

myHealth for Teens & Young Adults

National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

The Minnesota Department of Education recommends that districts utilize the National Health Education Standards (NHES). These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12. They provide a framework for teachers, administrators and policymakers in designing and selecting curriculum and instructional resources, and in assessing student achievement. The NHES are behavior based, with health education content integrated across each standard.

The National Health Education Standards and Minnesota Benchmarks were developed by the Minnesota Department of Education to serve as a guide for districts for locally developed standards providing sample grade-specific benchmarks for K-12 health education.

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HEALTHY FRIENDSHIPS	
The presentation explores the importance of healthy friendships and what it means to be a good friend. Students will identify what qualities are important to them in a friend, and behaviors that are healthy and unhealthy in friendships. Students will learn how to communicate effectively and navigate conflict in a respectful and safe manner.	
Grade Level	MN Benchmark
4th	1.2 The student will identify health problems that should be detected and treated early. 1.3 The student will compare the effects of positive and negative behavior on personal health. 4.1 The student will describe communication skills to build and maintain healthy relationships. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems.
5th	4.1 The student will demonstrate healthy ways to express needs, wants, and feelings. 5.1 The student will describe strategies and skills needed to attain personal health goals. 7.1 The student will demonstrate ways to avoid and reduce threatening situations. 8.2 The student will demonstrate the ability to work cooperatively when advocating for healthy individuals and family.
6th	1.1 The student will describe how the family and peers influence the health of individuals. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems on the individual. 7.1 The student will distinguish between healthy and unhealthy relationships. 8.1 The student will demonstrate the ability to influence and support others in making positive health choices.
7th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. 2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services. 3.2 The student will describe situations requiring professional health services 5.1 The student will predict how decisions regarding health behaviors have consequences for self and others.
8th	2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services. 4.1 The student will analyze effective verbal and nonverbal communication skills to enhance health 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 7.1 The student will distinguish between safe and risky or harmful behaviors in relationships.
9th	3.1 The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information. 4.2 The student will analyze how interpersonal communication affects relationships. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 8.1 The student will express information and opinions about health issues
10th	3.2 The student will analyze situations requiring professional health services. 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults. 7.2 The student will develop strategies to reduce a health-threatening situation in the community.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

HEALTHY RELATIONSHIPS	
<p>Focusing primarily on romantic relationships, the lesson explores the differences between healthy and unhealthy relationships. Students can create their perfect partner and explore their values and needs. Students will identify traits that are important to them in a romantic relationship and learn to identify unhealthy traits in relationships. Students will learn about the cycle of abuse and how to advocate for themselves or someone else. This presentation provides resources on consent and bystander intervention.</p>	
Grade Level	MN Benchmark
4th-6th	Not Applicable-Please see Healthy Friendships presentation. You can also speak with a myHealth educator to see what other presentations might meet the needs of students.
7th	<p>1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.</p> <p>2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services.</p> <p>3.2 The student will describe situations requiring professional health services</p> <p>5.1 The student will predict how decisions regarding health behaviors have consequences for self and others.</p>
8th	<p>2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services.</p> <p>4.1 The student will analyze effective verbal and nonverbal communication skills to enhance health</p> <p>4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>7.1 The student will distinguish between safe and risky or harmful behaviors in relationships.</p>
9th	<p>3.1 The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.</p> <p>4.2 The student will analyze how interpersonal communication affects relationships.</p> <p>4.4 The student will evaluate ways to communicate care, consideration and respect of self and others.</p> <p>8.1 The student will express information and opinions about health issues</p>
10th	<p>3.2 The student will analyze situations requiring professional health services.</p> <p>4.1 The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p> <p>5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.</p> <p>7.2 The student will develop strategies to reduce a health-threatening situation in the community.</p>
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

myHealth for Teens & Young Adults

National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

HEALTHY BOUNDARIES	
This lesson covers virtual, physical and emotional boundaries, exploring what students are okay with and not okay with. Students will learn how boundaries can help maintain emotional and physical safety. As a group, students will define healthy boundaries for themselves, and how to communicate their boundaries with friends, family, peers, and strangers.	
Grade Level	MN Benchmark
4th	1.3 The student will compare the effects of positive and negative behavior on personal health. 4.1 The student will describe communication skills to build and maintain healthy relationships. 4.2 The student will demonstrate healthy ways to express needs, wants, and feelings. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems.
5th	4.1 The student will demonstrate healthy ways to express needs, wants, and feelings. 4.2 The student will describe communication skills to build and maintain healthy relationships. 5.1 The student will describe strategies and skills needed to attain personal health goals. 6.0 The student will demonstrate the ability to use goals-setting skills to enhance skills.
6th	2.1 The student will analyze how information from peers influences health. 3.2 The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information. 4.1 The student will demonstrate effective verbal and nonverbal communication skills to enhance health. 7.1 The student will distinguish between healthy and unhealthy relationships.
7th	1.3 The student will identify ways to reduce risks related to early adolescent health problems. 2.1 The student will describe the influence of cultural beliefs on health behaviors. 5.1 The student will predict how decisions regarding health behaviors have consequences for self and others. 7.2 The student will demonstrate strategies to improve or maintain personal and family health.
8th	2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. 7.1 The student will distinguish between safe and risky or harmful behaviors in relationships.
9th	1.4 The student will analyze how the family, peers, community and environment influence individual and public health. 4.2 The student will analyze how interpersonal communication affects relationships. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 7.2 The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.
10th	3.2 The student will analyze situations requiring professional health services. 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults. 7.3 The student will develop strategies to improve or maintain personal, family and community health.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

SOCIAL MEDIA SAFETY	
<p>Although we will be talking about technology, students will not need to have access to any technology. This lesson begins with discussing current trends in social media by using the expertise of the students in the room. It covers some of the common dangers of the internet: sexting, bullying, unwanted exposure to pornography, and personal information being shared. Students are encouraged to think about the positives and negatives of living in a “plugged-in” society. Students will also learn what can be done and who to go to if something negative does occur while online, and how positively navigate the internet and social media. This presentation can be adapted to the needs of younger and older aged students</p>	
Grade Level	MN Benchmark
4 th -5 th	Not applicable- speak with a myHealth educator to see what other presentations might meet the needs of students
6 th	<p>1.1 The student will describe how the family and peers influence the health of individuals.</p> <p>3.2 The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information.</p> <p>4.2 The student will describe the possible causes of conflict among youth in schools.</p> <p>7.1 The student will distinguish between healthy and unhealthy relationships.</p>
7 th	<p>2.1 The student will describe the influence of cultural beliefs on health behaviors.</p> <p>3.2 The student will describe situations requiring professional health services.</p> <p>4.1 The student will describe how the behavior of family and peers affects interpersonal communication.</p> <p>5.1 The student will predict how decisions regarding health behaviors have consequences for self and others.</p>
8 th	<p>2.2 The student will analyze the influence of technology on personal and family health.</p> <p>4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively</p> <p>7.1 The student will distinguish between safe and risky or harmful behaviors in relationships.</p>
9 th	<p>1.4 The student will analyze how the family, peers, community and environment influence individual and public health.</p> <p>2.2 The student will evaluate the effect of media and other factors on personal, family and community health</p> <p>4.3 The student will demonstrate healthy ways to express needs, wants and feelings.</p> <p>4.9 The student will evaluate strategies used to prevent conflict.</p>
10 th	<p>2.1 The student will select and assess a school or community health issue resulting from the influence of culture, media, technology and other factors and implement a solution for that issue.</p>

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National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

	<p>3.2 The student will analyze situations requiring professional health services.</p> <p>5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.</p> <p>7.3 The student will develop strategies to improve or maintain personal, family and community health.</p>
11 th -12 th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

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National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

CONSENT	
Do you know the difference between flirting and sexual harassment? This presentation will define the word consent and provide a framework in which to engage self and others. Students will examine scenarios and look for ways to communicate consent with friends and partners, intervene as bystanders, and advocate for themselves and their community.	
Grade Level	MN Benchmark
4th-5th	Not Applicable- Please see Healthy Boundaries presentation, it covers consent. You can also speak with a myHealth educator to see what other presentations might meet the needs of students.
6th	2.1 The student will analyze how information from peers influences health. 3.2 The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information. 4.1 The student will demonstrate effective verbal and nonverbal communication skills to enhance health. 7.1 The student will distinguish between healthy and unhealthy relationships.
7th	2.1 The student will describe the influence of cultural beliefs on health behaviors. 3.2 The student will describe situations requiring professional health services. 4.2 The student will demonstrate refusal skills to enhance health. 7.1 The student will explain the importance of assuming responsibility for personal health behaviors.
8th	2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services. 4.1 The student will analyze effective verbal and nonverbal communication skills to enhance health 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 7.1 The student will distinguish between safe and risky or harmful behaviors in relationships.
9th	1.4 The student will analyze how the family, peers, community and environment influence individual and public health. 2.2 The student will evaluate the effect of media and other factors on personal, family and community health. 4.2 The student will analyze how interpersonal communication affects relationships. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 8.3 The student will influence and support others in making positive health choices.
10th	1.1 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life. 3.2 The student will analyze situations requiring professional health services. 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults. 8.1 The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

SEXUAL DECISION MAKING	
<p>Covering the various factors that influence a young person’s decision to engage in sexual activities and the common sources of pressure, this lesson allows for critical thinking about personal values and beliefs. We encourage students to determine and reflect on their personal boundaries and choices. Students engage in a “dating line up” which explores “steps” of dating, intimacy building and sexual activity as empowered choices. This presentation can include another activity where students create responses to common pressure lines, encouraging communication between partners and self-advocacy.</p>	
Grade Level	MN Benchmark
4th-7th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students.
8th	<p>2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services</p> <p>4.1 The student will analyze effective verbal and nonverbal communication skills to enhance health.</p> <p>4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively</p>
9th	<p>1.4 The student will analyze how the family, peers, community and environment influence individual and public health</p> <p>4.2 The student will analyze how interpersonal communication affects relationships.</p> <p>4.4 The student will evaluate ways to communicate care, consideration and respect of self and others.</p> <p>8.1 The student will express information and opinions about health issues.</p>
10th	<p>1.3 The student will describe how to delay onset and reduce risks of potential health problems</p> <p>3.2 The student will analyze situations requiring professional health service</p> <p>4.1 The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p> <p>6.2 The student will formulate an effective plan for optimal, lifelong health.</p>
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11 th and 12 th graders.
Transitions	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

SEXUAL DECISION MAKING- Choose Your Own Adventure	
Students get to “Choose Their Own Adventure” just like the books! This interactive lesson prompts students to critically think about sexual decision making and reflect on the outcomes different decisions may have. Students will follow a scenario and decide what the characters will do, each decision leading to a different outcome. Main themes include communication, consent, boundaries, STI and unplanned pregnancy prevention.	
Grade Level	MN Benchmark
4th-7th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students.
8th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. 8.1 The student will analyze various communication methods to accurately express health information and ideas.
9th	1.1 The student will analyze how behavior can impact health maintenance and disease prevention 4.3 The student will demonstrate healthy ways to express needs, wants and feelings. 5.3The student will predict immediate and long-term impact of health decisions on the individual family and community. 7.1 The student will analyze the role of individual responsibility for enhancing health.
10th	1.3 The student will describe how to delay onset and reduce risks of potential health problems. 3.2 The student will analyze situations requiring professional health services. 4.1 The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas. 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

**myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)**

SAFER SEX METHODS & ABSTINENCE	
Beginning with a short activity on abstinence, this presentation covers the methods of contraception most widely accepted in the US, and most commonly used by young people. These methods include both prescription (pill, ring, shot, the Nexplanon rod, IUD, and emergency contraception) and non-prescription or behavioral methods (condoms, dental dams and other barrier methods, withdrawal and chance). Educators will also discuss sexually transmitted infection (STI) prevention and the importance barrier methods have in preventing the spread of STIs. If time allows, we also discuss unplanned pregnancy prevention myths and facts, and common barriers to accessing birth control or condoms. This presentation can include a condom demonstration, per request of the teacher.	
Grade Level	MN Benchmark
4th-7th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students.
8th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 4.3 The student will demonstrate refusal and negotiation skills to enhance health. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
9th	1.1 The student will analyze how behavior can impact health maintenance and disease prevention. 1.3 The student will explain the impact of personal health behaviors on the functioning of body systems. 3.2 The student will evaluate factors that influence personal selection of health products and services. 7.2 The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction. 8.1 The student will express information and opinions about health issues.
10th	1.3 The student will describe how to delay onset and reduce risks of potential health problems. 3.1 The student will analyze the cost and accessibility of health-care services. 3.2 The student will analyze situations requiring professional health services. 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

myHealth for Teens & Young Adults

National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

STI PREVENTION	
Students will learn about the three types of STIs (bacterial, viral and parasitic) and the five common STIs contracted by young people. Students will also learn about symptoms, testing, treatment and prevention. Through engaging activities educators will destigmatize STIs and emphasize communicating about STIs with a partner is normal and healthy. This presentation can include a condom demonstration, per the request of the teacher.	
Grade Level	MN Benchmark
4th-7th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students
8th	<p>1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death</p> <p>2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services.</p> <p>4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>4.3 The student will demonstrate refusal and negotiation skills to enhance health.</p> <p>5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.</p>
9th	<p>1.1 The student will analyze how behavior can impact health maintenance and disease prevention.</p> <p>3.2 The student will evaluate factors that influence personal selection of health products and services</p> <p>4.2 The student will analyze how interpersonal communication affects relationships.</p> <p>7.2 The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.</p> <p>8.1 The student will express information and opinions about health issues.</p>
10th	<p>1.3 The student will describe how to delay onset and reduce risks of potential health problems</p> <p>3.2 The student will analyze situations requiring professional health services.</p> <p>4.1 The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p> <p>5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.</p> <p>7.3 The student will develop strategies to improve or maintain personal, family and community health.</p>
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

PUBERTY	
Aimed primarily at students in the thick of puberty, this high-energy lesson focuses on re-assuring each young person that they are, in fact, “normal.” This presentation begins with asking students to explore their excitement and anxiety about growing up. Students learn about physical and emotional changes that occur during puberty as well as debunk common myths around becoming a teenager.	
Grade Level	MN Benchmark
4th	1.1 The student will describe the basic structure and functions of the human body systems. 3.1 The student will identify characteristics of valid health information and health-promoting products and services.
5th	1.1 The student will explain how health is influenced by the interaction of body systems. 5.1 The student will describe strategies and skills needed to attain personal health goals. 7.2 The student will describe responsible health behaviors.
6th	6.1 The student will apply strategies and skills needed to attain personal health goals. 8.1 The student will demonstrate the ability to influence and support others in making positive health choices.
7th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. 2.1 The student will describe the influence of cultural beliefs on health behaviors. 6.2 The student will describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. 8.1 The student will analyze information and opinions about health issues.
8th	1.1 The student will analyze how heredity, environment, and personal health are related. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.
9th-12th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

myHealth for Teens & Young Adults

National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

HYGIENE & ANATOMY	
This presentation explores anatomy and how to maintain clean and healthy body parts. Students will partake in activities that discover the importance of a daily personal hygiene routine and the public or private locations that one can participate in positive hygienic behaviors. Who knew that taking care of your body could be so much fun?!	
Grade Level	MN Benchmark
4th	1.1 The student will describe the basic structure and functions of the human body systems. 1.3 The student will compare the effects of positive and negative behavior on personal health. 5.1 The student will demonstrate the ability to apply a decision-making process to health issues and problems 8.1 Students will demonstrate the ability to advocate for personal, family, and community health.
5th	1.1 The student will explain how health is influenced by the interaction of body systems. 3.2 The student will demonstrate the ability to locate health products and services 5.1 The student will describe strategies and skills needed to attain personal health goals. 7.1 The student will demonstrate ways to avoid and reduce threatening situations 7.2 The student will describe responsible health behaviors. 8.1 The student will identify barriers to effective communication about health issues.
6th	6.1 The student will describe how the family and peers influence the health of individuals.
7th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. 3.2 The student will describe situations requiring professional health services. 7.1 The student will explain the importance of assuming responsibility for personal health behaviors. 8.1 The student will analyze information and opinions about health issues.
8th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 3.2 The student will analyze how media influences the selection of health information and products. 5.2 The student will analyze how health-related decisions are influenced by individual, family and community values. 6.1 The student will develop a plan that addresses personal strengths, needs and health risks.
9th	1.3 The student will explain the impact of personal health behaviors on the functioning of body systems 3.2 The student will evaluate factors that influence personal selection of health products and services. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 7.1 The student will analyze the role of individual responsibility for enhancing health.
10th	1.2 The student will analyze the impact of personal health behaviors on the functioning of body systems. 3.2 The student will analyze situations requiring professional health services 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults. 7.3 The student will develop strategies to improve or maintain personal, family and community health.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.
ANATOMY (REPRODUCTIVE)	

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National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

Using household items, students will craft their own anatomy model and explore the wonders of our reproductive systems. Students will also learn what to expect as their adolescent bodies develop and grow, and how to maintain a healthy, happy reproductive system. This presentation makes a topic that can be boring or awkward, fun and interactive!	
Grade Level	MN Benchmark
4 th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students.
5 th	1.1 The student will explain how health is influenced by the interaction of body systems. 3.2 The student will demonstrate the ability to locate health products and services 5.1 The student will describe strategies and skills needed to attain personal health goals. 7.1 The student will demonstrate ways to avoid and reduce threatening situations 7.2 The student will describe responsible health behaviors. 8.1 The student will identify barriers to effective communication about health issues.
6 th	6.1 The student will describe how the family and peers influence the health of individuals.
7 th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. 3.2 The student will describe situations requiring professional health services. 7.1 The student will explain the importance of assuming responsibility for personal health behaviors. 8.1 The student will analyze information and opinions about health issues.
8 th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 3.2 The student will analyze how media influences the selection of health information and products. 5.2 The student will analyze how health-related decisions are influenced by individual, family and community values. 6.1 The student will develop a plan that addresses personal strengths, needs and health risks.
9 th	1.3 The student will explain the impact of personal health behaviors on the functioning of body systems 3.2 The student will evaluate factors that influence personal selection of health products and services. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 7.1 The student will analyze the role of individual responsibility for enhancing health.
10 th	1.2 The student will analyze the impact of personal health behaviors on the functioning of body systems. 3.2 The student will analyze situations requiring professional health services 5.1 The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults. 7.3 The student will develop strategies to improve or maintain personal, family and community health.
11 th -12 th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

GENDER NORMS & BODY IMAGE

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National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

This lesson is jam-packed with activities. Students will critically examine the beauty standards set-forth by the media, and discuss why some groups are marginalized, portrayed negatively or totally invisible from mainstream pop culture. Focusing primarily on being a savvy media-consumer, students will realize that with the media, “what you see is not what you get.” Students will engage in an affirmation activity to boost self-esteem and create positive self-image.

*Activities differ based on age and developmental needs.

Grade Level	MN Benchmark
4th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students
5th	2.1 The student will describe how messages from the media influence health behaviors. 5.1 The students will describe strategies and skills needed to attain personal health goals. 7.2 The student will describe responsible health behaviors.
6th	1.1 The students will describe how family and peers influence the health of individuals. 3.1 The students will predict how media influences the selection of health information, products, and services. 8.1 The student will demonstrate the ability to influence and support others in making positive health choices.
7th	2.1 The student will describe the influence of cultural beliefs on health behaviors. 3.2 The student will describe situations requiring professional health services. ? 5.1 The student will predict how decisions regarding health behaviors have consequences for self and others. 8.2 The student will identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
8th	2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services. 2.2 The student will analyze the influence of technology on personal and family health. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 5.2 The student will analyze how health-related decisions are influenced by individual, family and community values
9th	1.4 The student will analyze how the family, peers, community and environment influence individual and public health. 2.2 The student will evaluate the effect of media and other factors on personal, family and community health 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others 8.3 The student will influence and support others in making positive health choices.
10th	2.1 The student will select and assess a school or community health issue resulting from the influence of culture, media, technology and other factors and implement a solution for that issue. 3.2 The student will analyze situations requiring professional health services. 7.2 The student will develop strategies to reduce a health-threatening situation in the community. 7.3 The student will develop strategies to improve or maintain personal, family and community health.

myHealth for Teens & Young Adults

National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

**myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)**

GENDER, SEXUALITY & LGBTQIA+ 101

Many community partners want to increase the education for their students on this topic; this two part presentation is a great introduction. In this lesson, students learn the definition of letters in the LGBTQIA+ and the importance of pronouns. Our educators will also work through the Genderbread Person and Gender Unicorn, discussing gender expression, gender identity, sex, and sexual orientation. Students will brainstorm and learn how we can make our schools and shared spaces inclusive and welcoming to all.

Educators will discuss statistics to show what school climates are like for students who are “out.” Students will also learn about famous athletes, actors, authors, and civic figures who identified as LGBTQIA+.

*5th grade presentation focuses solely on pronouns, gender expression and making all students feel safe.

*Activities and learning objectives differ based on age and developmental needs.

Grade Level	MN Benchmark
4 th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students
5 th	2.1 The student will describe how messages from the media influence health behaviors. 5.1 The students will describe strategies and skills needed to attain personal health goals. 7.2 The student will describe responsible health behaviors.
6 th	1.1 The students will describe how family and peers influence the health of individuals. 3.1 The students will predict how media influences the selection of health information, products, and services. 8.1 The student will demonstrate the ability to influence and support others in making positive health choices.
7 th	1.3 The student will identify ways to reduce risks related to early adolescent health problems. 4.1 The student will describe how the behavior of family and peers affects interpersonal communication. 7.2 The student will demonstrate strategies to improve or maintain personal and family health. 8.3 The student will demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and communities.
8 th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 7.1 The student will distinguish between safe and risky or harmful behaviors in relationships.
9 th	1.2 The student will describe the inter-relationships of mental, emotional, social and physical health through young adulthood. 2.1 The student will analyze how cultural diversity enriches and challenges health behaviors. 3.3 The student will demonstrate the ability to access school and community health services for self and others 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others.

myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

10th	<p>1.1 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life</p> <p>3.2 The student will analyze situations requiring professional health services.</p> <p>7.3 The student will develop strategies to improve or maintain personal, family and community health.</p> <p>8.3 The student will evaluate community health services and systems currently in place and make recommendations for improving those systems and services.</p>
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

STRESS MANAGEMENT	
The goal is for students to be so relaxed that they fall asleep by the end of this presentation. Students will define their own coping skills, learn about physical and emotional responses to stress and effective ways to interrupt negative self-talk. The presentation concludes with myHealth educators leading a guided meditation and practicing healthy coping skills.	
Grade Level	MN Benchmark
4th	<p>1.1 The student will describe the basic structure and functions of the human body systems.</p> <p>1.3 The student will compare the effects of positive and negative behavior on personal health.</p> <p>4.2 The student will demonstrate healthy ways to express needs, wants and feelings.</p> <p>7.1 The student will demonstrate skills to manage stress.</p> <p>8.1 The student will demonstrate the ability to influence and support others in making positive health choices.</p>
5th	<p>1.1 The student will explain how health is influenced by the interaction of body systems.</p> <p>4.1 The student will demonstrate healthy ways to express needs, wants, and feelings.</p> <p>5.1 The student will describe strategies and skills needed to attain personal health goals.</p> <p>7.1 The student will demonstrate ways to avoid and reduce threatening situations.</p>
6th	<p>1.1 The student will describe how the family and peers influence the health of individuals.</p> <p>3.2 The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information.</p> <p>6.1 The student will apply strategies and skills needed to attain personal health goals.</p> <p>7.2 The student will demonstrate strategies to manage stress.</p>
7th	<p>1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems</p> <p>1.3 The student will identify ways to reduce risks related to early adolescent health problems</p> <p>3.2 The student will describe situations requiring professional health services.</p> <p>7.1 The student will explain the importance of assuming responsibility for personal health behaviors.</p> <p>8.1 The student will analyze information and opinions about health issues</p>
8th	<p>1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.</p> <p>2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services.</p> <p>4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>6.1 The student will develop a plan that addresses personal strengths, needs and health risks.</p>
9th	<p>1.2 The student will describe the inter-relationships of mental, emotional, social and physical health through young adulthood.</p> <p>3.1 The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.</p> <p>5.1 The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>7.2 The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.</p>

myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)

10th	<p>1.1 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.</p> <p>6.2 The student will formulate an effective plan for optimal, lifelong health.</p> <p>7.1 The student will research and evaluate strategies to manage stress in individuals and groups in school, work and/or social situations</p> <p>7.3 The student will develop strategies to improve or maintain personal, family and community health.</p>
11th-12th	<p>Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.</p>
Transitions+	<p>This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.</p>

**myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)**

FIVE CIRCLES OF HEALTH & WELLNESS	
It is a young person’s job to develop a sense of identity, build a supportive community of peers, and hone healthy skills for wellness. This presentation breaks down wellness in five ways; academic health, self-care and coping skills, mental health, physical health, and relationship health. Students will explore tough issues they face as young people together and locate ways to manage their “job” successfully.	
Grade Level	MN Benchmark
4th-5th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students
6th	1.1 The student will describe how the family and peers influence the health of individuals. 3.2 The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information. 7.2 The student will demonstrate strategies to manage stress. 8.1 The student will demonstrate the ability to influence and support others in making positive health choices.
7th	1.3 The student will identify ways to reduce risks related to early adolescent health problems. 2.1 The student will describe the influence of cultural beliefs on health behaviors. 3.2 The student will describe situations requiring professional health services. 7.1 The student will explain the importance of assuming responsibility for personal health behaviors.
8th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 2.1 The student will describe the influence of cultural beliefs on health behaviors and the use of health services. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others. 5.2 The student will analyze how health-related decisions are influenced by individual, family and community values.
9th	1.1 The student will analyze how behavior can impact health maintenance and disease prevention. 3.1 The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 7.2 The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.
10th	1.2 The student will analyze the impact of personal health behaviors on the functioning of body systems. 1.3 The student will describe how to delay onset and reduce risks of potential health problems. 3.2 The student will analyze situations requiring professional health services. 6.2 The student will formulate an effective plan for optimal, lifelong health.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.

**myHealth for Teens & Young Adults
National Health Education Standards and Minnesota Benchmarks (4th-10th Grade)**

VAPING AWARENESS

Among Minnesota high school students, e-cigarette use is now double conventional cigarette use. In this presentation students will learn the truth about vaping and engage in activities that spark peer-led conversations on preventing vaping and other tobacco use. Students will identify the short and long-term effects e-cigarettes can have on a person’s health. This presentation concludes with practicing coping skills that provide stress relieve as alternatives to vaping/tobacco use.

Grade Level	MN Benchmark
4th-6th	Not Applicable- speak with a myHealth educator to see what other presentations might meet the needs of students.
7th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. 2.1 The student will describe the influence of cultural beliefs on health behaviors. 5.1 The student will predict how decisions regarding health behaviors have consequences for self and others. 7.3 The student will develop injury prevention and management strategies for personal and family health.
8th	1.2 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 2.1 The student will analyze the influence of technology on personal and family health. 3.1 The student will analyze the validity of health information, products and services. 4.2 The student will demonstrate ways to communicate care, consideration, and respect of self and others.
9th	1.1 The student will analyze how behavior can impact health maintenance and disease prevention. 1.3 The student will explain the impact of personal health behaviors on the functioning of body systems. 4.4 The student will evaluate ways to communicate care, consideration and respect of self and others. 7.2 The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.
10th	1.2 The student will analyze the impact of personal health behaviors on the functioning of body systems. 1.3 The student will describe how to delay onset and reduce risks of potential health problems. 7.2 The student will develop strategies to reduce a health-threatening situation in the community. 8.2 The student will adapt health messages and techniques to the characteristics of a particular audience.
11th-12th	Presentation is easily facilitated to 11th and 12th grade students. There are no health benchmarks for 11th and 12th graders.
Transitions+	This presentation is easily facilitated to Transitions+. There are no health benchmarks for Transitions+.