

## MECASA Prevention Learning Objectives & Outcomes

Content Area	Learning Objectives	MLR Link	Outcomes
<b>Bodies &amp; Boundaries</b> <i>(Grades K – 5)</i>	A person’s body belongs to them.	A 6	Students identify basic health terms related to their bodies.
	Everyone’s boundaries should be recognized and respected.	A 6	Students identify basic health terms related to respecting other people.
	There are adults in the community who can help with unsafe situations.	B 1	Students identify trusted adults and professionals who can help promote health.
	Unsafe situations should be shared with a trusted adult.	B 1	Students identify trusted adults and professionals who can help promote health.
<b>Healthy Communication</b> <i>(Grades K – 5)</i>	Healthy friendships and relationships have certain characteristics.	A 6	Students identify basic characteristics of healthy friendships
	Respectful verbal and non-verbal communication skills should be used.	E 1 a	Students demonstrate healthy ways to express needs, wants, and feelings.
	There are ways to safely intervene in unsafe situations, including telling an adult.	C 2	Students demonstrate behaviors to avoid or reduce personal health risks
<b>Online</b> <i>(Grades 3-8)</i>	People can hide their identities online, which can have positive and negative impacts.	D 2	Students analyze the influence of technology, including medical technology, on personal and family health.
	There are ways to increase your safety online.	C 2	Students demonstrate behaviors to avoid or reduce personal health risks
	There are ways to contribute to healthier environments online.	C 2	Students demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.
<b>Engaging Bystanders</b> <i>(Grades 3-8)</i>	There are different roles that bystanders can play.	C 2	Students demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.

	Some factors influence whether people intervene in unsafe or unhealthy situations.	E 1	Students demonstrate effective conflict management or conflict resolution strategies.
	There are ways to safely take action in unsafe or unhealthy situations.	E 2	Students describe ways to influence and support others in making positive health choices.
<b>Sexual Harassment</b> <i>(Grades 6-12)</i>	There are factors that differentiate sexual harassment from flirting.	C 2	Students distinguish between healthy and unhealthy relationships and actions
	Peers, family, and culture can affect behaviors and attitudes toward others.	D 1	Students examine how the family, school, and community influence the health behaviors of adolescents.
	There are ways to establish, communicate, and respect personal boundaries effectively.	E 1	Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.
<b>Media Literacy</b> <i>(Grades 6-12)</i>	Media and culture can impact a person's self-image.	D 1	Students explain how culture and personal values and beliefs influence individual health behaviors.
	Media and cultural depictions of violence can affect real-life relationships.	D 1 c	Students analyze how messages from media influence health behaviors.
	Media and culture can reinforce gender stereotypes.	D 1 d	Students explain how the perceptions of norms influence healthy and unhealthy behaviors.
<b>Gender Norms</b> <i>(Grades 6-12)</i>	Society's expectations of gender can influence behavior and relationships.	D 1	Students explain how the perceptions of norms influence healthy and unhealthy behaviors.
	Gender stereotypes and expectations can lead to violence.	D 1 c	Students analyze how messages from media influence health behaviors.
	There are ways to encourage respect and equality.	E 2	Students describe ways to influence and support others in making positive health choices.
<b>Consent &amp; Communication</b> <i>(Grades 6-12)</i>	Effective communication and consent are important parts of all healthy relationships.	E 1	Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.
	Obtaining consent is a shared responsibility, and there are multiple ways that consent can be communicated.	E 2	Students describe ways to influence and support others in making positive health choices.

	Consent is an on-going process in relationships of all kinds.	E 1 a	Students demonstrate communication skills to build and maintain healthy relationships
	It is important to recognize and respond appropriately to the various ways someone communicates a “no” or lack of a “yes”	E 1 c	Students demonstrate refusal and negotiation skills to avoid or reduce health risks.
<b>Community Education</b>			
<b>Sexual Assault 101</b>	There are factors that contribute to the perpetration of sexual violence.	A 6	Students explain essential health concepts related to sexual health and sexual violence prevention
	Cultural definitions of sexual violence and consent can differ from realistic definitions.	B 2	Students explain and analyze influences on adolescent health behaviors.
	There are ways to respond and support survivors of sexual violence.	E 1	Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.

