

Health II

Strand 6: Human Development

Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology, and disease prevention. Students will also recognize characteristics of healthy relationships.

Goal: Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.

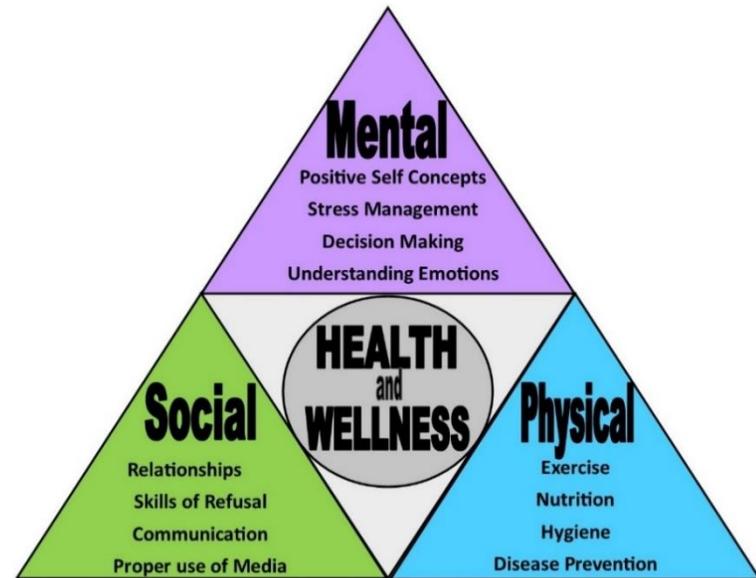
State Health Education Web page with Parental Consent Form and required Law & Policy training: [Click Here](#)

*All standards in this strand require parental consent

*All curriculum, materials, media, and guest speakers need to be approved through local committee

*See Utah Code [53G-10-402](#) or contact Jodi Parker for more information or training:

jodi.parker@schools.utah.gov



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand. ADA Compliant July 2020

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.	<ul style="list-style-type: none"> Have the students research various milestones of development. At what age are certain reflexes in effect? When is the optimal age for kids to begin to learn to read or play an instrument? Use a picture of the brain lobes and discuss what each lobe is responsible for and the length of time needed to develop each lobe. Watch the video on brain development and in groups reflect critically on how development impacts cognitive, social and emotional changes. 	Past: Standard HI.HD.1 Related: Standard HII.HF.3 Standard HII.SAP.3
Teacher Resources for Further Professional Learning		
Maturation of the Adolescent Brain: Article from Neuropsychiatric Disease and Treatment on the maturation of the teen brain.		
Teen Brain: Article from American Academy of Child and Adolescent Psychiatry on the teen brain: behavior, problem solving, and decision making.		

Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.	<ul style="list-style-type: none"> Create a poster promoting abstinence and list 5 benefits of maintaining abstinence. Create abstinence slogan. Worksheet that identifies possible risks affiliated with sexual activity and how to eliminate those risks through abstinence. Journal: Explain how abstinence from sexual activity at this time in your life can reduce stress (use abstinence definition provided by the Utah State Board of Education). 	Past: Standard HI.HD.3 Related: Standard HII.HF.3 & 4
Teacher Resources for Further Professional Learning		
How Casual Sex Can Affect Our Mental Health: Psychology Today article explaining the impacts sex can have on mental health.		
Advantages of Abstinence: List of advantages for practicing sexual abstinence.		
Teen Health – Sexual Health: Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you want to know.		
Choosing the Best curriculum: Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.		
Abstinence: U.S. Department of Health and Human Services site defining and describing effectiveness of abstinence.		
Abstinence: Source from American Pregnancy Association about benefits of abstinence.		

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.	<ul style="list-style-type: none"> • Responsibility chart to show how much a child costs and how difficult raising children can be. • Short video on process of fetal development (must be approved). • Give groups of 3-4 students butcher paper (or foldable). On this paper have them divide the paper into 9 months. For each month of development have them draw a picture of what the fetus looks like and development that is happening at that stage. On the back, write things parents should do to ensure the healthiest pregnancy possible. • Use videos to show the whole process “Life before birth, in the womb.” Free YouTube video (must be approved). • Identify prenatal practices that can contribute to a healthy pregnancy (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs). 	Past: Standard HI.HD.4
Standard HII.HD.3a: Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.	<ul style="list-style-type: none"> • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (combine with HD 4a and 4b). • Have students in groups, where each group will be given a description of a type of contraception, such as the effectiveness, cost, etc. The different methods will be scattered throughout the room, and each group must go find which method their description aligns with. 	Past: Standard HI.HD.4b Related: Standard HII.HD.4b
Standard HII.HD.3b: Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.	<ul style="list-style-type: none"> • Safe Haven PPT. • Talk about possibilities of adoption and how many people are unable to have children of their own. • Invite someone to speak with the class about their experience with giving up their child for adoption or a child that was adopted. 	Past: Standard HI.HD.4c
Teacher Resources for Further Professional Learning		
Pregnancy: Ovulation, Conception & Getting Pregnant: Cleveland Clinic resource explaining ovulation and conception.		
Fetal Development: Stages of Growth: Month by month breakdown of the stages of growth from ovulation to birth.		
Staying Healthy During Pregnancy: KidsHealth resource for prenatal care.		
Contraceptive Presentation--Contact Elizabeth Gerke, Utah Department of Health (egerke@utah.gov or 801-273-2870) *Must be approved with district or charter board.		
Birth Control Choices: Infographic of birth control choices with “pros” and “cons” of each.		
Luisa Hansen, Utah Department of Health, Safe Haven Specialist (lfhansen@utah.gov or 801-538-6924).		
Adoption Options: Resource from the American Pregnancy Association outlining types of adoption.		

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).	<ul style="list-style-type: none"> • Unit Project Sample. • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining. • Nurse, Utah Department of Health, or other guest speaker. • Recognize symptoms, including absence of symptoms, modes of transmission, importance of early detection, testing and treatment of common STD/STI including HIV/AIDS. 	<p>Past: Standard HI.HD.6</p> <p>Related: Standard HII.SDP.6</p>
Standard HII.HD.4a: Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.	<ul style="list-style-type: none"> • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (Combine with HD 3a & 4b). 	<p>Past: Standard HI.HD.6a</p> <p>Related: Standard HII.HD.2</p>
Standard HII.HD.4b: Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.	<ul style="list-style-type: none"> • PowerPoint with contraceptive methods or devices, effective rates, limitations, risks, and information about state law applicable to minors obtaining (Combine with HD 3a & 4a). 	<p>Past: Standard HI.HD.6b</p> <p>Related: Standard HII.HD.3a</p>
Standard HII.HD.4c: Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.	<ul style="list-style-type: none"> • How STD’s could affect your life and your future spouse? • Research various STD/STIs, the treatments recommended, how often they need to get screened and the associated costs involved. Explain how to access local STD/STI, including HIV/AIDS, testing and treatment services. • Effects of STD/STI for each area of health (physical, social, mental/emotional). 	<p>Related: Standard HII.HF.4b</p>
Teacher Resources for Further Professional Learning		
Contraceptive Presentation--Contact Elizabeth Gerke, Utah Department of Health (egerke@utah.gov or 801-273-2870).		
Your Birth Control Choices : Infographic of birth control choices with “pros” and “cons” of each.		
Sexual Risk-Avoidance Education : Family Research Council’s Sexual Risk Avoidance Education resource, focusing on abstinence.		
Choosing the Best curriculum : Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.		
CDC – STDs : STD information and resources from Centers for Disease Control and Prevention. Includes data, prevention, treatment, and informing partners.		
CDC – HIV/AIDS : Centers for Disease Control and Prevention website for HIV/AIDS prevention.		
Information on pre-exposure prophylaxis (or PrEP) : Centers for Disease Control website explaining PrEP.		
STD Prevention : Centers for Disease Control and Prevention resource on STD prevention.		
Utah AIDS Foundation : The Utah AIDS Foundation, through education and services, helps to prevent HIV infection and empowers people living in the Intermountain region, who are affected by or living with HIV/AIDS, to live healthier and more fulfilling lives.		
Impact of STD’s : National Center for Biotechnology Information resource outlining the impact of STDs on society.		
Testing and Treatment Resource Guide : This testing guide created by Utah Department of Health was developed as a resource and is not a comprehensive list of providers.		

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.5: Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.	<ul style="list-style-type: none"> List the healthy function (what is normal) compared to unhealthy function (what is not normal) of different parts of reproductive anatomy (e.g., discharge, soreness, growth, hair, odor). Discuss when medical treatment may be necessary. Research, identify, and list symptoms of an unhealthy reproductive system. List symptoms on paper for a “snowball activity.” Discuss what symptoms could be indicating. 	Past: Standard HI.HD.2
Teacher Resources for Further Professional Learning		
TeensHealth: Everything You Wanted to Know About Puberty: TeensHealth resource describing changes during puberty.		
Reproductive System: Better Health resource outlining the function of both female and male reproductive system, including common problems.		
Teens Health Teacher Guide: Created by the Nemours Foundation, these teacher guides have information, diagrams, and possible activities for the reproductive system.		

Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.	<ul style="list-style-type: none"> Review common reproductive conditions (examples: cancer, infertility, endometriosis, PMS, vaginitis, dysmenorrhea, jock itch, UTI, PCOS, yeast infection, amenorrhea, testicular torsion, hernia) through guided discussion, presentation, or guest speaker. Note: Breast self-exams are no longer recommended as research has not shown a clear benefit. Testicular exams are advised by the American Cancer Society. Cancers worth discussing include prostate, testicular, ovarian, uterine, cervical, breast. 	Past: Standard HI.HD.5 Related: Standard HII.SDP.6a &b
Teacher Resources for Further Professional Learning		
Huntsman Cancer Institute Cancer Screening Guidelines: Recommendations from HCI on cancer screening based on gender, age, and family history.		
CDC: Common Reproductive Health Concerns for Women: Center for Disease Control and Prevention resource for common reproductive concerns for women.		
Male Reproductive System: U.S. National Library of Medicine resource on the male reproductive system, including common disorders.		
Reduce Your Risk of Gynecologic Cancer: National Foundation for Cancer Research article for reducing risk of gynecologic cancers.		

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Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).</p>	<ul style="list-style-type: none"> • Compare and contrast: credible vs. non credible sources. • Venn diagram of resources for sexual health. Include people, places, and online resources. Provide list of local community and school resources. 	<p>Past: Standard HI.HD.7 Related: Standard HII.MEH.4 Standard HII.SDP.5 & 6</p>
Teacher Resources for Further Professional Learning		
<p>Website Evaluation Tool: Tool that will assist in evaluating websites from using search engines.</p>		
<p>Adolescent Sexual Health: American Academy of Pediatrics resource with guidance for primary care providers and resources for adolescent sexual health.</p>		

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Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.</p>	<ul style="list-style-type: none"> • Students get in groups of 2-4 and in the group have them create a poster with 10 rules of healthy dating and 10 rules of healthy long-term relationships. Make sure to set ground rules that everyone has their right to opinion and differences, all types of dating and relationships are good and that some might choose not to date or be in a relationship and that's okay. • Students free write about a couple they feel has a healthy relationship, have them write characteristics they possess. Then write about a couple they feel has an unhealthy relationship and have them write what is bad about it. Make sure during this activity no real names are used. • Have students brainstorm and write down the key characteristics of a healthy relationship, ways to improve relationships, and what impact healthy relationships play within a community. • Place characteristics all around the room about boundary behaviors. Have students place a red/yellow/green flag on the activities. Discuss. • Botvin LST Lesson. 	<p>Past: Standard HI.HD.8 Related: Standard HII.HF.1 & 4 Standard HII.HD.8 a-e</p>
<p>Standard HII.HD.8a: Recognize and respect differences in attraction.</p>	<ul style="list-style-type: none"> • Have students draw (appropriately) and describe their ideal partner. Physical and emotional characteristics. Have a class discussion on differences. Explain this doesn't have to be romantic attraction, but also people who you choose as friends, etc. • Ask students to share personality characteristics and physical characteristics they are attracted to, write them on the board. Once it is written on the board discuss with the students that we all have different things we are attracted to and that differences are a positive thing. • What are the things you are looking for in a healthy relationship? What qualities/attributes/attraction that you are looking for in a friend, teacher, employer, or romantic relationship. Individual assignment, paper, or questionnaire. 	
<p>Standard HII.HD.8b: Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.</p>	<ul style="list-style-type: none"> • Review and discuss refusal skills (review state law definition in resource guide). Discuss how students are in control of their bodies and need to set healthy boundaries. Review the reasons why students should abstain from sexual behavior. • Discuss affirmative consent in many contexts, including but not limited to sex. Explain that everyone can refuse any activity that makes them uncomfortable at any time, even if they participated in the past. • Analyze how friends, family, media, society and culture influence attitudes and decisions about sexual behaviors and relationships. 	<p>Past: Standard HI.HD.8b Related: Standard HII.HF.1, 2, & 5</p>

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<p>Standard HII.HD.8c: Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.</p>	<ul style="list-style-type: none"> • Discuss with the class what respect within healthy relationships, marriage, intimacy, and sexual behavior looks like. Continue discussing why refusal skills and affirmative consent are important within those relationships and how respect can be broken if refusal skills are not listened to. • Healthy Relationships. 	<p>Past: Standard HI.HD.8c Related: Standard HII.HF.2</p>
<p>Standard HII.HD.8d: Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.</p>	<ul style="list-style-type: none"> • Practice communicating via technology and using face-to-face. The students will then compare and contrast using technology vs. face-to-face. • Create a no social media challenge for 24 hours. Have students report the pros/cons of social media. • Discuss safe online relationships and rules to follow for online profiles (now and in future). • Describe strategies to use technology and social media safely, legally and respectfully, including understanding the risks of online relationships, sexting, pornography, and sexual harassment. 	<p>Past: Standard HI.HD.8a Related: Standard HII.MEH.2 Standard HII.SDP.3</p>
<p>Standard HII.HD.8e: Discuss the risks of indiscriminate sexual behavior on overall health.</p>	<ul style="list-style-type: none"> • The students will list common STD/STIs and how an increased number of partners increase their risk of contracting the disease (percentage basis). • Discuss or journal how having multiple relationships can impact mental, physical, and social health. 	
<p>Teacher Resources for Further Professional Learning</p>		
<p>Prevent Child Abuse Utah School Based Programs: Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.</p>		
<p>Healthy Relationships: Smart Dating: Resource from Utah State University for healthy relationships and smart dating.</p>		
<p>Healthy Relationships: Love is Respect, part of the National Dating Abuse Hotline, resources for healthy relationships.</p>		
<p>Choosing the Best curriculum: Consistent with Title V Federal guidelines A-H for abstinence-centered, sexual risk avoidance education.</p>		
<p>Building a Healthy Relationship: Tips for building a healthy relationship from HelpGuide, a nonprofit mental health and wellness resource created by experts in psychology.</p>		
<p>Healthy Relationship Toolkit: Resource kit with information and lesson ideas for K-12.</p>		
<p>What do you say to “That’s so gay” and other anti-LGBTQ comments: List of things educators and caring adults can do to create a safe and inclusive environment in school.</p>		
<p>Rights, Respect, Responsibility Teachers Guide: Downloadable guide for educators. Has sections for growth & development, gender, inclusive classrooms and more.</p>		

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Sexual and Gender Diversity : Definition page for teachers to understand terms and acronyms they may hear for gender identity and sexual orientation.
Break the Cycle : Resource for setting healthy personal boundaries in a relationship. Break the Cycle inspires and supports young people to build healthy relationships and create a culture without abuse.
Love is Respect Website : Loveisrespect is the ultimate resource to empower youth to prevent and end dating abuse. It is a project of the National Domestic Violence Hotline.
Teach Consent PDF : Single page PDF on teaching consent early. Uses examples and models that are appropriate for any grade and any classroom.
Teaching Affirmative Consent : Practical guidelines to increase student understanding is an exciting new teaching guide designed to help schools and communities offering sexual risk reduction programs deliver information about affirmative consent, the increasingly popular standard for sexual conduct policies.
Teaching Children about Affirmative Consent : Psychology Today article for teaching affirmative consent.
Online Dating: Get Safe Online : Resource for safe online dating, risks involved, and tips for safer relationships.

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.	<ul style="list-style-type: none"> • Discuss and talk about how you have the right to you and that no means no, and if someone pushes beyond that they can be charged legally for those actions. Provide students with resources and local locations where they can go to get help or support if the student has been involved in harassment, abuse, discrimination, and relationship. • Paper assignment: what does harassment look like, what qualities do you think are harassing or controlling. How would you report this and to whom would you report? • Guest speaker from Prevent Child Abuse Utah. • Discuss relationship violence including sexual violence (e.g., prevention strategies, seeking counseling, prevalence, bystander intervention strategies, reporting, seeking medical attention, other community resources). • Recognize sexual harassment and sexual abuse behaviors and discuss methods of stopping, reporting, and seeking help. 	Past: Standard HI.HD.9 Related: Standard HII.HF.1 & 4 Standard HII.HD.9a-f
Standard HII.HD.9a: Recognize and minimize exposure to potentially dangerous situations.	<ul style="list-style-type: none"> • The students will think-pair-share potential risky situations and how to minimize risk. After making their lists they will share them with the class to create a comprehensive list. • Students can give situations that they think are dangerous and have a class discussion about those situations and try to discuss solutions. Students will find current dangerous situations in the world today and discuss their findings in small groups. 	Past: Standard HI.HD.9
Standard HII.HD.9b: Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.	<ul style="list-style-type: none"> • Teach the law associated to consent under the influence. • Tea Consent video: discuss affirmative consent in many contexts, including but not limited to sex. • Drunk girl gets sexually assaulted video. It shows kids partying, girl passes out, and it is implied clearly that she is about to be assaulted. Unsettling, but not explicit. 	Past: Standard HI.HD.9c Related: Standard HII.SAP.3 & 4
Standard HII.HD.9c: Discuss unhealthy behaviors and violence in dating and other personal relationships.	<ul style="list-style-type: none"> • Watch (google video)/read Tragic Tale of Teen Dating Violence and have students look for the warning signs of an abusive relationship. • Discuss effective strategies to avoid or end an unhealthy relationship. 	Past: Standard HI.HD.9
Standard HII.HD.9d: Explain why a person who has been raped or sexually assaulted is not at fault.	<ul style="list-style-type: none"> • Elizabeth Smart Overcoming Trauma. • Discuss why the victim is never at fault and why reporting the crime is important. • Create PSA, read and reflect on news stories. 	Past: Standard HI.HD.9b
Standard HII.HD.9e: Describe the potential legal and	<ul style="list-style-type: none"> • Discuss how being in a position of power (age, status, or position) is a factor when it comes to interaction between teachers, students, or colleagues. 	Past: Standard HII.HD.9d

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<p>emotional impacts in a relationship when there are power differences such as age, status, or position.</p>	<ul style="list-style-type: none"> • Explain statutory rape – possible guest speaker. • Define examples of power differences and how that power can be used to be abusive; articles or stories detailing real life examples of what this looks like; doesn't have to just be sexual (can be emotional manipulation, etc.) and how that power can be used to draw someone in and control them. 	
<p>Standard HII.HD.9f: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.</p>	<ul style="list-style-type: none"> • Have students locate a DCFS rep in their area from the DCFS website. • Safe Harbor, counselor, police officer, etc. as guest speaker. • Have students create an information pamphlet for themselves about each of these ideas: resources, who they can talk to, how to report, good data tracking methods, different ways to say no, etc. 	<p>Past: Standard HI.HD.9a</p>
<p>Teacher Resources for Further Professional Learning</p>		
<p>Intimate Partner Violence: Center for Disease Control and Prevention resource for preventing intimate partner violence.</p>		
<p>Prevention Strategies: Center for Disease Control and Prevention resource for sexual violence prevention.</p>		
<p>The National Domestic Violence Hotline: Hotline includes resources for healthy relationship, abuse prevention, and how to get help.</p>		
<p>Sex, Drugs & Alcohol: Dartmouth resource explaining how drugs and alcohol impair ability to consent and perceive consent.</p>		
<p>Love is Respect Website: Love is respect is the ultimate resource to empower youth to prevent and end dating abuse. It is a project of the National Domestic Violence Hotline.</p>		
<p>Above the Influence: Part of the National Youth Anti-Drug Media Campaign has resources to help teens stand up to negative peer pressures or influences.</p>		
<p>Break the Cycle website: Resource for setting healthy personal boundaries in a relationship. Break the Cycle inspires and supports young people to build healthy relationships and create a culture without abuse.</p>		
<p>Healthy Relationship Toolkit: Resource kit with information and lesson ideas for K-12.</p>		
<p>Rape Recovery Center: The Rape Recovery Center is committed to increasing awareness and to engage all communities in the goal of ending sexual violence.</p>		
<p>Was it My Fault?: These resources aim to promote comprehensive prevention, education, advocacy, and response guidelines related to issues of sexual violence—including sexual assault, rape, domestic violence, relationship abuse, and stalking crimes, as well as to help build coordinated community awareness and response to these efforts.</p>		
<p>It's Never Your Fault: Myths and facts about sexual abuse from The National Child Traumatic Stress Network.</p>		
<p>Prevent Child Abuse Utah: Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.</p>		
<p>South Valley Services: Utah violence prevention resource.</p>		
<p>Stopping Sexual Harassment: Resource explaining sexual harassment and how to stop it.</p>		
<p>National Sexual Assault Hotline: RAINN hotline for sexual violence.</p>		
<p>Upstanding: Stepping Up to Prevent Violence in Utah: Upstanding is a free bystander intervention approach to the prevention of sexual and interpersonal violence. Upstanders can intervene before, during, or after they witness violence or harm of another person, group, or community.</p>		