

HEALTHSMART 6

Content and Health
Skills Progression

Objectives and National
Health Education Standards

CENTRAL ISLIP UNION FREE SCHOOL DISTRICT

Personal & Family Health

Core Concepts

- Understanding family expectations around sexuality (1.1)
- Identifying positive role models (1.1)
- Analyzing media messages about sexuality (1.2)
- Shaping peer norms that value healthy sexuality (1.2)
- Identifying new responsibilities that come with puberty (2.1)
- Understanding physical changes of puberty for girls (2.2)
- Understanding physical changes of puberty for boys (2.3)
- Understanding fertilization, reproduction and birth (3.1)(optional)
- Understanding abstinence (4.1)
- Valuing abstinence as a healthy personal choice (4.1)
- Expressing intent to be abstinent (3.1,4.2)
- Shaping peer norms that value choices that respect and protect one's future (3.1, 4.2)
- Resisting sexual pressure (4.3)
- Shaping peer norms that value sexual abstinence (4.1,4.2,4.3)
- Understanding risks and responsibilities of sexual activity (5.1)(optional)
- Understanding birth control, HIV and other STD prevention (5.2) (optional)
- Understanding sexual abuse (5.4) (optional)
- Examining issues related to puberty (6.1)

Unit 1: Personal & Family Health

Lesson 1: Influence on Sexuality

Activity 1: The Influence of Family & Role models

- Build a personal value for family beliefs and practices regarding the expression of sexuality
- Build a personal value for positive adult role models who demonstrate healthy and respectful sexual attitudes and actions
- Shape peer norms that value healthy role models
- Use skills for analyzing influences to understand the effects of family and adult role models on choices about sexuality

Activity 2: The Influence of media Messages

- Build a personal value for healthy and respectful messages and behaviors related to sexuality
- Shape peer norms that value healthy and respectful messages and behaviors related to sexuality
- Discuss media messages about sexuality
- Use skills for analyzing influences to understand the effects of media messages on sexuality

Lesson 2: Understanding Puberty

Activity 1: Puberty- Your New Responsibilities

- Build a personal value for accepting the new responsibilities that come with puberty
- Shape peer norms that value accepting the new responsibilities that come with puberty

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<p>Skills/Actions</p> <ul style="list-style-type: none"> • Accessing resources (2.2,2.3) • Analyzing influences (1.1,1.2) • Interpersonal communication (4.3) • Decision making (4.2) 	<ul style="list-style-type: none"> • Discuss the new responsibilities of puberty • Express personal ideas regarding sexuality <p>Activity 2: Understanding a Girl’s Body</p> <ul style="list-style-type: none"> • Describe the female reproductive system • Identify sources of help and accurate information about puberty, personal growth and physical changes <p>Activity 3: Understanding a Boy’s Body</p> <ul style="list-style-type: none"> • Describe the male reproductive system • Identify sources of help and accurate information about puberty, personal growth and physical changes <p>Lesson 3: Understanding Reproduction (Optional)</p> <p>Activity 1: Fertilization, Reproduction & Birth</p> <ul style="list-style-type: none"> • Build a personal value for growing up healthy and respecting and protecting their futures • Shape peer norms that value growing up healthy and respecting and protecting their futures • Describe reproduction and birth • Express intentions to protect their futures by remaining sexually abstinent <p>Lesson 4: Being Sexually Abstinent</p> <p>Activity 1: Understanding Sexual Abstinence</p> <ul style="list-style-type: none"> • Build a personal value for sexual abstinence • Shape peer norms that value sexual abstinence • Describe the importance of sexual abstinence <p>Activity 2: Choosing sexual Abstinence</p> <ul style="list-style-type: none"> • Build a personal value for choosing sexual abstinence

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	<ul style="list-style-type: none"> • Shape peer norms that value choices that respect and protect their futures • Identify the rewards of sexual abstinence • Use decision-making skills to choose to be abstinent • Express intentions to remain abstinent <p>Activity 3: Resisting Sexual Pressure</p> <ul style="list-style-type: none"> • Build a personal value for remaining abstinent • Shape peer norms that support sexual abstinence • Use communication skills to resist sexual pressure <p>Lesson 5: Sexuality Issue (Optional Readings)</p> <p>Reading 1: Risks & Responsibilities of having Sex</p> <ul style="list-style-type: none"> • Comprehend the risks and responsibilities of having sex <p>Reading 2: Preventing pregnancy, HIV & Other STD</p> <ul style="list-style-type: none"> • Comprehend how to prevent pregnancy, HIV and other STD <p>Reading 3: Sexual Orientation</p> <ul style="list-style-type: none"> • Comprehend the meaning of sexual orientation <p>Reading 4: Sexual Abuse</p> <ul style="list-style-type: none"> • Comprehend the meaning of sexual abuse and the importance of reporting it <p>Lesson 6: Keeping My Learning Alive (Optional)</p> <p>Activity 1: Extension & Enrichment Activities</p> <ul style="list-style-type: none"> • Build a personal value for growing up healthy <p>National health Education Standards/Indicators 1.1 1.4 1.5 1.6 1.8 2.2 3.1 3.3 3.4 4.2 4.3</p>

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<p><u>Safety & Injury Prevention</u></p> <p>Core Concepts</p> <ul style="list-style-type: none"> • Analyzing personal injury (1.1) • Understanding the consequences associated with personal injury (1.2) • Redefining “accidents” as preventable injuries (1.3) • Identifying the most common injuries among kids (1.3) • Understanding why safety rules are important (2.1) • Explaining the need for practical safety rules (2.2) • Identifying safety rules of self, friends and family members (2.3) • Expressing intentions to practice safety rules (2.3) • Explaining the relationship between risk & injury (3.1) • Identify how injuries can be prevented (1.3,3.1) • Valuing being injury free (3.2) • Assessing risks that cause injury (3.2,3.3) • Identifying benefits of safe behaviors (3.2,3.3) • Making a plan to improve a safety behavior (3.3) • Advocating safe behaviors for others (4.1) • Expressing intentions to practice safe behaviors (5.1) • Shaping peer norms that value being injury free (5.1) 	<p style="text-align: center;">4.4 5.1 5.3 5.4 5.5 5.6 6.1 6.2 6.3 6.4</p> <p><u>Unit 2: Safety & Injury Prevention</u></p> <p>Lesson 1: Injuries: Building the Big Picture</p> <p>Activity 1: Injury in the News</p> <ul style="list-style-type: none"> • Build a personal value for avoiding the consequences of injuries • Identify ways to prevent injuries • Use assessment skills to analyze injury prevention issues <p>Activity 2: What’s in a Word?</p> <ul style="list-style-type: none"> • Identify consequences that can result from personal injuries <p>Activity 3: From “Accidents” to “Preventable Injuries”</p> <ul style="list-style-type: none"> • Build a personal value for not using the word accident to refer to predictable events that could have been prevented • Build a personal value for preventing “accidents” • Shape peer norms that value preventing “accidents” • Analyze how to prevent injuries <p>Lesson 2: Safety Rules as Safety Tools</p> <p>Activity 1: Injuries & Kids Today</p> <ul style="list-style-type: none"> • Build a personal value for avoiding injury • Identify the most common causes of serious injury among children and youth • Explain how to prevent the most common causes of injury • Use assessment skills to prevent injuries <p>Activity 2: The Need for Safety Rules</p> <ul style="list-style-type: none"> • Build a personal value for practical safety rules • Shape peer norms that value practical safety rules
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<p>Skills/Actions</p> <ul style="list-style-type: none"> • Self-Assessment (3.2) • Self management (3.3) • Analyzing influences (3.1) • Goal setting (3.3) • Advocacy (4.1 5.1) 	<ul style="list-style-type: none"> • Identify the need for practical safety rules <p>Activity 3: Important Safety Rules</p> <ul style="list-style-type: none"> • Build a personal value for having useful safety rules • Shape peer norms that value using safety rules • Identify safety rules commonly used by friends and family • Express intentions to follow safety rules <p>Lesson 3: Choosing to be Safe & Injury Free</p> <p>Activity 1: Risks & Injury</p> <ul style="list-style-type: none"> • Build a personal value for reducing behaviors and actions that can lead to injury • Shape peer norms that value safe behaviors and actions • Identify reasons some people act in unsafe ways • Identify ways to reduce risks and prevent injury <p>Activity 2: How Safe Are My Actions</p> <ul style="list-style-type: none"> • Build a personal value for being injury free • Shape peer norms that value being injury free • Identify benefits and rewards of being injury free • Use self-assessment skills to be injury free <p>Activity 3: Choosing Safety: My personal Plan</p> <ul style="list-style-type: none"> • Use goal setting skills to plan safe behaviors and actions that prevent injury • Use self-assessment skills to analyze personal safety behaviors and actions • Use self-management and self-control skills to practice safe behaviors and actions • Act in ways to prevent injuries

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	<p>Lesson 4: Spreading the Word: Be Careful, Be Safe, Be injury Free</p> <p>Activity 1: Advocating for Safety</p> <ul style="list-style-type: none"> • Build a personal value for helping others be injury free and safe • Shape peer norms that value helping others be injury free and safe • Discuss how to help others be injury free and safe • Use advocacy skills to help others be injury free <p>Lesson 5: Keeping My Learning Alive</p> <p>Activity 1: Practicing Safe Behaviors</p> <ul style="list-style-type: none"> • Build a personal value for being injury free • Shape peer norms that value being injury free • Identify ways to be injury free • Express intentions to take action to be injury free <p>National Health Education Standards/Indicators</p> <p>1.1 1.4 1.6 3.1 3.4 3.5 3.6 4.1 4.2 4.4 5.1 6.1 6.3 6.4 6.5 6.6 7.1 7.2 7.3 7.4 7.5</p>

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<p><u>Nutrition & Physical Activity</u></p> <p>Core Concepts</p> <ul style="list-style-type: none">• Assessing personal food choices (1.1)• Understanding healthy eating guidelines (1.2)• Understanding food labels (1.3)• Limiting junk food (1.4)• Shaping peer norms that value exercise and physical activity (2.1)• Understanding guidelines for exercise and physical activity (2.1)• Shaping peer norms that value exercise and physical activity (2.1)• Assessing personal exercise and physical activity (2.2)• Analyzing influences on body image (3.1)• Shaping peer norms that value a healthy body image (3.1)• Understanding eating disorders (3.2)• Accessing help for eating disorders (3.2)• Setting a goal to exercise and eat healthy (4.1)• Tracking progress toward healthy eating and exercise goals (4.2)• Managing personal exercise and nutrition programs (4.2)• Staying motivated to exercise and eat healthy (5.1)	<p><u>Unit 3: Nutrition & Physical Activity</u></p> <p>Lesson 1: Reinforcing Healthy Eating</p> <p>Activity 1: Assessing My Food Choices</p> <ul style="list-style-type: none">• Build a personal value for healthy eating• Shape peer norms that value healthy eating• Use self assessment skills to guide healthy food choices• Identify ways to improve their food choices <p>Activity 2: Using the HealthSmart Guidelines for healthy Eating</p> <ul style="list-style-type: none">• Build a personal value for making healthy food choices• Shape peer norms that value healthy eating• Discuss how to follow the HealthSmart Guidelines for healthy Eating <p>Activity 3: Reading Food labels</p> <ul style="list-style-type: none">• Demonstrate how to use food labels to make healthy food choices <p>Activity 4: Healthy Eating & the Junk Food Connection</p> <ul style="list-style-type: none">• Build a personal value for eating little or no junk food• Shape peer norms that value eating little or no junk food• Discuss how knowing about food ingredients can help them eat in healthy ways <p>Lesson 2: Reinforcing Physical & Exercise</p> <p>Activity 1: Using the HealthSmart Guidelines for Physical Activity & Exercise</p> <ul style="list-style-type: none">• Build a personal value for getting 30 minutes of physical

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<p>Skills/Actions</p> <ul style="list-style-type: none"> • Self assessment (1.1,2.2) • Self management (4.2,5.1) • Accessing resources (1.3,3.2,4.1) • Demonstrating health-enhancing behaviors (4.2,5.1) • Decision making (4.1) • Goal setting (4.1,4.2,5.1) 	<p style="padding-left: 20px;">activity and 30 minutes of exercise daily</p> <ul style="list-style-type: none"> • Shape peer norms that value getting 30 minutes of physical activity and 30 minutes of exercise daily • Discuss how to follow the HealthSmart Guidelines for Physical Activity and Exercise <p>Activity 2: Exercise & Physical Activity: How am I doing?</p> <ul style="list-style-type: none"> • Use self-assessment skills to evaluate personal exercise and physical activity levels • Apply strategies for including 30 minutes of physical activity and 30 minutes of nonstop exercise each day to be healthy • Identify ways to improve daily exercise and physical activity levels <p>Lesson 3: Understanding Eating, Exercise & Body Image</p> <p>Activity 1: Advertising, Kids & Body Image</p> <ul style="list-style-type: none"> • Build a personal value for understanding the influence of advertising messages on body image • Shape peer norms that value a healthy body image • Use skills for analyzing influences to assess the effects of advertising messages on body image <p>Activity 2: Eating Disorders & Body Image</p> <ul style="list-style-type: none"> • Recognize unhealthy eating and exercise patterns • Use skills for accessing resources to get help for eating disorders.

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	<p>Lesson 4: Practicing Healthy Behaviors: Eating / Exercising</p> <p>Activity 1: Healthy Eating & Exercise: My Goal Plan</p> <ul style="list-style-type: none"> • Build a personal value for healthy eating and exercise • Use goal setting skills to eat healthy and exercise • Discuss ways to eat healthy and exercise • Identify expected benefits of healthy eating and exercise • Identify ways to overcome barriers to healthy eating and exercise <p>Activity 2: Tracking My Progress</p> <ul style="list-style-type: none"> • Build a personal value for healthy eating and exercise • Use self management skills to monitor personal progress toward healthy eating and exercise <p>Lesson 5: Keeping My learning Alive</p> <p>Activity 1: Staying motivated</p> <ul style="list-style-type: none"> • Build a personal value for continuing to exercise and eat in healthy ways • Shape peer norms that value healthy eating and exercise • Apply strategies for continuing to exercise and eat in healthy ways <p>National Health Education Standards/Indicators</p> <p>1.1 1.6 1.8 2.1 2.2 2.4 2.6 3.2 3.4 4.1 4.2 4.4 6.1 6.3 6.4 6.5 6.6</p>

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<p><u>Tobacco, Alcohol & Other Drug Prevention</u></p> <p>Core Concepts</p> <ul style="list-style-type: none">• Identifying negative effects of tobacco on the body (1.1)• Understanding tobacco and addictions (1.1)• Understanding the danger of tobacco experimentation (1.1)• Expressing intentions to not experiment with tobacco (1.1)• Understanding the influence of peers on tobacco use (2.1)• Recognizing the actual percentages of people who use tobacco (2.1)• Shaping peer norms that value being tobacco free (1.1,2.1)• Analyzing the influence of media on tobacco use (3.1,3.2)• Identifying tobacco advertising strategies (3.2)• Rejecting tobacco advertisements (3.2)• Understanding dangers of marijuana use (4.1)• Identifying rewards of being drug free (5.1)• Shaping peer norms that value being drug free (4.1,5.1,5.2)• Identify ways to say NO to drugs (6.1)• Demonstrating ways to resist drug pressures (6.1)• Expressing intentions to be drug free (4.1,7.1)• Helping others to be drug free (7.1)	<p><u>Unit 4: Tobacco, Alcohol & Other Drug Prevention</u></p> <p>Lesson 1: Tobacco: A Dangerous Drug</p> <p>Activity 1: Tobacco & the Body</p> <ul style="list-style-type: none">• Build a personal value for avoiding tobacco experimentation• Shape peer norms that value the choice to be tobacco free• Analyze how tobacco affects the body• Explain the dangers of tobacco experimentation• Express intentions to not experiment with tobacco <p>Lesson 2: Tobacco & Peers</p> <p>Activity 1: What Peers Really Think & Do About Tobacco</p> <ul style="list-style-type: none">• Shape peer norms that value the choice to be tobacco free• Discuss how peer attitudes and behaviors influence tobacco experimentation and use <p>Lesson 3: Kids & Tobacco Advertising</p> <p>Activity 1: Tobacco: A Product to Sell</p> <ul style="list-style-type: none">• Build a personal value for rejecting tobacco advertising• Identify how tobacco companies manipulate kids into using tobacco products• Build a personal value for alternatives to spending money on tobacco• Shape peer norms that value alternatives to spending money on tobacco

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<p>Skills/Actions</p> <ul style="list-style-type: none"> • Analyzing influences (2.1,3.1,3.2) • Decision making (5.2) • Advocacy (7.1) 	<ul style="list-style-type: none"> • Shape peer norms that value alternatives to spending money on tobacco <p>Activity 2: Kids: A Target market for Tobacco Advertising</p> <ul style="list-style-type: none"> • Analyze how tobacco companies manipulate kids into using tobacco products • Build a personal value for rejecting tobacco advertising • Shape peer norms that value rejecting tobacco advertising • Use skills for analyzing influences to understand the influence of media on tobacco use <p>Lesson 4: Marijuana Use & Consequences</p> <p>Activity 1: Marijuana & the Body</p> <ul style="list-style-type: none"> • Build a personal value for avoiding marijuana experimentation • Shape peer norms that value the choice of being drug free • Analyze how marijuana affects the body • Express intentions to be drug free <p>Lesson 5: making the Choice to be Drug Free</p> <p>Activity 1: Drug Free: My Challenge & Rewards</p> <ul style="list-style-type: none"> • Use knowledge to be drug free • Build a personal value for being drug free • Shape peer norms that value being drug free <p>Activity 2: My Drug-Free Choice, Plan & Road map</p> <ul style="list-style-type: none"> • Build a personal value for making the choice to be drug free • Shape peer norms that value the choice to be drug free • Use decision making skills to be drug free • Express intentions to be drug free

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	<p>Lesson 6: Resisting the pressure to Use Drugs</p> <p>Activity 1: Saying NO to Drugs</p> <ul style="list-style-type: none"> • Discuss Ways to say NO to resist drugs • Build a personal value for being drug free • Shape peer norms that value resisting pressure to use drugs • Use communication skills to resist pressure to use drugs <p>Lesson 7: Keeping My learning Alive</p> <p>Activity 1: Living Drug Free</p> <ul style="list-style-type: none"> • Build a personal value for being drug free • Shape peer norms that value being drug free and helping others be drug free • Identify ways to be drug free and help others be drug free • Express intentions to be drug free and help others be drug free • Use advocacy skills to help others be drug free <p>National Health Education Standards/Indicators</p> <p>1.1 1.2 1.3 1.4 1.6 1.8 2.1 3.1 3.3 3.6 4.2 4.4 5.1 5.3 5.4 5.6 5.8 6.1 6.2 6.3 6.5 7.1 7.2 7.4 7.5</p>

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	<p data-bbox="982 345 1409 391"><u>Start with the Kids</u></p> <p data-bbox="982 431 1730 461">Lesson 1: Initiating positive Classroom Relationships</p> <ul data-bbox="1031 467 1812 667" style="list-style-type: none"><li data-bbox="1031 467 1734 529">• Build a personal value for the importance of health education<li data-bbox="1031 537 1812 599">• Shape peer norms that establish a foundation of respect and care for others<li data-bbox="1031 607 1812 667">• Use communication skills to build respectful and healthy relationships in the classroom <p data-bbox="982 708 1833 737">Lesson 2: Establishing Classroom Ground Rules & practices</p> <ul data-bbox="1031 743 1818 943" style="list-style-type: none"><li data-bbox="1031 743 1812 805">• Build a personal value for a strong classroom work ethic<li data-bbox="1031 813 1787 875">• Shape peer norms that value a strong classroom work ethic<li data-bbox="1031 883 1793 943">• Shape peer norms that value following classroom rules<li data-bbox="1031 951 1818 1013">• Build a personal value for keeping a record of class work<li data-bbox="1031 1021 1734 1083">• Express intentions to do their best classroom work <p data-bbox="982 984 1759 1013">Lesson 3: Exploring Tools for Creative problem Solving</p> <ul data-bbox="1031 1019 1791 1219" style="list-style-type: none"><li data-bbox="1031 1019 1791 1081">• Build a personal value for using their brain power to be successful in school<li data-bbox="1031 1089 1761 1151">• Shape peer norms that value using their brains to be successful in school<li data-bbox="1031 1159 1761 1219">• Analyze how to use the brain to think and work more effectively

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<p>NOTE: Numbers in parentheses refer to the Lesson and Activity numbers in the Teacher Guides</p>	<p>Lesson 4: Promoting Diversity & Cultural Pluralism</p> <ul style="list-style-type: none"> • Build a personal value for their culture • Shape peer norms that value and respect the cultures of others • Analyze the importance of personal culture <p>Lesson 5: Preparing for Success</p> <ul style="list-style-type: none"> • Build a personal value for being successful in school • Shape peer norms that value being successful in school • Identify strategies for being successful in school • Express intentions to be successful in school <p>National health Education Standards/Indicators 1.1 1.4 1.5 1.8 2.4 3.1 3.4 4.1 4.2 5.3 5.4 5.5 6.2 6.3 6.5 6.6</p> <p>NOTE: <i>HealthSmart</i> Objectives are listed for each Activity. National Health Education Standards and Performance Indicators for Grades 5-8 are listed for each Unit. Example: 1.2 = Standard 1, Performance Indicator 2.</p>