

GRADE 6

TUCSON UNIFIED SCHOOL DISTRICT

**TUCSON UNIFIED
SCHOOL DISTRICT**

ALTERNATIVE FAMILY LIFE CURRICULUM



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TUCSON UNIFIED SCHOOL DISTRICT ALTERNATIVE FAMILY LIFE CURRICULUM

Overview

The Alternative Family Life Curriculum (ALC) was developed as an alternate set of instructional lessons for those parents and families who do not *opt-in* to the regular Family Life Curriculum.

This curriculum was designed in collaboration with counselors, teachers, coordinators and social workers. It addresses topics such as: Social emotional well-being, healthy habits, hygiene, self



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Classroom Climate

In order to create a climate conducive to effective learning within a comfortable, non-threatening environment:

- clear rules and regulations of behavior must be emphasized.
- Teachers/counselors need to introduce themselves as trained and knowledgeable individuals on these topics.
- teachers will encourage students to discuss the course content and their questions with their parents, guardians and families.

Parent Participation

Parent participation is highly valued by TUSD. An informational meeting for parents, guardians and families will be held prior to classroom presentations to allow for a review of curriculum content, classroom processes and viewing of materials to be used in teaching the lessons. A content outline will be provided for parents/guardians.



Pacing Guide

Grade 6				
Week 1				
<p>Day 1 Lesson 1 Communication</p> <p><u>Health Standards</u> S4C1PO1 S4C2PO1</p> <p><u>Lesson Objective</u> Students will be able to: practice listening skills for effective communication.</p> <p>understand necessary skills for building relationships based on mutual respect, trust and caring.</p> <p>identify the role of feelings and attitudes in behavior.</p>	<p>Day 2 Lesson 2 Family Relationships</p> <p><u>Health Standards</u> S1C2PO1 S2C1PO1 S2C2PO2</p> <p><u>Lesson Objective</u> Students will be able to: demonstrate an understanding and respect for differences in family units and custom.</p> <p>discuss the influence and relationships of parents and peers.</p> <p>describe changes in stages of life.</p>	<p>Day 3 Lesson 3 Media Media Literacy</p> <p><u>Health Standards</u> S2C1PO5 S2C1PO6</p> <p><u>Lesson Objectives</u> Students will be able to: analyze how messages from media influence health behaviors</p> <p>analyze the influence of technology on personal and family health</p>	<p>Day 4 Lesson 4 Self-esteem/Self-Confidence/Setting Boundaries</p> <p><u>Health Standards</u> S4C1PO1 S4C2PO1</p> <p><u>Lesson Objective</u> Students will be able to: explain the need for positive self-esteem/self-confidence</p> <p>identify the role of feelings and attitudes in behavior.</p> <p>understand the skills for building relationships based on mutual respect, trust, and caring.</p>	<p>Day 5 Lesson 5 Understanding Peer Pressure and Stereotyping</p> <p><u>Health Standards</u> S2C1PO3 S2C2PO2</p> <p><u>Lesson Objective</u> Students will be able to: explain how classmates and friends tend to group together.</p> <p>examine how they have more independent social opportunities as they get older.</p> <p>understand and maintain</p>



Lessons

Grade: 6 Lesson: 1	Lesson Title/Focus: Communication	Materials: <ul style="list-style-type: none">• anticipatory set story prompt, printed• active listening components, printed• Active listening video: What is Active Listening and Why is It Important?• Journal notebook to write in
Standards: S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health S4C2PO1 Identify effective conflict management or resolution strategies		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none">• practice listening skills for effective communication.• understand skills for building relationships based on mutual respect, trust and caring.• identify the role of feelings and attitudes in behavior.		
Academic Vocabulary: <ol style="list-style-type: none">1. active listening2. effective communication		
Anticipatory Set: <ul style="list-style-type: none">• Have student(s) read the brief story (half-sheet copy). <i>There was a little dog that liked to play in his front yard. He would toss his ball around and chew his bone and run in circles chasing his tail. One afternoon when he was playing, he spied a rabbit in the yard across the street. He dashed after it. A red Corvette with an old couple in it was driving down the street at the time. The woman had to turn the car very fast to miss hitting the little dog. She ran the car up on the sidewalk and hit a tree. The fender was dented and the tire blew out.</i>• Have student(s) put the half-sheet away and do something else.• Then, have student retell the story. How accurate is he/she? Process the results.• Student should discuss what happened and why with instructor or adult.• Brainstorm some principles of effective listening.		
Instruction: <ul style="list-style-type: none">• Display/discuss/print the components of Active Listening:<ol style="list-style-type: none">A. Don't interruptB. Look at the speakerC. Ask questions to clarifyD. Summarize what was saidE. Watch body languageF. Recognize the speaker's feelings		
Guided Practice: <ul style="list-style-type: none">• Student(s) will read silently the statement copied onto a half-sheet. "What do you think you're doing?" Then, student will read the statement aloud following the directions below.<ol style="list-style-type: none">a. Express anger by shouting the question. Have student(s) repeat the phrase, expressing anger, but adding body movements that would emphasize anger.		



Lesson References

Active Listening: How to Communicate Effectively, AMAZE Org
https://www.youtube.com/watch?v=BW82k7lwI_U

Anticipatory Set Paragraph: Print

There was a little dog that liked to play in his front yard. his front yard.



- a. How do peers influence your choices? (Give some examples: social activities, clothing choices, group behavior)
- b. How can Parental/Adult Influences and Peer Influences be in conflict?
- c. Which influence is stronger in each of the following situations:
 - What TV shows, movies or videos I might see
 - Whether I do my homework or not
 - How much education I'm going to get during the next ten years
 - What type of afterschool activities I will participate in?
 - The type of clothing or haircut I will get
- d. How can the conflict between family expectations or peer influences be resolved?
- e. Does the influence of family or peers change as a person ages?

- Answer the questions in your journal notebook.

Guided Practice:

Have student(s) answer this question: What are different things that happen on a daily basis that helps a family function smoothly? (examples: individual chores, having a job, getting up on time)

Evaluate each one and label who completed the task: everyone, older siblings or adults only.

Consulting your list, write an analysis that answers these questions:

- a) Do family member responsibilities change as they grow older?
- b) If a family or household is like an athletic team, what happens when one of the teammates is injured or does not carry their weight?

Independent Practice:

Create a daily and weekly "family function pie" and assign names. Share it with your family.

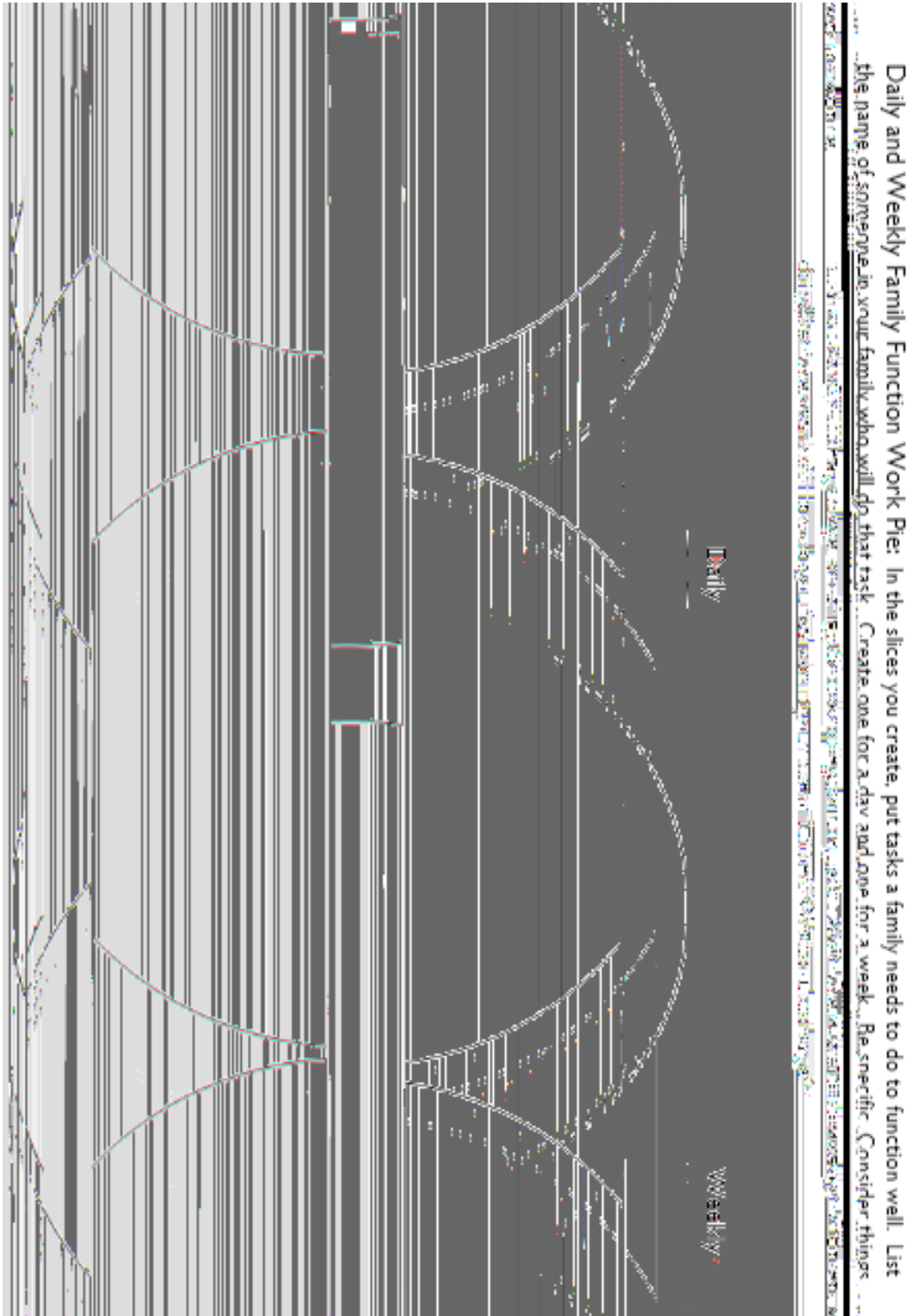
Closure:

Have each student write one paragraph evaluating how they balance the responsibilities of family and the influences of peers.



Lesson References

Family Function Daily and Weekly Work Pie template.



Name _____

1. " Families are like branches on a tree; we grow in different directions, yet our roots remain as one."
2. " Families are the compass that guides us. They are the inspiration to reach great heights, and our comfort when we falter."
3. " Family is the support you will never have to pay for because come rain, or shine, they will be there to cheer you on with every one of your life goals."
4. " Family is a unique gift that needs to be appreciated and treasured, eve



Grade: 6 Lesson: 3	Lesson Title/Focus: Media Literacy: What You Don't See!	Materials: 1. Examples of magazine 2. Advertisement Analysis Worksheet Advertisement Analysis Worksheet.docx
Synopsis Studying the influence of mass media on our lives allows students to view advertising in a new light. This lesson provides students with the opportunity to look at mass media in a critical way. Students become aware of the tremendous amount of advertising that they are exposed to on a daily basis. By looking at advertising critically, students begin to understand how the media oppresses certain groups, convinces people to purchase certain products, and influences culture.		
Standards: S2C1PO5 Analyze how messages from media influence health behaviors S2C1PO6 Analyze the influence of technology on personal and family health		
Lesson Objectives: Students will: <ul style="list-style-type: none"> • investigate the influence of advertising on their daily lives. • engage in critical inquiry of mass media. • evaluate hidden media messages. • interpret messages presented through advertising. 		
Academic Vocabulary: <ol style="list-style-type: none"> 1. Media 2. Literacy 3. Influence 4. Evaluate 		
Teacher Background: The student will be able to identify underlying messages in ads that strongly influence society's behavior.		
Anticipatory Set: Use the following questions to think about advertisements. <ol style="list-style-type: none"> a. Do you have a television in your bedroom? b. How many hours of television do you watch daily? c. What is your favorite television program? d. What kinds of advertisements do you often see as you are watching television? e. What magazines do you like to read? f. Do you subscribe to any magazines? What are they? g. What kinds of advertisements do you see in the magazines you read? 		
Guided Practice: <u>Screen Media</u> <ol style="list-style-type: none"> a. As you watch regular television record the advertisements you see, record the amount of time you spent watching commercials and the subject of each commercial. For example, if you watch three hours of television, note how much of that time was spent viewing commercials and the content of the commercial (e.g., products, television programming, 		



1. What is happening in the advertisement?
2. What objects in the advertisement can you identify?
3. With which general time period are those objects associated (historical past, present, or future)?
4. What are the people in the image doing?
5. What do the facial expressions or body language suggest?
6. What characteristics of buildings or environment give you clues to the location?
7. What are the people wearing?
8. What is the relationship between the people in the advertisement?
9. What is the advertisement selling?
10. What interests you the most about the advertisement?



Grade: 6 Lesson: 4	Lesson Title/Focus: Self-Esteem/ Self-Confidence/ Setting Boundaries	Materials: <ul style="list-style-type: none"> • Self-Confidence/Self-esteem: What is Self Esteem? Three Tips to Boost Your Confidence • Setting Boundaries Life Lessons Sharing and Respecting Setting Boundaries Worksheet: Scholastic worksheet on Setting Boundaries • Refusal Skills Refusal Skills Video #1 Refusal Skills Video #2
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Standards:
 S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health.
 S4C2PO1 Identify effective conflict management or resolution strategies.

Lesson Objectives:
 Students will be able to:

- explain the need for positive self-esteem/self-confidence.
- identify the role of feelings and attitudes in behavior.
- understand skills for building relationships based on mutual respect, trust, and caring.

Academic Vocabulary:

1. Self-esteem/Self-confidence: a measure of how much you value, respect and feel confident about yourself. “Liking yourself”
2. Personal boundaries: Setting standards for how people can treat you
3. Consent: occurs when one person voluntarily agrees to the proposal or desires of another
4. Refusal skills: skills that help people avoid participating in high-risk behavior.

Anticipatory Set:

- Have student(s) write their own definitions for self-esteem. Then, have them research definitions and compare/contrast. Have three student(s) list some characteristics that they think people with high self-esteem may have. Compare that with a list of characteristics that someone with low self-esteem may have. And, finally, prodr9/



Guided Practice:

- People do things when they want to fit in or feel less awkward. This is when they consent to participate in an activity that may be risky.
- Notice how Refusal Skills are used in video #1 to set boundaries and not consent to activities. Then, watch video #2, which reinforces the points shown in video #2. Then, write a script or create a poster that includes the basic Refusal Skills Techniques:
 1. Say “No.”
 2. Repeat “No” if necessary.
 3. Suggest some other activity.
 4. Leave the situation.

Independent Practice:

- Personal Reflection:
 - Student(s) reflect upon personal situations that they have encountered when they were tempted to try something they should not do.



Life Lessons in Sharing and Respecting, 6KILO.com

https://www.youtube.com/watch?v=YNOFsnjYhY&list=PL_GNAnChekN3T4VBMjC029uUZatrc-PRv&index=7&t=0s

PBIS "Resisting Peer Pressure." Ms. McVey

https://www.youtube.com/watch?v=W1To6LoK6_8&feature=youtu.be

Self Esteem Deschutes County: Middle School Lunch with Refusal Skills

<https://www.youtube.com/watch?v=NwdXFPsI500>



(Good peer pressure can challenge you to be better.) Indicate the messages presented by the video and whether you agree with them.

- How does peer pressure work in a group?
- When you join a new group, are you pressured t



What is Peer pressure? CBC Kids

<https://www.youtube.com/watch?v=FGv6sx0gOcc>

What is Stereotyping? Life Lessons

<https://www.youtube.com/watch?v=UDTVasxLNho>

Winnie the Pooh quote

“Just because an animal is large, it doesn’t mean he doesn’t want kindness; however big Tigger seems to be, remember that he wants as much kindness as Roo.” —*Winnie-the-Pooh*



Grade: 6 Lesson: 6	Lesson Title/Focus: Bullying/ Assertiveness/Cyber Bullying	Materials: Assertiveness article: Edutopia article on assertiveness Assertiveness and setting boundaries videos: The Four Types of Communication Five tips on being assertive Cyber Bullying article: Article on Cyber-Bullying and How to Recognize It Cyber Bullying videos: Recognizing Cyber-Bullying and How to Defend Yourself Protecting Yourself from Cyber-Bullying
Health Standards: S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health. S4C2PO1 Identify effective conflict management or resolution strategies. S4C3PO1 Identify ways to ask for assistance to enhance the health of self and others.		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> review setting personal boundaries. demonstrate refusal skills and ask for help if necessary. explain and recognize the concept of assertiveness. understand what respect entails. <p>T.U.S.D. has a policy that prohibits harassment and stipulates consequences for such acts. Bullying is also in the Students' Rights and Responsibilities.</p>		
Academic Vocabulary: <ol style="list-style-type: none"> 1. affection, friendliness 2. bullying/harassment 3. cyber-bullying 4. refusal skills 5. assertiveness 6. boundaries 7. respect 		
Teacher Background: <ul style="list-style-type: none"> • Social situations can get more complicated as people get older. • Students need to have strategies for avoiding risky or challenging situations, especially when there is a power differential. 		
Anticipatory Set: <ul style="list-style-type: none"> • Student(s) will write a definition for the terms affection/friendliness. 		



Cyber Bullying videos:

<https://youtu.be/5wjKb4DAhI4> What is cyber bullying and how to defend against it

<https://youtu.be/916K8xRxQZw> Protect Yourself Rules Cyber Bullying

- Share your cartoon strip with your instructor and your parent/guardian.

Closure:

Think of an example where you or a friend witnessed bullying.

How did you feel while you observed the action and words?

Did you do anything to stop the bullying?

If not, how would you like to handle the situation if you witnessed it again?

Record how you would “re-write the script” of the incident.



Assertiveness and setting boundaries videos:



needs. A student may say to a friend, “I feel sad when you cancel our plans, because I love hanging out with you.” This gives the friend a chance to understand the speaker’s needs and try to meet them.

Knowing how to respond to aggression: Sometimes when we communicate assertively, we’re met with an aggressive response that

e



<https://www.safesearchkids.com/cyber-bullying-for-kids-and-teens/#.Xs7C8WdYauW>

Cyberbullying is a phrase you may hear all the time, but it takes many different forms and meanings. Bullying is something that many children and teens go through in school,



Grade: 6
Lesson: 7

Lesson Title/Focus:
Decision-Making

Materials:
Make It Easy Activity Sheet



MA



Grade: 6 Lesson: 8	Lesson Title/Focus: Personal Hygiene	Materials: Internet access for BrainPOP https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/personalhygiene/ Poster Board/paper
Synopsis: After studying different types of personal hygiene, students will select a focus within personal hygiene topic and produce an infomercial or poster.		
Standards: S1C1PO1 Analyze the relationship between healthy behaviors and personal health. S1C5PO1 Explain how appropriate health care can promote personal health. S3C2PO4 Locate valid and reliable health products and services.		



Internet access for BrainPOP

<https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/personalhygiene/>



Grade Level: 6 Lesson: 9	Lesson Title/Focus: Staying Safe/ Consent and Refusal Skills	Materials: What is Consent? Video: What is Consent? Refusal Skills Review Video: Review and Practice Refusal Skills Storyboard Template: Storyboard Template Refusal Skills worksheet: Refusal Skills Practice
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Health Standards:
 S4C1PO2 Demonstrate refusal and negotiation skills that avoid or reduce health risks
 S7C2PO2 Demonstrate behaviors that avoid or reduce health risks to self and others
 S4C2PO1 Identify effective conflict management or resolution strategies

Lesson Objectives:



Alternative Family Life Curriculum

Glossary of Terms

Important Note: This glossary of terms is a comprehensive list of the academic vocabulary for the entire 4th through 12th grade Alternative Family Life Curriculum. For specific vocabulary introduced by grade level, please see each lesson.



Crisis Center- 1. a central facility, telephone answering service, etc., where people may obtain informed help or advice in a personal crisis.
2. an office, building, agency, etc., serving as a central point for receiving information and coordinating action during a disaster or emergency.

Custody/ Custodial Arrangements- The care, control and maintenance of a child awarded by a court.

Customs- A practice common to many, or to a particular place, class or individual.

Cyber Bullying- Mistreating a person through technology especially via social media.

Cyber Harassment- Cyber Harassment is defined as a repeated, unsolicited, hostile behavior



Effective Communication- Communication between two or more persons that involves the process of delivering, receiving and understanding the message successfully.

Emotional Abuse- is deliberately causing mental or emotional pain. Examples include intimidation, coercion, ridiculing, harassment, treating an adult like a child, treating an adult from family, friends, or regular activity, use of controlling behavior, and verbal abuse or swearing which results in mental distress.

Empathy- The ability to understand and share the feelings of another person.

Empowerment- Becoming stronger and more confident in one's ability to control one's life.

Esteem- Respect and admiration.

Evaluate- To determine the value of something through appraisal and study.

Explicit- Fully revealed or expressed without ambiguity.

Extended Family- A family unit that includes grandparents, grandfathers, grandmothers, uncles, etc. in addition to parents and children.

Family Unit- A group of two or more persons related by birth, marriage, or adoption who live together; all such related persons are considered as members of one family.

Family Counseling- Family counseling is a counseling specialization focusing on the family unit. BC q0.00 qml4BT/F4 12 Tf1 0 0 15 42



I-Message- In interpersonal communication, an I-message or I-statement is an assertion about the feelings, beliefs, values, etc. of the person speaking, generally expressed as a sentence beginning with the word "I".

Impaired/Impairment- Having a disability of a specified kind, for example hearing loss.

Implicit- Implied, not plainly expressed.

Inclusiveness- the quality of including many different types of people and treating them all fairly and equally.

Individuality- Characteristics that distinguishes people.

Infection- The invasion and growth of germs in the body. The germs may be bacteria, viruses, yeast, fungi, or other microorganisms. Infections can begin anywhere in the body and may spread all through it. An infection can cause fever and other health problems, depending on where it occurs in the body.

Informed Decision- Assessing risks and collecting relevant information before you take a step. An informed decision focuses on the risks and benefits involved in the decision-making process.

Influence- The capacity to have an effect on the character development of someone or something.

Insight- The ability to have a clear, deep and sometimes sudden understanding of a complicated problem or situation.

Integrity- The quality of being honest and having strong moral principles that you refuse to change.

Introspection- A reflective looking inward: an examination of one's own thoughts and feelings.

Irreversible- Not possible to change; impossible to return to a previous condition.

Irritated- To provoke impatience, anger, or displeasure in, to annoy, to induce irritability in or of, to cause or induce displeasure or irritation.

Kindness- The quality of being generous, helpful



Liking Yourself- Accepting yourself and coming to terms with those aspects of yourself that you cannot change.

Literacy- Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

- A five tier model of human needs – consisting of Psychological needs,



Personal Goals- Personal goals are short- or long-term goals that can apply to your work, family life or lifestyle. They are meant to motivate you to achieve what you want in life.

Personal Hygiene- Personal hygiene refers to maintaining cleanliness of one's body and clothing to preserve overall health and well-being.

Personal Space- The distance from another person at which one feels comfortable when talking to or being next to that other person.

Perspiration- The process of sweating; sweat.

Physical Abuse- Deliberately aggressive or violent behavior by one person toward another that results in bodily injury. Physical abuse may involve such actions as punching, kicking, biting, choking, burning, shaking, and beating, which may at times be severe enough to result in permanent damage (e.g., traumatic brain injury) or death.

Physical Activity- Physical activity refers to all movement. Regular physical activity is proven to help prevent and manage noncommunicable diseases (NCDs) such as heart disease, stroke, diabetes and several cancers. It also helps prevent hypertension, maintain healthy body weight and can improve mental health, quality of life and well-being.

Physical Characteristics- The physical features of a person or something. Personal characteristics might include weight, volume, shape, color, etc.

Physiological- A branch of biology that deals with living organisms and their parts.

Popcorn Lung- "Popcorn lung" is the nickname for bronchiolitis obliterans. That's a condition that damages your lungs' smallest airways and makes you cough and feel short of breath. It's sometimes caused by breathing in chemicals used to flavor microwave popcorn and other chemicals used in some electronic cigarette flavors in the US.

Power Differential- Situations in which one person is perceived or actually has more authority, agency or knowledge than another person.

Preventive Health Services- Routine health care that includes screenings, check-ups, and patient counseling to prevent illnesses, disease, or other health problems.

Process- A process is a procedure, something you do in order to achieve a certain result.

Pros and Cons- The advantages and disadvantages of something, especially something that you are considering doing.

Refusal- A refusal is the fact of firmly saying or showing that you will not do, allow, or accept something.

Refusal Skills- A process where someone lets another person know that they aren't giving permission to the action.

Refusal Strategies- Ways of saying "No".



Relationships- Connections between two or more people.

Resiliency- The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. A number of factors contribute to how well people adapt to adversities, predominant among them (a) the ways in which individuals view and engage with the world, (b) the availability and quality of social resources, and (c) specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

Respect- A feeling of deep admiration for someone or something.

Responsibilities- The state or fact of having duty or control over something.

Sanitize- To make something clean and healthy, especially by killing bacteria.

Self-Acceptance- An individual's acceptance of all of his/her attributes, positive or negative. It includes body acceptance, self-protection from negative criticism, and believing in one's capacities.

Self-Actualization- The psychological process aimed at maximizing the use of a person's abilities and resources. This process may vary from one person to another.

Self-Awareness- Conscious knowledge of one's own character, feelings, motives, and desires.

Self-Concept- The way a person sees themselves in comparison to others.

Self-Confidence- Self-assurance- trust in oæ . p / y



2. an arrangement, often legal, by which two married people stop living together as a couple



Ultraviolet Rays- Ultraviolet (UV) radiation from the sun can cause sunburn, skin damage, eye damage and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

Unfair- Not treating people in an equal way, or not morally right.

URL- A URL (Uniform Resource Locator) is a unique identifier used to locate a resource on the Internet. It is also referred to as a web address. URLs consist of multiple parts -- including a protocol and domain name -- that tell a web browser how and where to retrieve a resource.

U.S. Surgeon General- The chief medical doctor and health educator for the United States. The mission of the U.S. Surgeon General is to give the public the best scientific information available on how to improve health and lower the risk of illness and injury. The U.S. Surgeon General oversees the U.S. Public Health Service and is chosen by the U.S. President.

Validation- Demonstrate or support the truth or value of something.

Values- A person's principals or standards of behaviors; one's judgement of what is important in life.

Vet- to examine something or someone carefully to make certain that they are acceptable



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