STATE OF MINNESOTA

Specific curriculum area standards can be found at the Minnesota State Board of Education website, located at the above address. Links to the specific standards are found under the current curriculum frameworks with the PDFs specific goals within each educational category located on the page. The benchmark interpretations are those of the Dangerous Decibels® program and do not represent official state board of education interpretation or review.

THE DANGEROUS DECIBELS PROGRAM is designed to reduce the incidence of noise induced hearing loss and tinnitus by changing knowledge, attitudes, and behaviors about sound exposures. Common underlying educational messages:
1. What are the sources of dangerous sounds
2. What are the consequences of dangerous sounds
3. How do I protect myself from dangerous sounds.

RATIONALE:
The Centers for Disease Control Division of Adolescent and School Health (DASH) recognizes noise induced hearing loss as a health risk for young people. http://www.cdc.gov/healthyyouth/noise/

The U.S. national health initiative; Healthy People 2020 has indicated three related health goals for the prevention of noise induced hearing loss in youth; http://www.healthypeople.gov/2020/topicsobjectives2020/objectiveslist.aspx?topicid=20 (Ear-Nose-Throat (ENT) and Educational and Community-Based Program (ECBP) Objectives

1. ENT-VSL-6: Increase the use of hearing protection devices
   a. ENT-VSL-6.2: Adolescents aged 12 to 19 years who have ever used hearing protection devices (earplugs, earmuffs) when exposed to loud sounds or noise.

2. ENT-VSL-7 Reduce the proportion of adolescents who have elevated hearing thresholds or audiometric notches, in high frequencies (3, 4, or 6 kHz) in both ears, signifying noise-induced hearing loss.

3. ECBP-3: Increase the proportion of elementary, middle, and senior high schools that have health education goals or objects that address the knowledge and skills articulated in the National Health Education Standards (high school, middle, elementary).
   a. ECBP-3.1: Comprehending Concepts related to health promotion and disease prevention (knowledge)
   b. ECBP-3.2: Accessing valid information and health promoting products and services (skills)
   c. ECBP:3.3: Advocating for personal, family, and community health (skills)
   d. ECBP-3.5: Practicing health-enhancing behaviors and reducing health risks (skills)
   e. ECBP-3.6: Using goal-setting and decision-making skills to enhance health (skills)
   f. ECBP-3.7: Using interpersonal communication skills to enhance health (skills)
4. **ECBP–4**: *Increase the proportion of elementary, middle, and senior high schools that provide school health education to promote personal health and wellness in the following areas: hand washing or hand hygiene; oral health; growth and development; sun safety and skin cancer prevention; benefits of rest and sleep; ways to prevent vision and hearing loss; and the importance of health screenings and checkups.*
   a. **ECBP–4.6**: Ways to prevent vision and hearing loss

**DANGEROUS DECIBELS (DD) PROGRAM CONTENT:**

**What is Sound?**

**DD Educational Objectives:** Students will know that:

1. Sound is a result of vibrations
2. Sound vibrations are called sound waves
3. You cannot have sound without vibrations
4. The energy in sound is what can cause damage to our ears

**Minnesota Educational Benchmarks:**

A. Physical Science (2)
   Motion
   - A. The motion of an object can be changed by push or pull forces.
     - Describe how push and pull forces can make objects move. (2.2.2.2.1)
     - Demonstrate that objects move in a variety of ways, including a straight line, a curve, a circle, back and forth, and at different speeds. (2.2.2.1.2)

B. Physical Science (3)
   Energy
   - A. Energy appears in different forms, including sound and light.
   - B. Explain the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch.
     - Changing the length of a string that is plucked changes the pitch. (3.2.3.1.1)

C. Physical Science (4)
   Energy
   - A. Energy appears in different forms, including heat and electromagnetism.
   - B. Describe the transfer of energy when objects touch or are placed near each other. (4.2.3.1.1)
   - C. Compare materials that are conductors and insulators of heat and/or electricity. (4.2.3.1.3)
   - D. Energy can be transformed within a system or transferred to other systems or the environment.
     - Identify several ways to generate energy (4.2.3.2.1)

D. Physical Science (5)
   Motion
   - A. An object’s motion is affected by forces and can be described by the object’s speed and the direction it is moving.
   - B. Identify the force that starts something moving or changes its speed or direction of motion. (5.2.2.1.2)
   - C. Demonstrate that a greater force on an object can produce a greater change in motion. (5.2.2.1.3)
E. Physical Science (6)

Matter
- A. Substances can undergo physical changes which do not change the composition or the total mass of the substance in a closed system.
- B. Identify evidence of physical changes, including changing phase or shape.
  - Shape of sound waves change shape and phase. (6.2.1.2.1)

Motion
- A. The motion of an object can be described in terms of speed, direction, and change of position.
  - Measure and calculate the speed of an object that is traveling in a straight line. (6.2.2.1.1)
- C. The motion of an object can be described in terms of speed, directions and change of position.
  - Use the relationship between heat and the motion and arrangement of particles in solids, liquids and gases. (6.2.2.1.2)
- B. Forces have magnitude and direction and affect the motion of objects
  - Recognize that when the forces acting on an object are balanced, the object remains at rest or continues to move at a constant speed in a straight line, and that unbalanced forces cause a change in speed or direction of the motion. (6.2.2.2.1)
  - Identify the forces acting on an object and describe how the sum of the forces affects the motion of the object. (6.2.2.2.2)

F. Physical Science (8)

Energy
- A. Waves involve the transfer of energy without the transfer of matter.
  - Explain how waves transfer energy. (8.2.3.1.1)

G. Physical Science (9-12)

Motion
- A. An object’s mass and the forces on it affect the motion of an object.
  - Demonstrate forces that affect sound, etc. (9.2.2.2.3)

Energy
- A. Energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.
- B. Identify the energy forms and explain the transfers of energy involved in the operation of common devices. (9.2.3.2.1)
- C. Describe how energy is transferred through sound waves and how pitch and loudness are related to wave properties of frequency and amplitude. (9.2.3.2.3)

H. Physics (9-12)

Motion
- Forces and inertia determine the motion of objects.
  - Apply Newton’s three laws of motion to analyze and calculate effects. (9P.2.2.1.2)

Energy
- Sound waves are generated from mechanical oscillations of objects and travel through a medium.
- Analyze the frequency, period, and amplitude of an oscillatory system.
  - A pendulum, vibrating string, etc. (9P.2.3.1.1)
- Describe how vibration of physical objects sets up transverse and/or longitudinal waves in gases, liquids, and solid materials. (9P.2.3.1.2)
State of Minnesota: Dangerous Decibels Educational Benchmarks: 2013.09
http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/

- Explain how interference, resonance, refraction, and reflection affect sound waves. (9P.2.3.1.3)
- Describe the Doppler effect changes that occur in an observed sound as a result of the motion of a source of the sound relative to a receiver. (9P.2.3.1.3)

**How Do We Hear?**

**DD Educational Objective:**
Students will have a general understanding of how sound waves and vibrations travel through the parts of the ear to enable hearing

**Minnesota Educational Benchmarks:**

A. **Physical Science (2)**
   - **Motion**
     - A. The motion of an object can be changed by push or pull forces.
       - Describe how push and pull forces can make objects move. (2.2.2.2.1)

B. **Physical Science (3)**
   - **Energy**
     - A. Energy appears in different forms, including sound and light.
     - B. Explain the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch.
       - Changing the length of a string that is plucked changes the pitch. (3.2.3.1.1)

C. **Physical Science (4)**
   - **Energy**
     - A. Energy appears in different forms, including heat and electromagnetism.
     - B. Describe the transfer of energy when objects touch or are placed near each other. (4.2.3.1.1)
     - C. Compare materials that are conductors and insulators of heat and/or electricity. (4.2.3.1.3)
     - D. Energy can be transformed within a system or transferred to other systems or the environment.
       - Identify several ways to generate energy (4.2.3.2.1)

D. **Physical Science (5)**
   - **Motion**
     - A. An objects motion is affected by forces and can be described by the object’s speed and the direction it is moving.
     - B. Identify the force that starts something moving or changes its speed or direction of motion. (5.2.2.1.2)
     - C. Demonstrate that a greater force on an object can produce a greater change in motion. (5.2.2.1.3)

E. **Physical Science (6)**
   - **Matter**
     - A. Substances can undergo physical changes which do not change the composition or the total mass of the substance in a closed system.
     - B. Identify evidence of physical changes, including changing phase or shape.
       - Shape of sound waves change shape and phase. (6.2.1.2.1)
   - **Motion**
     - A. The motion of an object can be described in terms of speed, direction, and change of position.
- Measure and calculate the speed of an object that is traveling in a straight line. (6.2.2.1.1)
- B. Forces have magnitude and direction and affect the motion of objects
  - Recognize that when the forces acting on an object are balanced, the object remains at rest or continues to move at a constant speed in a straight line, and that unbalanced forces cause a change in speed or direction of the motion. (6.2.2.2.1)
  - Identify the forces acting on an object and describe how the sum of the forces affects the motion of the object. (6.2.2.2.2)

F. Physical Science (8)
   Energy
   - A. Waves involve the transfer of energy without the transfer of matter.
     - Explain how waves transfer energy. (8.2.3.1.1)

G. Physical Science (9-12)
   Energy
   - A. Energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.
   - B. Identify the energy forms and explain the transfers of energy involved in the operation of common devices. (9.2.3.2.1)
   - C. Describe how energy is transferred through sound waves and how pitch and loudness are related to wave properties of frequency and amplitude. (9.2.3.2.3)

How Do We Damage Our Hearing?

DD Educational Objective:
Students will know how loud sounds create strong vibrations that can permanently damage hair cells in the cochlea.

Minnesota Educational Benchmarks:
A. Health Education (K)
   7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
      - Student will identify responsible health behaviors.
      - Identify safety rules for home/school.
      - Identify potential hazards in the home.

B. Health Education (1)
   1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
      - Student will understand common health issues in children.
      - Identify health and unhealthy noise levels and how to use an inside voice.
      - Identify how to take care of the body.
   5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
      - The student will recognize outcomes of positive health decisions.
      - Identify 2-3 choices and contrast healthy and unhealthy decisions.
- Use decision making steps to handle common situations.

**C. Health Education (2)**
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
   - The student will explain how childhood injuries and illnesses can be prevented.
   - Mind-web examples of healthy and unhealthy behavior.
   - Role-play various safety techniques.
   - Predict how not taking care of one’s body can affect health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
   - The student will describe refusal skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will compare behaviors that are safe to those that are risky or harmful.
   - Role-play examples of healthful behaviors.
   - Teach peers the consequences of safe/healthful and risky/harmful behaviors.

**D. Health Education (3)**
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will compare behaviors that are safe to those that are risky or harmful.
   - Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors.
   - Role model healthy behaviors for younger students.

**E. Health Education (4)**
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - The student will describe the basic structure and functions of the human body systems.
   - Define the basic structure and functions of the body systems.
   - List important health screenings for children.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
   - The student will describe communication skills to build and maintain healthy relationships.

**F. Health Education (5)**
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
   - Demonstrate refusal skills in unsafe situations.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will demonstrate ways to avoid and reduce threatening situations.
   - Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.

**G. Health Education (7)**
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - Create a magazine cover on a body system, promoting ways to take care of that system.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will explain the importance of assuming responsibility for personal health behaviors.

H. Health Education (8)
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
   - The student will demonstrate refusal and negotiation skills to enhance health.

I. Health Education (9)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - Predict how you can use healthy life skills in your daily life.
   - Make a collage of positive behaviors and unhealthy behaviors.
5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)
   - The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
   - Identify health risks of young adults.

J. Health Education (10)
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will develop strategies to improve or maintain personal, family, and community health.
   - 5.2.3.2 Create real-world situations corresponding to equations and inequalities.

What’s that Sound?

DD Educational Objectives:
1. Students will understand one of the consequences of being exposed to dangerous sound levels.
2. Students will understand what it is like to try to identify sounds with a high frequency hearing loss.

Minnesota Educational Benchmarks:
A. Health Education (K)
3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
   - The student will demonstrate the ability to locate school and community health helpers.
8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - Role-play how to respond to peer pressure in terms of following safe practices.
   - Discuss safety routines

B. Health Education (1)
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
   - The student will locate resources from home, school, and community that provide valid health information.
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will recognize outcomes of positive health decisions.
Use decision making steps to handle common situations.

C. Health Education (2)
   3. Students will demonstrate the ability to access valid health information and products and services. (AI)
      - The student will explain how media influences the selection of health information
      - Mind-web examples of healthy and unhealthy behavior.
      - Predict how not taking care of one’s body can affect health.

D. Health Education (3)
   8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
      - Identify strategies for reporting dangerous situations involving self/others.

E. Health Education (6)
   2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)
      - The student will analyze how information from peers influences health.
      - Define peer pressure and how it can promote positive health choices.
      - Show ways to be assertive regarding personal health choices.

How Loud is Too Loud?

DD Educational Objectives:
1. Students begin to associate different sounds with decibel levels.
2. Students identify which method of hearing protection is the best to practice when exposed to dangerous decibels from different sources.
3. Students identify and discuss the social norms and challenges associated with practicing hearing protection.

Minnesota Educational Benchmarks:
A. Health Education (K)
   3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
      - The student will demonstrate the ability to locate school and community helpers.
      - Identify safety rules for home, school, and community.
   5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
      - The student will identify skills in problem solving and decision making.
      - Explain the consequences of playing with guns
   8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
      - The student will identify safe behaviors in the home, school, and community.
      - Role-play how to respond to peer pressure in terms of following safe practices.
      - Discuss safety routines.

B. Health Education (1)
   1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
      - The student will understand common health issues in children.
- Identify healthy and unhealthy noise levels and how to use an inside voice.
- Identify how to take care of the body.

3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
   - The student will locate resources from home, school, and community that provide valid health.
   - Identify safety procedures for the home, school, and community.

5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will recognize outcomes of positive health decisions.
   - Identify choices and contrast healthy and unhealthy decisions.
   - Use decision making steps to handle common situations.

8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will describe a variety of methods to convey accurate health information and ideas.
   - Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices.

C. Health Education (2)
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
   - The student will explain how childhood injuries and illness can be prevented.
   - Mind-web examples of healthy and unhealthy behavior.
   - Role-play various safety techniques.
   - Predict how not taking care of one’s body can affect health.

3. Students will demonstrate the ability to access valid health information and products and services. (AI)
   - The student will explain how media influences the selection of health information.
   - Mind-web examples of healthy and unhealthy behavior.
   - Predict how not taking care of one’s body can affect health.

D. Health Education (3)
8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will identify community agencies that advocate for healthy individuals, families, and communities.
   - Identify strategies for reporting dangerous situations involving self/others.

E. Health Education (4)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - The student will describe the basic structure and functions of the human body systems.
   - Define the basic structure and functions of the body systems.
   - Role-play ways to protect oneself from unsafe or unhealthy environmental situations.
   - List important screenings for children.

F. Health Education (5)
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will describe strategies and skills needed to attain personal health goals.
   - Identify steps needed to change behaviors/unhealthy habits.
   - Apply skills in breaking an unhealthy habit.

G. Health Education (6)
2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)
The student will analyze how information from peers influences health.
Define peer pressure and how it can promote positive health choices.
Show ways to be assertive regarding personal health choices.

H. Health Education (7)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - The student will describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

I. Health Education (9)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - The student will describe the inter-relationships of mental, emotional, social, and physical health through young adulthood.
   - Predict how you can use healthy life skills in your daily life.

5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)
   - The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
   - Identify health risks of young adults.

J. Math (1)
1. Describe whole numbers between 10 and 100 in terms of tens and ones.
   - 1.1.1.1 Discuss harmful levels of sounds using sound thermometer or sound scale.
2. Represent whole numbers up to 120.
   - 1.1.1.2 Represent the level of sound at various events.
3. Count with objects up to 120.
   - 1.1.1.3 Represent objects at various sound levels including harmful sounds.
5. Compare and order whole numbers up to 120.
   - 1.1.1.5 Compare and order on a sound thermometer different events at various sound levels.
   - 1.2.2.1 Represent real-world situations involving numbers in decibel levels.

K. Math (2)
1. Understand how to interpret numbers in real-world situations.
   - 2.2.2.1 Use words to describe relative size of numbers or sounds.

L. Math (3)
4. Solve real-world and mathematical problems involving multiplication and division.
   - 3.1.2.4 Demonstrate situations of unsafe levels of noise.

M. Math (4)
1. Represent and compare fractions and decimals in real-world and mathematical situations to understand how they represent quantities.
   - 4.1.1.4 Estimate products of multi-digit whole numbers and place value to assess the reasonableness of results.
   - 4.1.1.5 Solve multi-step real world and mathematical situations including the use of technology to assess reasonableness of results.

N. Math (5)
1. Represent real-world situations using equations and inequalities involving variables.
   - 5.2.3.2 Create real-world situations corresponding to equations and inequalities.
Measuring Decibels with Sound Level Meters

DD Educational Objectives:
1. Students will measure sound intensities with a sound level meter.
2. Students learn how effective walking away from dangerous sound levels can be to reduce their exposure to dangerous sound.

Minnesota Educational Benchmarks:
A. Health Education (K)
   3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
      • The student will demonstrate the ability to locate school and community helpers.
      • Identify safety rules for home, school, and community.
   4. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
      • The student will identify skills in problem solving and decision making.
      • Explain the consequences of playing with guns
   7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
      • Student will identify responsible health behaviors.
      • Identify safety rules for home/school.
      • Identify potential hazards in the home.
   8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
      • The student will identify safe behaviors in the home, school, and community.
      • Role-play how to respond to peer pressure in terms of following safe practices.
      • Discuss safety routines.

B. Health Education (1)
   1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
      • Student will understand common health issues in children.
      • Identify health and unhealthy noise levels and how to use an inside voice.
      • Identify how to take care of the body.
   2. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
      • The student will locate resources from home, school, and community that provide valid health.
      • Identify safety procedures.
   5. Students will demonstrate the ability to use decision-making skills to enhance health.
      • The student will recognize outcomes of positive health decisions.
      • Identify 2-3 choices and contrast healthy and unhealthy decisions.
      • Use decision making steps to handle common situations.
   8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
      • The student will describe a variety of methods to convey accurate health information and ideas.
      • Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices. Develop a personal wellness plan.
C. Math (1)
   1. Describe whole numbers between 10 and 100 in terms of tens and ones.
      - 1.1.1.1 Discuss harmful levels of sounds using sound thermometer or sound scale.
   2. Represent whole numbers up to 120.
      - 1.1.1.2 Represent the level of sound at various events.
   3. Count with objects up to 120.
      - 1.1.1.3 Represent objects at various sound levels including harmful sounds.
   5. Compare and order whole numbers up to 120.
      - 1.1.1.5 Compare and order on a sound thermometer different events at various sound levels.
      - 1.2.2.1 Represent real-world situations involving numbers in decibel levels.

D. Health Education (2)
   1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
      - The student will explain how childhood injuries and illnesses can be prevented.
      - Mind-web examples of healthy and unhealthy behavior.
      - Role-play various safety techniques.
      - Predict how not taking care of one’s body can affect health.
   4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
      - The student will describe refusal skills to enhance health.
   7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
      - The student will compare behaviors that are safe to those that are risky or harmful.
      - Role-play examples of healthful behaviors.
      - Teach peers the consequences of safe/healthful and risky/harmful behaviors.

E. Math (2)
   1. Understand how to interpret numbers in real-world situations.
      - 2.2.2.1 Use words to describe relative size of numbers or sounds.

F. Health Education (3)
   7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
      - The student will compare behaviors that are safe to those that are risky or harmful.
      - Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors.
      - Role model healthy behaviors for younger students.
   8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
      - The student will identify community agencies that advocate for healthy individuals, families, and communities.
      - Identify strategies for reporting dangerous situations.
      - Brainstorm ways to make environments healthier places.

G. Math (3)
   4. Solve real-world and mathematical problems involving multiplication and division.
      - 3.1.2.4 Demonstrate situations of unsafe levels of noise.

H. Health Education (4)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - The student will describe the basic structure and functions of the human body systems.
   - Define the basic structure and functions of the body systems.
   - List important health screenings for children.

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
   - The student will describe communication skills to build and maintain healthy relationships.

I. Health Education (5)
   4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
      - Demonstrate refusal skills in unsafe situations.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will demonstrate ways to avoid and reduce threatening situations.
   - Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.

J. Health Education (7)
   1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
      - Create a magazine cover on a body system, promoting ways to take care of that system.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will explain the importance of assuming responsibility for personal health behaviors.

K. Health Education (8)
   4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
      - The student will demonstrate refusal and negotiation skills to enhance health.

L. Health Education (9)
   1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
      - Predict how you can use healthy life skills in your daily life.
      - Make a collage of positive behaviors and unhealthy behaviors.

5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)
   - The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
   - Identify health risks of young adults.

M. Health Education (10)
   7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
      - The student will develop strategies to improve or maintain personal, family, and community health.
      - Develop a personal wellness plan.
How to use Earplugs

DD Educational Objectives:
1. Students will observe the proper technique and fitting of preformed earplugs
2. Optional: Students will have the opportunity to practice fitting earplugs in their ears.

Minnesota Educational Benchmarks:
A. Health Education (K)
3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
   - Identify safety rules for home, school, and community.
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will identify skills in problem solving and decision making.
   - Explain the consequences of playing with guns
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - Student will identify responsible health behaviors.
   - Identify safety rules for home/school.
   - Identify potential hazards in the home.
8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will identify safe behaviors in the home, school, and community.
   - Role-play how to respond to peer pressure in terms of following safe practices.
   - Discuss safety routines.

B. Health Education (1)
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
   - Identify how to take care of the body.
3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
   - The student will locate resources from home, school, and community that provide valid health.
   - Identify safety procedures.
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will recognize outcomes of positive health decisions.
   - Identify 2-3 choices and contrast healthy and unhealthy decisions.
   - Use decision making steps to handle common situations.
8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
C. Health Education (2)
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)
   - The student will explain how childhood injuries and illness can be prevented.
   - Mind-web examples of healthy and unhealthy behavior.
   - Role-play various safety techniques.
   - Predict how not taking care of one’s body can affect health.
3. Students will demonstrate the ability to access valid health information and products and services. (AI)
   - The student will explain how media influences the selection of health information.
   - Mind-web examples of healthy and unhealthy behavior.
   - Predict how not taking care of one’s body can affect health.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will compare behaviors that are safe to those that are risky or harmful.
   - Role-play examples of healthful behaviors.
   - Teach peers the consequences of safe/healthful and risky/harmful behaviors.

D. Health Education (3)
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will compare behaviors that are safe to those that are risky or harmful.
   - Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors.
   - Role model healthy behaviors for younger students.

8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will identify community agencies that advocate for healthy individuals, families, and communities.
   - Identify strategies for reporting dangerous situations.
   - Brainstorm ways to make environments healthier places.

E. Health Education (4)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - The student will describe the basic structure and functions of the human body systems.
   - Define the basic structure and functions of the body systems.
   - List important health screenings for children.

F. Health Education (5)
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will describe strategies and skills needed to attain personal health goals.
   - Identify steps needed to change behaviors/unhealthy habits.
   - Apply skills in breaking an unhealthy habit.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will demonstrate ways to avoid and reduce threatening situations.
   - Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.

G. Health Education (7)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - Create a magazine cover on a body system, promoting ways to take care of that system.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will explain the importance of assuming responsibility for personal health behaviors.

H. Health Education (9)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
   - Predict how you can use healthy life skills in your daily life.
   - Make a collage of positive behaviors and unhealthy behaviors.
5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)
   - The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
   - Identify health risks of young adults.

I. Health Education (10)
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will develop strategies to improve or maintain personal, family, and community health.
   - Develop a personal wellness plan.

Rock Your World: Time to Act!

DD Educational Objectives:
1. To bring awareness to peer pressure that a person can encounter when practicing smart hearing.
2. Students practice making personal decisions on individual behavior in social settings and discuss their answers with the class and educator.

Minnesota Educational Benchmarks:
A. Health Education (K)
3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
   - The student will demonstrate the ability to locate school and community helpers.
   - Identify safety rules for home, school, and community.
5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will identify skills in problem solving and decision making.
   - Explain the consequences of playing with guns
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - Student will identify responsible health behaviors.
   - Identify safety rules for home/school.
   - Identify potential hazards in the home.
8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will identify safe behaviors in the home, school, and community.
   - Role-play how to respond to peer pressure in terms of following safe practices.
   - Discuss safety routines.

B. Health Education (1)
3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)
   - The student will locate resources from home, school, and community that provide valid health.
   - Identify safety procedures.

5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
   - The student will recognize outcomes of positive health decisions.
   - Identify 2-3 choices and contrast healthy and unhealthy decisions.
   - Use decision making steps to handle common situations.

8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will describe a variety of methods to convey accurate health information and ideas.
   - Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices.

C. Health Education (2)
3. Students will demonstrate the ability to access valid health information and products and services. (AI)
   - The student will explain how media influences the selection of health information.
   - Mind-web examples of healthy and unhealthy behavior.
   - Predict how not taking care of one’s body can affect health.
   - Role-play various safety techniques.

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
   - The student will describe refusal skills to enhance health.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will compare behaviors that are safe to those that are risky or harmful.
   - Role-play examples of healthful behaviors.
   - Teach peers the consequences of safe/healthful and risky/harmful behaviors.

D. Health Education (3)
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
   - The student will compare behaviors that are safe to those that are risky or harmful.
   - Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors.
   - Role model healthy behaviors for younger students.

8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)
   - The student will identify community agencies that advocate for healthy individuals, families, and communities.
   - Identify strategies for reporting dangerous situations.
   - Brainstorm ways to make environments healthier places.

E. Health Education (4)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
The student will describe the basic structure and functions of the human body systems.
- Define the basic structure and functions of the body systems.
- List important health screenings for children.

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
- The student will describe communication skills to build and maintain healthy relationships

F. Health Education (5)
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
- The student will describe communication skills to build and maintain healthy relationships.
- Demonstrate refusal skills in unsafe situations.
- Demonstrate assertiveness skills and identify typical situations in which they could be used.

5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)
- The student will describe strategies and skills needed to attain personal health goals.
- Identify steps needed to change behaviors/unhealthy habits.
- Apply skills in breaking an unhealthy habit.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
- The student will demonstrate ways to avoid and reduce threatening situations.
- Brainstorm ways to say “no” when faced with a threatening situation.
- Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.

F. Health Education (6)
2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)
- The student will analyze how information from peers influences health.
- Define peer pressure and how it can promote positive health choices.
- Show ways to be assertive regarding personal health choices.

G. Health Education (7)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
- Create a magazine cover on a body system, promoting ways to take care of that system.

7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
- The student will explain the importance of assuming responsibility for personal health behaviors.

H. Health Education (8)
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)
- The student will demonstrate refusal and negotiation skills to enhance health.

I. Health Education (9)
1. Students will comprehend concepts related to health promotion and disease prevention. (CC)
• Predict how you can use healthy life skills in your daily life.
• Make a collage of positive behaviors and unhealthy behaviors.
5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)
• The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
• Identify health risks of young adults.

J. Health Education (10)
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)
• The student will develop strategies to improve or maintain personal, family, and community health.
  Develop a personal wellness plan.