

# **HEALTHSMART 5**

Content and Health  
Skills Progression

Objectives and National  
Health Education Standards

## **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

### **Personal & Family Health**

#### **Core Concepts**

- Identifying feelings associated with puberty (1.1)
- Assessing personal, physical and emotional changes (1.2)
- Understanding puberty (1.3)
- Responding to concerns during puberty (1.3)
- Shaping peer norms that value different feelings, changes and choices during puberty (1.1,1.2,1.3)
- Understanding and caring for a boy's body (2.1)
- Understanding and caring for a girl's body (2.2)
- Understanding menstruation (2.2)
- Communicating respectfully (3.1)
- Valuing personal reputation and abstinence (3.2)
- Shaping peer norms that value choices that respect and protect one's future (2.1,2.2,3.2)
- Getting help with concerns and challenges of puberty (3.3)
- Examining issues related to puberty (4.1)

#### **Skills/Actions**

- Self-assessment (1.1,1.2)
- Accessing resources (3.3)
- Interpersonal communication (3.1)

### **Unit 1: Personal & Family health**

#### **Lesson 1: Puberty – Your Body & Your Feelings**

##### **Activity 1: Understanding Feelings**

- Use self assessment skills to identify feelings that are part of puberty
- Shape peer norms that value different feelings associated with puberty
- Describe changing feelings during puberty

##### **Activity 2: Old Me, New me**

- Use self assessment skills to identify personal changes that are part of puberty
- Shape peer norms that value different changes during puberty
- Discuss personal changes during puberty

##### **Activity 3: Understanding Puberty**

- 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
- Express ideas about personal growth and change

#### **Lesson 2: Puberty- Taking Care of your Body**

##### **Activity 1: Caring for a Boy's Body**

- Build a personal value for boys growing up healthy
- Shape peer norms that value actions that will enable boys to grow up healthy

# HEALTHSMART 5

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	<ul style="list-style-type: none"> <li>• Express personal ideas about boys' physical changes</li> </ul> <p><b>Activity 2: Caring for a Girls' Body</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for girls growing up healthy</li> <li>• Shape peer norms that value actions that will enable girls to grow up healthy</li> <li>• Express personal ideas about girls' physical changes</li> </ul> <p><b>Lesson 3: Communicating in Healthy Ways</b></p> <p><b>Activity 1: Expressing Familiar &amp; New Feelings</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for clear and respectful communication</li> <li>• Shape peer norms that value communicating in clear and respectful ways</li> </ul> <p><b>Activity 2: Self Respect, Personal Reputation &amp; Abstinence</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for self-respect, a positive personal reputation and abstinence</li> <li>• Shape peer norms that value self-respect, a positive personal reputation and abstinence</li> <li>• Discuss how to act in ways that promote self-respect, a positive personal reputation and abstinence</li> <li>• Express intentions to remain abstinent</li> </ul> <p><b>Lesson 4: Keeping My learning Alive (Optional)</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for growing up healthy</li> </ul> <p><b>National Health Education Standards / Indicators</b></p> <p>1.1 1.2 1.4 1.6 13.7 1.8 2.1 2.2 2.4 2.6 3.1 3.2 5.1 5.3 5.4 5.5</p>

# HEALTHSMART 5

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<p><b>Safety &amp; Injury Prevention</b></p> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• Valuing being safe at school (1.1)</li> <li>• Expressing personal rights and responsibilities for being safe at school (1.2)</li> <li>• Practicing school safety procedures (1.3)</li> <li>• Analyzing media messages (2.1)</li> <li>• Understanding casual cruelty (2.2)</li> <li>• Taking a stand against media violence and casual cruelty at school (2.3)</li> <li>• Recognizing signs of bullying</li> <li>• Understanding reasons for bullying (3.1)</li> <li>• Identifying feelings of victims of bullying (3.1)</li> <li>• Preventing and stopping bullying (3.2)</li> <li>• Reporting bullying (3.3)</li> <li>• Understanding why fights happen (4.1)</li> <li>• Valuing not fighting (4.1)</li> <li>• Identifying feelings around fights (4.2)</li> <li>• Recognizing influence of peers on school fights (4.2)</li> <li>• Preventing and avoiding school fights (4.3)</li> <li>• Helping a friend or classmate who is in trouble (5.1)</li> <li>• Expressing intentions to help create a safe school (6.1)</li> <li>• Shaping peer norms that value safe schools (1.1,1.2,1.3,3.1,3.3,4.1,4.3,6.1)</li> </ul>	<p><b>Unit 2: Safety &amp; Injury Prevention</b></p> <p><b>Lesson 1: Safe Schools &amp; Classrooms</b></p> <p><b>Activity 1: Safe Schools: Building the Big Picture</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for feeling safe at school</li> <li>• Shape peer norms that value being safe at school</li> <li>• Identify ways to help create a safe school</li> <li>• Shape peer norms that value creating a safe school</li> </ul> <p><b>Activity 2: Being Safe: Student Rights, Responsibilities &amp; Actions</b></p> <ul style="list-style-type: none"> <li>• Analyze how personal value for feeling safe at school</li> <li>• Shape peer norms that value being safe at school</li> <li>• Identify ways to help to create a safe school</li> <li>• Shape peer norms that value creating a safe school</li> </ul> <p><b>Activity 3: School Safety procedures</b></p> <ul style="list-style-type: none"> <li>• Shape peer norms that value creating a safe school</li> <li>• Demonstrate how to respond to school emergencies.</li> </ul> <p><b>Lesson 2: Media Messages &amp; School Violence</b></p> <p><b>Activity 1: Analyzing media Messages &amp; Violence</b></p> <ul style="list-style-type: none"> <li>• Shape peer norms regarding the negative influence of media violence</li> <li>• Draw conclusions about the influence of media on casual cruelty</li> <li>• Use skills for analyzing influences to understand media and casual cruelty</li> </ul> <p><b>Activity 3: Taking a Stand Against Violent media messages</b></p> <ul style="list-style-type: none"> <li>• Use advocacy skills to take a stand against violence in the media</li> </ul>

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<p><b>Skills/Actions</b></p> <ul style="list-style-type: none"><li>• Accessing resources (4.3,5.1)</li><li>• Demonstrating health-enhancing behaviors (1.3)</li><li>• Analyzing influences (3.1)</li><li>• Decision making (3.3)</li><li>• Goal setting (6.1)</li><li>• Advocacy (2.3,6.1)</li></ul>	<p><b>Lesson 3: Preventing School Bullying</b></p> <p><b>Activity 1: Understanding Bullying</b></p> <ul style="list-style-type: none"><li>• Shape peer norms that view bullying as unacceptable</li><li>• Identify reasons kids bully</li><li>• Describe how to recognize bullying</li></ul> <p><b>Activity 2: Bullying &amp; Feelings</b></p> <ul style="list-style-type: none"><li>• Identify feelings of those who are bullied and how these feelings are expressed</li></ul> <p><b>Activity 3: Preventing &amp; Reporting Bullying</b></p> <ul style="list-style-type: none"><li>• Build a personal value for preventing and reporting bullying</li><li>• Shape peer norms that value preventing and reporting bullying</li><li>• Formulate strategies for preventing and reporting bullying</li><li>• Express intentions to tell an adult if they or someone they know experience bullying</li></ul> <p><b>Lesson 4: School Fights</b></p> <p><b>Activity 1: Understanding School Fights</b></p> <ul style="list-style-type: none"><li>• Build a personal value for not fighting at school</li><li>• Identify reasons for not fighting at school</li><li>• Shape peer norms that value not fighting at school</li></ul> <p><b>Activity 2: School Fights &amp; Feelings</b></p> <ul style="list-style-type: none"><li>• Identify negative feelings associated with fighting</li><li>• Recognize the influence of peers on school fights</li><li>• Express intentions to not encourage others to fight</li></ul> <p><b>Activity 3: Preventing &amp; Avoiding School Fights</b></p> <ul style="list-style-type: none"><li>• Shape peer norms that value preventing and avoiding school fights</li><li>• Determine the difference between simple conflict and</li></ul>

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	<p style="margin-left: 20px;">serious trouble</p> <ul style="list-style-type: none"> <li>• Shape peer norms that value getting help for friends and classmates in trouble</li> <li>• Explain how to help friends and classmates in trouble</li> <li>• Use skills for accessing resources to help friends and classmates in trouble</li> </ul> <p><b>Lesson 6: Keeping My learning Alive</b></p> <p><b>Activity 1: making my School Safe</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for having a safe school</li> <li>• Shape peer norms that value helping to create a safe school</li> <li>• Identify ways to help create a safe school</li> <li>• Express intentions to take action to help create a safe school</li> </ul> <p><b>National Health Education Standards/Indicators</b></p> <p>1.1 1.2 1.4 1.5 1.6 1.8 2.2 3.1 3.3 3.4 3.5 3.6 4.2 5.7 6.1 6.3 7.2 7.4 7.5</p>

# HEALTHSMART 5

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<p><b>Nutrition &amp; Physical Activity</b></p> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• Understanding healthy eating guidelines (1.2)</li> <li>• Understanding food serving sizes (1.2))</li> <li>• Eating healthy food in the right amounts (1.2)</li> <li>• Assessing personal food choices (1.3)</li> <li>• Eating healthy foods on special occasions and when eating out (1.4)</li> <li>• Shaping peer norms that value healthy eating (1.1,1.2,1.3,1.4)</li> <li>• Shaping peer norms that value exercise and physical activity (2.1)</li> <li>• Understanding guidelines for exercise and physical activity (2.1)</li> <li>• Shaping peer norms that value exercise and physical activity (2.1)</li> <li>• Assessing personal exercise and physical activity (2.2)</li> <li>• Analyzing influences on body image (3.1)</li> <li>• Shaping peer norms that value a healthy body image (3.1)</li> <li>• Understanding eating disorders (3.2)</li> <li>• Accessing help for eating disorders (3.2)</li> <li>• Setting a goal to exercise and eat healthy (4.1)</li> <li>• Tracking progress toward healthy eating and exercise goals (4.2)</li> <li>• Managing personal exercise and nutrition programs (4.2)</li> <li>• Staying motivated to exercise and eat healthy (5.1)</li> </ul>	<p><b>Unit 3: Nutrition &amp; Physical Activity</b></p> <p><b>Lesson 1: Eating to be healthy</b></p> <p><b>Activity 1: Using the HealthSmart Guidelines for healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for making healthy food choices</li> <li>• Shape peer norms that value healthy eating</li> <li>• Discuss how to follow the HealthSmart Guidelines for healthy eating</li> <li>• Use self-assessment skills to apply the HealthSmart Guidelines for healthy Eating</li> </ul> <p><b>Activity 2: Understanding Food Serving Sizes</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for healthy eating</li> <li>• Shape peer norms that value eating healthy foods in the right amounts</li> <li>• Analyze recommended food serving sizes</li> </ul> <p><b>Activity 3: Food Choices &amp; me</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for healthy eating</li> <li>• Shape peer norms that value eating healthy on special occasions and when eating out</li> <li>• Apply strategies for eating healthy on special occasions and when eating out</li> </ul>

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<p><b>Skills/Actions</b></p> <ul style="list-style-type: none"><li>• Self assessment (1.1,2.2)</li><li>• Self management (4.2,5.1)</li><li>• Accessing resources (1.3,3.2,4.1)</li><li>• Demonstrating health-enhancing behaviors (4.2,5.1)</li><li>• Decision making (4.1)</li><li>• Goal setting (4.1,4.2,5.1)</li></ul>	<p><b>Lesson 2: Exercising to be healthy</b></p> <p><b>Activity 1: using the HealthSmart Guidelines for Physical Activity &amp; Exercise</b></p> <ul style="list-style-type: none"><li>• Build a personal value for physical activity and exercise</li><li>• Shape peer norms that value physical activity and exercise</li><li>• Discuss how to follow the HealthSmart Guidelines for Physical Activity and Exercise</li></ul> <p><b>Activity 2: Exercise &amp; Physical Activity: How am I doing?</b></p> <ul style="list-style-type: none"><li>• Use self assessment skills to evaluate personal physical activity and exercise levels</li><li>• Apply strategies for including 30 minutes of physical activity and 30 minutes of nonstop exercise each day to be healthy</li><li>• Explain ways to overcome barriers to daily physical activity and exercise</li></ul> <p><b>Lesson 3: Practicing healthy Behaviors: Eating &amp; Exercising</b></p> <p><b>Activity 1; healthy Eating &amp; Exercises: Getting Started</b></p> <ul style="list-style-type: none"><li>• Build a personal value for healthy eating and exercise</li><li>• Use goal setting skills to eat healthy and exercise</li><li>• Identify expected benefits of healthy eating and exercise</li><li>• Apply strategies for overcoming barriers to healthy eating and exercise</li></ul> <p><b>Activity 2: Tracking My progress</b></p> <ul style="list-style-type: none"><li>• Build a personal value for continuing to exercise and eat in healthy ways</li><li>• Use self-management skills to monitor personal progress toward healthy eating and exercise</li></ul>

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	<p><b>Lesson 4: Keeping My Learning Alive</b></p> <p><b>Activity 1: Staying Motivated</b></p> <ul style="list-style-type: none"><li>• Build a personal value for continuing to exercise and eat in healthy ways</li><li>• Shape peer norms that value healthy eating and exercise</li><li>• Apply strategies for continuing to exercise and eat in healthy ways</li></ul> <p><b>National Health Education Standards / Indicators</b></p> <p>1.1 1.6 1.8 2.2 3.2 3.4 4.1 6.1 6.2 6.4 6.5 6.6</p>



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<p><b>Tobacco, Alcohol &amp; Other Drug Prevention</b></p> <p><b>Core Concept</b></p> <ul style="list-style-type: none"><li>• Identifying negative effects of tobacco on the body (1.1)</li><li>• Understanding tobacco and addictions (1.1)</li><li>• Understanding the danger of tobacco experimentation (1.1)</li><li>• Expressing intentions to not experiment with tobacco (1.1)</li><li>• Understanding the influence of peers on tobacco use (2.1)</li><li>• Recognizing the actual percentages of people who use tobacco (2.1)</li><li>• Shaping peer norms that value being tobacco free (1.1,2.1)</li><li>• Analyzing the influence of media on tobacco use (3.1,3.2)</li><li>• Identifying tobacco advertising strategies (3.2)</li><li>• Rejecting tobacco advertisements (3.2)</li><li>• Understanding dangers of marijuana use (4.1)</li><li>• Identifying rewards of being drug free (5.1)</li><li>• Shaping peer norms that value being drug free (4.1,5.1,5.2)</li><li>• Identify ways to say NO to drugs (6.1)</li><li>• Demonstrating ways to resist drug pressures (6.1)</li><li>• Expressing intentions to be drug free (4.1,7.1)</li><li>• Helping others to be drug free (7.1)</li></ul>	<p><b>Unit 4: Tobacco, Alcohol &amp; other Drug prevention</b></p> <p><b>Lesson 1: Alcohol: A Dangerous Drug</b></p> <p><b>Activity 1: Alcohol &amp; the Body</b></p> <ul style="list-style-type: none"><li>• Build a personal value for avoiding alcohol experimentation</li><li>• Shape peer norms that value the choice to be alcohol-free</li><li>• Shape peer norms that value the choice to avoid alcohol experimentation</li><li>• Analyze how alcohol affects the body</li><li>• Discuss the dangers of alcohol experimentation</li><li>• Express intentions to not experiment with alcohol</li></ul> <p><b>Lesson 2: Understanding Alcohol Connections</b></p> <p><b>Activity 1: Alcohol &amp; Feelings</b></p> <ul style="list-style-type: none"><li>• Shape peer norms that value the choice to be alcohol free</li><li>• Discuss how feelings and alcohol use are connected</li><li>• Identify ways to deal with strong feelings without drinking alcohol</li></ul> <p><b>Activity 2: Alcohol &amp; Peers</b></p> <ul style="list-style-type: none"><li>• Shape peer norms that value the choice to be alcohol free</li><li>• Discuss how peers and alcohol use are connected</li><li>• Use skills for analyzing influences to understand the effects friends can have on being alcohol free</li></ul>

# HEALTHSMART 5

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<p><b>Skills/Actions</b></p> <ul style="list-style-type: none"> <li>• Analyzing influences (2.1,3.1,3.2)</li> <li>• Decision making (5.2)</li> <li>• Advocacy (7.1)</li> </ul>	<p><b>Activity 3: Alcohol, Personal Choices &amp; Consequences</b></p> <ul style="list-style-type: none"> <li>• Shape peer norms that value the choice to be alcohol free</li> <li>• Analyze how personal choices and consequences are connected to alcohol use</li> </ul> <p><b>Activity 4: Alcohol &amp; the Media</b></p> <ul style="list-style-type: none"> <li>• Shape peer norms that value the choice to be alcohol free</li> <li>• Discuss how the media and alcohol use are connected</li> <li>• Use skills for analyzing influences to understand the effects of the media messages on alcohol use</li> </ul> <p><b>Activity 5: A Closer Look at Me &amp; Alcohol Connections</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for being alcohol free</li> <li>• Shape peer norms that value the choice to be alcohol free</li> <li>• Use self assessment skills to be alcohol free</li> </ul> <p><b>Lesson 3: Being Alcohol Free</b></p> <p><b>Activity 1: My Pledge to be alcohol free</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for being alcohol free</li> <li>• Express intentions to be alcohol free</li> <li>• Shape peer norms for choosing to be alcohol free</li> <li>• Use decision making skills to make the choice to be alcohol free</li> </ul> <p><b>Activity 2: Peer Power – Alcohol Free Together</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for being alcohol free</li> <li>• Build a personal value for using peer power to keep self and others alcohol free</li> <li>• Shape peer norms that value the choice to be alcohol free</li> <li>• Apply strategies for using peer power to help others be alcohol free</li> <li>• Use communication skills to help others be alcohol free</li> </ul>

# HEALTHSMART 5

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	<p><b>Lesson 4: Alcohol &amp; others</b></p> <p><b>Activity 1: When Friends &amp; Family Abuse Alcohol</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for getting help for alcohol problems</li> <li>• Recognize what can happen with family alcohol abuse</li> <li>• Use skills for accessing resources to get help for family alcohol problems</li> </ul> <p><b>Lesson 5: Staying Alcohol Free</b></p> <p><b>Activity 1: Staying Alcohol Free</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for being alcohol free</li> <li>• Shape peer norms that value being alcohol free and helping others be alcohol free</li> <li>• Identify ways to be alcohol free and help others be alcohol free</li> <li>• Express intentions to take action to be and help others be alcohol free</li> <li>• Use advocacy skills help others be alcohol free</li> </ul> <p><b>National health Education Standards / Indicators</b></p> <p>1.1 1.2 1.4 1.5 1.8 2.4 2.6 3.1 3.3 3.4 4.1 4.2 4.4 5.6 6.1 6.2 6.3 7.2 7.4 7.5</p>