

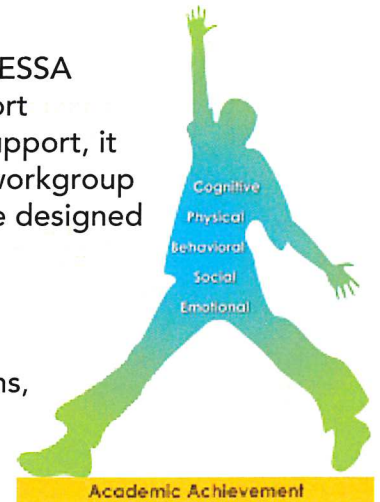
WHOLE CHILD DEFINITION

ABOUT

Whole Child has been discussed in the Top 10 in 10 goals, the Michigan ESSA Plan, and various other initiatives including Multi-tiered System of Support (MTSS). As the department moves to whole child, whole learner focus support, it is imperative that a department definition be defined. After a series of workgroup meetings and feedback session, the following definition and visuals were designed and adopted.

DEFINITION

The “whole child” is a unique learner comprised of interacting dimensions, such as cognitive, physical, behavioral, social and emotional. The whole child lives within multiple and interconnected environments including home, school, and community.



MDE WHOLE CHILD APPROACH

The Michigan Department of Education (MDE) believes caring for, supporting, and educating the whole child is an essential part of promoting academic achievement and excellence throughout the P-20 system. Having a common definition and understanding of the whole child sets the stage for action. The practical aspects of promoting the whole child requires an approach that encompasses evidence-based practices. MDE supports the Whole School, Whole Community, Whole Child Model or WSCC, a national leading model. The WSCC model was developed in collaboration by education and public health practitioners (ASCD and the Centers for Disease Control).



The WSCC model provides a broad framework for addressing both academic and non-academic needs of students in an integrated approach. The model helps how children and youth achieve a higher level of academic excellence through greater motivation and engagement in learning derived from meeting their basic needs (to be healthy, safe, engaged, supported and challenged). This whole child approach applies Maslow’s Hierarchy of Needs for 21st Century children and youth and provides a practical understanding of the supports and collaboration necessary to promote student success.

For more information on the WSCC model go to:
<http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

The Whole School, Whole Community, Whole Child Model

The Whole School, Whole Community, Whole Child (WSCC) [model](#) is an expansion and update of the Coordinated School Health (CSH) [approach](#). The WSCC incorporates the components of CSH and the tenets of the ASCD's* whole child approach to strengthen a unified and collaborative approach to learning *and* health.

The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community.

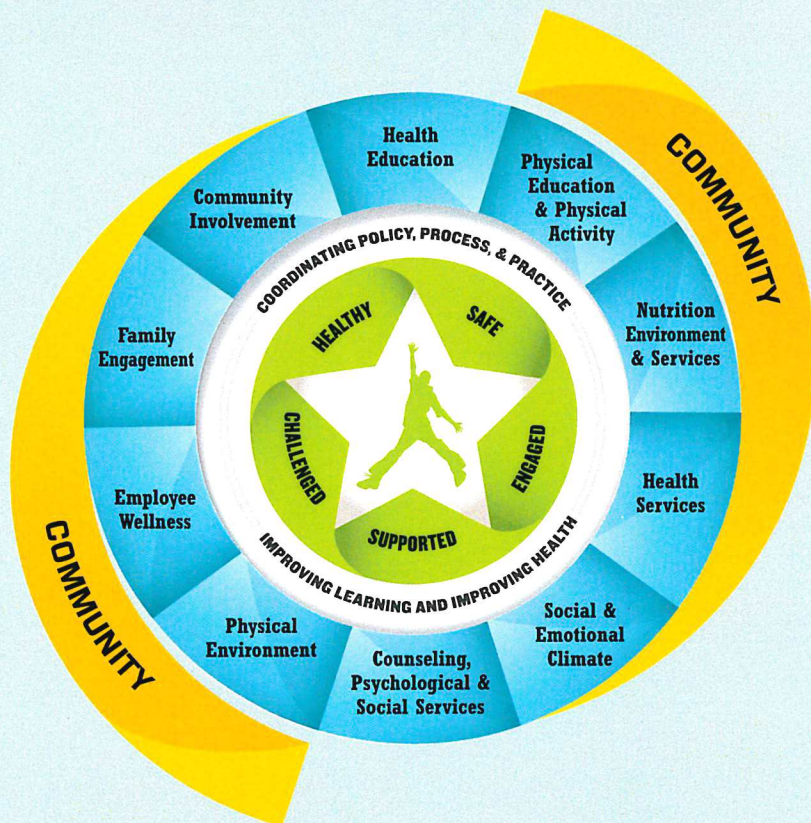
WSCC: The Model

Schools, health agencies, parents, and communities share a common goal of supporting the health and academic achievement of adolescents. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that *every young person* in every school in every community is healthy, safe, engaged, supported, and challenged.

The WSCC model accomplishes a number of important objectives:

- It combines the “Whole Child” model from ASCD with the CSH approach used by many in the adolescent and school health field.
- It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both.
- It provides an update to the CSH approach to better align with the way schools function.

Whole School, Whole Community, Whole Child Model



- The child in the center is at the focal point of the model; the child is encircled by the “whole child” tenets in green: being “healthy, safe, engaged, supported, and challenged.”
- The white band emphasizes the alignment, integration, and collaboration needed among the school, health, and community sectors to improve each child’s learning and health.
- Represented in the blue, the multiple school components surround the child, acting as the hub that provides the full range of learning and health support systems to each child, in each school, in each community.
- The community, represented in yellow, demonstrates that while the school may be a hub, it remains a focal reflection of its community and requires community input, resources, and collaboration in order to support its students.

*Formerly known as the Association for Supervision and Curriculum Development



CDC Healthy Schools

Open All Close All

Health Education

Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. When provided by qualified, trained teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the National Health Education Standards (NHES) and incorporate the characteristics of an effective health education curriculum. Health education, based on an assessment of student health needs and planned in collaboration with the community, ensures reinforcement of health messages that are relevant for students and meet community needs. Students might also acquire health information through education that occurs as part of a patient visit with a school nurse, through posters or public service announcements, or through conversations with family and peers.

Nutrition Environment and Services

The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. Students may have access to foods and beverages in a variety of venues at school including the cafeteria, vending machines, grab 'n' go kiosks, schools stores, concession stands, classroom rewards, classroom parties, school celebrations, and fundraisers.

School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs (i.e., competitive foods) meet Smart Snacks in School nutrition standards. School nutrition professionals should meet minimum education requirements and receive annual professional development and training to ensure that they have the knowledge and skills to provide these services. All individuals in the school community support a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day.

Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential.

Employee Wellness

Schools are not only places of learning, but they are also worksites. Fostering school employees' physical and mental health protects school staff, and by doing so, helps to support students' health and academic success. Healthy school employees—including teachers, administrators, bus drivers, cafeteria and custodial staff, and contractors—are more productive and less likely to be absent. They serve as powerful role models for students and may increase their attention to students' health. Schools can create work environments that support healthy eating, adopt active lifestyles, be tobacco free, manage stress, and avoid injury and exposure to hazards (e.g., mold, asbestos). A comprehensive school employee wellness approach is a coordinated set of programs, policies, benefits, and environmental supports designed to address multiple risk factors (e.g., lack of physical activity, tobacco use) and health conditions (e.g., diabetes, depression) to meet the health and safety needs of all employees. Partnerships between school districts and their health insurance providers can help offer resources, including personalized health assessments and flu vaccinations. Employee wellness programs and healthy work environments can improve a district's bottom line by decreasing employee health insurance premiums, reducing employee

Social and Emotional School Climate

Social and Emotional School Climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

Physical Environment

A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff. The physical school environment encompasses the school building and its contents, the land on which the school is located, and the area surrounding it. A healthy school environment will address a school's physical condition during normal operation as well as during renovation (e.g., ventilation, moisture, temperature, noise, and natural and artificial lighting), and protect occupants from physical threats (e.g., crime, violence, traffic, and injuries) and biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).

Health Services

School health services intervene with actual and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma or diabetes). In addition, wellness promotion, preventive services and staff, student and parent education complement the provision of care coordination services. These services are also designed to ensure access and/or referrals to the medical home or private healthcare provider. Health services connect school staff, students, families, community and healthcare providers to promote the health care of students and a healthy and safe school environment. School health services actively collaborate with school and community support services to increase the ability of students and families to adapt to health and social stressors, such as chronic health conditions or social and economic barriers to health, and to be able to manage these stressors and advocate for their own health and learning needs. Qualified professionals such as school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants and allied health personnel provide these services.

Counseling, Psychological, and Social Services

These prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process. Services include psychological, psychoeducational, and psychosocial assessments; direct and indirect interventions to address psychological, academic, and social barriers to learning, such as individual or group counseling and consultation; and referrals to school and community support services as needed. Additionally, systems-level assessment, prevention, intervention, and program design by school-employed mental health professionals contribute to the mental and behavioral health of students as well as to the health of the school environment. These can be done through resource identification and needs assessments, school-community-family collaboration, and ongoing participation in school safety and crisis response efforts. Additionally, school-employed professionals can provide skilled consultation with other school staff and community resources and community providers. School-employed mental health professionals ensure that services provided in school reinforce learning and help to align interventions provided by community providers with the school environment. Professionals such as certified school counselors, school psychologists, and school social workers provide these services.

Community Involvement

Community groups, organizations, and local businesses create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities. The school, its students, and their families benefit when leaders and staff at the district or school solicits and coordinates information, resources, and services available from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups. Schools, students, and their families can contribute to the community through service-learning opportunities and by sharing school facilities with community members (e.g., school-based community health centers and fitness facilities)

Family Engagement

Families and school staff work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child's learning and development. This relationship between school staff and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Family engagement should be continuous across a child's life and requires an ongoing commitment as children mature into young adulthood.

Physical Education and Physical Activity

Schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A comprehensive school physical activity program (CSPAP) is the national framework for physical education and youth physical activity. A CSPAP reflects strong coordination across five components: physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. Physical education serves as the foundation of a CSPAP and is an academic subject characterized by a planned, sequential K-12 curriculum (course of study) that is based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. Teachers should be certified or licensed, and endorsed by the state to teach physical education.

Page last reviewed: August 19, 2015

Michigan Model for Health™

Comprehensive K-12 health education helps prevent risk behaviors that interfere with a student's academic success. The Michigan Model for Health (MMH) is Michigan's comprehensive K-12 health education curriculum. This curriculum is aligned with the National and Michigan Health Education Standards.



Michigan Model for Health

Michigan Model for Health™ makes an impact

Michigan Model for Health is listed on the National Registry of Evidence-Based Programs and Practices (NREPP). MMH is proven effective in reducing student risk behaviors. Students who receive the Michigan Model for Health Curriculum show the following:

- ▶ Better interpersonal communication skills, social/emotional skills, self-management skills
- ▶ Improve pro-health and pro-safety attitudes
- ▶ Stronger drug and tobacco refusal skills
- ▶ Reduced intention to use alcohol and tobacco
- ▶ Increased knowledge and skills in physical activity and nutrition

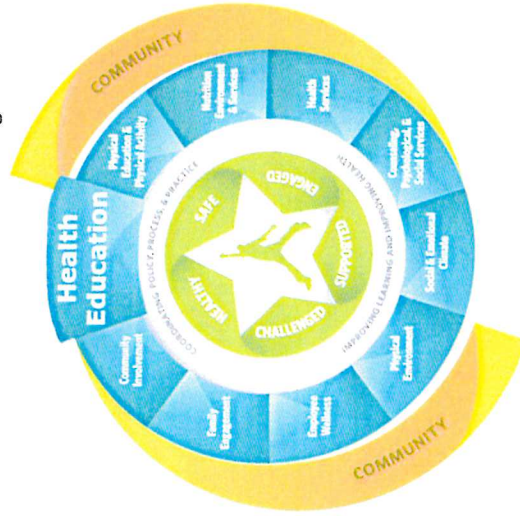
Did you know?

Of 436 randomly sampled public schools surveyed statewide, 87% reported using one or more MMH curriculum content areas in at least one grade level during the 2015-16 school year.

The Whole School Community Child

The Whole School, Whole Community, Whole Child (WSCC) model is an expansion and update of the Coordinated School Health (CSH) approach. The WSCC incorporates the components of CSH and the tenets of the ASCD's* whole child approach. The goal of this model is to strengthen a unified and collaborative approach to learning *and health*.

The WSCC model focuses on the child. This model emphasizes the school as being a part and reflection of the local community and acknowledges the intricate relationship between health and learning.



WSCC: The Model

Schools, health agencies, parents, and communities share a common goal of supporting the health and academic achievement of children and adolescents. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged. The WSCC Model is a comprehensive and systemic approach to improving both the health and academic success of students.

*Formerly known as the Association for Supervision and Curriculum Development

Return on Investment

Regional School Health Coordinators Provide Huge Return on Investment for Health and Wellness Initiatives Funding!

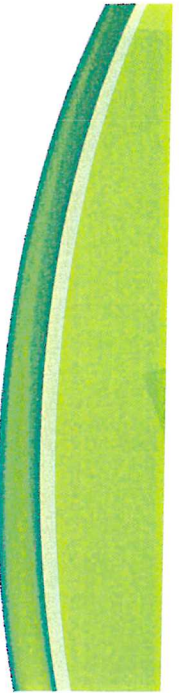


This infographic illustrates the huge "growth" leveraged from the "seed" funding that the Michigan legislature allocated for statewide coordination of school health education programs.

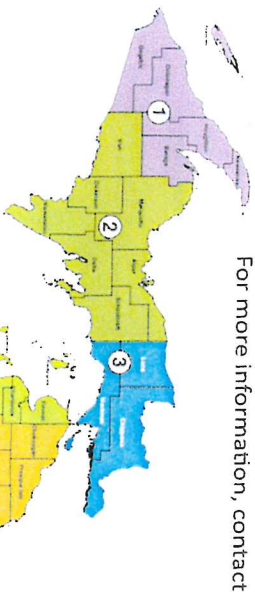
The Michigan Legislature invested \$302,500 for the implementation of the **Michigan Model for Health** and school health education statewide in the 2018-2019 fiscal year. Through grant writing and the development of collaborative working relationships with federal, state, and local agencies and organizations, **Regional School Health Coordinators** generated over **7 million dollars** of additional funding for promoting healthy kids and families throughout the state of Michigan.

This calculates to a return on investment of more than 2500%.

This means that for every dollar invested by the Michigan legislature for school health education, the Regional School Health Coordinators generated \$25 dollars in additional funding!



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Michigan School Health Coordinators' Association





Michigan has a unique network of Regional School Health Coordinators (RSHCs) that works collaboratively to serve every school in the state of Michigan. The network of coordinators collaborates with federal, state, and local governmental and non-profit agencies to promote the health of children, youth, and families in Michigan.

"If American schools do not coordinate and modernize their school health programs as a critical part of educational reform... we will forfeit one of the most appropriate and powerful means available to improve student performance."

—Lloyd Kolbe
The founder of the Division of Adolescent and School Health at the CDC.



	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
Social & Emotional Health	<ul style="list-style-type: none"> Analyzing influences of positive role models and friends Making and keeping friends Recognizing special talents in self and others Respecting differences and supporting others Helping others who are bullied Identifying when to get help from adults Demonstrating thanks and appreciation Expressing annoyance respectfully 	<ul style="list-style-type: none"> Managing strong feelings Introducing I-Messages Practicing positive self-talk Describing effects of teasing and bullying Protecting self and others who are bullied and teased Demonstrating the WISE decision-making and problem-solving skills Developing non-violent conflict resolution skills 	<ul style="list-style-type: none"> Identifying feelings of different intensities in self and others Application of managing strong feelings Applying I-messages Introducing positive self-talk Protecting self and others when bullied or harassed Demonstrating assertive communication and listening skills Identifying situations that could lead to trouble Practicing the WISE decision-making and problem-solving skills Demonstrating how to get help for self and others in dangerous situations Practicing non-violent conflict resolution skills Setting personal goals Advocating for a healthy school environment 	<ul style="list-style-type: none"> Analyzing positive and negative risks of friendships Demonstrating effective listening skills and expressing appreciation Understanding when to use assertive communication, including I-messages Practice managing strong feelings Dealing with angry feelings using the COOL steps Getting help when decision-making and problem-solving skills Evaluating solutions or problems and decisions Analyzing non-violent conflict resolution skills Defining and managing stress
Nutrition & Physical Activity	<ul style="list-style-type: none"> Identifying the Magic Numbers: 5 (food groups) and 60 (minutes of exercise) Analyzing how food advertising can impact eating behaviors Describing the three types of physical activity Developing a plan to be physically active Advocating for healthy eating and daily activity 	<ul style="list-style-type: none"> Describing the food groups and their benefits Identifying daily amounts to eat from each food group and how to estimate amounts Understand how to "Fill Your Plate" with recommended quantity of food Analyzing the influence of food and beverage advertising Balancing the daily recommended amounts of physical activity and sleep Incorporating adequate sleep, rest, and physical activity into a healthy daily routine 	<ul style="list-style-type: none"> Identifying the six nutrients and their benefits Using food labels to determine information about a food Choosing water as a preferred beverage Analyzing the Dietary Guidelines when choosing foods Assessing meals using the "Fill Your Plate" visual Evaluating meals and making recommendations for improvement 	<ul style="list-style-type: none"> Preventing foodborne illnesses Understanding the benefits of healthy eating and physical activity Applying the dietary guidelines to an individual Analyzing body image and healthy weight Describing influences on eating, activity and sleep Using the Dietary Guidelines to make a personal plan Supporting others to eat healthy and be active
Safety	<ul style="list-style-type: none"> Identifying safe and unsafe passenger behaviors Describing how booster seats and safety belts help passengers stay safe Identifying and responding to dangerous, destructive and disturbing situations e.g., Internet hazards, weapons, inappropriate touch 	<ul style="list-style-type: none"> Preventing fire and burn hazards Creating and practicing a home fire escape plan Identifying strategies to prevent injuries Learning ways to stay safe when home alone Defining emergencies and how to make emergency phone calls Preventing injury from dangerous objects, including weapons Using the Internet safely and identifying online hazards Introduce setting boundaries, appropriate touch and strategies to prevent child sexual abuse and abduction 	<ul style="list-style-type: none"> Preventing injuries related to sun, water and ice Predicting safety hazards when home alone and how to stay safe Making an emergency phone call Developing safety strategies when in public places, including when alone in public places Apply setting boundaries, appropriate touch, and identifying strategies for getting help Applying prevention strategies for child sexual abuse and abduction 	<ul style="list-style-type: none"> Understanding seatbelt safety and impact of car passenger behavior Analyzing safety strategies when in public places, including escaping when weapons are present Demonstrating the ability to follow school procedures and escape in crisis situations Applying strategies to safe when using the Internet Getting adult help with Internet safety Advocating for self and others to practice safe behaviors online Setting boundaries, understanding appropriate touch, and reinforcing that abuse is not a child's fault Reinforcing strategies to prevent child sexual abuse and abduction
Alcohol, Tobacco, & Other Drugs	<ul style="list-style-type: none"> Knowing the differences between medicines and poisons Identifying the negative effects of tobacco use Recognizing strategies used by the media to encourage or discourage tobacco use Identifying the short- and long- term effects of alcohol Determining positive influences to stay drug free Introducing refusal skills to avoid alcohol, tobacco or other drugs 	<ul style="list-style-type: none"> Reinforcing dangers of secondhand smoke and ways to avoid or reduce exposure Exploring why individuals choose to drink or not to drink Explaining how decisions about alcohol and other drug use impact family and friends Analyzing how family and friends influence alcohol and other drug use decisions Describing the influence of advertising Applying refusal skills to avoid alcohol, tobacco and other drugs 	<ul style="list-style-type: none"> Describing the dangers of inhalant use and how to avoid exposure Assessing the influence of family and peers on drug use Recognizing rules for safety around dangerous or unknown products Identifying the effects of smoking tobacco, secondhand smoke, and use of spit tobacco Advocating for someone to avoid tobacco use or quit using Analyzing tobacco advertisements Demonstrating refusal skills to avoid alcohol, tobacco, and other drugs Knowing the effects of alcohol, especially when driving a vehicle Explaining the impact alcohol and tobacco use has on friends and family Practicing ways to avoid riding with a driver who has been drinking 	<ul style="list-style-type: none"> Assessing possible reasons people use or don't use drugs Recognizing negative health effects of drug use Analyzing drug use data Persuading others to stay drug free Influences of family, society and peers on drug use Determining the impact of drug use on personal goals Explaining school rules and laws related to tobacco Reinforcing refusal skills to avoid alcohol, tobacco and other drugs Assessing the validity of community and Internet resources Identifying ways to be supportive of friends and family trying to quit drug use Developing ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided Demonstrating the benefits of living drug-free Making a drug-free commitment
Personal Health & Wellness	<ul style="list-style-type: none"> Describing basic body hygiene Practicing hand washing Planning for good body hygiene 		<ul style="list-style-type: none"> Explaining the importance of keeping the body clean Practicing proper hygiene Recognizing the influence of media on products purchased and on body image Analyzing advertisements for information 	<ul style="list-style-type: none"> Demonstrating skills for reducing the spread of germs
IV Prevention		<ul style="list-style-type: none"> Defining HIV and AIDS Describing how HIV is and isn't transmitted Exploring how to protect oneself and others from HIV Understanding the importance of being compassionate when others are ill 	<ul style="list-style-type: none"> Defining HIV and AIDS Describing how HIV is and isn't transmitted Exploring how to protect oneself and others from HIV Understanding the importance of being compassionate when others are ill 	

	EARLY CHILDHOOD	KINDERGARTEN	GRADE ONE	GRADE TWO
Social & Emotional Health	<ul style="list-style-type: none"> Identifying basic expressions of emotions Using emotion words Discussing possible reasons for emotional expressions Recognizing emotions based on facial expressions, vocal intonations and body language Comparing and contrasting family characteristics Understanding and exploring what good friends do Identifying, practicing and evaluating problem solving Increasing self awareness and respecting the personal space of others (consent) Using polite words and manners in social interactions 	<ul style="list-style-type: none"> Showing respect and caring Making and keeping friends Understanding caring touch in positive relationships Identifying and expressing feelings Managing strong feelings Giving and receiving compliments and appreciation Being responsible at home and school Identifying people who can help 	<ul style="list-style-type: none"> Predicting feelings in others Asking how others feel Showing courtesy to others Demonstrating giving and receiving compliments or appreciation Describing ways family members and friends help each other Building friendships by listening Solving problems with a decision-making process (WIN) 	<ul style="list-style-type: none"> Identifying and expressing feelings Handling mixed feelings Expressing feelings and listening Discovering ways to show respect Managing anger and other strong feelings Practicing the WIN steps for decision-making
Nutrition & Physical Activity	<ul style="list-style-type: none"> Exploring bedtime routine, rest and relaxation Understanding the importance of food for good health Identifying healthy foods Understanding the importance of drinking water for good health Demonstrating ways to move and exercise Practicing yoga as method of exercise 	<ul style="list-style-type: none"> Choosing a variety in foods and snacks for good health Understanding that drinking water is good for health Categorizing foods and snacks into the five food groups Identifying why physical activity is good for health Knowing ways to be physically active 	<ul style="list-style-type: none"> Recognizing the importance of eating a variety of foods from all five food groups Describing the benefits of eating healthy snacks Discovering the benefits of drinking water Describing the benefits of physical activity Knowing how sleep, rest, and physical activity maintain health 	<ul style="list-style-type: none"> Reinforcing the importance of eating foods from all five food groups Explaining the different food groups when combining foods Identifying foods that should be limited Benefits of physical activity
Safety	<ul style="list-style-type: none"> Identifying and practicing ways to be safe Discuss and practice safety behaviors while riding in a vehicle (car, bus/van) Recognizing safety hazards to maintain personal safety Identifying and practicing safe behavior skills during fire emergencies/drills 	<ul style="list-style-type: none"> Recognizing dangerous and destructive situations that need adult help Demonstrating pedestrian safety Knowing rules for dangerous objects and weapons Understanding how and when to dial 911 Applying strategies to avoid inappropriate touch Identifying trusted adults who can help 	<ul style="list-style-type: none"> Applying strategies and rules for wheeled recreation hazards, safety, and safety gear Preventing fire and burn hazards Demonstrating actions to take in a fire emergency Describing and practicing situations that are dangerous, destructive, and disturbing and need adult help Escaping dangerous situations Defining an emergency and when to dial 911 Applying strategies to get away in cases of inappropriate touch or abduction Demonstrating how to ask a trusted adult for help 	<ul style="list-style-type: none"> Assessing safe use of wheeled recreational equipment e.g., bicycles, skateboards, skates Identifying safety precautions in or near water Developing strategies for Internet safety Demonstrating strategies to get away in cases of inappropriate touch or abduction Practice avoiding unsafe situations and asking trusted adults for help
Alcohol, Tobacco, & Other Drugs		<ul style="list-style-type: none"> Knowing how to safely use over-the-counter and prescription medicines Identifying household products that can be dangerous Explaining rules for avoiding poisons Recognizing trustworthy sources of information 	<ul style="list-style-type: none"> Applying how to safely use over-the-counter and prescription medicines Defining what are Illicit drugs Identifying household products that can be dangerous Reviewing labels and ways to avoid poisons Recognizing adults as trustworthy sources of information about potential poisonous household products Identifying harmful chemicals in tobacco products Assessing dangers of secondhand smoke and ways to avoid or reduce exposure 	<ul style="list-style-type: none"> Identifying sources of caffeine and their impact on the body Explaining that nicotine and alcohol are drugs and should be avoided Applying skills to avoid exposure to secondhand smoke
Personal Health & Wellness	<ul style="list-style-type: none"> Identifying practices for preventing the spread of germs, e.g., handwashing, coughing into arm Practicing proper handwashing Internalizing steps for using the bathroom at school e.g., Bathroom Sequence Chart Understanding the importance of following illness prevention rules and practices for coughing, sneezing and runny noses Practicing good oral health and hygiene, e.g., toothbrushing and flossing 	<ul style="list-style-type: none"> Practicing proper hand washing to prevent the spread of germs Demonstrating and explaining how to properly take care of teeth Encouraging peers to make positive choices for personal health 	<ul style="list-style-type: none"> Practicing skills for stopping the spread of germs e.g., covering sneezes and washing hands Explaining ways to take care of teeth 	 <p>The model for healthy kids!</p> <p>MM[™]</p> <p>Michigan Model for Health</p>

Alcohol, Tobacco, & Other Drugs

CONTENT

- Recognizing short and long-term effects of alcohol, tobacco and other drugs
- Clarifying myths regarding use of alcohol, tobacco and other drugs
- Locating and assessing the validity of drug-related information resources and services
- Describing financial, political, social, health, legal issues and influences related to alcohol, tobacco and other drugs
- Analyzing internal and external pressures to use drugs
- Promoting a drug-free environment
- Avoiding and resisting use of alcohol, tobacco and other drugs

SKILLS

- Advocating for a drug-free environment
- Analyzing influences on drug use
- Using decision making and problem solving
- Advocating to reduce teen drug use
- Accessing reliable information and resources
- Avoiding exposure to and resisting use alcohol, tobacco and other drugs
- Practicing refusal skills
- Supporting others who want to stop using alcohol, tobacco or other drugs

Note: Opioid Misuse Supplemental Curriculum available for the 2019-2020 school year

Personal Health & Wellness

CONTENT

- Accessing valid information related to personal health issues and concerns
- Preventing spread of infectious diseases
- Recognizing the importance of sleep and rest
- Describing social influences on sun safety behaviors
- Understanding how to get regular health screenings, and finding quality health care
- Determining whether medical care is required based on symptoms
- Analyzing influences of media on personal health care product usage

SKILLS

- Accessing information
- Assessing validity of sources
- Effective listening
- Asking effective questions
- Analyzing influences
- Using assertive communication

Healthy & Responsible Relationships: HIV, STIs, & Pregnancy Prevention

CONTENT

- Recognizing healthy relationships
- Building healthy relationships and intimacy
- Understanding the consequences of infection with HIV and other STIs
- Describing how HIV and other STIs are and are not transmitted
- Analyzing health risks of various behaviors
- Knowing where to get HIV and other STI testing
- Determining the costs of pregnancy and teen parenting
- Identifying the laws and legal consequences of underage sex
- Situations requiring professional health services

SKILLS

- Applying strategies to abstain from sex and/or reduce risk*
- Accessing reliable sources of information and help
- Avoiding and escaping risky situations
- Communicating respectfully and assertively
- Refusing pressure
- Identifying trouble situations
- Analyzing influences on sexual behaviors
- Setting effective personal goals
- Advocating for peers to prevent HIV, other STIs and pregnancy

* This module offers three tracks: *abstinence-only*, *abstinence-plus-contraceptives*, or *abstinence-plus-contraceptives*.



**Michigan Model
for Health**

Skills for Health & Life

<p>FOCUS</p> <p>The first unit of this one-semester curriculum focuses exclusively on introducing and practicing skills that are reinforced in subsequent units.</p>	<p>SKILLS</p> <ul style="list-style-type: none"> • Accessing information • Analyzing influences • Setting goals • Making healthy decisions • Using interpersonal communication • Practicing effective listening • Responding to the emotions of others • Communicating assertively • Asking effective questions • Practicing refusal skills • Using negotiation skills • Collaborating with peers • Developing self management skills • Advocating for health
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Social & Emotional Health

<p>CONTENT</p> <ul style="list-style-type: none"> • Understanding self awareness • Recognizing and managing stress • Describing stress and depression • Locating resources for help regarding depression and suicide • Managing and resolving conflicts • Identifying positive and negative relationships • Exploring laws concerning bullying, harassment and sexual harassment • Learning the warning signs of dating abuse • Where to get help for abusive relationships 	<p>SKILLS</p> <ul style="list-style-type: none"> • Using empathy • Getting help • Analyzing the validity of resources • Practicing conflict resolution • Negotiation • Setting goals • Identifying and avoiding dangerous situations
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Nutrition & Physical Activity

<p>CONTENT</p> <ul style="list-style-type: none"> • Describing healthy and unhealthy weight management • Recognizing facts and myths regarding nutrition and physical performance • Assessing the importance of nutrition during pregnancy • Locating and assessing validity of nutrition resources • Analyzing food labels and federal guidelines for diet and physical activity • Practicing healthy eating in restaurants • Advocating for nutritional choices and physical activity at school 	<p>SKILLS</p> <ul style="list-style-type: none"> • Analyzing and assessing personal food intake • Assessing personal barriers to physical activity and developing solutions • Predicting benefits or consequences related to eating and physical activity behaviors • Developing healthy eating and physical activity behaviors • Using decision making • Setting goals • Accessing resources • Advocating for healthier food choices and regular physical activity
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Safety

<p>CONTENT</p> <ul style="list-style-type: none"> • Recognizing dangerous situations and when it is important to report to authorities • Developing strategies for resolving and managing potentially dangerous situations including conflicts involving weapons and gangs • Practicing strategies to stay safe in a violent situation • Analyzing effects of violence on individuals, families, communities and the nation • Using problem-solving and decision-making skills to generate alternative solutions to social situations that may place one at risk • Predicting potential short and long-term effects of choices 	<p>SKILLS</p> <ul style="list-style-type: none"> • Identifying, avoiding, and reporting dangerous situations • Practicing conflict resolution • Getting help from others • Analyzing influences on promotion and prevalence of violence • Using decision making and problem solving • Accessing reliable resources
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The Power is Yours to Be Tobacco Free

CONTENT

- Describing how tobacco negatively impacts individuals, friends, family and community
- Practicing healthy ways to meet needs without tobacco use
- Exploring the dangers of vaping, e-cigarettes, tobacco and hookah use, and second and third-hand smoke
- Exploring the health, legal, social and financial consequences of use

SKILLS

- Analyzing influences to use tobacco
- Using refusal skills to avoid tobacco use
- Supporting those who abstain and those who are trying to quit
- Identifying risky situations that could lead to tobacco use
- Solving problems related to tobacco use
- Avoiding secondhand smoke
- Accessing resources to quit tobacco use
- Practice developing persuasive advice for peers on how to stay tobacco free

Growing Up & Staying Healthy: Understanding HIV and Other STIs

CONTENT

- Distinguishing myths and facts related to HIV and other STIs
- Exploring consequences of infection with HIV and other STIs
- Evaluating how HIV and other STIs are and are not transmitted
- Describing the negative consequences of sexual intercourse and reducing risk
- Identifying situations requiring professional health services

SKILLS

- Applying strategies to create sexual boundaries, abstain from sex and/or reduce risk*
- Accessing reliable sources of information and help related to HIV and other STIs
- Avoiding and escaping risky situations
- Communicating verbally and non-verbally to refuse participation in sexual behaviors
- Practice refusing pressure and identifying trouble for risky situations
- Set goals to stay free of HIV and other STIs
- Advocating for peers to live free of HIV and other STIs

* *This module offers two tracks: abstinence-only or abstinence-plus-condoms*



Safe & Sound for Life: Social & Emotional Health & Safety

CONTENT

- Examining how feelings and thoughts help determine behavior
- Recognizing characteristics of stress and stress management
- Identifying signs of anger and ways to manage anger
- Identifying internal and external influences that lead to aggression and violence
- Recognizing depression and getting help
- Analyzing bullying and cyberbullying and the role of bystanders
- Knowing characteristics and laws related to sexual harassment and abusive relationships
- Developing healthy relationships and friendships

SKILLS

- Listening
- Expressing emotions and thoughts
- Using empathy
- Practicing I-statements
- Using decision making
- Problem solving
- Asking effective questions
- Managing conflicts
- Choosing positive relationships
- Avoiding dangerous situations
- De-escalating intimidation
- Maintaining personal safety
- Getting help for abusive relationships
- Helping others
- Accessing resources

A Winning Team: Healthy Eating & Physical Activity

CONTENT

- Recognizing health benefits of healthy eating, hydration, and being physically active
- Describing the federal guidelines for diet and physical activity
- Understanding factors related to weight control, body image, and body type
- Identifying moderate-intensity physical activities
- Exploring nutrition information on food labels, health claims, and advertisements

SKILLS

- Analyzing personal food intake
- Assessing personal barriers and developing solutions to healthy eating and physical activity
- Accessing resources for weight management and unhealthy eating patterns
- Analyzing influences of sedentary activities on physical activity
- Selecting foods with high nutritional value
- Analyzing nutrition information to identify healthier food options when eating out
- Persuading peers to eat healthy and be physically active
- Setting goals to improve healthy eating and increase physical activity

Stay Drug Free Today for a Successful Tomorrow: Alcohol & Other Drug Prevention

CONTENT

- Analyzing internal and external influences and social norms
- Recognizing one's personal control over their response to influences
- Distinguishing passive, aggressive, and assertive, verbal and non-verbal communication
- Exploring dependency and addiction
- Identifying resources and help for alcohol, tobacco, and other drug dependency
- Researching the dangers of alcohol, marijuana, and steroid use, and over-the-counter, prescription drug and sports supplements misuse

SKILLS

- Using I-statements in pressure situations
- Practicing refusal skills to avoid drug use
- Identifying risky situations
- Applying effective communication skills
- Using decision making and problem solving
- Getting help
- Advocating for drug-free social norm
- Accessing resources

Note: Opioid Misuse Supplemental Curriculum available for 2019-2020 school year