

# HEALTHSMART Middle School

## **Content & Health Skills Progression**

## **Objectives & National Health Education Standards**

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

## Emotional & Mental Health

### **Core Concepts**

- understanding mental and emotional health (1.1)
- valuing trust and respect (1.1 1.2)
- shaping peer norms that value trust and respect (1.1, 1.2)
- identifying actions for success in school (1.3)
- understanding self-esteem (2.1 2.2 2.3 2.4)
- setting a goal to improve self-esteem (2.2)
- building good character (2.3)
- valuing personal identity (2.4)
- understanding stress (3.1)
- preventing and managing stress (3.2 3.3)
- expressing feelings in healthy ways (4.1 4.2)
- getting help with troublesome feelings (4.2)
- understanding basic human needs (5.1)
- understanding relationships (5.1)
- demonstrating effective relationship skills (5.2 5.3)

### **Skills / Actions**

- accessing resources (4.2)
- demonstrating communication (1.1 4.1 5.2 5.3)
- interpersonal communication (1.1 4.1 5.2 5.3)
- goal setting (2.2)
- advocacy (2.3)
- self –assessment (1.1 1.3 2.1 2.4 5.1)
- self-management (3.2)

## Emotional & Mental Health

### **1. Creating a Healthy Classroom**

#### **Activity 1: Building Trust and Respect**

- Build a personal value for getting to know other students and the teacher
- Build a personal value for the relevance of the health class
- Shape peer norms that value trust and respect of the health class

#### **Activity 2: Creating Classroom Rules**

- Build a personal value for trust and respect in the classroom
- Shape peer norms that value trust and respect

#### **Activity 3: Planning for Success**

- Build a personal value for being successful in class
- Shape peer norms that support actions that will help them be successful in class
- Define being successful

### **2. Building Your Self-Esteem**

#### **Activity 1: What is self-esteem**

- Explain the importance of having high self-esteem
- Build personal value for having high self-esteem
- Shape peer norms that value high self-esteem
- Use self-assessment skills to determine their self-esteem level

#### **Activity 2: Improving Your Self-Esteem**

- Shape peer norms that value improving self-esteem
- Express intentions to improve their self-esteem
- Identify ways to improve self-esteem
- Set a goal to help improve their self-esteem

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	<p><b>Activity 3: Self-Esteem &amp; My Character</b></p> <ul style="list-style-type: none"><li>• Build a personal value for having good character</li><li>• Shape peer norms that value good character</li><li>• Use advocacy skills to pronounce good character</li></ul> <p><b>Activity 4: My Identity Book</b></p> <ul style="list-style-type: none"><li>• Build a personal value for their own identities</li><li>• Shape peer norms for appreciating differences</li><li>• Use self-assessment skills to identify elements of their identity</li></ul> <p><b>3. Stress and My Life</b></p> <p><b>Activity 1: What is Stress?</b></p> <ul style="list-style-type: none"><li>• Identify signs and symptoms of stress</li><li>• Identify stressful situations and events</li><li>• Identify different responses to stress</li></ul> <p><b>Activity 2: Preventing Stress</b></p> <ul style="list-style-type: none"><li>• Identify ways to prevent stress</li><li>• Build a personal value for preventing stress</li><li>• Shape peer norms that value preventing stress</li><li>• Apply time management and organizational skills to prevent stress</li></ul> <p><b>Activity 3: Managing Stress</b></p> <ul style="list-style-type: none"><li>• Build a personal value for managing stress</li><li>• Shape peer norms that value managing stress</li><li>• Apply techniques to manage stress</li></ul> <p><b>4. You and Your Feelings</b></p> <p><b>Activity 1: Expressing Your Feelings</b></p> <ul style="list-style-type: none"><li>• Identify ways to express feelings in healthy ways</li><li>• Build a personal value for expressing feelings in healthy ways</li><li>• Shape peer norms that value expressing feelings in healthy ways</li></ul>

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	<p><b>Activity 2: Dealing with Troublesome Feelings</b></p> <ul style="list-style-type: none"> <li>• Identify healthy ways to handle troublesome feelings</li> <li>• Build a personal value for expressing troublesome feelings in healthy ways</li> <li>• Shape peer norms that value expressing troublesome feelings in healthy ways</li> <li>• Use skills for accessing resources to get help for troublesome feelings</li> </ul> <p><b>5. You &amp; Your Relationships</b></p> <p><b>Activity 1: Developing Relationship Skills</b></p> <ul style="list-style-type: none"> <li>• Identify basic human needs</li> <li>• Identify key relationship skills</li> <li>• Classify personal relationships</li> <li>• Use self-assessment skills to analyze and improve their relationship skills</li> </ul> <p><b>Activity 2: Communicating Effectively</b></p> <ul style="list-style-type: none"> <li>• Shape peer norms that value communicating effectively to maintain healthy relationships</li> <li>• Use communication skills to practice effective and healthy communication</li> </ul> <p><b>Activity 3: Building Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• Use communication skills to demonstrate health enhancing behaviors</li> </ul> <p>National Health Education Standards            1.1 1.2 1.3 1.7 1.8 2.4 2.6 3.1 3.2 3.3 3.4 3.7 4.4 5.2 5.3 5.4            5.5 6.4 6.6 7.2 7.4 7.5</p>

# HEALTHSMART Middle School

<b>Content &amp; Health Skills Progression</b>	<b>Objectives &amp; National Health Education Standards</b>
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<p><u>Improving Health Behaviors</u></p> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• identifying common adolescent health problems (1.1)</li> <li>• identifying an unhealthy behavior to change (1.1)</li> <li>• getting advice on changing unhealthy behaviors (1.1)</li> <li>• describing benefits to changing an unhealthy behavior (1.1, 1.4)</li> <li>• understanding stages of behavior change (1.2, 1.3, 1.4)</li> <li>• setting a goal to change an unhealthy behavior (1.3, 1.4)</li> <li>• utilizing behavior change strategies (1.3, 1.4)</li> <li>• implementing a healthy behavior change plan (1.4)</li> <li>• monitoring and adjusting a health behavior change plan (1.4)</li> </ul> <p><b>Skills / Actions</b></p> <ul style="list-style-type: none"> <li>• accessing resources (1.1)</li> <li>• demonstrating health-enhancing behaviors (1.4)</li> <li>• goal setting (1.3, 1.4)</li> <li>• self-assessment (1.1)</li> <li>• self-management (1.4)</li> </ul>	<p><u>Improving Health Behaviors</u></p> <p><b>1. Make a Change</b></p> <p><b>Activity 1: My Unhealthy Behaviors</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for changing an unhealthy behavior</li> <li>• Shape peer norms for changing unhealthy behaviors</li> </ul> <p><b>Activity 2: Stages of Change</b></p> <ul style="list-style-type: none"> <li>• Identify the stages of behavior change</li> </ul> <p><b>Activity 3: My Behavior Change Plan</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for changing an unhealthy behavior</li> <li>• Shape peer norms for changing unhealthy behaviors</li> <li>• Identify the stages of behavior change</li> <li>• Apply health behavior change skills</li> </ul> <p><b>Activity 4: Keeping My Learning Alive: I Can Make a Positive Health Change</b></p> <ul style="list-style-type: none"> <li>• Use goal-setting skills to change a health behavior</li> <li>• Build a personal value for changing an unhealthy behavior</li> <li>• Shape peer norms for changing unhealthy behaviors</li> </ul> <p>National Health Education Standards 1.6 2.2 3.1 3.2 3.4 6.4 6.5 6.6</p>
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# HEALTHSMART Middle School

## **Content & Health Skills Progression**

## **Objectives & National Health Education Standards**

### Violence & Injury Prevention

#### **Core Concepts**

- understanding bullying (1.1)
- understanding the roles of bystanders in preventing and stopping bullying and hazing (1.2 1.4)
- shaping peer norms that perceive bullying to be unacceptable (1.1 1.2 1.3 1.4)
- stopping and preventing bullying (1.2 1.4)
- understanding hazing (1.4)
- expressing strong feelings (2.1)
- preventing fighting (2.1)
- resolving conflicts (2.2)
- preventing school violence (3.1)
- shaping peer norms that promote actions to prevent fights and violence (2.1 2.2 3.1)
- explaining the differences between good and unsafe risks (4.1)
- wearing safety belts (4.1 4.6)
- avoiding riding in a car with someone who has been drinking alcohol (4.3 4.6)
- responding to emergencies at school (4.4)
- wearing safety gear (4.5 4.6)
- shaping peer norms that support making safe choices (4.1 4.2 4.3 4.4 4.5 4.6)

### Violence & Injury Prevention

#### **1. Preventing Bullying**

##### **Activity 1: Understanding Bullying**

- Define bullying behavior.
- Explain the feelings bullying targets and bystanders experience
- Shape peer norms that view bullying as unacceptable
- Build a personal value for the belief that bullying is unacceptable

##### **Activity 2: Stopping Bullying**

- Explain what those who are bullied and bystanders can do to prevent or stop bullying
- Shape peer norms that discourage bullying
- Build a personal value for the belief that bullying is unacceptable
- Express intentions to prevent or stop bullying in their school

##### **Activity 3: Taking a Stand Against Bullying**

- Shape peer norms that discourage bullying
- Build a personal value for the belief that bullying is unacceptable
- Use advocacy skills to take a stand against bullying

##### **Activity 4: Hazing: A Different Kind of Bullying**

- Explain the meaning of hazing
- Describe how people feel when they are hazed
- Build a personal value for the belief that hazing and bullying is unacceptable
- Shape peer norms that do not accept hazing or bullying as appropriate behavior

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<p><b>Skills / Actions</b></p> <ul style="list-style-type: none"><li>• self-assessment (4.1)</li><li>• analyzing influences (1.2 4.1 4.5)</li><li>• interpersonal communication (2.1 2.2)</li><li>• decision making (4.3)</li><li>• advocacy (1.3 1.4 4.2 4.5 4.6)</li></ul>	<p><b>2. Preventing School Fights</b> <b>Activity 1: Feelings &amp; Fights</b></p> <ul style="list-style-type: none"><li>• Identify ways to express strong feelings without fighting</li><li>• Build a personal value for expressing strong feelings without fighting</li><li>• Shape peer norms for expressing strong feelings without fighting</li></ul> <p><b>Activity 2: Skills to Resolve Conflict</b></p> <ul style="list-style-type: none"><li>• Build a personal value for dealing with conflict in safe ways</li><li>• Shape peer norms for dealing with conflict in safe ways</li><li>• Use conflict resolution skills</li></ul> <p><b>3. Schools &amp; Violence</b> <b>Activity 1: Preventing School Violence</b></p> <ul style="list-style-type: none"><li>• Identify risk factors for school violence</li><li>• Identify strategies for preventing school violence</li><li>• Build a personal value for helping to prevent school violence</li><li>• Shape peer norms that promote actions to prevent school violence</li><li>• Express intentions to help prevent school violence</li></ul> <p><b>4. Unintentional Injuries</b> <b>Activity 1: Risks, Peer Pressure &amp; Peer Power</b></p> <ul style="list-style-type: none"><li>• Explain the difference between safe and unsafe risks</li><li>• Use self-assessment skills to determine their own risk-taking behaviors</li><li>• Analyze the influence of peer pressure and peer power on risk taking</li><li>• Build a personal value for making safe choices</li><li>• Shape peer norms that support making safe choices</li></ul>

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	<p><b>Activity 2: Buckle Up!</b></p> <ul style="list-style-type: none"> <li>• Identify facts and myths about the benefits of wearing safety belts</li> <li>• Build a personal value for wearing safety belts</li> <li>• Shape peer norms that support wearing safety belts</li> <li>• Use advocacy skills to encourage safety belt use</li> </ul> <p><b>Activity 3: Drinking &amp; Driving</b></p> <ul style="list-style-type: none"> <li>• Use decision making skills to avoid riding in a car with someone who has been drinking alcohol</li> <li>• Build a personal value to avoid riding in a car with someone who has been drinking alcohol</li> <li>• Shape peer norms that value avoiding riding with someone who has been drinking alcohol</li> </ul> <p><b>Activity 4: Preparing for Emergencies at School</b></p> <ul style="list-style-type: none"> <li>• Shape peer norms that value following emergency procedures</li> <li>• Demonstrate how to respond to school emergencies</li> </ul> <p><b>Activity 5: Safety Gear &amp; Me</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for wearing a helmet when participating in activities that require it</li> <li>• Shape peer norms that value wearing a helmet when participating in activities that require it</li> <li>• Use advocacy skills to get other to wear helmets when participating in activities that require it</li> </ul> <p><b>Activity 6: Our Safety Campaign</b></p> <ul style="list-style-type: none"> <li>• Use advocacy skills to promote safety belt use, not riding with someone who has been drinking and driving or wearing a safety helmet during activities that require a helmet</li> <li>• Shape peer norms that value being safe while in a car and when participating in activities that require a helmet</li> </ul> <p>National Health Education Standards            1.1, 1.4, 1.6, 1.8, 3.1, 3.2 3.3, 3.4, 3.5, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8            6.1 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5</p>

# HEALTHSMART Middle School

## **Content & Health Skills Progression**

## **Objectives & National Health Education Standards**

### Nutrition & Physical Activity

#### **Core Concepts**

- understanding key nutrients and food serving sizes(1.1)
- understanding the Food Guide Pyramid and guidelines for healthy eating (1.1 1.2)
- assessing personal food choices (1.2)
- choosing healthy snacks (1.3)
- shaping peer norms to eat healthy (1.3)
- eating healthy at fast-food restaurants (1.4)
- expressing intentions to eat healthy (1.4)
- reading a food label (1.5)
- analyzing influences on body image (3.1)
- analyzing influences on food choices (2.1)
- expressing intentions to develop a more positive body image (3.1)
- developing strategies for handling weight in healthy ways (3.2)
- understanding disordered eating (3.3)
- understanding guidelines for exercise and physical activity (4.1)
- identifying benefits of exercise and physical activity (4.2)
- shaping peer norms to participate in physical activity and exercise (4.1 4.2)
- setting a goal to exercise and eat healthy (5.1)
- tracking progress toward healthy eating and exercise goals (5.2)
- managing personal exercise and nutrition programs (5.2)

### Nutrition & Physical Activity

#### **1. Healthy Eating and Me**

##### **Activity 1: What Should I Eat and How Much?**

- Recognize key nutrients the body needs
- Determine the number of servings they should eat daily from each food group
- Recognize serving sizes for each food group
- Shape peer norms that value eating from the food groups in the food guide pyramid
- Analyze meals to determine serving size and number of servings

##### **Activity 2: Assessing My Eating Habits**

- Identify guidelines for healthy eating
- Build a personal value for healthy eating
- Shape peer norms that value healthy eating
- Use self-assessment skills to eat in healthy ways

##### **Activity 3: Healthy Snacking**

- Explain the characteristics of a healthy snack
- Build a personal value for eating healthy snacks
- Shape peer norms that support eating healthy snacks
- Use advocacy skills to encourage others to eat healthy snacks
- Choose and eat healthy snacks

##### **Activity 4: Eating healthy at Fast- Food Restaurants**

- Explain ways to eat healthier ay a fast-food restaurant
- Build a personal value for eating healthy at fast-food restaurants
- Shape peer norms that value eating healthy at fast-food restaurants
- Express intentions to eat healthy at fast-food restaurants



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<p><b>Skills / Actions</b></p> <ul style="list-style-type: none"><li>• accessing resources (3.3)</li><li>• analyzing influences (2.1 3.1)</li><li>• goal setting (5.1)</li><li>• advocacy (1.3 3.1)</li><li>• self-assessment (1.2 4.1)</li><li>• self-management (5.2)</li></ul>	<p><b>Activity 5: Reading a Food Label</b></p> <ul style="list-style-type: none"><li>• Explain how reading a food label can help improve a person's eating habits</li><li>• Build a personal value for using food labels to eat healthy</li><li>• Shape peer norms to use food labels to eat healthy</li><li>• Demonstrate how to use food labels to make healthy food choices</li></ul> <p><b>2. Analyzing Food Choices</b></p> <p><b>Activity 1: What Influences My Food Choices?</b></p> <ul style="list-style-type: none"><li>• Build a personal value for improving their diets</li><li>• Build a personal value for counteracting food advertising techniques</li><li>• Shape peer norms that value their diets</li><li>• Shape peer norms that value counteracting food advertising techniques</li><li>• Use skills for analyzing influences to identify factors in their eating patterns</li><li>• Use skills for analyzing influences to identify food advertising strategies</li><li>• Express intentions to eat healthier</li></ul> <p><b>3. Dieting and Disordered Eating</b></p> <p><b>Activity 1: Healthy Body Image</b></p> <ul style="list-style-type: none"><li>• Define positive body image</li><li>• Analyze the influences on body image</li><li>• Build a personal value for counteracting negative media messages about body image</li><li>• Shape peer norms that counteract negative media messages about body image</li><li>• Explain ways to develop a positive body image</li></ul>

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<b>Content &amp; Health Skills Progression</b>	<b>Objectives &amp; National Health Education Standards</b>
	<ul style="list-style-type: none"><li>• Express intentions to develop a more positive body image</li></ul> <b>Activity 2: Dieting Dangers and Healthy Ways to Handle Weight</b> <ul style="list-style-type: none"><li>• Explain the dangers of dieting</li><li>• Build a personal value for handling weight in healthy ways</li><li>• Shape norms for handling weight in healthy ways</li></ul> <b>Activity 3: Eating Disorders</b> <ul style="list-style-type: none"><li>• Describe the signs and symptoms of eating disorders</li><li>• Explain what to do if a friend is showing signs and symptoms of an eating disorder</li></ul> <b>4: Physical Activity and Me</b> <b>Activity 1: Assessing My Physical Activity and Exercise</b> <ul style="list-style-type: none"><li>• Identify guidelines for physical activity and exercise</li><li>• Build a personal value for physical activity and exercise</li><li>• Shape peer norms that value physical activity and exercise</li><li>• Use self-assessment skills to determine physical activity and exercise levels</li></ul> <b>Activity 2: Getting Fit With a Plan</b> <ul style="list-style-type: none"><li>• Explain the benefits of exercise</li><li>• List ways to meet the exercise guidelines</li><li>• Shape peer norms that value meeting the exercise guidelines</li><li>• Explain how to exercise in safe ways</li><li>• Demonstrate how to find their pulse</li><li>• Explain how to determine their target heart rate while exercising</li></ul>

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<b>Content &amp; Health Skills Progression</b>	<b>Objectives &amp; National Health Education Standards</b>
	<p><b>4. Practicing Healthy Behaviors: Eating and Exercising</b></p> <p><b>Activity 1: Healthy Eating and Exercise: MY GOAL</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>• Discuss ways to eat healthy and exercise</li> <li>• Identify expected benefits of healthy eating and exercise</li> <li>• Identify ways to overcome 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 healthy eating and exercise</li> <li>• Use self-management skills to monitor personal progress toward healthy eating and exercise</li> </ul> <p>National Health Education Standards            1.1 1.4 1.6 1.7 1.8 2.1 2.2 2.3 2.6 3.1 3.2 3.4 4.1 4.2 4.4 6.4            6.6 7.1 7.4 7.5</p>

# HEALTHSMART Middle School

## **Content & Health Skills Progression**

## **Objectives & National Health Education Standards**

### Abstinence & Sexual Health

#### **Core Concepts**

- discussing sexuality issues in appropriate ways (1.1)
- accessing reliable sources of accurate sexual health information (1.2)
- understanding information regarding puberty and the reproductive system (1.2 2.1 2.2 2.3 2.4 2.5)
- identifying the physical, social, intellectual and emotional changes associated with puberty (2.1)
- understanding the functioning of the female reproductive system (2.2 2.3)
- understanding the functioning of the male reproductive system (2.4)
- identifying characteristics of healthy relationships (3.1)
- understanding appropriate ways to express feelings of attraction (3.2)
- identifying the benefits of being sexually abstinent (4.1)
- identifying how family, friends and the media attempt to influence the choice to be abstinent (4.2 4.3)
- identifying strategies that can help others remain abstinent (4.3)
- planning ahead to protect their choice to be abstinent (5.1)
- resisting sexual pressure (5.2)
- establishing future goals and connecting their choice to be abstinent to those goals (5.3)
- shaping peer norms that value remaining abstinent (4.1 4.2 4.3 5.1 5.2 5.3)

### Abstinence & Sexual Health

#### **1. Introduction to Sexuality**

##### **Activity 1: Setting the Classroom Environment**

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

##### **Activity 2: Human Sexuality – what do you know?**

- Identify accurate information about sexuality
- Build a personal value for distinguishing sexuality myths from facts
- Shape peer norms that value accurate information about human sexuality
- Use skills for accessing resources to find accurate information about human sexuality
- Shape peer norms that acknowledge that having questions about sexuality is normal

#### **2. Understanding Puberty & the Reproductive System**

##### **Activity 1: Puberty**

- Identify the physical, social and emotional changes associated with puberty
- Build a personal value for accepting the changes associated with puberty
- Build a personal value for accepting the changes that come with puberty as normal

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<p><b>Skills / Actions</b></p> <ul style="list-style-type: none"> <li>• accessing resources (1.2)</li> <li>• analyzing influences (4.2 4.3)</li> <li>• interpersonal communication (2.1 3.1 4.1 5.2)</li> <li>• decision making (5.1)</li> <li>• advocacy (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Shape peer norms that value the changes that come with puberty as normal</li> <li>• Use communication skills to discuss puberty</li> </ul> <p><b>Activity 2: Female Reproductive System</b></p> <ul style="list-style-type: none"> <li>• Identify the structures and function of the female reproductive system</li> <li>• Build a personal value for getting accurate information about sexual health</li> <li>• Shape peer norms that value getting accurate information about sexual health</li> </ul> <p><b>Activity 3: Female Sexual Health</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for lifelong good reproductive health choices</li> <li>• Shape peer norms that value lifelong good reproductive health choices</li> </ul> <p><b>Activity 4: Male Reproductive System &amp; Sexual Health</b></p> <ul style="list-style-type: none"> <li>• Identify the structure and function of the male reproductive system</li> <li>• Build a personal value for lifelong good reproductive health choices</li> <li>• Shape peer norms that value getting accurate information about sexuality/</li> </ul> <p><b>Activity 5: Answering Questions</b></p> <ul style="list-style-type: none"> <li>• Provide accurate information to answer specific questions about sexuality</li> <li>• Build a personal value for getting accurate information about sexuality</li> <li>• Shape peer norms that value getting accurate information about sexuality</li> </ul>
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	<p><b>3. Healthy Relationships</b></p> <p><b>Activity 1: Characteristics of Healthy Relationships</b></p> <ul style="list-style-type: none"><li>• Identify characteristics common to healthy relationships</li><li>• Build a personal value for healthy relationships</li><li>• Shape peer norms that value healthy relationships</li><li>• Use communication skills to build healthy relationships</li></ul> <p><b>Activity 2: Feelings &amp; Relationships</b></p> <ul style="list-style-type: none"><li>• Build a personal value for expressing feelings appropriately</li><li>• Shape peer norms that value appropriate expression of feelings</li></ul> <p><b>4. Choosing Abstinence</b></p> <p><b>Activity 1: Benefits of Abstinence</b></p> <ul style="list-style-type: none"><li>• Build a personal value for the benefits of abstinence</li><li>• Shape peer norms that value the benefits of abstinence</li><li>• Use communication skills to talk to their parents about abstinence</li></ul> <p><b>Activity 2: What are the influences?</b></p> <ul style="list-style-type: none"><li>• Identify the factors that support and threaten abstinence choices</li><li>• Build a personal value for remaining abstinent</li><li>• Shape peer norms that value remaining abstinent</li><li>• Use skills for analyzing influences to support a choice to remain abstinent</li></ul> <p><b>Activity 3: The Power of Peers</b></p> <ul style="list-style-type: none"><li>• Shape peer norms that value remaining abstinent</li><li>• Build a personal value for helping others remain abstinent</li><li>• Shape peer norms that value helping others remain abstinent</li><li>• Express intentions to help others remain abstinent</li></ul>

# HEALTHSMART Middle School

<b>Content &amp; Health Skills Progression</b>	<b>Objectives &amp; National Health Education Standards</b>
	<p><b>5: Skills to Protect your Abstinence Choice</b></p> <p><b>Activity 1: Planning Ahead</b></p> <ul style="list-style-type: none"> <li>• Identify specific ways to plan ahead to remain abstinent</li> <li>• Build a personal value for planning ahead to remain abstinent</li> <li>• Shape peer norms that value planning ahead to remain abstinent</li> </ul> <p><b>Activity 2: Resisting Sexual Pressure</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for using communication skills to remain abstinent</li> <li>• Shape peer norms that value using communication skills to remain abstinent</li> <li>• Use communicating skills to protect their choice to be abstinent</li> </ul> <p><b>Activity 3: Goals: Achieving Through Abstinence</b></p> <ul style="list-style-type: none"> <li>• Build a personal value for remaining abstinent</li> <li>• Shape peer norms that value remaining abstinent</li> <li>• Identify goals that will help them protect their abstinence choice</li> </ul> <p>National Health Education Standards            1.1 1.2 1.4 1.6 1.7 1.8 2.1 2.3 2.6 3.1 3.3 3.4 3.5 4.1 4.2 4.3            4.4 5.1 5.2 5.3 5.4 5.5 5.6 6.2 6.3 7.2</p>

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<p><u><b>HIV, STD &amp; Pregnancy Prevention</b></u></p> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>• understanding new responsibilities that come with being sexually active (1.1)</li> <li>• identifying strategies and resources to maintain sexual health (1.1)</li> <li>• understanding sexual identity (1.2)</li> <li>• understanding sexual stereotyping and problems it creates (1.2)</li> <li>• understanding characteristics of healthy and unhealthy relationships and expressing love in appropriate ways (1.3)</li> <li>• understanding how pregnancy occurs (2.1)</li> <li>• recognizing the relationship between sexual, risky behavior, STD and HIV (2.2 2.3 2.4)</li> <li>• shaping peer norms that value avoiding pregnancy, STD and HIV (2.1 2.2 2.4)</li> <li>• identifying signs, symptoms and the physical, social and emotional consequences of STD (2.2 2.3)</li> <li>• identifying no-risk, low-risk, medium-risk and high-risk behaviors related to HIV infection (2.4)</li> <li>• identifying sources of help for making decisions and carrying out actions to reduce risk of pregnancy, HIV and other STD (3.2)</li> <li>• expressing healthy sexual choices and respecting the healthy choices of others (3.3 3.5)</li> <li>• resisting pressure to engage in risky sexual behavior (3.3 3.5)</li> <li>• identifying steps for proper condom use (3.4)</li> <li>• understanding effective condom use to reduce risks of pregnancy, HIV and other STD (3.4 3.5)</li> <li>• shaping peer norms that value making healthy sexual choices (1.1 3.1 3.2 3.5)</li> </ul>	<p><u><b>HIV, STD &amp; Pregnancy Prevention</b></u></p> <p><b>1. Healthy Sexuality</b></p> <p><b>Activity 1: Taking Care of your Sexual Health</b></p> <ul style="list-style-type: none"> <li>• Identify ways to protect their sexual health</li> <li>• Build a personal value for protecting their sexual health</li> <li>• Shape peer norms that value abstinence, protecting sexual health, and respecting others' wishes</li> </ul> <p><b>Activity 2: Preventing Sexual Stereotyping</b></p> <ul style="list-style-type: none"> <li>• Define sexual stereotyping</li> <li>• Identify specific ways to challenge sexual stereotyping</li> <li>• Build a personal value for challenging sexual stereotyping</li> <li>• Shape peer norms that value challenging sexual stereotyping</li> </ul> <p><b>Activity 3: Characteristics of Healthy Romantic Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of healthy and unhealthy relationships</li> <li>• Build a personal value for building and participating in healthy relationships</li> <li>• Build a personal value for making changes when a relationship is unhealthy</li> <li>• Shape peer norms that value building and participating in healthy relationships</li> </ul> <p><b>2. Pregnancy, HIV &amp; Other STD</b></p> <p><b>Activity 1: Reproduction &amp; Teen Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Explain how pregnancy occurs</li> <li>• Build a personal value for avoiding teen pregnancy</li> <li>• Shape peer norms that value avoiding teen pregnancy</li> <li>• Use of advocacy skills to encourage others to avoid teen pregnancy</li> </ul>
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<p><b>Skills / Actions</b></p> <ul style="list-style-type: none"> <li>• accessing resources (3.2)</li> <li>• interpersonal communication (3.3 3.5)</li> <li>• decision making (3.1)</li> <li>• advocacy (2.1)</li> </ul>	<p><b>Activity 2: STD Facts</b></p> <ul style="list-style-type: none"> <li>• Identify signs, symptoms and ways to avoid common STD's</li> <li>• Identify health, social and emotional consequences of STF</li> <li>• Build a personal value for avoiding STD</li> <li>• Shape peer norms that value avoiding STD</li> <li>• Express intentions to take to avoid STD</li> </ul> <p><b>Activity 3: STD &amp; Responsible Actions</b></p> <ul style="list-style-type: none"> <li>• Identify the responsibilities of someone who has been infected with an STD</li> <li>• Build a personal value for taking responsible actions if they ever get an STD</li> <li>• Shape peer norms that value taking responsible actions regarding STD infection</li> </ul> <p><b>Activity 4: HIV Facts</b></p> <ul style="list-style-type: none"> <li>• Identify facts and myths about HIV transmission and prevention</li> <li>• Identify behaviors that put them at risk for HIV</li> <li>• Build a personal value for avoiding HIV</li> <li>• Shape peer norms that value avoiding HIV</li> </ul> <p><b>3. Skills to Prevent Pregnancy &amp; STD</b></p> <p><b>Activity 1: Sexual Decisions – What’s best for Me?</b></p> <ul style="list-style-type: none"> <li>• Identify decision making steps</li> <li>• Build a personal value for using decision making</li> <li>• Shape peer norms that value making healthy sexual choices</li> <li>• Use decision making skills to make healthy sexual choices</li> </ul> <p><b>Activity 2: Getting Help with Sexual Decisions</b></p> <ul style="list-style-type: none"> <li>• Identify reliable sources of information and help in making sexual decisions</li> <li>• Build a personal value for seeking information and help from reliable sources when making sexual decisions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Shape peer norms that value seeking information and help from reliable sources when making sexual decisions</li> <li>• Use skills for accessing resources to get reliable information and help with sexual decisions</li> </ul> <p><b>Activity 3: Sexual Communication</b></p> <ul style="list-style-type: none"> <li>• Identify effective communication skills</li> <li>• Build a personal value for communicating effectively</li> <li>• Shape peer norms that value communicating effectively</li> <li>• Use communication skills to support healthy sexual choices</li> </ul> <p><b>Activity 4: Healthy Sexuality &amp; Condom Use</b></p> <ul style="list-style-type: none"> <li>• Identify where they can obtain condoms</li> <li>• Identify steps for proper condom use</li> </ul> <p><b>Activity 5: Negotiating Condom Use</b></p> <ul style="list-style-type: none"> <li>• Identify strategies that increase the probability of consistent condom use</li> <li>• Build a personal value to consistently use condoms when they become sexually active</li> <li>• Shape peer norms that value the consistent use of condoms by sexually active people</li> <li>• Use communication skills to negotiate condom use</li> </ul> <p>National Health Education Standards            1.1 1.2 1.3 1.4 1.6 1.7 1.8 2.1 2.2 2.4 2.6 3.1 3.3 3.4 4.4 5.1            5.4 5.5 5.6 6.1 6.2 6.3 7.1 7.2 7.4 7.5</p>