

## Michigan Model Protect A Friend Grade 6-8

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 1: Welcome to Our World</b>	<p>1-1-b Engage in a variety of positive, personal hygienic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>3-3-a Describe how personal choices can impact (sic) long-range health.</p>	<p><b>No Matches</b></p>	
<b>Lesson 2: Understanding Influences From Advertising and Social Groups</b>	<p>1-1-b Engage in a variety of positive, personal hygienic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>2-1-b Analyze the media impact on personal and family health decisions and practices.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p>		<p>1-4-c Collect and summarize information to make reasonable and informed decisions.</p> <p>3-2-a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television.</p> <p>3-3-a Analyze and assess oral/visual information for usefulness.</p> <p>3-3-b Use specific questioning strategies to comprehend oral/visual information.</p> <p>3-3-c Use various organizing strategies to recall oral/visual information.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 2 (Cont.)</b>	<p>3-3-a Describe how personal choices can impact (sic) long-range health.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p>		
<b>Lesson 3: Investigating Reasons Some Use Alcohol, Tobacco and Other Drugs</b>	<p>1-1-b Engage in a variety of positive, personal hygienic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>2-1-b Analyze the media impact on personal and family health decisions and practices.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>3-3-a Describe how personal choices can impact (sic) long-range health.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p>		<p>1-4-c Collect and summarize information to make reasonable and informed decisions.</p> <p>3-2-a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television.</p> <p>3-3-a Analyze and assess oral/visual information for usefulness.</p> <p>3-3-b Use specific questioning strategies to comprehend oral/visual information.</p> <p>3-3-c Use various organizing strategies to recall oral/visual information.</p>
<b>Lesson 4: Be Smart - Don't Start Part 1</b>	<p>1-1-b Engage in a variety of positive, personal hygienic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p>		<p>1-4-c Collect and summarize information to make reasonable and informed decisions.</p> <p>3-1-a Determine specific cognitive and physical barriers to effective listening and viewing.</p> <p>3-1-c Determine the effect of non-verbal cues on interpersonal communication.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 4 (Cont.)</b>	<p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>3-2-a Explore personal health and well-being on a regular basis.</p> <p>3-3-a Describe how personal choices can impact (sic) long-range health.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p>		<p>3-2-b Determine methods of assessing the validity and accuracy of various types of oral and visual information.</p>
<b>Lesson 5: Be Smart-Don't Start: Part Two</b>			<p>2-2-b Determine and use appropriate writing style based on the established purpose and intended audience.</p> <p>2-4-b Write to synthesize, interpret, and use new information.</p>
<b>Lesson 6: The Ugly Truth About Alcohol, Tobacco and Other Drug Use</b>	<p>1-1-b Engage in a variety of positive, personal hygienic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>3-2-a Explore personal health and well-being on a regular basis.</p>		<p>2-2-b Determine and use appropriate writing style based on the established purpose and intended audience.</p> <p>2-4-b Write to synthesize, interpret, and use new information.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 6 (Cont.)</b>	<p>3-3-a Describe how personal choices can impact (sic) long-range health.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p> <p>5-1-a Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-3-b Choose and model health advocacy strategies for families, schools, and communities.</p>		
<b>Lesson 7: A Winning Collection of Skills</b>	<p>3-2-a Explore personal health and well-being on a regular basis.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p> <p>5-1-a Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-3-b Choose and model health advocacy strategies for families, schools, and communities.</p>		<p>3-1-a Determine specific cognitive and physical barriers to effective listening and viewing.</p> <p>3-1-c Determine the effect of non-verbal cues on interpersonal communication.</p> <p>3-2-b Determine methods of assessing the validity and accuracy of various types of oral and visual information.</p>
<b>Lesson 8: Creating Our Lesson Plans</b>	<p>5-1-a Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-3-b Choose and model health advocacy strategies for families, schools, and communities.</p>		<p>2-2-b Determine and use appropriate writing style based on the established purpose and intended audience.</p> <p>2-4-b Write to synthesize, interpret, and use new information.</p> <p>3-1-a Determine specific cognitive and physical barriers to effective listening and viewing.</p> <p>3-1-c Determine the effect of non-verbal cues on interpersonal communication.</p> <p>3-2-b Determine methods of assessing the validity and accuracy of various types of oral and visual information.</p>
<b>Lesson 9: Honing Our Skills - "I Messages"</b>	<p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p>		<p>3-1-a Determine specific cognitive and physical barriers to effective listening and viewing.</p> <p>3-1-c Determine the effect of non-verbal cues on interpersonal communication.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 9 (Cont.)</b>	<p>4-1-a Demonstrate communication skills that build and maintain healthy relationships.</p> <p>4-1-b Choose appropriate communication techniques when interacting with family, peers and community.</p> <p>4-1-c Model effective interpersonal communication skills.</p> <p>4-2-a Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p> <p>5-1-a Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-3-b Choose and model health advocacy strategies for families, schools, and communities.</p>		<p>3-2-b Determine methods of assessing the validity and accuracy of various types of oral and visual information.</p>
<b>Lesson 10: Honing Our Skills - "Problem Solving"</b>	<p>1-1-b Engage in a variety of positive, personal hygenic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>3-3-a Describe how personal choices can impact (sic) long-range health.</p>		<p>3-1-a Determine specific cognitive and physical barriers to effective listening and viewing.</p> <p>3-1-b Use various listening techniques in problem-solving and decision-making situations.</p> <p>3-1-c Determine the effect of non-verbal cues on interpersonal communication.</p> <p>3-2-b Determine methods of assessing the validity and accuracy of various types of oral and visual information.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 10 (Cont.)</b>	<p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p> <p>4-1-a Demonstrate communication skills that build and maintain healthy relationships.</p> <p>4-1-b Choose appropriate communication techniques when interacting with family, peers and community.</p> <p>4-1-c Model effective interpersonal communication skills.</p> <p>4-2-a Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p> <p>5-1-a Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-3-b Choose and model health advocacy strategies for families, schools, and communities.</p>		
<b>Lesson 11: Honing Our Skills - "Refusal Skills"</b>	<p>5-1-a Analyze information/data to support or refute the cause/effect of various health issues.</p> <p>5-3-b Choose and model health advocacy strategies for families, schools, and communities.</p>		<p>3-1-a Determine specific cognitive and physical barriers to effective listening and viewing.</p> <p>3-1-c Determine the effect of non-verbal cues on interpersonal communication.</p> <p>3-2-b Determine methods of assessing the validity and accuracy of various types of oral and visual information.</p> <p>4-1-b Present oral information in a logical and coherent manner.</p> <p>4-1-c Use input from others to determine the effectiveness of personal communication.</p> <p>4-2-a Define characteristics of the audience when deciding appropriate language.</p> <p>4-2-b Determine the purpose of oral presentations when deciding appropriate language.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
<b>Lesson 12: Honing Our Skills - "Identifying Trouble"</b>	<p>1-1-b Engage in a variety of positive, personal hygienic (sic) behaviors.</p> <p>1-2-b Examine practices which enhance personal emotional, social, and physical well-being.</p> <p>1-2-c Examine ways to avoid, minimize, or cope with adolescent health problems.</p> <p>1-3-c Examine health practices which may cause and/or spread/prevent diseases.</p> <p>3-1-a Distinguish short and long-term consequences of risky and harmful behaviors (sic).</p> <p>3-1-c Analyze personal practices which promote lifelong health and well-being.</p> <p>3-3-a Describe how personal choices can impact (sic) long-range health.</p> <p>3-3-b Demonstrate individual responsibility in health-related decisions/choices.</p> <p>4-1-a Demonstrate communication skills that build and maintain healthy relationships.</p> <p>4-1-b Choose appropriate communication techniques when interacting with family, peers and community.</p> <p>4-1-c Model effective interpersonal communication skills.</p> <p>4-2-a Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4-2-b Determine behaviors/situations which create bridges and barriers to effective communication.</p>		<p>4-1-b Present oral information in a logical and coherent manner.</p> <p>4-1-c Use input from others to determine the effectiveness of personal communication.</p> <p>4-2-a Define characteristics of the audience when deciding appropriate language.</p> <p>4-2-b Determine the purpose of oral presentations when deciding appropriate language.</p>
<b>Lesson 13: Being Supportive to Ourselves and Our Friends</b>			<p>2-2-b Determine and use appropriate writing style based on the established purpose and intended audience.</p>

Lesson	Health Benchmarks	Science Benchmarks	Language Arts Benchmarks
Lesson 13 (Cont.)			4-1-b Present oral information in a logical and coherent manner.  4-1-c Use input from others to determine the effectiveness of personal communication.  4-2-a Define characteristics of the audience when decideing appropriate language.  4-2-b Determine the purpose of oral presentations when deciding appropriate language.