Program Foundation
**ETR** (Education, Training and Research) is a nonprofit organization committed to advancing the work of health, education and social service providers through high-quality research, publications, programs and training. ETR is a leading producer of coordinated school health curricula and resources that empower students in grades K–12 with the information and skills to make positive health choices. Learn more about our materials by contacting us at 1-800-321-4407 or visiting our website at etr.org/store.

**The HealthSmart High School Program includes units on:**

- Abstinence, Personal & Sexual Health
- Emotional & Mental Health
- HIV, STD & Pregnancy Prevention
- Nutrition & Physical Activity
- Tobacco, Alcohol & Other Drug Prevention
- Violence & Injury Prevention

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Getting HealthSmart

Shaping Health Literacy

ETR's HealthSmart High School program responds to the challenges facing adolescents today. It builds on the foundation established in grades K–8, supports youth in making the critical health choices they will face during adolescence, and enables them to establish healthy behaviors.

The instructional strategies used in HealthSmart High School accommodate the developmental changes occurring in these students. High school students are becoming adults. They are increasingly making independent decisions based on their needs and perceptions of right and wrong. They value social justice and actions that protect the health and safety of their community. Activities that engage students in health advocacy are an important feature of the High School program.

HealthSmart supports academic achievement, builds literacy, and fosters healthy attitudes and behaviors. It prepares youth to learn and succeed in school. HealthSmart students are healthy, confident in their choices, self-directed in their actions, and supportive of others.

HealthSmart is designed to work. It was developed by a team of highly qualified educators and health specialists to:

- **Focus** on the areas of adolescent health behavior identified by the U.S. Centers for Disease Control and Prevention (CDC) as having the greatest impact on current and future morbidity (sickness and injury) and mortality.
- **Address** in a sequential, step-by-step program each of the National Health Education Standards and performance indicators.
- **Address** the knowledge and skill expectations included in the Health Education Curriculum Analysis Tool (HECAT) created by the CDC.
- **Incorporate** the 15 Characteristics of Effective Health Education Curricula identified by the CDC.
- **Assess** the acquisition of concepts and skills by students.
- **Be specific** to the developmental levels and readiness of adolescents.
- **Support** cultural strengths of youth and families.
- **Accommodate** a wide range of student learning styles.
- **Involve** families in the establishment of healthy behaviors.
- **Engage** students with a high level of involvement.
- **Provide** teacher training and support.
The HealthSmart Educational Approach

HealthSmart appeals to young people’s natural vitality and inclination to be excited about learning. Activities build on students’ personal strengths and cultures, and validate the knowledge and experiences they bring to the classroom to support the acquisition of new knowledge. New learning is connected to prior and future experiences in students’ lives to further enhance personal relevance.

The learning activities are designed to help students:

- Build a personal value for practicing healthy behaviors.
- Shape peer norms that value healthy behaviors.
- Build power to use knowledge to act in healthy ways.
- Build power to use health-related skills.
- Express intentions to practice healthy behaviors.
- Advocate for and support the healthy choices of their peers.
- Change or modify unhealthy behaviors.

HealthSmart shapes peer norms by fostering peer-to-peer interactions that support healthy choices and help students resist unhealthy peer pressure. Students share their healthy aspirations with each other, set healthy goals and develop strategies to support each other in achieving those goals. The clarification of healthy peer norms and the development of peer support systems work to protect youth when they are exposed to pressures to engage in unhealthy behavior.

HealthSmart enables students to identify choices that are consistent with the values of their families and communities, and to develop confidence in their personal choices.

HealthSmart targets risky behaviors such as violence, teen sex, and tobacco and alcohol use—behaviors particularly influenced by peer pressure. Students build communication and decision-making skills that will enable them to resist those pressures. Reducing risky behavior in adolescence subsequently reduces premature mortality and unnecessary morbidity from causes such as HIV, motor vehicle crashes, heart disease, diabetes and cancers.
HealthSmart generates opportunities for learning transfer. Students learn to transfer core concepts and social skills from health instruction to other school subject areas and activities; from self to family, friends and community; and from the present opportunities and challenges they face to those of the future.

HealthSmart recognizes that parents and family are essential in the health education of adolescents. Opportunities for families to be involved are woven throughout the program. Time to Talk activities, family letters, and take-home assignments in the Student Workbooks give parents and other family members ways to actively participate in their teens’ health instruction.

The family materials are designed to:

- Increase family health knowledge and skills.
- Create opportunities for parent/child discussion of critical health issues.
- Increase communication between teachers and parents.

HealthSmart supports parents’ efforts to help adolescents establish behaviors that can keep them safe and healthy, and significantly contribute to reducing excessive morbidity and premature mortality later in their lives.
Components of
HealthSmart High School

HealthSmart is a highly flexible, modular program. Use the entire High School set as a comprehensive health education program, or choose only the subjects you need.

The Complete Program

- 6 subject-specific Teacher Guides and Student Workbooks, with a 7th Teacher Guide online as a free downloadable resource
- Subject-specific digital resources
- Scope & Sequence Charts
- Slipcase
- Product support at etr.org/healthsmart

Teacher Guides

The program consists of 6 carefully planned Teacher Guides, complete with thorough teaching procedures, reproducible masters and PowerPoint slides.

The Teacher Guides:

- Abstinence, Personal & Sexual Health
- Emotional & Mental Health
- HIV, STD & Pregnancy Prevention
- Nutrition & Physical Activity
- Tobacco, Alcohol & Other Drug Prevention
- Violence & Injury Prevention

A 7th Teacher Guide, Improving Health Behaviors, is available in digital format at etr.org/healthsmart, with purchase of the complete High School program.

The lessons in the Teacher Guides focus on developing, practicing and supporting specific healthy behaviors, challenging students in a variety of ways. Activities have been selected to be developmentally appropriate and to accommodate a range of learning styles.
PowerPoint slides are integrated throughout the activities. The slides are used to introduce, reinforce or extend key health concepts and ideas from the lessons. PowerPoint presentations and PDF copies of the slides are provided in digital format with each Teacher Guide. Blackline masters, including family learning materials and assessment instruments, are also provided as PDF files in digital format with each Teacher Guide.

Guided student journals provide a place for students to complete brief writing assignments, take lecture notes and reflect on learning. Journals also include a list of key health terms that help build health literacy. The journals and a full health terms glossary are available in digital format with each Teacher Guide.

All PowerPoint slides, masters, rubrics and student journals are also available on the HealthSmart website, with purchase of the complete program.

**Student Workbooks**

Six engaging Student Workbooks support the development of reading comprehension and provide middle school teens with information essential to practicing healthy behaviors. Student Workbooks provide opportunities for teens to identify their own risky behaviors and develop plans for changing and monitoring their health behaviors. These books accompany the 6 Teacher Guides and serve as a record of student performance and capture their thinking and plans for health improvement.

**Subject Sets**

Subject sets include a Teacher Guide and 30 Student Workbooks, assuming a class of 30 students. Additional workbooks are available in sets of 5 or 30.

**Scope & Sequence Charts**

Three informative charts are provided in colorful 25" x 22" posters. These charts provide an overview of the Healthy Behavior Outcomes, content and skills in the HealthSmart program.

- **The Lesson Objectives with HECAT & NHES Correlations** poster provides an overview of every objective by unit and lesson and correlates the objectives with the HECAT and National Health Education Standards Performance Indicators.
Components of HealthSmart High School

- The **HECAT Knowledge and Skill Expectations** poster provides an overview of where the knowledge and skill expectations are met in each unit and lesson.
- The **Healthy Behavior Outcomes** poster shows the Healthy Behavior Outcome focus for each unit and lesson.

**Website Support**

The website at etr.org/healthsmart provides a close-up look at all the elements of *HealthSmart K–12*, and free access for *HealthSmart* teachers to teacher guide resources, content updates, articles and professional development materials.

**Additional Resources**

A robust selection of developmentally appropriate supplemental materials in all subject areas can be found at etr.org/store. ETR’s content experts review the materials regularly to ensure the most up-to-date, factual information. Some of these materials are ideal for extension activities, such as health promotion events and take-home messages.
Teaching Steps

• Define life expectancy and lifespan

Explain

Life expectancy is defined as the expected number of years a person is remaining at any given age for a group of people. It is a single prediction that is based on statistics and the average for that age group. It is a single prediction that is based on statistics and the average for that age group.

Survey

In what age do you think someone in the United States when they are 75 years old will live?

After several students in groups.

Summarize

According to statistics compiled by the Centers for Disease Control and Prevention, someone living in the United States will live 75.8 years. If you break these statistics down by gender, a 15-year-old male would live to be 75, and a 15-year-old female would live 79. For every additional year on these statistics, we add another 0.25 years.

Ask & Discuss

Why do you think the average life expectancy is different for a male and a female?

After students to respond to the question and share their ideas.

Summarize

Experts agree that differences in the life expectancy of men and females are related to their behavior choices. For example, men are more likely to participate in risk-taking behaviors, such as driving fast or recklessly, than women.

Why do you think the average life expectancy is different for males and females?

An average of 75.8 years for the United States is the number of years an individual at any given age for a group of people. It is a single prediction that is based on statistics and the average for that age group.

Motivate

What kinds of things do you think influence how long a person lives?

After students are listed, share their ideas. Make a list of suggested factors on the board. Example: smoking, diet, exercise, etc.

• Get students ready for learning

Transition

The purpose of today’s lesson is to talk about how old you think you’ll be when you are 75 years old.

After students are briefly shown their ideas. Make a list of suggested factors on the board. Example: smoking, diet, exercise, etc.

Blackline Masters

Include teacher keys, activity sheets, family learning materials and assessment instruments.

Example of Teaching Steps

Teacher Guide

Provides step-by-step procedures for teaching the lesson.

PowerPoint Slides or Overhead Transparencies

Introduce and reinforce health concepts and promote health behaviors related to the lesson.

Table of Contents

• Assessing My Health Habits
• Injuries & Disease Detective
• Stop the Spread
• Tobacco & Chronic Disease
• Chronic Disease & Quality of Life Analysis
• Self-Care or See a Doctor
• My Guide for Evaluating Health Websites
• Handling Stress
• Improving My Health Habits
• What Do You Think
• Understanding Sexuality
• Male Reproductive Organs
• Female Reproductive Organs
• Understanding Human Reproduction
• Taking Care of Your Sexual Health
• Keys to Sexual Health
• Spreading the Word About Sexual Health
• Why Choose Abstinence
• Attitudes About Abstinence
• Influences on Sexual Choices
• Media Observation Report
• Media Analysis
• Decision Scenario
• Staying Out of the Friends
• Saying NO
• Refusal Rescues
• Observer Checklist
• My Abstinence or Other Sexual Health Goal
• Your Partner:

Attitudes About Abstinence

Why Choose Abstinence?

Influences on Sexual Choices

Media Observation Report

Media Analysis

Decision Scenario

Staying Out of the Friends

Saying NO

Refusal Rescues

Observer Checklist

My Abstinence or Other Sexual Health Goal

Example of Teaching Steps

Teacher Guide

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How to Evaluate a Health Website

Who created the website?

• What does the URL tell you?

• Is the website trying to sell something?

• Does the information make sense?

• Does this website meet my needs?

• To whom is the information geared?

• When was the website created/updated?

• What’s the website’s point of view?

• Is it one person’s opinion or backed up by facts?

• When was the website created/updated?

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• Who created the website?

• What does the URL tell you?
Content of HealthSmart High School

The CDC Priority Areas

The CDC has identified 6 areas of health-risk behavior, largely established during childhood and adolescence, that contribute to excessive morbidity and premature mortality:

- Behaviors that contribute to unintentional injuries and violence
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs), including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

HealthSmart focuses on these primary epidemiological risks, as well as two more areas identified by the CDC as necessary for a comprehensive health education curriculum:

- Mental and emotional health
- Personal health and wellness

The HealthSmart High School program has 6 units designed to help teens establish healthy behaviors in one or more of the CDC priority areas. A 7th unit, Improving Health Behaviors, is designed to teach teens how to modify existing risky health behaviors, and supports them in their efforts. Improving Health Behaviors is available as a free download on the HealthSmart website etr.org/healthsmart, with purchase of the HealthSmart program.

It is recommended that teachers start with the Emotional & Mental Health unit. This unit is designed to set the learning atmosphere and lay the foundation upon which the other units build. Units on Abstinence, Personal & Sexual Health and HIV, STD & Pregnancy Prevention should be introduced only after teachers feel they have established a supportive classroom environment that fosters respectful communication. Lessons and activities in each unit build sequentially to provide essential knowledge and skills, and to create the norms to support the practice of healthy behaviors.
Abstinence, Personal & Sexual Health

The Abstinence, Personal & Sexual Health unit addresses ways to maintain overall health and protect sexual health, including encouraging students to be sexually abstinent.

The unit helps students achieve the following Healthy Behavior Outcomes:

- Practice appropriate hygiene habits.
- Get an appropriate amount of sleep and rest.
- Prevent vision and hearing loss.
- Prevent damage from the sun.
- Practice behaviors that prevent infectious diseases.
- Practice behaviors that prevent chronic diseases.
- Prevent serious health problems that result from chronic diseases and conditions among youth.
- Seek out help for common infectious diseases and chronic diseases and conditions.
- Seek out health care professionals for appropriate screenings and examinations.
- Establish and maintain healthy relationships.
- Be sexually abstinent.
- Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV.*
- Engage in behaviors that prevent or reduce unintended pregnancy.*
- Avoid pressuring others to engage in sexual behaviors.
- Support others to avoid or reduce sexual risk behaviors.
- Treat others with courtesy and respect without regard to their sexuality.
- Use appropriate health services to promote sexual health.

*Abstinence only. Other protective behaviors are covered in HIV, STD & Pregnancy Prevention.

This unit begins by examining the idea of leading a healthy life. Students assess their own health habits, learn about prevention of both infectious and chronic disease, and research practices that will support overall health and wellness. They explore the importance of preventive health care, when to see a health care provider, and how to access reliable sources of health information. They define aspects of sexuality, review the male and female reproductive systems, and discuss how to protect their sexual health. They examine the benefits of being abstinent and the influences on their sexual
choices, including media pressures. Then they focus on how to set sexual limits and make decisions that will support the choice to be abstinent, practice refusal skills for resisting sexual pressure, and set a goal to protect their sexual health by remaining abstinent or taking other healthy actions.

These activities lay the foundation for avoiding unintended pregnancy and preventing the spread of HIV and other STD.

**Emotional & Mental Health**

The *Emotional & Mental Health* unit addresses the establishment of practices that promote and protect good emotional and mental health.

The **unit helps students achieve the following Healthy Behavior Outcomes:**

- Express feelings in a healthy way.
- Engage in activities that are mentally and emotionally healthy.
- Prevent and manage interpersonal conflict in healthy ways.
- Prevent and manage emotional stress and anxiety in healthy ways.
- Use self-control and impulse-control strategies to promote health.
- Get help for troublesome thoughts, feelings or actions for oneself and others.
- Show tolerance and acceptance of differences in others.
- Establish and maintain healthy relationships.

This unit begins by exploring the different dimensions of health—physical, mental/emotional, intellectual, social and spiritual—and how they are interrelated, before focusing on mental/emotional health. Students analyze the characteristics of emotionally healthy people and practice skills that can support positive emotional health, including taking responsibility, managing stress, communicating effectively with others, building healthy relationships, dealing with difficult feelings, resolving conflicts and setting goals. They also learn more about mental health disorders that can affect teens, including their causes, symptoms, consequences and treatment, and examine how to access appropriate and reliable resources to get help for mental health issues for themselves or a friend.

These activities lay the foundation for good emotional and mental health that will help students value themselves and avoid risky behaviors.
HIV, STD & Pregnancy Prevention

The HIV, STD & Pregnancy Prevention unit addresses skills and practices for preventing and reducing the risk of HIV, other STD and unintended pregnancy.

The unit helps students achieve the following Healthy Behavior Outcomes:

• Establish and maintain healthy relationships.
• Be sexually abstinent.
• Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV.
• Engage in behaviors that prevent or reduce unintended pregnancy.
• Avoid pressuring others to engage in sexual behaviors.
• Support others to avoid or reduce sexual risk behaviors.
• Treat others with courtesy and respect without regard to their sexuality.
• Use appropriate health services to promote sexual health.

In this unit, students learn ways to take responsibility for their sexual health and prevent pregnancy, HIV and other STD. They assess their current knowledge of myths and facts about sex, and focus on understanding and respecting different aspects of human sexuality. They examine the risks and responsibilities of becoming sexually active, and learn about different methods of birth control, including abstinence. They learn the facts about HIV and other STD, including the importance of testing and using condoms if sexually active. They also explore the different influences on their sexual choices, discuss how to avoid STD risks, practice communication skills for negotiating condom use and refusing to have unprotected sex, make a personal commitment to protect themselves through staying abstinent or using protection, and advocate to help friends avoid the risks of pregnancy, HIV and other STD.

These activities lay the foundation for avoiding unintended pregnancy and preventing the spread of HIV and other STD.

Nutrition & Physical Activity

The Nutrition & Physical Activity unit addresses nutritional practices and physical activity habits that promote a healthy lifestyle.

The unit helps students achieve the following Healthy Behavior Outcomes:

• Eat the appropriate number of servings from each food group every day.
• Eat a variety of foods within each food group every day.
• Eat an abundance of fruits and vegetables every day.
• Choose to eat whole-grain products and fat-free or low-fat milk or equivalent milk products regularly.
• Drink plenty of water every day.
• Limit foods and beverages high in added sugars, solid fat and sodium.
• Eat breakfast every day.
• Eat healthy snacks.
• Eat healthy foods when dining out.
• Prepare food in healthful ways.
• Balance caloric intake with caloric expenditure.
• Follow an eating plan for healthy growth and development.
• Support others to eat healthy.
• Practice behaviors that prevent food-borne illnesses.
• Prevent health problems that result from fads or trends.
• Engage in moderate to vigorous physical activity for at least 60 minutes every day.
• Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance and muscle strength.
• Engage in warm-up and cool-down activities before and after structured exercise.
• Drink plenty of water before, during and after physical activity.
• Follow a physical activity plan for healthy growth and development.
• Avoid injury during physical activity.
• Support others to be physically active.

In this unit, students learn how to make healthy food choices and get plenty of physical activity. After learning about how key nutrients help keep the body healthy, they are introduced to guidelines for healthy eating and the MyPlate recommendations. They practice reading food labels and learn strategies for eating healthy at fast-food restaurants. They learn about the components of physical fitness, recommended amounts of physical activity for teens, and strategies for staying safe during exercise. They set a healthy eating or physical activity goal and monitor their progress toward meeting it. They also analyze influences on their diet and activity choices, learn how to access reliable sources of information on nutrition and physical activity, explore body image issues and ways to manage weight in healthy ways, and identify ways to prevent food-borne illness.
These activities shape peer norms that promote regular physical activity and healthy dietary practices. They emphasize positive body image and give students an understanding of eating disorders to protect them from unhealthy behaviors around eating and exercise.

**Tobacco, Alcohol & Other Drug Prevention**

The *Tobacco, Alcohol & Other Drug Prevention* unit addresses the risks and consequences of tobacco, alcohol and other drug use and supports students’ efforts to be drug free.

The unit helps students achieve the following Healthy Behavior Outcomes:

- Avoid using (or experimenting with) any form of tobacco.
- Avoid secondhand smoke.
- Support a tobacco-free environment.
- Support others to be tobacco free.
- Quit using tobacco if already using.
- Avoid misuse and abuse of over-the-counter and prescription drugs.
- Avoid experimentation with alcohol and other drugs.
- Avoid the use of alcohol.
- Avoid the use of illegal drugs.
- Avoid driving while under the influence of alcohol and other drugs.
- Avoid riding in a motor vehicle with a driver who is under the influence of alcohol and other drugs.
- Quit using alcohol and other drugs if already using.
- Support others to be alcohol and other drug free.

Students review facts about teens and drug use and define misuse, abuse and addiction. They examine the health effects and potential negative consequences of different drugs, including prescription and over-the-counter medicines, tobacco, alcohol and marijuana. They learn about the benefits of quitting tobacco use and how to access resources for help with drug use problems. They analyze influences on choices about drugs, review decision-making skills that can help them avoid drug use, examine how drug use can affect goals for the future, and practice refusal skills to resist pressure to use tobacco, alcohol and other drugs. Then they use what they’ve been learning to advocate for being drug free.

These activities increase knowledge and build skills to help students avoid drug use.
Violence & Injury Prevention

The Violence & Injury Prevention unit addresses the prevention of violence and unintentional injuries.

The unit helps students achieve the following Healthy Behavior Outcomes:

- Follow appropriate safety rules when riding in or on a motor vehicle.
- Avoid driving a motor vehicle while under the influence of alcohol and other drugs.
- Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs.
- Use safety equipment appropriately and correctly.
- Apply safety rules and procedures to avoid risky behaviors and injury.
- Avoid safety hazards in the home and community.
- Recognize and avoid dangerous surroundings.
- Get help for oneself or others when injured or suddenly ill.
- Support others to avoid risky behaviors and be safe.
- Manage emotional distress in nonviolent ways.
- Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting and rape.
- Avoid situations where violence is likely to occur.
- Avoid associating with others who are involved in or who encourage violence or criminal activity.
- Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting and hate crimes.
- Get help to address inappropriate touching.
- Get help to stop being subjected to violence or physical abuse.
- Get help for oneself or others who are in danger or hurting themselves.

This unit begins by examining the consequences of violence on teens and the larger community, the roles people play in violent situations and factors that can contribute to violence. Students then focus on defining, analyzing consequences and examining strategies for preventing different types of violence, including bullying, hazing, hate violence, sexual harassment, dating violence and suicide. They learn how to access reliable sources of information about violence prevention and how to get help for violence problems.
They also learn about unintentional injury and its impact on teens, and explore how to prevent or mitigate their risk of motor vehicle and other common injuries. They learn steps to take in an emergency, such as a natural disaster or situation in which someone has been injured or suddenly become ill. They practice decision-making skills that will reduce their risk of injury, assess safety hazards at home and school, and create an advocacy campaign to educate peers about how to reduce their risk for unintentional injury.

These activities establish behaviors and build skills that will help keep students safe.

**Improving Health Behaviors**

The *Improving Health Behaviors* unit uses the *Stages of Change* model to help teens change risky or unhealthy behaviors.

Students learn how it is possible to change or reduce risky and unhealthy behaviors. They identify common risky and unhealthy behaviors in adolescents and conduct a self-assessment of their own behaviors.

Students learn about the *Stages of Change* model, and select a personal risky or unhealthy behavior to change. They develop a plan for implementing health behavior change strategies. They monitor their progress and modify their actions to achieve the desired change. Students acquire the necessary support and reward themselves to maintain their newly established healthy behavior.

These activities build skills that will help students change risky or unhealthy behaviors.

**The *Improving Health Behaviors* unit emphasizes the following concepts:**

- Change is not an event, but a process that occurs over time.
- People move through 5 stages in the change process.
- Relapse is a natural part of the change process.
- Students can identify and assess their unhealthy behaviors.
- Students can set health goals and develop a plan for changing behavior.
- Specific behavior change strategies can help students achieve their health goals.
- Students can get support and advice for their health behavior change.
- Students can monitor and adjust their behavior change plans.
How HealthSmart Measures Up

The National Health Education Standards

The National Health Education Standards were first published in 1995, after more than three years in development and review by thousands of health and education professionals, community leaders and parents. The standards were revised in 2007.

The standards detail what students need to know and be able to do in order to achieve health literacy.

The National Health Education Standards offer a coherent vision of what it means to be health literate. They describe the essential knowledge and skills and serve as a framework for organizing curricula. Dr. William M. Kane and Dr. Susan K. Telljohann developed the HealthSmart program. They are nationally recognized health educators who served on the Joint Committee responsible for the creation of the National Health Education Standards.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HealthSmart builds on the idea that knowledge is power. The lessons focus on concepts essential to the practice of healthy behaviors. Within the program, students acquire and apply the critical knowledge to develop skills and take actions that increase the likelihood of their lives being safe and healthy.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

HealthSmart involves students in activities that build on the values of their families, cultures and communities to shape healthy personal and peer norms. They also identify influences on their health behaviors and attitudes, evaluate how these influences affect them, and practice strategies for resisting negative influences.
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

*HealthSmart* provides activities in which students gather and assess health information, and identify and develop networks and systems that support their healthy intentions and actions.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

*HealthSmart* lessons enable students to establish healthy behaviors with their peers. Activities are designed to strengthen the social and communication skills research has shown to be effective in negotiating personal health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

*HealthSmart* activities enable students to enhance their decision-making skills and make healthy choices.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

*HealthSmart* provides opportunities and support for students to establish health goals based on their health values and work to achieve those goals.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Within the *HealthSmart* program, students apply knowledge and skills and take actions to establish healthy behaviors. They take responsibility for developing and implementing plans for practicing healthy behaviors. They monitor their actions, make adjustments and get help when needed to maintain these behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Activities that promote students as advocates for personal health and the health of their peers, family and community are a primary focus of the *HealthSmart* program.
The Health Education Curriculum Analysis Tool (HECAT)

The Health Education Curriculum Analysis Tool (HECAT) was developed by the CDC to provide guidance to improve curriculum selection and development. The HECAT was developed by identifying the Healthy Behavior Outcomes that the CDC considered to be the most important behaviors to promote in a K–12 health education curriculum.

Concepts (knowledge expectations) and skills (skill expectations) were then identified that would most likely help students adopt and maintain these Healthy Behavior Outcomes. These knowledge and skill expectations were based on the Characteristics of Effective Health Education Curricula and the National Health Education Standards.

*HealthSmart* was developed to meet the Healthy Behavior Outcomes, and the knowledge and skill expectations included in the HECAT. A high school scope and sequence poster that shows how and where each of the knowledge and skill expectations are addressed is included with the curriculum.

Characteristics of Effective Health Education Curricula

*HealthSmart* meets the 15 Characteristics of Effective Health Education Curricula developed by the CDC.

*HealthSmart*:

- **Focuses on clear health goals and related behavioral outcomes.** *HealthSmart* has clear health-related goals and behavioral outcomes that are directly related to these goals. The instructional strategies and learning experiences are directly related to the behavioral outcomes.

- **Is theory-driven.** *HealthSmart* has instructional strategies and learning experiences built on theoretical approaches (*Theory of Planned Behavior*) that have effectively influenced health-related behaviors among youth. It goes beyond the cognitive level and addresses health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors.

- **Addresses individual values, attitudes, and beliefs.** *HealthSmart* fosters attitudes, values, and beliefs that support positive health behaviors. It provides instructional strategies and learning
experiences that motivate students to critically examine personal perspectives, thoughtfully consider new arguments that support health-promoting attitudes and values, and generate positive perceptions about protective behaviors and negative perceptions about risk behaviors.

- **Addresses individual and group norms that support health-enhancing behaviors.** *HealthSmart* provides instructional strategies and learning experiences to help students accurately assess the level of risk-taking behavior among their peers (for example, how many of their peers use illegal drugs) and correct misperceptions of peer and social norms. It emphasizes the value of good health, and reinforces health-enhancing attitudes and beliefs.

- **Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.** *HealthSmart* provides opportunities for students to validate positive health-promoting beliefs, intentions and behaviors. It provides opportunities for students to assess their vulnerability to health problems, actual risk of engaging in harmful health behaviors, and exposure to unhealthy situations.

- **Addresses social pressures and influences.** *HealthSmart* provides opportunities for students to analyze personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.

- **Builds personal competence, social competence, and self-efficacy by addressing skills.** *HealthSmart* builds essential skills — including communication, refusal, assessing accuracy of information, decision making, planning and goal setting, self-control, and self-management — that enable students to build their personal confidence, deal with social pressures, and avoid or reduce risk behaviors.

For each skill, students are guided through a series of developmental steps:

- Discussing the importance of the skill, its relevance, and relationship to other learned skills.
- Presenting steps for developing the skill.
- Modeling the skill.
- Practicing and rehearsing the skill using real-life scenarios.
- Providing feedback and reinforcement.
• **Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.** *HealthSmart* provides accurate, reliable, and credible information for usable purposes so students can assess risk, clarify attitudes and beliefs, correct misperceptions about social norms, identify ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally relevant decisions, and build personal and social competence.

• **Uses strategies designed to personalize information and engage students.** *HealthSmart* includes instructional strategies and learning experiences that are student-centered, interactive, and experiential. Learning experiences correspond with students’ cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for
  - Addressing key health-related concepts.
  - Encouraging creative expression.
  - Sharing personal thoughts, feelings, and opinions.
  - Thoughtfully considering new arguments.
  - Developing critical thinking skills.

• **Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.** *HealthSmart* addresses students’ needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels. Learning is relevant and applicable to students’ daily lives. Concepts and skills are covered in a logical sequence.

• **Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.** *HealthSmart* has materials that are free of culturally biased information but includes information, activities, and examples that are inclusive of diverse cultures and lifestyles. Strategies promote values, attitudes, and behaviors that acknowledge the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students’ skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities.

• **Provides adequate time for instruction and learning.** *HealthSmart* provides enough time to promote understanding of key health
concepts and practice skills. Behavior change requires an intensive and sustained effort.

- **Provides opportunities to reinforce skills and positive health behaviors.** *HealthSmart* builds on previously learned concepts and skills and provides opportunities to reinforce health-promoting skills across health topics and grade levels.

- **Provides opportunities to make positive connections with influential others.** *HealthSmart* links students to other influential persons who affirm and reinforce health–promoting norms, attitudes, values, beliefs and behaviors. Instructional strategies build on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in student learning.

- **Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.** The *HealthSmart* program supports teachers with a robust website, *Program Foundation* books and Teacher Guides. Training is available to school districts and youth-serving agencies that purchase the program.
How HealthSmart Uses Theory

HealthSmart is grounded in sound educational and behavioral theory. The Theory of Planned Behavior provides the framework for lessons and activities. The Transtheoretical or Stages of Change Model serves as the foundation for activities designed to support student change of unhealthy behaviors. Activities are designed to appeal to students’ multiple intelligences, utilize brain-based learning methodologies, and promote a constructivist approach to learning.

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HealthSmart Theoretical Framework
(Producing Healthy Results)

<table>
<thead>
<tr>
<th>What Students Believe</th>
<th>Influence of Others on Health Behaviors</th>
<th>Students’ Confidence to Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Attitudes Toward Healthy Behaviors)</td>
<td>(Healthy Norms)</td>
<td>(Perception of Control)</td>
</tr>
<tr>
<td>• Activities encourage students to value healthy behaviors.</td>
<td>• Activities help students understand that family and friends want them to act in healthy ways.</td>
<td>• Activities offer opportunities for students to anticipate situations in which they will need to make healthy choices.</td>
</tr>
<tr>
<td>• Activities help students connect healthy behaviors with desired health outcomes.</td>
<td>• Activities increase students’ motivation to comply with the wishes of family and friends.</td>
<td>• Activities develop knowledge, skills and support to build students’ confidence in their ability to practice healthy actions.</td>
</tr>
</tbody>
</table>

Students Express Intentions to Act in Healthy Ways

Students Think, Choose and Act in Healthy Ways
HealthSmart activities help teachers construct the foundation students need to think, choose and act in healthy ways.

- **A personal value for health** is built when teachers help students explore health beliefs and evaluate the potential outcomes of health actions.

- **Healthy peer norms** are shaped when teachers engage students in discussions regarding the healthy actions that family and friends want them to pursue, and have students participate in activities that increase their motivation to comply with these expectations.

- **Power to use knowledge** is built when teachers support students’ efforts to acquire the learning essential to the practice of healthy behaviors.

- **Power to use skills** is built when teachers provide opportunities for students to develop and practice skills for healthy behaviors.

- **Perception of control over health behaviors** is enhanced when students acquire knowledge, develop skills and establish support systems that increase their power to anticipate situations and act in healthy ways.

Theoretical principles woven throughout the lessons and activities increase the likelihood that students will value and practice the healthy actions that prevent excessive morbidity and premature mortality. In addition, teachers and youth leaders use “common person theory” every day in the classroom. Good teachers know what works with their students based on their own observations and experiences with them.

**With the HealthSmart program, teachers enhance what works.** They utilize educational and health behavior theory by:

- Enabling students to explore their own health beliefs and those of their families.
- Providing opportunities for students to share their health beliefs and aspirations.
- Connecting new learning to the experiences students bring to the classroom.
- Providing students with opportunities to reflect on health behaviors and connecting those behaviors to future health outcomes.
- Providing learning activities that allow students to utilize personally preferred styles of learning.
- Helping students envision a healthy future and explore the choices and actions necessary to achieve that future.
How HealthSmart Uses Theory

- Offering review and booster activities to reinforce and strengthen health attitudes, knowledge and skills previously demonstrated.
- Providing structured opportunities for the practice of health-related skills and actions.
- Providing opportunities for students to develop support from family and friends for their healthy actions.
How *HealthSmart* Builds Skills

Schools tend to operate within the realms of knowledge and information. But knowledge and information alone are not enough for the development of healthy behavior. Prevention research shows that competence in personal, social and life skills is also essential.

*HealthSmart* lessons promote healthy behavior in adolescents by building their power to use the skills of:

- **Expressing and communicating** health beliefs and preferences
- **Resisting** peer pressure
- **Controlling** personal impulses, practicing self-control and managing behavior
- **Negotiating** risky situations
- **Choosing** healthy and safe friends
- **Establishing** family and friends as support systems
- **Solving** problems
- **Assessing** risks
- **Resolving** conflict and coping with stress
- **Asking** adults for help
- **Establishing** healthy goals and plans to reach those goals
- **Making** informed decisions and anticipating results
- **Practicing** healthy actions

These skills are tools youth can use throughout their developmental years as they explore and encounter new opportunities, establish healthy lifestyles and negotiate pressures to engage in unhealthy behaviors.

The *HealthSmart* step-by-step approach to skills development includes:

- Introduction of each skill with examples of everyday situations in which the skill might be used.
- Presentation of the sequential and specific steps necessary for the successful performance of the skill.
- Modeling of each of the steps and the entire skill sequence.
- Opportunities for students to practice, observe and rehearse skills in structured roleplaying situations, followed by reinforcement, feedback, refinement and shaping.
• Opportunities for students to practice skills in real-life situations, followed by debriefing, reinforcement, shaping, and discussion of successes and challenges.

The power to act in healthy ways increases as students learn and practice skills for specific situations, which, in turn, enables them to generalize and apply the skills in other situations and settings. Using the HealthSmart program, teachers can provide students with numerous opportunities for skills development and build students’ confidence in their ability to practice healthy behaviors and negotiate risky situations.
HealthSmart Knowledge & Skill Expectations

In addition to teaching knowledge expectations related to health promotion and disease prevention (Standard 1), HealthSmart lessons and learning activities provide opportunities to apply critical skills. The National Health Education Standards identify these “skills” and “practices” in Standards 2 through 8. In addition to the skills identified in the National Health Education Standards, HealthSmart activities help adolescents develop self-assessment and self-management skills. The core concepts and health skills that are the focus of learning activities in the HealthSmart program are identified below.

Abstinence, Personal & Sexual Health

The Abstinence, Personal & Sexual Health unit supports the following knowledge expectations:

- Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.
- Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.
- Summarize personal strategies for avoiding vision damage.
- Summarize personal strategies for minimizing potential harm from sun exposure.
- Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.
- Analyze how common food-borne diseases are transmitted.
- Explain the relationship between intravenous drug use and transmission of blood-borne diseases such as HIV and hepatitis.
- Summarize 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.
- Analyze the behavioral and environmental factors that contribute to the major chronic diseases.
- Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.
• Summarize important immunizations, checkups, examinations, and health screenings necessary to maintain good health.
• Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
• Evaluate 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.
• Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.
• Analyze the factors that contribute to engaging in sexual risk behaviors.
• Analyze the factors that protect one against engaging in sexual risk behaviors.
• Summarize the importance of setting personal limits to avoid risky sexual behavior.
• Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
• Analyze situations that could lead to being pressured into having sex.
• Analyze techniques that are used to coerce or pressure someone to have sex.
• Summarize why individuals have the right to refuse sexual contact.
• Summarize the relationship between the menstrual cycle and conception.
• Summarize 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.
• Summarize 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.
• Explain the importance of immunizations, checkups, examinations and health screenings, such as breast self-examination, testicular self-examination, mammograms, and Pap smears necessary to maintain sexual and reproductive health.
The Abstinence, Personal & Sexual Health unit supports the following health skills:

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

**Emotional & Mental Health**

The Emotional & Mental Health unit supports the following knowledge expectations:

- Analyze the interrelationship of physical, mental, emotional, social and spiritual health.
- Analyze characteristics of a mentally and emotionally healthy person.
- Analyze how mental and emotional health can affect health-related behaviors.
- Summarize strategies for coping with loss and grief.
- Analyze the causes, symptoms, and effects of depression.
- Analyze the causes, symptoms, and effects of anxiety.
- Analyze strategies for managing and reducing interpersonal conflicts.
- Analyze how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.
- Explain the effects of eating disorders on healthy growth and development.
- Summarize characteristics of someone who has self-respect and self-control.
- Analyze how pro-social behaviors can benefit overall health.
- Summarize personal stressors at home, in school, and with friends.
- Explain the body’s physical and psychological responses to stressful situations.
- Evaluate effective strategies for dealing with stress.
- Summarize impulsive behaviors and strategies for controlling them.
- Determine when to seek help for mental and emotional health problems.
• Explain how to build and maintain healthy family and peer relationships.
• Analyze characteristics of healthy relationships.
• Summarize the qualities of a healthy dating relationship.
• Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.

The Emotional & Mental Health unit supports the following health skills:
• Comprehending Concepts
• Analyzing Influences
• Accessing Resources
• Communication
• Goal Setting
• Practicing Health-Enhancing Behaviors

HIV, STD & Pregnancy Prevention

The HIV, STD & Pregnancy Prevention unit supports the following knowledge expectations:
• Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.
• Analyze the factors that contribute to engaging in sexual risk behaviors.
• Analyze the factors that protect one against engaging in sexual risk behaviors.
• Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs.
• Summarize the importance of setting personal limits to avoid risky sexual behavior.
• Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
• Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
• Summarize how common STDs are transmitted.
• Summarize how HIV is transmitted.
• Summarize the signs and symptoms of common STDs.
• Summarize the signs and symptoms of HIV.
• Summarize the problems associated with asymptomatic STDs and HIV.
• Summarize the short- and long-term consequences of common STDs.
• Summarize the short- and long-term consequences of HIV.
• Summarize the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy.
• Summarize the importance of using condoms consistently and correctly to reduce risk of pregnancy and infection of HIV and common STDs.
• Describe the increased risks associated with having multiple sexual partners including serial monogamy.
• Explain the importance of contraceptive counseling and services if sexually active.
• Explain why it's important to know the STD/HIV status of oneself and of a potential sexual partner.
• Explain the importance of STDs and HIV testing and counseling if sexually active.
• Analyze the effectiveness of perfect use vs. typical use of a variety of contraceptive methods in reducing the risk of pregnancy.
• Analyze the emotional, social, physical and financial effects of being a teen parent.
• Summarize 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.
• Summarize 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).
• Summarize 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.
• Summarize 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.

The HIV, STD & Pregnancy Prevention unit supports the following health skills:

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

Nutrition & Physical Activity

The Nutrition & Physical Activity unit supports the following knowledge expectations:

- Describe the recommendations of the *U.S. Dietary Guidelines for Americans.*
- Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Explain how the *U.S. Dietary Guidelines for Americans* are useful in planning a healthy diet.
- Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- Distinguish food sources that provide key nutrients.
- Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.
- Describe how to make a vegetarian diet healthy.
- Summarize food preparation methods that add less fat, sugar, and sodium to food.
- Summarize how to make healthy food selections when dining out.
- Describe the benefits of limiting the consumption of energy drinks.
- Summarize food safety strategies that can control germs that cause food-borne illnesses.
- Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.
- Describe the relationship between nutrition and overall health.
- Analyze healthy and risky approaches to weight management.
- Explain the effects of eating disorders on healthy growth and development.
- Analyze the benefits of healthy eating.
• Describe the harmful effects of using weight-loss drugs.
• Differentiate between a positive and negative body image.
• Justify why people with eating disorders need professional help.
• Analyze how common food-borne diseases are transmitted.
• Analyze how an inactive lifestyle contributes to chronic disease.
• Analyze ways to increase physical activity and decrease inactivity.
• Summarize the mental and social benefits of physical activity.
• Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults.
• Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment).
• Evaluate the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility; healthy weight management; and reducing chronic diseases.
• Summarize physical activities that contribute to maintaining or improving components of health-related fitness.
• Describe methods for avoiding and responding to climate-related physical conditions during physical activity.
• Summarize the importance of warming up before and cooling down after physical activity.
• Explain the ways to reduce the risk of injuries from participation in sports and other physical activities.
• Describe the effects of hydration and dehydration on physical performance.
• Describe the use of safety equipment for specific physical activities.

The Nutrition & Physical Activity unit supports the following health skills:
• Comprehending Concepts
• Analyzing Influences
• Accessing Resources
• Communication
• Goal Setting
• Practicing Health-Enhancing Behaviors
• Advocacy
Tobacco, Alcohol & Other Drug Prevention

The Tobacco, Alcohol & Other Drug Prevention unit supports the following knowledge expectations:

- Differentiate between proper use and abuse of over-the-counter medicines.
- Differentiate between proper use and abuse of prescription medicines.
- Describe the harmful effects and legal issues related to using performance-enhancing drugs.
- Describe the harmful effects of binge drinking.
- Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs.
- Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.
- Explain the effects of alcohol and other drug use during pregnancy.
- Evaluate situations that could lead to the use of alcohol and other drugs.
- Summarize why alcohol or other drug use is an unhealthy way to manage weight or stress.
- Analyze why individuals choose to use or not to use alcohol and other drugs.
- Analyze short- and long-term benefits of remaining alcohol and drug free.
- Summarize family rules, school rules and community laws about alcohol and other drug use.
- Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs.
- Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- Summarize long-term health benefits of abstaining from or discontinuing alcohol use.
- Analyze the dangers of driving while under the influence of alcohol and other drugs.
- Summarize the importance of not riding with a driver who has been using alcohol or other drugs.
- Analyze how the addiction to alcohol or other drug use can be treated.
• Analyze how alcohol- and other drug-use cessation programs can be successful.
• Analyze short- and long-term physical effects of tobacco use.
• Analyze short- and long-term psychological and social effects of tobacco use.
• Summarize long-term health benefits of abstaining from or discontinuing tobacco use.
• Describe the effects of tobacco use on the fetus.
• Summarize why individuals choose to use or not use tobacco.
• Evaluate community laws and policies related to the sale and use of tobacco products.
• Evaluate the financial costs of tobacco use to the individual and society.
• Summarize the effects of secondhand smoke.
• Distinguish appropriate ways to support family and friends who are trying to stop using tobacco.
• Analyze how the addiction to tobacco use can be treated.
• Analyze how smoking cessation programs can be successful.

The Tobacco, Alcohol & Other Drug Prevention unit supports the following health skills:

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

Violence & Injury Prevention

The Violence & Injury Prevention unit supports the following knowledge expectations:

• Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.
• Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.
• Explain ways to reduce the risk of injuries when using tools or machinery.
• Explain ways to reduce the risk of work-related injuries.
• Analyze the dangers of driving while under the influence of alcohol and other drugs.
• Summarize the importance of not riding with a driver who has been using alcohol or other drugs.
• Analyze the relationship between unintentional injuries and using alcohol and other drugs.
• Prioritize actions to take to prevent injuries during severe weather.
• Explain ways to reduce the risk of injuries around water.
• Summarize ways to reduce injuries when playing sports.
• Summarize ways to reduce the risk of injuries from firearms.
• Summarize ways to reduce safety hazards in the home.
• Explain ways to reduce the risk of injuries due to poisoning.
• Summarize ways to reduce safety hazards at school.
• Analyze how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.
• Describe actions to take in case of mass trauma.
• Analyze the benefits of reducing the risks of injury.
• Summarize the qualities of a healthy dating relationship.
• Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence.
• Analyze the negative consequences of violence to perpetrators, victims, and bystanders.
• Explain how bystanders can help prevent violence by reporting dangerous situations or actions.
• Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
• Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
• Explain why it is wrong to trick, threaten or coerce another person into having sex.
• Summarize why individuals have the right to refuse sexual contact.
• Analyze the relationship between using alcohol and other drugs and violence.
• Describe characteristics of the school or community that can increase or decrease the likelihood of violence.
• Summarize why the presence of weapons increases the likelihood of violent injury.
• Analyze how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
• Analyze how gang involvement can contribute to violence.
• Explain why a person who has been sexual assaulted or raped is not at fault.
• Explain why rape and sexual assault should be reported to a trusted adult.
• Describe actions to take in case of a disaster, emergency, or act of terrorism.
• Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.
• Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
• Evaluate 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.

The Violence & Injury Prevention unit supports the following health skills:

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

HealthSmart emphasizes student learning and assessment. Objectives for each lesson link to clearly identified teaching steps, which carry through to student activity sheets and other performance tasks. Assessment rubrics provide scoring guidance to assure that students can be assessed on every objective in the lesson. This simple but authentic approach to assessment supports teachers in their evaluation efforts.

Assessment is ongoing, enabling teachers to continually monitor student progress and adjust teaching to ensure that students are acquiring the appropriate knowledge and skills. Each subject module culminates with two assessment activities: a written assessment of content and concepts, and a performance task that gives an authentic assessment of content and skills through a creative individual or group project.

Student Workbooks

Student Workbooks are another tool for assessing achievement. Student work documents the establishment of attitudes, acquisition of knowledge, and development of skills necessary for students to achieve the desired outcomes.

Workbooks include authentic examples of students’ work in:

- **Expressing** healthy behavioral intentions
- **Making** decisions
- **Setting** healthy goals
- **Establishing, monitoring and self-managing** health behaviors
- **Advocating and supporting** healthy behaviors of others
About the Developers

*HealthSmart K–12* was developed by a team of highly qualified health educators.

**Susan K. Telljohann, HSD, CHES,** is a Professor of Health Education at The University of Toledo. Her experience in health education spans over 35 years, including health instruction from the junior high to the university level. She has conducted research and published over 60 articles on health education in professional journals. Dr. Telljohann was one of the lead authors of the Center for Disease Control and Prevention’s original and revised Health Education Curriculum Analysis Tool (HECAT). She served as the President of the American School Health Association from 2000–2001, on the Board of Directors of the American Association of Health Education and the National Health Education Standards Revision Committee. She is the recipient of several awards, including the Howe Award from the American School Health Association and the Scholar Award from the American Association for Health Education.

**William “Bill” M. Kane, PhD, CHES,** served as Executive Director of both the American College of Preventive Medicine and the Association for the Advancement of Health Education. He was a Professor of Health Education at the University of New Mexico, and taught at several other colleges and universities over the course of his career. He served as Director of School Health Programs at ETR, and also served on the boards of several nonprofit organizations devoted to public health and health education. Dr. Kane received many honors, and wrote or coauthored over 50 books and curricula focused on health. He remains a consummate model for those who work in health education of how to do this work with passion.

**Hilda Graham** is an educator, international trainer, writer and keynote speaker. She has taught health classes and served as a mentor teacher and leader at both the middle and high school levels. She is the author of books, articles, curricula and training designs addressing K–12 safety, college and university safety, diversity/cultural fluency, school bullying, and health education. Her work serves public schools, community organizations, and law enforcement agencies. Hilda is the former Program Developer for the National School Safety Center. She continues to serve the Center as an associate trainer, and expert voice for national media addressing the topics of school safety, law enforcement/education partnerships, and school bullying.
Susan Giarratano Russell, EdD, MSPH, CHES, has more than 35 years of experience in education, health education and health promotion. For 20 of those years, Susan served as a Professor of Health Science in the undergraduate and graduate programs, and as coordinator of the teacher preparation program in health education for two California State Universities. She went on to consult for the Centers for Disease Control and Prevention’s (CDC) Division of Adolescent and School Health, where she developed curriculum-related tools for use in schools and community-based programs on nutrition, healthy eating and food safety, physical activity, asthma, tobacco use prevention, school connectedness and parenting. She was also a lead author on the recent revision of the CDC’s HECAT. She continues to serve as an expert reviewer, consultant and evaluator in health and education.