviors (e.g., sex without a condom, multiple sex partners, risky driving)
- Increases in emotional regulation, understanding social situations, and developing effective and nonviolent solutions
- Increases in academic proficiency
- Increases in positive bystander behavior
- Increases in anti-bullying school policies
- Increases in positive school climate



WHO Potential effects of education and life skills on reducing violence against children

• 8 Potential Outcomes

- Increases in school attendance and academic success
- Reductions in child marriage
- Reductions in sexual assault
- Reductions in physical and sexual intimate partner violence victimization and perpetration
- Empowers girls and boys to recognize and protect themselves against intimate partner violence
- Reductions in aggressive and violent behaviours
- Reductions in drug use and excessive alcohol use
- Reductions in bullying behaviours



The Evaluation Center, at the University of Colorado, Denver, CO

• 3 Potential Outcomes

- **Short-term Outcomes:**
 - Participating students report gaining new knowledge, skills, and attitudes
- **Long-term Outcomes:**
 - Students report decreases in engagement in high-risk behaviors
 - Schools experience a decrease in behavior referrals, in/out of school suspensions, and expulsions
- **Impact:**
 - Communities experience improved overall health and safety of middle and high school youth



YouthAlert (YA!) Violence & Bullying Prevention/Health Program

YA! Program Unit - Suicide Self-Harm - Lesson Plan No. 58

Title: YouthAlert! (YA!) Program Unit - Suicide Self-Harm - Lesson Plan No. 58 - Grades 9 - 12	Source: YouthAlert! (YA!) Program – A Child and Youth Violence, Bullying, and Abuse, Prevention/Health Education Curriculum
Standard: Next Generation Sunshine State Standards – Health Education, 2014. In 2012, the standards were examined and revised based on the 2008 NGSSS for Health Education. Date Adopted or Last Revised: 02/14	Materials: In-Class Student Workbook, Pretest, Posttest, Presentation Slides, Presentation Videos, Presentation Instruction and Narration, Formative and Summative Assessment Youth Surveys, Graphic Organizers.
Standard 1. Core Concepts Standard 3. Accessing Information Standard 8. Advocacy	HE.912.C.1.5 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. HE.912.B.3.4 Justify when professional health services or providers may be required HE.912.P.8.1 Demonstrate how to influence and support others in making positive health choices.
Learning Goal: Students will be able to identify healthy lifestyle choices. Students will list behaviors that have a negative impact on physical and mental health. Students will be able to define content vocabulary. Suicide, Self-Harm, Self-Injury, Cutting, Poisoning, Ideation, Impulsive, Contagion, Stigma, Crisis Counseling, Risk Assessment, Means Restriction.	
Mini-Lesson: Students will view slides and videos that teach verbal, mental, and physical coping skills to prevent them from doing violence to others, themselves, and how to be an active bystander. Students will work in break-out groups and roundtable discussions on topics provided by the instructor. Students will work in groups to complete graphic organizers on reflections.	
Work Time: Ninety-minute lesson total or expanded or contracted to fit class/academic schedule. Students will be working individually and sometimes in work groups. Access to the media material used in this program should be available to all students so they may use them throughout the instruction. Instructors work time, ten minutes pretest, twenty minutes narration	



YouthAlert (YA!) Violence & Bullying Prevention/Health Program

YA! Program Unit - Suicide Self-Harm - Lesson Plan No. 58

and instruction, introductory slide and slide one, five minutes video one, twenty minutes slide two, five minutes video two, twenty minutes question, answer, and group discussion time, ten minutes posttest.

Closing: Students will share their findings in writing in a student note taking handout to the educators. They will also communicate these findings verbally to the rest of the students in the class during question and answer and discussion time.

Intervention: Students having difficulty with a concept or engagement will work with instructor or mentor student for a reteach. Handouts of slides will be provided for notes. Differentiated instruction will be provided as necessary.

Extension: Students use a social media platform to design and promote a healthy lifestyle choice. Students design and create posters, poems, songs, skits, and presentations promoting healthy lifestyle choices. Students collaborate and list characteristics of the benefits of mentoring. Students may choose to write and/or recite personal stories of hardship and triumph.

Questions: What surprised you the most about the information discussed in this lesson?

What was the most important information you learned during this lesson? Why was it important?

How do you know the difference between choices that have a positive or negative effect?

Do you believe that others your age should participate in this lesson? Why?

Do you think that repeating this lesson will aid in your understanding of the subject and its content? How?

Support Services Identified for Students:

1-800-273-8255 National Suicide Prevention Lifeline
<http://www.suicidepreventionlifeline.org/>

1-800-784-2433 National Hopeline Network
<http://www.hopeline.com/>

1-800-366-8288 Self Abuse Information Line S.A.F.E. Alternatives
<http://www.selfinjury.com/>

1-954-384-0344 Florida Initiative for Suicide Prevention
<https://fisponline.org/>



YouthAlert (YA!) Violence & Bullying Prevention/Health Program

YA! Program Unit - Suicide Self-Harm - Lesson Plan No. 58

Technology: Students will have access to videos projected from a laptop and projector, an interactive smartphone app for real-time comments, questions, and surveys, access to www.youthalert.us special section for continuing education, continuing education and student interaction on YouthAlert! (YA!) social media sites including two YouTube Channels, opportunity to sign up for smartphone text updates.

Legislation:

Florida State Statute 1003.41 - Sunshine State Standards

Florida State Statute 1003.42 (2)(n) - Required Instruction

Florida State Statute 1003.4282 - General Requirements for High School Graduation; Revised

Florida State Statute 1003.46 - Health Education; Instruction in Acquired Immune Deficiency Syndrome

Florida State Statute 787.06 - Human trafficking



1



58



59



60



61

Slide 1-Introduction, Slide 58-Instruction Slide One, Slide 59-Video-Exclusion, Slide 60-Instruction Slide Two, Slide 61-Video-Support Information

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Protect Your Identity

This Means You Too! – Protect Yourself from Yourself!

Surprise - What applies to them vs. you, you vs. them also applies to you vs. you.



Don't Push Your Own Buttons



Don't Call Out the Low five Principles



Don't Hurt Yourself



Don't be a Robot



Don't Turn into Mush



Don't Self-Destruct

Our Greatest Human Concern.
We are Too Self-Destructive



Peace is a Triangle

Protect Your Identity

This Means You Too! – Protect Yourself from Yourself

“The violence done us by others is often less painful than that which we do to ourselves.” François de la Rochefoucauld (1613-1680), French author.



No One Allowed
Not Even You



Life is Rare, Limited – We’re Lucky
At least Try to Make it Work



Kids Highest Pressure
Friends/Family/School



Learning/Confusing
Deadlines



Physically & Mentally
Changing



End of the World/No Tomorrow



Self Harm/Pain Explosion
Underlying Issues



1 Job/Purpose
Survive Your Youth



Victims not Heroes - No Favor

#1 Promise - You Will Feel Better



*#1 Advise – Tomorrow is another Day
One Day can make all the Difference*





CALL
1-800-273-TALK

NATIONAL SUICIDE PREVENTION LIFELINE
SUICIDE PREVENTION LIFELINE.ORG



YouthAlert (YA!) Violence & Bullying Prevention/Health Program Student Worksheet One

Name _____ Date _____ Class _____

A. What is Violence?

Before Presentation

A. What is Violence?

After Presentation

B. How can I avoid being a victim of violence?

Before Presentation

B. How can I avoid being a victim of violence?

After Presentation

C. How can I get out of a dangerous situation?

Before Presentation

C. How can I get out of a dangerous situation?

After Presentation

D. What is Bullying?

Before Presentation

D. What is Bullying?

After Presentation

E. How can I help stop teen suicide?

Before Presentation

E. How can I help stop teen suicide?

After Presentation



YouthAlert (YA!) Violence & Bullying Prevention/Health Program

Follow Up Discussion Topics for Students

Follow Up Discussion Topics for Students after the YouthAlert! (YA!) VBPHP

Why is it worth surviving?

Do you think differently about violence now? If so in what way?

How do you think your fellow classmates reacted to the presentation?

Did you feel like everyone is was treated completely equal during the presentation? If so, how did that feel?

Do you think you would be more compassionate, empathetic, kind, after the presentation? Why?

Are you more likely to stand up for someone being bullied now? Why?

Are you less likely to get into a fight now? Why?

Did the presentation make you think about things differently? If so what?

If you can ask the presenter anything, what would it be?

If you would have a message to you fellow students after the presentation, what would it be?

What do you remember most about the presentation?

What surprised you the most about what you learned in the presentation?

Would you like the presentation to come back or continue?

What subject matter was not covered by the presentation, which you hope will be covered next time?

What subject that was covered do you wish had more time spent on it?

Do you wish other student in your school could see this presentation?

How would you make this presentation more relevant to your life?

Do you think your survival chances are better or worse after the presentation?

Would you like to email or tweet any comments to YouthAlert! (YA!) about the presentation?

Will this presentation change anything?

Is the presentation on the right track or wrong track? If so why?

Do you now think that adults and youth now need to work together equally to reduce violence and bullying?



YouthAlert (YA!) Violence & Bullying Prevention/Health Program

Quiz - 20 Multiple Choice Questions (Circle One)

Name _____ Teacher _____ Grade _____ Date _____

1. Violence is:

very, very, bad pain fun happens only to other people sometimes works

2. Attitude is Everything:

if you're tough when you ignore people if your attitude is kindness if people respect you

3. My First Purpose is:

to have fun to do well in school to make friends to survive my youth

4. All People are Equal Because:

It's what adults believe no one has a special view or angle It's what kids believe people are not equal

5. Bullying is:

necessary sometimes can't be stopped only when someone hits you forever

6. You Should Always Recognize:

a true choice that you don't always have choices that you have no choice choice is only for some people

7. Most People are Already:

violent peaceful mean happy

8. The Rule of Violence:

you get away with violence sometimes only criminals do violence

only men do violence doing violence brings violence to you

9. You are a Youth Until you:

graduate High School have a boyfriend/girlfriend are 24 years of age get into a fight

10. Violence is Only Allowed When:

they had it coming I do it someone insults me it's real self-defense

11. A Youth's Destiny is:

doomed to live a long and happy life die young win over other people

12. The Root of Evil is:

money men politics selfishness

13. Most Youth Get Hurt by:

family themselves friends strangers

14. How to Escape a Violent Situation:

walk away make some noise do nothing all three none of these three

15. One of the Best Ways to be an Upstander is to:

keep a journal keep it a secret bully them back tell someone

16. Most Victims of Violence are:

girls boys children adults

17. Adults like to:

ignore kids be the hero tease kids be the enemy

18. Youth Need to Learn How to Juggle things to:

become independent enjoy more drama in school be superior impress teachers

19. The Number One Age Group for doing Violence is:

12-18 19-24 25-30 31 or older

20. When People Disrespect you:

be sympathetic it's their flaw disrespect them back get your friends against them

YouthAlert! (YA!) Violence & Bullying Prevention/Heath Program - Student/Youth School Year-End Survey



YouthAlert! (YA!) 859.494.3677 Voice 859.233.1999 Fax

YouthAlert! (YA!) Violence & Bullying Prevention/Heath Program - Student/Youth School Year-End Survey requests your help. Please complete the following Survey based on your experince since vieiwng the YouthAlert! (YA!) Violence & Bullying Prevention/Health Program Presentation.

Student Name: School Survey Date

Age Grade Gender

1. The Presentation was a positive experience.

Strongly Agree Agree Disagree Don't Know

2. I have been more aware of bullying and violence since the Presentation.

Strongly Agree Agree Disagree Don't Know

3. I have avoided bullying and violence more since the Presentation.

Strongly Agree Agree Disagree Don't Know

4. I am leading a more peaceful life since the Presentation.

Strongly Agree Agree Disagree Don't Know

5. I have helped others who were being bullied since the Presentation.

Strongly Agree Agree Disagree Don't Know

6. I have put into practice what I learned in the Presentation.

Strongly Agree Agree Disagree Don't Know

7. I have more self-esteem since the Presentation.

Strongly Agree Agree Disagree Don't Know

8. I could learn more and support what I already know if I saw the Presentation again.

Strongly Agree Agree Disagree Don't Know

9. I remember many positive things about the Presentation.

Strongly Agree Agree Disagree Don't Know

10. I have felt and acted more equal and kind since the Presentation.

Strongly Agree Agree Disagree Don't Know

11. I have been more focused on surviving my teen years since the Presentation.

Strongly Agree Agree Disagree Don't Know

12. I have seen a positive change in my peers who have also seen the Presentation.

Strongly Agree Agree Disagree Don't Know

Comments:

Thank you very much for taking the time to complete this survey. Your feedback is valued and very much appreciated!



YouthAlert (YA!) Program

A Child and Youth Violence, Bullying, and Abuse, Prevention/Health Education Curriculum.

Florida’s Student Health Education Standards for High Schools and Corresponding YouthAlert! (YA!) Program Units

CPALMS (Collaborate, Plan Align Learn, Motivate, Share) is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions. Florida State University. CPALMS is a trademark of Florida State University.

The standards and corresponding benchmarks encompass one or more of the twelve components of health education: community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, teen dating violence, internet safety, and substance use and abuse.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

CPALMS Standards Health Education Grade: 9-12. Date Adopted or Last Revised: 02/14. 40 Benchmarks and 146 Independents.

Florida Health Standards General Outline

Standard 1: CORE CONCEPTS- Comprehend concepts related to health promotion and disease prevention to enhance health.

CPALM Strand HE.912.C: Health Literacy Concepts - Standard 1
8 Related Benchmarks - 25 Access Points

Standard 2: Internal and External Influence- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

CPALM Strand HE.912.C: Health Literacy Concepts - Standard 2
9 Related Benchmarks - 27 Access Points

Standard 3: Accessing Information- Demonstrate the ability to access valid health information, products, and services to enhance health.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 3
4 Related Benchmarks - 24 Access Points

Standard 4: Interpersonal Communication- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 4



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4 Related Benchmarks - 24 Access Points

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 5

5 Related Benchmarks - 15 Access Points

Standard 6: Goal Setting- Demonstrate the ability to use goal-setting skills to enhance health.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 6

4 Related Benchmarks - 13 Access Points

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

CPALM Strand HE.912.P: Health Literacy Promotion - Standard 7

2 Related Benchmarks - 6 Access Points

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

CPALM Strand HE.912.P: Health Literacy Promotion - Standard 8

4 Related Benchmarks - 12 Access Points

CPALM Strand HE.912.C: Health Literacy Concepts - Standard 1

YA! Units: The Name of the Game, Ground Rules, Equality, Being Human - True Choice, Shadow Violence, Shadow Violence – Transportation, Shadow Violence – Poisoning/Substance Abuse, Shadow Violence – Diet, Shadow Violence – Pollution, Why Care? Why do People do Violence? Who Does Violence? Who Are the Victims of Violence? What Is Consent? Identity Stations, Standards, The High Five Principals, H5 - Peace, Life, Love, Freedom, and Equality, How Did We Get Here? Where Are We? Close Unit, What It's Like to Be an Adult, Your Independence, Teamwork, Attitude, Attitude – Stress, Attitude – Kindness, Principle Sharpening Test, PST - Truth, Fairness and Honesty, Justified Violence, Research, The Next Leader, USA, Religion, Hope Helps, Summary, Recommendations, No Time to Lose, Continuing Education.

CPALMs Standard 1 HE.912.C.1 : Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

CDC NHES Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

8 Related Benchmarks - 25 Access Points - **(YA! Unit: example)**

Benchmark - HE.912.C.1.1: Predict how healthy behaviors can affect health status. (Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical



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and dental screenings, regular physical activity, and workplace safety.) (**YA! Unit: Being Human - True Choice**)

Independent - HE.912.C.1.In.a: Explain how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.

Supported - HE.912.C.1.Su.a: Identify how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.

Participatory - HE.912.C.1.Pa.a: Recognize ways personal health can be affected by healthy behaviors, such as healthy fast-food selections, regular medical checkups, and physical activity.

Benchmark - HE.912.C.1.2: Interpret the significance of interrelationships in mental/emotional, physical, and social health. (Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self esteem, stress/anger management, and regular exercise.) (**YA! Unit: Why Care?**)

Independent - HE.912.C.1.In.b: Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.

Supported - HE.912.C.1.Su.b: Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.

Participatory - HE.912.C.1.Pa.b: Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.

Benchmark - HE.912.C.1.3: Evaluate how environment and personal health are interrelated. (Food options within a community, prenatal care services, availability of recreational facilities, air quality, weather safety awareness, and weather, air, and water conditions.) (**YA! Unit: The Name of the Game**)

Independent - HE.912.C.1.In.c: Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.

Supported - HE.912.C.1.Su.c: Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.

Participatory - HE.912.C.1.Pa.c: Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.

Benchmark - HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.



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(Mandatory passenger restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improve inspection of food sources.) **(YA! Unit: Shadow Violence)**

Independent - HE.912.C.1.In.d: Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger- restraint and helmet laws, mandatory immunizations, and proper handling of food.

Supported - HE.912.C.1.Su.d: Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger-restraint and helmet laws, mandatory immunizations, and proper handling of food.

Participatory - HE.912.C.1.Pa.d: Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger- restraint/helmet laws, or proper handling of food.

Benchmark - HE.912.C.1.5: Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. (Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial related chronic disease.) **(YA! Unit: Free Help! Contacts)**

Independent - HE.912.C.1.In.e: Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.

Supported - HE.912.C.1.Su.e: Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.

Participatory - HE.912.C.1.Pa.e: Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.

Benchmark - HE.912.C.1.6: Evaluate the relationship between access to health care and health status. (Early detection and treatment of cancer, HIV, and diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first responder care.) **(YA! Unit: Research)**

Independent - HE.912.C.1.In.f: Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.

Supported - HE.912.C.1.Su.f: Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.

Participatory - HE.912.C.1.Pa.f: Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment.



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Benchmark - HE.912.C.1.7: Analyze how heredity and family history can impact personal health. (Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.) **(YA! Unit: Family/Close Unit)**

Independent - HE.912.C.1.In.g: Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.

Supported - HE.912.C.1.Su.g: Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.

Participatory - HE.912.C.1.Pa.g: Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

Benchmark - HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. (Risks associated with alcohol abuse, including poison, date rape, and death, cancer and chronic lung disease related to tobacco use, overdose from drug use, child abuse or neglect, and dating violence.) **(YA! Unit: Violence Prevention)**

Independent - HE.912.C.1.In.h: Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.

Supported - HE.912.C.1.Su.h: Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.

Participatory - HE.912.C.1.Pa.h: Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

CPALM Strand HE.912.C: Health Literacy Concepts - Standard 2

YA! Units: Why Are We Here? Why You Are Here? Ground Rules, The Name Of The Game, Equality, Being Human - True Choice, All the Information, What Is Violence? Violence Prevention, Why Care? Believing in Peace, World Violence, Why Do People do Violence? Who Does Violence? Family/Close Unit, Anger, Media, Media – Movies, TV and Video, Media - Video Games, What Is Bullying? Hitting/Stealing, Cyber-Bullying, Being an Upstander, #1 Rule of Violence & Bullying, Survival Stories, Depression, How to Say No, Weapons – Guns, What Is A Man? Your Independence, Teamwork, Attitude, Attitude – Stress, Attitude – Kindness, Principle Sharpening Test, PST - Truth, Fairness and Honesty, We the Jury, How Not to be a Victim of Violence, How to be a Victim of Violence, Worst Case Scenario, Dreams, Inner City, Research, USA, Religion, Free Help! Contacts.



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CPALMs Standard 2 HE.912.C.2 : Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

CDC NHES Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

9 Related Benchmarks - 27 Access Points - (YA! Unit: example)

Benchmark - HE.912.C.2.1: Analyze how the family influences the health of individuals. (Nutritional management of meals, composition of and relationships within families, and health insurance status.) (YA! Unit: Family/Close Unit)

Independent - HE.912.C.2.In.a: Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health-insurance status

Supported - HE.912.C.2.Su.a: Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health-insurance status.

Participatory - HE.912.C.2.Pa.a: Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.

Benchmark - HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors. (Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.) (YA! Unit: Violence Prevention – Peer to Peer)

Independent - HE.912.C.2.In.b: Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines.

Supported - HE.912.C.2.Su.b: Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

Participatory - HE.912.C.2.Pa.b: Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

Benchmark - HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors. (Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.) (YA! Unit: Why You Are Here?)



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Independent - HE.912.C.2.In.c: Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.

Supported - HE.912.C.2.Su.c: Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings.

Participatory - HE.912.C.2.Pa.c: Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.

Benchmark - HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention. (Seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.) (YA! Unit: **Free Help! Contacts**)

Independent - HE.912.C.2.In.d: Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.

Supported - HE.912.C.2.Su.d: Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.

Participatory - HE.912.C.2.Pa.d: Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.

Benchmark - HE.912.C.2.5: Evaluate the effect of media on personal and family health. (Comparison of brand name/store brand items in home, analyzes television viewing habits, identifying effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.) (YA! Unit: **Media**)

Independent - HE.912.C.2.In.e: Examine the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).

Supported - HE.912.C.2.Su.e: Describe the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).

Participatory - HE.912.C.2.Pa.e: Recognize the effect of media on personal and family health, such as television-viewing habits and sedentary lifestyle and identifying effective public-service announcements (PSAs).



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Benchmark - HE.912.C.2.6: Evaluate the impact of technology on personal, family, and community health. (AED use in community, pedestrian cross walks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.) (YA! **Unit: Media - Video Games**)

Independent - HE.912.C.2.In.f: Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.

Supported - HE.912.C.2.Su.f: Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.

Participatory - HE.912.C.2.Pa.f: Recognize a way that technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian crosswalks or hotlines such as 211 or related websites.

Benchmark - HE.912.C.2.7: Analyze how culture supports and challenges health beliefs, practices, and behaviors. (Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.) (YA! **Unit: Media**)

Independent - HE.912.C.2.In.g: Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.

Supported - HE.912.C.2.Su.g: Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.

Participatory - HE.912.C.2.Pa.g: Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

Benchmark - HE.912.C.2.8: Analyze how the perceptions of norms influence healthy and unhealthy behaviors. (Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.) (YA! **Unit: Media – Movies, TV and Video**)

Independent - HE.912.C.2.In.h: Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.

Supported - HE.912.C.2.Su.h: Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.



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Participatory - HE.912.C.2.Pa.h: Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices

Benchmark - HE.912.C.2.9: Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. (Social conformity, self-discipline, and impulse vs. delayed gratification.) (**YA! Unit: Religion**)

Independent - HE.912.C.2.In.i: Explain how personal values, attitudes, and beliefs influence individual health practices and behaviors.

Supported - HE.912.C.2.Su.i: Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.

Participatory - HE.912.C.2.Pa.i: Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 3

YA! Units: Who is YouthAlert! (YA!)? Why Are We Here? Why You Are Here? The Name of the Game, Ground Rules, Equality, Being Human - True Choice, All The Information, Why Care? Believing in Peace, World Violence, Why do People do Violence? Who Does Violence? Identity Stations, Identity Killers, Family/Close Unit, Anger, Media, Media – Movies, TV and Video, Media - Video Games, Survival Stories, Depression, How to Say No, Your Brain, Justice, Youth Power, Weapons, Weapons – Guns, What Is A Man? How Did We Get Here? Where Are We? What It’s Like to Be an Adult, Your Independence, Teamwork, Attitude, Attitude – Stress, Attitude – Kindness, Principle Sharpening Test, We the Jury, Inner City, Suicide - Self-Harm Prevention, The Peace Triangle, Research, The Next Leader, Summary, Free Help! Contacts, Continuing Education.

CPALMs Standard 3 HE.912.B.3 : Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

CDC NHES Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

4 Related Benchmarks - 24 Access Points - (**YA! Unit: example**)

Benchmark - HE.912.B.3.1: Verify the validity of health information, products, and services. (Understanding product packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, and CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.) (**YA! Unit: Research**)



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Independent - HE.912.B.3.In.a: Use given criteria to assess the validity of health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

Supported - HE.912.B.3.Su.a: Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

Participatory - HE.912.B.3.Pa.a: Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional.

Benchmark - HE.912.B.3.2: Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. (Internet, family members, nurse, guidance counselor, physician, clinic, hotline, support group, community agencies, domestic/dating violence service provider, and first aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental health resources.) **(YA! Unit: All The Information)**

Independent - HE.912.B.3.In.b: Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.

Supported - HE.912.B.3.Su.b: Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.

Participatory - HE.912.B.3.Pa.b: Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.

Benchmark - HE.912.B.3.3: Justify the validity of a variety of technologies to gather health information. (Internet, telephone, 911 access, medical technology: X-rays, ultrasound, mammogram, thermal imaging, and MRI.) **(YA! Unit: The Name Of The Game)**

Independent - HE.912.B.3.In.c: Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.

Supported - HE.912.B.3.Su.c: Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.

Participatory - HE.912.B.3.Pa.c: Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.



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Benchmark - HE.912.B.3.4: Justify when professional health services or providers may be required. (Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.) (YA! Unit: **Free Help! Contacts**)

Independent - HE.912.B.3.In.d: Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

Supported - HE.912.B.3.Su.d: Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

Participatory - HE.912.B.3.Pa.d: Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

Independent

: Use given criteria to assess the validity of health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

: Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.

: Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.

: Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

Supported

: Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

: Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.

: Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.

: Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.



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Participatory

: Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional.

: Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.

: Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.

: Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 4

YA! Units: Who is YouthAlert! (YA!)? Why Are We Here? Why You Are Here? The Name of the Game, Ground Rules, Equality, Being Human - True Choice, All The Information, What Is Consent? Identity Stations, Identity Killers, Standards, The High Five Principals, H5 - Peace, Life, Love, Freedom, and Equality, Family/Close Unit, Anger, Being an Upstander, Survival Stories, Depression, How to Say No, Your Brain, Justice, Youth Power, What Is A Man? How Did We Get Here? Where Are We? What It's Like to Be an Adult, Your Independence, Teamwork, Attitude, Attitude – Stress, Attitude – Kindness, Principle Sharpening Test, PST - Truth, Fairness and Honesty, Worst Case Scenario, Dreams, Inner City, Suicide - Self-Harm Prevention, The Peace Triangle, Research, The Next Leader, No Time to Lose, Hope Helps, Free Help! Contacts, Giving Up, Continuing Education.

CPALMs Standard 4 HE.912.B.4 : Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

CDC NHES Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4 Related Benchmarks - 24 Access Points - **(YA! Unit: example)**

Benchmark - HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health. (Using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech, and assertive communication.) **(YA! Unit: Attitude)**

Independent - HE.912.B.4.In.a: Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.



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Supported - HE.912.B.4.Su.a: Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.

Participatory - HE.912.B.4.Pa.a: Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.

Benchmark - HE.912.B.4.2: Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. (Validate others opinions, direct statement, active statement, and offer alternatives.) **(YA! Unit: How to Say No)**

Independent - HE.912.B.4.In.b: Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.

Supported - HE.912.B.4.Su.b: Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.

Participatory - HE.912.B.4.Pa.b: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.

Benchmark - HE.912.B.4.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (Effective verbal and nonverbal communication, compromise, and conflict resolution.) **(YA! Unit: Attitude – Stress)**

Independent - HE.912.B.4.In.c: Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.

Supported - HE.912.B.4.Su.c: Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.

Participatory - HE.912.B.4.Pa.c: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.

Benchmark - HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. (Verbal and written communication, active listening, and how to seek help for a friend.) **(YA! Unit: Teamwork)**



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Independent - HE.912.B.4.In.d: Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

Supported - HE.912.B.4.Su.d: Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

Participatory - HE.912.B.4.Pa.d: Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.

Independent

: Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.

: Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.

: Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.

: Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

Supported

: Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.

: Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.

: Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.

: Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.

Participatory



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: Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.

: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.

: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.

: Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 5

YA! Units: Being Human - True Choice, All The Information, What Is Violence?, Violence Prevention, Violence Prevention – Violence and Youth, Violence Prevention – Dating Violence, Violence Prevention – Sexual Violence, Violence Prevention – Domestic Violence, Violence Prevention – Child Maltreatment, Violence Prevention – Peer to Peer, Violence Prevention – Disadvantaged, Violence Prevention – Gang Violence, Violence Prevention – LGBTQ, Shadow Violence, Shadow Violence – Transportation, Shadow Violence – Poisoning/Substance Abuse, Shadow Violence – Diet, Shadow Violence – Pollution, Why Care? Believing in Peace, Standards, The High Five Principals, H5 - Peace, Life, Love, Freedom, and Equality, We the Jury, How Not To Be A Victim of Violence, How To Be A Victim of Violence, Suicide - Self-Harm Prevention, Continuing Education.

CPALMs Standard 5 HE.912.B.5 : Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

CDC NHES Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

5 Related Benchmarks - 15 Access Points - **(YA! Unit: example)**

Benchmark - HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-related situations. (Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ donor decisions, child care, protection against infectious agents, wellness promotion, and first aid treatment options.) **(YA! Unit: H5 - Peace, Life, Love, Freedom, and Equality)**

Independent - HE.912.B.5.In.1: Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

Supported - HE.912.B.5.Su.1: Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.



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Participatory - HE.912.B.5.Pa.1: Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

Benchmark - HE.912.B.5.2: Generate alternatives to health-related issues or problems. (Health benefits of menu options, refusal skill options, pre and post natal care, natural and man-made conditions, and review current trends in disease prevention.) **(YA! Unit: Standards)**

Independent - HE.912.B.5.In.2: Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills

Supported - HE.912.B.5.Su.2: Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

Participatory - HE.912.B.5.Pa.2: Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

Benchmark - HE.912.B.5.3: Appraise the potential short-term and long-term outcomes of each alternative on self and others. (Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.) **(YA! Unit: Your Independence)**

Independent - HE.912.B.5.In.3: Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.

Supported - HE.912.B.5.Su.3: Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.

Participatory - HE.912.B.5.Pa.3: Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.

Benchmark - HE.912.B.5.4: Assess whether individual or collaborative decision making is needed to make a healthy decision. (Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.) **(YA! Unit: Teamwork)**



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Independent - HE.912.B.5.In.4: Determine whether individual or collaborative decision making is needed to make a healthy decision, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

Supported - HE.912.B.5.Su.4: Determine whether individual or collaborative decision making is needed to make a healthy decision in selected situations, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

Participatory - HE.912.B.5.Pa.4: Identify the need for individual or collaborative decision making in selected health-related situations, such as planning a post-high-school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

Benchmark - HE.912.B.5.5: Examine barriers that can hinder healthy decision making. (Interpersonal, financial, environmental factors, and accessibility of health information.) **(YA! Unit: Identity Killers)**

Independent - HE.912.B.5.In.5: Explain barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.

Supported - HE.912.B.5.Su.5: Describe barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.

Participatory - HE.912.B.5.Pa.5: Identify selected barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.

CPALM Strand HE.912.B: Health Literacy Responsible Behavior - Standard 6

YA! Units: Who is YouthAlert! (YA!)? Why Are We Here? Why You Are Here? The Name of the Game, Ground Rules, Equality, Being Human - True Choice, All The Information, Identity Stations, Identity Killers, Standards, The High Five Principals, H5 - Peace, Life, Love, Freedom, and Equality, Family/Close Unit, Anger, Media, Media – Movies, TV and Video, Media - Video Games, What Is Survival Stories, Depression, How to Say No, Your Brain, Justice, Youth Power, Weapons, Weapons – Guns, What Is A Man? How Did We Get Here? Where Are We? What It's Like to Be an Adult, Your Independence, Teamwork, Attitude, Attitude – Stress, Attitude – Kindness, Principle Sharpening Test, PST - Truth, Fairness and Honesty, No Time to Lose, Hope Helps, Free Help! Contacts, Giving Up, Continuing Education.

CPALMs Standard 6 HE.912.B.6 : Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

CDC NHES Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

4 Related Benchmarks - 13 Access Points - **(YA! Unit: example)**



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Benchmark - HE.912.B.6.1: Evaluate personal health practices and overall health status to include all dimensions of health. (Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first aid responder's safety practices.) **(YA! Unit: What It's Like to Be an Adult)**

Independent - HE.912.B.6.In.1: Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.

Supported - HE.912.B.6.Su.1: Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.

Participatory - HE.912.B.6.Pa.1: Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.

Benchmark - HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. (Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness program plan.) **(YA! Unit: Your Independence)**

Independent - HE.912.B.6.In.2: Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

Supported - HE.912.B.6.Su.2: Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

Participatory - HE.912.B.6.Pa.2: Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

Benchmark - HE.912.B.6.3: Implement strategies and monitor progress in achieving a personal health goal. (Stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace yourself, set realistic expectations, use rewards, get support, and wellness promotion.) **(YA! Unit: Being Human - True Choice)**

Independent - HE.912.B.6.In.3: Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.



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Supported - HE.912.B.6.Su.3: Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.

Participatory - HE.912.B.6.Pa.3: Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.

Benchmark - HE.912.B.6.4: Formulate an effective long-term personal health plan. (Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for the protection of health.) **(YA! Unit: PST - Truth, Fairness and Honesty)**

Independent - HE.912.B.6.In.4: Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

Supported - HE.912.B.6.Su.4: Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

Participatory - HE.912.B.6.Pa.4: Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

Participatory

: HE.912.B.6.Pa.d Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

CPALM Strand HE.912.P: Health Literacy Promotion - Standard 7

YA! Units: Being Human - True Choice, All The Information, What Is Violence?, Violence Prevention, Violence Prevention – Violence and Youth, Violence Prevention – Dating Violence, Violence Prevention – Sexual Violence, Violence Prevention – Domestic Violence, Violence Prevention – Child Maltreatment, Violence Prevention – Peer to Peer, Violence Prevention – LGBTQ, Shadow Violence, Shadow Violence – Transportation, Shadow Violence – Poisoning/Substance Abuse, Shadow Violence – Diet, Shadow Violence – Pollution, What Is Bullying? Hitting/Stealing, Gossip, Ridicule, Shunning, Cyber-Bullying, Being an Upstander, #1 Rule of Violence & Bullying, Survival Stories, Depression, How to Say No, Your Brain, Justice, Youth Power, Weapons, Weapons – Guns, What Is A Man? What It’s Like to Be an Adult, Your Independence, Teamwork, Attitude – Kindness.

CPALMs Standard 7 HE.912.P.7 : Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

CDC NHES Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



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2 Related Benchmarks - 6 Access Points - (YA! Unit: example)

Benchmark - HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health. (Food choices, media messages, future impact of lifestyle choices, individual responsibility for protection for health, and stress management.) (YA! Unit: **Being an Upstander**)

Independent - HE.912.P.7.In.1: Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

Supported - HE.912.P.7.Su.1: Explain the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

Participatory - HE.912.P.7.Pa.1: Identify that it is important to take personal responsibility for enhancing health, such as making good fast- food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

Benchmark - HE.912.P.7.2: Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. (Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental health services when needed, sexual behavior, and engaging in healthy relationships.) (YA! Unit: **Attitude – Kindness**)

Independent - HE.912.P.7.In.2: Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

Supported - HE.912.P.7.Su.2: Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

Participatory - HE.912.P.7.Pa.2: Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

CPALM Strand HE.912.P: Health Literacy Promotion - Standard 8

YA! Unit: Who is YouthAlert! (YA!)? Why Are We Here? Why You Are Here? The Name of the Game, Ground Rules, Equality, Being Human - True Choice, All The Information, Why Care? Believing in



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Peace, World Violence, Standards, The High Five Principals, H5 - Peace, Life, Love, Freedom, and Equality, Family/Close Unit, Anger, Media, Media – Movies, TV and Video, Media - Video Games, Being an Upstander, #1 Rule of Violence & Bullying, Survival Stories, Depression, How to Say No, Your Brain, Justice, Youth Power, Weapons, Weapons – Guns, What Is A Man? How Did We Get Here? Where Are We? What It's Like to Be an Adult, Your Independence, Teamwork, Attitude, Attitude – Stress, Attitude – Kindness, Principle Sharpening Test, PST - Truth, Fairness and Honesty, Justified Violence, Self Defense, We the Jury, No Time to Lose, Hope Helps.

CPALMs Standard 8 HE.912.P.8 : Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

CDC NHES Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

4 Related Benchmarks - 12 Access Points - (YA! Unit: example)

Benchmark - HE.912.P.8.1: Demonstrate how to influence and support others in making positive health choices. (Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first aid training.) (YA! Unit: **Teamwork**)

Independent - HE.912.P.8.In.1: Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.

Supported - HE.912.P.8.Su.1: Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.

Participatory - HE.912.P.8.Pa.1: Encourage others to make positive health choices.

Benchmark - HE.912.P.8.2: Utilize current, accurate data/information to formulate a health-enhancing message. (Validate perceptions of peers and of societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by the government or community agencies, societal influences on the workplace, and teen driving safety.) (YA! Unit: **All The Information**)

Independent - HE.912.P.8.In.2: Use accurate information to create a health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, and sexual activity.

Supported - HE.912.P.8.Su.2: Use selected accurate information to create a brief health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, or sexual activity.



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Participatory - HE.912.P.8.Pa.2: Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.

Benchmark - HE.912.P.8.3: Work cooperatively as an advocate for improving personal, family, and community health. (Support local availability of healthy food options;, environmentally friendly shopping, victim, drug or teen court advocacy, advocate for peer lead abuse prevention education programs, organize community resource information, and home/school safety.) **(YA! Unit: Justice)**

Independent - HE.912.P.8.In.3: Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options, and shopping at environmentally friendly vendors.

Supported - HE.912.P.8.Su.3: Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options, and environmentally friendly shopping.

Participatory - HE.912.P.8.Pa.3: Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options, or environmentally friendly shopping.

Benchmark - HE.912.P.8.4: Adapt health messages and communication techniques to a specific target audience. (Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.) **(YA! Unit: Media)**

Independent - HE.912.P.8.In.4: Create a health message that targets a specific audience using a common communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.

Supported - HE.912.P.8.Su.4: Create a health message for a selected audience using a selected communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.

Participatory - HE.912.P.8.Pa.4: Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.



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Grade: 912 ▾
Strand HE.912.C: Health Literacy Concepts ▾
Standard 1 HE.912.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. read more Date Adopted or Last Revised: 02/14 ▾
Standard 2 HE.912.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. read more Date Adopted or Last Revised: 02/14 ▾
Strand HE.912.B: Health Literacy Responsible Behavior ▾
Standard 3 HE.912.B.3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health. read more Date Adopted or Last Revised: 02/14 ▾
Standard 4 HE.912.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. read more Date Adopted or Last Revised: 02/14 ▾
Standard 5 HE.912.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. read more Date Adopted or Last Revised: 02/14 ▾
Standard 6 HE.912.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. read more Date Adopted or Last Revised: 02/14 ▾
Strand HE.912.P: Health Literacy Promotion ▾
Standard 7 HE.912.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself. read more Date Adopted or Last Revised: 02/14 ▾
Standard 8 HE.912.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health. read more Date Adopted or Last Revised: 02/14 ▾

<http://www.cpalms.org/Public/search/Standard>



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Florida School Legislation – Health Education

Florida State Statute 1003.41 - Sunshine State Standards

(e) Visual and performing arts, physical education, health, and foreign language standards must establish specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

Florida State Statute 1003.42 (2) - Required Instruction

(n) Comprehensive health education that addresses concepts of *community health*; **consumer health**; **environmental health**; **family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy**; **mental and emotional health**; injury prevention and safety; **Internet safety**; **nutrition**; **personal health**; **prevention and control of disease**; and **substance use and abuse**. The health education curriculum for students in grades 7 through 12 shall include a **teen dating violence** and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of **dating violence** and **abusive behavior**, the characteristics of **healthy relationships**, measures to prevent and stop **dating violence** and **abuse**, and community resources available to victims of **dating violence** and **abuse**.

Comprehensive health education addresses 12 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction:

1. Community health
2. Consumer health
3. Environmental health
4. Family life
5. Injury prevention and safety
6. Internet safety
7. Mental and emotional health,
8. Nutrition
9. Personal health
10. Prevention and control of disease
11. Substance use and abuse
12. Teen dating violence

Florida State Statute 1003.4282 - General Requirements for High School Graduation; Revised

(f) One credit in physical education. Physical education must include the **integration of health**.



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Florida State Statute 1003.46 - Health Education; Instruction in Acquired Immune Deficiency Syndrome

(1) Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention.

(2) Throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, a school shall:

(a) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage.

(b) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems.

(c) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.

(d) Provide instruction and material that is appropriate for the grade and age of the student.

History.—s. 139, ch. 2002-387.

Florida State Statute 787.06 - Human trafficking

7. (k) (3) Any person who knowingly, or in reckless disregard of the facts, engages in human trafficking, or attempts to engage in human trafficking, or benefits financially by receiving anything of value from participation in a venture that has subjected a person to human trafficking:

(a)1. For labor or services of any child under the age of 18 commits a felony of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(11) A victim's lack of chastity or the willingness or consent of a victim is not a defense to prosecution under this section if the victim was under 18 years of age at the time of the offense.