HEALTH Smart

Grades K–5

Program Foundation

Standards • Theory • Results

ETR
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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 Elementary School Program includes:

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
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Getting **HealthSmart**

**Shaping Health Literacy**

ETR’s *HealthSmart K–5* program responds to the challenges facing children and adolescents today. The *HealthSmart K–5* program builds the foundation to support youth in making the critical health choices they will face during adolescence, and enables them to establish lifelong healthy behaviors.

The instructional strategies used in *HealthSmart K–5* accommodate the developmental changes occurring across the elementary grades. Activities help students establish a value for healthy behaviors and shape peer norms that reinforce and support healthy choices.

*HealthSmart* supports academic achievement, builds literacy, and fosters healthy attitudes and behaviors. It prepares children 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 that can lead to injury, illness, violence, sexual activity, 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 both now and as adolescents. Building a value for safe and healthy behaviors in the elementary grades can reduce risky behavior in adolescence, subsequently reducing premature mortality and unnecessary morbidity from causes such as 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. Table Talk and Got a Minute activities and other take-home assignments give parents and other family members ways to actively participate in their children's 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 children 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 K–5**

*HealthSmart* is a comprehensive yet flexible program. Use the entire Elementary School set as a comprehensive K–5 health education program, or choose only the grades you need.

**Teacher Guides**

The *HealthSmart* elementary school program consists of 6 carefully planned teacher guides, one for each grade level from Kindergarten through Grade 5. Teacher guides contain thorough teaching procedures in sequenced lessons that focus on the concepts and skills that will enable students to develop, practice and support specific healthy behaviors. Lessons are easy to teach, with clear objectives, teaching steps and assessment. Activities have been selected to be developmentally appropriate, challenge students in a variety of ways, and accommodate a range of learning styles.

**Images**

Every lesson at each grade makes use of colorful images to stimulate thinking about a health topic, introduce or review key concepts, develop the functional knowledge that will help motivate behavior change, build skills for health literacy, and keep the lessons lively and fun.

The images are provided in two formats:

- **PowerPoint Slideshow.** The notes for the slideshow mirror the teaching steps in the Teacher Guide. The lesson can be taught from the PowerPoint by selecting “show presenter view,” so that the teacher has the slide notes on one monitor or device, while the slides are projected for the students on another screen. The PowerPoint also shows images of activity sheets and take-home family sheets as these are introduced in the lesson.

- **PDF format.** Images for each lesson are also provided as PDFs, which can be projected on a whiteboard or other screen, or printed out to use in the lessons, if the slideshow cannot be shown.

**Classroom Posters**

At Grades K–2, large-format classroom posters provide a colorful, eye-catching way to reinforce the practice of key health behaviors taught throughout the lessons.
Masters and Student Workbooks

At Grades K–2, all student and teacher materials are provided as masters. These can be copied for use in the lessons. Masters for Grades 3–5 include teacher templates and family materials.

At Grades 3–5, student materials consist of individual student workbooks that support the development of reading comprehension and provide all the activity sheets needed for learning key concepts and skills. Workbooks provide a complete portfolio of student work for performance assessment and are a great way to show how health education classes support academic standards for reading, writing and vocabulary development. Each Teacher Guide comes with a classroom set of 30 student workbooks, and additional workbooks are available in sets of 5 or 30.

All student activity sheets and workbooks are written at a reading level appropriate for each grade.

Take-Home Family Sheets

_Table Talk_ and _Got a Minute_ family sheets offer opportunities for parents, guardians and other family members to be involved in their children’s health education. These take-home sheets are intended to increase family health knowledge and skills and create opportunities for parent/child discussion of critical health topics.

Scope & Sequence Booklet

The scope and sequence booklet contains charts that provide an overview of the Healthy Behavior Outcomes, content and skills in the _HealthSmart_ K–5 program.

- **The Healthy Behavior Outcomes** charts show the Healthy Behavior Outcome focus for each grade by content area.
- **The HECAT Knowledge and Skill Expectations** charts provide an overview of where the knowledge and skill expectations are met in each grade and lesson.
- **The Lesson Objectives with HECAT & NHES Correlations** charts provide an overview of every objective by grade and lesson and correlates the objectives with the HECAT and National Health Education Standards Performance Indicators.
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.
Lesson 1 • Being Healthy in Many Ways

**Teaching Steps**

**Explain**
We’re going to be learning about how to be healthy. There are many different ways to be healthy and lots of things you can do to be healthy.

**Show Activity Sheet**

1. Look at this picture. What do you see?
2. These are the adults I can talk to about my feelings:
   - It is good to be aware of my feelings because...
   - It is important to talk to someone when I have strong feelings because...
   - I want to be aware of others’ feelings because...
3. When I am... This is a healthy thing I can do when you are feeling each of these emotions. You can fill out the chart with at least one healthy thing you can do when you are feeling each of those emotions. You can remember your ideas that you group and the other group members came up with. Then complete the sentences below the chart.

**Assessment Evidence**

1. Describe the relationship between feelings and behavior. Is it believable that behaviors might vary in different situations?
2. Describe the importance of being aware of your own feelings and the feelings of others.
3. Explain the importance of behaving in a way that is healthy for you and those around you. How can someone who comes across you behave?

**Activity Sheet**

- **My Plan for Expressing My Feelings**
  - My Healthy Role Model
  - Guess That Feeling!
  - My Feelings
  - My Family
  - Family Stories
  - How to Listen and Support a Friend
  - My Healthy Friendships
  - It’s Great to Be Different!
  - Keep Away, Germs!
  - When Sanitization Sucks
  - Medicines Can Help or Hurt
  - Use Medicines in Safe Ways
  - My Safety-Smart Goal
  - My Safety-Smart Rules
  - Am I Safety Smart?
  - My Choice to Be Tobacco and Alcohol Free
  - Tobacco & Alcohol: What Do I Know?
  - Tobacco & Alcohol Facts
  - Pressure Cooker
  - Where Does Pressure Come From?
  - Where Does Pressure Go?
  - When Do I Move?
  - When Do I Sit?
  - Playing It Cool To Stop Bullying
  - Bullying Myths and Mistakes
  - Facts About Building
  - My Healthy Eating Goal
  - My Fruit and Vegetable Favorites
  - My All-Time Favorite Meal
  - Guess That Fruit or Vegetable
  - My Healthy Breakfast
  - Guess That Food
  - Plenty of Water for Willa
  - My Healthy Food Choices
  - Two Mornings for Morgan
  - Getting Help
  - My Healthy Food Choices
  - My Safety-Smart Rules
  - Am I Safety Smart?

**Images as PowerPoint Slides or PDFs**

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

**Table of Contents**

1. Getting Help
2. My Healthy Food Choices
3. My Safety-Smart Rules
4. Am I Safety Smart?
5. My Choice to Be Tobacco and Alcohol Free
6. Tobacco & Alcohol: What Do I Know?
7. Tobacco & Alcohol Facts
8. Pressure Cooker
9. Where Does Pressure Come From?
10. Where Does Pressure Go?
Content of *HealthSmart K–5*

**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

Each grade of the *HealthSmart* program covers these priority content areas and also aligns to the CDC’s Health Education Curriculum Analysis Tool. Lessons and activities within each grade build sequentially in grades K through 5 to provide the reinforcement and continuity that will support children’s efforts to think, choose and act in healthy ways when faced with choices between healthy and unhealthy behaviors.

**Emotional & Mental Health**

The *Emotional & Mental Health* lessons in each grade address the establishment of practices that promote and protect good emotional and mental health.

The lessons help students achieve the following Healthy Behavior Outcomes:

- Express feelings in a healthy way. (K, 1, 2, 3, 4, 5)
- Engage in activities that are mentally and emotionally healthy. (K, 1, 2, 3, 4, 5)
Students learn about the importance of emotional health. They learn how to develop healthy relationships with others, and practice communication skills to strengthen relationships. They learn to express feelings in healthy ways and to get help for troublesome feelings. Students learn about the effects of stress, and develop strategies and skills to prevent and manage conflicts and stressful situations in their lives. They also learn how to make healthy decisions and how to set goals for improving their emotional health.

These activities lay the foundation for good emotional and mental health that will help students value themselves and avoid risky behaviors.

**Personal Health & Wellness**

Lessons on *Personal Health & Wellness* address hygiene and ways to maintain overall health.

The lessons help students achieve the following Healthy Behavior Outcomes:

- Brush and floss teeth daily. (K, 1, 2, 4)
- Practice appropriate hygiene habits. (K, 1, 2, 4)
- Get an appropriate amount of sleep and rest. (1, 2, 4)
- Prevent vision and hearing loss. (4)
- Prevent damage from the sun. (1, 2, 4)
- Practice behaviors that prevent infectious diseases. (K, 1, 2, 3, 4, 5)
- Practice behaviors that prevent chronic diseases. (K, 5)
- Practice behaviors that prevent food-borne illnesses. (2)
- Seek out help for common infectious diseases and chronic diseases and conditions. (K, 2, 3, 5)
- Seek out health care professionals for appropriate screenings and examinations. (5)
Students learn the importance of basic hygiene practices, such as brushing teeth, washing hands and covering a cough or sneeze. They learn the importance of taking medicines safely and only with adult help. They explore a variety of ways to keep their bodies healthy, including protecting their eyes and ears and avoiding damage from the sun. They consider how germs can be passed from person to person and come up with simple rules to protect themselves and others.

**Injury & Violence Prevention**

The *Injury & Violence Prevention* lessons in each grade address the prevention of unintentional injuries, bullying and fights.

The lessons help students achieve the following Healthy Behavior Outcomes:

- Follow appropriate safety rules when riding in or on a motor vehicle. (K, 1, 2, 3)
- Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs. (5)
- Use safety equipment appropriately and correctly. (K, 1, 2, 3, 4)
- Apply safety rules and procedures to avoid risky behaviors and injury. (K, 1, 2, 3, 4)
- Avoid safety hazards in the home and community. (K, 1, 2, 3, 4)
- Recognize and avoid dangerous surroundings. (K, 1, 2, 3, 4)
- Get help for oneself or others when injured or suddenly ill. (K, 1)
- Support others to avoid risky behaviors and be safe. (1, 3)
- Manage interpersonal conflict in nonviolent ways. (4, 5)
- Manage emotional distress in nonviolent ways. (K, 2, 4)
- Avoid bullying, being a bystander to bullying, or being a victim of bullying. (K, 1, 2, 3, 5)
- Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting and rape. (5)
- Avoid situations where violence is likely to occur. (1, 5)
- Avoid associating with others who are involved in or who encourage violence or criminal activity. (5)
- Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. (K, 1, 2, 3, 5)
- Get help to prevent or stop inappropriate touching. (K, 1, 3)
- Get help to stop being subjected to violence or physical abuse. (K, 1, 2, 3, 5)
• Get help for oneself or others who are in danger of hurting themselves. (5)

Special attention is given to automobile and pedestrian safety, because these are the leading cause of death and unintentional injury for children in the early elementary grades. At the upper elementary grades, the injury prevention lessons expand to include other likely causes of unintentional injury for children.

Students establish behaviors that will keep them safe as passengers and pedestrians, at home, and during play. They learn fire safety procedures, rules for being safe around water or on a bicycle, and how to think ahead to be safe. They practice calling for emergency help, resisting dares from peers and making safe decisions. These activities build skills and establish behaviors that will help keep students safe and injury free both now and in the future.

Students also learn strategies for preventing, reporting and responding to bullying and cyberbullying. They take action to prevent bullying and fights in their school. They practice conflict resolution skills, learn the importance of respecting differences, and advocate for a safe and respectful school environment.

**Nutrition & Physical Activity**

Lessons on *Nutrition & Physical Activity* address nutritional practices and physical activity habits that promote a healthy lifestyle.

The lessons help students achieve the following Healthy Behavior Outcomes:

• Eat the appropriate number of servings from each food group every day. (4, 5)
• Eat a variety of foods within each food group every day. (K, 3, 4, 5)
• Eat an abundance of fruits and vegetables every day. (2, 3, 5)
• Choose to eat whole-grain products and fat-free or low-fat milk or equivalent milk products regularly. (2, 5)
• Drink plenty of water every day. (K, 1, 2, 3, 5)
• Limit foods and beverages high in added sugars, solid fat and sodium. (2, 3, 5)
• Eat breakfast every day. (1, 2, 3)
• Eat healthy snacks. (2, 3)
• Eat healthy foods when dining out. (5)
• Prepare food in healthful ways. (5)
• Follow an eating plan for healthy growth and development. (K, 1, 2, 3, 4, 5)
• Support others to eat healthy. (1, 2, 5)
• Engage in moderate to vigorous physical activity for at least 60 minutes every day. (K, 1, 2, 3, 4, 5)
• Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance and muscle strength. (K, 1, 2, 3, 4, 5)
• Engage in warm-up and cool-down activities before and after structured exercise. (5)
• Drink plenty of water before, during and after physical activity. (K, 1, 2, 3)
• Follow a physical activity plan for healthy growth and development. (2, 3, 4, 5)
• Avoid injury during physical activity. (2, 4)
• Support others to be physically active. (K, 2, 5)

Because diet and exercise patterns are established early in life, these lessons emphasize healthy food choices and physical activity habits that will help students avoid excessive morbidity and premature mortality from heart disease, diabetes, stroke and other diseases in adulthood.

Students learn about the body’s food and activity needs, and about the importance of eating breakfast and drinking plenty of water. They build a personal value for activity and healthy eating, set nutrition and physical activity goals, and monitor and self-manage their daily physical activity and eating routines.

These activities are designed to shape social norms that promote regular physical activity and healthy eating among children. In addition, an emphasis on a positive body image may help protect students against eating disorders in their adolescent years.

**Tobacco & Alcohol Prevention**

The Tobacco & Alcohol Prevention lessons address the risks and consequences of tobacco and alcohol use and support students’ efforts to be drug free.

**The lessons help students achieve the following Healthy Behavior Outcomes:**

• Avoid using (or experimenting with) any form of tobacco. (K, 1, 2, 3, 4)
• Avoid secondhand smoke. (K, 1, 2, 3)
• Support a tobacco-free environment. (K, 1, 2, 4)
• Support others to be tobacco free. (K, 1, 2, 3, 4)
• Avoid misuse and abuse of over-the-counter and prescription drugs. (K, 2, 3)
• Avoid experimentation with alcohol and other drugs. (3, 4, 5)
• Avoid the use of alcohol. (3, 4, 5)
• Support others to be alcohol and other drug free. (3, 4, 5)

Because older kids often push young children to experiment with tobacco, and even occasional tobacco use can result in addiction, being tobacco free is emphasized in grades K–2. The knowledge, skills and support that children have developed in kindergarten, first and second grade to be tobacco free are then transferred and applied to being both tobacco and alcohol free in third and fourth grade, while fifth grade focuses on alcohol use prevention.

Students examine why people start smoking and the harmful effects of tobacco on the body. They learn ways to avoid secondhand smoke and how to say NO to pressure to use tobacco and alcohol. Activities are designed to help students develop the attitudes, acquire the knowledge and skills, and establish the support from family and peers that will keep them tobacco and alcohol free. The same attitudes, knowledge, skills and support can be transferred to help them remain free of other drugs later in their middle school and high school years.

**Sexual Health**

*Sexual Health* lessons at Grades 4 and 5 cover the physical, emotional and social changes of puberty, as well as basic reproductive anatomy and physiology.

The lessons help students achieve the following Healthy Behavior Outcomes:

• Establish and maintain healthy relationships. (K, 1, 2, 3, 5)
• Progress through puberty in a healthy way. (4, 5)
• Be sexually abstinent. (5)

Building healthy relationships with family and friends is a focus throughout the elementary grades. This lays a foundation for forming healthy romantic relationships as students move into their later teen years. *HealthSmart* addresses general physical changes of puberty in Grade 4, and provides specific instruction on male and female reproductive anatomy in
Grade 5. Grade 5 also begins to lay a foundation for making safe and responsible decisions to protect sexual health, including why abstinence is the best and safest choice for preventing unplanned pregnancy, HIV and other STD.
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, who developed the *HealthSmart* program, 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 scope and sequence booklet 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 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 harmlessness 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.

### HealthSmart Theoretical Framework
(Producing Healthy Results)

<table>
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<tr>
<th>What Students Believe</th>
<th>Influence of Others on Health Behaviors</th>
<th>Students’ Confidence to Act</th>
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<tr>
<td>(Attitudes Toward Healthy Behaviors)</td>
<td>(Healthy Norms)</td>
<td>(Perception of Control)</td>
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<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>
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<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>
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</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.
• 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 students 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 by grade level and content area.

Grade K

Emotional & Mental Health

- Explain the importance of talking with parents and other trusted adults about feelings.
- Identify appropriate ways to express and deal with feelings.
- Explain the relationship between feelings and behavior.
- Explain why it is wrong to tease or bully others based on personal characteristics.
- Explain why it’s important to accept differences in others.
- Identify the influence of family on personal health.
- Identify trusted adults who can help promote health.
- Demonstrate how to ask for help with strong feelings.
- Demonstrate self-control strategies for dealing with anger.

Personal Health & Wellness

- Identify the proper steps for daily brushing and flossing teeth.
- State why hygiene is important to good health.
- Describe what it means to be healthy.
- Identify proper steps for treating a wound to reduce chances of infection.
- Identify family and school rules about use of medicines.
- Describe how to use medicines correctly with the help of an adult.
- Demonstrate the steps for proper handwashing.
- Demonstrate the steps for proper tooth brushing.
• Make a pledge to brush teeth and wash hands.
• Make requests to promote personal health.

Injury & Violence Prevention
• State the benefits of riding in the back seat when a passenger in a motor vehicle.
• Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.
• Describe how to be a safe pedestrian.
• Identify safety hazards in the home.
• Identify how household products are harmful if ingested or inhaled.
• Identify people who can help when someone is injured or suddenly ill.
• Identify people who can help keep them safe.
• Explain why it is wrong to tease or bully others.
• Explain what to do if someone is being bullied.
• Demonstrate how to ask for help to be safe.
• Encourage peers to prevent and report hurtful teasing and bullying.
• Demonstrate safe behaviors when walking and crossing the street.
• Demonstrate steps for wearing a safety belt.
• Demonstrate how to call 9-1-1 for help in an emergency.
• Determine if help is needed to make a decision related to safety and injury prevention.

Nutrition & Physical Activity
• Explain the importance of trying new foods.
• Explain the importance of choosing healthy foods and beverages.
• Identify the benefits of drinking plenty of water.
• Describe body signals that tell a person when they are hungry and when they are full.
• Explain ways to be active every day.
• Describe how being physically active can help a person feel better.
• Describe the benefits of being physically active.
• Describe the benefits of drinking plenty of water before, during, and after physical activity.
• Set a goal to drink plenty of water each day.
• Set a goal to move their bodies each day.
• Encourage peers to be physically active.
Tobacco Prevention

- Identify short-term effects of using tobacco.
- Describe the benefits of not using tobacco.
- Identify the short- and long-term physical effects of being exposed to tobacco smoke.
- Explain ways to help avoid secondhand smoke.
- Make requests to others to avoid secondhand smoke.
- Demonstrate how to persuade others to be tobacco free.

Grade 1

Emotional & Mental Health

- Explain the importance of talking with parents and other trusted adults about feelings.
- Identify appropriate ways to express and deal with feelings.
- Explain the relationship between feelings and behavior.
- Describe the difference between bullying and teasing.
- Explain the importance of respecting the personal space and boundaries of others.
- Explain why it is wrong to tease or bully others based on personal characteristics.
- Identify the benefits of healthy family relationships.
- Identify the benefits of healthy peer relationships.
- Identify trusted adults who can help promote health.
- Identify how family influences personal health.
- Demonstrate how to encourage peers to make healthy choices.

Personal Health & Wellness

- Identify the proper steps for daily brushing and flossing teeth.
- State why hygiene is important to good health.
- Explain why sleep and rest are important for proper growth and good health.
- Illustrate the proper clothing to wear during different seasons.
- List ways to prevent harmful effects of the sun.
- Describe how to use medicines correctly with the help of an adult.
- Demonstrate the proper way to wash hands.
- Demonstrate the steps for proper tooth brushing.
- Make a pledge to brush teeth and wash hands.
• Assess their own sleep patterns.
• Set a goal to manage their sleep patterns for better health.

Injury & Violence Prevention

• State the benefits of riding in the back seat when a passenger in a motor vehicle.
• Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.
• Identify safety behaviors when getting on and off and while riding on a bus.
• Identify safety rules for playing on the playground.
• Describe how injuries can be prevented.
• Identify safety rules for being around fire.
• Describe how to be a safe pedestrian.
• Identify fire safety hazards in the home.
• Identify safety hazards in the community.
• Identify people who can help when someone is injured or suddenly ill.
• Identify people who can help them stay safe.
• Describe the difference between bullying and teasing.
• Explain why it is wrong to tease or bully others.
• Explain what to do if someone is being bullied.
• Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches.
• Explain why inappropriate touches should be reported to a trusted adult.
• Explain that a child is not at fault if someone touches him or her in an inappropriate way.
• Explain why everyone has the right to tell others not to touch his or her body.
• Demonstrate how to walk and cross the street safely.
• Encourage peers to prevent and report hurtful teasing and bullying.
• Demonstrate safe behaviors when walking and crossing the street.
• Demonstrate the proper way to wear a safety belt.
• Demonstrate how to crawl low to avoid smoke from a fire and how to stop, drop and roll to put out flames.
• Demonstrate how to call 9-1-1 for help in an emergency.
• Demonstrate how to ask for help if they or someone else were being bullied.
• Demonstrate what to say and do if they are touched in an inappropriate way.
• Advocate for others to be safe.

**Nutrition & Physical Activity**
• Identify the benefits of drinking plenty of water.
• Describe the benefits of eating breakfast every day.
• Identify healthy breakfast foods.
• Identify the recommended amount of physical activity for children.
• Explain ways to be active every day.
• Describe behaviors that are physically active and physically inactive.
• Describe how being physically active can help a person feel better.
• Describe the benefits of being physically active.
• Describe the benefits of drinking plenty of water before, during, and after physical activity.
• Set a goal to eat breakfast daily or drink more water.
• Encourage peers to drink plenty of water.

**Tobacco Prevention**
• Identify short-term effects of using tobacco.
• Describe the benefits of not using tobacco.
• Describe the dangers of experimenting with tobacco.
• Identify family rules about avoiding tobacco use.
• Identify the short- and long-term physical effects of being exposed to tobacco smoke.
• Identify actions to avoid exposure to secondhand smoke.
• Name influences on the decision to smoke.
• Advocate for others to be tobacco free.
• Make requests to others to help support tobacco-free choices.

**Grade 2**

**Emotional & Mental Health**
• Explain the importance of talking with parents and other trusted adults about feelings.
• Identify appropriate ways to express and deal with feelings.
• Explain the relationship between feelings and behavior.
• Describe the difference between bullying and teasing.
• Explain the importance of respecting the personal space and boundaries of others.
• Explain why it is wrong to tease or bully others based on personal characteristics.
• Identify the benefits of healthy family relationships.
• Describe how families grow and change.
• Identify how family influences personal health.
• Describe how their bodies have changed and grown since they were babies.
• Explain why it is important to accept differences in others.
• Demonstrate self-control strategies for dealing with troublesome feelings.
• Demonstrate asking for help with troublesome feelings.

**Personal Health & Wellness**
• Identify the proper steps for daily brushing and flossing teeth.
• Identify the benefits of personal health care practices such as washing hair and bathing regularly.
• Explain why sleep and rest are important for proper growth and good health.
• Explain how hearing can be damaged by loud noise.
• Identify ways to protect vision.
• Identify ways to protect hearing.
• List ways to prevent harmful effects of the sun.
• Describe what it means to be healthy.
• Identify different ways that disease-causing germs are transmitted.
• Identify ways to prevent the spread of germs that cause common infectious diseases.
• Explain the harmful effects of medicines when used incorrectly
• Describe how to use medicines correctly with the help of an adult.
• Demonstrate the steps for proper handwashing.
• Encourage peers to make positive personal health and wellness related choices.

**Injury & Violence Prevention**
• State the benefits of riding in the back seat when a passenger in a motor vehicle.
• Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.
• Identify safety behaviors when getting on and off and while riding on a bus.
• Identify safety rules for swimming.
• Describe how injuries can be prevented.
• Describe how to be a safe pedestrian.
• Identify safety rules for riding a bicycle and other wheeled equipment.
• Describe the difference between bullying and teasing.
• Explain why it is wrong to tease or bully others.
• Explain what to do if someone is being bullied.
• Explain potential positive and negative outcomes from decisions related to pedestrian, passenger and water safety.
• Set a personal goal to avoid or reduce injury.
• Encourage peers to prevent bullying.
• Demonstrate how to effectively tell a trusted adult if they are bullied or witness someone being bullied.

Nutrition & Physical Activity
• Explain the importance of choosing healthy foods and beverages.
• Identify a variety of healthy snacks.
• Identify the benefits of drinking plenty of water.
• Describe the types of foods and beverages that should be limited.
• Describe the benefits of eating breakfast every day.
• Identify the recommended amount of physical activity for children.
• Explain ways to be active every day.
• Describe how being physically active can help a person feel better.
• Describe the benefits of being physically active.
• Describe the benefits of drinking plenty of water before, during, and after physical activity.
• Identify things they like about their bodies to help build a positive body image.
• Encourage peers to make healthy beverage choices.
• Make requests to others about preferences for drinking water.
• Set a goal to improve healthy eating.
• Set a goal to be active for 60 minutes a day.
• Demonstrate appropriate stretching activities.

Tobacco Prevention
• Identify a variety of tobacco products.
• Identify short-term effects of using tobacco.
• Describe the benefits of not using tobacco.
• Describe the dangers of experimenting with tobacco.
• Identify the short- and long-term physical effects of being exposed to tobacco smoke.
• Request adult help in staying tobacco free.
• Encourage peers to be tobacco free.

Grade 3

Emotional & Mental Health
• Identify characteristics of a mentally and emotionally healthy person.
• Explain what it means to be mentally or emotionally healthy.
• Describe the relationship between feelings and behavior.
• Identify role models who demonstrate positive emotional health.
• Describe appropriate ways to express and deal with emotions.
• Describe healthy ways to express affection, love, friendship, and concern.
• Explain the importance of talking with parents and other trusted adults about feelings.
• Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
• Explain the importance of respecting the personal space and boundaries of others.
• Identify characteristics of someone who has self-respect.
• Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
• Describe the value of others’ talents and strengths.
• Describe how people are similar and different.
• Describe the benefits of healthy family relationships.
• Describe the benefits of healthy peer relationships.
• Identify characteristics of a responsible family member.
• Identify how family and peers can influence health behaviors.
• Demonstrate effective verbal and nonverbal communication skills.

Personal Health & Wellness
• Describe ways that common infectious diseases are transmitted.
• Describe ways to prevent the spread of germs that cause infectious diseases.
• Describe symptoms that occur when a person is sick.
• Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
• Describe the importance of seeking help and treatment for common infectious diseases.
• Explain the benefits of medicines when used correctly.
• Explain how to use medicines correctly.
• Describe potential risks associated with inappropriate use of prescription and over-the-counter medicines.
• Encourage others to make positive personal health and wellness related choices.

**Injury & Violence Prevention**

• Identify ways to reduce risk of injuries while riding in a motor vehicle.
• Explain how injuries can be prevented.
• Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
• Identify ways to reduce risk of injuries in case of a fire.
• Identify ways to reduce risk of injuries around water.
• Identify ways to reduce injuries from firearms.
• Identify ways to reduce injuries as a pedestrian.
• Describe the difference between bullying and teasing.
• Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).
• Explain the difference between tattling and reporting bullying.
• Describe what to do if oneself or someone else is being bullied.
• Distinguish between “appropriate” and “inappropriate” touch.
• Explain that inappropriate touches should be reported to a trusted adult.
• Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.
• Explain that everyone has the right to tell others not to touch his or her body.
• Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.
• Set a goal to avoid or reduce injury.
• Follow a decision-making model to make safe decisions.
• Demonstrate how to effectively ask for help to prevent bullying.
• Demonstrate how to persuade others to prevent bullying.
• Demonstrate how to effectively ask for help if they are touched in an inappropriate way.

**Nutrition & Physical Activity**

• Describe the benefits of eating plenty of fruits and vegetables.
• Identify nutritious and non-nutritious beverages.
• Describe the benefits of drinking plenty of water.
• Identify foods that are high in fat and low in fat.
• Identify foods that are high in added sugars.
• Identify foods that are high in sodium.
• Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
• Explain why breakfast should be eaten every day.
• Describe the benefits of healthy eating.
• Explain body signals that tell a person when they are hungry and when they are full.
• Describe the recommended amount of physical activity for children.
• Identify ways to increase daily physical activity.
• Explain positive outcomes for being physically active.
• Describe the benefits of drinking water before, during, and after physical activity.
• Assess and make a plan to improve water-drinking habits.
• Identify influences of family, culture, peers and media on food choices.
• Set a goal to improve healthy eating.
• Set a goal to improve physical activity behaviors.

**Tobacco & Alcohol Prevention**

• Identify short- and long-term effects of alcohol use.
• Identify family and school rules about alcohol use.
• Explain the difference between medicines and illicit drugs.
• Identify short- and long-term physical effects of using tobacco.
• Describe the benefits of abstaining from or discontinuing tobacco use.
• Describe family rules about avoiding tobacco use.
• Explain the short- and long-term physical effects of being exposed to others' tobacco use.
• Use decision-making skills to avoid alcohol or tobacco use.
• Identify influences of peers, media and internal pressure on tobacco and alcohol use.
• Demonstrate effective peer resistance skills to avoid tobacco and alcohol use.
• Support peers to be tobacco and alcohol free.

Grade 4

Emotional & Mental Health
• Describe appropriate ways to express and deal with emotions.
• Explain the importance of talking with parents and other trusted adults about feelings.
• Identify feelings and emotions associated with loss and grief.
• Identify feelings of depression, sadness, and hopelessness for which someone should seek help.
• Identify possible causes and effects of long-term stress.
• Identify positive and negative ways of dealing with stress and anxiety.
• Explain that anger is a normal emotion.
• Identify nonviolent ways to manage anger.
• Identify personal stressors at home, in school, and with friends
• Identify characteristics of someone who has self-control.
• List physical and emotional reactions to stress.
• Demonstrate techniques for dealing with stress in healthy ways.
• Demonstrate self-control techniques.
• Demonstrate how to effectively ask for help with troublesome feelings.

Personal Health & Wellness
• Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly.
• Explain why sleep and rest are important for proper growth and good health.
• Explain how hearing can be damaged by loud sounds.
• Describe how vision can be damaged.
• Describe ways to prevent vision or hearing damage.
• Describe ways to prevent harmful effects of the sun.
• Describe ways to prevent the spread of germs that cause infectious diseases.
• Set a goal to improve a personal health and wellness related practice.

Injury & Violence Prevention
• Identify ways to reduce risk of injuries while riding in a motor vehicle.
• Explain how injuries can be prevented.
• List examples of dangerous or risky behaviors that might lead to injuries.
• Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
• Identify ways to reduce risk of injuries in case of a fire.
• Identify ways to reduce risk of injuries around water.
• Identify ways to reduce injury from falls.
• Identify ways to reduce injuries from firearms.
• Identify ways to reduce injuries as a pedestrian.
• Identify safety precautions for playing and working outdoors in different kinds of weather and climates.
• Identify equipment needed for protection in sports and recreational activities.
• List ways to prevent injuries at home.
• List ways to prevent injuries in the community.
• Identify ways to reduce risk of injuries from animal and insect bites and stings.
• List ways to prevent injuries at school.
• Explain why household products are harmful if ingested or inhaled.
• Describe the benefits of using non-violent means to solve interpersonal conflict.
• Describe examples of pro-social behaviors that help prevent violence.
• Determine if conflicts are simple or serious.
• Assess personal safety practices.
• Identify the influence of peers on safe behaviors.
• Demonstrate effective communication skills for refusing dares.
• Propose safe, peaceful and fair ways to deal with conflict.
• Demonstrate conflict resolution skills.
• Decide when a conflict needs adult attention.
• Demonstrate how to effectively ask for adult help with serious conflicts.

**Nutrition & Physical Activity**

• Name the food groups and variety of nutritious food choices for each food group.
• Identify the amount of food from each food group that a child needs daily.
• Describe the benefits of eating plenty of fruits and vegetables.
• Explain the importance of eating a variety of foods from all the food groups.
• Identify alternate sources of fat (e.g., unsaturated fats and oils).
• Explain the concept of eating in moderation.
• Describe the recommended amount of physical activity for children.
• Identify different types of physical activities.
• Describe the importance of choosing a variety of ways to be physically active.
• Explain positive outcomes for being physically active.
• Set a goal related to improving healthy eating or physical activity behaviors.

**Tobacco & Alcohol Prevention**

• Identify short- and long-term effects of alcohol use.
• Identify short- and long-term physical effects of using tobacco.
• Describe the benefits of abstaining from or discontinuing tobacco use.
• Identify the effects of tobacco use on social relationships.
• Explain that tobacco use is an addiction that can be treated.
• Access sources of accurate health information about tobacco and alcohol.
• Identify influences of family, culture, peers and media on tobacco and alcohol use.
• Use decision-making skills to avoid alcohol or tobacco use.
• Identify influences of peers, media and internal pressure on tobacco and alcohol use.
• Demonstrate effective communication skills to avoid tobacco and alcohol use.
• Advocate for peers to be tobacco and alcohol free.
Sexual Health

- Describe the physical, social, and emotional changes that occur during puberty.
- Explain how puberty and development can vary greatly and still be normal.
- Demonstrate how to effectively communicate support for peers progressing through puberty.
- Identify trusted adults to talk to about puberty.
- Demonstrate how to effectively ask for help to deal with changes of puberty.
- Use decision making skills to make healthy choices.

Grade 5

Emotional & Mental Health

- Identify characteristics of a mentally and emotionally healthy person.
- Explain what it means to be mentally or emotionally healthy.
- Identify role models who demonstrate positive emotional health.
- Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
- Identify characteristics of healthy relationships.
- Describe the benefits of healthy family relationships.
- Describe the benefits of healthy peer relationships.
- Identify characteristics of a responsible family member.
- Identify how family and peers influence health behaviors.
- Demonstrate effective verbal and nonverbal communication skills.

Personal Health & Wellness

- Describe values that promote healthy behaviors.
- Describe characteristics of accurate health and wellness information.
- Explain the difference between infectious diseases and non-infectious diseases.
- Describe symptoms that occur when a person is sick.
- Describe ways to prevent the spread of germs that cause infectious diseases.
- Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
• Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
• Demonstrate how to locate sources of accurate health information.
• Access sources of accurate information about common chronic diseases.
• Assess personal health and wellness practices.

Injury & Violence Prevention
• Describe the difference between bullying and teasing.
• Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).
• Explain the difference between tattling and reporting bullying.
• Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders.
• Describe what to do if oneself or someone else is being bullied.
• Recognize techniques that are used to coerce or pressure someone to use violence.
• Identify situations that might lead to violence.
• Identify strategies to avoid physical fighting and violence.
• Describe how participation in gangs can lead to violence.
• Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
• Recognize ways peers might influence someone to fight.
• Advocate for actions to reduce or prevent bullying.
• Determine the difference between simple conflict and serious trouble.
• Analyze how media and technology can influence violent behaviors.
• Use advocacy skills to take a stand against violence.

Nutrition & Physical Activity
• Name the food groups and variety of nutritious food choices for each food group.
• Identify the amount of food from each food group that a child needs daily.
• Describe the benefits of eating plenty of fruits and vegetables.
• Explain the importance of eating a variety of foods from all the food groups.
• Identify nutritious and non-nutritious beverages.
• Identify foods that are high in fat and low in fat.
• Identify foods that are high in added sugars.
• Identify foods that are high in sodium.
• Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
• Explain the concept of eating in moderation.
• Describe the recommended amount of physical activity for children.
• Identify ways to increase daily physical activity.
• Identify different types of physical activities.
• Describe the importance of choosing a variety of ways to be physically active.
• Explain positive outcomes for being physically active.
• Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
• Identify warm up activities to help prevent injury during physical activity.
• Explain how physical activity can contribute to maintaining a healthy body weight.
• Use self-assessment skills to analyze current eating habits.
• Analyze influences of family, culture, and peers on personal food choices.
• Demonstrate ways to make healthier food choices at fast-food restaurants.
• Identify ways to overcome barriers to getting enough physical activity.
• Set a goal related to improving healthy eating or physical activity behaviors.
• Monitor progress toward a healthy eating or physical activity goal.

Alcohol Prevention

• Identify short- and long-term effects of alcohol use.
• Identify family and school rules about alcohol use.
• Describe positive ways to deal with strong feelings without drinking alcohol.
• Analyze the influence of family, peers and media on alcohol use.
• Demonstrate effective communication skills to avoid alcohol use.
• Use decision-making skills to avoid alcohol use.
• Advocate for peers to be tobacco and alcohol free.
• Describe characteristics of appropriate sources of help for alcohol problems.
• Demonstrate how to effectively ask for help with family alcohol problems.

**Sexual Health**

• Describe basic male and female reproductive body parts and their functions.
• Describe the physical, social, and emotional changes that occur during puberty.
• Explain how puberty and development can vary greatly and still be normal.
• Describe personal characteristics related to gender expression and gender roles that make people different from one another.
• Explain why a range of gender roles and expressions is normal.
• Summarize why it is wrong to tease or bully others based on gender expression and roles.
• Describe the benefits of being sexually abstinent.
• Use self-assessment skills to identify feelings and personal changes that are part of puberty.
• Identify sources of accurate information and support for dealing with the changes of puberty.
• Advocate for respecting individual gender expression.
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. 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.

Portfolios and Student Workbooks

At Grades K–2, the student activity sheets and other creative projects comprise student portfolios that provide teachers with a tool for assessing achievement. Portfolio pieces document the establishment of attitudes, acquisition of knowledge, and development of skills necessary for students to achieve the desired outcomes.

At Grades 3–5, Student Workbooks are the 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.

Portfolios and 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.
Suzanne M. Schrag has been a health education writer and editor with ETR since 1990. She has over 30 years' experience developing and editing a wide variety of educational products, including ETR’s evidence-based prevention curricula. She served as the series editor for the second edition of HealthSmart, and played an integral role in the development of both the print and digital editions by providing substantive editing to revise existing content to conform to a new design and format, ensuring accuracy and consistency across the series, ensuring alignment with the National Health Education Standards and the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT), and authoring many of the new lessons in the second edition of Grades K through 5.