Not In Our School lesson plans are aligned to the California Health Education Content Standards which are similar to others across the US. This alignment chart illustrates an alignment of 20 NIOS films/lessons with standards for grades 7 and 8. All listed films/lessons can be found by title and streamed on notinourschool.org.	1 What is Not In Our School?	2 Students Map Bully Zones to Create a Safer School	3 Students Teach Students to Stand Up to Bullying	4 Students Take on Cyberbullying	Stand Up, Stand (	<b>6</b> Lancaster, California: A City Unites to End School Bullying	<b>7</b> Ole Miss: Facing the Change	8 Shajee's Story: Middle School Students Learn About Islam	<b>9</b> Youth Lead the Fight Against Hate in Olympia, Washington	<b>10</b> Profiling Kevin: Profile a Youth Leader	11 Students Tune In and Speak Out	12 Dissolving Stereotypes	13 Not In Our School: Palo Alto	<b>14</b> Mother Caroline Students Spread the Peace	15 What Do You Say to "That's So Gay?"	16 New Immigrants Share Their Stories	17 Embracing Differences	<b>18</b> Lakewood is Changing	19 Not In Our Town: Billings, Montana: Film Discussion Guide	<b>20</b> Not In Our Town Northern California: When Hate Happens Here: Film Discussion Guide
Standard 1: Essential Concepts																				
<ul><li>1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</li><li>1.5.S Explain how violence, aggression, bullying, and</li></ul>			Х		x	Х			Х	X	х		X	Х	х				Х	x
harassment affect health and safety.	Х	х	х	х	х	х						Х	Х	х	Х		Х		Χ	Х
<b>1.1.M</b> Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).	x	х		х	х	х			х	X	Х		X	Х	х	Х	х	X	X	X
<b>1.5.M</b> Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.			х	х		х	Х	х			x	x	X		х	Х	х	Х	X	X
<b>1.6.M</b> Describe the changing roles and responsibilities of adolescents as members of a family and community.		х		х		х	X	х	х	X	Х		X	Х	х			X	X	X
Standard 2: Analyzing Influences																				
<b>2.2.G</b> Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.	X	х		Х	x			х		X		X			х	Х	Х		X	X

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<b>2.2.S</b> Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.			x	x		x	X	x	X	X	x	X	X	x	X	X	x	X	x	x
<b>2.1.M</b> Analyze internal and external influences on mental, emotional, and social health.	X	Х	Х		Х	Х	х		Х	X	х	X		Х	x	X	х	X	Х	Х
Standard 4: Interpersonal Communication																				
<b>4.1.S</b> Report to a trusted adult situations that could lead to injury or harm.				x	х															
<b>4.2.S</b> Use communication and refusal skills to avoid violence, gang involvement, and risky situations.			Х	x					Х		x		X							
<b>4.3.S</b> Describe ways to manage interpersonal conflicts nonviolently.			х	х	х	х			Х	X	Х	X					х			
<b>4.4.S</b> Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.		Х	х	x	х						х									
<b>4.5.S</b> Describe characteristics of effective communication.			х		х					X	Х		X			X	Х	X		
<b>4.6.S</b> Differentiate between passive, aggressive, and assertive communication.					x				x	X	х		X		Х					

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Standard 5: Decision Making																				
<b>5.4.S</b> Evaluate why some students are bullies.	X			X	Х						Х		X	Х						
<b>5.5.S</b> Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.				X					X	X	x			Х	x				Х	
<b>5.1.M</b> Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.			X	X	X	х			X	X	x		X	Х					Х	
Standard 6: Goal Setting																				
<b>6.1.S</b> Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.		х	X			х	X		х		Х			х					х	Х
<b>6.1.P</b> Establish goals for improving personal and community health.	X	Х	Х	X	Х	Х	x		Х	X	X	X	X	Х	Х	X	X	X	Х	х
Standard 7: Practicing Health-Enhancing Behaviors																				
<b>7.2.M</b> Practice respect for individual differences and diverse backgrounds.			X		х	х	Х	х	X	X		X	X	х	Х	X	X	X	Х	Х

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Standard 8: Health Promotion																				
<b>8.1.G</b> Support and encourage safe, respectful, and responsible relationships.		x	х	x	x	x	x		x	X	х	x	X	x	x	x	х	х		x
<b>8.1.S</b> Support changes to promote safety in the home, at school, and in the community.	х	x	х		х	X										X			X	х
<b>8.2.S</b> Design a campaign for preventing violence, aggression, bullying, and harassment.	x	x	х	x		Х			x		x		X	Х			x		X	х
<b>8.3.S</b> Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).				X	x	х			х	X	x		×	х	х				X	
<b>8.1.M</b> Promote a positive and respectful school environment.	Х	х	х		X		x	х							X	X	х	x	X	×
<b>8.2.M</b> Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.		x	x	X	x	x				X	x		×	x	x			x	X	×
<b>8.2.P</b> Demonstrate the ability to be a positive peer role model in the school and community.	x	Х	Х		Х		X	Х	Х						Х	X	х		X	x