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 Middle School Program includes units on:

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

Suggested citation:
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Getting *HealthSmart*

**Shaping Health Literacy**

ETR’s *HealthSmart Middle School* program responds to the challenges facing adolescents today. It builds on the foundation established in grades K–5, 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 Middle School* accommodate the developmental changes occurring in these students. Middle school students are attempting to establish themselves as individuals, and peers exert an important influence in that process. A careful emphasis on shaping peer norms that support healthy behaviors is a guiding principle of the Middle 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 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 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 Middle School

HealthSmart is a highly flexible, modular program. Use the entire Middle 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, Puberty & Personal 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 Middle 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 Middle 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.
**HealthSmart Middle School**

### HealthSmart at a Glance

#### Teacher Guide
provides step-by-step procedures for teaching the lessons.

#### Blackline Masters
include teacher keys, activity sheets, family learning materials and assessment instruments.

#### PowerPoint Slides or Overhead Transparencies
introduce and reinforce health concepts and promote health behaviors related to the lesson.

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**Components of HealthSmart Middle School**

Now let’s share some common sense things you can do to keep your body healthy.

1. **Abstinence, Puberty & Personal Health**
   - **Infectious & Noninfectious Diseases**
     - **Infectious Diseases**
       - **Common-Sense Ways to Stay Healthy**
         - Discuss common-sense ways to stay healthy.

2. **My Goals & My Future**
3. **My Abstinence Plan**
4. **Friends Helping Friends**
5. **What I Learned About Puberty**
6. **Male Reproductive Organs**
7. **Understanding the Female Reproductive System**
8. **Taking Care of Sexual Health**
9. **The Advantages of Abstinence**
10. **My Advice About Abstinence**
11. **Influences on Abstinence**
12. **Taking Care of Sexual Health**
13. **Sexual Pressure: What to Say & Do**
14. **My Goals & My Future**

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**Motivate**

Let’s apply common sense to keeping yourself healthy. With a partner, brainstorm and list ways you can keep your body healthy. Write the phrase “Common Sense,” and give an example.

- **Ask & Discuss**
  - What do you think will happen to a person who starts doing most of these things?
  - How will these behaviors related to the lesson.
  - How do they help them understand and remember because they are reasonable and shared by many people?

**Teaching Steps**

- Discuss common-sense ways to stay healthy.
- Explain what people mean when they use the phrase “common sense.”
- Pair students or allow them to select partners. While pairs are working, have them write the phrase “common sense” on a piece of paper, explain what they think people mean when they use the phrase, and give an example.

**Transition**

- I discussed this sheet with my son or daughter.
- I described how I felt about talking to my parent/guardian.
- The adult I talked to signed the page.
- I asked my parent/guardian the questions.
- When My Parents Were Teens
  - Questions for Parent
    - What advice do you want to give me about sexuality?
    - What were some of the goals you had when you were a teen?
    - What were some of the physical changes that surprised you when you went through puberty?
    - Did you ever get embarrassed by something you said or did as a teen?
    - What were some ways your friendships or life changed when you went through puberty?
    - How do you think talking to your parent/guardian about these things helped them understand and make healthy decisions?

**Assessment Instruments**

- They serve as a record of student performance and help students develop a plan for health improvement.

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**Student Workbooks**

support each of the 6 HealthSmart units. They serve as a record of student performance and help students develop a plan for health improvement.
Content of HealthSmart Middle 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 Middle 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, Puberty & Personal 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, Puberty & Personal Health

The Abstinence, Puberty & Personal Health unit addresses ways to maintain overall health and then addresses changes that occur during puberty and encourages 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.
- Seek out help for common infectious diseases and chronic diseases and conditions.
- 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 teaching students overall health and wellness habits and practices to stay healthy throughout their lives. They practice accessing health information from reliable sources and advocate for their peers to practice healthy habits. Students then review the changes of puberty and the male and female reproductive systems. They discuss the qualities of healthy relationships and appropriate ways to express affection. They identify the benefits of abstinence and analyze influences that can threaten or protect their decision to remain abstinent. They practice planning and communication skills that will protect their abstinence choice.
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 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.

Together students create rules for respect and trust to make their class a safe and healthy place to learn. 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 stressful situations in their lives. The 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.

**HIV, STD & Pregnancy Prevention**

The *HIV, STD & Pregnancy Prevention* unit encourages abstinence and 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.

Students learn ways to protect their sexual health and prevent pregnancy, HIV and other STD. They develop strategies to build and maintain healthy relationships and reduce sexual stereotyping. They review the negative consequences of risky sexual behavior and practice decision-making and communication skills to protect their sexual health by remaining abstinent or reducing their risk for pregnancy, HIV or 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.

Students learn how to make healthy food choices and get plenty of physical activity. They review MyPlate and recommended amounts to eat. They learn about the importance of eating breakfast every day, healthy snacking, eating healthy at fast food restaurants, and keeping food safe to eat. They assess their eating habits, apply guidelines for healthy eating to improve their diets, and learn how to read food labels to help guide their food selections. They analyze how family, friends and the media influence their eating habits. They learn about the dangers of dieting and disordered eating. Students assess their physical activity practices and apply guidelines for safe and healthy physical activity and exercise. They set a healthy eating or exercise goal and monitor their progress toward meeting it.

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.
• 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.
• Support others to be alcohol and other drug free.

Students review how tobacco, alcohol, marijuana, and medicine misuse and abuse affect the body, and examine the influences of media, friends and family on drug use. They learn how to resist negative peer pressure and use peer power to support and encourage others to be drug free. They interview a parent or guardian about his or her feelings toward tobacco, alcohol and other drug use, and make a pledge to be 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 school 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 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.
• Support others to avoid risky behaviors and be safe.
• Manage interpersonal conflict in nonviolent ways.
• 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 stop being subjected to violence or physical abuse.
Students review how to prevent unintentional injury and how to make safe decisions. They learn strategies for preventing, reporting and responding to bullying and hazing. They take action to prevent bullying and fights in their school. They practice conflict resolution skills, learn how to respond to an emergency at school, and develop a school safety campaign to prevent injuries.

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 middle 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 (Attitudes Toward Healthy Behaviors)</th>
<th>Influence of Others on Health Behaviors (Healthy Norms)</th>
<th>Students’ Confidence to Act (Perception of Control)</th>
</tr>
</thead>
<tbody>
<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.
• 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, Puberty & Personal Health**

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

- Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
- Summarize the benefits of getting proper rest and sleep for healthy growth and development.
- Identify common causes of noise induced hearing loss.
- Describe appropriate ways to protect vision and hearing.
- Summarize actions to take to protect oneself against potential damage from exposure to the sun.
- Explain the difference between infectious, noninfectious, acute and chronic diseases.
- Summarize the symptoms of someone who is sick or getting sick.
- Summarize ways that common infectious diseases are transmitted.
- Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact or person-to-person contact.
- Explain the behavioral and environmental factors that contribute to the major chronic diseases.
- Discuss how emotions change during adolescence.
- Describe healthy ways to express affection, love, and friendship.
• Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
• Determine the benefits of being sexually abstinent.
• Explain why individuals have the right to refuse sexual contact.
• Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs and pregnancy.
• Describe the factors that contribute to engaging in sexual risk behaviors.
• Describe the factors that protect against engaging in sexual risk behaviors.
• Explain the importance of setting personal limits to avoid sexual risk behaviors.
• Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors.
• Analyze ways common infectious diseases are transmitted.
• Summarize basic male and female reproductive body parts and their functions.
• Describe conception and its relationship to the menstrual cycle.
• Identify the emotional, social, physical and financial effects of being a teen parent.
• Summarize ways to prevent pregnancy, including not having sex.

The Abstinence, Puberty & Personal Health unit supports the following health skills:
• Analyzing Influences
• Accessing Resources
• Communication
• Practicing Health-Enhancing Behaviors
• Advocacy

Emotional & Mental Health

The Emotional & Mental Health unit supports the following knowledge expectations:
• Describe characteristics of a mentally and emotionally healthy person.
• Explain the interrelationship of physical, mental, emotional, social and spiritual health.
• Explain appropriate ways to express needs, wants, emotions and feelings.
• Describe role models that demonstrate positive mental and emotional health.
• Summarize the benefits of talking with parents and other trusted adults about feelings.
• Describe healthy ways to express affection, love, friendship and concern.
• Describe a variety of appropriate ways to respond to stress when angry or upset.
• Summarize feelings and emotions associated with loss and grief.
• Explain how the expression of emotions or feelings can help or hurt oneself and others.
• Describe pro-social behaviors that help prevent violence.
• Describe what it means to be a responsible person.
• Describe characteristics of a responsible family member.
• Explain causes and effects of stress.
• Describe personal stressors at home, in school and with friends.
• Explain positive and negative ways of dealing with stress.
• Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
• Describe characteristics of healthy relationships.
• Differentiate healthy and unhealthy relationships.

The Emotional & Mental Health unit supports the following health skills:
• Analyzing Influences
• Accessing Information
• Communication
• Decision Making
• Goal Setting
• Practicing Health-Enhancing Behaviors

HIV, STD & Pregnancy Prevention

The HIV, STD & Pregnancy Prevention unit supports the following knowledge expectations:
• Explain the qualities of a healthy dating relationship.
• Describe characteristics of healthy relationships.
• Explain the qualities of a healthy dating relationship.
• Differentiate between healthy and unhealthy relationships.
• Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health.
• Explain why individuals have the right to refuse sexual contact.
• Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs and pregnancy.
• Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors.
• Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
• Explain how the most common STDs are transmitted.
• Explain how HIV is transmitted.
• Describe usual signs and symptoms of common STDs.
• Describe usual signs and symptoms of HIV.
• Explain that some STDs and HIV are asymptomatic.
• Explain the short- and long-term consequences of common STDs.
• Explain the short- and long-term consequences of HIV.
• Summarize which STDs can be cured and which can be treated.
• Describe how the effectiveness of condoms can reduce the risk of HIV and other STDs, including HPV (human papillomavirus).
• Describe ways sexually active people can reduce the risk of HIV and other STDs, including HPV (human papillomavirus).
• Describe conception and its relationship to the menstrual cycle.
• Identify the emotional, social, physical and financial effects of being a teen parent.
• Summarize ways to prevent pregnancy, including not having sex and the effective use of contraceptives.
• Describe how the effectiveness of condoms can reduce the risk of pregnancy.
• Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.

The HIV, STD & Pregnancy Prevention unit supports the following health skills:
• Accessing Resources
• Communication
• Decision Making
• Practicing Health–Enhancing Behaviors
• Advocacy

**Nutrition & Physical Activity**

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

- Classify the amount of food from each food group that a person needs each day.
- Summarize a variety of nutritious food choices for each food group.
- Describe the U.S. Dietary Guidelines for Americans.
- Explain why the recommended amount of food a person needs each day may be different for each food group.
- Summarize the benefits of eating plenty of fruits and vegetables.
- Identify foods that are high in fiber.
- Identify examples of whole-grain foods.
- Summarize the benefits of drinking plenty of water.
- Differentiate between nutritious and non-nutritious beverages.
- Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.
- Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats.
- Describe the importance of eating breakfast every day.
- Explain how to select healthy foods when dining out.
- Analyze the benefits of healthy eating.
- Identify healthy and risky approaches to weight management.
- Describe the benefits of eating in moderation.
- Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.
- Describe ways to increase daily physical activity and decrease inactivity.
- Summarize the mental and social benefits of physical activity.
- Describe physical activities that contribute to maintaining or improving components of health-related fitness.
• Explain the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
• Explain how an inactive lifestyle contributes to chronic disease.
• Explain the importance of warming up and cooling down after physical activity.
• Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke and hypothermia.
• Summarize the benefits of drinking water before, during and after physical activity.
• Summarize how physical activity can contribute to maintaining a healthy body weight.
• Describe ways to reduce risk of injuries from participation in sports and other physical activities.

The Nutrition & Physical Activity unit supports the following health skills:
• 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:
• Distinguish between proper use and abuse of over-the-counter medicines.
• Differentiate between proper use and abuse of prescription medicines.
• Describe the health risks of using performance-enhancing drugs.
• Summarize the negative consequences of using alcohol and other drugs.
• Determine reasons why people choose to use or not to use alcohol and other drugs.
• Explain school policies and community laws about alcohol and other drugs.
• Describe the relationship between using alcohol and other drugs and health risks.
• Determine the benefits of being alcohol and other drug free.
• Describe positive alternatives to using alcohol and other drugs.
• Describe short- and long-term physical effects of using tobacco.
• Summarize the dangers of experimenting with tobacco products.
• Summarize the benefits of being tobacco free.
• Explain school policies and community laws related to the sale and use of tobacco products.
• Summarize the effects of secondhand smoke.

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

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

Violence & Injury Prevention

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

• Describe ways to reduce risk of injuries while riding in or on a motor vehicle.
• Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding and inline skating.
• Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
• Identify actions to take to prevent injuries during severe weather.
• Describe ways to reduce risk of injuries from falls.
• Describe ways to reduce risk of injuries around water.
• Describe ways to reduce risk of injuries in case of fire.
• Describe ways to reduce risk of injury when playing sports.
• Describe ways to reduce risk of injuries as a pedestrian.
• Describe ways to reduce risk of injuries from firearms.
• Describe why household products are harmful if ingested or inhaled.
• Determine the benefits of reducing the risks for injury.
• Describe ways to manage interpersonal conflict nonviolently.
• Determine the benefits of using nonviolence to solve interpersonal conflict.
• Explain why it is important to understand the perspectives of others in resolving conflict situations nonviolently.
• Describe how power and control differences in relationships can contribute to aggression and violence.
• Identify a variety of nonviolent ways to respond to stress when angry or upset.
• Explain the role of bystanders in escalating, preventing or stopping bullying, fighting and violence.
• Describe pro-social behaviors that help prevent violence.
• Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape).
• Describe short- and long-term consequences of violence to perpetrators, victims and bystanders.
• Describe how prejudice, discrimination and bias can lead to violence.
• Describe strategies to avoid physical fighting and violence.
• Describe examples of dangerous or risky behaviors that might lead to injuries.
• Describe situations that could lead to physical fighting and violence.

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

• Analyzing Influences
• 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.