



## A Curriculum for Middle School and High School Students

2012

### **Love Never Fails**

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# AGENDA

- ◉ Love Never Fails Introduction
- ◉ Problem Statement & Objectives
- ◉ Program Overview
- ◉ Possible Funding Vehicles

# LOVE NEVER FAILS INTRODUCTION

- ◉ Love Never Fails was formed in December 2011. Our board and committee members include victims and their families, business owners, teachers, social workers, Pastors, local government executives, attorneys, health care workers, etc. All of our non-profit board and committee members are engaged on a voluntary basis.
- ◉ We are dedicated to the rehabilitation, education and protection of youth involved or at risk of becoming involved in domestic sex trafficking.
- ◉ We are devoted to expressing to each youth that they are valued, precious and loved by their community.
- ◉ This curriculum was developed to promote healthy relationships for middle and high school students. We believe that by doing this we will empower youth to detect and avoid sex trafficking.

# WHY ARE WE DOING THIS?

- ◉ The Average age of a person who is sex Trafficked in the US is 12.
  - <http://www.justice.gov/criminal/ceos/prostitution.html>
- ◉ 800,000 human beings trafficked for domestic, labor, and sex slavery each year, both internationally and domestically.
  - <http://www.caichildlaw.org/Misc/AB%2090%20Fact%20Sheet.pdf>
- ◉ Criminals are switching from dealing drugs to dealing people because jail time remains 3 - 8 years and the benefit is a tax free profit of 600-700k+.
  - <http://www.womensfundingnetwork.org/resource/past-articles/enlaved-in-america-sex-trafficking-in-the-united-states>
  - [http://youtu.be/Wa\\_Wo4hbh50](http://youtu.be/Wa_Wo4hbh50)
  - <http://www.examiner.com/headlines-in-san-francisco/teenager-abused-underage-prostitution-ring-found-safe>
- ◉ “Romeo” Pimping Tactics rely upon victims of abuse.
- ◉ There is a correlation between abuse and sex trafficking. 65-95% of those sex trafficked were Sexually Abused as a Child.
  - <http://www.justice.gov/criminal/ceos/prostitution.html>
- ◉ This is a relevant topic in California where over 200k child abuse cases (neglect, physical and sexual) were reported in 2010, most of which were not first time incidents.
  - <http://www.acf.hhs.gov/programs/cb/pubs/cm10/cm10.pdf#page=31>.
- ◉ ***The purpose of the “Love Don’t Hurt” curriculum is to guide students toward services and programs which promote healthy behavior and prevent youth engagement in abusive relationships and ultimately the Commercial Sex Trade.***

# PROGRAM OVERVIEW

- ◉ The Love Don't Hurt program provides an opportunity for community members and students to collaborate around topics such as the definition of love, healthy relationships and abuse.
- ◉ At the conclusion of the program students will be able to recognize the four types of abuse and how they might be experiencing these types in their own lives. They will also be empowered to prevent future abuse with help resources and awareness tools.
- ◉ They will also be referred to resources that will help them to process abuse from the past, if applicable.
- ◉ Each of the modules included in this curriculum are directly aligned with Health Education Content Standards for California Public Schools. Please see Appendix A-D for more detail.

# GETTING STARTED

Before initiating the Orientation it is important to answer the following questions:

- ◉ How Will You Response to Reports of Abuse?  
Who is responsible for follow up and what is the time frame to do so?
- ◉ What is the organizational policy for child abuse reports?
- ◉ Have parents consented to their children attending this class?

# PROGRAM OVERVIEW: LOVE DON'T HURT (STEP 1)

## ◉ Orientation

- Time: 75 Minutes
- Topics
  - Introduction to Abuse (Physical, Emotional, Sexual, and Neglect)
  - Affects of Abuse
  - Tactics to Prevent Future Abuse
- School Benefit
  - Free Student body education which could satisfy aspects of Health Education Content Standards for California Public Schools(<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>) - See Appendix A-D
  - Love Never Fails will summarize the results from an Student Assessment Test and share with Principal along with recommendations for next steps.
  - Love Never Fails will supply a Gift Card to one student in the room. Gift card will be used to drive participation in the class and assessment.

# PROGRAM OVERVIEW: LOVE DON'T HURT (STEP 2)

## ◉ Love Don't Hurt Academy

- Time: 6 Week Program @ 2-3 hours per session
- Topic
  - Module 1-4 - Program Overview, Types of Abuse, Recognition through role play, How To Address the Past and Prevent Future Abuse, etc.
  - Module 5 - “It’s a Wrap” - Student express what they learned with “art, comic, song, dance, rap, drama, essay, video”
  - Module 6 - Graduation - Give Away “Love Don’t Hurt” tshirts, certificates and other prizes.
- School Benefit
  - Free Student body education which could satisfy aspects of Health Education Content Standards for California Public Schools(<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>) . See Appendix A-D
  - Love Never Fails will catalog all final pieces of work (with Parent’s permission) on Love Never Fails website as a way of enabling the kids to advocate for one another.

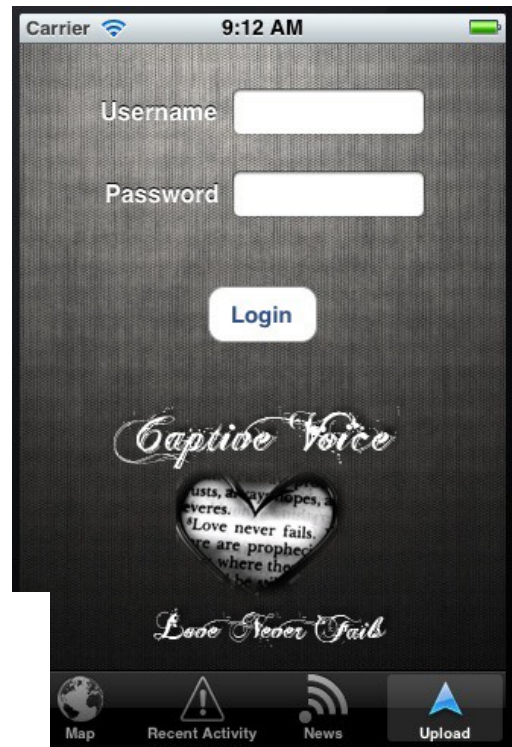


# PROGRAM OVERVIEW: LOVE DON'T HURT (STEP 3)

- ◉ Love Don't Hurt Follow Up Program - “Kick It Clinic”
  - Time - 12 Months from Program Completion
  - Program Offer
    - Love Never Fails will be available to respond to anonymous text, blogs, and emails for one year from program completion.
    - Love Never Fails will arrange for a 4 hour open office visit every month. We will provide student snacks and partner with sponsors to bring in prizes to keep the class engaged. During open hours people can come in and ask for support or just hang out.
    - Love Never Fails Inbox - We will respond to anonymous letters left in our inbox providing resources and suggestions to students in need.

# LOVE NEVER FAILS “CAPTIVE VOICE”

★ = CSEC Resources (MISSEY, LNF, New Day, Women on the Way, etc.)



1. Outreach
2. Awareness
3. Statistics

## 6 QUESTIONS....1 VOICE

1. NAME
2. AGE
3. WHERE FROM
4. HOW DID YOU GET HERE
5. HEALTH NEEDS
6. DO YOU WANT OUT



PLEASE EMAIL QUESTIONS TO

[LOVENEVERFAILSINTHEBAY@GMAIL.COM](mailto:LOVENEVERFAILSINTHEBAY@GMAIL.COM)

OR CALL 510-776-3290

[WWW.LOVENEVERFAILSUS.COM](http://WWW.LOVENEVERFAILSUS.COM)

# APPENDIX A: HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 6<sup>TH</sup> GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 6<sup>th</sup> grade.

## Injury and Safety Health Standards

- 1.1.S Explain methods to reduce conflict, harassment, and violence.

## Standard 2: Analyzing Influences

- 2.1.S Analyze the role of self and others in causing or preventing injuries.
- 2.2.S Analyze influences on both safe and violent behaviors.
- 2.3.S Analyze personal behaviors that may lead to injuries or cause harm.

## Standard 3: Accessing Valid Information

- 3.1.S Identify rules and laws intended to prevent injuries.
- 3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

## Standard 4: Interpersonal Communication

- 4.1.S Practice effective communication skills to prevent and avoid risky situations. Mental, Emotional, and Social Health Standards

## Standard 5: Decision Making

- 5.1.S Use a decision-making process to determine a safe course of action in risky situations.

## Standard 6: Goal Setting

- 6.1.S Develop a personal plan to remain safe and injury-free.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX A (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 6<sup>TH</sup> GRADE

## **Standard 6: Goal Setting**

- 6.1.S Develop a personal plan to remain safe and injury-free.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.2.S Practice safe use of technology.

## **Standard 8: Health Promotion**

- 8.1.S Support injury prevention at school, at home, and in the community.

## **Alcohol, Tobacco, and Other Drugs**

### **Standard 1: Essential Concepts**

- 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
- 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.
- 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
- 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.

### **Standard 2: Analyzing Influences**

- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- 2.3.A Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

### **Standard 3: Accessing Valid Information**

- 3.1.A Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

### **Standard 4: Interpersonal Communication**

- 4.1.A Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- 4.2.A Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX A (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 6<sup>TH</sup> GRADE

## **Standard 5: Decision Making**

- 5.1.A Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
- 5.2.A Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.
- 5.3.A Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

## **Standard 6: Goal Setting**

- 6.1.A Develop personal goals to remain drug-free.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.A Practice positive alternatives to using alcohol, tobacco, and other drugs.

## **Standard 8: Health Promotion**

- 8.1.A Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

## ⦿ **Mental, Emotional, and Social Health**

### **Standard 1: Essential Concepts**

- 1.1.M Describe the signs, causes, and health effects of stress, loss, and depression.
- 1.2.M Summarize feelings and emotions associated with loss and grief.
- 1.3.M Discuss how emotions change during adolescence.
- 1.4.M Describe the importance of being aware of one's emotions.
- 1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.
- 1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
- 1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).
- 1.9.M Discuss the harmful effects of violent behaviors.

### **Standard 2: Analyzing Influences**

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

### **Standard 3: Accessing Valid Information**

- 3.1.M Identify sources of valid information and services for getting help with mental, emotional, and social health problems.
- 3.2.M Discuss the importance of getting help from a trusted adult when it is needed.

# APPENDIX A (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 6<sup>TH</sup> GRADE

## **Standard 4: Interpersonal Communication**

- 4.1.M Practice asking for help with mental, emotional, or social health problems from trusted adults.
- 4.3.M Demonstrate ways to communicate respect for diversity.

## **Standard 5: Decision Making**

- 5.1.M Apply a decision-making process to enhance health.
- 5.2.M Describe situations for which someone should seek help with stress, loss, and depression.
- 5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.

## **Standard 6: Goal Setting**

- 6.1.M Make a plan to prevent and manage stress.
- 6.2.M Describe how personal goals can be affected if violence is used to solve problems.
- 6.3.M Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Carry out personal and social responsibilities appropriately.
- 7.2.M Practice strategies to manage stress.
- 7.3.M Practice appropriate ways to respect and include others who are different from oneself.
- 7.4.M Demonstrate how to use self-control when angry.

## **Standard 8: Health Promotion**

- 8.1.M Encourage a school environment that is respectful of individual differences.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX B:

# HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

## ◉ Growth, Development, and Sexual Health

### Standard 1: Essential Concepts

- 1.9.G Explain why individuals have the right to refuse sexual contact.
- 1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault.
- 1.11.G Explain why rape and sexual assault should be reported to authorities and trusted adults.

### Standard 2: Analyzing Influences

- ◉ 2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
- ◉ 2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- ◉ 2.3.G Analyze the influence of alcohol and other drugs on sexual behaviors.
- ◉ 2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
- ◉ 2.5.G Recognize that there are individual, family, and cultural differences in relationships.
- ◉ 2.6.G Explain how sexual exploitation can occur through the Internet.

### Standard 3: Accessing Valid Information

- ◉ 3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
- ◉ 3.3.G Identify health care providers for reproductive and sexual health services.11

### Standard 4: Interpersonal Communication

- ◉ 4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.12
- ◉ 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.13
- ◉ 4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.
- ◉ 4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>



# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

## Standard 5: Decision Making

- ◉ 5.2.G Use a decision-making process to examine the characteristics of healthy relationships.16
- ◉ 5.4.G Analyze the responsibilities and privileges of becoming a young adult.
- ◉ 5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
- ◉ 5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.

## Standard 6: Goal Setting

- ◉ 6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.18
- ◉ 6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.19

## Standard 7: Practicing Health-Enhancing Behaviors

- ◉ 7.1.G Describe strategies for refusing unwanted sexual activity.20
- ◉ 7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.21
- ◉ 7.3.G Describe personal actions that can protect reproductive and sexual health.22

## Standard 8: Health Promotion

- ◉ 8.1.G Support and encourage safe, respectful, and responsible relationships.23

## ◉ Injury Prevention and Safety

## Standard 1: Essential Concepts

- ◉ 1.1.S Describe the differences between physical, verbal, and sexual violence.
- ◉ 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- ◉ 1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.25
- ◉ 1.4.S Discuss the importance of reporting weapon possession.26
- ◉ 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- ◉ 1.6.S Identify trusted adults to whom school or community violence should be reported.

# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

- ◉ 1.7.S Describe possible legal consequences of sexual harassment and violence.
- ◉ 1.8.S Describe types of sexual harassment and ways to report them.
- ◉ 1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.

## **Standard 2: Analyzing Influences**

- ◉ 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

## **Standard 3: Accessing Valid Information**

- ◉ 3.1.S Analyze sources of information regarding injury and violence prevention.
- ◉ 3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.

## **Standard 4: Interpersonal Communication**

- ◉ 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- ◉ 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- ◉ 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- ◉ 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- ◉ 4.5.S Describe characteristics of effective communication.
- ◉ 4.6.S Differentiate between passive, aggressive, and assertive communication.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

## Standard 5: Decision Making

- ◉ 5.1.S Use a decision-making process to examine risky social and dating situations.
- ◉ 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
- ◉ 5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

## Standard 6: Goal Setting

- ◉ 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- ◉ 6.2.S Create a personal-safety plan.

## Standard 7: Practicing Health-Enhancing Behaviors

- ◉ 7.1.S Practice first aid and emergency procedures.
- ◉ 7.2.S Practice ways to resolve conflicts nonviolently.
- ◉ 7.3.S Practice the safe use of technology.

## Standard 8: Health Promotion

- ◉ 8.1.S Support changes to promote safety in the home, at school, and in the community.
- ◉ 8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.
- ◉ **Alcohol, Tobacco, and Other Drugs**

## Standard 1: Essential Concepts

- ◉ 1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
- ◉ 1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

- ◉ 1.3.A Explain the dangers of drug dependence and addiction.
- ◉ 1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.
- ◉ 1.7.A Explain why most youths do not use alcohol, tobacco, or other drugs.
- ◉ 1.8.A Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.

## **Standard 2: Analyzing Influences**

- ◉ 2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
- ◉ 2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
- ◉ 2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.

## **Standard 4: Interpersonal Communication**

- ◉ 4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

## **Standard 5: Decision Making**

- ◉ 5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

## **Standard 6: Goal Setting**

- ◉ 6.1.A Develop short- and long-term goals to remain drug-free.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- ◉ 7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.
- ◉ 7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

## Standard 8: Health Promotion

- ◉ 8.1.A Participate in school and community efforts to promote a drug-free lifestyle.

## ◉ Mental, Emotional, and Social Health

### Standard 1: Essential Concepts

- ◉ 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- ◉ 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
- ◉ 1.3.M Identify qualities that contribute to a positive self-image.
- ◉ 1.4.M Describe how emotions change during adolescence.
- ◉ 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.
- ◉ 1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community.
- ◉ 1.7.M Describe the benefits of having positive relationships with trusted adults.
- ◉ 1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.
- ◉ 1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.

### Standard 2: Analyzing Influences

- ◉ 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- ◉ 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
- ◉ 2.3.M Analyze the influence of culture on family values and practices.

### Standard 3: Accessing Valid Information

- ◉ 3.1.M Access accurate sources of information and services about mental, emotional, and social health.
- ◉ 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

- ◉ 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
- ◉ 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

## **Standard 4: Interpersonal Communication**

- ◉ 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

## **Standard 5: Decision Making**

- ◉ 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- ◉ 5.2.M Monitor personal stressors and assess techniques for managing them.
- ◉ 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
- ◉ 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
- ◉ 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

## **Standard 6: Goal Setting**

- ◉ 6.1.M Develop achievable goals for handling stressors in healthy ways.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- ◉ 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- ◉ 7.2.M Practice respect for individual differences and diverse backgrounds.
- ◉ 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
- ◉ 7.4.M Practice personal boundaries in a variety of situations.
- ◉ 7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

## **Standard 8: Health Promotion**

- ◉ 8.1.M Promote a positive and respectful school environment.
- ◉ 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

# APPENDIX B (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 7-8TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 7-8th grade.

## Personal and Community Health

### Standard 1: Essential Concepts

- 1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).
- 1.2.P Identify the importance of age-appropriate medical services.

### Standard 2: Analyzing Influences

- 2.1.P Analyze a variety of influences that affect personal health practices.
- 2.4.P Analyze the influence of culture, media, and technology on health decisions.

### Standard 3: Accessing Valid Information

- 3.1.P Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information's validity.
- 3.2.P Access valid information about preventing common communicable diseases.
- 3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
- 3.4.P Demonstrate how to access school and community health services.

### Standard 6: Goal Setting

- 6.1.P Establish goals for improving personal and community health.

### Standard 8: Health Promotion

- 8.2.P Demonstrate the ability to be a positive peer role model in the school and community.

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

# APPENDIX C:

# HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 9TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 9th grade.

## ● Growth, Development, and Sexual Health

### Standard 1: Essential Concepts

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
- 1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.9.G Explain laws related to sexual behavior and the involvement of minors.

### Standard 2: Analyzing Influences

- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
- 2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

### Standard 3: Accessing Valid Information

- 3.4.G Evaluate laws related to sexual involvement with minors.

### Standard 4: Interpersonal Communication

- 4.1.G Analyze how interpersonal communication affects relationships.
- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- 4.3.G Demonstrate effective communication skills within healthy dating relationships.

### Standard 5: Decision Making

- 5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.12
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.13
- 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.14
- 5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.15



# APPENDIX C (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 9TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 9th grade.

## **Standard 6: Goal Setting**

- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.18

## **Standard 8: Health Promotion**

- 8.1.G Encourage and support safe, respectful, and responsible relationships.
- 8.3.G Support others in making positive and healthful choices about sexual behavior.21

## **Injury Prevention and Safety**

## **Standard 1: Essential Concepts**

- 1.2.S Recognize1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
- e potentially harmful or abusive relationships, including dangerous dating situations.
- 1.9.S Explain the effects of violence on individuals, families, and communities.

## **Standard 2: Analyzing Influences**

- 2.1.S Analyze internal and external influences on personal, family, and community safety.
- 2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.

## **Standard 3: Accessing Valid Information**

- 3.1.S Analyze sources of information and services concerning safety and violence prevention.

## **Standard 4: Interpersonal Communication**

- 4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
- 4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.

## **Standard 5: Decision Making**

- 5.1.S Apply a decision-making process to avoid potentially dangerous situations.
- 5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.
- 5.4.S Analyze the consequences of violence for self, family, and the community.

# APPENDIX C (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 9TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 9th grade.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- ◉ 7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.
- ◉ 7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.22
- ◉ 7.5.S Assess characteristics of harmful or abusive relationships.

## **Standard 8: Health Promotion**

- ◉ 8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
- ◉ 8.3.S Encourage actions to promote safe driving experiences.

## **Alcohol, Tobacco, and Other Drugs**

### **Standard 1: Essential Concepts**

- ◉ 1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- ◉ 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- ◉ 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- ◉ 1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
- ◉ 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

### **Standard 2: Analyzing Influences**

- ◉ 2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
- ◉ 2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
- ◉ 2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.

### **Standard 3: Accessing Valid Information**

- ◉ 3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
- ◉ 3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.

# APPENDIX C (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 9TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 9th grade.

## **Standard 4: Interpersonal Communication**

- ◉ 4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

## **Standard 5: Decision Making**

- ◉ 5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
- ◉ 5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.

## **Standard 6: Goal Setting**

- ◉ 6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- ◉ 7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

## **Standard 8: Health Promotion**

- ◉ 8.1.A Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.
- ◉ 8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.

## ◉ **Mental, Emotional, and Social Health**

### **Standard 1: Essential Concepts**

- ◉ 1.1.M Describe the benefits of having positive relationships with trusted adults.
- ◉ 1.2.M Analyze the qualities of healthy peer and family relationships.
- ◉ 1.3.M Describe healthy ways to express caring, friendship, affection, and love.
- ◉ 1.4.M Describe qualities that contribute to a positive self-image.
- ◉ 1.5.M Describe how social environments affect health and well-being.
- ◉ 1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.
- ◉ 1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- ◉ 1.9.M Classify personal stressors at home, in school, and with peers.
- ◉ 1.10.M Identify warning signs for suicide.
- ◉ 1.11.M Identify loss and grief.

# APPENDIX C (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 9TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 9th grade.

## **Standard 2: Analyzing Influences**

- 2.1.M Analyze the internal and external issues related to seeking mental health assistance.

## **Standard 3: Accessing Valid Information**

- 3.1.M Access school and community resources to help with mental, emotional, and social health concerns.
- 3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

## **Standard 4: Interpersonal Communication**

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

## **Standard 5: Decision Making**

- 5.1.M Monitor personal stressors and assess techniques for managing them.
- 5.2.M Compare various coping mechanisms for managing stress.
- 5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

## **Standard 6: Goal Setting**

- 6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
- 6.2.M Set a goal to reduce life stressors in a health-enhancing way.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Assess personal patterns of response to stress and use of resources.
- 7.2.M Practice effective coping mechanisms and strategies for managing stress.
- 7.6.M Practice setting personal boundaries in a variety of situations.

## **Standard 8: Health Promotion**

- 8.1.M Support the needs and rights of others regarding mental and social health.
- 8.2.M Promote a positive and respectful environment at school and in the community.

# APPENDIX C (CONTINUED): HEALTH EDUCATION CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS - 9TH GRADE

The topic of healthy vs. abusive relationships and sex trafficking aligns directly with the following public school standards for 9th grade.

## ◉ Personal and Community Health

### Standard 4: Interpersonal Communication

- ◉ 4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

### Standard 5: Decision Making

- ◉ 5.1.P Apply a decision-making process to a personal health issue or problem.
- ◉ 5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.
- ◉ 5.3.P Apply a decision-making process to a community or environmental health issue.

### ◉ 5.4.P Analyze

### Standard 6: Goal Setting

- ◉ how using alcohol, tobacco, and other drugs influences health and other behaviors.
- ◉ 6.1.P Develop a plan of preventive health management.