



PROGRAM:

**Adolescent
Depression
Awareness
Program (ADAP)**

GRADE LEVEL:

9-Adult

LENGTH:

2-day 90 minutes;

3-day 60 minutes

ADOLESCENT DEPRESSION

Teaching students to understand depression and mood disorders and to know how to seek help for themselves or a friend or family member.

PROGRAM OVERVIEW

The Adolescent Depression Awareness Program (ADAP) educates students and parents about depression. It teaches students that depression and bipolar disorder are treatable medical illnesses, and that concerned individuals should seek help. ADAP aims to increase awareness and decrease stigma around mood disorders while emphasizing the need for evaluation and treatment.

- Students learn that depression and bipolar disorder are medical illnesses
- Students are empowered to help reduce the stigma of depression and other mood disorders
- Students learn the importance of seeking evaluation and treatment for a suspected mood disorder

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Explore the process of diagnosing an illness
- Explain the symptoms of depression
- Describe how a diagnosis of depression is made
- Discuss what to do if you have concerns
- Describe the symptoms of mania
- Explain bipolar disorder and how a diagnosis is made
- Review the treatments for mood disorders
- Discuss behaviors commonly seen with mood disorders

LEARNING OUTCOMES

After participating in ADAP, students will be able to:

- Understand the process of diagnosing an illness
- Recognize the symptoms of depression
- Understand how a diagnosis of depression is made
- Discuss what to do if you have concerns
- Understand and recognize the symptoms of bipolar disorder
- Discuss behaviors commonly seen with mood disorders

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 12.1.1, 12.1.2, 12.1.4, 12.1.5, 12.1.6, 12.1.8, 12.1.9, 12.2.4, 12.2.5, 12.2.7, 12.3.2, 12.3.4, 12.3.5, 12.4.6, 12.5.2, 12.5.4, 12.5.6, 12.6.3, 12.6.6, 12.7.1, 12.7.4, 12.7.5, 12.8.4, 12.8.6

National Health Education Standards 2015: 1.12.1, 1.12.2, 1.12.4, 1.12.5, 1.12.6, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.9, 3.12.4, 3.12.5, 4.12.1, 5.12.1, 6.12.1, 7.12.1, 8.12.2, 8.12.3

ADAP is a program developed and overseen by a team at Johns Hopkins University. All of the instructors have completed training provided through Johns Hopkins University.



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PROGRAM:

Body Talk

GRADE LEVEL:

6-8

LENGTH:

60 Minutes



BODY TALK

Providing students with a clear understanding of the relationship between physical activity and nutrition and its importance in one's quality of life.

PROGRAM OVERVIEW

Body Talk teaches students about the importance of physical activity in maintaining good health, the potential negative health consequences of eating too much fat and sugar, and how to analyze the calorie, fat, and sugar content of individual foods and fast-food meals.

- Students learn the positive and negative aspects of dietary fat
- Students explore the benefits of reducing fat and sugar intake
- Students learn the importance of adequate calcium intake
- Students learn how physical activity and good nutrition contribute to a healthy weight

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Discuss the positive and negative aspects of dietary fat
- Identify appropriate physical activities for people of all ages
- Explore the concepts of weight management through physical activity and healthy eating
- Identify how to use nutrition fact labels
- State key concepts to identify healthier snack and fast food choices
- Explain the need for reducing excess sugar in the diet
- Discuss the importance of calcium intake during adolescence

LEARNING OUTCOMES

After participating in Body Talk, students will be able to:

- Identify the positive and negative aspects of dietary fat
- Understand the relationship between physical activity, healthy eating, and maintaining a healthy weight
- Use nutrition fact labels to make healthy dietary choices
- Explain why excess fat and sugar in the diet are disadvantageous to one's health
- Recognize the importance of calcium intake during adolescence

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.6, 8.2.1, 8.2.3, 8.2.6, 8.2.9, 8.3.2, 8.3.5, 8.5.5, 8.5.6, 8.6.1, 8.6.2, 8.6.4, 8.7.3, 8.7.5, 8.8.4, 8.7.3, 8.7.3, 8.8.4, 8.8.6

National Health Education Standards 2007: 1.8.1, 1.8.5, 1.8.7, 1.8.8, 1.8.9, 2.8.2, 2.8.3, 2.8.5, 2.8.7, 2.8.9, 2.8.10, 5.8.1, 5.8.2, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.8.1, 7.8.1, 7.8.2, 7.8.3

Healthy People 2020: ECBP-2, ECBP-3, ECBP-10, HDS-1, NWS-10, NWS-11, NWS-17, NWS-20



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PROGRAM:

**Breast Self-Exam:
It's Up To You**

GRADE LEVEL:

9-Adult

LENGTH:

50 Minutes

BREAST SELF-EXAM: IT'S UP TO YOU

Students learn the value of monthly breast self-exams and the importance of performing the exams properly.

PROGRAM OVERVIEW

Breast Self-Exam: It's Up To You teaches female students how to conduct their own breast exam, and about the important role that family history and other risk factors play in breast cancer. Anatomical models are used to simulate breast self-exams.

- Students learn the importance of knowing one's health history
- Students learn the basics of breast cancer, including risk factors and treatment
- Students learn how to perform a breast self-exam, and what steps to take when a lump is suspected.

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Emphasize the importance of knowing one's own personal health history
- Review the anatomy and function of the breasts
- Describe the elementary cancer disease process
- Identify basic facts of breast cancer, including risk factors and treatment
- Guide students in conducting a breast self-exam using an anatomical model
- Identify actions to take if a suspected lump is found
- Encourage a positive attitude toward breast self-exams

LEARNING OUTCOMES

After participating in Breast Self-Exam, students will be able to:

- Describe the function of the breast
- Describe the cancer disease process
- Identify risk factors for breast cancer
- Perform a breast self-exam on an anatomical model
- Identify steps to follow if a suspected lump is found
- Identify reasons why monthly breast self-exams are important

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 12.1.1, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.1.8, 12.1.9, 12.2.1, 12.2.2, 12.2.4, 12.2.6, 12.2.10, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.5.6, 12.6.1, 12.6.2, 12.6.6, 12.6.7

National Health Education Standards 2007: 1.12.4, 1.12.9, 2.12.8, 3.12.4, 5.12.3, 6.12.1, 7.12.1

Indiana Code: IC 20-30-5-15



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PROGRAM:

Bright Beginnings

GRADE LEVEL:

**Preschool and
Kindergarten**

LENGTH:

50 Minutes



BRIGHT BEGINNINGS

Students learn about the importance of personal health and safety practices.

PROGRAM OVERVIEW

In Bright Beginnings, the basics of physical health are presented specifically for preschool and kindergarten audiences. Children will engage in physical activities that reinforce the principles of counting and, with help from the characters of Sesame Street, learn tips for keeping themselves safe.

- Students participate in interactive activities to learn about personal hygiene
- Students learn about the bones, muscles, and organs that make up the human body
- Students learn the difference between “sometime foods” and “anytime foods”
- Students learn the basics of personal hygiene

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- State that people look different on the outside while they have the same important parts on the inside
- Recall daily steps that children can follow to stay healthy
- Differentiate between “sometime foods” and “anytime foods”
- Engage in activities that provide opportunities for fitness
- Identify tooth brushing and flossing as a way to keep teeth clean
- Give examples of safety rules to follow

LEARNING OUTCOMES

After participating in Bright Beginnings, students will be able to:

- Place several vital organs on an outline of a body
- Engage in a variety of physical activities
- Demonstrate proper brushing and flossing techniques
- Identify “sometime foods” and “anytime foods,” and appropriate times for eating each
- Explain why certain safety behaviors are important to our health
- Identify safety equipment that should be worn to maintain water, bicycle, and car safety

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Department of Education Foundations for Young Children

Ages 3-5: Physical Education/Health

Paths to Quality Unlicensed Registered Child Care Ministry:

Level 2 – 11a7, 11a8, 11a9, 11a13, 12a9, 14a1; Level 3 – 9a1, 9a2, 9a3, 9a4, 9a6, 9a8, 10.3, 10.4, 11.5

Paths to Quality Licensed Child Care

Center: Level 2 – 9a7, 9a8, 9a9, 9a13, 10a9, 12a1; Level 3 – 9a1, 9a2, 9a3, 9a4, 9a6, 9a8, 10.3, 10.4, 11.5



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PROGRAM:
Food for Thought

GRADE LEVEL:
4-6

LENGTH:
60 Minutes



FOOD FOR THOUGHT

Teaching students how to make healthier food choices.

PROGRAM OVERVIEW

Food for Thought explores the essentials of nutrition as children learn to make proper food choices. Through discussion, video, hands-on activities, and augmented virtual reality activities, students test their power of choice against the influences of advertising and common pitfalls in dietary habits.

- Students learn about calories, fat, and sugar in the American diet
- Students participate in hands-on augmented virtual reality activities
- Students learn the importance of eating fruits and vegetables and maintaining an active lifestyle

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Identify the purpose of eating food
- State that obesity is a significant problem in the U.S
- Recognize the importance of a healthy diet
- Recognize the potential health consequences of an unhealthy diet
- Encourages students to take the 5-2-1-0 challenge (5 fruits and vegetables a day, 2 hours or less of screen time, 1 hour or more of physical activity, and 0 sugary drinks)
- Review the basics of the nutrition facts label and the MyPlate guidelines

LEARNING OUTCOMES

After participating in Food for Thought, students will be able to:

- List the reasons why people eat
- Explain the concept of burning calories
- Identify the importance of a healthy diet
- Accept the 5-2-1-0 challenge
- Appreciate the power of personal food choice in developing healthy eating habits

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.2.5, 5.2.6, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.6.1, 5.6.2, 5.7.1, 5.7.2, 5.8.2, 8.1.1, 8.1.3, 8.1.4, 8.1.7, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.7, 8.3.2, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.1, 8.6.2, 8.6.3, 8.7.1, 8.7.2, 8.7.3

National Health Education Standards 2007: 1.5.1, 1.5.2, 1.5.4, 1.8.1, 1.8.5, 1.8.7, 1.8.8, 1.8.9, 2.5.1, 2.5.2, 2.5.3, 2.5.5, 2.5.6, 2.8.1, 2.8.2, 2.8.4, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 3.5.2, 3.8.2, 3.8.5, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.8.1, 5.8.2, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.5.1, 6.5.2, 6.8.1, 6.8.2, 6.8.3, 7.5.1, 7.5.2, 7.5.3, 7.8.1, 7.8.2, 7.8.3, 8.5.1



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PROGRAM:

Food Power

GRADE LEVEL:

7-8

LENGTH:

50 Minutes

FOOD POWER

Teaching students how to make healthier food choices.

PROGRAM OVERVIEW

Food Power explores the essentials of nutrition as children learn to make proper food choices. Through discussion, video, and hands-on activities, students test their power of choice against the influences of advertising and common pitfalls in dietary habits.

- Students learn about the relationship between food choices and overall health
- Students analyze the impact of media and advertising on American food choices
- Students learn about the role of calories, fat, and sugar in the American diet
- Students participate in hands-on activities about food choices

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Identify the purpose of eating food
- State that obesity is a significant problem in the U.S.
- Explain the importance of a healthy diet
- Explain the potential health consequences of an unhealthy diet
- Explain the importance of portion control in a healthy diet
- Promote a healthy attitude toward food and food choice

LEARNING OUTCOMES

After participating in Food Power, students will be able to:

- Identify the reasons why people eat
- Describe the impact that obesity has on the United States
- Describe the health consequences of a healthy diet vs. an unhealthy diet
- Describe the role portion control plays in a healthy diet
- Analyze the role advertising plays in American dietary choices

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 8.1.1, 8.1.5, 8.1.7, 8.1.8, 8.2.5, 8.2.6, 8.2.7, 8.2.8, 8.2.9, 8.5.1, 8.5.4, 8.5.5, 8.5.6, 8.6.1, 8.6.2, 8.6.3, 8.7.1, 8.7.2, 8.7.3, 8.8.1

National Health Education Standards 2007: 1.8.1, 1.8.2, 1.8.4, 1.8.5, 1.8.7, 1.8.8, 1.8.9, 2.8.1, 2.8.2, 2.8.3, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.8.9, 5.8.1, 5.8.2, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.8.1, 6.8.2, 6.8.3, 7.8.1, 7.8.2, 7.8.3, 8.8.1



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PROGRAM:

Happy Healthy Me

GRADE LEVEL:

1

LENGTH:

50 Minutes



HAPPY HEALTHY ME

Teaching students about the structure and function of the human body and how to care for it.

PROGRAM OVERVIEW

Happy Healthy Me introduces students to the human body while focusing on the relationship between nutrition, physical activity, and growth—especially as each relates to the structure and care of bones and muscles. Students learn about germs and the importance of washing their hands and brushing their teeth. Safety habits are also reviewed.

- Students learn how nutrition and physical activity affect the health of their body
- Students learn the importance of good hygiene and safety habits

TEACHING OBJECTIVES

This program is focused on the following objectives:

- Recall and appreciate the wonder and complexity of the human body
- Recognize the need to be physically active for a strong healthy body
- Identify healthy ways to handle emotions
- Describe the structure, function, and care of bones and muscles
- Explain the importance of eating a variety of foods every day
- Understand the importance of good hygiene to prevent the spread of germs and disease

LEARNING OUTCOMES

After participating in Happy Healthy Me, students will be able to:

- Identify and explore the basic organs of the human body
- Engage in a variety of physical activities
- Identify healthy ways to handle emotions
- Describe the structure, function, and care of bones and muscles
- Explain why certain behaviors are good for personal hygiene
- Explain the importance of eating a variety of foods every day

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.4.1, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.7.1, 2.7.2, 2.8.1

National Health Education Standards 2007: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 4.2.1, 5.2.1, 5.2.2, 7.2.1, 7.2.2, 8.2.1

To bring Happy Healthy Me to your school or classroom, contact us today at 317-924-0904, or email rlhec@marian.edu.



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PROGRAM:

Healthy Tots

GRADE LEVEL:

Preschool

LENGTH:

40 Minutes



HEALTHY TOTS

Teaching preschoolers the importance of personal health practices.

PROGRAM OVERVIEW

Healthy Tots helps preschool-age children learn about their bodies and the importance of practicing healthy habits in a fun, physically engaging, and entertaining way.

- Children learn about their bodies and the importance of self-care habits
- They find out that although people look different, everyone has the same important parts
- Fun activities teach them about healthy eating, avoiding germs, brushing teeth, and being physically active

TEACHING OBJECTIVES

During Healthy Tots, the educator will help students achieve the following:

- State that people look different on the outside, but have the same important parts on the inside
- Identify ways/habits to keep the body healthy
- Recognize healthy foods needed for growth
- Review play activities that provide exercise for fitness

LEARNING OUTCOMES

After participating in Healthy Tots, each child will be able to:

- Place organs on an outline of a body
- Demonstrate proper coughing and sneezing behavior so as to avoid spreading germs
- Demonstrate proper brushing and flossing techniques
- Identify healthy foods
- Engage in physical activity

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

**Indiana Department of Education
Foundations for Young Children
Ages 3-5:** Physical Education/Health

**Paths to Quality Unlicensed
Registered Child Care Ministry:**
Level 2 - 11a7, 11a8, 11a9, 11a13,
12a9, 14a1; Level 3 - 9a1, 9a2, 9a3,
9a4, 9a6, 9a8, 10.3, 10.4, 11.5

**Paths to Quality Licensed Child Care
Center:** Level 2 - 9a7, 9a8, 9a9,
9a13, 10a9, 12a1; Level 3 - 9a1,
9a2, 9a3, 9a4, 9a6, 9a8, 10.3, 10.4,
11.5



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PROGRAM:
**HIV Education
Enhancement**

GRADE LEVEL:
5-6

LENGTH:
15 Minutes



HIV EDUCATION ENHANCEMENT

Teaching students the basic facts about HIV while dispelling common myths that often lead to confusion and fear.

PROGRAM OVERVIEW

The HIV Education Enhancement added to the Life Begins or Teen Transitions programs introduces students to the basic facts of the immune system and the Human Immunodeficiency Virus (HIV). Students will learn how HIV is—and is not—spread, and the importance of universal safety precautions.

- Students learn about the human immune system and its biological function
- Students learn about the Human Immunodeficiency Virus (HIV), and how it affects the body
- Students gain a clear understanding of how HIV is spread

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Define HIV
- Demonstrate the connection between the immune system and HIV
- Identify ways HIV is, and is not, spread from person to person
- Explain effective ways to protect themselves against the spread of HIV

LEARNING OUTCOMES

After participating in The HIV Education Enhancement, students will be able to:

- Describe the role of the immune system and its components
- Describe how HIV affects the immune system
- Identify ways HIV is, and is not, spread
- Identify effective behaviors for protecting against the spread of HIV

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.1.4, 5.1.5, 5.5.1, 5.5.6, 5.6.1, 5.6.2, 5.7.1, 5.7.2, 8.1.1, 8.1.7, 8.2.9, 8.5.1, 8.5.4, 8.5.5, 8.6.1, 8.6.2, 8.7.3, 8.7.5, 8.8.6

National Health Education Standards 2007: 1.5.1, 1.5.4, 5.5.1, 5.5.6, 6.5.1, 6.5.2, 7.5.1, 7.5.2, 7.5.3, 1.8.1, 1.8.5, 1.8.7, 1.8.8, 1.8.9, 2.8.9, 5.8.1, 5.8.2, 5.8.4, 6.8.1, 6.8.2, 6.8.3, 7.8.2, 7.8.3

This HIV Program is typically added on to either Life Begins or Teen Transitions Programs.



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PROGRAM:

**It's Not Cool
to Be Cruel**

GRADE LEVEL:

6-8

LENGTH:

50 Minutes



IT'S NOT COOL TO BE CRUEL

Teaching students about bullying and its health effects, how to build empathy for those who are bullied, and what it means to be tolerant of others' differences.

PROGRAM OVERVIEW

It's Not Cool to Be Cruel defines the characteristics of bullying, highlights cyberbullying through video pieces, and discusses the serious consequences of bullying. The program helps build empathy and teach students how to react in a bullying situation.

- Students learn the characteristics of bullying and cyberbullying
- Students learn the serious consequences of bullying
- Students learn to react properly to bullying, both as a victim and a bystander
- Students build empathy for those who are bullied

TEACHING OBJECTIVES

This program is focused on the following objectives:

- Define bullying
- Discuss the actions of hurtful versus helpful bystanders
- Introduce several strategies for dealing with bullying
- Engage students in an activity that teaches appreciation for self and others
- Encourage students to practice kindness and respect for all

LEARNING OUTCOMES

After participating in It's Not Cool to Be Cruel, students will be able to:

- State at least three criteria that must be present for behavior to be defined as bullying
- Give examples of bullying behavior
- Describe at least three actions to take in bullying situations
- Identify the values of empathy, compassion, and being a helpful bystander

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.7, 8.1.8, 8.2.2, 8.2.3, 8.2.4, 8.2.6, 8.2.7, 8.2.9, 8.4.1, 8.4.3, 8.4.4, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.2, 8.6.3, 8.7.1, 8.7.3



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PROGRAM:

**STOP: Know
What's Right**

GRADE LEVEL:

5-6

LENGTH:

50 Minutes



STOP: KNOW WHAT'S RIGHT

Teaching students how to understand the components of healthy and unhealthy relationships.

PROGRAM OVERVIEW

STOP: Know What's Right is an interactive program that teaches students the skills to identify and break the cycle of violence and develop healthy relationships.

- Students will engage in a variety of activities, such as role playing and classroom discussions
- Students will gain a clear understanding of what constitutes abuse
- Students will learn strategies for building healthy relationships

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Define relationship abuse
- Define "the cycle of violence" and discuss strategies for breaking it
- Give examples of abusive behaviors
- Distinguish between discipline and violence
- Indicate how abuse impacts individuals, families, and communities
- Discuss the importance of a positive support system
- Demonstrate how to communicate care, consideration, and respect for self and others
- Review the skills necessary to create and maintain healthy relationships

LEARNING OUTCOMES

After participating in STOP: Know What's Right, students will be able to:

- Define relationship abuse
- Distinguish between discipline and violence
- Describe the cycle of violence and comprehend strategies for breaking it
- Describe how violence impacts individuals, families, and communities
- Identify the skills for maintaining healthy relationships

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.1.2, 5.1.3, 5.1.5, 5.2.1, 5.2.2, 5.2.4, 5.3.2, 5.4.1, 5.4.3, 5.4.4, 5.4.8, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.6.2, 5.7.1, 5.7.2, 8.1.1, 8.1.2, 8.1.4, 8.1.6, 8.1.7, 8.1.8, 8.2.1, 8.2.2, 8.2.7, 8.2.8, 8.2.9, 8.3.4, 8.4.1, 8.4.3, 8.4.4, 8.4.6, 8.4.7, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.3, 8.6.6, 8.7.3, 8.8.1, 8.8.2, 8.8.4

National Health Education Standards 2007: 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.8.1, 1.8.2, 1.8.4, 1.8.5, 1.8.6, 1.8.7, 1.8.8, 1.8.9, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.7, 2.8.8, 2.8.9, 3.8.4, 4.5.1, 4.5.3, 4.5.4, 4.8.1, 4.8.3, 4.8.4, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.5.1, 6.5.2, 6.8.1, 6.8.2, 6.8.3, 7.5.1, 7.5.2, 7.5.3, 7.8.1, 7.8.2, 7.8.3, 8.5.1, 8.5.2, 8.8.1, 8.8.2



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PROGRAM:

Life Begins

GRADE LEVEL:

5-6

LENGTH:

75 Minutes



LIFE BEGINS

Promoting a positive attitude toward and an appreciation for the wonder of life.

PROGRAM OVERVIEW

Life Begins teaches students about the structure and function of the male and female reproductive systems and the similarities and differences in development during puberty. Human development from conception to birth is explained, the effects of heredity and unhealthy habits on fetal development are discussed, and the emotional changes that occur during puberty are examined.

- Students are introduced to the male and female reproductive systems
- Students learn about puberty and the physical and emotional changes that occur during this special time in life
- Students gain an understanding of conception and examine fetal growth and development throughout pregnancy

TEACHING OBJECTIVES

This program is focused on the following objectives:

- Describe the basic structure and function of the male and female reproductive systems
- Define fertilization using simple, age-appropriate terms
- Describe the basic role of heredity in reproduction
- Examine human growth and development from conception to birth
- Give a simple overview of labor and delivery
- Explain gender similarities/differences in growth and development during puberty
- Review emotional changes that take place during puberty
- Recognize how emotional changes can affect relationships with friends, parents, and others

LEARNING OUTCOMES

After participating in Life Begins, students will be able to:

- Describe puberty and the bodily changes associated with it
- Identify the name and function of male and female reproductive organs
- Exhibit a basic understanding of fertilization and delivery
- Express an appreciation for the wonder and complexity of human life

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018:

5.1.1, 5.1.2, 5.1.4, 5.1.5, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.3, 5.4.4, 5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.6.1, 5.6.6, 5.7.1, 5.7.2, 5.7.3, 5.8.1, 8.1.1, 8.1.2, 8.1.4, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.7, 8.2.8, 8.3.2, 8.3.4, 8.4.1, 8.4.3, 8.4.4, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.1, 8.6.2, 8.6.3, 8.7.1, 8.7.3

National Sexuality Education

Standards 2012: AP.5.CC.1, AP.5.AI.1, PD.5.CC.1, PD.5.CC.2, PD.5.CC.3, PD.5.AI.1, PD.5.AI.2, PD.5.SM.1, PR.5.CC.1, PS.5.AI.1, AP.8.CC.1, AP.8.AI.1, PD.8.CC.1, PD.8.AI.1, PR.8.CC.6

National Health Education

Standards 2007: 1.5.1, 1.5.2, 1.5.4, 1.5.5, 1.8.1, 1.8.2, 1.8.4, 1.8.5, 1.8.6, 2.5.1, 2.5.2, 2.8.1, 2.8.2, 2.8.7, 2.8.8, 3.5.2, 3.8.2, 3.8.4, 3.8.5, 4.5.1, 4.5.3, 4.5.4, 4.8.1, 4.8.2, 4.8.3, 4.8.4, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6



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PROGRAM:

My Healthy Body

GRADE LEVEL:

2

LENGTH:

50 Minutes

MY HEALTHY BODY

Teaching students about the structure and care of sense organs while reviewing the importance of proper nutrition and dental care.

PROGRAM OVERVIEW

My Healthy Body teaches students about how their sense organs work and why it is important to protect them. Students will use their sense of sight, smell, hearing, and touch as they gain an appreciation for the wonder of the human body. Nutrition and dental care are also reviewed.

- Students learn about their sense organs
- Students participate in activities using their five senses
- Students gain an appreciation for the function and wonder of the human body
- Students learn about the importance of good nutrition and dental care

TEACHING OBJECTIVES

This program is focused on the following objectives:

- Name the five senses
- Describe, in simple terms, the anatomy and physiology of each of the five senses
- Recall examples of common sensory dysfunction
- Give examples of how to protect each of the senses
- Identify grains, vegetables, and fruits as healthy snack food choices
- Classify foods into basic food groups
- Explain the importance of brushing, flossing, dental visits, and mouth guards as they relate to the proper care of teeth

LEARNING OUTCOMES

After participating in My Healthy Body, students will be able to:

- Name the five senses
- Identify the basic structures and functions of sensory organs
- Identify common sensory dysfunctions
- Describe how to protect each of the five senses
- Differentiate between healthy and unhealthy snack choices
- Classify foods into food groups
- Describe the importance of engaging in activities to maintain good dental healthy

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 2.1.1, 2.1.4, 2.1.5, 2, 2.6.1, 2.6.2, 2.7.1, 2.7.2

National Health Education Standards 2007: 1.2.1, 1.2.4, 1.2.5, 5.2.1, 7.2.1, 7.2.2

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PROGRAM:

**STOP: No Excuse
for Abuse**

GRADE LEVEL:

7-8

LENGTH:

50 Minutes



STOP: NO EXCUSE FOR ABUSE

Teaching students about the components of healthy and unhealthy relationships.

PROGRAM OVERVIEW

STOP: No Excuse for Abuse teaches students how to recognize and understand different types of relationship abuse, strategies for breaking the cycle of violence, and how to develop healthy, safe relationships.

- Students will gain a deeper understanding of abuse and dating violence through an engaging presentation that includes video, music, and keypad voting
- Students will learn to define and identify relationship abuse, as well as strategies for breaking the cycle of violence and building healthy relationships

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Define and identify the different types of relationship abuse
- Define “the cycle of violence” and discuss strategies for breaking it
- Recognize the characteristics of teen dating violence
- Discuss the importance of a positive support system
- Identify the characteristics of a healthy relationship

LEARNING OUTCOMES

After participating in STOP: No Excuse for Abuse, students will be able to:

- Define relationship abuse
- Distinguish between different types of abuse
- Describe the cycle of violence and determine strategies for breaking it
- Identify the characteristics of teen dating violence
- Identify the characteristics of a healthy relationship

ACADEMIC STANDARDS:

This program was developed with the Domestic Violence Network of Greater Indianapolis. It is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.1.8, , 8.2.1, 8.2.2, 8.2.4, 8.2.7, 8.2.8, 8.2.9, 8.3.4, 8.4.1, 8.4.2, 8.5.1, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.2, 8.6.3, 8.7.1, 8.7.2, 8.7.3, 8.8.1, 8.8.2

National Health Education Standards 2007: 1.8.1, 1.8.2, 1.8.4, 1.8.5, 1.8.6, 1.8.7, 1.8.8, 1.8.9, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.7, 2.8.8, 2.8.9, 3.8.4, 4.8.1, 4.8.2, 4.8.3, 4.8.4, 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.8.1, 6.8.2, 6.8.3, 7.8.1, 7.8.2, 7.8.3, 8.8.1, 8.8.2



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PROGRAM:

**No Ifs, Ands,
or Butts**

GRADE LEVEL:

5-7

LENGTH:

50 Minutes



NO IFS, ANDS, OR BUTTS

Teaching students the advantages of living a tobacco-free life.

PROGRAM OVERVIEW

No Ifs, Ands, or Butts uses audience participation, demonstrations, video clips, and classroom discussions to address tobacco use.

- Students learn about the effects of tobacco use
- Students learn how advertising is used to promote tobacco use
- Students learn the benefits of tobacco cessation and how to help users quit

TEACHING OBJECTIVES

This program is focused on the following objectives:

- Describe the short- and long-term negative health effects of tobacco use
- Dispel myths about tobacco use
- Discuss ways in which the tobacco industry targets youth
- Promote an individual's personal power to choose to live tobacco-free
- Recognize the benefits of tobacco cessation and identify tools to help users quit

LEARNING OUTCOMES

After participating in No Ifs, Ands, or Butts, students will be able to:

- Identify both short- and long-term negative health effects of tobacco use
- Distinguish fact from fiction regarding tobacco products
- Describe strategies the tobacco industry uses to target youth
- Identify tools to help individuals quit smoking
- Be empowered to make a personal choice to live tobacco-free

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.7, 5.2.1, 5.2.2, 5.2.3, 5.2.5, 5.2.6, 5.3.1, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.5.7, 5.6.1, 5.6.2, 5.6.3, 5.7.1, 5.7.2, 5.7.3, 5.8.1, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 8.2.1, 8.2.2, 8.2.3, 8.2.5, 8.2.6, 8.2.7, 8.2.8, 8.2.9, 8.2.10, 8.3.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.1, 8.6.2, 8.6.3, 8.7.1, 8.7.2, 8.7.3, 8.7.4, 8.8.1, 8.8.6

National Health Education Standards 2007: 1.8.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, 1.8.6, 1.8.7, 1.8.8, 1.8.9, 2.8.1, 2.8.2, 2.8.3, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.8.9, 2.8.10, 3.8.4, 3.8.5, 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.8.1, 6.8.2, 6.8.3, 7.8.1, 7.8.2, 7.8.3, 8.8.1

Indiana Code: 20-30-5-11



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PROGRAM:

Ready, Set, Grow!

GRADE LEVEL:

4

LENGTH:

75 Minutes



READY, SET, GROW!

Teaching students about the changes that occur during puberty, and fostering a healthy respect for human growth and development.

PROGRAM OVERVIEW

Ready Set, Grow! is an age-appropriate introduction to puberty and the human reproductive system. Students learn the changes that occur during puberty and how to care for their growing bodies.

- Students are introduced to the concepts of heredity, hormones, and hygiene
- Students learn about the emotional and physical changes that occur during puberty
- Students are taught the basic anatomy and function of the human reproductive system

TEACHING OBJECTIVES

This program is focused on the following objectives:

- Discuss the beginning of life for all living things
- Define heredity, hormones, hygiene and puberty
- Discuss emotional and physical changes that occur during puberty
- Discuss the basic anatomy of the reproductive system
- Explain the changes in hygiene that occur during puberty
- Differentiate between recessive and dominant genetic traits

LEARNING OUTCOMES

After participating in Ready, Set, Grow!, students will be able to:

- Describe the basics of gestation in mammals (egg cell, sperm cell, duration, etc.)
- Understand that genes are mixed when an egg cell and a sperm cell join together
- Define puberty, heredity, hormones, and hygiene
- Identify emotional and physical changes that occur during puberty
- Name and briefly describe the function of organs in the male and female reproductive systems
- Describe the role of genes in human development
- Identify good hygiene practices

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.2.1, 5.2.2, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.6.1, 5.6.2, 5.7.1, 5.7.2, 5.7.3

National Health Education Standards 2007: 1.5.1, 2.5.1, 2.5.2, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 6.5.1, 6.5.2, 7.5.1, 7.5.2, 7.5.3



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PROGRAM:
**Stepping Toward
Peace**

GRADE LEVEL:
3-4

LENGTH:
50 Minutes

STEPPING TOWARD PEACE

Teaching students how to practice positive communication to resolve conflict in a peaceful way.

PROGRAM OVERVIEW

In Stepping Toward Peace, students learn how to resolve conflict in a peaceful manner through various group activities. Students also learn how to express emotions in a healthy way.

- Students discuss causes of conflict and stress and practice steps on how to resolve them
- Students learn the definitions of, and differences between, peace and conflict
- Students learn how to deal with stress and express their feelings in a healthy and constructive way

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Define and differentiate between peace and conflict
- Describe ways in which conflict affects overall health
- Discuss causes of conflict and stress
- Identify healthy and unhealthy ways to respond to conflict
- Identify healthy ways to express emotions/deal with stress
- Guide students through conflict resolution scenarios

LEARNING OUTCOMES

After participating in Stepping Toward Peace, students will be able to:

- Explain how conflict negatively affects health
- List positive results of choosing peace over conflict
- List healthy and unhealthy ways to respond to conflict
- Practice conflict resolution strategies through role play
- Practice using positive communication skills

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.4.1, 5.4.3, 5.4.4, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.6.2, 5.6.6, 5.7.1, 5.7.2



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PROGRAM:
Superbodies

GRADE LEVEL:
3

LENGTH:
50 Minutes



SUPERBODIES

Teaching students about the function and care of the digestive system.

PROGRAM OVERVIEW

Superbodies teaches students about the building blocks of human life, how to eat to maintain a healthy body, and the importance of proper dental hygiene.

- Students learn about the cell as the basic unit of life, and the role of cells in human digestion and nutrition
- Students engage in experiments, activities, and discussions to help them understand digestion and reinforce good nutrition
- Students learn basic tooth anatomy and learn the importance of dental care

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Recognize cells as the basis of human life
- Identify oxygen, water, and food as requirements for life
- Define digestion as process of breaking food down into substances cells can use
- Identify the organs of the digestive system and their functions
- Indicate the importance of fiber to the digestive system and reducing the risk of disease
- Explain meal planning and the importance of eating food from the different food groups
- Identify tooth anatomy and ways to care for teeth and gums

LEARNING OUTCOMES

After participating in Superbodies, students will be able to:

- Identify a cell as the basis for human life
- Identify oxygen, water and food as requirements for life
- Define digestion and chart the course of food through the digestive system
- Describe the function of each digestive organ and the role of fiber in healthy digestion
- Explain the relationship between emotion and digestion
- Explain the importance of eating a variety of foods from the basic food groups
- Identify the components of tooth anatomy and practice good dental hygiene

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 5.1.1, 5.1.2, 5.1.3, 5.1.5, 5.4.2, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.6.1, 5.6.2, 5.7.1, 5.7.2, 5.7.3

National Health Education Standards 2007: 1.5.1, 1.5.2, 1.5.3, 1.5.5, 4.5.3, 4.5.4, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 7.5.1, 7.5.2, 7.5.3



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PROGRAM:

Teen Transitions

GRADE LEVEL:

6

LENGTH:

75 Minutes



TEEN TRANSITIONS

Teaching students about the power of personal choice as it relates to the consequences of adolescent sexual activity.

PROGRAM OVERVIEW

Teen Transitions provides a broad overview of the reproductive system, and helps students develop a positive attitude toward the physical, emotional, and social changes they experience as they approach adulthood.

- Students learn about sexually transmitted infections (STIs) and other consequences of adolescent sexual activity
- Students learn to analyze the influences that impact decision-making and identify the consequences of sexual activity versus abstinence during their teenage years
- Students are taught that abstinence from sexual activity as a teenager is a viable and preferred health choice

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Review the anatomy and physiology of the male and female reproductive systems, and the changes that occur during adolescence
- Recognize the relationship between the physical body and sexual feelings
- Identify abstinence from sexual activity (including oral sex) as the only certain way to avoid pregnancy and STIs
- Identify the physical, social, and emotional consequences of sexual involvement
- Recognize the influences that affect an adolescent's choices and behaviors

LEARNING OUTCOMES

After participating in Teen Transitions, students will be able to:

- Name and describe the function of organs in the male and female reproductive systems
- Describe how hormones influence growth, development, and emotions
- Identify abstinence from sexual activity (including oral sex) as the only certain way to avoid pregnancy and STIs
- Describe the effects sexual involvement during adolescence can have on physical, social, and emotional health
- List factors that influence an adolescent's choices and behaviors

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ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.6, 8.1.7, 8.1.8, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.2.8, 8.2.9, 8.3.4, 8.3.5, 8.4.5, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.6.1, 8.6.2, 8.6.3, 8.6.5, 8.6.6, 8.7.1, 8.7.2, 8.7.3, 8.7.5

National Health Education Standards 2007: 1.8.1, 1.8.2, 1.8.3, 1.8.5, 1.8.6, 1.8.7, 1.8.8, 1.8.9, 2.8.1, 2.8.2, 2.8.3, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.8.9, 3.8.4, 3.8.5, 5.8.1, 5.8.2, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 6.8.1, 6.8.2, 6.8.3, 7.8.1, 7.8.2, 7.8.3, 8.8.1

Indiana Code: 20-30-5-9, 20-30-5-13



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PROGRAM:

**Testicular Self-Exam:
It's Up To You**

GRADE LEVEL:

9-Adult

LENGTH:

50 Minutes

TESTICULAR SELF-EXAM: IT'S UP TO YOU

Teaching the value of monthly testicular self-exams and the importance of performing the exam properly.

PROGRAM OVERVIEW

Testicular Self-Exam: It's Up To You teaches male adolescents how to conduct a testicular self-exam using 3-D models, and what to do when a lump is suspected. Risk factors, signs and symptoms, and treatment of testicular cancer are all discussed.

- Students learn the basic anatomy and structure of the testicles
- Students learn about testicular cancer, its risk factors, and relevant statistics and facts on the disease
- Students are encouraged to take charge of their own personal health through self-awareness and self-exam

TEACHING OBJECTIVES

The health educator will focus on the following objectives:

- Emphasize the importance of knowing one's own personal health history
- Review the anatomy and the function of the testicles
- Describe the elementary cancer disease process
- Identify basic facts of testicular cancer, including risk factors and treatment
- Guide students in conducting a testicular self-exam using an anatomical model
- Identify actions to take if a suspected lump is found
- Encourage a positive attitude toward testicular self-exams

LEARNING OUTCOMES

After participating in Testicular Self-Exam: It's Up To You, students will be able to:

- Describe the function of the testicles
- Describe the cancer disease process
- Identify risk factors for testicular cancer
- Perform a testicular self-exam on an anatomical model
- Identify steps to follow if a suspected lump is found
- Identify reasons why monthly testicular self-exams are important

ACADEMIC STANDARDS:

This program is taught by a qualified health educator and complements the following standards:

Indiana Academic Standards for Health & Wellness 2018: 12.1.1, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.1.8, 12.1.9, 12.2.1, 12.2.2, 12.2.4, 12.2.6, 12.2.10, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.5.6, 12.6.1, 12.6.2, 12.6.6, 12.6.7

National Health Education Standards 2007: 1.12.4, 1.12.9, 2.12.8, 3.12.4, 5.12.3, 6.12.1, 7.12.1



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