



The Dibble Institute

Relationship Skills for Teens

Healthy Choices Healthy Relationships

U.S. National Standards Health and PE

Grades: 6, 7, 8

Lesson 01: The Teen Brain

No Correlations Found

Lesson 02: Media Messages

Grade: **8** - Adopted **2007**

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.1	Examine how the family influences the health of adolescents.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.5	Analyze how messages from media influence health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.

Lesson 03: Peer and Family Influences

Grade: **8** - Adopted **2007**

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.1	Examine how the family influences the health of adolescents.
BENCHMARK / GRADE LEVEL	2.8.3	Describe how peers influence healthy and unhealthy behaviors.

EXPECTATION		
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.4:	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
GRADE LEVEL EXPECTATION	5.6.	Considers the consequences of various choices when confronted with negative peer pressure.

Lesson 04: Abuses and Exuses

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.1	Analyze the relationship between healthy behaviors and personal health.
BENCHMARK / GRADE LEVEL	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.

EXPECTATION		
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.6	Explain how appropriate health care can promote personal health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.5:	Demonstrate the ability to use decision-making skills to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.5	Predict the potential short-term impact of each alternative on self and others.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.7:	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	7.8.1	Explain the importance of assuming responsibility for personal health behaviors.

Lesson 05: Smart and Safe

Grade: **8** - Adopted **2007**

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
BENCHMARK /	1.8.1	Analyze the relationship between healthy behaviors and personal

GRADE LEVEL EXPECTATION		health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.6	Explain how appropriate health care can promote personal health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.4:	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.3	Demonstrate effective conflict management or resolution strategies.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.5:	Demonstrate the ability to use decision-making skills to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.5	Predict the potential short-term impact of each alternative on self and others.

BENCHMARK / GRADE LEVEL EXPECTATION	5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.7:	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	7.8.1	Explain the importance of assuming responsibility for personal health behaviors.

Lesson 06: Bullying and the Bystander

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.5	Analyze how messages from media influence health behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.4:	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.3	Demonstrate effective conflict management or resolution strategies.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.7:	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	7.8.1	Explain the importance of assuming responsibility for personal health behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)

ORGANIZATION		
STANDARD / BENCHMARK	NHES.8:	Demonstrate the ability to advocate for personal, family, and community health.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.

Lesson 07: Care, Consideration, and Respect

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.4:	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.8:	Demonstrate the ability to advocate for personal, family, and community health.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.2	Demonstrate how to influence and support others to make positive health choices.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
GRADE LEVEL EXPECTATION	5.12.	Seeks out, participates with, and shows respect for a peer of lesser skill ability.

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.1	Analyze the relationship between healthy behaviors and personal health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.6	Explain how appropriate health care can promote personal health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.3	Describe how peers influence healthy and unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.4:	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.3	Demonstrate effective conflict management or resolution strategies.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD /	NHES.5:	Demonstrate the ability to use decision-making skills to enhance

BENCHMARK		health.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.1	Identify circumstances that can help or hinder healthy decision making.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.3	Distinguish when individual or collaborative decision making is appropriate.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
BENCHMARK / GRADE LEVEL EXPECTATION	5.8.7	Analyze the outcomes of a health-related decision.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.7:	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
BENCHMARK / GRADE LEVEL EXPECTATION	7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
GRADE LEVEL	5.9.	Resolves interpersonal conflicts with a sensitivity to the rights and

EXPECTATION		feelings of others.
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Lesson 09: Pulling Things Together

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
BENCHMARK / GRADE LEVEL EXPECTATION	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.6:	Students will demonstrate the ability to use goal-setting skills to enhance health.
BENCHMARK / GRADE LEVEL EXPECTATION	6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.
BENCHMARK / GRADE LEVEL EXPECTATION	6.8.3	Apply strategies and skills needed to attain a personal health goal.
BENCHMARK / GRADE LEVEL EXPECTATION	6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.6.	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater

		awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.
GRADE LEVEL EXPECTATION	6.8.	Analyzes selected physical experiences for social, emotional, and health benefits.

Lesson 10: Setting a Course

No Correlations Found

Lesson 11: I-Messages

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.4:	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
BENCHMARK / GRADE LEVEL EXPECTATION	4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
GRADE LEVEL EXPECTATION	5.11.	Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting.

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For more information on Healthy Choices Healthy Relationships please contact:

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