

South Carolina Health Education Content Standards High School (Grades 9-12)

Correlations Submitted by InnerLink, Inc.

Abbreviation Key

PB = Project Breathe

PF = Project Fitness

PN = Project Nutrition

PR = Project Recover

PS = Project Safe

MWP = My Wellness Planner, InnerLink's "Personal Health Program" tool (1 per Project)

**Content Area I:
Personal Health
and Wellness**

Standard 1: Comprehend health promotion and disease prevention concepts.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Evaluate risk relationships between healthy lifestyle behaviors and disease prevention.</p>	<p>Skills—provide application opportunities and/or additional info to practice evaluating how healthy lifestyle behaviors may prevent disease: Lab Activities, e.g.'s—</p> <ul style="list-style-type: none"> • PB: Lung Volume • PN: Food Label Lab • PR: Self-Talk <p>Life Skills, e.g.'s—</p> <ul style="list-style-type: none"> • PB: Reflections Tutorial • PF: Getting Fit & Healthy Challenge • PN: all 5, e.g., Food Pyramid (challenge) • PR: Trauma or Drama? <p>All content of Knowledge—provide basic info upon which to evaluate risk, supported by <i>Student Worksheets</i> and <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Activities, consequences of high-risk choices, e.g.'s— <ul style="list-style-type: none"> ○ PB: Life Expectancy Calculator ○ PB: Quitting Tobacco ○ PB: Addiction Prediction ○ PB: Virtual Lung Fly-Through ○ PN: Hand Washing Quiz • Tutorials—PB, PF, PN, PR, PS
<p>b. Analyze strategies for detection and treatment of communicable and chronic diseases.</p>	<p>Skills—provide application opportunities and/or additional info to practice analyzing disease detection strategies: Lab Activities, e.g.'s—</p> <ul style="list-style-type: none"> • PB: Shortness of Breath, Peak Flow Meter • PN: BMI Lab, BMR Lab • PR: Grief & Loss <p>Life Skills, e.g.'s—</p> <ul style="list-style-type: none"> • PB: Reflections Activity • PF: Workout! Challenge • PN: all 5, e.g., Energy Balance • PR: Inventory & Plan <p>All content of Knowledge—provide basic info upon which to analyze, supported by <i>Student Worksheets</i> and <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Activities, consequences of high-risk choices, e.g.'s— <ul style="list-style-type: none"> ○ PB: Virtual Lung Fly-Through, Breathe Quiz Show ○ PN: Quiz Show • Tutorials—PB, PF, PN, PR, PS
<p>c. Evaluate the risks and benefits of personal health practices.</p>	<p>Take Action! MWP—PB, PF, PN, PR, PS</p> <p>All content of Skills—provides application opportunities and/or additional info to practice evaluating influences on health:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.— <ul style="list-style-type: none"> ○ PB: Shortness of Breath, Peak Flow Meter

	<ul style="list-style-type: none"> ○ PF: all 4 exercise videos ○ PN: BMI Lab, BMR Lab, Food Label Lab ○ PR: all 5, e.g., Self-Talk ○ PS: McKay Video ● Life Skills, e.g.— <ul style="list-style-type: none"> ○ PB: Reflections Tutorial, Reflections Activity ○ PF: all 6, e.g., Exercise Challenge ○ PN: all 5, e.g., Energy Balance ○ PR: all 4, e.g., Trauma or Drama? ○ PS: the 5 labeled as challenges, e.g., Fire Challenge & It Takes Time ● PS—Chain of Survival <p>All content of Knowledge—provides basic info upon which to evaluate risks & benefits of personal health practices:</p> <ul style="list-style-type: none"> ● Tutorials—PB, PF, PN, PR, PS ● Activities, e.g.'s— <ul style="list-style-type: none"> ○ PB: Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through ○ PF: Fitness BMI Calculator ○ PN: Energy Balance, Measurement ○ PR: Signs of Stress ○ PS: Disaster Puzzle, Quiz Show
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**Content Area I:
Personal Health
and Wellness**

Standard 2: Access valid health information, products, and services.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Evaluate the validity of health information, products, and services from community agency, technology (Internet), and mass media sources.</p>	<p>Evaluating validity of:</p> <ul style="list-style-type: none"> • PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet • PN: Knowledge, Activities—Water Math Challenge; Skills, Lab Activities—Water Taste Test; Take Action! Activities—Food Safety • PS: e.g., Knowledge, Tutorials—Internet Safety, Identity Theft; Take Action! Activities—Online; Skills, Lab Activities—McKay Video (re: Internet Safety) <p>Resources, Links facilitates: PB, PF, PN, PR, PS; & PN—Newsletters</p> <p>Guided practice locating:</p> <ul style="list-style-type: none"> • Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9 • Using Student Worksheets (under Knowledge) to take notes re: all Tutorials—PB, PF, PN, PR, PS • PB: <i>Student Worksheets</i>, Enrichment section— The Heart (Circ. System), Protecting the Lungs, Tobacco Facts, Lung Cancer • PN: all 4 Knowledge, Activities, e.g., Crossword Puzzle; Skills, Lab Activities—Food Label Lab • PR: Take Action! Project Recover Community • Finding each tutorial, worksheet, activity, other content <i>on-line</i>—PB, PF, PN, PR, PS <p>See Also PS: Knowledge, Tutorials—Family Reunification</p>
<p>b. Evaluate factors that influence personal selection of health products and services.</p>	<p>PB: Knowledge, Tutorials—Tobacco Advertising & Knowledge, Activities—Counter-Smoking Ads</p> <p>Evaluating validity of: PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p>
<p>c. Demonstrate the ability to access school and community health services.</p>	<p>Practice accessing: Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9</p> <p>Resources, Links—locating practice:</p> <ul style="list-style-type: none"> • PN: Nutrition Careers, including finding a nutrition professional PB: Organizational Links • PF: first 4 links, e.g., Red Cross • PR: all links, e.g., FEMA for Kids • PS: all links, e.g., iSAFE <p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Careers in Respiratory Health, which also highlights agencies & services

	<ul style="list-style-type: none"> • PR: referring student to, regarding, e.g., Depression • PS: Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time [counseling], Public Health and Safety Careers (see also Evacuate [emergency officials], Pandemic [WHO], ICE [EMTs])
d. Analyze the cost and accessibility of medical care services.	<p>PN: Skills, Lab Activities—Water Taste Test (blind testing); Take Action! Advanced Study—influence of soft drink vending; Knowledge, Activities—Water Math Challenge & Nutrition Math Quiz</p>
e. Evaluate resources and services that promote a safe and healthy environment.	<p>PB: Take Action! Activities—e.g., Tobacco Free Car & Home; Take Action! Communications Advocate—e.g., Public Service Announcement; Knowledge, Tutorials—Protecting the Lungs; Knowledge, Activities—e.g., Counter-Smoking Ads PS: Skills, Life Skills—Evacuation Challenge, Fire Challenge; Knowledge, Tutorials—e.g., Evacuate, Shelter in Place, Hurricanes</p>

**Content Area I:
Personal Health
and Wellness**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Demonstrate the ability to use primary care prevention strategies for maintaining and enhancing health.</p>	<p>Take Action! MWP—PB, e.g., pp. 17-19, 7, 9; PF, e.g., pp. 23-25, 4-5, 7; PR, e.g., pp. 24-28, 4-5, 12, 14; PN, e.g., pp. 7-8, 24-26; PS, e.g., pp. 7-8, 12-20</p> <p>Skills, Life Skills: PB: all 3 challenges, e.g., Reflections Activity PF: all 6 challenges, e.g., Getting Fit & Healthy Challenge PN: all 5, e.g., Energy Balance PR: all 4, e.g., Trauma or Drama? PS: all 8 challenges, e.g., Evacuate Challenge</p> <p>Knowledge, Tutorials PB: personal responsibility, e.g., Tobacco Facts PF: personal responsibility, e.g., Buckle Up for Safety PN: personal responsibility, e.g., Portion Size PR: How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult) PS: all emphasize individual responsibility, except Careers</p> <p>Take Action! Activities PN: all 4, e.g., Eating Right PS: all 7, e.g., On-Line Take Action</p> <p>PS: Skills—Chain of Survival</p>
<p>b. Design and evaluate a health and wellness plan that is adaptable to changing needs.</p>	<p>Take Action! MWP—PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN, pp. 7-8, 24-26; PS, pp. 7-8, 12-20</p> <p>PS: Skills—Chain of Survival</p> <p>See Also Skills, Life Skills offer info upon which to base goals: PB: all 3 challenges, e.g., Reflections Activity PF: all 6 challenges, e.g., Getting Fit & Healthy Challenge PN: all 5, e.g., Energy Balance PR: all 4, e.g., Trauma or Drama? PS: all 8 challenges, e.g., Evacuate Challenge</p> <p>Knowledge, Tutorials PB: personal responsibility, e.g., Quitting Smoking (Cessation) PF: personal responsibility, e.g., Buckle Up for Safety PN: personal responsibility, e.g., Portion Size PR: How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult) PS: all emphasize personal responsibility, except Careers</p> <p>Take Action! Activities PN: all 4, e.g., Eating Right PS: all 7, e.g., On-Line Take Action</p>
<p>c. Develop a plan for</p>	<p>PB, e.g., pp. 17-19, 7, 9; PF, e.g., pp. 23-25, 4-5, 7; PR, e.g., pp. 24-28, 4-5,</p>

using health resources for the prevention of and intervention in various diseases.	12, 14; PN, e.g., pp. 7-8, 24-26; PS, e.g., pp. 7-8, 12-20
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**Content Area I:
Personal Health
and Wellness**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Analyze how the environment influences the health of the community.</p>	<p>PR: e.g., Knowledge, Tutorials—e.g., Introduction; Skills, Life Skills—all 4, e.g., Help Me Challenge PB: e.g., Knowledge, Tutorials—Lung Cancer (med tech), Understanding Asthma (med test); Knowledge, Activities—Virtual Lung Fly-Through (high-tech viewpoint); Skills, Lab Activities—Peak Flow Meter & Stethoscope; Skills, Life Skills—Life Saving Skills (AED); Take Action! Activities—AED Take Action PS: Skills, Life Skills—all 8, e.g., Fire Challenge; Knowledge, Tutorials—see Preparedness & Response sub-groups, e.g., Assessment, Online, & ICE; Skills, Lab Activities—McKay Video, Save-a-Life; Skills—Chain of Survival PF: Skills, Life Skills—Save-a-Life Challenge Take Action! MWP— PS, pp. 3-5, 7-8; PB, pp. 7 & 9; PR, p. 10</p>
<p>b. Describe how public health policies and government regulations influence health promotion and disease prevention.</p>	<p>General advocacy info and work: Take Action! Communications Advocate—PB, PF, PN, PR, PS</p>
<p>c. Analyze how research, technology, and medical advances influence the prevention and control of health problems.</p>	<p>PB: e.g., Knowledge, Tutorials—Tobacco Advertising, Lung Cancer (med tech), Understanding Asthma (med test); Knowledge, Activities—Counter-Smoking Ads, Virtual Lung Fly-Through (high-tech view); Skills, Lab Activities—Peak Flow Meter & Stethoscope; Skills, Life Skills—Life Saving Skills (AED); Take Action! Activities—AED; Take Action!, Communications Advocate PN: Skills, Lab Activities—Water Taste Test (blind testing); Take Action! Advanced—Study influence of soft drink vending; Knowledge, Tutorials—Energy Balance (implied limit media time/sedentary); Knowledge, Activities—Water Math Challenge & Nutrition Math Quiz PS: Skills—Chain of Survival; Knowledge, Tutorials—Internet Safety, Identity Theft; Skills, Lab Activities—McKay Video (re: Internet Safety), Save-a-Life</p>

**Content Area I:
Personal Health
and Wellness**

Standard 5: Use interpersonal communication skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Use strategies to overcome barriers to communication about health issues.	<p>PB: Knowledge, Tutorials—Refusal Skills PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety; Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11 Take Action! Communications Advocate—PB, PF, PN, PR, PS PN: Resources, Newsletters PR: Take Action! MWP—p. 10 (comm. re: stress mgmt.), p. 12 (re: self-talk); Skills, Life Skills—Invite & Include, Trauma or Drama?; Skills, Lab Activities—all 5, e.g., Self-Talk, Grief & Loss (re: talk therapy) Communication practice provided in each Take Action! Communications Advocate & Helping: PB, PF, PN, PR, PS.</p>
b. Demonstrate refusal and negotiation skills to enhance health and reduce risks.	<p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads PS: Knowledge, Tutorials—Bullying, Avoiding Conflict Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—Behavior</p>
c. Demonstrate effective verbal and nonverbal communication skills to enhance health.	<p>PR: Take Action! MWP—p. 10 (comm. re: stress mgmt.), p. 12 (re: self-talk); Skills, Life Skills—Invite & Include, Trauma or Drama?; Skills, Lab Activities—all 5, e.g., Self-Talk, Grief & Loss (re: talk therapy) PS: Skills, Life Skills—Conflict Challenge, Abduction Challenge; Take Action! Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13; Skills, Lab Activities—McKay Video Communication practice provided in each Take Action! Communications Advocate & Helping: PB, PF, PN, PR, PS.</p>

**Content Area I:
Personal Health
and Wellness**

Standard 6: Use goal-setting and decision-making skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Demonstrate the ability to use various strategies when making decisions related to health needs.</p>	<p>Decision-Making Practice: Take Action! MWP—PB, pp. 4, 9; PF, pp. 4-5; PN, pp. 4-5; PR, pp. 4-5; PS, pp. 12-20 Skills, Life Skills—</p> <ul style="list-style-type: none"> • PB: all 3, e.g., Reflections Activity • PF: all 7, e.g., Exercise Challenge • PN: all 5, e.g., Eating Right • PR: all 4, e.g., Help Me Challenge • PS: Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge, It Takes Time <p>PS: Skills—Chain of Survival</p> <p>See Also Basic info, upon which to make decisions: -Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Lungs (Respiratory System), Heart (Circulatory System), Tobacco Facts, Understanding Asthma, Lung Cancer, Gateway Drug—Alcohol, Smoking and Pregnancy • PF: e.g., Buckle Up for Safety • PN: Overview, Applied Nutrition sub-group (4), Food Safety • PR: e.g., How Are People Affected?, How to Spot Signs of Emotional Trauma sub-group, e.g., Behavior • PS: all, except Careers, e.g., Hurricanes <p>-Knowledge, Activities—</p> <ul style="list-style-type: none"> • PB: Addiction Prediction, Life Expectancy Calculator, Virtual Lung Fly-Through, Smoke Detective • PF: Fitness BMI Calculator • PN: Hand-Washing Quiz • PR: Quiz Show <p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> • PB: all 5, e.g., Shortness of Breath • PN: all 4, e.g., BMI Lab • PR: all 5, e.g., Moving On <p>PS: McKay Video</p>
<p>b. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.</p>	<p>Take Action! MWP—PB, pp. 17-19, 7; PF, pp. 23-25, 7, 13; PN, pp. 24-26, 7-8, 14; PR, pp. 24-28, 7-8; PS, pp. 7-8, 12-13, 14-20</p> <p>PR: Skills, Life Skills—Inventory & Plan</p>
<p>c. Design, implement, and evaluate a personal plan for lifelong health and wellness.</p>	<p>Take Action! MWP—PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN, pp. 7-8, 24-26; PS, pp. 7-8, 12-20</p>

**Content Area I:
Personal Health
and Wellness**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Evaluate the effectiveness of a health promotion campaign for accurate communication.</p>	<p>Take Action! Communications Advocate—PB, PF, PN, PR, PS PB: Knowledge, Activities—Counter-Smoking Ads PN: Resources, Newsletters</p>
<p>b. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.</p>	<p>Take Action! -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action • PS: Leadership, Mentor, & Kindness <p>-Take Action! MWP—PB, p. 17, Take Action; PF, p. 7; PN, p. 6; PR, p. 7; PS, pp. 7, 14-20 -Communications Advocate (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS -Helping—PB, PF, PN, PR, PS</p>
<p>c. Analyze community strategies for preventing or reducing the spread of disease.</p>	<p>PS: Knowledge, Tutorials—Public Health & Pandemics, Pandemic</p> <p>Take Action! -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action <p>- MWP—PB, p. 17, Take Action; PF, p. 7; PN, p. 6; PR, p. 7; PS, pp. 7, 14-20 -Communications Advocate (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS -Helping—PB, PF, PN, PR, PS</p> <p>PN: Resources, Newsletters</p>

**Content Area II:
Nutritional Choices**

Standard 1: Comprehend health promotion and disease prevention concepts.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Discuss the effects of nutrition on appearance and on physical and mental performance.	<p>Take Action! MWP—PN (pp. 10, 4-5, 12, 14); PF (pp. 9, 4, 11)</p> <p>PN: application opportunities and/or additional info to discuss the effects of nutrition:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab • Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies! • Take Action! Activities—e.g., Calorie Control <p>PF: Skills, Life Skills—Getting Fit & Healthy Challenge, Energy Balance Challenge; Take Action! Activities—Calories, Eating Right</p> <p>All content of Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Tutorials—PN: e.g., Overview, Measurement; PF: Fueling the Body • Activities, e.g.'s— <ul style="list-style-type: none"> ○ PF: Fitness BMI Calculator, Nutrition Pyramid Puzzle ○ PN: Energy Balance, Measurement, Hand-Washing Quiz
b. Analyze the consequences of poor nutritional choices.	<p>PN: Take Action! MWP—pp. 10, 4-5, 12, 14; Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab; Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies!; Knowledge, Tutorials—Measurement; Knowledge, Activities—Energy Balance, Measurement, Hand-Washing Quiz</p> <p>PF: Knowledge, Activities—Fitness BMI Calculator</p>
c. Analyze current dietary recommendations for reducing disease risk.	<p>Take Action! MWP—PN (pp. 10, 4-5, 12, 14), PF (pp. 4, 9, 11)</p> <p>PN: application opportunities and/or additional info to practice evaluating lifestyle choices:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab • Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies! <p>PF: Skills, Life Skills—Getting Fit & Healthy Challenge, Energy Balance Challenge; Take Action! Activities—Calories, Eating Right</p> <p>All content of Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Tutorials, e.g.'s— <ul style="list-style-type: none"> ○ PN: e.g., Applied Nutrition subsection ○ PF: Fueling the Body • Activities, e.g.'s— <ul style="list-style-type: none"> ○ PF: Fitness BMI Calculator, Nutrition Pyramid Puzzle ○ PN: Energy Balance
d. Analyze varying nutritional needs based on life cycle changes and circumstances.	<p>PN: Knowledge, Tutorials—Calories, Food Pyramid</p> <p>PF: Take Action! MWP—p. 4 (BMI across lifespan)</p>

**Content Area II:
Nutritional Choices**

Standard 2: Access valid health information, products, and services.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Evaluate the validity of nutrition information, recommendations, products, and services.	<p>PN: Knowledge, Activities—Water Math Challenge; Skills, Lab Activities—Water Taste Test; Take Action! Activities—Food Safety;</p> <p>Guided Practice Locating Knowledge, Activities, e.g., Crossword Puzzle; Skills, Lab Activities—Food Label Lab</p> <p>PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p>
b. Analyze factors that influence cost, quality, availability, and selection of a variety of foods.	<p>PN: Knowledge, Activities—Water Math Challenge; Skills, Lab Activities—Water Taste Test</p>
c. Use current research to recommend changes in dietary intake to reduce risk of disease.	<p>Take Action! MWP—PN, pp. 7-8, 24-26; PF, pp. 23-25, 4-5, 7</p> <p>Skills, Life Skills offer info upon which to base recommendations:</p> <p>PB: all 3 challenges, e.g., Reflections Activity</p> <p>PF: all 6 challenges, e.g., Getting Fit & Healthy Challenge</p> <p>PN: all 5, e.g., Energy Balance</p> <p>PR: all 4, e.g., Trauma or Drama?</p> <p>PS: all 8 challenges, e.g., Evacuate Challenge</p> <p>Knowledge, Tutorials</p> <p>PB: personal responsibility, e.g., Quitting Smoking (Cessation)</p> <p>PF: personal responsibility, e.g., Buckle Up for Safety</p> <p>PN: personal responsibility, e.g., Portion Size</p> <p>PR: How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p>PS: all emphasize personal responsibility, except Careers</p> <p>Take Action! Activities</p> <p>PN: all 4, e.g., Eating Right</p> <p>PS: all 7, e.g., On-Line Take Action</p>

**Content Area II:
Nutritional Choices**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Demonstrate the ability to utilize a personal nutrition assessment to improve nutrition behaviors.	<p>Take Action! MWP—PN (e.g., pp. 7-9, 24-26, 10, 12, 14); PF (pp. 11, 4)</p> <p>PN: application opportunities and/or additional info to practice evaluating nutritional choices:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab • Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies! <p>All content of Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Tutorials—PN, e.g., Overview, Measurement • Activities, e.g.'s— <ul style="list-style-type: none"> ○ PF: Fitness BMI Calculator ○ PN: Energy Balance, Measurement
b. Evaluate the selection of nutritional foods using a variety of criteria.	<p>PN: Knowledge, Tutorials—Portion Size, Food Pyramid, Energy Balance, Overview, Calories, Carbohydrates, Protein, Fat; Skills, Lab Activities—Food Label Lab, BMI Lab; Take Action! Activities—Calorie Control Take Action with log, Eating Right Take Action with log</p>
c. Evaluate alternative food selections to meet personal health needs appropriately.	
d. Demonstrate the ability to plan and prepare nutritionally appropriate snacks and meals.	<p>Take Action! MWP—PN</p>
e. Demonstrate how to achieve and maintain healthy body composition.	<p>Take Action! MWP—PN (e.g., pp. 7-9, 24-26, 10, 12, 14); PF (pp. 11, 4)</p> <p>PN: application opportunities and/or info to assist:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab • Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies! <p>All content of Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Tutorials—PN, e.g., Overview, Measurement • Activities, e.g.'s— <ul style="list-style-type: none"> ○ PF: Fitness BMI Calculator ○ PN: Energy Balance, Measurement

**Content Area II:
Nutritional Choices**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze the influence of mass media, nutrition claims, and food advertising on personal, family, and community health.	PN: Skills, Lab Activities —Water Taste Test (blind testing); Take Action! Advanced —Study influence of soft drink vending; Knowledge, Activities —Water Math Challenge & Nutrition Math Quiz PN: e.g., Energy Balance Tutorial (implied should limit media time/sedentary)
b. Analyze the factors that influence nutritive content of foods (e.g., food processing and preparation).	PN: Knowledge, Tutorials —Food Tech; Skills, Lab Activities —Water Taste Test with worksheet (blind testing); Take Action! Advanced —Study influence of soft drink vending; Knowledge, Activities —Water Math Challenge & Nutrition Math Quiz
c. Analyze how technology influences food availability and selection.	PN: Knowledge, Tutorials —Food Tech; Skills, Lab Activities —Water Taste Test with worksheet (blind testing); Take Action! Advanced —Study influence of soft drink vending; Knowledge, Activities —Water Math Challenge & Nutrition Math Quiz

**Content Area II:
 Nutritional Choices**

Standard 5: Use interpersonal communication skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Demonstrate the use of effective communication skills to express nutritional needs and improve nutrition in a variety of settings.	Take Action! Communications Advocate —PN

**Content Area II:
 Nutritional Choices**

Standard 6: Use goal-setting and decision-making skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Predict personal nutrition practices based on changing energy expenditures.	PN: <i>Take Action! Activities</i> —Calorie Control; <i>Skills, Lab Activities</i> —BMI Lab; <i>Skills, Life Skills</i> —Energy Balance; <i>Knowledge, Tutorials</i> —Energy Balance, BMI & BMR; <i>Take Action! MWP</i> —e.g., pp. 7-9, 24-26, 10, 12, 14 PF: <i>Take Action! MWP</i> —pp. 11, 4
b. Develop and implement a personal nutrition plan and track progress.	PN: <i>Take Action! MWP</i> —e.g., pp. 7-8, 24-26

**Content Area II:
 Nutritional Choices**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Evaluate an advocacy plan for ensuring greater accessibility to healthful food choices in a variety of settings.	<i>Take Action! Communications Advocate</i> —PN
b. Mobilize school and/or community to advocate for community nutrition issues.	<i>Take Action! Communications Advocate</i> —PN
c. Participate in the public policy process related to nutrition.	

**Content Area III:
Mental Health**

Standard 1: Comprehend health promotion and disease prevention concepts.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Describe brain physiology and its relation to mental health and emotional control.	PB: Knowledge, Tutorials —Gateway Drug – Alcohol; Knowledge, Activities —Addiction Prediction (Brain)
b. Evaluate coping strategies to address stress and conflict.	PR: Skills, Lab Activities —Managing Stress, Self-Talk; Skills, Life Skills —Inventory & Plan PB: Knowledge, Tutorials —Refusal Skills; Take Action! MWP —p. 13 (applying refusal skills) PS: Skills, Life Skills —Abduction Challenge, Conflict Challenge; Skills, Lab Activities —McKay Video; Take Action!, Activities —Assessment, Online; Knowledge, Tutorials —Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP , e.g., pp. 5, 11, 13
c. Evaluate healthy and unhealthy relationships and recommend solutions.	PS: Take Action! Activities —Leadership, Mentor, Kindness; Skills, Life Skills —Conflict Challenge, Abduction Challenge; Knowledge, Tutorials —Bullying, Avoiding Conflict, Internet Safety; Take Action! MWP , e.g., pp. 5, 11, 13; Skills, Lab Activities —McKay Video PR: Take Action! MWP —e.g., pp. 10, 12 (re: self-talk); Skills, Life Skills —Invite & Include, Trauma or Drama?; Skills, Lab Activities —Traditions
d. Identify symptoms and behaviors characteristic of depression, suicide, and other mental health problems common to adolescents.	PR, major focus of entire Project, e.g., Knowledge, Tutorials —e.g., Introduction, Emotional Trauma and PTSD, What Is Traumatic?, Depression, Anxiety; Skills, Lab Activities —all 5, e.g., Managing Stress; Skills, Life Skills —all 4, e.g., Help Me Challenge, Trauma or Drama? Take Action! MWP —pp. 12, 14 PS: Knowledge, Tutorials —It Takes Time; Skills, Life Skills —It Takes Time; Take Action! Activities —Leadership, Mentor, & Kindness; Take Action! MWP —p.13

**Content Area III:
Mental Health**

Standard 2: Access valid health information, products, and services.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Evaluate the validity of mental health information from a variety of sources, including the Internet.	General Guidelines PB: e.g., Knowledge, Tutorials —Assessing Health Information Accessed from the Internet
b. Identify and match emotional and social health needs to community resources and services.	PR: Resources, Links —all links, e.g., FEMA for Kids; Knowledge, Tutorials —referring student to, e.g., Depression; Take Action! MWP —PR, p. 9; PS, p. 9; Take Action! Helping —Tutorials, Skills, & Activities

**Content Area III:
Mental Health**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Develop strategies for maintaining positive self-concept throughout life.	<p>PR: Skills, Lab Activities, e.g., Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—e.g., Emotional Trauma and PTSD</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Getting Prepared, It Takes Time; Skills, Life Skills—Conflict Challenge, It Takes Time; Take Action!, Activities—Kindness Take Action</p> <p>Take Action! MWP—PB, p. 11; PF, pp. 11, 9; PN, p. 12; PR, pp. 10, 12, 14; PS, p. 11</p> <p>PF: Knowledge, Tutorials—Starting the Engine, Test Drive</p>
b. Demonstrate the ability to assess and adjust behavior to respond appropriately to stress, anger, and other strong emotions.	<p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—e.g., Help Me Challenge, Inventory & Plan</p> <p>PS: Skills, Life Skills—Conflict Challenge; Take Action!, Activities—Assessment; Knowledge, Tutorials—Bullying, Avoiding Conflict, Gun Safety; Take Action! MWP, e.g., pp. 5, 11, 13</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13</p>
c. Develop and implement a personal stress management plan.	<p>PR: Take Action! MWP—e.g., pp. 4, 7-12; Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—e.g., Help Me Challenge, Inventory & Plan</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13</p> <p>PS: Skills, Life Skills—Conflict Challenge; Take Action!, Activities—Assessment; Knowledge, Tutorials—Bullying, Avoiding Conflict, Gun Safety; Take Action! MWP, e.g., pp. 4, 7-11, 13</p>

**Content Area III:
Mental Health**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze how individual and family beliefs influence feelings, health behavior, relationships, and character development.	Take Action! MWP—PR , pp. 6-7; PS , p. 6; PF , pp. 6-7; PN , pp. 6-7; PB , pp. 6-7
b. Critique and evaluate mass media messages that may influence self-image, behaviors, relationships, and character development.	
c. Analyze causes of conflict among youth in schools and communities.	PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Conflict Challenge; Skills, Lab Activities—McKay Video (including Internet Safety); Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP , e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan

**Content Area III:
Mental Health**

Standard 5: Use interpersonal communication skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Demonstrate ways to communicate care, consideration, and respect for self, for parents and family, and for the diversity of others.</p>	<p>Communicating care to others, regarding their health, provided in each Project's Take Action!:</p> <ul style="list-style-type: none"> • Activities: PB; PN; PS, e.g., Leadership, Mentor, & Kindness • Helping: PB, PF, PN, PR, PS <p>Consideration & respect: PB: Take Action! MWP—p. 11; Knowledge, Tutorials—Refusal Skills PF: Take Action! MWP—p. 11 PN: Take Action! MWP—pp. 12, 14 PR: Take Action! MWP—pp. 10, 12, 14; Skills, Life Skills—Invite & Include, Trauma or Drama?; Skills, Lab Activities—all 5, e.g., Self-Talk, Grief & Loss PS: Take Action! MWP—pp. 11, 13; Skills, Lab Activities—McKay Video; Skills, Life Skills—Conflict Challenge, Abduction Challenge; Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety, It Takes Time</p> <p>Communication practice provided in each Take Action! Communications Advocate: PB, PF, PN, PR, PS.</p>
<p>b. Demonstrate the effective use of communication skills in pressure situations.</p>	<p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13</p>
<p>c. Demonstrate strategies for the healthy expression of needs, wants, and feelings.</p>	<p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—e.g., 10, 12-14 PS: Skills, Life Skills—Conflict Challenge; Take Action!, Activities—Assessment; Knowledge, Tutorials—Bullying, Avoiding Conflict, Gun Safety; Take Action! MWP, e.g., pp. 4-5, 10-11 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p>

**Content Area III:
Mental Health**

Standard 6: Use goal-setting and decision-making skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze the short- and long-term consequences of risk decisions on emotional and social health.	<p>PR: Skills, Lab Activities, e.g., Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan (see stress mgmt.); Knowledge, Tutorials—e.g., Emotional Trauma and PTSD</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Getting Prepared, It Takes Time; Skills, Life Skills—Conflict Challenge, It Takes Time; Take Action!, Activities—Kindness Take Action</p> <p>Take Action! MWP—PB, p. 11; PF, pp. 11, 9; PN, p. 12; PR, pp. 10, 12, 14; PS, p. 11</p> <p>PB: Knowledge, Tutorials—Quitting Smoking (Cessation)</p> <p>PF: Knowledge, Tutorials—Starting the Engine, Test Drive</p>
b. Evaluate the effect of healthy and unhealthy relationships on one's decisions and goals.	<p>Take Action! MWP—PB, pp. 7, 9; PF, pp. 7-8; PN, pp. 6-7; PR, pp. 6-7; PS, pp. 6-7</p> <p>PR: Take Action! Project Recover Community—experiencing positive relationships and impact on self; Skills, Lab Activities—Traditions</p> <p>PS: Skills, Lab Activities—McKay Video</p> <p>PB: Knowledge, Tutorials—Refusal Skills</p> <p>Being a Positive Influence in Relationships</p> <p>Take Action!, e.g., Activities & Communications Advocate—PB; PF; PN; PR; PS, e.g., Leadership, Kindness, Mentor</p> <p>PR: Skills, Life Skills—Invite & Include, Help Me Challenge, Trauma or Drama?</p>
c. Develop a life plan for achieving long-term health goals using the results of a self-assessment.	<p>Take Action! MWP—PR, e.g., pp. 4-5 & 8-10; PB, e.g., pp. 4-5 & 8-9; PS, e.g., pp. 4-5, 14-20; PF, e.g., pp. 4-5; PN, e.g., pp. 4-5 & 7-8</p> <p>PR: Skills, Life Skills—Inventory & Plan</p>
d. Demonstrate the ability to apply a decision-making process to health issues and problems, both individually and collaboratively.	<p>Take Action! MWP—PR, PS, PF, PN, PB</p> <p>PR: Take Action! Helping—Tutorials, Skills, & Activities</p> <p>Skills, Life Skills</p> <p>PR: all 4, e.g., Inventory & Plan, Help Me Challenge</p> <p>PS: Conflict Challenge</p> <p>Skills, Lab Activities</p> <p>PR: all 5, e.g., Moving On</p> <p>PS: McKay Video</p>

**Content Area III:
Mental Health**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Demonstrate the ability to influence and support others in making positive health choices.</p>	<p>PR: <i>Take Action! Project Recover Community; Take Action! Communications Advocate; Take Action! Helping</i> PS: <i>Take Action! Activities</i>—Leadership, Mentor, & Kindness; <i>Knowledge, Activities</i>—Bullying, Avoiding Conflict; <i>Take Action! MWP</i>—p. 11</p> <p>See Also Take Action! -Communications Advocate (all activities, except Advocate for Myself)—PB, PF, PN, PS -Helping—PS, PB, PF, PN -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action <p>-Take Action! MWP—PB, p. 17, Take Action; PS, pp. 14-20</p> <p>PN: Resources, Newsletters, act of sharing them with family, others</p>
<p>b. Demonstrate the ability to advocate for mental health issues.</p>	<p>PR: <i>Take Action! Helping</i>—Tutorials, Skills, & Activities; <i>Knowledge, Tutorials</i>—How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p><i>Take Action! Communications Advocate</i>—PR, PS</p>
<p>c. Assess and adapt mental health campaign messages to the characteristics of a particular audience.</p>	<p>PR: <i>Take Action! Helping</i>—Tutorials, Skills, & Activities; <i>Take Action! Communications Advocate; Knowledge, Tutorials</i>—How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p>PS: <i>Take Action! Communications Advocate</i></p>

**Content Area IV:
Preventing Injuries**

Standard 1: Comprehend health promotion and disease prevention concepts.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze laws and regulations related to health and safety.	
b. Analyze the short- and long-term results of safe, risky, and harmful behaviors.	<p>PS: <i>Take Action! MWP</i>—pp. 4-5, 14-20; Skills, Life Skills—e.g., Fire Drill Challenge; Skills, Lab Activities—Save-a-Life, McKay Video; Take Action! Activities—all 7, e.g., ICE, Train Me; Knowledge, Tutorials—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, Avoiding Conflict, Internet Safety, Evacuate, Shelter in Place, Preventive Lockdown, Family Reunification; Skills—Chain of Survival PF: e.g., Knowledge, Tutorials—Buckle Up for Safety, Test Drive; Skills, Lab Activities—all 4 videos (re: correct techniques); Skills, Life Skills—Save-a-Life Challenge PR: Skills, Life Skills—Inventory & Plan</p>
c. Analyze the possible causes of conflict in schools, families, and communities.	<p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p>

**Content Area IV:
Preventing Injuries**

Standard 2: Access valid health information, products, and services.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Develop strategies for improving the availability of health and safety resources and services for the community.	PS TA! CA
b. Identify available agencies that are helpful in dealing with violent and abusive behavior.	Resources, Links facilitates: <ul style="list-style-type: none"> • PR: all links, e.g., FEMA for Kids [[chg. E.g.]] • PS: all links, e.g., iSAFE PS: e.g., Knowledge, Tutorials —Internet Safety, Identity Theft; Take Action! Activities —Online; Skills, Lab Activities —McKay Video (re: Internet Safety)
c. Analyze community emergency procedures.	PS: Knowledge, Tutorials —Preventive Lockdown, Shelter in Place, Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, Avoiding Conflict, Evacuate, Family Reunification. Skills, Life Skills —Fire Challenge, Fire Drill Challenge, Conflict Challenge, Abduction Challenge; Skills, Lab Activities —McKay Video; Take Action!, Activities —Assessment; Take Action! MWP , e.g., pp. 5, 11, 13

**Content Area IV:
Preventing Injuries**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Develop injury prevention and management strategies for personal, family, and community health.</p>	<p>PS: Knowledge, Tutorials—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, Avoiding Conflict, Internet Safety, Evacuate, Shelter in Place, Preventive Lockdown, Family Reunification; Skills, Lab Activities—Save-a-Life, McKay Video; Skills, Life Skills—all 8, e.g., Fire Drill Challenge, Conflict Challenge; Skills—Chain of Survival; Take Action! Activities—all 7, e.g., ICE Take Action, Train Me Take Action; Take Action! MWP—pp. 4-5, 8, 10-11, 12-20 PF: e.g., Knowledge, Tutorials—Buckle Up for Safety, Test Drive; Skills, Lab Activities—all 4 videos (re: correct techniques); Skills, Life Skills—Save-a-Life Challenge</p> <p>Knowledge, Tutorials All provide basic information from which effective strategies may be developed—PS, PF</p>
<p>b. Demonstrate ways to avoid and reduce threatening situations to prevent or minimize violence.</p>	<p>PB: Refusal Skills Tutorial with worksheet; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p>
<p>c. Demonstrate emergency care procedures that may be used in life-threatening situations.</p>	<p>PS: Skills—Chain of Survival; Skills, Lab Activities—McKay Video, Save-a-Life; Skills, Life Skills—Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge PB: all 3 activities, e.g., Life Saving Skills</p>

**Content Area IV:
Preventing Injuries**

Standard 4: Analyze the influence of personal beliefs, technology, and other factors on health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze influences of culture and mass media on violent and personal safety behavior.	<p>PB: Knowledge, Tutorials—Tobacco Advertising & Knowledge, Activities—Counter-Smoking Ads</p> <p>Evaluating validity of: PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p>
b. Explain reasons for laws related to safety in the workplace.	
c. Assess the effects of violence on school, community, and state.	<p>PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Help Me Challenge, Inventory & Plan PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills)</p>

**Content Area IV:
Preventing Injuries**

Standard 5: Use interpersonal communication skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Demonstrate communication skills necessary to prevent or reduce risk of injury.	<p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict [[expand upon]], Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video</p> <p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—Behavior</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p>
b. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	<p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video</p> <p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—Behavior</p>
c. Demonstrate strategies for solving interpersonal conflicts without harming self or others.	<p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—pp. 11, 13; Skills, Lab Activities—McKay Video</p> <p>PR: Skills, Lab Activities—all 5, e.g., Grief & Loss; Skills, Life Skills—all 4, e.g., Inventory & Plan; Take Action! MWP—pp. 10, 12, 14</p> <p>PN: Take Action! MWP—p.12 (re: stress overeating), p. 14</p>
d. Demonstrate strategies used to prevent conflict.	<p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—pp. 11, 13; Skills, Lab Activities—McKay Video</p> <p>PR: Skills, Lab Activities—all 5, e.g., Self-Talk; Skills, Life Skills—all 4, e.g., Help Me Challenge; Take Action! MWP—pp. 10, 12, 14</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p>

**Content Area IV:
Preventing Injuries**

Standard 6: Use goal-setting and decision-making skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Evaluate various strategies to manage and mediate interpersonal conflicts.</p>	<p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—pp. 11, 13; Skills, Lab Activities—McKay Video</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PR: Skills, Lab Activities—all 5, e.g., Managing Stress; Skills, Life Skills—all 4, e.g., Inventory & Plan; Take Action! MWP—pp. 10, 12, 14; Knowledge, Tutorials—Behavior</p> <p>PN: Take Action! MWP—p.12 (re: stress overeating), p. 14</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video</p>
<p>b. Develop and implement a plan for increasing personal safety at home, work, or school.</p>	<p>PS: Take Action! MWP—pp. 7-8, 12-13, 14-20; Skills—Chain of Survival; Knowledge, Tutorials—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, Avoiding Conflict, Internet Safety, Evacuate, Shelter in Place, Preventive Lockdown; Skills, Lab Activities—Save-a-Life, McKay Video; Skills, Life Skills—all 8, e.g., Fire Drill Challenge, Conflict Challenge; Take Action! Activities—all 7, e.g., ICE, Train Me</p> <p>Skills, Life Skills PR: Inventory & Plan PB: all 3 activities, e.g., Life Saving Skills</p>

**Content Area IV:
Preventing Injuries**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Develop, plan, and implement a campaign to influence and support others in making choices that reduce the risks of intentional or unintentional injury.	Take Action! Communications Advocate —PS, PR PR: Take Action! Helping —Tutorials, Skills, & Activities

**Content Area V:
 Family Living and
 Healthy Sexuality**

Standard 1: Comprehend health promotion and disease prevention concepts.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Describe the relationship between abstinence and the prevention of health and family-related problems.	
b. Explain the stages of pregnancy, the birth process and infant care, and the effects of the mother's health behaviors on the developing fetus and child.	
c. Analyze prevention, symptoms, and treatment of STDs (including HIV/AIDS).	<p>PS: Knowledge, Tutorials—Health Promotion & Disease Prevention, Public Health & Pandemics, Pandemic, Bullying, Avoiding Conflict</p> <p>PB: Knowledge, Tutorials—Refusal Skills</p>
d. Analyze the risks, benefits, and effectiveness of the methods of pregnancy prevention.	

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 2: Access valid health information, products, and services.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze validity of information about the characteristics and responsibilities of relationships (e.g., dating, marriage).	
b. Evaluate the availability and appropriate use of information and community resources that help families with health and parenting problems.	<p>Resources, Links—locating practice:</p> <ul style="list-style-type: none"> • PR: all links, e.g., FEMA for Kids • PS: all links, e.g., iSAFE • PN: Nutrition Careers, including finding a nutrition professional • PB: Organizational Links, Respiratory Health Careers Links • PF: first 4 links, e.g., Red Cross <p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PR: referring student to, e.g., Depression • PS: Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time [counseling], Public Health and Safety Careers (see also Evacuate [emergency officials], Pandemic [WHO], ICE [EMTs]) • PB: Careers in Respiratory Health, also highlights agencies & services <p>Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9</p>
c. Demonstrate the ability to access information and services appropriate to protecting reproductive health.	<p>General Info</p> <p>PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p> <p>PS: e.g., Knowledge, Tutorials—Internet Safety, Identity Theft; Take Action! Activities—Online; Skills, Lab Activities—McKay Video</p>

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze strategies for avoiding situations that increase the risk of sexual assault or abuse.	
b. Demonstrate coping strategies that address changes during the life cycle.	<p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13</p>
c. Develop strategies to improve or maintain personal, family, and community health.	<p>Take Action! MWP— PS, PB, PF, PN, PR PR: Skills, Lab Activities—Traditions PS: Knowledge, Tutorials—Getting Prepared, Family Reunification</p>
d. Demonstrate skills for avoiding risky sexual behaviors.	<p>General Info PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p>

**Content Area V:
 Family Living and
 Healthy Sexuality**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze factors that influence reproductive, fetal, and infant health.	
b. Evaluate the effects of mass media, technology, and other factors on sexual attitudes and behavior.	
c. Evaluate the impact of HIV/AIDS and other STDs on individuals and families.	PS: Knowledge, Tutorials —Health Promotion & Disease Prevention, Public Health & Pandemics, Pandemic, Bullying, Avoiding Conflict PB: Knowledge, Tutorials —Refusal Skills
d. Identify South Carolina laws relating to family health, parent responsibilities, and criminal sexual behavior.	

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 5: Use interpersonal communication skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze how interpersonal communication affects health and relationships.	<p>PR: <i>Take Action! MWP</i>—p. 10 (comm. re: stress mgmt.), p. 12 (re: self-talk); <i>Skills, Life Skills</i>—Invite & Include, Trauma or Drama?; <i>Skills, Lab Activities</i>—all 5, e.g., Self-Talk, Grief & Loss (re: talk therapy) Communication practice provided in each <i>Take Action! Communications Advocate & Helping</i>: PB, PF, PN, PR, PS. PS: <i>Skills, Life Skills</i>—Conflict Challenge, Abduction Challenge; <i>Take Action! Activities</i>—Assessment, Online; <i>Knowledge, Tutorials</i>—Bullying, Avoiding Conflict, Internet Safety; <i>Take Action! MWP</i>, e.g., pp. 5, 11, 13; <i>Skills, Lab Activities</i>—McKay Video</p>
b. Demonstrate skills to communicate effectively with parents, family, and peers about sexuality and other important health issues.	<p>PR: <i>Knowledge, Tutorials</i>—How to Spot Signs of Emotional Trauma subgroup, e.g., Cognitive (talk to adult) PS: <i>Knowledge, Tutorials</i>—It Takes Time [counseling]</p>
c. Demonstrate refusal and negotiation skills to enhance health.	<p>PB: <i>Knowledge, Tutorials</i>—Refusal Skills (re: peer pressure); <i>Take Action! MWP</i>—p. 13 (applying refusal skills)</p>

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 6: Use goal-setting and decision-making skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Predict immediate and long-term impact of health decisions on the individual, family, and community.</p>	<p>General Practice: Skills, Life Skills—</p> <ul style="list-style-type: none"> • PB: all 3, e.g., Reflections Activity • PF: all 7, e.g., Exercise Challenge • PN: all 5, e.g., Eating Right • PR: all 4, e.g., Help Me Challenge • PS: Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge, It Takes Time <p>PS: Skills—Chain of Survival</p> <p>Take Action! MWP—PR, PS, PF PR: Take Action! Helping—Tutorials, Skills, & Activities</p> <p>Skills, Life Skills PR: all 4, e.g., Inventory & Plan, Help Me Challenge PS: Conflict Challenge</p> <p>Skills, Lab Activities PR: all 5, e.g., Moving On PS: McKay Video</p>
<p>b. Examine and evaluate how individuals make choices regarding dating, marriage, childbirth, and adoption.</p>	
<p>c. Analyze risks and consequences of early sexual involvement and benefits of delaying sexual activity and avoiding parenthood until marriage.</p>	
<p>d. Evaluate personal decision-making and goal-setting skills.</p>	<p>General Decision-Making Practice: Skills, Life Skills—</p> <ul style="list-style-type: none"> • PB: all 3, e.g., Reflections Activity • PF: all 7, e.g., Exercise Challenge • PN: all 5, e.g., Eating Right • PR: all 4, e.g., Inventory & Plan • PS: Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge, It Takes Time <p>PS: Skills—Chain of Survival</p> <p>General Goal-Setting Practice: Take Action! MWP—PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN: pp. 7-8, 24-26; PS, pp. 7-8, 12-20</p>

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Compare and contrast strategies for promoting individual, family, and community health.	<p>PR: <i>Take Action! Helping</i>—Tutorials, Skills, & Activities; <i>Knowledge, Tutorials</i>—How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p><i>Take Action! Communications Advocate</i>—PR, PS</p> <p>General Practice <i>Take Action! Communications Advocate</i>—PR, PS, PB, PF, PN PS: <i>Knowledge, Tutorials</i>—Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time, Family Reunification PR: <i>Take Action! Helping</i>—Tutorials, Skills, & Activities; <i>Knowledge, Tutorials</i>—e.g., Depression</p> <p>Take Action! <i>-Activities</i>—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action • PS: Leadership, Mentor, & Kindness <p><i>-Take Action! MWP</i>—PB, p. 17, Take Action; PF, p. 7; PN, p. 6; PR, p. 7; PS, pp. 7, 14-20 <i>-Communications Advocate</i> (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS <i>-Helping</i>—PB, PF, PN, PR, PS</p>
b. Provide volunteer service to family community health initiatives.	
c. Advocate for adolescent, family, and community health.	<p>General Practice <i>Take Action! Communications Advocate</i>—PR, PS, PB, PF, PN PS: <i>Knowledge, Tutorials</i>—Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time, Family Reunification PR: <i>Take Action! Helping</i>—Tutorials, Skills, & Activities; <i>Knowledge, Tutorials</i>—e.g., Depression</p>

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 1: Comprehend health promotion and disease prevention concepts.

Performance Indicator Description	Location(s) Where Taught in Major Tools
<p>a. Evaluate the long- and short-term effects of ATOD use on health, behavior, appearance, and the ability to contribute to society.</p>	<p>Focus of Project Breathe, see especially— <i>-Disease, premature death: Skills, Life Activities—e.g., Shortness of Breath; Skills, Life Skills—e.g., Reflections Tutorial, Reflections Activity; Knowledge, Tutorials—all, e.g., Gateway Drug – Alcohol, Lung Cancer, Protecting the Lungs; Knowledge, Activities—e.g., Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through</i> <i>-Violence, injury: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills)</i></p> <p>See Also PS: e.g., Skills, Life Skills—Conflict Challenge; Knowledge, Tutorials—Bullying, Avoiding Conflict; Take Action! MWP—pp. 4, 10-11 PR: Skills, Lab Activities—Managing Stress, Self-Talk</p>
<p>b. Analyze the cycle of addiction as it relates to individuals and families.</p>	<p>PB: Knowledge, Activities—e.g., Smoke Detective, Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through; Knowledge, Tutorials—all, e.g., Smoking & Pregnancy, Gateway Drug – Alcohol, Lung Cancer</p>
<p>c. Describe the impact of ATOD use/abuse on the individual, family, and society.</p>	<p>PB: Knowledge, Activities—e.g., Addiction Prediction, Smoke Detective, Life Expectancy Calculator; Knowledge, Tutorials—e.g., Lung Cancer, Smoking & Pregnancy, Gateway Drug – Alcohol</p>

**Content Area VI:
 Alcohol, Tobacco and
 Other Drugs (ATOD)**

Standard 2: Access valid health information, products, and services.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Demonstrate the ability to access resources for assistance with ATOD problems.	PB: Resources, Links —esp. Educational Links & Organizational Links; Knowledge, Tutorials —Assessing Health Information Accessed from the Internet
b. Demonstrate ability to access positive ATOD prevention activities.	PB: Resources, Links —esp. Educational Links & Organizational Links
c. Evaluate information sources related to ATOD.	PB: Knowledge, Tutorials —Assessing Health Information Accessed from the Internet; Resources, Links —esp. Educational Links & Organizational Links

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Analyze personal risks related to ATOD use, misuse, and addiction.	PB: Skills, Life Activities —e.g., Peak Flow Meter, Heart Rate; Skills, Life Skills —e.g., Reflections Tutorial, Reflections Activity; Knowledge, Activities —e.g., Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through; Knowledge, Tutorials —e.g., Protecting the Lungs, Gateway Drug - Alcohol; Take Action! MWP —e.g., pp. 17-19, 7, 9
b. Demonstrate strategies to avoid and reduce the risks in ATOD use.	PB: Knowledge, Tutorials —Refusal Skills; Take Action! MWP —p. 13 (applying refusal skills) PS: Skills, Life Skills —Conflict Challenge; Skills, Lab Activities —McKay Video; Take Action!, Activities —Assessment, Online; Knowledge, Tutorials —Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP , e.g., pp. 5, 11, 13 PR: Skills, Lab Activities —Managing Stress, Self-Talk; Skills, Life Skills —Inventory & Plan
c. Demonstrate the ability to use stress management strategies.	PR: Skills, Lab Activities —Managing Stress, Self-Talk; Skills, Life Skills —Inventory & Plan PB: Knowledge, Tutorials —Refusal Skills; Take Action! MWP —p. 13 (applying refusal skills) PS: Skills, Life Skills —Abduction Challenge, Conflict Challenge; Skills, Lab Activities —McKay Video; Take Action!, Activities —Assessment, Online; Knowledge, Tutorials —Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP , e.g., pp. 5, 11, 13

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Assess influences of individual, family, culture, and peer pressures on ATOD use.	PB: <i>Knowledge, Tutorials</i> —Refusal Skills (re: peer pressure), Tobacco Advertising; <i>Knowledge, Activities</i> —Counter-Smoking Ads to influence others; <i>Take Action! Communications Advocate</i>
b. Evaluate ATOD mass media messages and marketing techniques.	PB: <i>Knowledge, Tutorials</i> —Tobacco Advertising; <i>Knowledge, Activities</i> —Counter-Smoking Ads; <i>Take Action! Communications Advocate</i>
c. Evaluate current policies, laws, and criminal consequences related to ATOD use.	PB: <i>Knowledge, Tutorials</i> —Enforcer, Gateway Drug - Alcohol

**Content Area VI:
 Alcohol, Tobacco, and
 Other Drugs (ATOD)**

Standard 5: Use interpersonal communication skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Demonstrate resistance and negotiation skills to avoid ATOD use and reduce risk situations.	PB: Knowledge, Tutorials —Refusal Skills; Take Action! MWP —p. 13 (applying refusal skills) PS: Skills, Life Skills —Conflict Challenge; Take Action! Activities —Assessment, Online; Knowledge, Tutorials —Bullying, Avoiding Conflict, Internet Safety; Skills, Lab Activities —McKay Video (re: Internet Safety)

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 6: Use goal-setting and decision-making skills to enhance health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Predict legal, financial, occupational, and family problems associated with ATOD use.	
b. Apply decision-making strategies to ATOD issues.	PB: Skills, Life Skills —Reflections Tutorial, Reflections Activity, Life Saving Skills; Take Action! MWP
c. Develop a lifelong health plan that addresses use and nonuse of ATOD, including medications.	PB: Skills, Life Skills —Reflections Tutorial, Reflections Activity, Life Saving Skills; Take Action! MWP
d. Evaluate the impact of ATOD use on one’s life plan.	PB: Skills, Lab Activities —e.g., Shortness of Breath; Knowledge, Activities —e.g., Addiction Prediction, Life Expectancy Calculator; Knowledge, Tutorials —e.g., Tobacco Facts, Lung Cancer, Smoking & Pregnancy

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator Description	Location(s) Where Taught in Major Tools
a. Advocate for ATOD policies, laws, and programs that promote a safe and healthy society.	
b. Support school and community efforts regarding the illegal use of ATOD.	PB: <i>Take Action! Activities</i> —Tobacco-Free Car & Home, Awareness, Health Fair with form, Memory Quilt, Live Smoke Free; <i>Take Action! MWP</i> —p. 17; <i>Take Action! Communications Advocate</i> —all activities, except Advocate for Myself; <i>Take Action! Helping; Knowledge, Activities</i> —Counter-Smoking Ads
c. Demonstrate the ability to work cooperatively with others in preventing misuse of ATOD.	PB: <i>Take Action! Activities</i> —Tobacco-Free Car & Home, Awareness, Health Fair with form, Memory Quilt, Live Smoke Free; <i>Take Action! MWP</i> —p. 17; <i>Take Action! Communications Advocate</i> —all activities, except Advocate for Myself; <i>Take Action! Helping; Knowledge, Activities</i> —Counter-Smoking Ads