

SIX CATEGORIES OF RISK BEHAVIORS – Center for Disease Control and Prevention

<p><b>Character Education</b></p>	<p><b>Sexual Behaviors That Result in Unwanted Pregnancies &amp; STDs, Including HIV</b></p>	<p><b>Intentional &amp; Unintentional Injuries, Including Violence Prevention</b></p>	<p><b>Tobacco Use</b></p>	<p><b>Dietary Behaviors</b></p>	<p><b>Alcohol &amp; Other Drug Use</b></p>	<p><b>Physical Activity</b></p>	<p><b>Gambling Prevention</b></p>
<p><b>Choosing Who I Am – Choosing Who I Become</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Six essential character traits</li> <li>Core democratic values and the common good</li> <li>Impact of character traits on individuals and society</li> <li>Warning signs of stress</li> <li>Resources for help with stress management</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Investigate the meanings of the character traits</li> <li>Analyze situations for character traits</li> <li>Advocate for behaviors that demonstrate character</li> <li>Use assertive communication skills</li> <li>Analyze situations that call for simple acts of caring and those requiring getting the help of a caring adult.</li> <li>Make a self-assessment of character traits and develop a personal plan</li> </ul>	<p><b>HIV, AIDS, and Other STDs</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Consequences of STDs on a person's life</li> <li>How STDs are and are not transmitted</li> <li>Health risks of different behaviors</li> <li>Situations requiring professional health services</li> <li>Resources for information and help related to STDs</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Apply strategies to promote abstinence</li> <li>Avoid and escape risky situations:                             <ul style="list-style-type: none"> <li>communication</li> <li>refusal</li> <li>identifying trouble</li> </ul> </li> <li>Plan to stay free of STDs</li> <li>Influence peers by modeling positive behaviors</li> </ul> <p>NOTE: "STD" includes HIV</p> <p>School districts choose from available curricular programs or develop a local curriculum to teach sexuality education.</p>	<p><b>The Two "R's" for Stopping Assault and Preventing Violence</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Healthy and harmful relationships</li> <li>Causes of conflict; how conflicts can escalate</li> <li>Influences that promote and discourage violence</li> <li>Characteristics and laws related to sexual harassment and abusive relationships</li> <li>Resources to stop assault and prevent violence</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Resolve conflicts:                             <ul style="list-style-type: none"> <li>listening</li> <li>expressing emotions and thoughts</li> <li>showing empathy</li> <li>managing anger</li> <li>responding to anger</li> <li>problem solving/negotiation</li> </ul> </li> <li>De-escalate intimidation</li> <li>Avoid and escape violence</li> <li>Maintain personal safety</li> <li>Deal with sexual harassment</li> <li>Deal with abusive relationships</li> <li>Help others</li> <li>Advocate for nonviolence</li> <li>Access resources</li> </ul>	<p><b>It's No Mystery: Tobacco Is a Killer</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Health benefits of abstaining from use</li> <li>Health, legal, social, and financial consequences of use</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyze influences to use tobacco</li> <li>Abstain from use (refusal)</li> <li>Support others who abstain</li> <li>Support others who want to quit</li> <li>Counter negative influences</li> <li>Promote the norm of abstinence</li> <li>Avoid secondhand smoke</li> <li>Access resources</li> </ul>	<p><b>What's Food Got to Do With It?</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Health benefits of eating:                             <ul style="list-style-type: none"> <li>foods from the five food groups</li> <li>recommended number and size of servings from each food group</li> </ul> </li> <li>Factors in weight control</li> <li>Influence of body image on eating patterns</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Read food labels</li> <li>Select a balanced diet</li> <li>Design diets to meet specific goals</li> <li>Plan nutritious meals at fast food restaurants</li> <li>Plan to improve personal dietary habits</li> <li>Analyze:                             <ul style="list-style-type: none"> <li>food packaging and advertising claims</li> <li>nutrition information</li> </ul> </li> <li>Advocate with others for availability of nutritious foods</li> </ul>	<p><b>Protect a Friend—Share Your Skills</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Influences that promote drug use in young people</li> <li>Rules and laws related to drugs</li> <li>Health, social, and legal consequences of drug use</li> <li>Resources for drug-related information and help</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Evaluate internal and external pressures to use drugs</li> <li>Express opinions, thoughts, and feelings</li> <li>Solve problems</li> <li>Refuse</li> <li>Identify trouble</li> <li>Promote drug-free messages to peers</li> <li>Apply a personal commitment to living drug free</li> <li>Access resources</li> </ul> <p>NOTE: "Drug" refers to alcohol, tobacco, and other drugs.</p>	<p><b>It's Time to Move!</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Benefits of regular physical activity</li> <li>Recommended amount and types of physical activity for health benefits</li> <li>Consequences of being inactive</li> <li>Barriers to being active</li> <li>Strategies to overcome barriers</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyze influences which encourage physical activity</li> <li>Set personal physical activity goals and monitor progress</li> <li>Promote physical activity among peers</li> </ul>	<p><b>All "Bets" Are Off!</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Possible health, social, and legal consequences of gambling</li> <li>Different types of gamblers</li> <li>Laws related to gambling</li> <li>Influences that encourage or discourage gambling</li> <li>Resources for gambling information and help</li> <li>Assess personal risk</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyze influences and advertising related to gambling</li> <li>Abstain from gambling (refusal)</li> <li>Communicate concern for others</li> <li>Access resources</li> <li>Promote awareness of gambling risks</li> </ul>
<p><b>Building Character in Ourselves and Our Schools</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Essential character traits</li> <li>Core democratic values</li> <li>Impact of character traits on individuals, school, and society</li> <li>The role of courage in demonstrating the character traits</li> <li>Warning signs of stress and resources for stress management</li> <li>Focus on the school community</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Research the meanings of character traits and behaviors</li> <li>Analyze the impact of character traits on individuals, community and society</li> <li>Analyze situations and behaviors for character traits</li> <li>Make a self-assessment of character traits and develop a personal plan</li> <li>Assess the character needs of school</li> <li>Develop and implement a plan to build character at school</li> </ul> <p><b>A Module for Alternative Education</b></p>	<p>School districts choose from available curricular programs or develop a local curriculum to teach sexuality education and HIV and other STDs.</p> <p><b>A Module for Alternative Education</b></p> <p><b>Managing Life in a Less-Than-Perfect World</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Essential character traits</li> <li>Managing emotions</li> <li>Communication skills</li> <li>Warning signs of stress and resources for stress-management</li> <li>Review of decision-making model</li> <li>Focus on personal skills</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyze how character traits are demonstrated in behavior.</li> <li>Apply the character traits to situations.</li> <li>Practice effective listening</li> <li>Practice assertive communication</li> <li>Develop an anger management plan</li> <li>Examine respect for people in authority</li> <li>Examine the importance of caring and citizenship</li> <li>Make a self-assessment regarding character traits, and develop a personal plan</li> </ul>	<p><b>Managing Conflicts &amp; Preventing Violence</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Healthy and harmful relationships</li> <li>Causes of conflict; how conflicts can escalate</li> <li>Factors that contribute to and prevent violence</li> <li>Consequences of violence</li> <li>Characteristics and laws related to sexual harassment and abusive relationships</li> <li>Resources to prevent and avoid violence</li> <li>Individual's responsibility for safety of self and others</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Resolve conflicts:                             <ul style="list-style-type: none"> <li>listening</li> <li>expressing emotions and thoughts</li> <li>showing empathy</li> <li>managing anger</li> <li>responding to anger</li> <li>problem solving/negotiation</li> </ul> </li> <li>De-escalate intimidation</li> <li>Avoid and escape violence</li> <li>Maintain personal safety</li> <li>Prevent violence</li> <li>Deal with sexual harassment</li> <li>Deal with abusive relationships</li> <li>Access resources</li> </ul>	<p><b>Teens Campaign Against Tobacco</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Factors that contribute to positive health behaviors</li> <li>Health benefits of abstaining from use</li> <li>Resources for information, help, and cessation</li> <li>Financial, political, social, health, and legal issues related to tobacco</li> <li>Messages that will encourage youth not to use or to quit</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Advocate for the prevention, reduction, or elimination of use among peers</li> <li>Promote a tobacco-free environment</li> <li>Abstain from use (refusal)</li> <li>Encourage others to abstain</li> <li>Quit using</li> <li>Encourage others to quit</li> <li>Support others who want to quit</li> <li>Access resources</li> </ul>	<p><b>Help Yourself to Good Nutrition</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Health benefits of eating:                             <ul style="list-style-type: none"> <li>foods from the five food groups</li> <li>recommended number and size of servings from each food group</li> </ul> </li> <li>Weight management principles and myths regarding weight loss</li> <li>Influence of body image on eating patterns</li> <li>Healthy and unhealthy eating patterns</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Plan:                             <ul style="list-style-type: none"> <li>healthy weight loss/maintenance</li> <li>nutritious meals within a budget</li> <li>nutritious meals at fast food restaurants</li> <li>for improved personal nutrition</li> </ul> </li> <li>Analyze effects of nutrition on:                             <ul style="list-style-type: none"> <li>physical activity</li> <li>athletic performance</li> <li>pregnancy</li> <li>fetal development</li> </ul> </li> <li>Analyze nutrition information and resources</li> <li>Synthesize and communicate research findings on nutrition</li> </ul>	<p><b>Teens Voice Solutions</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Scope of adolescent drug use</li> <li>Physical, emotional, social, and economic consequences of drug use</li> <li>Impact of environment on the problem of drug use</li> <li>Legal issues related to drug use among adolescents</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Evaluate internal and external pressures to use drugs</li> <li>Synthesize and communicate research findings on reducing drug use</li> <li>Communicate assertively</li> <li>Refuse</li> <li>Solve personal and social problems</li> <li>Propose and evaluate possible solutions for reducing drug use among adolescents</li> <li>Communicate a proposed solution to the problem of drug use to school and/or community representatives</li> <li>Access resources</li> </ul> <p>NOTE: "Drug" refers to alcohol, tobacco, and other drugs.</p>	<p><b>Stay Physically Active—For Life</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Six components of wellness</li> <li>Contribution of physical activity to physical wellness</li> <li>Recommended amount and types of physical activity for health benefits</li> <li>Benefits of regular physical activity</li> <li>Consequences of being inactive</li> <li>Strategies to overcome barriers</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyze barriers to being active</li> <li>Assess current level of activity</li> <li>Set personal physical activity goals</li> <li>Advocate for school and community support of physical activity</li> </ul>	<p><b>Don't Bet On It!</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Possible health, social, and legal consequences of gambling</li> <li>Different types of gamblers</li> <li>Warning signs of problem and compulsive gamblers</li> <li>Phases compulsive gamblers experience</li> <li>Laws related to gambling</li> <li>Influences that encourage or discourage gambling</li> <li>Resources for gambling information and help</li> <li>Assess personal risk</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyze influences and advertising related to gambling</li> <li>Communicate concern for others</li> <li>Access resources</li> <li>Advocate for abstinence from gambling by youth</li> </ul>