

Gerbusters (Pre-K to K)

National Health Education Standards

- 1.2.1. Identify that healthy behaviors impact personal health.
- 1.2.3. Describe ways to prevent communicable diseases.
- 5.2.1. Identify situations when a health-related decision is needed.
- 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

Indiana Health Standards

- K.1.1 Name healthy behaviors.
- K.1.2 Identify that physical health is one dimension of health and wellness.
- K.1.3 Tell ways to prevent the spread of germs.

Michigan Health Standards

MI.5. Health Education: Personal Health and Wellness

- 5.1. All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
 - 5.1.1 Explain the importance of taking care of teeth and having one's own toothbrush to prevent disease.
 - 5.1.3 Explain the importance of proper hand washing to prevent disease.
- 5.3 All students will practice health enhancing behaviors and avoid or reduce health risks.
 - 5.3.4 Demonstrate proper tooth brushing techniques.
 - 5.3.5 Demonstrate proper hand washing to prevent the spread of germs.

Superhero Healthy (Pre-K to K)

National Health Education Standards

- 1.2.1. Identify that healthy behaviors affect personal health.
- 5.2.1. Identify situations when a health-related decision is needed.
- 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

Indiana Health Standards

- K.1.1 Name healthy behaviors.
- K.1.2 Identify that physical health is one dimension of health and wellness.
- K.7.1 Identify healthy behaviors to improve personal health and wellness.

Michigan Health Standards

- 1.1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.
- 1.1.2 Describe how being physically active helps a person stay healthy.
- 1.3.4 Generate examples of physical activities that are personally enjoyable.
- 1.3.5 Select a variety of foods that can be eaten for healthy snacks.

Scrubbadubbage Thinkercising (formerly Brendan's World) (K-2)

National Health Education Standards

- 1.2.1 Identify that healthy behaviors impact personal health
- 1.2.2 Recognize that there are multiple dimensions of health
- 1.2.3 Describe ways to prevent communicable diseases
- 7.2.2 Demonstrate healthy practices and behaviors to maintain and improve personal health

Indiana Health Standards

Kindergarten

- K.1.1 Name healthy behaviors.
- K.1.2 Identify that physical health is one dimension of health and wellness.
- K.1.3 Tell ways to prevent the spread of germs.
- K.1.4 State behaviors to prevent or reduce childhood injuries.
- K.4.3 State ways to respond when in an unwanted situation.
- K.4.1 Identify healthy ways to express needs.
- K.5.2 Identify when assistance is needed for health-related situations.
- K.5.1 Identify health-related situations.
- K.6.1 Name personal health and wellness goals.
- K.7.2 Name behaviors that prevent injuries.
- K.7.1 Identify healthy behaviors to improve personal health and wellness.
- K.8.1 Repeat rules that promote personal health.
- K.8.2 Tell how peers can make positive choices.

First Grade

- 1.1.1 Tell how healthy behaviors impact personal health and wellness.
- 1.1.2 Recognize that emotional health is one dimension of health.
- 1.1.3. Explain personal behaviors to prevent communicable diseases.
- 1.4.1 Describe healthy ways to express needs, wants and feelings.
- 1.5.1 Describe a health-related decision.
- 1.5.2 Describe situations when assistance is needed for a health-related decision.
- 1.6.1 Name actions to take toward achieving a short-term health goal.
- 1.7.1 Describe healthy practices to maintain personal health and wellness.
- 1.7.2 Describe behaviors that reduce health risks.
- 1.8.2 Assist peers to make positive choices.
- 1.8.1 Identify ways to promote health and wellness.

Second Grade

- 2.1.1 Identify that healthy behaviors affect personal health.
- 2.1.2 Recognize that there are multiple dimensions of health.
- 2.1.3 Describe ways to prevent communicable diseases.
- 2.4.1 Demonstrate healthy ways to express needs, wants and feelings.
- 2.5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
- 2.5.1 Identify situations when a health-related decision is needed
- 2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 2.7.2 Demonstrate behaviors that avoid or reduce health risks.

Michigan Health Standards

Kindergarten

- 1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.
- 1.2 Describe how being physically active helps a person stay healthy.
- 1.4 Generate examples of physical activities that are personally enjoyable.
- 2.5 Describe how to safely use medicines.
- 3.6 Demonstrate how to ask trusted adults for help.
- 4.5 Identify and demonstrate strategies to manage strong feelings.
- 4.6 Identify and practice strategies to make friends.
- 4.7 Demonstrate giving and accepting a compliment or statement of appreciation.
- 5.1 Explain the importance of taking care of teeth and having one's own toothbrush to prevent disease.
- 5.3 Explain the importance of proper hand washing to prevent disease.
- 5.4 Demonstrate proper tooth brushing techniques.
- 5.5 Demonstrate proper hand washing to prevent the spread of germs.

First Grade

- 1.2 Describe the benefits of being physically active.
- 1.4 Classify foods according to the food groups.
- 1.6 Explain the importance of eating a variety of foods from all of the food groups.
- 2.4 State that all forms of tobacco products contain harmful chemicals, including the drug nicotine.
- 2.8 Describe how to safely use medicines.
- 4.8 Apply effective listening and attending skills.
- 4.9 Demonstrate giving and accepting a compliment or statement of appreciation.

- 5.1 Explain the importance of taking care of teeth.
- 5.2 Demonstrate proper tooth brushing techniques.

Second Grade

- 1.1 Explain the importance of eating a variety of foods from all of the food groups.
- 1.2 Classify foods into the food groups.
- 1.4 Describe the characteristics of foods and beverages that should be limited.
- 1.6 Provide examples of foods and beverages that should be limited.
- 2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.
- 2.2 Describe the impact of using tobacco, including that it is addictive.
- 4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.
- 4.10 Demonstrate the ability to manage strong feelings, including anger.
- 5.1 Demonstrate skills throughout the day to reduce the spread of germs.

FISH-Conflict Resolution (1-3)

National Health Education Standards

- 4.5.1 Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 4.5.3 Demonstrate non-violent strategies to manage or resolve conflict.
- 4.2.2 Demonstrate listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

Indiana Health Standards

First Grade

- 1.1.2 Recognize the emotional health is one dimension of health.
- 1.4.1 Describe healthy ways to express needs, wants, and feelings.
- 1.4.2 Identify listening skills related to health.
- 1.4.4 Identify ways to tell a trusted adult if threatened or harmed by another person.

Second Grade

- 2.1.2 Recognize that there are multiple dimensions to health.
- 2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 2.4.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Third Grade

- 3.1.2 Give examples of physical and emotional health.
- 3.2.3 State how peers can influence healthy behaviors.
- 3.4.1 Name effective nonverbal communication skills to enhance health and wellness.
- 3.4.3 Suggest nonviolent strategies to manage conflict.

Michigan Health Standards

First Grade

- 4.1.2 Explain the role of listening and paying attention in building and maintaining friendships.
- 4.6.6 Explain the decision making and problem solving steps.
- 4.6.6 Apply the steps to making a decision or solving a problem.
- 4.7.8 Apply effective listening and attending skills.
- 4.1.1 Describe ways family members and friends help each other.
- 4.1.2. Explain the role of listening and paying attention in building and maintaining

friendships.

Second Grade

- 4.1.2. Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.
- 4.7.7. Demonstrate ways to show respect for feelings, rights, and property of others.
- 4.7.10. Demonstrate the ability to manage strong feelings, including anger.

Third Grade

- 4.7.9. Demonstrate strategies for keeping positive friends.
- 4.7.10. Demonstrate how to confront annoying behavior.
- 4.8.11 Demonstrate the ability to support and respect people with differences.

The Fantastic Five (K-2)

National Health Education Standards

- 1.2.1. Identify that healthy behaviors affect personal health.
- 1.2.4. List ways to prevent common childhood injuries.
- 1.5.4. Describe ways to prevent common childhood injuries and health problems.

Indiana Health Standards

Kindergarten

- K.1.1 Name healthy behaviors.
- K.1.4 State behaviors to prevent or reduce childhood injuries.
- K.7.1 Identify healthy behaviors to improve personal health and wellness.
- K.7.2 Name behaviors that prevent injuries.

First Grade

- 1.1.1 Tell how healthy behaviors impact personal health and wellness.
- 1.5.1 Describe a health-related decision.
- 1.7.1 Describe healthy practices to maintain personal health and wellness.
- 1.7.2 Describe behaviors that reduce health risks.

Second Grade

- 2.1.1 Identify that healthy behaviors affect personal health.
- 2.1.4 List ways to prevent common childhood injuries.
- 2.5.1 Identify situations when a health-related decision is needed.

Michigan Health Standards

Kindergarten

- 5.8.6 Encourage peers to make positive choices for personal health and wellness.

LIFE OF A CARROT! (K-5)

National Health Education Standards

- 1.2.1 Identify that healthy behaviors affect personal health.
- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 5.5.5 Choose a healthy option when making a decision.
- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Indiana Health Standards

Kindergartners

- K.1.1 Name healthy behaviors
- K.1.2 Identify that physical health is one dimension of health and wellness.
- K.7.1 Identify healthy behaviors to improve personal health and wellness.

First Grade

- 1.1.1 Tell how healthy behaviors impact personal health and wellness.
- 1.5.1 Describe a health-related decision.
- 1.7.1 Describe healthy practices to maintain personal health and wellness.

Second Grade

- 2.1.1 Identify that healthy behaviors affect personal health.
- 2.5.1 Identify situations when a health-related decision is needed.
- 2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

Third Grade

- 3.1.1 Identify the link between healthy choices and being healthy.
- 3.5.1 Indicate routine health-related situation.
- 3.5.5 Identify a healthy choice when making a decision.
- 3.7.1 Name healthy behaviors.
- 3.7.2 Identify a healthy practice to maintain personal health and wellness.

Fourth Grade

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.5.5 Determine a healthy alternative when making a decision.

- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.

Fifth Grade

- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.5.5 Choose a healthy option when making a decision.
- 5.7.1 Identify responsible personal health behaviors.
- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Michigan Health Standards

Kindergartners

- 1.1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.
- 1.1.2 Describe how being physically active helps a person stay healthy.
- 1.1.3 Describe how drinking water helps a person stay healthy.
- 1.3.4 Generate examples of physical activities that are personally enjoyable.
- 1.3.5 Select a variety of foods that can be eaten for healthy snacks.

First Grade

- 1.1.2 Describe the benefits of being physically active.
- 1.1.3 Describe the health benefits of drinking water, compared to other beverages.
- 1.1.4 Classify foods according to food groups.
- 1.3.6 Explain the importance of eating a variety of foods from all of the food groups.
- 1.3.7 Suggest a food from each of the food groups that could be eaten as a healthy snack.

Second Grade

- 1.1.1** Explain the importance of eating a variety of foods from all of the food groups.
- 1.1.2** Classify foods into the food groups.
- 1.1.4** Describe the characteristics of foods and beverages that should be limited.
- 1.3.6** Provide examples of foods and beverages that should be limited.

Third Grade

- 1.1.1** Explain the benefits of healthy eating and being physically active.

Fourth Grade

- 1.1.1** Describe the food groups, including recommended portions to eat from each group.
- 1.1.4** Associate recommended food portions to the sizes of common items.

Fifth Grade

- 1.1.2** Describe guidelines to follow for healthy eating.
- 1.1.4** Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

HealthWorks! Double Dare (3-5)

National Health Education Standards

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 5.5.3 List healthy options to health related issues or problems.
- 5.5.5 Choose a healthy option when making a health related decision.
- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Indiana Health Standards

Third Grade

- 3.1.1 Identify the link between healthy choices and being healthy.
- 3.5.5 Identify a healthy choice when making a decision.
- 3.7.1 Name healthy behaviors.
- 3.7.2 Identify a healthy practice to maintain personal health and wellness.

Fourth Grade

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.5.5 Determine a healthy alternative when making a decision.
- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.

Fifth Grade

- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.5 Choose a healthy option when making a decision.
- 5.7.1 Identify responsible personal health behaviors.
- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Michigan Health Standards

Third Grade

- 1.1.1 Explain the benefits of healthy eating and being physically active.
- 2.1.2 Describe the short- and long-term effects of using tobacco, including addiction.

Fourth Grade

2.1.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.

Fifth Grade

2.1.3 Describe health benefits of abstaining from or stopping tobacco use.

2.1.4 Recognize that it is hard to stop using tobacco.

Anatomy Academy (4 - 6)

National Health Education Standards

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 5.5.5 Choose a healthy option when making a decision.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 7.5.1 Identify responsible personal health behaviors.

Indiana Health Standards

Fourth Grade

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.

Fifth Grade

- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.
- 5.7.1 Identify responsible personal health behaviors.

Six Grade

- 6.1.1 Compare how healthy behaviors and personal health are linked.

Michigan Health Standards

Fifth Grade

- 2.1.3 Describe health benefits of abstaining from or stopping tobacco use.
- 2.1.4 Recognize that it is hard to stop using tobacco.

The Choice is Yours (3-5)

National Health Education Standards

- 4.5.2 Demonstrate refusal skills to avoid or reduce health risks.
- 4.5.3 Demonstrate non-violent ways to manage or resolve conflict.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

Indiana Health Standards

Third Grade

- 3.1.1 Identify the link between healthy choices and being healthy.
- 3.2.3 State how peers can influence healthy behaviors.
- 3.5.4 Indicate the possible consequence of each choice when making health related choices.
- 3.8.2 Tell how to help others to make positive choices.

Fourth Grade

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness.
- 4.4.2 Show refusal skills that avoid health risks.

Fifth Grade

- 5.5.1 Identify health related situations that may require a thoughtful decision.
- 5.5.4 Predict the potential outcomes of each option when making a health related issue.
- 5.5.6 Describe the outcomes of a health related decision.

Michigan Health Standards

Third Grade

- 4.1.1. Explain the benefits of positive friendships.
- 4.3.4. Describe ways people help each other.
- 4.7.9. Demonstrate strategies for keeping positive friends.
- 4.7.10. Demonstrate how to confront annoying behavior.

Fourth Grade

- 2.1.1. Describe the short- and long-term physical effects of being exposed to tobacco smoke.
- 4.6.5. Explain the decision making and problem solving steps.
- 4.6.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate

solutions.

4.7.7 Describe characteristics and steps of conflict resolution.

Fifth Grade

2.7.14. Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.

4.3.5. Demonstrate strategies to avoid situations that might lead to trouble.

4.7.13. Apply the steps of conflict resolution to a real or hypothetical situation.

Clean Up Your Act (4-6)

National Health Education Standards

- 1.8.2 Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others.

Indiana Health Standards

Fourth Grade

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.1.4 Explain ways to prevent common health problems.
- 4.5.5 Determine a healthy alternative when making a decision.
- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.

Fifth Grade

- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.5 Choose a healthy option when making a decision.
- 5.7.1 Identify responsible personal health behaviors.
- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 5.8.2 Encourage others to make positive health choices.

Sixth Grade

- 6.1.1 Compare how healthy behaviors and personal health are linked.
- 6.1.7 Identify the benefits of practicing healthy behaviors.
- 6.5.6 Distinguish healthy options over unhealthy options when making a decision.
- 6.5.7 Predict the results of a health-related decision.
- 6.6.1 Examine personal health behaviors.
- 6.7.1 Identify the importance of being responsible for health behaviors.
- 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.
- 6.7.3 Identify practices to avoid or reduce health risks to self and others.

Michigan Health Standards

Fourth Grade

- 7.1.1 Explain that puberty and development can vary considerably and still be normal.
 - 7.1.2. Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).
 - 7.1.3. Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
 - 7.1.4 Describe emotional changes during puberty (e.g., mood shifts).
 - 7.1.4 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
 - 7.2.6. Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.
 - 7.3.7. Develop plans to maintain personal hygiene during puberty.
 - 7.1.4. Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
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- 5.1.1. Analyze the physical, emotional, mental, and social importance of keeping the body clean.
 - 7.1.1. Explain that males and females develop at different rates, and there are wide variations within each sex.
 - 7.1.2. Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
 - 7.1.3. Explain emotional changes during puberty (e.g., mood shifts).
 - 7.1.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
 - 7.1.3. Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.
 - 7.2.6. Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.

The Change Will Do You Good, Part I (4-5)

National Health Education Standards

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 3.5.1 Identify characteristics of valid health information, products, and services.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

Indiana Health Standards

Fourth Grade

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.2.1 Describe how the family influences personal health and behaviors.
- 4.2.2 Illustrate the influence of culture on health and behaviors.
- 4.2.5 Describe how media and technology can influence health behaviors.
- 4.5.1 Explain situations that may require a thoughtful health-related decision.
- 4.5.2 Determine when help is needed to make a health-related decision.
- 4.5.3 Indicate healthy alternatives to health-related issues or problems.
- 4.5.4 Describe the possible consequences of each option when making a health-related decision.
- 4.5.5 Determine a healthy alternative when making a decision.
- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.

Fifth Grade

- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.1.2 Identify examples of emotional, intellectual, physical, and social health.
- 5.2.1 Describe how the family influences personal health practices and behaviors.
- 5.2.2 Identify the influence of culture on health practices and behaviors.
- 5.2.5 Explain how the media influences thoughts, feelings and health behaviors.
- 5.5.1 Identify health-related situations that may require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in making a health-related decision.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.
- 5.7.1 Identify responsible personal health behaviors.
- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Michigan Health Standards

Fourth Grade

- 3.3 Describe the characteristics of appropriate and inappropriate touch.
- 3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- 3.5 Demonstrate how to ask a trusted adult for help.
- 7.1 Explain that puberty and development can vary considerably and still be normal.
- 7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).
- 7.4 Describe emotional changes during puberty (e.g., mood shifts).
- 7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
- 7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.
- 7.7 Develop plans to maintain personal hygiene during puberty.

Fifth Grade

- 3.2 Describe the characteristics of appropriate and inappropriate touch.
- 3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- 3.5 Demonstrate how to ask a trusted adult for help.
- 4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.
- 5.3 Develop a plan to keep the body clean.
- 7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.
- 7.3 Explain emotional changes during puberty (e.g., mood shifts).
- 7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
- 7.5 Define and identify basic male and female reproductive anatomy using scientific names.
- 7.8 Describe the menstrual cycle and its potential for human reproduction.
- 7.9 Describe the functions of basic male and female reproductive anatomy.

The Change Will Do You Good, Part II (6-8)

National Health Education Standards

- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 3.8.3 Determine the accessibility of products that enhance health.
- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors they will maintain or improve the health of self and others.

Indiana Health Standards

Sixth Grade

- 6.1.1 Compare how healthy behaviors and personal health are linked.
- 6.1.2 Identify the interrelationships of emotional and social health in adolescence.
- 6.1.4 Identify how family culture or beliefs can impact personal health.
- 6.1.7 Identify the benefits of practicing healthy behaviors.
- 6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.
- 6.2.1 Identify how family practices influence the health of adolescents.
- 6.2.2 Identify the influence of culture on health beliefs and practices.
- 6.2.3 Explain how peers influence healthy behaviors.
- 6.2.5 Illustrate how media messages influence health behaviors.
- 6.2.7 Identify norms that influence health behaviors.
- 6.2.8 List the influence of personal values on health practices.
- 6.2.9 Identify how some health choices influence unhealthy behaviors.
- 6.3.4 Recognize circumstances that may require professional health services.
- 6.5.2 Explain when health-related situations require a thoughtful decision-making process.
- 6.5.3 Explain when individual or adult supported decision making is appropriate.
- 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.
- 6.5.5 Describe the potential short-term impact of each choice on self and others.
- 6.5.6 Distinguish healthy options over unhealthy options when making a decision.
- 6.5.7 Predict the results of a health-related decision.
- 6.6.1 Examine personal health behaviors.
- 6.7.1 Identify the importance of being responsible for health behaviors.
- 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.
- 6.7.3 Identify practices to avoid or reduce health risks to self and others.

Seventh Grade

- 7.1.1 Examine how healthy behaviors influence personal health.
- 7.1.2 Summarize the interrelationships of emotional, social and physical health in adolescence.
- 7.1.5 Explain ways to reduce or prevent health risks among adolescents.

- 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.
- 7.2.1 Describe how family values and behaviors influence the health of adolescents.
- 7.2.2 Discuss the influence of culture on health behaviors.
- 7.2.3 Describe how peers influence unhealthy behaviors.
- 7.2.5 Examine how information from the media influences health behaviors.
- 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors.
- 7.2.8 Describe the influence of personal beliefs on health practices and behaviors.
- 7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors.
- 7.3.4 Determine situations that require health services.
- 7.5.1 Describe situations that can help or hinder healthy decision-making.
- 7.5.2 Recognize when health-related situations require a thoughtful decision-making process.
- 7.5.3 Determine when independent or collaborative decision making is appropriate.
- 7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.
- 7.5.5 Examine the potential short-term impact of each option on self and others.
- 7.5.6 Choose healthy choices over unhealthy choices when making a decision.
- 7.5.7 Examine the consequences of a health-related decision.
- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.

Eighth Grade

- 8.1.1 Analyze the relationship between healthy behaviors and personal health.
- 8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 8.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 8.2.1 Examine how the family influences the health of adolescents.
- 8.2.2 Describe the influence of culture on health beliefs, practices and behaviors.
- 8.2.5 Analyze how messages from the media influence health behaviors.
- 8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 8.2.8 Explain the influence of personal values and beliefs on individual health practice and behaviors.
- 8.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 8.3.4 Describe situations that may require professional health services.
- 8.5.1 Identify circumstances that can help or hinder healthy decision making.
- 8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 8.5.3 Distinguish when individual or collaborative decision making is appropriate.
- 8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 8.5.5 Predict the potential short-term impact of each alternative on self and others.

- 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 8.5.7 Analyze the outcomes of a health-related decision.
- 8.6.1 Assess personal health practices.
- 8.7.1 Explain the importance of assuming responsibility for personal health behaviors.
- 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Michigan Health Standards

Sixth Grade

- 3.3 Describe appropriate and inappropriate touch.
- 3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- 3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
- 7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.
- 7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.
- 7.4 Define abstinence from sex.
- 7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.
- 7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.

Seventh/Eighth Grade

- 3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located
- 3.9 Recognize warning signs of potential danger in relationships, and how to access it for self or others.
- 4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.
- 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

HIV/AIDS (6-8)

National Health Education Standards

- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 3.8.3 Determine the accessibility of products that enhance health.
- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3 Demonstrate healthy practices and behaviors the will maintain or improve the health of self and others.

Indiana Health Standards

Sixth Grade

- 6.1.1 Compare how healthy behaviors and personal health are linked.
- 6.1.2 Identify the interrelationships of emotional and social health in adolescence.
- 6.1.4 Identify how family culture or beliefs can impact personal health.
- 6.1.5 List ways to reduce or prevent injuries.
- 6.1.7 Identify the benefits of practicing healthy behaviors.
- 6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.
- 6.2.9 Identify how some health choices influence unhealthy behaviors.
- 6.3.4 Recognize circumstances that may require professional health services.
- 6.5.2 Explain when health-related situations require a thoughtful decision-making process.
- 6.5.3 Explain when individual or adult supported decision making is appropriate.
- 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.
- 6.5.5 Describe the potential short-term impact of each choice on self and others.
- 6.5.6 Distinguish healthy options over unhealthy options when making a decision.
- 6.5.7 Predict the results of a health-related decision.
- 6.7.1 Identify the importance of being responsible for health behaviors.
- 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.
- 6.7.3 Identify practices to avoid or reduce health risks to self and others.

Seventh Grade

- 7.1.1 Examine how healthy behaviors influence personal health.
- 7.1.5 Explain ways to reduce or prevent health risks among adolescents.
- 7.1.7 Determine the barriers to practicing healthy behaviors.
- 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.
- 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors.

- 7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors.
- 7.5.2 Recognize when health-related situations require a thoughtful decision-making process.
- 7.5.3 Determine when independent or collaborative decision making is appropriate.
- 7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.
- 7.5.5 Examine the potential short-term impact of each option on self and others.
- 7.5.6 Choose healthy choices over unhealthy choices when making a decision.
- 7.5.7 Examine the consequences of a health-related decision.
- 7.7.1 Show the importance of being accountable for personal health behaviors.
- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.

Eighth Grade

- 8.1.1 Analyze the relationship between healthy behaviors and personal health.
- 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries .
- 8.1.6 Explain how appropriate health care can promote personal health.
- 8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 8.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 8.3.4. Describe situations that may require professional health services.
- 8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 8.5.3 Distinguish when individual or collaborative decision making is appropriate.
- 8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 8.5.5 Predict the potential short-term impact of each alternative on self and others.
- 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 8.5.7 Analyze the outcomes of a health-related decision.
- 8.7.1 Explain the importance of assuming responsibility for personal health behaviors.
- 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Michigan Health Standards

Sixth Grade

- 6.1** Define HIV and AIDS.

- 6.2** Explain that it is safe to be a friend of someone who is living with HIV or AIDS.
- 6.3** Describe how HIV is and is not transmitted.
- 6.4** Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.

Seventh/ Eighth Grade

- 6.1** Explain how HIV is and is not transmitted.
- 6.2** Distinguish between facts and myths regarding HIV infection and AIDS.
- 6.5** Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).