



School Health Advisory Council (SHAC)

January 26, 2023



School Health Advisory Council

1/26/2023
10:00 a.m. – 12:00 p.m.
Food Production Center

	Agenda topics	Presenter
10:00-10:10	Welcome and Meeting Norms	Roy Garcia <i>Chief Officer for School Leadership</i>
10:10-10:40	High School Health Textbook Resource Recommendation High School Human Sexuality Resource Recommendation Q & A	Dr. Linda Macias <i>Chief Academic Officer</i> Wendy Johnson <i>High School Health and Human Sexuality Subcommittee Chair</i>
10:40-11:10	Elementary School Health Program Resource Recommendation Elementary School Human Growth and Development Video Recommended Changes Q & A	Dr. Linda Macias <i>Chief Academic Officer</i> Jennifer Moya <i>Elementary School Health and Human Growth and Development Subcommittee Chair</i>
11:10-11:40	Elementary/Secondary Curriculum for Anti-Victimization - WHO We Help Ourselves Secondary Curriculum for Human Trafficking-Crime Stoppers of Houston Q & A	Franklin Sampson <i>Director Guidance & Counseling</i> Bethany Scanlon <i>Elementary/Secondary Anti-Victimization and Secondary Human Trafficking Subcommittees Chair</i>
12:00-1:00	Physical Activity and Fitness Planning Subcommittee Meeting	Elaine Waier <i>Coordinator Elementary Music & Physical Education</i>
Special notes:	<i>Next meeting: 04/11/23 from 10:00 a.m.-12:00 p.m. at the CFISD Food Production Center</i>	





September 27,
2022

December 13,
2022

January 26,
2023

April 11,
2023

2022-23 Meetings

Food Production Center, 10 a.m.-12 p.m.

CFISD

School Health Advisory Council

Subcommittees

Resolution of Board to Convene the District's School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Human Sexuality Instruction and Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

WHEREAS, Sections 28.004(e-1) (1) and 28.004(q-1) of the Texas Education Code require the Board of Trustees to adopt a resolution convening the local school health advisory council (SHAC) for the purpose of making recommendations regarding curriculum materials for the school District's instruction on human sexuality and the prevention of child abuse, family violence, dating violence and sex trafficking;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Cypress-Fairbanks School District hereby calls for the convening of the District SHAC to:

1. Hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
2. Recommend curriculum materials for the 4th and 5th grade Human Growth Development lessons, the High School Health Course Human Sexuality Unit, and the Instruction on Prevention of Child Abuse, Family Violence, Dating Violence and Sex Trafficking.
3. Present the SHAC's recommendations to the Board at a public meeting by *January 2023*.

SHAC Sub-Committees

- ▶ **High School Health and Human Sexuality Instruction**
- ▶ **Elementary Health and Human Growth and Development**
- ▶ **Membership – Chairperson/parent**
- ▶ **Recommendation to SHAC**
- ▶ **Resources to write curriculum and lessons**
- ▶ **Class sets**

Format for Presentations

High School Health and Human Sexuality Curriculum

20 minutes – Presentation

10 minutes - Questions

Elementary Health and Human Growth and Development

20 minutes – Presentation

10 minutes - Questions

Human Trafficking and Anti-Victimization Curriculum

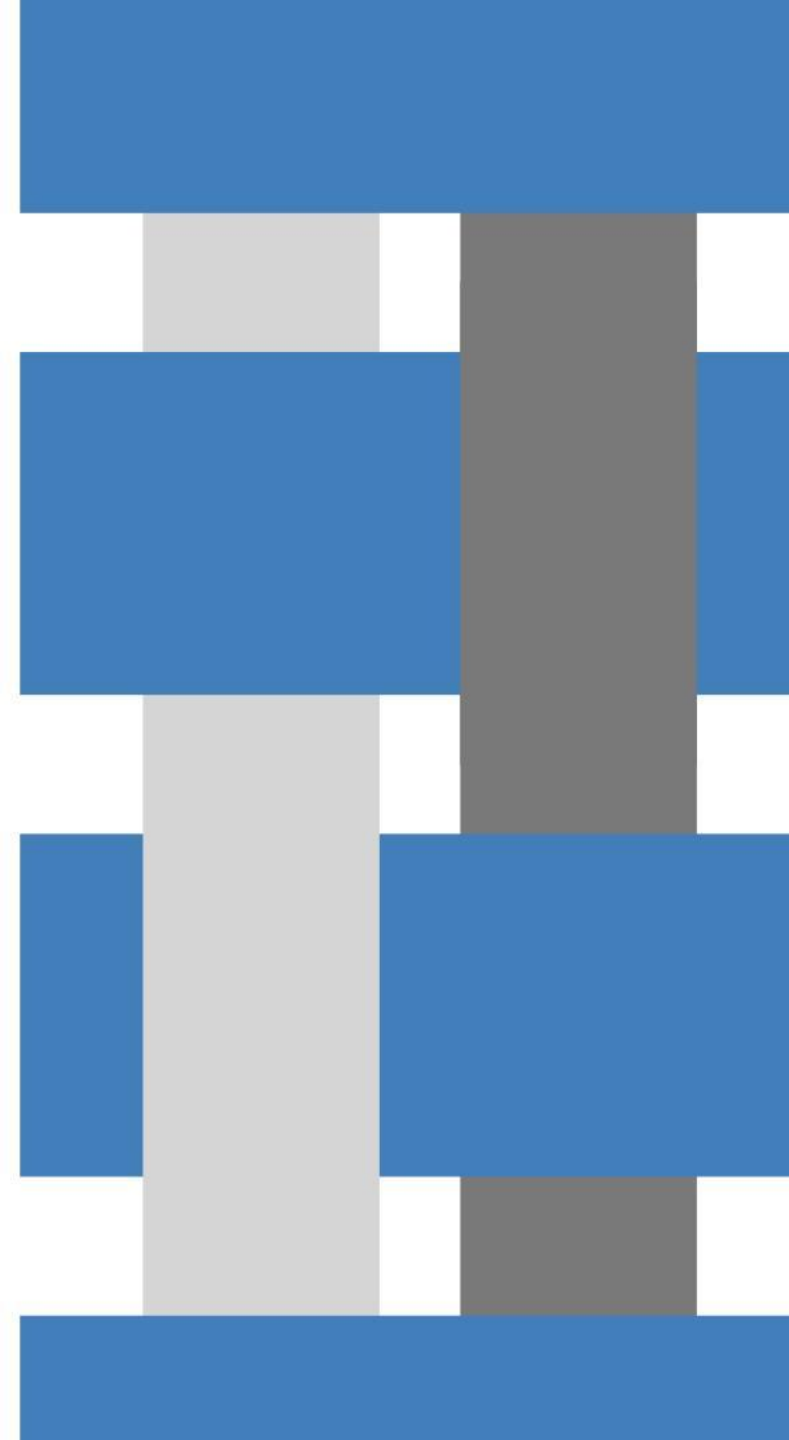
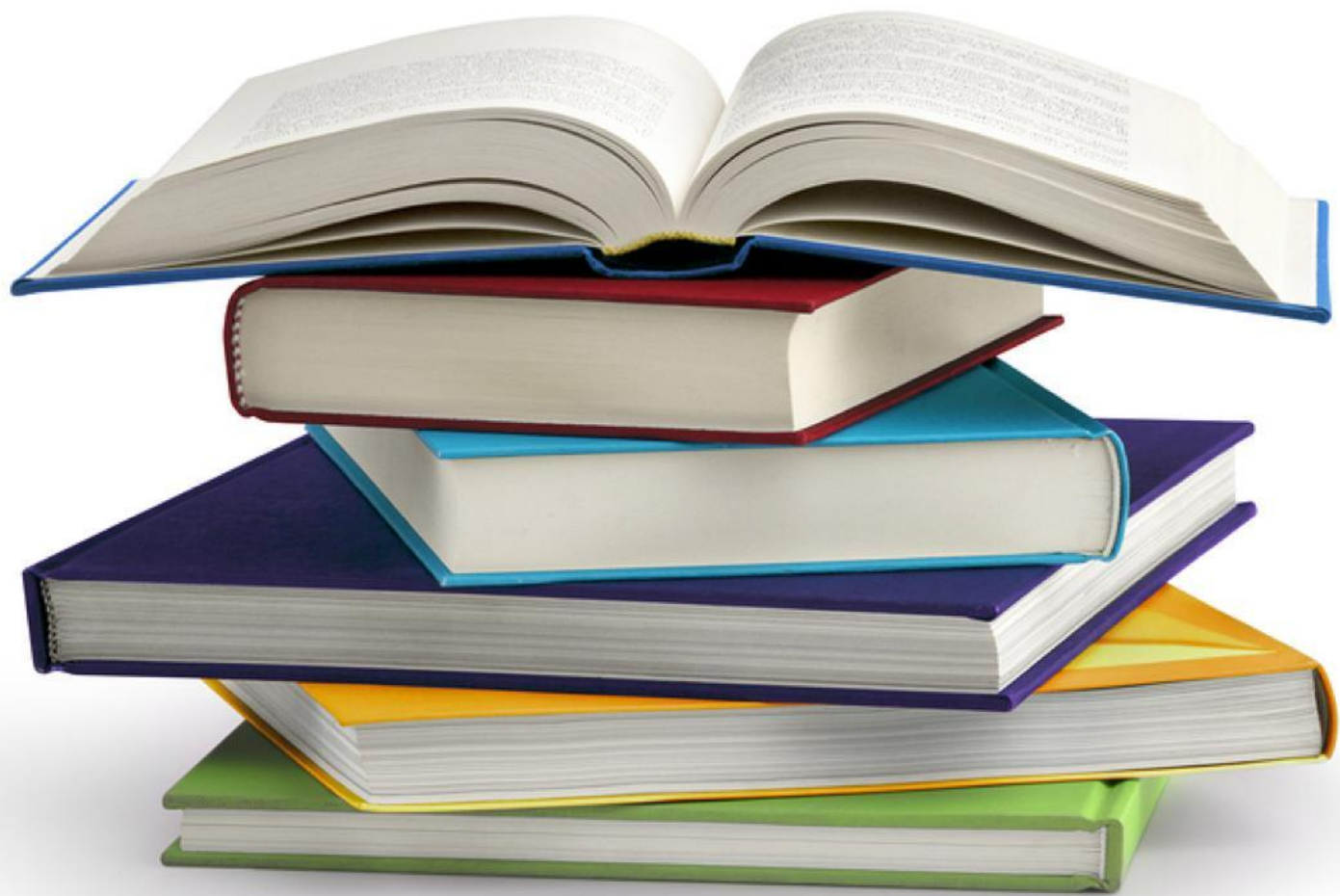
20 minutes – Presentation

10 minutes – Questions

Additional Questions

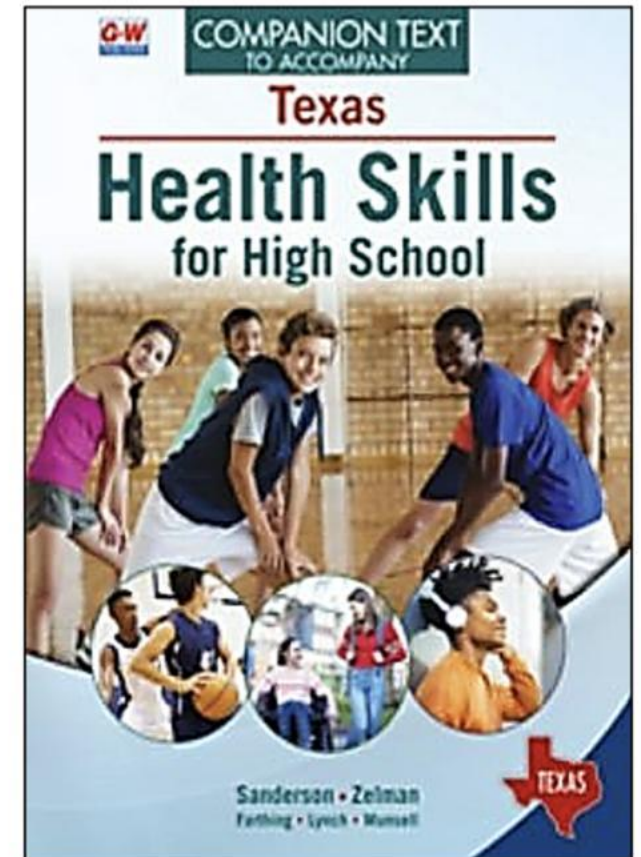
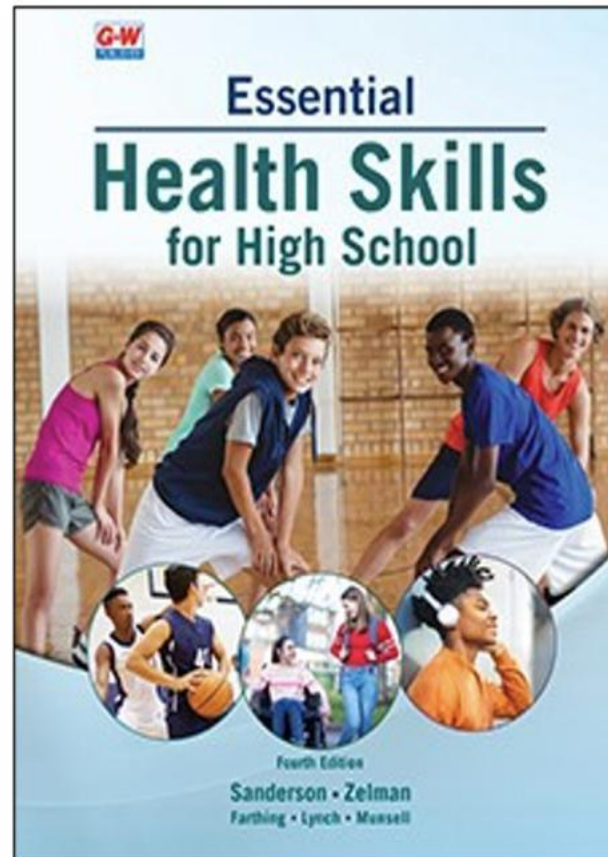
High School
Health Curriculum &
Human Sexuality Instruction

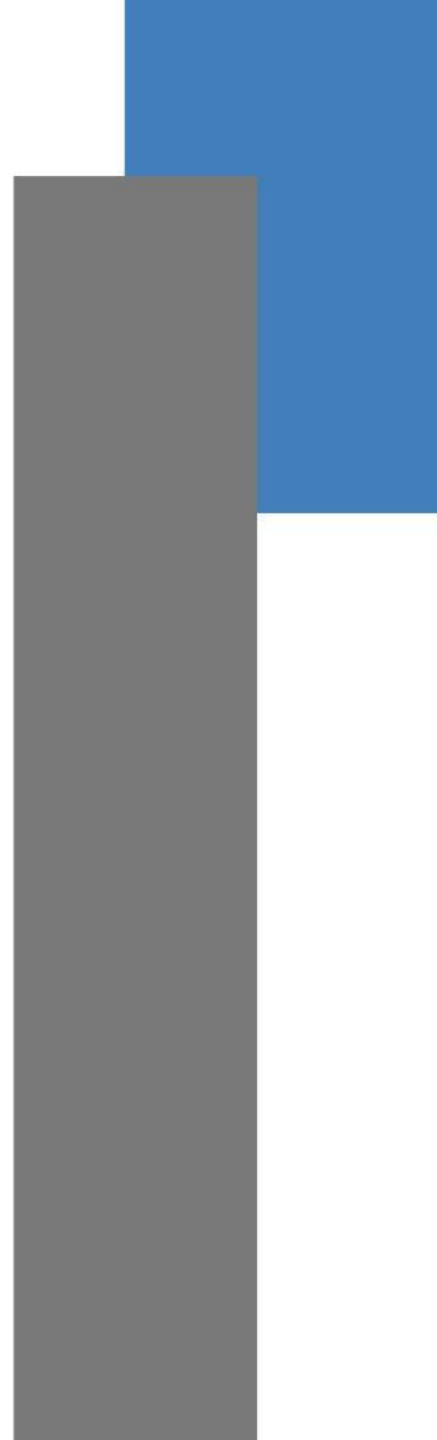
CFISD SHAC Subcommittee Recommendation
January 2023



Our Recommendation:

To be used as the Main Resource for the District Curriculum Team to customize a curriculum





Units in Health Textbook

- Unit 1: Promoting a Lifetime of Health and Wellness
- Unit 2: Being Mentally and Emotionally Healthy
- Unit 3: Developing a Healthy Lifestyle
- Unit 4: Avoiding Hazardous Substances
- Unit 5: Establishing Healthy Relationships
- Unit 6: Protecting Your Health
- Unit 7: Understanding Disease and Disorders
- Unit 8: Human Development

Goodheart-Willcox Health I Textbook


- State Board of Education adopted
- Well-written for the intended audience
- Straight-forward
- Scientific
- Contemporary and Relatable
- Encouragement to seek a trusted adult
- Age-Appropriate
- Covers more than 90% of the state standards

Recommendation for Addressing Sensitive Topics


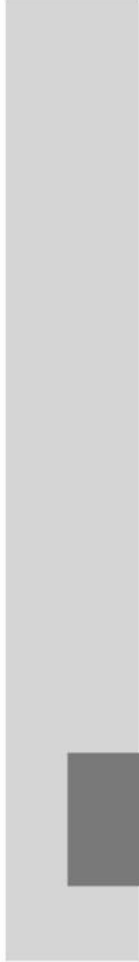


- Included in the TEKS State Standards
- Make Adjustments
- Notify Parents / Guardians of Required
Content

Recommended Adjustments for Sensitive Topics in the Textbook

- Vaping
- Adjust some of the language used
- Role Play Activities
- Up to date and accurate data
- Balanced vaccine information



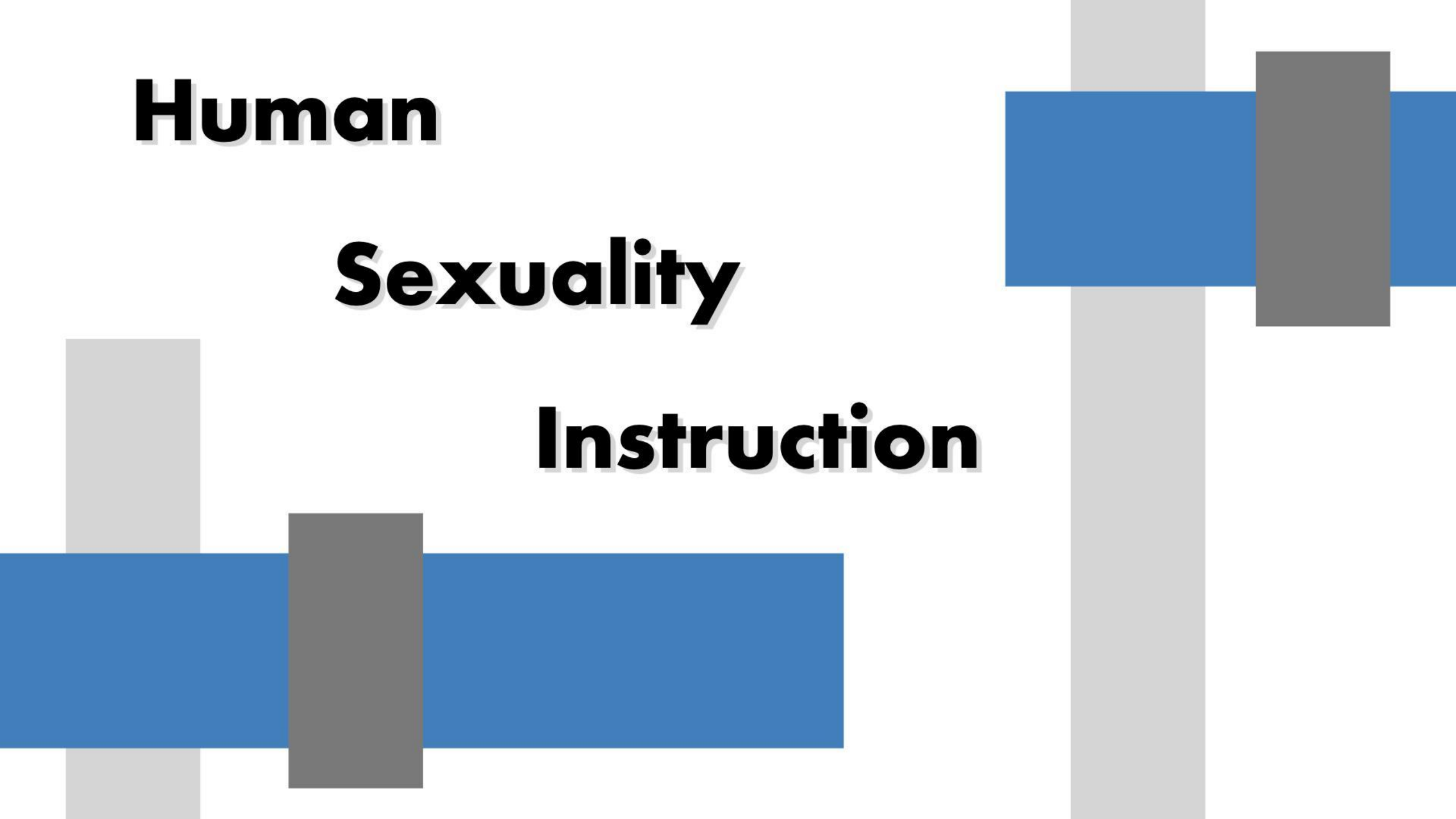
Identified Sensitive Topics in the Textbook

- Suicide / Guns
 - Climate Change
- 
- 
- 
- 

Human

Sexuality

Instruction





Chapters for the G-W Human Sexuality Companion Text

Chapter 20: The Beginning of Life

Chapter 21: Relationships and Sexual Abstinence

Chapter 22: Violence Prevention and Response

Chapter 23: Sexually Transmitted Infections and HIV/AIDS





Goodheart-Willcox Companion Text

- Human Sexuality Instruction in Separate Manual
- Abstinence-Based
- Covers 11 of the 15 new TEKS
- Compliments the Health Textbook



Recommended Adjustments for Sensitive Topics in the Companion Text

- Marriage and child development
 - Pregnancy terminology
 - Contraception data
- 
- 

Identified Sensitive Topics in the Companion Text

- Contraception
- Sexual assault / harassment
- Orgasm
- Definitions and descriptions of sexual intercourse / fertilization



Essential

Health Skills

for High School



Fourth Edition

Sanderson • Zelman
Farthing • Lynch • Mussell



COMPANION TEXT
TO ACCOMPANY

Texas

Health Skills

for High School



Sanderson • Zelman
Farthing • Lynch • Mussell



Elementary

Health Curriculum &

Human Growth and Development

CFISD SHAC Subcommittee Recommendation

January 2023

Our Recommendation:

- Meets required state standards
- Engaging for students
- Ease of implementation for teachers
- We can turn off opt-in topics in this resource



Teacher Dashboard

[Help](#) [Logout](#)





K

1

2

3

4


5

Module 	Kindergarten - Lessons				Community Resources
General Health	Exploring My Health	What Is a Healthy Behavior?	What Is Healthy Help?	What Is an Emergency?	
Social Behavior	Learning to Listen	Making New Friends	What are Healthy Relationships?	Using Kind Words	
Responsible Decision Making	What Is a Problem?	I Can Make It Better	Discovering Short and Long-Term Goals	Explore - Getting Help with Online Safety	
Healthy Practices and Hygiene	Hygiene Skills	My Teeth and Mouth	What Is Exercise?	Introducing the Importance of Sleep	
Mental Health and Wellness	What Are Emotions?	When I Feel Worried	Controlling Myself	How Do I Feel?	
Healthy Eating and Nutrition	Food and My Body	Can I Eat Anything I Want?	Eating Habits	Harmful Effects - Substances	
Disease and Illness Prevention	What Is a Checkup?	Cold and Flu	What Is Medicine?	Staying Healthy	
Safety and Accident	Helmets and Seatbelts	What Is Personal Safety?	Safe Play	Protecting My Five Senses	



Module 	1st Grade - Lessons				Community Resources
General Health	My Health, My Responsibility	What Influences My Health Behaviors?	Who Is a Healthy Helper?	What Is an Emergency? - Going Deeper	
Social Behavior	Expressing Your Feelings	Sharing My Strengths	Building Relationships with Trusted Adults	Standing Up for Myself	
Responsible Decision Making	Working Through Problems	Understanding What Worked	Short and Long-Term Goals	Getting Help with Online Safety	
Healthy Practices and Hygiene	Skeletal, Muscular, Circulatory, and Respiratory Systems	How to Brush	What is Exercise? - Going Deeper	Importance of Sleep	
Mental Health and Wellness	Sharing Happiness	Recognizing Stress	Choosing a Positive Mindset	Showing My Feelings	
Healthy Eating and Nutrition	Portion Control	Food Allergies	A Balanced Diet	Avoidance - Substances	
Disease and Illness Prevention	What Is a Checkup? - Going Deeper	Cold and Flu - Going Deeper	What are Vaccines?	Staying Healthy - Going Deeper	



Module 	2nd Grade - Lessons				Community Resources
General Health	My Health at Home	Influences at Home and School	Why Do I Need Healthy Help?	Reducing Emergency-Causing Hazards	
Social Behavior	Asking for Help	Qualities of a Good Friend	Building Relationships With Trusted Adults - Going Deeper	Bullies, Bystanders, and Victims	
Responsible Decision Making	Problems Big and Small	Making Healthy Decisions	Importance of Goal Setting	Introduce - Communicating Online	
Healthy Practices and Hygiene	Consequences of Poor Hygiene	Brushing and Flossing	Discovering What Exercise is Right for Me	What Does Sleep Do for Me?	
Mental Health and Wellness	What My Feelings Mean	My Personal Stressors	Choosing a Growth Mindset	Identifying Strong Feelings	
Healthy Eating and Nutrition	The Role of Vitamins and Minerals	Reactions From My Food	The Role Water Plays	Reporting - Substances	
Disease and Illness Prevention	What Happens at the Doctor?	Introducing Disease Awareness	Use and Misuse of Medications	Dimensions of Health	



Module 	3rd Grade - Lessons				Community Resources
General Health	My Health at School	Cultural Influences on Health	When Should I Ask for Help?	Fire Safety	
Social Behavior	Resolving Conflicts	Healthy and Unhealthy Friendships	Healthy and Unhealthy Influences	Assertiveness and Bullying	
Responsible Decision Making	Evaluating Solutions and Consequences	Setting My Intentions	Time Management and Goal Setting	Communicating Online	
Healthy Practices and Hygiene	Nervous, Digestive, Immune, and Integumentary Systems	Brushing and Flossing - Going Deeper	What Exercise Is Right for Me?	What Does Sleep Do for Me? - Going Deeper	
Mental Health and Wellness	Healthy Coping Strategies	Managing My Stress	Overcoming My Weaknesses	When I Feel Angry	
Healthy Eating and Nutrition	Where Do Nutrients Come From?	Making Nutritional Choices	The Role Water Plays - Going Deeper	Peer Influence - Substances	
Disease and Illness Prevention	What Happens at the Doctor? - Going Deeper	Disease Awareness	Avoiding Misuse of Medications	Healthy Balance	
Safety and Accident Prevention			Self-Defense	Safety with Guidelines	



K

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Module



4th Grade - Lessons

Community Resources

General Health	Health in My Community	Discover - Managing My Health Influences	Finding the Right Healthy Helper	Preventing an Emergency	
Social Behavior	Reading Body Language	Respecting Individual Differences	Healthy and Unhealthy Influences - Going Deeper	Standing Up for Others	
Responsible Decision Making	Learning From Situations	Evaluating My Decisions	Steps to Achieving My Goal	Sharing Information Online	
Healthy Practices and Hygiene	Creating Healthy Habits	Exploring Lifetime Benefits of Healthy Teeth	Exercise and My Well-Being	Setting Sleep Routines	
Mental Health and Wellness	Managing Overwhelming Emotions	When I Feel Anxious	Improving Myself	Expressing Empathy	
Healthy Eating and Nutrition	Introducing Food Labels	Negative Effects of Food	Nutritional Goals	Refusal Skills - Substances	
Disease and Illness Prevention	Caring for My Mental Health	Communicable and Noncommunicable Diseases	Why Do I Need a Prescription?	Personal Health Habits	



Module	5th Grade - Lessons				Community Resources
General Health	Planning My Healthy Future	Managing My Health Influences	Finding Healthy Help Online	Creating an Emergency Plan	
Social Behavior	Having Difficult Conversations	Appreciating Diversity	Relationship Boundaries*	Conflict or Bullying?	
Responsible Decision Making	Problem Solving Strategies	Using Data to Inform My Decisions	Tracking My Progress and Perseverance	Identity Protection*	
Healthy Practices and Hygiene	Creating Healthy Habits - Going Deeper	Lifetime Benefits of Healthy Teeth	Exercise and My Well-Being - Going Deeper	Setting Sleep Routines - Going Deeper	
Mental Health and Wellness	When to Ask for Help	Consequences of Stress	Using My Strengths to Help Others	Managing Multiple Feelings	
Healthy Eating and Nutrition	Food Labels	Eating Disorders	Nutritional Goals - Going Deeper	Effects on My Body and Mind - Substances	
Disease and Illness Prevention	Where to Go if I Feel Sad	Managing Common Illnesses and Diseases	Importance of Reading Medication Labels	Home, School, and Community	
Safety and Accident	Advocating for Accident	Evaluating Personal Safety*	Human Trafficking and	Dangers of Guns and Other	



Welcome to: **Module 6 - Lesson 2: Can I Eat Anything I Want?**



School Lunch Menu				
Monday	Tuesday	Wednesday	Thursday	Friday

Can I Eat Anything I Want?

00:00 02:31
My Health Is Up to Me

Overview

Start

MENU

PREV

1. Can I Eat Anything I Want?

NEXT

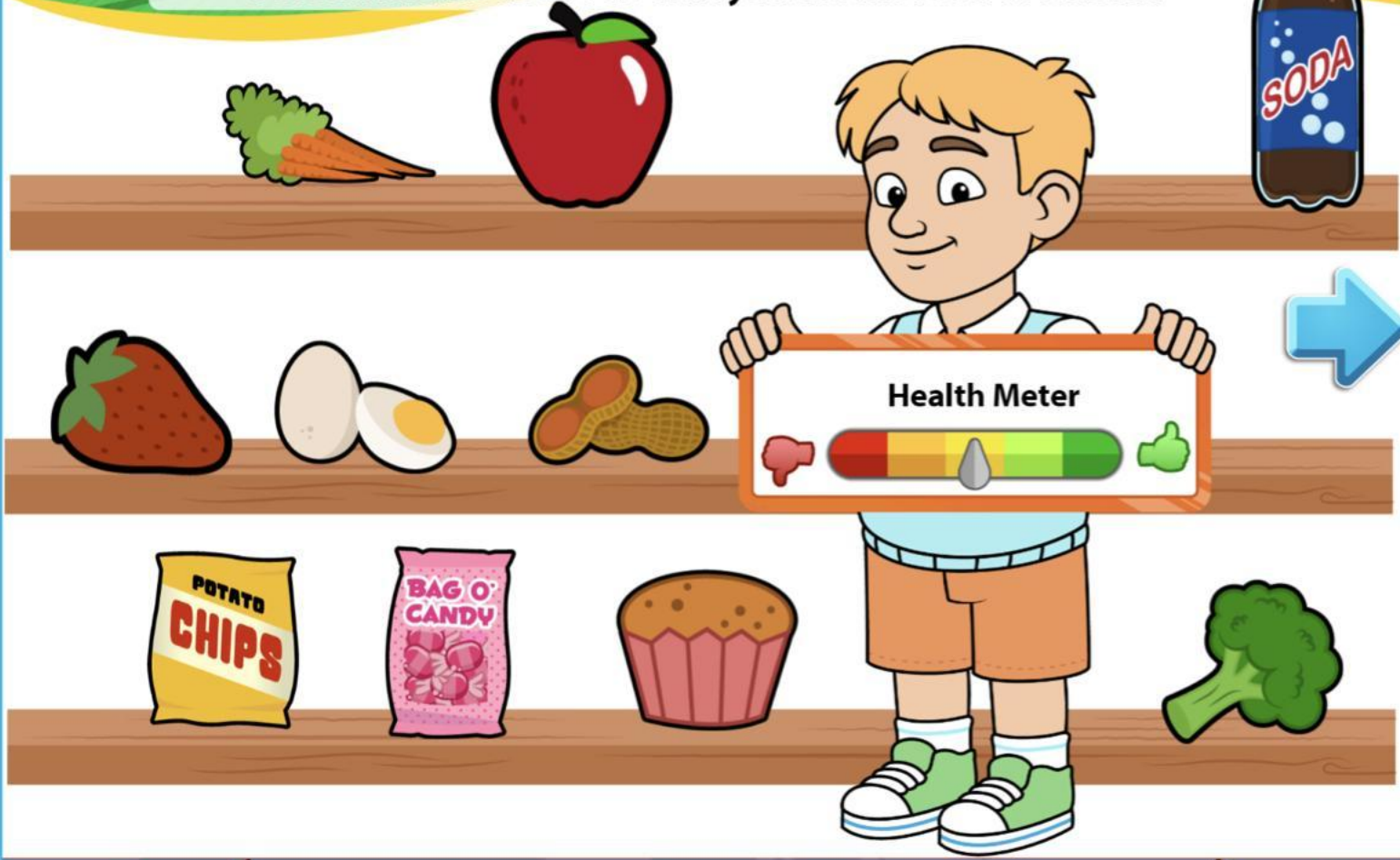
EXIT



Keeping it Real

Whole or Processed

Select nutritious foods that you would feed to Austin.





Welcome to: **Module 6 - Lesson 2: Making Nutritional Choices**

Making Nutritional Choices



00:00  02:57

Jump to the Healthy Ch...



Overview

Start

MENU

PREV 

1.  Making Nutritional Choices

NEXT 

EXIT



This or That

Making Nutritional Choices



Select and place each phrase into the best category.

Fresh Food



Processed Food



- 1 May be good source of protein
- 2 Might have a lot of sodium (salt)
- 3 Might make you feel sluggish
- 4 Might give you energy

1/2 

Reset

 MENU

PREV 

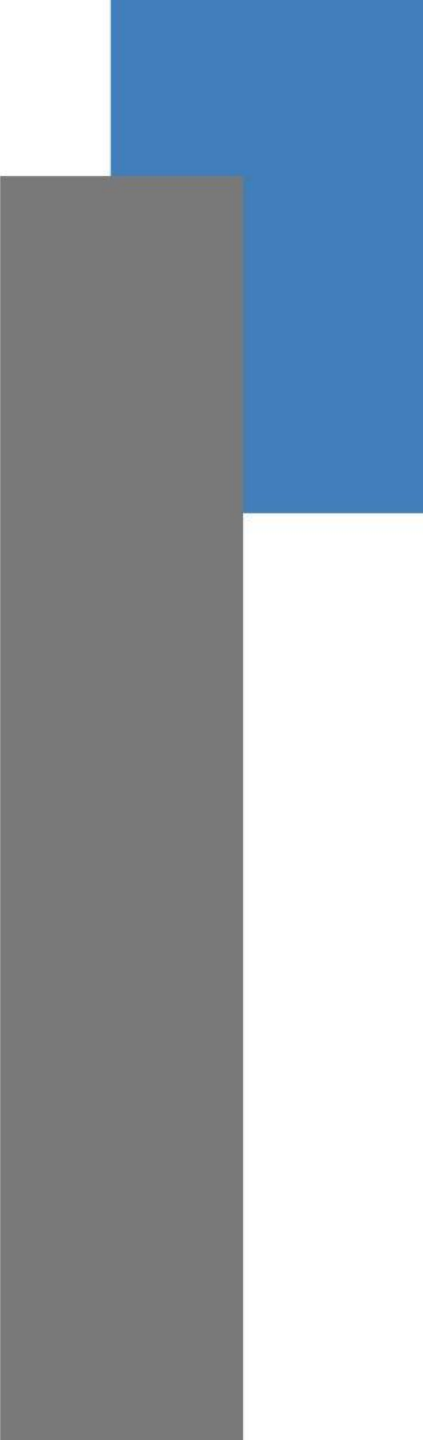
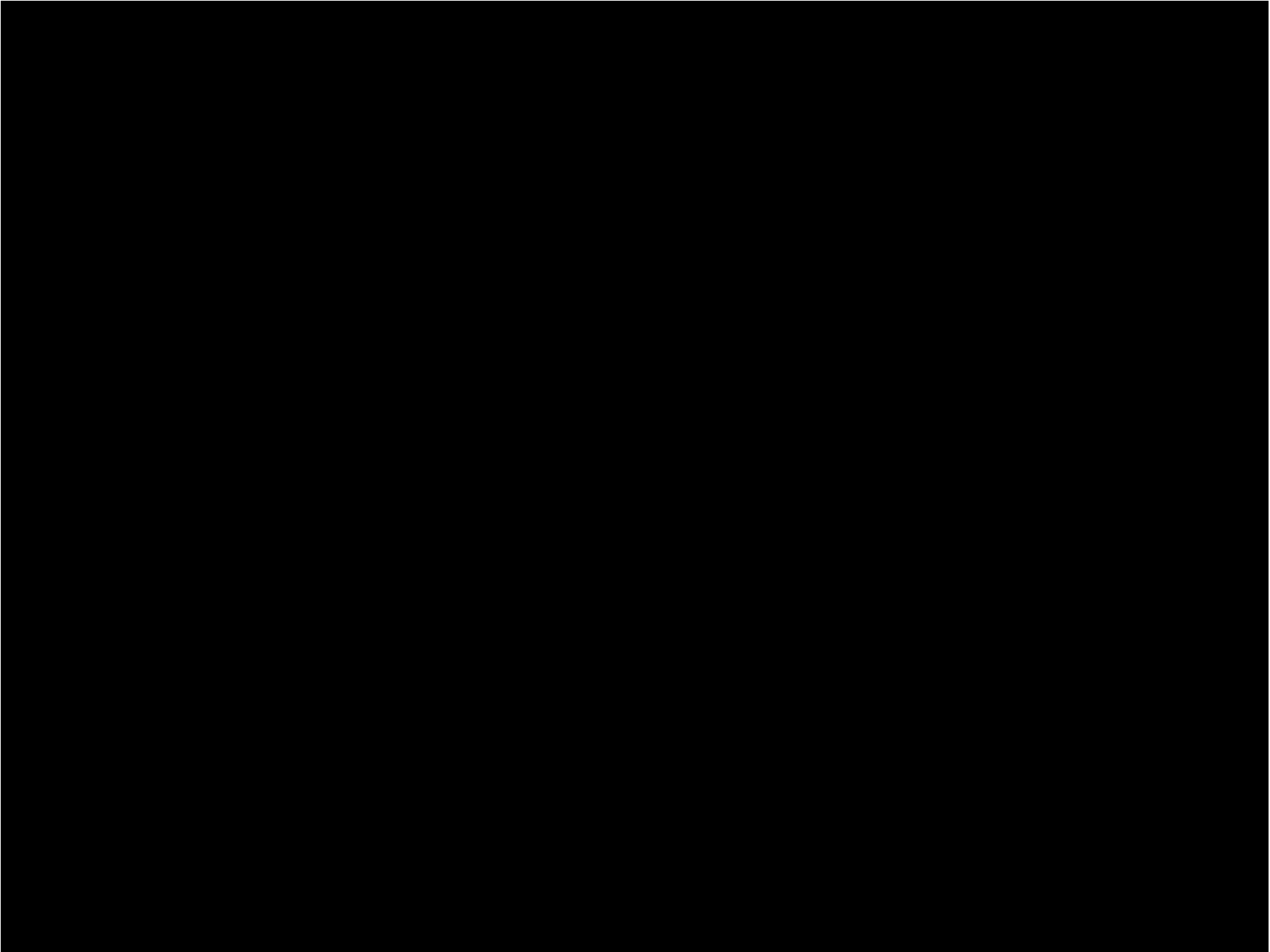
5.  This or That (Making Nutritional Choices)

 NEXT

EXIT

Recommended Adjustments

- Curriculum department will provide a scope and sequence which will address state standards for each grade level. This includes:
 - Details on specific modules
 - Lessons
 - Videos



Human

Growth &

Development



Human Growth and Development Video Lesson

- Consistent resource for the district to meet state standards
- Standardized curriculum across all elementary campuses for 4th- and 5th-grade students
- Addresses (delicate or sensitive) topics in a respectful way that represents the values of the community

Recommended Adjustments

- The videos need to be updated in the following ways to meet the new state standards:
 - Boys: include definition of menstrual cycle
 - Boys: include definition of fertilization and reproduction
 - Girls: Remove repetitive hygiene scene
 - Both: update the food pyramid to MyPlate
 - Both: include significant milestones of fetal development

Recommended Adjustments

- The videos need to be updated in the following ways to meet the new state standards:
 - Boys: include definition of menstrual cycle
 - Boys: include definition of fertilization and reproduction
 - Girls: Remove repetitive hygiene scene
 - Both: update the food pyramid to MyPlate
 - Both: include significant milestones of fetal development

”If sperm comes into contact with the female’s egg, fertilization can occur and result in pregnancy.”

Sensitive Content

- Human Growth and Development video continues to:
 - Address this content in a respectful manner
 - Reflect the values of the community
 - Deliver instruction separately for boys and girls



Quaver Health·PE™



Grades 4 & 5
**Human
Growth &
Development**

GIRLS

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LIFE • LEARN • GROW • SOAR



Grades 4 & 5
**Human
Growth &
Development**

BOYS

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LIFE • LEARN • GROW • SOAR



Welcome

Crime Stoppers-Safe School
Institute

WAYS TO REPORT



CALL

713-222-TIPS



DOWNLOAD

OUR MOBILE APP



GO TO

CRIME-STOPPERS.ORG

The Tip Line is available **24/7**



HOW DOES IT WORK?

WE DO NOT

record phone calls or have caller ID.

NO ONE WILL KNOW YOU CALLED US

unless you tell them yourself.



HOW DOES IT WORK?

**WE WILL GIVE
YOU A DATE**



to call back & check the status of



YOUR CASE
(using the code number)



*We cannot call you with the status because
we don't have your phone number.*



HUMAN TRAFFICKING - TEENS



LESSONS OF THE DAY

What is it?

Where is it?

Who is affected by it?

Who engages in it?

How are youth lured in?

What's the strategy to end it?



WHAT IS IT?



Human Trafficking involves exploiting a person through **force, fraud, or coercion** for the purpose of **forced labor, commercial sex, or both.**

It is a human rights issue!



WHERE IS IT?

Victims have been identified in all 50 states

Traffickers victimize an estimated 25 million people worldwide

76% of transactions for sex with underage children and adolescents are conducted online.

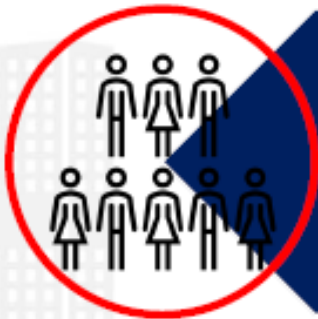
Every where



WHERE IS IT?



Texas ranks #2 in reported cases of Human Trafficking



Texas has 313,000 victims
- 79,000 youth sex trafficking victims
- 234,000 workers trafficked for labor



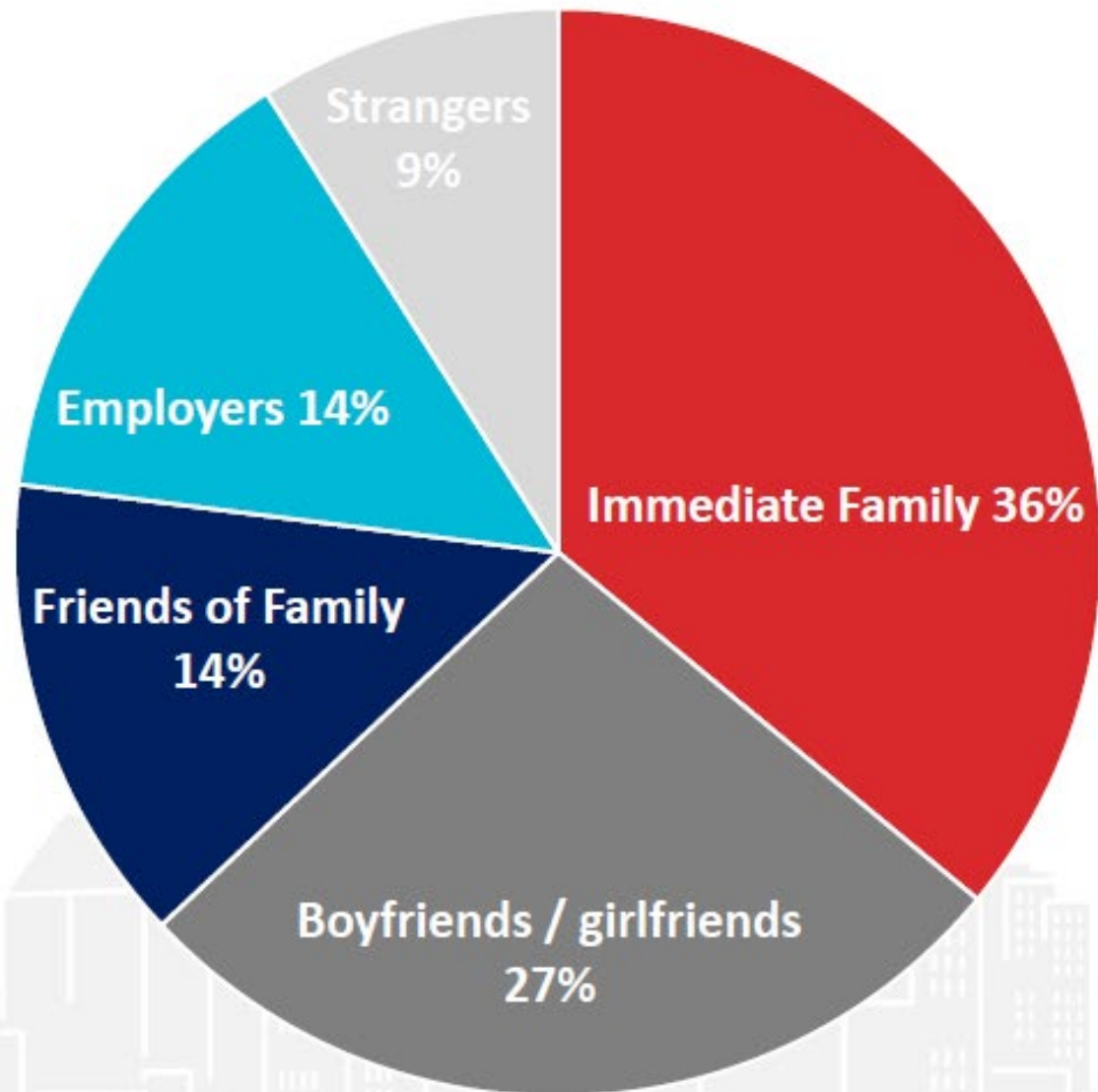
More brothels than Starbucks
(148 stores)



WHO IS IT - TRAFFICKER



WHO IS IT - PERPETRATOR



HOW TO STAY SAFE ONLINE



Who are strangers?

Impersonation



**How are groomers
using the internet
to exploit kids?**



HOW TO STAY SAFE ONLINE

Grooming
Process

Romantic
interest

Friend

Mentor

When a person goes out
of their way to establish
a relationship with you

Can happen face to
face or online

Groomers are manipulative, deceitful, and
can initially be hard to spot



STAGES OF GROOMING



Target



Befriend



Gain Trust



Fulfill Need



Isolate



Capitalize



HOW- TRAFFICKERS

Traffickers' methods to trap vulnerable individuals



Violence

Coercion

Deception

Threats

Blackmail

Manipulation

Fraud

False Promises

Debt Bondage



HOW?



INDICATORS OF TRAFFICKING - BEHAVIORAL



Sex Trafficking

- Victim has an older boyfriend or girlfriend – likely appears fearful
- Uses advanced sexual terms
- Victim has low self esteem
- Young age with high number of partners
- Distrustful of law enforcement, disrespectful or indifferent towards authority



Labor or Sex Trafficking

- Victim avoids eye contact
- Fear of social interaction, signs of anxiety, depression or nervousness
- Truancy, runaway, homelessness
- Frequent travel
- Scripted answers of inconsistent stories of work, injuries, whereabouts, home life

INDICATORS OF TRAFFICKING - PHYSICAL



Sex Trafficking

- Branding tattoos, barcode designs, or any symbol representing the pimp
- Gifts from unknown sources
- Motel keys/cards in the victim's possession
- Large amounts of cash (Venmo, cashapp)
- New or pre-paid cell phones



Labor or Sex Trafficking

- Malnourishment
- Lacerations, carvings, bruising from beatings, injuries in less visible places, burns
- STD/STI
- Pregnancy or history
- Bald spots, rotting teeth, indicators of poor health

MISCONCEPTIONS

Sex trafficking and prostitution are the same thing



They are not the same. Although all child prostitution is human trafficking

PREVENTION

Awareness



Keep your social media and game accounts private

Turn off location on social media, games and camera

Do not post your troubles/frustrations online



Do not ask for help online



Trust your gut instincts

TAKEAWAYS

Never stop advocating for yourself.



If you suspect someone else is in danger, tell a trusted adult.

Lookout for people you care about.



Report to the appropriate authorities/agencies.



Thank you!





WHO[®]

We Help Ourselves



WHO[®]

We Help Ourselves

WHO[®] was designed to prevent the likelihood of child victimization. It is presented using videos to children and youth (ages 4-18) by school counselors who have been trained. Students learn

- To develop appropriate decision-making and communication skills
- To see themselves as capable, worthy human beings who do not deserve abuse of any kind
- To understand they are not to blame, should they be victimized



WHO[®]

We Help Ourselves

- There are three ways in which WHO[®] teaches children how **We Help Ourselves**:
 - **Know**—Know the rules you and your family have decided on for safety.
 - **Do**—Have a plan for assertive, positive action
 - **Tell**—Ask someone you trust for help—it's important to tell someone about situations that are uncomfortable.



WHO[®] Curriculum

Elementary K-5 Curriculum

- **K-2:** Strangers, Hurts, Secrets, Touches
- **3-4:** Materialism, Emotional Resilience, Trauma & Coping, Family Violence, Sexual Abuse
- **5:** Mindfulness, Substance Use, Conflict Resolution, Internet Safety, Harassment, Self-Destruction

*Now including
K-5 SCOOTER
SKUNK Anti-
Bullying & Internet
Safety!*



Middle School 6-8 Curriculum

- Anti-Bullying, Cyberbullying
- Sexual Abuse & Harassment
- Physical & Emotional Abuse
- Responsible Decision Making
- Human Trafficking
- Trauma

High School 9-12 Curriculum

- Managing Emotions & Positive Relationships
- Societal & Peer Pressure
- Mental Health: Depression & Substance Use
- Mental Health: Anxiety
- Relationships: Physical, Sexual, & Emotional Abuse
- Suicide

Kindergarten to 2nd Grade

Strangers (myths and stereotypes)

- Learn the definition of “strangers.”
- Learn the reasons behind our rules.
- Learn that physical appearance, gender, or knowing the person are not criteria for judging potentially threatening (or non-threatening) situations.
- Learn that it is the *behavior* not the *person*, which is the signal to do something.



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We Help Ourselves

Kindergarten to 2nd Grade

Hurts (physical and emotional abuse)

- Learn the signs of being physically hurt.
- Learn that hurting *inside* (emotional abuse) can be dealt with as well as hurting *outside* (physical abuse).
- Learn that feeling trapped or defenseless in abusive situations happens because:
 - The victim cares for the person who is abusive.
 - The victim feels responsible for what is happening (deserves it).
 - The victim does not want to get the abuser in trouble.



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Kindergarten to 2nd Grade

Secrets (not telling)

- Learn that often a student's best defense is telling someone if something *has* happened, if something *is* happening, or if there are reasons to suspect something *will* happen.



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Kindergarten to 2nd Grade

- **Touches** (sexual abuse).
 - Learn to define good, bad, and confusing touches.
 - Learn the parts of the body associated with sexual abuse. Presented as “parts covered by a bathing suit.”
 - Learn to define inappropriate touching.
 - Learn that it is ok to say “no” to inappropriate touching no matter who it is.
 - Learn that if the person they choose to tell does not believe them, they should tell someone else and keep telling until someone listens.
 - Learn that it is *never* their fault.



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We Help Ourselves

Third to Fourth Grade

Family Violence

- Discuss the different forms of abuse.
- Remind students it is not their fault.
- Highlight hurts that happen on purpose versus accidental hurts and the difference between the two.
- Discuss the difference between discipline and abuse.
- Identify ways to stay safe.
- Identify trusted adults they can tell.



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Third to Fourth Grade

- Sexual Abuse
 - Learn that no one should be touching us in ways that we do not like or give permission.
 - Learn that if someone is touching us in bad/confusing ways, we should always tell someone.
 - Discuss if the first person they tell does not listen, tell someone else and keep telling until someone listens.



Fifth Grade

Media Violence and Internet Safety

- Discuss games or TV shows that are inappropriate.
- Discuss ways to stay safe when playing videogames, using social networks, and other live interaction apps.
- Discuss what to do when they see something posted that could be harmful to someone else.



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Fifth Grade

Harassment

- Learn the definition of harassment.
- Learn that “No” is a complete sentence.



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We Help Ourselves

Sixth to Eighth Grade

Sexual Abuse and Harassment

- Learn the definition of harassment.
- Learn that “No” is a complete sentence.
- Recognize different forms of harassment.



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We Help Ourselves

Sixth to Eighth Grade

Physical and Emotional Abuse

- Discuss different forms of abuse.
- Remind students it is not their fault.
- Discuss differences between discipline and abuse.
- Discuss some things they can do to stay safe.
- Discuss trusted adults they can tell.



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Sixth to Eighth Grade

Running Away and Trafficking

- Discuss reasons some kids run away.
- Ask if there has ever been a time when a student felt like running away was their only option.
- Discuss what could happen to a runaway. Question how a teen would earn money if they were to run away.
- Define human/sex trafficking.



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Ninth to Twelfth Grade

Relationship Abuse: Physical, Sexual, and Emotional Abuse

- Learn what consent means. “No” is a complete sentence.
- Discuss blame, fault, and guilt. Students should understand if something like this happens to them, it is not their fault.
- Recognize the difference between healthy and unhealthy relationships.
- Learn how to recognize “red flags” in unhealthy relationships.



WHO[®]

We Help Ourselves



WHO[®]
We Help Ourselves

WHO[®] teaches children and youth (ages 4-18) how to avoid all kinds of victimizations through videos (all levels) and puppets (K-2).

- Developed by Mental Health America of Greater Dallas in 1981 and revised in 2018.
- Is researched-based curriculum based on sensitive, non-threatening content and methodology.
- Delivered by school counselors who have been trained.



WHO[®]

We Help Ourselves

Questions?

Thank you!