

HEALTHSMART High School

Content & Health Skills Progression

Objectives & National Health Education Standards

CENTRAL ISLIP UNION FREE SCHOOL DISTRICT

Emotional & Mental Health

Core Concepts

- identifying characteristics of good mental health (1.1)
- identifying barriers to good mental health (1.1)
- valuing good mental health (1.1, 1.2, 5.1)
- understanding skills for good mental health (1.1, 2.1, 3.1, 4.1, 5.1)
- expressing intentions to achieve good mental health (1.2)
- describing actions that foster good mental health (1.2)
- setting goals for achieving good mental health (1.2, 5.1)
- understanding emotions (2.1)
- expressing emotions in healthy ways (2.2)
- understanding healthy relationships (3.1)
- identifying support systems (3.1, 4.3)
- accepting responsibility in relationships (3.2)
- practicing relationship skills (3.2, 3.3)
- understanding stress (4.1, 4.2)
- identifying personal stressors (4.1)
- recognizing effects of stress (4.2)
- managing stress (4.3)
- becoming a responsible community member (6.1)
- advocating for good mental health (6.1)

Skills / Actions

- accessing resources (3.1, 4.3)

Emotional & Mental Health

1. Good Mental Health

Activity 1: Characteristics of Good Mental Health

- Describe characteristics of good mental health
- Describe barriers to achieving good mental health
- Build a personal value for the developing good mental health
- Shape peer norms that value developing good mental health
- Describe skills for developing good mental health
- Use self-assessment skills to identify their mental health strengths and weaknesses

Activity 2: Actions for the Future

- Describe actions that can be taken to foster good mental health throughout a lifetime
- Build a personal value for taking actions that foster good mental health throughout a lifetime
- Shape peer norms that value taking actions that foster good mental health throughout a lifetime
- Use goal-setting skills and express intentions to take action to achieve good mental health

2. Expressing Emotions

Activity 1: Recognizing and Understanding Emotions

- Define and describe various emotions
- Build a personal value for understanding emotions
- Shape peer norms that value efforts to understand emotions

Activity 2: Communicating my Feelings

- Identify healthy ways to express emotions
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<ul style="list-style-type: none">• demonstrating health-enhancing behaviors (4.3)• interpersonal communication (2.2, 3.2, 3.3)• goal setting (5.1)• advocacy (6.1)• self –assessment (1.1, 4.1)	<ul style="list-style-type: none">• Build a personal value for communicating emotions inn healthy ways• Shape peer norms that value communicating emotions in healthy ways• Use communication skills to express emotions appropriately <p>3. Building Healthy Relationships</p> <p>Activity 1: Roles & Relationships</p> <ul style="list-style-type: none">• Describe healthy characteristics of healthy relationships• Build a personal value for accepting responsibility in relationships• Shape peer norms that value developing healthy relationships• Identify support systems to improve mental health <p>Activity 2: Responsibility & Relationships</p> <ul style="list-style-type: none">• Identify skills for dealing with relationships responsibly• Build a personal value for accepting responsibility in relationships• Shape peer norms that value accepting responsibility in relationships• Demonstrate communication skills to foster responsible relationships <p>Activity 3: Families & Relationships</p> <ul style="list-style-type: none">• Build a personal value for developing healthy relationships• Shape peer norms that value developing healthy relationships• Use communication skills to strengthen relationships <p>4. Managing Stress Successfully</p> <p>Activity 1: Defining & Recognizing Stress</p> <ul style="list-style-type: none">• Identify different types of stresses and responses• Build a personal value that for assessing personal stressors• Shape peer norms that value assessing stressors• Use self-assessment skills to identify personal stressors•

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	<p>Activity 2: Effects of Stress on the Body</p> <ul style="list-style-type: none"> • Identify physical and emotional effects of stress • Identify the stages of stress • Build a personal value for the importance of recognizing the effects of stress • Shape peer norms that value the importance of recognizing the effects of stress <p>Activity 3: Coping with Stressors</p> <ul style="list-style-type: none"> • Identify skills and support for coping with stressors • Build a personal value for successfully coping with stressors • Shape peer norms that value successfully coping with stressors • Use stress-management skills to reduce stress <p>5. Achieving Good Mental Health</p> <p>Activity 1: Setting Mental Health Goals</p> <ul style="list-style-type: none"> • Build a personal value for developing good mental health • Shape peer norms that value developing good mental health • Use goal-setting skills to improve mental health <p>6. Community Service for Mental Health</p> <p>Activity 1: Improving Our Community</p> <ul style="list-style-type: none"> • Build a personal value for participating in community health • Shape peer norms that value participating in community service • Use advocacy skills to help improve the community <p>National Health Education Standards 1.1 1.2 1.4 1.6 2.4 3.1 3.2 3.3 3.4 3.7 5.1 5.2 5.3 5.4 6.2 6.4 6.5 6.6 7.2 7.3 7.4 7.5 7.6</p>

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Content & Health Skills Progression

Objectives & National Health Education Standards

Improving Health Behaviors

Core Concepts

- identifying common adolescent health problems (1.1)
- identifying an unhealthy behavior to change (1.1)
- getting advice on changing unhealthy behaviors (1.1)
- describing benefits to changing an unhealthy behavior (1.1, 1.4)
- understanding stages of behavior change (1.2, 1.3, 1.4)
- setting a goal to change an unhealthy behavior (1.3, 1.4)
- utilizing behavior change strategies (1.3, 1.4)
- implementing a healthy behavior change plan (1.4)
- monitoring and adjusting a health behavior change plan (1.4)

Skills / Actions

- accessing resources (1.1)
- demonstrating health-enhancing behaviors (1.4)
- goal setting (1.3, 1.4)
- self-assessment (1.1)
- self-management (1.4)

Improving Health Behaviors

1. Make a Change

Activity 1: My Unhealthy Behaviors

- Identify an unhealthy behavior they think they can change
- Build a personal value for changing an unhealthy behavior
- Shape peer norms that value changing unhealthy behaviors

Activity 2: Stages of Change

- Identify the stages of behavior change

Activity 3: My Behavior Change Plan

- Build a personal value for changing an unhealthy behavior
- Shape peer norms that value changing unhealthy behaviors
- Identify the stages of behavior change
- Apply health behavior change strategies
- Use goal-setting skills to establish a doable, specific and measurable health goal

Activity 4: Making a Positive Health Change

- Use goal-setting skills to change a health behavior
- Build a personal value for changing an unhealthy behavior
- Shape peer norms that value changing unhealthy behaviors
- Use self-management skills to adjust behaviors to reach a health goal

National Health Education Standards
1.6, 3.1, 3.2, 3.4, 6.1, 6.4, 6.5, 6.6

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Content & Health Skills Progression

Objectives & National Health Education Standards

Violence & Injury Prevention

Core Concepts

- understanding that most injuries can be prevented (1.1)
- evaluating risks of various behaviors (1.1)
- identifying types of risk-taking behaviors (1.2)
- identifying leading causes of death for teens (1.2)
- identifying strategies to reduce risky behavior and situations (1.2, 1.3)
- using planning skills to identify potentially risky situations and reduce risks (1.3)
- expressing intentions to implement a school or community safety plan (1.3)
- practicing school emergency response procedures (1.3)
- identifying the impact and consequences of bullying (1.1)
- developing safe and successful strategies to stop and respond to bullying (2.1)]
- understanding hazing (2.2)
- identifying strategies to stop or prevent hazing (2.2)
- understanding prejudice, stereotyping, hate-motivated behavior and hate crimes (2.3)
- identifying strategies to stop or prevent hate-motivated behavior (2.3)
- identifying strategies to stop or prevent dating violence (2.4)
- identifying strategies for managing anger (3.1)
- identifying nonviolent ways to resolve conflict (3.2)
- practicing conflict-resolution skills (3.2)

Violence & Injury Prevention

1. Reducing the Risk of Injury

Activity 1: Injuries & Risk Taking

- Define “accidents,” unintentional injuries and intentional injuries.
- Explain that most injuries can be prevented
- Evaluate the risk of behaviors engaged in by most teens
- Shape peer norms that value preventing injuries

Activity 2: Understanding Reckless & Cautious Risk Behavior

- Define “reckless” and “cautious” risk taking
- Identify the leading causes of death from injury for teens
- Identify strategies to reduce the risk of injury
- Build a personal value for avoiding reckless risk-taking behaviors
- Shape peer norms that value avoiding reckless risk-taking behaviors

Activity 3: Keeping It Safe

- Identify risks and ways to reduce them
- Build a personal value for practicing safe behaviors
- Shape peer norms that value practicing safe behaviors
- Use decision-making skills to avoid or reduce risks

Activity 4: Safety Plans, Strategies & Actions

- Build a personal value for planning ahead and using strategies to reduce risk
- Shape peer norms for planning ahead and using strategies to reduce risk
- Demonstrate the ability to create safety plans and use strategies to reduce risks

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<ul style="list-style-type: none"> • identifying strategies for drivers and passengers to reduce risks from injury (4.1, 4.3) • understanding state laws related to teens and impaired driving (4.2) • expressing intentions to avoid situations in which motor-vehicle operators are impaired (4.2) • promoting motor vehicle safety (4.3) <p>Skills / Actions</p> <ul style="list-style-type: none"> • accessing resources (4.3) • demonstrating health-enhancing behaviors (1.3) • interpersonal communication (3.2, 4.1) • decision making (4.2) • advocacy (1.3, 4.3) 	<ul style="list-style-type: none"> • Express intentions to implement specific safety plans • Use advocacy skills to promote reducing risks in school and/or the community <p>2. Preventing Hazing, Bullying & Violence</p> <p>Activity 1: Bullying</p> <ul style="list-style-type: none"> • Define Bullying • Identify ways to stop bullying • Build a personal value for the belief that bullying is unacceptable • Shape peer norms that discourage bullying • Express intentions to take action against bullying <p>Activity 2: Hazing</p> <ul style="list-style-type: none"> • Define hazing • Explain why hazing occurs • Build a personal value for the belief that hazing is unacceptable • Shape peer norms that discourage hazing <p>Activity 3: Stopping Prejudice & Stereotyping</p> <ul style="list-style-type: none"> • Define <i>prejudice</i> and <i>stereotyping</i> • Identify examples of hate-motivated behavior and hate crimes • Build a personal value for stopping prejudice, stereotyping, hate-motivated behavior and hate crimes • Shape peer norms that value stopping prejudice, stereotyping, hate-motivated behavior and hate crimes <p>Activity 4: Dating Violence</p> <ul style="list-style-type: none"> • Identify facts about dating violence • Build a personal value for the belief that dating violence is unacceptable • Shape peer norms that discourage dating violence

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	<p>3. Reducing Conflict</p> <p>Activity 1: Managing Your Anger</p> <ul style="list-style-type: none">• Identify strategies for managing anger• Build a personal value for managing anger• Shape peer norms that value managing anger <p>Activity 2: Coping with Conflict</p> <ul style="list-style-type: none">• Identify nonviolent ways to resolve conflict• Build a personal value for resolving conflicts nonviolently• Shape peer norms that value resolving conflicts nonviolently• Use communication skills to resolve conflicts nonviolently <p>4. Motor Vehicle Safety</p> <p>Activity 1: Driver & Passenger Safety</p> <ul style="list-style-type: none">• Identify ways for passengers and drivers to reduce motor vehicle injury risks• Build a personal value for being safe as a passenger and a driver• Shape peer norms that value being safe as a passenger and a driver• Use communication skills to be a safe driver and passenger <p>Activity 2: Impaired Driving</p> <ul style="list-style-type: none">• Identify the dangers associated with impaired driving• Build a personal value for avoiding impaired driving• Shape peer norms that value avoiding impaired driving• Use decision-making skills to prevent impaired driving• Express intentions to avoid situations in which motor-vehicle operators are impaired <p>Activity 3: Arrive Alive – A Safety Campaign</p> <ul style="list-style-type: none">• Identify ways for passengers and drivers to reduce motor vehicle injury risks• Build a personal value for being safe as a passenger and a driver•

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	<ul style="list-style-type: none">• Shape peer norms that support being safe as a passenger and a driver• Use skills for accessing resources to promote motor vehicle safety• Use advocacy skills to promote motor vehicle safety <p>National Health Education Standards 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6</p>

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Content & Health Skills Progression

Objectives & National Health Education Standards

Nutrition & Physical Activity

Core Concepts

- identifying key nutrients (1.1, 1.2)
- understanding food serving sizes (1.2)
- assessing personal dietary intake and eating habits (1.2, 1.3, 2.1)
- reading food labels (1.3)
- understanding cardio respiratory fitness, muscular strength and endurance, and flexibility (1.4)
- assessing personal physical activity patterns (1.4, 1.5, 2.1)
- getting accurate information about nutrition and physical activity (1.5)
- understanding dietary recommendations to limit intake of sugar, salt, and fats (2.1)
- understanding recommendations for physical activity (2.1)
- planning healthy dietary intake (2.1)
- planning healthy physical activity programs (2.1)
- practicing strategies for improving dietary patterns (2.1, 2.2)
- practicing strategies for increasing physical activity (2.1, 2.2)
- analyzing influences on nutrition and physical practices (3.1, 3.2)
- understanding media strategies used to influence purchase and intake of foods (3.2)
- understanding the impact of media messages on body image (4.1)
- understanding principles of weight loss (4.2)
- identifying appropriate strategies for maintaining healthy weight and fitness (4.2)
- understanding the relationship between dieting and disordered eating (4.2, 4.3)
- understanding disordered eating patterns (4.3)

Nutrition & Physical Activity

1. Nutrition & Physical Activity – The Facts

Activity 1: Nutrients & the Body

- Identify key nutrients the body needs for health
- Build a personal value for eating a healthy diet
- Shape peer norms that value eating a healthy diet

Activity 2: How Much Should I Eat

- Identify the food groups represented in the Food Guide Pyramid
- Identify appropriate food serving sizes for each food group
- Explain the concepts of variety, moderation and balance as they relate to daily food intake
- Identify the important nutrients in each food group
- Build a personal value for eating a healthy diet
- Shape peer norms that value eating a healthy diet

Activity 3: Reading Food Labels

- Use the information provided on food labels to guide their daily choices
- Build a personal value for eating a healthy diet
- Shape peer norms that value eating a healthy diet

Activity 4: Physical Activity Facts

- Explain the benefits of physical activity and exercise
- Identify the components of fitness
- Build a personal value for regular physical activity
- Shape peer norms that value regular physical activity

Activity 5: Getting Your Questions Answered

- Identify valid and reliable resources of nutrition and physical activity information
- Use skills for accessing resources to answer questions about nutrition and physical activity

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<ul style="list-style-type: none"> • understanding food safety related to preparation, storage and serving (5.1) <p>Skills / Actions</p> <ul style="list-style-type: none"> • accessing resources (1.5, 3.2) • analyzing influences (3.1, 3.2, 4.1) • interpersonal communication (1.5, 4.3) • goal setting (2.1, 2.2) • advocacy (3.2, 5.1) • self-assessment (2.1) • self-management (2.2) 	<ul style="list-style-type: none"> • Use communication skills to convey accurate information about nutrition and physical activity • Build a personal value for having accurate information about nutrition and physical activity • Shape peer norms that value having accurate information about nutrition and physical activity <p>2. Practicing Healthy Nutrition & Physical Activity Behaviors</p> <p>Activity 1: Setting Your Goals</p> <ul style="list-style-type: none"> • Use self-assessment skills to identify the strengths and weaknesses of their nutrition and physical activity behaviors • Build a personal value for healthy eating and physical activity • Shape peer norms that support healthy eating and physical activity • Use goal-setting skills to improve their nutrition or physical activity behaviors <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 goals <p>3. Analyzing Influences on Nutrition & Physical Activity Practices</p> <p>Activity 1: Positive & Negative Influences</p> <ul style="list-style-type: none"> • Identify positive and negative influences on their nutrition and physical activity practices • Build a personal value for counteracting negative influences and building on positive influences on their nutrition and physical activity practices •

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	<ul style="list-style-type: none">• Shape peer norms that support efforts to counteract negative influences and build on positive influences on their nutrition and physical activity practices• Use skills for analyzing influences to assess the effects of family, friends, media and society on their nutritional and physical activity practices <p>Activity 2: Media Influences & Fast Foods</p> <ul style="list-style-type: none">• Identify trends in marketing that have contributed to obesity in the United States• Build a personal value for eating healthy foods in appropriate portion sizes• Shape peer norms that support challenging the current market trends for super sizing• Use skills to analyze media influence on eating behaviors• Use skills for accessing resources to increase nutrition awareness• Use advocacy skills to promote healthy eating <p>4. Unhealthy Eating & Exercise Behaviors</p> <p>Activity 1: Influences on Body Image</p> <ul style="list-style-type: none">• Identify factors that influence their perception of a healthy body• Define a realistic body image• Identify strategies to improve personal body image• Build a personal value for developing a realistic body image• Shape peer norms that value realistic body images• Express intention to practice one strategy to improve body image <p>Activity 2: Unhealthy Dieting</p> <ul style="list-style-type: none">• Identify healthy and unhealthy ways to manage weight• Build a personal value for healthy weight management• Shape norms that value healthy weight management•

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	<p>Activity 3: Disordered Eating & Over-exercising</p> <ul style="list-style-type: none"> • Identify the characteristics of disordered eating and over exercising • Identify the symptoms of eating disorders • Identify the health consequences of eating disorders • Identify strategies to help those with disordered eating and over exercising • Shape peer norms that support encouraging others to get help for unhealthy nutrition and physical behaviors • Use communicating skills to help a friend with an eating disorder <p>5. Preventing Illness & Injury</p> <p>Activity 1: Food Safety at Home & Work</p> <ul style="list-style-type: none"> • Identify strategies for handling food safely in the home and at work • Build a personal value for safe food handling • Shape peer norms that value safe food handling • Use advocacy skills to prevent food-borne illness <p>National Health Education Standards 1.1 1.2 1.3 1.4 1.6 1.7 2.1 2.2 2.4 2.6 3.1 3.2 3.4 4.2 4.4 5.1 5.3 5.4 6.4 6.5 6.6 7.1 7.2 7.3 7.4 7.5 7.6</p>

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Content & Health Skills Progression

Objectives & National Health Education Standards

Tobacco, Alcohol & Other Drug Prevention

Core Concepts

- understanding the dangers of tobacco, alcohol, marijuana and club drugs (1.1, 1.2, 1.3, 1.4)
- understanding addiction (1.1)
- analyzing factors that affect how people respond to drugs (1.1)
- shaping peer norms that value avoiding drug use (1.1, 1.2, 1.3, 1.4, 3.3)
- identifying tobacco and alcohol advertising strategies (2.1)
- resisting media influences that encourage drug use (2.1, 2.2)
- analyzing the influence of media, family and friends on drug use (2.1, 2.2, 2.3)
- recognizing school policies and state laws on drug use, drug possession and violence (3.1)
- identifying healthy alternatives to drug use (3.2)
- identifying ways drug use can affect future goals (3.3)
- using future goals as a protective factor in avoiding drug use (3.3)
- resisting pressures to use drugs (3.4)
- using personal values as a protective factor in avoiding drug use (3.4)
- shaping peer norms that value being drug free (3.2, 3.4, 4.2)
- understanding the role of denial and enabling in drug use problems (4.1)
- identifying community resources that can help with drug use problems (4.1)
- supporting others to be drug free (4.2)

Tobacco, Alcohol & Other Drug Prevention

1. The Facts About Drugs

Activity 1: Drug Use: Just The Facts

- Define the word drug
- Identify the consequences of drug use and addiction
- Build a personal value for avoiding drug use
- Shape peer norms that value avoiding drug use

Activity 2: Alcohol and the Effects

- Identify short-term and long-term effects of alcohol use
- Build a personal value for avoiding alcohol use
- Shape peer norms that value avoiding alcohol use

Activity 3: Facts About Marijuana & Tobacco

- Identify the effects of tobacco and marijuana use
- Build a personal value for avoiding tobacco and marijuana use
- Shape peer norms that value avoiding tobacco and marijuana use

Activity 4: The Truth About Club Drugs

- Identify the effects of club drugs on the body
- Build a personal value for avoiding club drugs
- Shape peer norms that value avoiding club drugs
- Use decision-making skills to avoid club drugs

2. Influences on Drug Use

Activity 1: What's in an Ad?

- Identifying advertising techniques that influence decision making
- Use skills for analyzing influence to assess the influence of tobacco and alcohol advertising

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<p>Skills / Actions</p> <ul style="list-style-type: none"> • accessing resources (4.1) • analyzing influences (2.1, 2.2, 2.3) • interpersonal communication (3.4) • decision making (1.4) • advocacy (2.1, 4.2) 	<ul style="list-style-type: none"> • Build a personal value for resisting the influence of tobacco and alcohol advertising • Shape peer norms that value resisting tobacco and alcohol advertising • Use advocacy skills to encourage others to remain tobacco and alcohol free <p>Activity 2: Music, Movies & More</p> <ul style="list-style-type: none"> • Identify the influence of the media on drug use among teens • Build a personal value for resisting media influences on drug use • Shape peer norms that value resisting media influences on drug use <p>Activity 3: Family Influences on Being Drug Free</p> <ul style="list-style-type: none"> • Identify the influence of parents and trusted adults on their decisions to be drug free • Build a personal value for the ways family influences can keep them drug free • Shape peer norms that value the ways family influences can keep teens drug free • Shape peer norms that value being drug free <p>3. Choosing To Be Drug Free</p> <p>Activity 1: Drugs & The Law</p> <ul style="list-style-type: none"> • Identify drug use and drug possession laws and policies • Build a personal value for obeying laws and school policies • Shape peer norms that value obeying laws and school policies <p>Activity 2: Drug-Free Alternatives</p> <ul style="list-style-type: none"> • Identify alternatives to drug use • Build a personal value for choosing drug-free alternatives • Shape peer norms that value choosing drug-free alternatives <p>Activity 3: My Drug-Free Future</p> <ul style="list-style-type: none"> • Build a personal value for avoiding drug use
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	<ul style="list-style-type: none"> • Shape peer norms for avoiding drug use <p>Activity 4: Resisting Drug Pressures</p> <ul style="list-style-type: none"> • Build a personal value for being drug free • Shape peer norms that value being drug free • Use resistance skills to be drug free <p>4. Support for Being Drug Free</p> <p>Activity 1: Getting Help For Drug Problems</p> <ul style="list-style-type: none"> • Define denial and enabling • Build a personal value for dealing with drug use problems • Shape peer norms that value dealing with drug use problems • Use skills for accessing resources to get help for drug use problems <p>Activity 2: Advocating for Being 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 • Use advocacy skills to support others in being drug free <p>National Health Education Standards 1.1 1.3 1.4 1.5 1.6 1.7 2.1 2.2 2.4 2.5 2.6 3.1 3.3 3.4 4.2 4.3 4.4 5.1 5.3 5.4 5.5 6.1 6.3 7.1 7.2 7.3 7.4 7.5 7.6</p>

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Content & Health Skills Progression

Objectives & National Health Education Standards

Abstinence & Sexual Health

Core Concepts

- identifying dimensions of human sexuality (1.1)
- discussing sexuality issues in appropriate ways (1.1)
- identifying current knowledge and additional information needed regarding sexuality, sexual health and reproduction (1.2)
- identifying reliable sources of accurate information regarding sexuality and reproduction (1.2)
- understanding how to take care of the health of the reproductive system (1.3)
- identifying appropriate ways of expressing sexual feelings (2.1)
- establishing future goals and connecting the abstinence choice to those goals (2.1)
- identifying the benefits of being sexually abstinent (2.1, 2.2)
- identifying norms that support sexual abstinence (2.2)
- identifying strategies to support abstinence (2.2, 2.3)
- building a support system for the choice to be abstinent (2.3)
- analyzing influences that support or threaten the decision to be abstinent (3.1)
- developing strategies to resist media pressures that threaten the decision to be abstinent (3.1)
- expressing intentions to use skills to remain abstinent (3.1, 4.1)
- using self-talk and self-control skills to protect the decision to be abstinent (4.1)
- practicing resistance skills to protect the decision to be abstinent (4.2, 4.3)
- setting a goal to remain abstinent (4.4)

Abstinence & Sexual Health

1. Healthy Sexuality

Activity 1: Setting the Classroom Environment

- Identify aspects of the 4 dimensions of human sexuality
- Build a personal value for discussing human sexuality in respectful ways
- Shape peer norms that value discussing human sexuality in respectful ways

Activity 2: The Reproductive Systems

- Identify sources for accurate information about sexuality
- Use skills for accessing resources to obtain accurate information about the male and female reproductive systems

Activity 3: Taking Care of Your Sexual Health

- Shape peer values for getting accurate information about sexuality
- Identify sexual health issues for males and females
- Build a personal value for protecting their sexual health
- Shape peer norms that value protecting sexual health

2. Maintaining Abstinence

Activity 1: Abstinence – What You Get!

- Identify appropriate ways to express sexual feelings
- Build a personal value for remaining abstinent
- Shape peer norms that value remaining abstinent
- Use goal-setting skills to help them remain abstinent

Activity 2: Abstinence – What My Peers Think

- Identify actual norms supporting sexual abstinence
- Build a personal value for remaining abstinent
- Shape peer norms that value remaining abstinent

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<p>Skills / Actions</p> <ul style="list-style-type: none">• accessing resources (1.2)• analyzing influences (2.2, 3.1)• interpersonal communication (4.2, 4.3)• decision making (4.1)• goal setting (2.1, 4.4)• advocacy (2.2)	<ul style="list-style-type: none">• Use advocacy skills to promote abstinence <p>Activity 3: Abstinence – Supporting Your Choice</p> <ul style="list-style-type: none">• Identify a support system for maintaining their abstinence commitment• Identify strategies for maintaining their abstinence commitment• Build a personal value for maintaining their abstinence commitment• Shape peer norms that value maintaining a commitment to abstinence <p>3. Influences on Abstinence</p> <p>Activity 1: Sexual Decisions & Media Pressures</p> <ul style="list-style-type: none">• Identify influences on their decisions about abstinence• Build a personal value for remaining abstinent• Shape peer norms that value remaining abstinent• Build a personal value for resisting media pressures that encourage sexual activity• Shape peer norms that value resisting media pressures that encourage sexual activity• Use skills for analyzing influences to examine media messages about sexuality• Express intentions to overcome negative influences and protect their abstinence choice <p>4. Skills for Remaining Abstinent</p> <p>Activity 1: Positive Self-Talk & Self-Control</p> <ul style="list-style-type: none">• Define positive self-talk and self-control• Build a personal value for countering impulses to engage in unhealthy behaviors• Shape peer norms that value countering impulses to engage in unhealthy behaviors

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	<ul style="list-style-type: none"> • Use positive self-talk and self-control skills to support their abstinence choice • Express intentions to use self-talk to support their abstinence choice <p>Activity 2: Resisting Pressure</p> <ul style="list-style-type: none"> • Identify refusal skill techniques • Build a personal value for using skills to resist pressure • Shape peer norms that value using skills to resist pressure • Use communication skills to resist pressure <p>Activity 3: Practicing Refusal Skills</p> <ul style="list-style-type: none"> • Build a personal value for using skills to resist pressure • Shape peer norms that value using skills to resist pressure • Use communication skills to resist pressure <p>Activity 4: Setting an Abstinence Goal</p> <ul style="list-style-type: none"> • Identify specific steps they can take to achieve their goal of staying abstinent • Build a personal value for planning ahead to achieve an abstinence goal • Shape peer norms that value planning ahead to achieve an abstinence goal • Use goal-setting skills to be abstinent <p>National Health Education Standards 1.1 1.4 1.6 2.1 2.2 3.1 3.3 3.4 4.2 4.4 5.15 5.2 5.3 5.4 5.6 6.1 6.3 7.2 7.4 7.5</p>

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Objectives & National Health Education Standards

HIV, STD & Pregnancy Prevention

Core Concepts

- understanding the elements of healthy romantic relationships (1.1)
- understanding destructive elements and inappropriate actions within relationships (1.1)
- understanding appropriate ways to end relationships (1.2)
- recognizing when to get help in ending relationships (1.2)
- understanding the harmful results of sexual stereotyping (1.3)
- identifying ways to stop stereotyping (1.3)
- establishing future goals and identifying how becoming a teen parent would affect those goals (2.1)
- identifying responsibilities that come with being a parent (2.1)
- understanding the use of birth control methods to reduce risk of pregnancy (2.2)
- identifying signs and symptoms of common STDs (3.1)
- understanding the relationship between sexual activity, risky behavior and STD (3.1, 3.2, 4.1)
- identifying strategies to reduce risks of becoming infected with common STDs (3.1, 3.2)
- understanding behaviors that put teens at risk of acquiring HIV/AIDS (3.2, 4.1)
- identifying risky behavior that can lead to sexual activity (4.1)
- identifying resources that provide sexuality counseling, birth control, pregnancy testing, prenatal care, HIV antibody testing, and STD testing, diagnosis and treatment (4.2)
- understanding effective condom use to reduce risks of pregnancy, HIV and other STD (4.2)
- demonstrating how to properly use a condom (4.2)

HIV, STD & Pregnancy Prevention

1. Teen & Relationships

Activity 1: Elements of Healthy Relationships

- Build a personal value for healthy relationships
- Shape peer norms that value healthy relationships
- Use communication skills to demonstrate elements of a healthy relationship

Activity 2: Ending Relationships in Healthy Ways

- Recognize the warning signs of an unhealthy relationship
- Build a personal value for ending relationships in healthy ways
- Shape peer norms that value ending relationships in healthy ways
- Use communication skills to demonstrate ending relationships in healthy ways

Activity 3: Stopping Sexual Stereotyping

- Define sexual stereotyping
- Build a personal value for challenging sexual stereotyping
- Shape peer norms for challenging sexual stereotyping
- Use advocacy skills to reduce sexual stereotyping

2. Preventing Pregnancy

Activity 1: Teen Pregnancy

- Build a personal value for avoiding teen pregnancy
- Shape peer norms that value avoiding teen pregnancy
- Use advocacy skills to encourage others to avoid teen pregnancy

Activity 2: Birth Control

- Identify different birth control options
- Build a personal value for making an informed choice about birth control

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Content & Health Skills Progression	Objectives & National Health Education Standards
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- negotiating condom use (4.3)
- identifying strategies to deal with sexual temptations (4.4)
- helping friends avoid pregnancy, HIV and other STD (4.5)

Skills / Actions

- accessing resources (1.2, 4.2)
- interpersonal communication (1.1, 1.2, 4.2, 4.4)
- advocacy (1.3, 2.1, 4.5)

- Shape peer norms that value making an informed choice about birth control

3. Preventing HIV & Other STD

Activity 1: STD: The Facts

- Identify their risk for contracting an STD
- Build a personal value for preventing STD
- Shape peer norms that value preventing STD

Activity 2: HIV: The Facts

- Identify behaviors that increase risk of HIV transmission
- Identify ways to prevent HIV transmission
- Identify their personal risks for HIV
- Build a personal value for avoiding HIV risks
- Shape peer norms that value avoiding HIV risks

4. Skills to Prevent Pregnancy & STD

Activity 1: Planning Ahead & Assessing Risks

- Identify behaviors that place them at higher risk for pregnancy and STD
- Identify strategies that reduce risk of pregnancy and STD
- Build a personal value for planning specific steps to avoid risks for pregnancy and STD
- Shape peer norms that value avoiding risks for pregnancy and STD
- Express intentions to protect themselves from pregnancy and STD

Activity 2: Using Condoms

- Identify steps for proper condom use
- Demonstrate how to use a condom correctly
- Build a personal value for using condoms correctly
- Shape peer norms that value using condoms correctly

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Content & Health Skills Progression	Objectives & National Health Education Standards
	<ul style="list-style-type: none"> • Identify specific solutions to challenges of obtaining and using condoms • Use skills for accessing resources to maintain sexual health <p>Activity 3: Negotiation Skills</p> <ul style="list-style-type: none"> • Identify skills for negotiating condom use • Build a personal value for using negotiation skills to always use condoms when having sex • Shape peer norms that value using negotiation skills to always use condoms when having sex • Use communication skills to negotiate condom use before having sex <p>Activity 4: Putting it All Together</p> <ul style="list-style-type: none"> • Build a personal value for using skills to deal with temptation • Shape peer norms that value using skills to deal with temptation • Demonstrate skills to deal with temptations that could compromise sexual health <p>Activity 5: Advocating to Keep Friends Safe & Healthy</p> <ul style="list-style-type: none"> • Build a personal value for helping others avoid pregnancy, HIV and other STD • Shape peer norms that value graduating from high school without getting pregnant or infected with an STD • Use advocacy skills to encourage others to avoid pregnancy, HIV and other STD <p>National Health Education Standards 1.1 1.3 1.4 1.6 1.8 2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.3 3.4 5.1 5.2 5.3 5.4 5.5 5.6 6.2 6.3 7.1 7.2 7.4 7.5</p>