



Alignment of *HealthSmart* with National Health Education Standards and CDC's HECAT

The National Health Education Standards (NHES) detail what students need to know and be able to do in order to achieve health literacy. The Standards detail both the functional knowledge and essential skills required for adopting and maintaining healthy behaviors.

In addition to comprehending concepts, the Standards set age-appropriate performance indicators for 7 essential health skills:

- Analyzing Influences
- Accessing Information
- Interpersonal Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behaviors
- Advocacy

The Health Education Curriculum Analysis Tool (HECAT) from the Centers for Disease Control and Prevention identified the most important healthy behaviors for adolescents to practice by the time they graduate from high school. At each grade range the HECAT outlines the concepts students need to know and the skills they need to be able to practice in order to achieve desired Healthy Behavior Outcomes in each of 9 health content areas:

- Mental & Emotional Health
- Personal Health & Wellness
- Safety/Injury Prevention
- Violence Prevention
- Healthy Eating
- Physical Activity
- Alcohol & Other Drugs
- Tobacco
- Sexual Health

The HECAT is intended as a guide to help schools analyze health curricula to see if they align with the identified Knowledge and Skill Expectations, which are aligned with the National Health Education Standards. In theory, if a curriculum enables students to meet these Knowledge and Skill Expectations, it should impact health behavior in a positive way.

Healthy Behavior Outcomes

Abstinence, Puberty & Personal Health

Healthy Behavior Outcome	Lesson Number															
Personal Health & Wellness	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PHW-1 Brush and floss teeth daily.	Covered in Grades K–5															
PHW-2 Practice appropriate hygiene habits.	●		●				●		●							
PHW-3 Get an appropriate amount of sleep and rest.	●	●														
PHW-4 Prevent vision and hearing loss.	●	●														
PHW-5 Prevent damage from the sun.	●	●														
PHW-6 Practice behaviors that prevent infectious diseases.			●													
PHW-7 Practice behaviors that prevent chronic diseases.			●													
PHW-8 Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, epilepsy.	Covered in High School															
PHW-9 Practice behaviors that prevent food-borne illnesses.	Covered in Nutrition & Physical Activity															
PHW-10 Seek out help for common infectious diseases and chronic diseases and conditions.	Covered in High School															
PHW-11 Seek out health care professionals for appropriate screenings and examinations.	Covered in High School															
PHW-12 Prevent health problems that result from fads or trends.	Covered in Nutrition & Physical Activity															
Sexual Health	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Progress through puberty in a healthy way (ETR).					●	●	●	●	●							
SH-1 Establish and maintain healthy relationships.	Covered in Emotional & Mental Health															
SH-2 Be sexually abstinent.										●	●	●	●	●	●	●
SH-3 Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.	Covered for abstinence only. Other protective behaviors are addressed in HIV, STI & Pregnancy Prevention															
SH-4 Engage in behaviors that prevent or reduce unintended pregnancy.								●								●
SH-5 Avoid pressuring others to engage in sexual behaviors.										●				●	●	

(continued)

Healthy Behavior Outcomes

Sexual Health <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SH-6 Support others to avoid or reduce sexual risk behaviors.											●		●			
SH-7 Treat others with courtesy and respect without regard to their sexuality.				●						●				●		
SH-8 Utilize appropriate health services to promote sexual health.									●							

Emotional & Mental Health

Healthy Behavior Outcome	Lesson Number														
Mental & Emotional Health	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15*
MEH-1 Express feelings in a healthy way.						●	●								○
MEH-2 Engage in activities that are mentally and emotionally healthful.	●	●	●									●	●	●	○
MEH-3 Prevent and manage interpersonal conflict in healthy ways.	Covered in Violence & Injury Prevention														
MEH-4 Prevent and manage emotional stress and anxiety in healthy ways.									●	●	●				○
MEH-5 Use self-control and impulse-control strategies to promote health.							●							●	○
MEH-6 Get help for troublesome thoughts, feelings or actions for oneself and others.								●							○
MEH-7 Show tolerance and acceptance of differences in others.		●											●		○
MEH-8 Establish and maintain healthy relationships.				●	●									●	○

*Healthy Behavior Outcomes will vary, depending on which emotional health behaviors students focus on in their goals.

HIV, STI & Pregnancy Prevention

Healthy Behavior Outcome	Lesson Number													
Sexual Health	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SH-1 Establish and maintain healthy relationships.				●										
SH-2 Be sexually abstinent.	●				●	●	●		●	●	●			●
SH-3 Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.						●	●	●	●			●	●	
SH-4 Engage in behaviors that prevent or reduce unintended pregnancy.					●				●			●	●	●

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Healthy Behavior Outcomes

Sexual Health <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SH-5 Avoid pressuring others to engage in sexual behaviors.		●		●							●	●		
SH-6 Support others to avoid or reduce sexual risk behaviors.				●	●			●			●	●		
SH-7 Treat others with courtesy and respect without regard to sexual status.			●											
SH-8 Utilize appropriate health services to promote sexual health.		●				●		●		●				

Nutrition & Physical Activity

Healthy Behavior Outcome	Lesson Number																
Healthy Eating	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*	17*
HE-1 Eat the appropriate number of servings from each food group every day.		●		●					●							○	○
HE-2 Eat a variety of foods within each food group every day.	●	●														○	○
HE-3 Eat an abundance of fruits and vegetables every day.			●			●										○	○
HE-4 Choose to eat whole-grain products and fat-free or low-fat milk or equivalent milk products regularly.			●		●											○	○
HE-5 Drink plenty of water every day.	●															○	○
HE-6 Limit foods and beverages high in added sugars, solid fat and sodium.			●	●		●	●		●	●						○	○
HE-7 Eat breakfast every day.					●											○	○
HE-8 Eat healthy snacks.						●			●	●						○	○
HE-9 Eat healthy foods when dining out.							●			●						○	○
HE-10 Prepare food in healthful ways.							●									○	○
HE-11 Balance caloric intake with caloric expenditure.												●				○	○
HE-12 Follow an eating plan for healthy growth and development.		●									●	●				●	●
HE-13 Support others to eat healthy.						●										●	●
PHW-9 Practice behaviors that prevent food-borne illnesses (from Personal Health & Wellness).								●									
PHW-12 Prevent health problems that result from fads or trends (from Personal Health & Wellness).												●					

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Healthy Behavior Outcomes

Healthy Eating <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*	17*
MEH-6 Get help for troublesome thoughts, feelings or actions for oneself and others (from Mental & Emotional Health).													●				
Physical Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*	17*
PA-1 Engage in moderate to vigorous physical activity for at least 60 minutes every day.														●		○	○
PA-2 Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength.														●		○	○
PA-3 Engage in warm-up and cool-down activities before and after structured exercise.															●	○	○
PA-4 Drink plenty of water before, during, and after physical activity.															●	○	○
PA-5 Follow a physical activity plan for healthy growth and development.											●	●				●	●
PA-6 Avoid injury during physical activity.															●	○	○
PA-7 Support others to be physically active.														●		●	●

*Healthy Behavior Outcomes will vary, depending on whether students set a healthy eating or physical activity goal.

Tobacco, Alcohol & Other Drug Prevention

Healthy Behavior Outcome	Lesson Number																
Tobacco	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
T-1 Avoid using (or experimenting with) any form of tobacco.	●		●			●		●	●	●	●	●	●		●	●	●
T-2 Avoid secondhand smoke.			●								●						
T-3 Support a tobacco-free environment.												●		●			
T-4 Support others to be tobacco free.												●		●			●
T-5 Quit using tobacco if already using.	Covered in High School																
Alcohol & Other Drugs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
AOD-1 Avoid misuse and abuse of over-the-counter and prescription drugs.					●		●										
AOD-2 Avoid experimentation with alcohol and other drugs.		●		●		●			●	●	●	●			●	●	●
AOD-3 Avoid the use of alcohol.	●	●				●	●	●	●	●	●				●	●	●
AOD-4 Avoid the use of illegal drugs.	●			●		●	●	●	●	●	●				●	●	●

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Healthy Behavior Outcomes

Alcohol & Other Drugs <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
AOD-5 Avoid driving while under the influence of alcohol and other drugs.	Covered in High School																
AOD-6 Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Covered in Violence & Injury Prevention																
AOD-7 Quit using alcohol and other drugs if already using.	Covered in High School																
AOD-8 Support others to be alcohol and other drug free.														•			•

Violence & Injury Prevention

Healthy Behavior Outcome	Lesson Number																
Safety/Injury Prevention	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
S-1 Follow appropriate safety rules when riding in or on a motor vehicle.		•															
S-2 Avoid driving a motor vehicle while under the influence of alcohol or other drugs.	Covered in High School																
Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs.		•				•											
S-3 Use safety equipment appropriately and correctly.	•		•	•													
S-4 Apply safety rules and procedures to avoid risky behaviors and injury.	•		•	•		•	•										
S-5 Avoid safety hazards in the home and community.			•		•	•											
S-6 Recognize and avoid dangerous surroundings.			•		•	•											
S-7 Get help for oneself or others when injured or suddenly ill.	First-aid procedures are not addressed in <i>HealthSmart</i>																
S-8 Support others to avoid risky behaviors and be safe.			•	•	•												
Violence Prevention	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
V-1 Manage interpersonal conflict in nonviolent ways.														•	•		
V-2 Manage emotional distress in nonviolent ways.													•				
V-3 Avoid bullying, being a bystander to bullying, or being a victim of bullying.									•	•	•	•					

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Healthy Behavior Outcomes

Violence Prevention <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
V-4 Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.								●			●		●				
V-5 Avoid situations where violence is likely to occur.								●						●			
V-6 Avoid associating with others who are involved in or who encourage violence or criminal activity.								●			●			●			
V-7 Get help to prevent or stop violence, including harassment, abuse, bullying, hazing, fighting, and hate crimes.										●		●		●	●		
V-8 Get help to address inappropriate touching.																●	●
V-9 Get help to stop being subjected to violence or physical abuse.										●						●	●
V-10 Get help for oneself or others who are in danger of hurting themselves.	Covered in High School																

Alignment with HECAT Knowledge Expectations

Alcohol & Other Drugs

- ☐ AOD1.8.1 Distinguish between proper use and abuse of over-the-counter medicines. **TAOD Lesson 5**
- ☐ AOD1.8.2 Differentiate between proper use and abuse of prescription medicines. **TAOD Lesson 5, TAOD Lesson 7**
- ☐ AOD1.8.3 Describe the health risks of using weight loss drugs. **NPA Lesson 12**
- ☐ AOD1.8.4 Describe the health risks of using performance-enhancing drugs. **Not covered**
- ☐ AOD1.8.5 Summarize the negative consequences of using alcohol and other drugs. **TAOD Lesson 2 (alcohol), TAOD Lesson 4 (marijuana), TAOD Lesson 7 (opioids), TAOD Lesson 8**
- ☐ AOD1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs. **TAOD Lesson 6, TAOD Lesson 11**
- ☐ AOD1.8.7 Describe situations that could lead to the use of alcohol and other drugs. **Not an objective, but implied in TAOD Lesson 9 on influences, and discussed in TAOD Lesson 15**
- ☐ AOD1.8.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress. **TAOD Lesson 6**
- ☐ AOD1.8.9 Explain school policies and community laws about alcohol and other drugs. **TAOD Lesson 12**
- ☐ AOD1.8.10 Describe the relationship between using alcohol and other drugs and other health risks. **TAOD Lesson 2; also addressed in VIP Lesson 3, but not an objective**
- ☐ AOD1.8.11 Determine the benefits of being alcohol- and other drug-free. **TAOD Lesson 11, TAOD Lesson 17**
- ☐ AOD1.8.12 Describe positive alternatives to using alcohol and other drugs. **TAOD Lesson 11**
- ☐ AOD1.8.13 Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. **Covered in HIV/STI Lesson 7 in relation to HIV, but not an objective**
- ☐ AOD1.8.14 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. **VIP Lesson 2**

Healthy Eating

- ☐ HE1.8.1 Classify the amount of food from each food group that a person needs each day. **NPA Lesson 2; also covered in NPA Lesson 3, but not an objective**
- ☐ HE1.8.2 Summarize a variety of nutritious food choices for each food group. **NPA Lesson 2**
- ☐ HE1.8.3 Describe the U.S. Dietary Guidelines for Americans. **NPA Lesson 3**
- ☐ HE1.8.4 Explain why the recommended amount of food a person needs each day may be different for each food group. **NPA Lesson 2**
- ☐ HE1.8.5 Summarize the benefits of eating plenty of fruits and vegetables. **NPA Lesson 3**
- ☐ HE1.8.6 Describe the benefits of eating a variety of foods high in iron. **Not an objective; iron mentioned briefly as important mineral in NPA Lesson 1, and discussed in relation to food label in NPA Lesson 4**
- ☐ HE1.8.7 Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources. **Covered in NPA Lesson 1, but not an objective**
- ☐ HE1.8.8 Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. **Not an objective, but importance of calcium is discussed in NPA Lesson 2 and NPA Lesson 4**
- ☐ HE1.8.9 Identify foods that are high in fiber. **NPA Lesson 2; fiber is also discussed in NPA Lesson 1 and NPA Lesson 3**
- ☐ HE1.8.10 Identify examples of whole-grain foods. **NPA Lesson 5**
- ☐ HE1.8.11 Summarize the benefits of drinking plenty of water. **NPA Lesson 1**
- ☐ HE1.8.12 Differentiate between nutritious and non-nutritious beverages. **NPA Lesson 7**
- ☐ HE1.8.13 Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium. **NPA Lesson 3; also discussed in NPA Lesson 4, but not an objective**
- ☐ HE1.8.14 Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats. **NPA Lesson 7**
- ☐ HE1.8.15 Describe the importance of eating breakfast every day. **NPA Lesson 5**
- ☐ HE1.8.16 Explain the relationship between access to healthy foods and personal food choices. **Covered in NPA Lesson 6, but not an objective.**
- ☐ HE1.8.17 Explain how to select healthy foods when dining out. **NPA Lesson 7**

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Alignment with HECAT Knowledge Expectations

Healthy Eating (continued)

- ☐ HE1.8.18 Explain various methods available to evaluate body weight. **Not an objective, but BMI and consulting with a provider are mentioned in NPA Lesson 12**
- ☐ HE1.8.19 Describe major chronic diseases and their relationship to what people eat and their physical activity level. **ABST Lesson 3 [Describe the behavioral and environmental factors that contribute to the major chronic diseases.]**
- ☐ HE1.8.20 Analyze the benefits of healthy eating. **NPA Lesson 16**
- ☐ HE1.8.21 Identify healthy and risky approaches to weight management. **NPA Lesson 12**
- ☐ HE1.8.22 Describe the benefits of eating in moderation. **NPA Lesson 3**

Mental & Emotional Health

- ☐ MEH1.8.1 Describe characteristics of a mentally and emotionally healthy person. **EMH Lesson 3**
- ☐ MEH1.8.2 Explain the interrelationship of physical, mental, emotional, social and spiritual health. **EMH Lesson 1**
- ☐ MEH1.8.3 Discuss how emotions change during adolescence. **ABST Lesson 7**
- ☐ MEH1.8.4 Explain appropriate ways to express needs, wants, emotions, and feelings. **EMH Lesson 6 (emotions/feelings), EMH Lesson 12 (grief)**
- ☐ MEH1.8.5 Describe role models that demonstrate positive mental and emotional health. **Covered in EMH Lesson 3, but not an objective**
- ☐ MEH1.8.6 Summarize the benefits of talking with parents and other trusted adults about feelings. **EMH Lesson 8**
- ☐ MEH1.8.7 Describe healthy ways to express affection, love, friendship, and concern. **EMH Lesson 12 (expressing concern when someone is grieving); ABST Lesson 10 (expressing affection)**
- ☐ MEH1.8.8 Describe a variety of appropriate ways to respond to stress when angry or upset. **EMH Lesson 7; VIP Lesson 13**
- ☐ MEH1.8.9 Summarize feelings and emotions associated with loss and grief. **EMH Lesson 12**
- ☐ MEH1.8.10 Explain the importance of a positive body image. **NPA Lesson 11**
- ☐ MEH1.8.11 Describe how mental and emotional health can affect health-related behaviors. **Not covered**
- ☐ MEH1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health. **EMH Lesson 13**
- ☐ MEH1.8.13 Explain the causes, symptoms, and effects of depression. **Covered in terms of getting help in EMH Lesson 8, but not an objective**
- ☐ MEH1.8.14 Explain the causes, symptoms, and effects of anxiety. **Covered in terms of getting help in EMH Lesson 8, but not an objective**
- ☐ MEH1.8.15 Describe the signs, symptoms, and consequences of common eating disorders. **NPA Lesson 13**
- ☐ MEH1.8.16 Describe pro-social behaviors that help prevent violence. **VIP Lesson 8; EMH Lesson 2 covers pro-social behaviors for a positive classroom environment**
- ☐ MEH1.8.17 Describe what it means to be a responsible person. **EMH Lesson 2**
- ☐ MEH1.8.18 Describe characteristics of a responsible family member. **Covered by homework in EMH Lesson 2, but not an objective**
- ☐ MEH1.8.19 Describe examples of situations that require self-control. **EMH Lesson 7**
- ☐ MEH1.8.20 Describe how power and control differences in relationships can contribute to aggression and violence. **VIP Lesson 9 (in relation to bullying)**
- ☐ MEH1.8.21 Describe ways to manage interpersonal conflict nonviolently. **VIP Lesson 14**
- ☐ MEH1.8.22 Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. **VIP Lesson 14**
- ☐ MEH1.8.23 Explain causes and effects of stress. **EMH Lesson 9**
- ☐ MEH1.8.24 Describe personal stressors at home, in school, and with friends. **EMH Lesson 9**
- ☐ MEH1.8.25 Explain positive and negative ways of dealing with stress. **EMH Lesson 9**
- ☐ MEH1.8.26 Analyze the risks of impulsive behaviors. **EMH Lesson 7**

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Alignment with HECAT Knowledge Expectations

Mental & Emotional Health *(continued)*

- ☐ MEH1.8.27 Explain how the expression of emotions or feelings can help or hurt oneself and others. **EMH Lesson 6**
- ☐ MEH1.8.28 Explain why people with eating disorders need professional help. **Covered in NPA Lesson 13, but not an objective**
- ☐ MEH1.8.29 Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. **EMH Lesson 6**
- ☐ MEH1.8.30 Explain how intolerance can affect others. **Covered in VIP Lesson 8, but not an objective**
- ☐ MEH1.8.31 Explain the benefits of living in a diverse society. **Not covered**
- ☐ MEH1.8.32 Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. **Covered in VIP Lesson 9, but not an objective**
- ☐ MEH1.8.33 Describe characteristics of healthy relationships. **EMH Lesson 4**
- ☐ MEH1.8.34 Explain the qualities of a healthy dating relationship. **HIV/STI Lesson 1**
- ☐ MEH1.8.35 Differentiate healthy and unhealthy relationships. **EMH Lesson 4**

Personal Health & Wellness

- ☐ PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. **ABST Lesson 9**
- ☐ PHW1.8.2 Summarize the benefits of getting proper rest and sleep for healthy growth and development. **ABST Lesson 2**
- ☐ PHW1.8.3 Identify common causes of noise-induced hearing loss. **Covered in ABST Lesson 2, but not an objective**
- ☐ PHW1.8.4 Describe appropriate ways to protect vision and hearing. **ABST Lesson 2**
- ☐ PHW1.8.5 Summarize actions to take to protect oneself against potential damage from exposure to the sun. **ABST Lesson 2**
- ☐ PHW1.8.6 Explain the difference between infectious, noninfectious, acute and chronic diseases. **ABST Lesson 3 (infectious/ noninfectious only)**
- ☐ PHW1.8.7 Summarize the symptoms of someone who is sick or getting sick. **ABST Lesson 3**
- ☐ PHW1.8.8 Summarize the symptoms of someone who is seriously ill and needs immediate medical attention. **Not covered**
- ☐ PHW1.8.9 Summarize ways that common infectious diseases are transmitted. **ABST Lesson 3**
- ☐ PHW1.8.10 Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. **NPA Lesson 8 (food-borne illness); ABST Lesson 3 (other infectious diseases)**
- ☐ PHW1.8.11 Describe food safety strategies that can control germs that cause food-borne illnesses. **NPA Lesson 8**
- ☐ PHW1.8.12 Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. **Covered in ABST Lesson 3 (infectious diseases), but not an objective; spread of HIV covered in HIV/STI Lesson 7**
- ☐ PHW1.8.13 Explain the behavioral and environmental factors that contribute to the major chronic diseases. **ABST Lesson 3**
- ☐ PHW1.8.14 Describe how an inactive lifestyle contributes to chronic disease. **Addressed in ABST Lesson 3, but not an objective**
- ☐ PHW1.8.15 Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. **Not covered**
- ☐ PHW1.8.16 Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing. **Not covered; body art briefly mentioned in ABST Lesson 2**

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Alignment with HECAT Knowledge Expectations

Physical Activity

- ☐ PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. **NPA Lesson 14**
- ☐ PA1.8.2 Explain how physical activity can be incorporated into daily life without special exercise equipment. **Covered in NPA Lesson 14, but not an objective**
- ☐ PA1.8.3 Describe ways to increase daily physical activity and decrease inactivity. **NPA Lesson 14**
- ☐ PA1.8.4 Summarize the mental and social benefits of physical activity. **NPA Lesson 15, NPA Lesson 16**
- ☐ PA1.8.5 Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. **Not covered**
- ☐ PA1.8.6 Describe physical activities that contribute to maintaining or improving components of health-related fitness. **NPA Lesson 14**
- ☐ PA1.8.7 Explain the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. **NPA Lesson 15, NPA Lesson 16**
- ☐ PA1.8.8 Explain how an inactive lifestyle contributes to chronic disease. **Covered in ABST Lesson 3 [Describe the behavioral and environmental factors that contribute to the major chronic diseases.]**
- ☐ PA1.8.9 Explain the importance of warming up and cooling down after physical activity. **NPA Lesson 15**
- ☐ PA1.8.10 Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. **NPA Lesson 15**
- ☐ PA1.8.11 Summarize the benefits of drinking water before, during, and after physical activity. **NPA Lesson 15**
- ☐ PA1.8.12 Summarize how physical activity can contribute to maintaining a healthy body weight. **NPA Lesson 12 [Describe the relationship between what people eat, their physical activity level and their body weight.]**
- ☐ PA1.8.13 Describe the use of safety equipment for specific physical activities. **NPA Lesson 15; also addressed in VIP Lesson 4**
- ☐ PA1.8.14 Describe ways to reduce risk of injuries from participation in sports and other physical activities. **NPA Lesson 15; VIP Lesson 3**

Safety/Injury Prevention

- ☐ S1.8.1 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. **VIP Lesson 2**
- ☐ S1.8.2 Identify protective equipment needed for sports and recreational activities. **Covered in VIP Lessons 3 and 4, but not an objective**
- ☐ S1.8.3 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. **VIP Lesson 4**
- ☐ S1.8.4 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. **VIP Lesson 2**
- ☐ S1.8.5 Describe the relationship between using alcohol and other drugs and injuries. **Covered in VIP Lesson 3, but not an objective**
- ☐ S1.8.6 Identify actions to take to prevent injuries during severe weather. **VIP Lesson 3**
- ☐ S1.8.7 Describe ways to reduce risk of injuries from falls. **VIP Lesson 3**
- ☐ S1.8.8 Describe ways to reduce risk of injuries around water. **VIP Lesson 3**
- ☐ S1.8.9 Describe ways to reduce risk of injuries in case of fire. **VIP Lesson 3**
- ☐ S1.8.10 Describe ways to reduce risk of injury when playing sports. **VIP Lesson 3**
- ☐ S1.8.11 Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others. **EMH Lesson 13 covers social media use in general**
- ☐ S1.8.12 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. **NPA Lesson 15 (in regard to physical activity)**
- ☐ S1.8.13 Describe ways to reduce risk of injuries as a pedestrian. **VIP Lesson 3**
- ☐ S1.8.14 Describe actions to change unsafe situations at home. **Not covered until High School**
- ☐ S1.8.15 Describe actions to change unsafe situations at school. **Not covered until High School**

(continued)

Alignment with HECAT Knowledge Expectations

Safety/Injury Prevention (*continued*)

- ☐ S1.8.16 Describe actions to change unsafe situations in the community. **Not covered until High School**
- ☐ S1.8.17 Describe ways to reduce risk of injuries from firearms. **VIP Lesson 3**
- ☐ S1.8.18 Describe why household products are harmful if ingested or inhaled. **Not covered**
- ☐ S1.8.19 Describe potential risks associated with over-the-counter medicines. **TAOD Lesson 5**
- ☐ S1.8.20 Describe first response procedures needed to treat injuries and other emergencies. **Not covered**
- ☐ S1.8.21 Determine the benefits of reducing the risks for injury. **VIP Lesson 1**

Sexual Health

- ☐ SH1.8.1 Describe characteristics of healthy relationships. **EMH Lesson 4**
- ☐ SH1.8.2 Explain the qualities of a healthy dating relationship. **HIV/STI Lesson 1**
- ☐ SH1.8.3 Differentiate healthy and unhealthy relationships. **EMH Lesson 4; HIV/STI Lesson 1 (romantic relationships)**
- ☐ SH1.8.4 Describe healthy ways to express affection, love, and friendship. **ABST Lesson 10 (romantic feelings)**
- ☐ SH1.8.5 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. **ABST Lesson 4, ABST Lesson 7**
- ☐ SH1.8.6 Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. **Covered in ABST Lesson 10, but not an objective**
- ☐ SH1.8.7 Determine the benefits of being sexually abstinent. **ABST Lesson 11; HIV/STI Lesson 1**
- ☐ SH1.8.8 Explain why individuals have the right to refuse sexual contact. **HIV/STI Lesson 3; VIP Lesson 16; also addressed in ABST Lesson 11 but not an objective**
- ☐ SH1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy. **ABST Lesson 11; HIV/STI Lesson 6 (STI), HIV/STI Lesson 7 (HIV), HIV/STI Lesson 14 (pregnancy)**
- ☐ SH1.8.10 Describe the factors that contribute to engaging in sexual risk behaviors. **ABST Lesson 12**
- ☐ SH1.8.11 Describe the factors that protect against engaging in sexual risk behaviors. **ABST Lesson 12**
- ☐ SH1.8.12 Explain the importance of setting personal limits to avoid sexual risk behaviors. **ABST Lesson 10**
- ☐ SH1.8.13 Describe the relationship between using alcohol and other drugs and sexual risk behaviors. **Not covered**
- ☐ SH1.8.14 Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. **ABST Lesson 14; HIV/STI Lesson 10**
- ☐ SH1.8.15 Analyze ways common infectious diseases are transmitted. **ABST Lesson 3**
- ☐ SH1.8.16 Explain how the most common STDs are transmitted. **HIV/STI Lesson 6**
- ☐ SH1.8.17 Explain how HIV is transmitted. **HIV/STI Lesson 7**
- ☐ SH1.8.18 Describe usual signs and symptoms of common STDs. **HIV/STI Lesson 6**
- ☐ SH1.8.19 Describe usual signs and symptoms of HIV. **HIV/STI Lesson 7**
- ☐ SH1.8.20 Explain that some STDs and HIV are asymptomatic. **HIV/STI Lesson 6 (STI), also covered in HIV/STI Lesson 7 (HIV) but not an objective**
- ☐ SH1.8.21 Explain the short- and long-term consequences of common STDs. **HIV/STI Lesson 6**
- ☐ SH1.8.22 Explain the short- and long-term consequences of HIV. **HIV/STI Lesson 7**
- ☐ SH1.8.23 Summarize which STDs can be cured and which can be treated. **HIV/STI Lesson 6**
- ☐ SH1.8.24 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles. **Covered in HIV/STI Lesson 6 (STI) and HIV/STI Lesson 7 (HIV), but not an objective**
- ☐ SH1.8.25 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (human papillomavirus). **HIV/STI Lesson 12 (HPV not specifically discussed)**
- ☐ SH1.8.26 Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (human papillomavirus). **HIV/STI Lesson 6 and HIV/STI Lesson 7 (abstinence), HIV/STI Lesson 13 (condoms)**

(continued)

Alignment with HECAT Knowledge Expectations

Sexual Health (continued)

- ☐ SH1.8.27 Summarize basic male and female reproductive body parts and their functions. **ABST Lesson 5, ABST Lesson 6**
- ☐ SH1.8.28 Describe conception and its relationship to the menstrual cycle. **ABST Lesson 8 [Describe how pregnancy occurs]; HIV/STI Lesson 5 [Explain how pregnancy occurs]**
- ☐ SH1.8.29 Identify the emotional, social, physical and financial effects of being a teen parent. **ABST Lesson 16; HIV/STI Lesson 5**
- ☐ SH1.8.30 Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives. **HIV/STI Lesson 14**
- ☐ SH1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy. **HIV/STI Lesson 12, also covered in HIV/STI Lesson 14, but not an objective**
- ☐ SH1.8.32 Describe ways sexually active people can reduce the risk of pregnancy. **HIV Lesson 14**
- ☐ SH1.8.33 Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity), growth and development or physical appearance. **Covered in ABST Lesson 4 and HIV/STI Lesson 2, but not an objective**
- ☐ SH1.8.34 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity). **Covered in HIV/STI Lesson 2 (sexual stereotyping), but not an objective**
- ☐ SH1.8.35 Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity) are different from one's own. **HIV/STI Lesson 2 (sexual stereotyping)**
- ☐ SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity) are different from one's own. **ABST Lesson 14 [Identify things to say that show they respect another person's refusal]; HIV/STI Lesson 2 [Apply ways to challenge sexual stereotyping], HIV/STI Lesson 10 [Identify things to say to show they respect another person's refusal]**

Tobacco

- ☐ T1.8.1 Describe short- and long- term physical effects of using tobacco. **TAOD Lesson 3**
- ☐ T1.8.2 Summarize the dangers of experimenting with tobacco products. **TAOD Lesson 6**
- ☐ T1.8.3 Describe situations that could lead to the use of tobacco. **Implied in TAOD Lesson 9 on influences and discussed in TAOD Lesson 15, but not an objective**
- ☐ T1.8.4 Describe the relationship between using tobacco and alcohol or other drugs. **Not covered**
- ☐ T1.8.5 Summarize the benefits of being tobacco free. **TAOD Lesson 3, TAOD Lesson 11, TAOD Lesson 17**
- ☐ T1.8.6 Describe the social, economic, and cosmetic consequences of tobacco use. **TAOD Lesson 8 [Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life]**
- ☐ T1.8.7 Explain reasons most individuals do not use tobacco products. **Covered in TAOD Lesson 3 and TAOD Lesson 11, but not an objective**
- ☐ T1.8.8 Explain school policies and community laws related to the sale and use of tobacco products. **TAOD Lesson 12**
- ☐ T1.8.9 Summarize that tobacco use is an addiction that can be treated. **Discussed in TAOD Lesson 6, but not an objective**
- ☐ T1.8.10 Summarize the effects of secondhand smoke. **TAOD Lesson 3**
- ☐ T1.8.11 Describe ways to support family and friends who are trying to stop using tobacco. **Not covered until High School**
- ☐ T1.8.12 Summarize how addiction to tobacco use can be treated. **Not covered until High School**
- ☐ T1.8.13 Summarize how smoking cessation programs can be successful. **Not covered until High School**

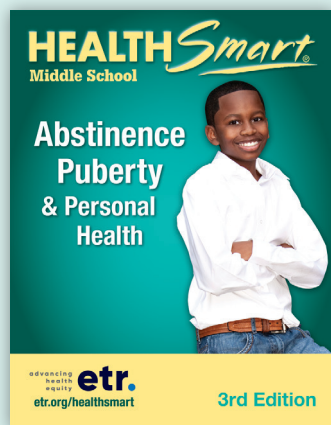
(continued)

Alignment with HECAT Knowledge Expectations

Violence Prevention

- ☐ V1.8.1 Describe ways to manage interpersonal conflict nonviolently. **VIP Lesson 14**
- ☐ V1.8.2 Determine the benefits of using nonviolence to solve interpersonal conflict. **VIP Lesson 14**
- ☐ V1.8.3 Explain why it is important to understand the perspectives of others in resolving conflict situations nonviolently. **VIP Lesson 14**
- ☐ V1.8.4 Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. **EMH Lesson 7; also covered in VIP Lesson 8, but not an objective**
- ☐ V1.8.5 Describe how power and control differences in relationships can contribute to aggression and violence. **VIP Lesson 9 (in relation to bullying)**
- ☐ V1.8.6 Describe examples of self-control. **Covered in EMH Lesson 7, but not an objective.**
- ☐ V1.8.7 Identify a variety of nonviolent ways to respond to stress when angry or upset. **VIP Lesson 13**
- ☐ V1.8.8 Analyze how impulsive behaviors can lead to violence. **Covered in VIP Lesson 8, but not an objective; also addressed in EMH Lesson 7 (self-control)**
- ☐ V1.8.9 Explain why it is wrong to tease others based on their body type or other personal characteristics. **Covered in VIP Lesson 9, but not an objective**
- ☐ V1.8.10 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. **VIP Lesson 8; also covered but not an objective in VIP Lesson 9 around bullying**
- ☐ V1.8.11 Describe pro-social behaviors that help prevent violence. **VIP Lesson 8**
- ☐ V1.8.12 Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). **Not covered**
- ☐ V1.8.13 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. **VIP Lesson 8, VIP Lesson 9 (bullying), VIP Lesson 11 (hazing)**
- ☐ V1.8.14 Describe how prejudice, discrimination, and bias can lead to violence. **Covered in VIP Lesson 8, but not an objective**
- ☐ V1.8.15 Explain how intolerance can lead to violence. **Covered in VIP Lesson 8, but not an objective**
- ☐ V1.8.16 Recognize techniques that are used to coerce or pressure someone to have sex. **ABST Lesson 14**
- ☐ V1.8.17 Explain that acquaintance rape and sexual assault are illegal. **Not covered**
- ☐ V1.8.18 Describe strategies to avoid physical fighting and violence. **VIP Lesson 14**
- ☐ V1.8.19 Describe examples of dangerous or risky behaviors that might lead to injuries. **VIP Lesson 1 [Describe situations that could lead to unsafe risks that cause injuries.]**
- ☐ V1.8.20 Describe how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence. **Not covered**
- ☐ V1.8.21 Analyze techniques that are used to coerce or pressure someone to use violence. **Not covered**
- ☐ V1.8.22 Describe how the presence of weapons increases the risk of serious violent injuries. **Not covered**
- ☐ V1.8.23 Explain why individuals have the right to refuse sexual contact. **VIP Lesson 16; HIV/STI Lesson 3**
- ☐ V1.8.24 Describe actions to change unsafe situations at school that could lead to violence. **Addressed in VIP Lesson 10 (bullying), VIP Lesson 11 (hazing) and VIP Lesson 12 (code of conduct), but not an objective**
- ☐ V1.8.25 Describe actions to change unsafe situations in the community that could lead to violence. **Not covered**
- ☐ V1.8.26 Describe situations that could lead to physical fighting and violence. **VIP Lesson 13**
- ☐ V1.8.27 Summarize how participation in gangs can lead to violence. **Not covered**
- ☐ V1.8.28 Explain that a person who has been sexually assaulted or raped is not at fault. **VIP Lesson 17**
- ☐ V1.8.29 Explain that rape and sexual assault should be reported to a trusted adult. **VIP Lesson 17**
- ☐ V1.8.30 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. **Covered in VIP Lesson 10 (reporting bullying), but not an objective; also covered in EMH Lesson 8 in regard to anxiety and depression**
- ☐ V1.8.31 Describe the signs and symptoms of people who are in danger of hurting themselves or others. **Covered in EMH Lesson 8 (signs that troublesome feelings need help), but not an objective**

Lesson Objectives with HECAT & NHES Correlations



Abstinence, Puberty & Personal Health

Lesson 1: Staying Healthy for a Lifetime

1. Explain how positive health behaviors can benefit people throughout their life span.
2. Identify sources of accurate information for help with personal health issues and concerns. (PHW3.8.6)
3. List questions to ask when evaluating the reliability of online information about personal health.
4. Optional: Evaluate online information about personal health. (PHW3.8.1)

NHES Performance Indicators 1.8.1, 1.8.7, 3.8.1, 3.8.2

Lesson 2: Keeping My Body Healthy

1. Summarize actions to protect vision. (PHW1.8.4)
2. Summarize actions to protect hearing. (PHW1.8.4)
3. Summarize actions to protect skin from sun damage. (PHW1.8.5)
4. Summarize the benefits of getting proper rest and sleep for healthy growth and development. (PHW1.8.2)
5. Advocate for healthy behaviors. (PHW8.8.1, PHW8.8.2, PHW8.8.3)

NHES Performance Indicators 1.8.1, 1.8.3, 1.8.5, 7.8.2, 8.8.1, 8.8.2, 8.8.3

Lesson 3: Protecting My Body from Disease

1. Summarize the symptoms of someone who is sick or getting sick. (PHW1.8.7)
2. Explain the differences between infectious and noninfectious diseases. (PHW1.8.6)
3. Summarize the ways that common infectious diseases are transmitted. (PHW1.8.8)
4. Describe the behavioral and environmental factors that contribute to the major chronic diseases. (PHW1.8.12)
5. Summarize health practices to prevent the spread of infectious illnesses. (PHW1.8.9, PHW7.8.2)
6. Summarize health practices to help prevent chronic disease. (PHW7.8.2)

NHES Performance Indicators 1.8.1, 1.8.3, 1.8.4, 7.8.1, 7.8.2, 7.8.3

Lesson 4: Talking About Sexuality

1. Identify sources of accurate information about sexuality. (SH3.8.1)
2. Explain the importance of talking with parents and other trusted adults about sexuality. (SH1.8.5)

NHES Performance Indicators 1.8.2, 3.8.1

Lesson 5: The Reproductive System: A Body with a Vagina

1. Summarize basic reproductive body parts and their functions. (SH1.8.27)

NHES Performance Indicators 1.8.1

Lesson 6: The Reproductive System: A Body with a Penis

1. Summarize basic reproductive body parts and their functions. (SH1.8.27)

NHES Performance Indicators 1.8.1

Lesson 7: Puberty

1. Describe the physical, social, mental and emotional changes associated with puberty. (MEH1.8.3)
2. Summarize the benefits of talking with parents and other trusted adults about sexuality. (SH1.8.5)

NHES Performance Indicators 1.8.2, 4.8.1

Lesson 8: The Menstrual Cycle & Pregnancy

1. Describe how pregnancy occurs. (SH1.8.28)

NHES Performance Indicators 1.8.1

Lesson 9: Taking Care of Sexual Health

1. Describe practices to protect sexual health.
2. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (PHW1.8.1)
3. Explain the importance of seeking help for sexual health issues. (SH3.8.4)

NHES Performance Indicators 1.8.1, 1.8.6, 3.8.4, 7.8.1

Lesson 10: Feelings & Relationships

1. Describe appropriate, healthy and safe ways to express romantic feelings. (SH1.8.4, MEH1.8.7)
2. Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors. (SH1.8.12)
3. Give examples of how setting personal limits for the expression of romantic feelings can help keep teens healthy and safe. (SH1.8.12)

NHES Performance Indicators 1.8.1, 2.8.2, 4.8.1

Lesson 11: Benefits of Abstinence

1. Determine the benefits of being sexually abstinent. (SH1.8.7)
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. (SH1.8.9)
3. Advocate for protecting sexual health by being sexually abstinent. (SH8.8.1, SH8.8.2)

NHES Performance Indicators 1.8.1, 8.8.1, 8.8.2

Lesson 12: Influences on Abstinence

1. Describe influences that contribute to engaging in sexual risk behaviors. (SH1.8.10)
2. Describe influences that protect against engaging in sexual risk behaviors. (SH1.8.11)
3. Explain how to resist negative influences that can threaten the choice to be sexually abstinent. (SH2.8.3, SH2.8.5, SH2.8.6, SH2.8.7, SH2.8.8)

NHES Performance Indicators 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.8

Lesson 13: Peer Power for Abstinence

1. Accurately estimate the current rate of sexual abstinence among U.S. ninth graders.
2. Explain how knowing actual norms can support sexual abstinence.
3. Explain how peers can support one another to remain sexually abstinent.
3. Express intentions to help others remain sexually abstinent.

NHES Performance Indicators 2.8.3, 2.8.7, 8.8.2

Lesson Objectives with HECAT & NHES Correlations

Abstinence, Puberty & Personal Health (continued)

Lesson 14: Resisting Sexual Pressure

1. Describe lines used to pressure someone to engage in sexual behaviors. (SH1.8.14)
2. Identify effective words and actions to resist sexual pressure. (SH4.8.1)
3. Identify things to say that show they respect another person's refusal. (SH1.8.36, SH4.8.1, SH4.8.6)

NHES Performance Indicators 4.8.1

Lesson 15: Roleplay Practice: Saying NO to Sexual Pressure

1. Demonstrate effective refusal skills to resist sexual pressure. (SH4.8.3)

NHES Performance Indicators 4.8.2

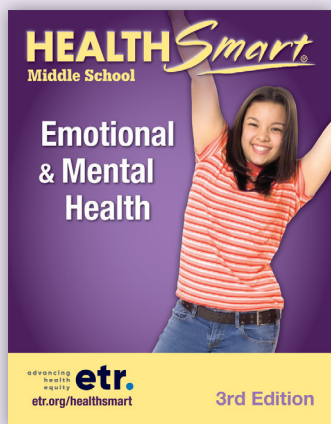
Lesson 16: Protecting My Future

1. Identify the emotional, social, physical and financial effects of being a teen parent. (SH1.8.29)
2. Describe how negative consequences of becoming a teen parent would affect personal goals.
3. Explain how sexual abstinence can help young people reach future goals.

NHES Performance Indicators 1.8.1, 6.8.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Practicing Health-Enhancing Behaviors
- Advocacy



Emotional & Mental Health

Lesson 1: Dimensions of Health

1. Explain the interrelationship of physical, mental, emotional, social and spiritual health. (MEH1.8.2)

NHES Performance Indicators: 1.8.2, 6.8.1

Lesson 2: Classroom Rules & Responsibilities

1. Describe what it means to be a responsible person. (MEH1.8.17, MEH7.8.1)
2. Describe prosocial behaviors that contribute to a positive classroom environment.
3. Generate classroom rules that will contribute to a positive classroom environment. (MEH2.8.3)

NHES Performance Indicators: 1.8.3, 2.8.4, 7.8.1

Lesson 3: Being Emotionally Healthy

1. Describe characteristics of an emotionally healthy person. (MEH1.8.1)
2. Explain ways to improve emotional health.

NHES Performance Indicators 1.8.1, 7.8.1

Lesson 4: Qualities of Healthy Relationships

1. Compare and contrast healthy and unhealthy relationships. (MEH1.8.35)
2. Describe characteristics of healthy relationships. (MEH1.8.33)
3. Describe benefits of healthy relationships.

NHES Performance Indicators 1.8.1, 2.8.1, 2.8.3

Lesson 5: Building Healthy Relationships Through Communication

1. Demonstrate effective communication skills. (MEH4.8.1, SH4.8.1)
2. Demonstrate effective listening skills. (MEH4.8.1, SH4.8.1)

NHES Performance Indicator 4.8.1

Lesson 6: Expressing Your Feelings

1. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (MEH1.8.29)
2. Explain appropriate and healthy ways to express emotions. (MEH 1.8.4)
3. Explain how the expression of emotions can help or hurt oneself and others. (MEH1.8.27)

NHES Performance Indicator 1.8.1, 7.8.1

Lesson 7: Self-Control Skills for Dealing with Difficult Feelings

1. Describe examples of situations that require self-control. (MEH1.8.19)
2. Analyze the risks of impulsive behaviors. (MEH1.8.26)
3. Demonstrate appropriate ways to respond when angry or upset. (MEH1.8.8)

NHES Performance Indicators 1.8.1, 1.8.7, 7.8.1, 7.8.3

Lesson Objectives with HECAT & NHES Correlations

Emotional & Mental Health (continued)

Lesson 8: Getting Help for Troublesome Feelings

1. Identify trusted adults to talk to about troublesome feelings.
2. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings. (MEH1.8.6)
3. Describe warning signs that troublesome feelings require help. (MEH3.8.4)
4. Identify anxiety and depression as troublesome feelings that require professional help.
5. Demonstrate how to effectively ask for help for troublesome feelings for themselves or a friend. (MEH4.8.6)

NHES Performance Indicators
1.8.7, 3.8.4, 4.8.4

Lesson 9: What Is Stress?

1. Explain causes and effects of stress. (MEH1.8.23)
2. Describe personal stressors at home, in school and with friends. (MEH1.8.24)
3. Describe physical and emotional reactions to stressful situations.
4. Explain positive and negative ways of dealing with stress. (MEH1.8.25)

NHES Performance Indicator
1.8.1

Lesson 10: Reducing Stress

1. Identify skills for planning, time management and organization that can help reduce stress. (MEH7.8.2)

NHES Performance Indicators
1.8.1, 1.8.5, 7.8.2

Lesson 11: Managing Stress

1. Demonstrate stress-management techniques. (MEH7.8.3)
2. Explain how they will apply stress-management techniques to manage personal stressors. (MEH7.8.4)

NHES Performance Indicators
1.8.5, 7.8.3

Lesson 12: Dealing with Grief

1. Summarize feelings associated with loss and grief. (MEH1.8.9)
2. Describe how to deal with grief in healthy ways. (MEH1.8.4)
3. Demonstrate what to say to someone who has experienced the death of a loved one. (MEH1.8.7, MEH4.8.7)

NHES Performance Indicators
1.8.1, 4.8.1

Lesson 13: Social Media & Emotional Health

1. Describe how social media, online gaming and other technology can impact mental and emotional health. (MEH1.8.12)
2. Advocate for responsible social media and technology use that supports emotional health. (MEH8.8.2)

NHES Performance Indicators
1.8.1, 1.8.3, 2.8.3, 2.8.5, 2.8.6, 2.8.7, 8.8.2

Lesson 14: Making Healthy Decisions

1. Demonstrate decision-making skills that can be used to support emotional health. (MEH5.8.2, MEH5.8.3, MEH5.8.5, MEH5.8.6, MEH5.8.7, MEH5.8.8)

NHES Performance Indicators
5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

Lesson 15: Setting Goals for Emotional Health

1. Use goal-setting skills to improve emotional health. (MEH6.8.1, MEH6.8.2, MEH6.8.3, MEH6.8.4)
2. Monitor progress on a goal to improve emotional health. (MEH6.8.3, MEH6.8.4, MEH6.8.5)

NHES Performance Indicators
6.8.1, 6.8.2, 6.8.3, 6.8.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behavior



HIV, STI & Pregnancy Prevention

Lesson 1: Understanding Sexual Health

1. Describe the consequences of becoming sexually active.
2. Determine the benefits of being sexually abstinent. (SH1.8.7)
3. Explain that most teens are not engaging in sexual intercourse. (SH2.8.1)
4. Describe ways to protect sexual health.

NHES Performance Indicators
1.8.1, 1.8.7, 1.8.8, 2.8.7

Lesson 2: Sexual Identity & Sexual Stereotyping

1. Apply ways to challenge sexual stereotyping. (SH1.8.36, SH4.8.6, SH8.8.3)
2. Describe how sexual stereotyping can negatively affect people. (SH1.8.35)
3. Explain why it's important to challenge sexual stereotypes. (SH8.8.1)

NHES Performance Indicators
7.8.2, 8.8.1

Lesson 3: What Is Affirmative Consent?

1. Explain why it is an individual's responsibility to make sure that all sexual contact is consensual.
2. Explain why individuals have the right to refuse sexual contact. (SH1.8.8, V1.8.23)
3. Explain why it is wrong to trick, threaten or pressure another person into sexual activity.

NHES Performance Indicators
1.8.5, 1.8.7, 7.8.1

Lesson Objectives with HECAT & NHES Correlations

HIV, STI & Pregnancy Prevention (continued)

Lesson 4: Healthy Romantic Relationships

1. Explain the qualities of a healthy romantic relationship. (SH1.8.2)
2. Differentiate healthy and unhealthy romantic relationships. (SH1.8.3)

NHES Performance Indicators 1.8.1

Lesson 5: Reproduction & Teen Pregnancy

1. Explain how pregnancy occurs. (SH1.8.28)
2. Personalize the risk of pregnancy if having unprotected vaginal intercourse.
3. Identify the consequences of becoming a teen parent. (SH1.8.29)
4. Use advocacy skills to encourage others to avoid unintended pregnancy. (SH8.8.2, SH8.8.5)

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9, 7.8.1, 8.8.2, 8.8.3

Lesson 6: STI Facts

1. Describe symptoms of common STIs. (SH1.8.18)
2. Explain that some STIs are asymptomatic. (SH 1.8.20)
3. Explain how common STIs are transmitted. (SH1.8.16)
4. Explain the negative consequences of common STIs. (SH1.8.21)
5. Summarize which STIs can be cured and which can be treated. (SH1.8.23)
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs. (SH1.8.9)

NHES Performance Indicators 1.8.1, 1.8.9

Lesson 7: HIV Facts

1. Explain how HIV is transmitted. (SH1.8.17)
2. Describe symptoms of untreated HIV. (SH1.8.19)
3. Explain the consequences of HIV. (SH1.8.22)
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV. (SH1.8.9)
5. Explain why it is safe to be a friend of someone who has HIV.

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9

Lesson 8: STI & Responsible Actions

1. Describe responsible actions for someone who has an STI. (SH3.8.4, SH7.8.2)

NHES Performance Indicators 1.8.1, 3.8.4, 7.8.1

Lesson 9: Making Sexual Health Decisions

1. Demonstrate decision-making skills that can be used to protect sexual health. (SH5.8.2, SH5.8.3, SH5.8.5, SH5.8.6, SH5.8.7, SH5.8.8)

NHES Performance Indicators 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

Lesson 10: Resisting Sexual Pressure

1. Describe techniques used to pressure someone to engage in sexual behaviors. (SH1.8.14)
2. Identify effective words and actions to resist sexual pressure. (SH4.8.3)
3. Identify things to say to show they respect another person's refusal. (SH1.8.36, SH4.8.1, SH4.8.6)

NHES Performance Indicators 4.8.1

Lesson 11: Roleplay Practice: Saying NO to Sexual Pressure

1. Demonstrate effective refusal skills to resist sexual pressure. (SH4.8.3)

NHES Performance Indicators 4.8.2

Lesson 12: Using Condoms for Safer Sex

1. Identify where to obtain condoms. (SH3.8.5, SH3.8.7)
2. Identify steps for proper condom use. (SH7.8.3)
3. Describe how condoms can reduce the risk of pregnancy, HIV and other STIs. (SH1.8.25, SH1.8.31)

NHES Performance Indicators 3.8.3, 3.8.5, 7.8.3

Lesson 13: Negotiating Condom Use

1. Demonstrate using communication skills to negotiate condom use. (SH4.8.1, SH4.8.4)

NHES Performance Indicators 1.8.7, 4.8.1, 4.8.2, 7.8.3

Lesson 14: Preventing Pregnancy

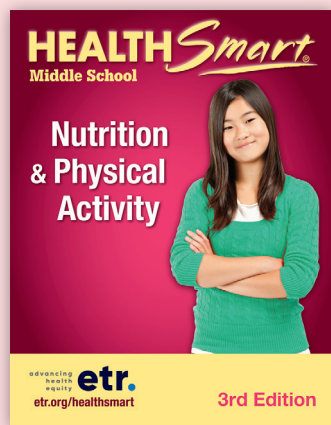
1. Describe ways sexually active people can reduce the risk of pregnancy through effective use of contraceptives. (SH1.8.30, SH1.8.32)
2. Describe why sexual abstinence is the safest, most effective way to avoid pregnancy. (SH1.8.9)

NHES Performance Indicators 1.8.1

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Practicing Health-Enhancing Behaviors
- Advocacy

Lesson Objectives with HECAT & NHES Correlations



Nutrition & Physical Activity

Lesson 1: What Are Nutrients?

1. Summarize reliable sources of information about healthy eating. (HE3.8.1)
2. Identify the function of key nutrients.
3. Identify food sources for key nutrients.
4. Summarize the benefits of drinking plenty of water. (HE1.8.11)

NHES Performance Indicators 1.8.1, 3.8.1

Lesson 2: What Should I Eat & How Much?

1. Summarize a variety of nutritious food choices for each food group. (HE1.8.2)
2. Summarize the amount of food from each food group that a person needs each day. (HE1.8.1)
3. Explain why the recommended amount of food a person needs each day may be different for each food group. (HE1.8.4)
4. Identify foods that are high in fiber. (HE1.8.9)

NHES Performance Indicator 1.8.1

Lesson 3: Assessing My Eating Habits

1. Use self-assessment skills to analyze personal eating habits. (HE6.8.1, HE7.8.2)
2. Summarize the benefits of eating plenty of fruits and vegetables. (HE1.8.5)
3. Summarize the benefits of limiting the consumption of unhealthy fats, added sugar and sodium. (HE1.8.13)
4. Describe the benefits of eating in moderation. (HE1.8.22)
5. Apply the U.S. Dietary Guidelines for Americans. (HE1.8.3)

NHES Performance Indicators 1.8.1, 6.8.1, 7.8.1

Lesson 4: Reading a Food Label

1. Explain how reading a food label can help improve a person's eating habits.
2. Analyze the nutrition information on food labels to compare products. (HE3.8.6)
3. Demonstrate how to use food labels to make healthy food choices. (HE7.8.3)

NHES Performance Indicators 1.8.1, 3.8.2, 7.8.2

Lesson 5: Eating Breakfast Every Day

1. Describe the importance of eating breakfast every day. (HE1.8.15)
2. Provide examples of healthy breakfast foods.
3. Identify examples of whole-grain foods. (HE1.8.10)
4. Describe ways to overcome barriers to eating a healthy breakfast every day. (HE6.8.3, HE6.8.4)
5. Explain ways to improve personal breakfast habits. (HE7.8.2, HE7.8.4)

NHES Performance Indicators 1.8.1, 1.8.7, 7.8.2

Lesson 6: Healthy Snacking

1. Explain characteristics of a healthy snack.
2. Use advocacy skills to encourage others to eat healthy snacks. (HE8.8.1, HE8.8.2, HE8.8.3)

NHES Performance Indicators 1.8.1, 8.8.1, 8.8.2, 8.8.3

Lesson 7: Eating Healthy at Fast-Food Restaurants

1. Explain how to select healthy foods when dining out at fast-food restaurants. (HE1.8.17)
2. Identify food preparation methods that add less fat to food. (HE1.8.14)
3. Differentiate between nutritious and non-nutritious beverages. (HE1.8.12)
4. Express intentions to make healthier choices at fast-food restaurants. (HE7.8.4)

NHES Performance Indicators 1.8.1, 7.8.2

Lesson 8: Keeping Food Safe to Eat

1. Summarize food safety strategies that can control germs that cause food-borne illnesses. (PHW1.8.10)
2. Express intentions to prevent food-borne illness. (PHW7.8.4)

NHES Performance Indicators 1.8.1, 1.8.5, 7.8.3

Lesson 9: What Influences My Food Choices?

1. Assess personal eating practices. (HE6.8.1)
2. Analyze influences on personal eating patterns. (HE2.8.3, HE2.8.6, HE2.8.8, HE2.8.9)
3. Suggest ways to counter negative influences on food choices.
4. Express intentions to make healthy food choices. (HE7.8.4)

NHES Performance Indicators 2.8.1, 2.8.3, 2.8.5, 6.8.1

Lesson 10: Resisting Pressure to Eat Less-Healthy Foods

1. Identify words and actions used to resist pressure to eat less-nutritious foods. (HE4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to eat less-nutritious foods. (HE4.8.2)

NHES Performance Indicators 2.8.3, 4.8.1, 4.8.2

Lesson 11: Body Image Basics

1. Differentiate between a positive and negative body image.
2. Explain the importance of a positive body image. (MEH1.8.10)
3. Analyze influences on body image. (MEH2.8.3, MEH2.8.6, MEH2.8.8, MEH2.8.9)
4. Explain ways to develop or maintain a positive body image. (MEH7.8.3)
5. Express intentions to develop or maintain a positive body image. (MEH7.8.4)

NHES Performance Indicators 1.8.1, 2.8.1, 2.8.2, 2.8.3, 2.8.5, 7.8.2

Lesson 12: Dieting Dangers & Healthy Ways to Manage Weight

1. Explain the dangers of dieting.
2. Identify healthy and risky approaches to weight management. (HE1.8.21)
3. Describe the relationship between what people eat, their physical activity level and their body weight. (PA1.8.12)
4. Describe the health risks of using weight-loss drugs. (AOD1.8.3)

NHES Performance Indicator 1.8.1, 1.8.8

Lesson Objectives with HECAT & NHES Correlations

Nutrition & Physical Activity (continued)

Lesson 13: Eating Disorders

1. Describe the symptoms and consequences of disordered eating and common eating disorders. (MEH 1.8.15)
2. Summarize how disordered eating and eating disorders can affect proper nutrition.
3. Explain what to do if a friend is showing symptoms of disordered eating or an eating disorder.

NHES Performance Indicators
1.8.1, 1.8.8, 1.8.9, 3.8.4

Lesson 14: Assessing My Physical Activity

1. Describe how to meet the recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. (PA1.8.1)
2. Describe physical activities that contribute to maintaining or improving the components of health-related fitness. (PA1.8.6)
3. Describe ways to increase daily physical activity and decrease inactivity. (PA1.8.3)
4. Assess personal physical activity practices. (PA6.8.1)

NHES Performance Indicators
1.8.1, 6.8.1, 7.8.1, 7.8.2

Lesson 15: Staying Safe While Getting Fit

1. Identify the physical, mental/emotional and social benefits of physical activity. (PA1.8.4, PA1.8.7)
2. Describe the use of safety equipment to reduce risk of injuries from participation in physical activity. (PA1.8.13, PA1.8.14)
3. Describe climate-related conditions that affect physical activity. (PA1.8.10, SI.8.12)
4. Summarize the benefits of drinking water before, during and after physical activity. (PA1.8.11)
5. Explain the importance of warming up before and cooling down after physical activity. (PA1.8.9)

NHES Performance Indicators
1.8.1, 7.8.2, 7.8.3

Lesson 16: My Healthy Eating & Physical Activity Goal

1. Analyze expected benefits of healthy eating and physical activity. (HE1.8.20, PA1.8.4, PA1.8.7)
2. Identify ways to overcome barriers to healthy eating and physical activity. (HE6.8.3, HE6.8.4, PA6.8.3, PA6.8.4)
3. Set a specific, realistic and measurable goal to improve healthy eating or physical activity behaviors. (HE6.8.2, HE6.8.5, PA6.8.2, PA6.8.5)

NHES Performance Indicators
1.8.1, 1.8.7, 6.8.1, 6.8.2, 6.8.3

Lesson 17: Tracking My Progress

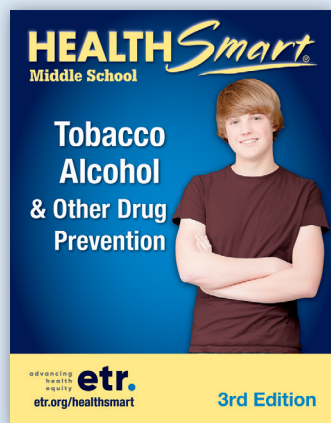
1. Use goal-setting and self-management skills to monitor personal progress toward a healthy eating or physical activity goal. (HE6.8.3, HE6.8.4, HE6.8.5, PA6.8.3, PA6.8.4, PA6.8.5)

NHES Performance Indicators
6.8.3, 6.8.4, 7.8.2

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Goal Setting
- Practicing Health-Enhancing Behaviors
- Advocacy

Lesson Objectives with HECAT & NHES Correlations



Tobacco, Alcohol & Other Drug Prevention

Lesson 1: Teens & Drugs: What's the Truth?

1. Examine perceived norms around vaping and the use of other tobacco products, alcohol, marijuana and opioids. (AOD2.8.2, T2.8.2)
2. Explain that most teens do not use tobacco, alcohol or other drugs.

NHES Performance Indicator 2.8.7

Lesson 2: Alcohol: What's the Truth?

1. Summarize the negative consequences of using alcohol. (AOD1.8.5)
2. Explain how using alcohol could negatively affect their lives.
3. Describe the relationship between alcohol use and other risky behaviors. (AOD1.8.10, AOD2.8.5)

NHES Performance Indicators 1.8.1, 2.8.9

Lesson 3: Tobacco & Vaping: What's the Truth?

1. Describe the negative short- and long-term physical effects of using tobacco. (T1.8.1)
2. Summarize the negative health effects of secondhand smoke. (T1.8.10)
3. Describe negative effects of vaping.
4. Summarize the personal benefits of being tobacco free. (T1.8.5)

NHES Performance Indicator 1.8.1

Lesson 4: Marijuana: What's the Truth?

1. Summarize the negative short- and long-term effects of marijuana use. (AOD1.8.5)
2. Explain that most teens do not use marijuana.

NHES Performance Indicator 1.8.1

Lesson 5: Medicines: What's the Truth?

1. Explain directions for correct use of over-the-counter and prescription medicines.
2. Differentiate between proper use and misuse of over-the-counter and prescription medicines. (AOD1.8.1, AOD1.8.2)
3. Describe negative effects of misusing over-the-counter and prescription medicines. (AOD1.8.5, S1.8.19)

NHES Performance Indicators 1.8.1, 3.8.2

Lesson 6: Experimentation & Addiction: What's the Truth?

1. Determine reasons teens choose to use tobacco, alcohol and other drugs. (AOD1.8.6)
2. Evaluate the dangers of experimenting with tobacco, alcohol or other drugs. (T1.8.2)
3. Explain why using alcohol or other drugs is an unhealthy way to manage stress. (AOD1.8.8)

NHES Performance Indicator 1.8.1

Lesson 7: Opioids: What's the Truth?

1. Differentiate between proper use and abuse of prescription opioids. (AOD1.8.2)
2. Describe negative consequences of misusing opioids. (AOD1.8.5)

NHES Performance Indicator 1.8.1, 1.8.8, 1.8.9

Lesson 8: Consequences of Drug Use: How Bad Could It Be?

1. Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life. (AOD1.8.5, T1.8.6)
2. Examine the likelihood and seriousness of negative consequences resulting from tobacco, alcohol and other drug use.
3. Describe how negative consequences of using tobacco, alcohol and other drugs could affect them personally.

NHES Performance Indicators 1.8.8, 1.8.9

Lesson 9: Influences on My Choices About Drugs

1. Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs. (AOD2.8.3, AOD2.8.4, AOD2.8.6, AOD2.8.7, AOD2.8.8, AOD2.8.9, T2.8.3, T2.8.4, T2.8.6, T2.8.7, T2.8.8, T2.8.9)
2. Describe strategies to strengthen positive influences and counter negative influences on choices about drug use.

NHES Performance Indicators 2.8.1, 2.8.3, 2.8.4, 2.8.5, 2.8.8

Lesson 10: Self-Talk for Being Drug Free

1. Analyze influences that might pressure someone to use tobacco, alcohol and other drugs. (AOD2.8.3, AOD2.8.4, AOD2.8.6, AOD2.8.7, AOD2.8.8, AOD2.8.9, T2.8.3, T2.8.4, T2.8.6, T2.8.7, T2.8.8, T2.8.9)
2. Demonstrate self-talk to counter influences to use tobacco, alcohol and other drugs. (AOD7.8.3, T7.8.3)

NHES Performance Indicators 7.8.2, 7.8.3

Lesson 11: My Peers & Their Feelings About Drugs

1. Determine reasons teens choose to use or not use tobacco, alcohol and other drugs. (AOD1.8.6)
2. Describe healthy alternatives to using tobacco, alcohol and other drugs. (AOD1.8.12)
3. Summarize the personal benefits of being drug free. (AOD1.8.11, T1.8.5)

NHES Performance Indicators 1.8.1, 1.8.7, 2.8.3

Lesson Objectives with HECAT & NHES Correlations

Tobacco, Alcohol & Other Drug Prevention (continued)

Lesson 12: Family, School & Community Rules About Drugs

1. Summarize family rules about vaping, other tobacco products, alcohol and other drugs.
2. Access resources to find information about school policies on drug use. (AOD3.8.6, T3.8.6)
3. Summarize school policies regarding vaping, other tobacco products, alcohol and other drugs. (AOD1.8.9, T1.8.8)
4. Summarize community laws regarding purchasing and using vaping and other tobacco products, alcohol and other drugs. (AOD1.8.9, T1.8.8)

NHES Performance Indicators 2.8.1, 2.8.4, 2.8.10, 3.8.2

Lesson 13: Tobacco & Vape Companies: Are They Targeting Youth?

1. Analyze ways the tobacco industry promotes vaping and the use of other tobacco products among young people. (T2.8.8)

NHES Performance Indicator 2.8.5, 8.8.1

Lesson 14: Counter-Advertisements

1. Support a positive health message about being tobacco or alcohol free with accurate information. (AOD8.8.1, T8.8.1)
2. Advocate for peers to be tobacco and alcohol free. (AOD8.8.2, AOD8.8.5, AOD8.8.6, T8.8.2, T8.8.3, T8.8.4)

NHES Performance Indicators 2.8.5, 8.8.1, 8.8.2, 8.8.3, 8.8.4

Lesson 15: Peer Pressure: Ways to Say NO

1. Describe effective verbal and nonverbal ways to resist pressure to vape or use other tobacco products, alcohol or other drugs. (AOD4.8.2, T4.8.1)

NHES Performance Indicator 2.8.3, 4.8.1

Lesson 16: Roleplay Practice: Resisting Drug Pressure

1. Demonstrate effective refusal skills to say NO to pressure to use drugs. (AOD4.8.4, T4.8.2)

NHES Performance Indicator 4.8.2

Lesson 17: Drug-Free Pledges: Support for Myself & Others

1. Express intentions to be drug free. (AOD7.8.4, T7.8.4)
2. Summarize the personal benefits of being drug free. (AOD1.8.11, T1.8.5)
3. Identify ways to help others be drug free. (AOD8.8.1, AOD8.8.2, T8.8.1, T8.8.2)

NHES Performance Indicators 7.8.1, 8.8.2

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Practicing Health-Enhancing Behaviors
- Advocacy



Violence & Injury Prevention

Lesson 1: Understanding Risks & Unintentional Injury

1. Describe consequences of unintentional injury.
2. Describe situations that could lead to unsafe risks that cause injuries.
3. Identify benefits of reducing the risks for injury. (S1.8.21)

NHES Performance Indicators 1.8.1, 1.8.5, 1.8.8, 1.8.9, 2.8.7

Lesson 2: Avoiding Motor Vehicle Injuries

1. Describe ways to reduce risks of injuries while riding in or on a motor vehicle. (S1.8.1)
2. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (S1.8.4, AOD1.8.14)
3. Describe ways to avoid riding in or on a motor vehicle with a driver who has been using alcohol or other drugs.

NHES Performance Indicators 1.8.1, 1.8.5, 1.8.8, 7.8.1, 7.8.3

Lesson 3: Safety Rules to Prevent Common Injuries

1. Describe ways to reduce the risk of injuries around water. (S1.8.8)
2. Describe ways to reduce the risk of injuries in case of fire. (S1.8.9)
3. Describe ways to reduce the risk of injuries during sports and recreational activities. (S1.8.10)
4. Describe ways to reduce the risk of injuries from firearms. (S1.8.17)
5. Describe ways to reduce the risk of injuries as a pedestrian. (S1.8.13)
6. Describe ways to reduce the risk of injuries from falls. (S1.8.7)
7. Identify actions to take to prevent injuries during severe weather. (S1.8.6)

NHES Performance Indicators 1.8.5, 7.8.3

Lesson Objectives with HECAT & NHES Correlations

Violence & Injury Prevention (continued)

Lesson 4: Safety Gear & Me

1. Explain the importance of helmets and other safety gear for biking, skateboarding, inline skating and other activities. (S1.8.3)
2. Demonstrate advocacy skills to support others to be safe by encouraging the use of safety gear. (S8.8.1, S8.8.2, S8.8.3, S8.8.4)

NHES Performance Indicators
1.8.5, 8.8.1, 8.8.2, 8.8.3, 8.8.4

Lesson 5: Resisting Dares

1. Describe words and actions they can use to resist dares. (S4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to take unsafe risks. (S4.8.3)

NHES Performance Indicators
2.8.3, 4.8.1, 4.8.2, 7.8.1, 7.8.3

Lesson 6: Making Safe Decisions

1. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries. (S5.8.2, S5.8.3, S5.8.5, S5.8.6, S5.8.7, S5.8.8)

NHES Performance Indicators
5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

Lesson 7: Preparing for School Emergencies

1. Demonstrate how to respond to school emergencies. (S7.8.3)

NHES Performance Indicators
1.8.5, 7.8.3

Lesson 8: Understanding Violence

1. Identify causes of violence.
2. Describe consequences of violence to perpetrators, victims and bystanders. (V1.8.13)
3. Explain the role of bystanders in escalating, preventing or stopping violence. (V1.8.10)
4. Describe prosocial behaviors that help stop or prevent violence. (V1.8.11, MEH1.8.16)

NHES Performance Indicators
1.8.1, 1.8.8, 1.8.9

Lesson 9: Understanding Bullying

1. Explain the effects of bullying on targets and bystanders. (V1.8.13)
2. Describe how power and control differences can contribute to bullying. (V1.8.5)

NHES Performance Indicators
1.8.1, 2.8.6

Lesson 10: Taking a Stand Against Bullying

1. Identify actions to prevent or stop bullying. (V4.8.6, V7.8.2)
2. Express intentions to help prevent bullying at school. (V7.8.4)
3. Demonstrate how to effectively ask for help to stop bullying. (V4.8.5)

NHES Performance Indicators
1.8.1, 1.8.7, 4.8.4, 7.8.3

Lesson 11: Hazing: A Different Kind of Bullying

1. Define hazing and explain why it is a form of bullying.
2. Describe consequences of hazing. (V1.8.13)
3. Explain ways to prevent or stop hazing. (V7.8.2)

NHES Performance Indicators
1.8.1, 2.8.3, 7.8.3

Lesson 12: Our Code of Conduct

1. Advocate against bullying and hazing. (V8.8.1, V8.8.3)

NHES Performance Indicators
8.8.1, 8.8.2, 8.8.3

Lesson 13: Feelings & Fights

1. Describe situations that could lead to physical fighting. (V1.8.26)
2. Describe nonviolent ways to respond when angry or upset. (V1.8.7)

NHES Performance Indicators
1.8.1, 1.8.5, 1.8.8, 2.8.3, 2.8.5

Lesson 14: Skills to Resolve Conflict

1. Describe ways to manage interpersonal conflict nonviolently. (V1.8.1, MEH1.8.21)
2. Explain why it is important to understand the perspectives of others in resolving conflicts. (V1.8.3, MEH1.8.22)
3. Determine the benefits of using nonviolent means to solve interpersonal conflicts. (V1.8.2)
4. Describe strategies to avoid physical fighting. (V1.8.18)

NHES Performance Indicators
1.8.5, 1.8.7, 4.8.3

Lesson 15: Conflict Resolution Roleplays

1. Demonstrate skills for resolving conflict. (MEH4.8.5, V4.8.3, V4.8.4, V4.8.5, V4.8.6, V7.8.3)

NHES Performance Indicators
4.8.3, 4.8.4, 7.8.2, 7.8.3

Lesson 16: Dealing with Unwanted Touch

1. Demonstrate using assertive communication to defend personal boundaries. (V4.8.1)
2. Explain why individuals have the right to refuse sexual contact. (V1.8.23)

NHES Performance Indicators
1.8.5, 4.8.2

Lesson 17: Understanding Sexual Abuse

1. Explain that a person who has been sexually abused is not at fault. (V1.8.28)
2. Explain that sexual abuse should be reported to a trusted adult. (V1.8.29)
3. Explain that there are resources and supports that can help survivors of abuse heal and recover. (V3.8.3)
4. Demonstrate how to ask for help for themselves or a friend. (V4.8.5)

NHES Performance Indicators
1.8.5, 3.4.4, 3.8.5, 4.8.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Practicing Health-Enhancing Behaviors
- Advocacy

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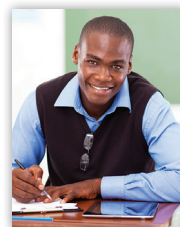
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