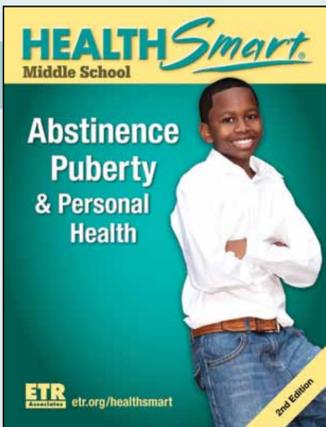


Lesson Objectives with HECAT & NHES Correlations



Lesson 1: Staying Healthy for a Lifetime

1. Explain how positive health behaviors can benefit people throughout their life span.
2. Identify sources of accurate information for help with personal health issues and concerns. (PHW3.8.6)
3. List questions to ask when evaluating the reliability of online information about personal health.
4. *Optional:* Evaluate online information about personal health. (PHW3.8.1)

NHES Performance Indicators 1.8.1, 1.8.7, 3.8.1, 3.8.2

Lesson 2: Keeping My Body Healthy

1. Summarize actions to protect vision. (PHW1.8.4)
2. Summarize actions to protect hearing. (PHW1.8.4)
3. Summarize actions to protect skin from sun damage. (PHW1.8.5)
4. Summarize the benefits of getting proper rest and sleep for healthy growth and development. (PHW1.8.2)
5. Advocate for healthy behaviors. (PHW8.8.1, PHW8.8.2, PHW8.8.3)

NHES Performance Indicators 1.8.1, 1.8.3, 1.8.5, 7.8.2, 8.8.1, 8.8.2, 8.8.3

Lesson 3: Protecting My Body from Disease

1. Summarize the symptoms of someone who is sick or getting sick. (PHW1.8.7)
2. Explain the differences between infectious and noninfectious diseases. (PHW1.8.6)
3. Summarize ways that common infectious diseases are transmitted. (PHW1.8.8)
4. Describe the behavioral and environmental factors that contribute to the major chronic diseases. (PHW1.8.12)
5. Summarize health practices to prevent the spread of infectious illnesses. (PHW1.8.9, PHW7.8.2)
6. Summarize health practices to help prevent chronic disease. (PHW7.8.2)

NHES Performance Indicators 1.8.1, 1.8.3, 1.8.4, 7.8.1, 7.8.2, 7.8.3

Lesson 4: Talking About Sexuality

1. Define the term *sexuality*.
2. Describe physical, emotional, intellectual and social dimensions of sexuality.
3. Identify sources of accurate information about sexuality. (SH3.8.1)
4. Explain the importance of talking to parents and other trusted adults about sexuality. (SH1.8.5)

NHES Performance Indicators 1.8.2, 3.8.1, 3.8.2

Lesson 5: Puberty

1. Describe the physical, social, mental and emotional changes associated with puberty for boys and girls. (MEH1.8.3)

NHES Performance Indicators 1.8.2, 4.8.1

Lesson 6: The Female Reproductive System

1. Summarize the benefits of talking with parents and other trusted adults about sexuality. (SH1.8.5)
2. Summarize basic female reproductive body parts and their functions. (SH1.8.27)

NHES Performance Indicators 1.8.1, 4.8.1

Lesson 7: The Male Reproductive System

1. Summarize basic male reproductive body parts and their functions. (SH1.8.27)

NHES Performance Indicator 1.8.1

Lesson 8: The Menstrual Cycle & Pregnancy

1. Describe the stages of the menstrual cycle. (SH1.8.28)
2. Describe how pregnancy occurs. (SH1.8.28)

NHES Performance Indicator 1.8.1

Lesson 9: Taking Care of Sexual Health

1. Describe practices to protect sexual health.
2. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (PHW1.8.1)
3. Explain the importance of seeking help for sexual health issues. (SH3.8.4)

NHES Performance Indicators 1.8.1, 1.8.6, 3.8.4, 7.8.1

Lesson 10: Feelings & Relationships

1. Describe appropriate, healthy and safe ways to express romantic feelings. (SH1.8.4)
2. Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors. (SH1.8.12)

3. Give examples of how setting personal limits for the expression of romantic feelings can help keep teens healthy and safe. (SH1.8.12)

NHES Performance Indicators 1.8.1, 2.8.2, 4.8.1

Lesson 11: Benefits of Abstinence

1. Determine the benefits of being sexually abstinent. (SH1.8.7)
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from STD and pregnancy. (SH1.8.9)
3. Advocate for protecting sexual health by being sexually abstinent. (SH8.8.1, SH8.8.2)

NHES Performance Indicators 1.8.1, 8.8.1, 8.8.2

Lesson 12: Influences on Abstinence

1. Describe influences that contribute to engaging in sexual risk behaviors. (SH1.8.10)
2. Describe influences that protect against engaging in sexual risk behaviors. (SH1.8.11)
3. Describe how to resist negative influences that can threaten the choice to be sexually abstinent. (SH2.8.3, SH2.8.5, SH2.8.6, SH2.8.7, SH2.8.8)

NHES Performance Indicators 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.8

Lesson 13: Peer Power for Abstinence

1. Accurately estimate the current rate of sexual abstinence among U.S. ninth graders.
2. Explain how knowing actual norms can support sexual abstinence. (SH2.8.1)
3. Explain how peers can support one another to remain sexually abstinent. (SH2.8.8)
4. Express intentions to help others remain sexually abstinent. (SH7.8.4)

NHES Performance Indicators 2.8.3, 2.8.7, 8.8.2

Lesson 14: Planning Ahead to Be Abstinent

1. Identify reasons for being sexually abstinent. (SH1.8.7)
2. Describe situations that could lead to pressures for sex.
3. Use skills for planning ahead to remain sexually abstinent. (SH7.8.3)

NHES Performance Indicators 7.8.1, 7.8.2, 7.8.3

Lesson 15: Resisting Sexual Pressure

1. Describe techniques used to pressure someone to engage in sexual behaviors. (SH1.8.14)
2. Identify effective words and actions to resist sexual pressure. (SH4.8.1)

NHES Performance Indicator 4.8.1

Lesson 16: Roleplay Practice: Saying NO to Sexual Pressure

1. Demonstrate effective refusal skills to resist sexual pressure. (SH4.8.3)

NHES Performance Indicator 4.8.2

Lesson 17: Achieving Goals Through Abstinence

1. Identify personal goals for the future.
2. Identify the emotional, social, physical and financial effects of being a teen parent. (SH1.8.29)
3. Describe how negative consequences of becoming a teen parent would affect personal goals.
4. Explain how sexual abstinence can help young people reach future goals.

NHES Performance Indicators 1.8.1, 6.8.4

NHES Skills Addressed

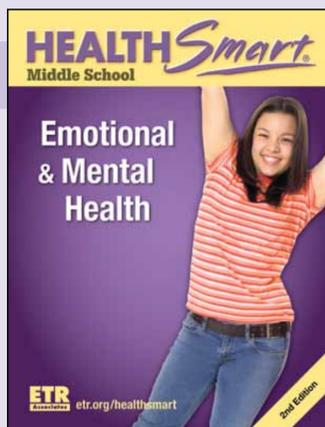
- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Practicing Health-Enhancing Behaviors
- Advocacy

HECAT Healthy Behavior Outcomes

- Personal Health & Wellness**
- Brush and floss teeth daily. (PHW-1)
 - Practice appropriate hygiene habits. (PHW-2)
 - Get an appropriate amount of sleep and rest. (PHW-3)
 - Prevent vision or hearing loss. (PHW-4)
 - Prevent damage from the sun. (PHW-5)
 - Practice behaviors that prevent infectious diseases. (PHW-6)
 - Practice behaviors that prevent chronic diseases. (PHW-7)
 - Seek out help for common infectious diseases and chronic conditions. (PHW-10)

Sexual Health

- Establish and maintain healthy relationships. (SH-1)
- Be sexually abstinent. (SH-2)
- Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV. (SH-3)
- Engage in behaviors that prevent or reduce unintended pregnancy. (SH-4)
- Avoid pressuring others to engage in sexual behaviors. (SH-5)
- Support others to avoid or reduce sexual risk behaviors. (SH-6)
- Treat others with courtesy and respect without regard to sexual status. (SH-7)
- Utilize appropriate health services to promote sexual health. (SH-8)



Lesson 1: Dimensions of Health

1. Explain the interrelationship of physical, mental, emotional, social and spiritual health. (MEH1.8.2)

NHES Performance Indicators 1.8.2, 6.8.1

Lesson 2: Classroom Rules & Responsibilities

1. Describe what it means to be a responsible person. (MEH1.8.17, MEH7.8.1)
2. Describe prosocial behaviors that contribute to a positive classroom environment.
3. Generate classroom rules that will contribute to a positive classroom environment. (MEH2.8.3)

NHES Performance Indicators 1.8.3, 2.8.4, 7.8.1

Lesson 3: Being Emotionally Healthy

1. Describe characteristics of an emotionally healthy person. (MEH1.8.1)
2. Describe role models who demonstrate positive emotional health. (MEH1.8.5)
3. Explain ways to improve emotional health. (MEH1.8.1, 7.8.1)

NHES Performance Indicators 1.8.1, 7.8.1

Lesson 4: Qualities of Healthy Relationships

1. Compare and contrast healthy and unhealthy relationships. (MEH1.8.35)
2. Describe characteristics of healthy relationships. (MEH1.8.33)
3. Describe benefits of healthy relationships. (MEH1.8.33)

NHES Performance Indicators 1.8.1, 2.8.1, 2.8.3

Lesson 5: Building Healthy Relationships Through Communication

1. Demonstrate effective communication skills. (MEH4.8.1, SH4.8.1)
2. Demonstrate effective listening skills. (MEH4.8.1, SH4.8.1)

NHES Performance Indicator 4.8.1

Lesson 6: Expressing Your Feelings

1. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (MEH1.8.29)
2. Explain appropriate and healthy ways to express emotions. (MEH 1.8.4)
3. Explain how the expression of emotions can help or hurt oneself and others. (MEH1.8.27)

NHES Performance Indicator 1.8.1, 7.8.1

Lesson 7: Dealing with Troublesome Feelings

1. Describe healthy ways to deal with troublesome feelings. (MEH1.8.8)
2. Identify trusted adults to talk to about troublesome feelings.
3. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings. (MEH1.8.6)

NHES Performance Indicators 1.8.1, 1.8.7

Lesson 8: Getting Help for Yourself or a Friend

1. Describe warning signs that troublesome feelings require help. (MEH3.8.4)
2. Identify anxiety and depression as troublesome feelings that require professional help.
3. Demonstrate how to effectively ask for help for troublesome feelings for themselves or a friend. (MEH4.8.6)

NHES Performance Indicators 1.8.7, 3.8.4, 4.8.4

Lesson 9: Dealing with Grief

1. Summarize feelings associated with loss and grief. (MEH1.8.9)
2. Describe how to deal with grief in healthy ways.
3. Demonstrate what to say to someone who has experienced the death of a loved one. (MEH4.8.7)

NHES Performance Indicators 1.8.1, 4.8.1

Lesson 10: What Is Stress?

1. Explain causes and effects of stress. (MEH1.8.23)
2. Describe personal stressors at home, in school and with friends. (MEH1.8.24)
3. Describe physical and emotional reactions to stressful situations.
4. Explain positive and negative ways of dealing with stress. (MEH1.8.25)

NHES Performance Indicator 1.8.1

Lesson 11: Reducing Stress

1. Identify skills for planning, time management and organization that can help reduce stress. (MEH7.8.2)

NHES Performance Indicators 1.8.1, 1.8.5, 7.8.2

Lesson 12: Managing Stress

1. Demonstrate stress-management techniques. (MEH7.8.3)
2. Explain how they will apply stress-management techniques to manage personal stressors. (MEH7.8.4)

NHES Performance Indicators 1.8.5, 7.8.3

Lesson 13: Making Healthy Decisions

1. Demonstrate decision-making skills that can be used to support emotional health. (MEH5.8.2, MEH5.8.3, MEH5.8.5, MEH5.8.6, MEH5.8.7, MEH5.8.8)

NHES Performance Indicators 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7, 5.8.8

Lesson 14: Setting Goals for Emotional Health

1. Use goal-setting skills to improve emotional health. (MEH6.8.1, MEH6.8.2, MEH6.8.3, MEH6.8.4)
2. Monitor progress toward a goal to improve emotional health. (MEH6.8.3, MEH6.8.4, MEH6.8.5)

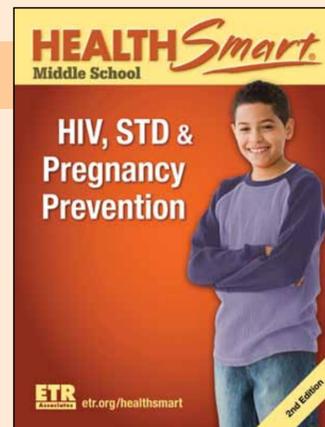
NHES Performance Indicators 6.8.1, 6.8.2, 6.8.3, 6.8.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behaviors

HECAT Healthy Behavior Outcomes

- Mental & Emotional Health**
- Express feelings in a healthy way. (MEH-1)
 - Engage in activities that are mentally and emotionally healthful. (MEH-2)
 - Prevent and manage emotional stress and anxiety in healthy ways. (MEH-4)
 - Use self-control and impulse-control strategies to promote health. (MEH-5)
 - Get help for troublesome thoughts, feelings or actions for oneself and others. (MEH-6)
 - Show tolerance and acceptance of differences in others. (MEH-7)
 - Establish and maintain healthy relationships. (MEH-8)



Lesson 1: Healthy Romantic Relationships

1. Explain the qualities of a healthy romantic relationship. (SH1.8.2)
2. Differentiate healthy and unhealthy romantic relationships. (SH1.8.3)
3. Describe strategies for building healthy romantic relationships.

NHES Performance Indicator 1.8.1

Lesson 2: What About Sex?

1. Describe the consequences of becoming sexually active.
2. Describe responsibilities that come with being sexually active.
3. Describe ways to protect sexual health.
4. Explain the importance of talking with parents and other trusted adults about issues related to sexual health. (SH1.8.5)
5. Determine the benefits of being sexually abstinent. (SH1.8.7)
6. Explain the importance of getting appropriate health care for sexual health issues. (SH3.8.4)

NHES Performance Indicators 1.8.1, 1.8.6, 3.8.4, 7.8.1

Lesson 3: Sexual Identity & Sexual Stereotyping

1. Apply ways to challenge sexual stereotyping. (SH1.8.36, SH4.8.6)
2. Describe how sexual stereotyping can negatively affect people. (SH1.8.35)
3. Advocate for taking a stand against sexual stereotyping. (SH8.8.3)

NHES Performance Indicators 7.8.2, 8.8.1

Lesson 4: Who's Really Having Sex?

1. Recognize the difference between facts and perceived norms. (SH2.8.1)
2. Explain that most teens are not engaging in sexual intercourse.

NHES Performance Indicator 2.8.7

Lesson 5: Reproduction & Teen Pregnancy

1. Explain how pregnancy occurs. (SH1.8.28)
2. Personalize the risk of pregnancy, if having unprotected sexual intercourse.
3. Identify the consequences of becoming a teen parent. (SH1.8.29)
4. Use advocacy skills to encourage others to avoid unplanned pregnancy. (SH8.8.2, SH8.8.5)

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9, 7.8.1, 8.8.2, 8.8.3

Lesson 6: STD Facts

1. Describe symptoms of common STDs. (SH1.8.18)
2. Explain that some STDs are asymptomatic. (SH 1.8.20)
3. Explain how common STDs are transmitted. (SH1.8.16)
4. Explain the short- and long-term consequences of common STDs. (SH1.8.21)
5. Summarize which STDs can be cured and which can be treated. (SH1.8.23)
6. Describe why sexual abstinence is the safest, most effective way to avoid STD. (SH1.8.9)

NHES Performance Indicators 1.8.1, 1.8.9

Lesson 7: HIV Facts

1. Explain how HIV is transmitted. (SH1.8.17)
2. Describe symptoms of HIV. (SH1.8.19)
3. Explain the consequences of HIV. (SH1.8.22)
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV. (SH1.8.9)
5. Explain why it is safe to be a friend of someone who has HIV.

NHES Performance Indicators 1.8.1, 1.8.9

Lesson 8: STD & Responsible Actions

1. Describe responsible actions for someone who has an STD. (SH3.8.4, SH7.8.2)

NHES Performance Indicators 1.8.1, 3.8.4, 7.8.1

Lesson 9: Making Sexual Health Decisions

1. Demonstrate decision-making skills that can be used to protect sexual health. (SH5.8.2, SH5.8.3, SH5.8.5, SH5.8.6, SH5.8.7, SH5.8.8)

NHES Performance Indicators 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

Lesson 10: Getting Help with Sexual Health Decisions

1. Justify the reliability of identified sources of information about sexual health. (SH3.8.1)
2. *Optional:* Use skills for accessing resources to gather information about sexual health. (SH3.8.6)

NHES Performance Indicators 3.8.1, 3.8.2

Lesson 11: Resisting Sexual Pressure

1. Describe techniques used to pressure someone to engage in sexual behaviors. (SH1.8.14)
2. Identify effective words and actions to resist sexual pressure. (SH4.8.1)

NHES Performance Indicator 4.8.1

Lesson 12: Roleplay Practice: Saying NO to Sexual Pressure

1. Demonstrate effective refusal skills to resist sexual pressure. (SH4.8.3)

NHES Performance Indicator 4.8.2

Lesson 13: Using Condoms for Safer Sex

1. Identify where they can obtain latex or plastic condoms. (SH3.8.5, SH3.8.7)
2. Identify steps for proper condom use. (SH7.8.3)

NHES Performance Indicators 3.8.3, 3.8.5, 7.8.3

Lesson 14: Negotiating Condom Use

1. Describe how condoms can reduce the risk of pregnancy, HIV and other STD. (SH1.8.25, SH1.8.31)
2. Demonstrate using communication skills to negotiate condom use. (SH4.8.1, SH4.8.4)

NHES Performance Indicators 1.8.5, 4.8.1, 4.8.2, 7.8.3

Lesson 15: Roleplay Practice: Protecting My Sexual Health

1. Demonstrate refusal and negotiation skills to protect sexual health. (SH4.8.3, SH4.8.4, SH7.8.3)

NHES Performance Indicators 4.8.2, 7.8.3

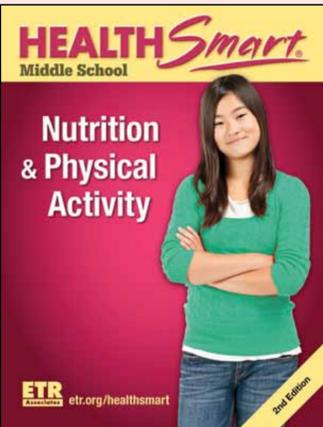
NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Practicing Health-Enhancing Behaviors
- Advocacy

HECAT Healthy Behavior Outcomes

- Sexual Health**
- Establish and maintain healthy relationships. (SH-1)
 - Be sexually abstinent. (SH-2)
 - Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV. (SH-3)
 - Engage in behaviors that prevent or reduce unintended pregnancy. (SH-4)
 - Avoid pressuring others to engage in sexual behaviors. (SH-5)
 - Support others to avoid or reduce sexual risk behaviors. (SH-6)
 - Treat others with courtesy and respect without regard to sexual status. (SH-7)
 - Utilize appropriate health services to promote sexual health. (SH-8)
- Mental & Emotional Health**
- Show tolerance and acceptance of differences in others. (MEH-7)

Lesson Objectives with HECAT & NHES Correlations



Lesson 1: What Are Nutrients?

1. Summarize reliable sources of information about healthy eating. (HE3.8.1)
2. Identify the function and nutritional value of key nutrients.
3. Summarize the benefits of drinking plenty of water. (HE1.8.11)

Lesson 2: What Should I Eat & How Much?

1. Summarize a variety of nutritious food choices for each food group. (HE1.8.2)
2. Summarize the amount of food from each food group that a person needs each day. (HE1.8.1)
3. Explain why the recommended amount of food a person needs each day may be different for each food group. (HE1.8.4)
4. Identify foods that are high in fiber. (HE1.8.9)

Lesson 3: Assessing My Eating Habits

1. Describe the U.S. Dietary Guidelines for Americans. (HE1.8.3)
2. Assess personal eating practices. (HE6.8.1, HE7.8.2)
3. Summarize the benefits of eating plenty of fruits and vegetables. (HE1.8.5)
4. Summarize the benefits of limiting the consumption of fat, added sugar and sodium. (HE1.8.15)
5. Describe the benefits of eating in moderation. (HE1.8.22)
6. Apply federal guidelines for healthy eating. (NHES Performance Indicators 1.8.1, 6.8.1, 7.8.1)

Lesson 4: Reading a Food Label

1. Explain how reading a food label can help improve a person's eating habits.
2. Analyze the nutrition information on food labels to compare products. (HE3.8.6)
3. Demonstrate how to use food labels to make healthy food choices. (HE7.8.3)

Lesson 5: Eating Breakfast Every Day

1. Describe the importance of eating breakfast every day. (HE1.8.15)
2. Provide examples of healthy breakfast foods. (HE1.8.10)
3. Identify examples of whole-grain foods. (HE1.8.10)
4. Describe ways to overcome barriers to eating a healthy breakfast every day. (HE6.8.3, HE6.8.4)
5. Explain ways to improve personal breakfast habits. (HE7.8.2, HE7.8.4)

Lesson 6: Healthy Snacking

1. Explain characteristics of a healthy snack.
2. Use advocacy skills to encourage others to eat healthy snacks. (HE8.8.1, HE8.8.2, HE8.8.3)

Lesson 7: Eating Healthy at Fast-Food Restaurants

1. Explain how to select healthy foods when dining out at fast-food restaurants. (HE1.8.17)
2. Identify food preparation methods that add less fat to food. (HE1.8.14)
3. Differentiate between nutritious and non-nutritious beverages. (HE1.8.12)
4. Express intentions to make healthier choices at fast-food restaurants. (HE7.8.4)

Lesson 8: Keeping Food Safe to Eat

1. Summarize food safety strategies that can control germs that cause food-borne illnesses. (PHW1.8.10)
2. Express intentions to prevent food-borne illness. (PHW7.8.4)

Lesson 9: What Influences My Food Choices?

1. Assess personal eating practices. (HE6.8.1)
2. Analyze influences on personal eating patterns. (HE2.8.3, HE2.8.6, HE2.8.8, HE2.8.9)
3. Suggest ways to counter negative influences on food choices.
4. Express intentions to make healthy food choices. (HE7.8.4)

Lesson 10: Resisting Pressure to Eat Less-Healthy Foods

1. Identify words and actions used to resist pressure to eat less-nutritious foods. (HE4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to eat less-nutritious foods. (HE4.8.2)

Lesson 11: Body Image Basics

1. Differentiate a positive and negative body image.
2. Explain the importance of a positive body image. (MEH1.8.10)
3. Analyze influences on body image. (MEH2.8.3, MEH2.8.6, MEH2.8.8, MEH2.8.9)
4. Explain ways to develop or maintain a positive body image. (MEH7.8.3)
5. Express intentions to develop or maintain a positive body image. (MEH7.8.4)

Lesson 12: The Positive Body Image Project

1. Use advocacy skills to counteract negative media messages about body image. (MEH8.8.2, MEH8.8.3)

Lesson 13: Dieting Dangers & Healthy Ways to Manage Weight

1. Explain the dangers of dieting.
2. Identify healthy and risky approaches to weight management. (HE1.8.21)
3. Describe the relationship between what people eat, their physical activity level and their body weight. (PA1.8.12)
4. Describe the health risks of using weight-loss drugs. (AOD1.8.3)

Lesson 14: Eating Disorders

1. Describe the symptoms and consequences of common eating disorders. (MEH1.8.15)
2. Summarize how eating disorders affect proper nutrition.
3. Explain what to do if a friend is showing symptoms of an eating disorder.
4. Explain why people with eating disorders need professional help. (MEH1.8.28, MEH3.8.4)

Lesson 15: Assessing My Physical Activity

1. Describe the recommended amounts and types of moderate, vigorous, muscle strengthening and bone strengthening physical activity for adolescents. (PA1.8.1)
2. Describe physical activities that contribute to maintaining or improving the components of health-related fitness. (PA1.8.6)
3. Describe ways to increase daily physical activity and decrease inactivity. (PA1.8.3)
4. Assess personal physical activity practices. (PA6.8.1)
5. Apply federal guidelines for physical activity. (NHES Performance Indicators 1.8.1, 6.8.1, 7.8.1)

Lesson 16: Staying Safe While Getting Fit

1. Identify the physical, mental and social benefits of physical activity. (PA1.8.4, PA1.8.7)
2. Explain how an inactive lifestyle contributes to chronic disease. (PA1.8.8)
3. Describe ways to reduce risk of injuries from participation in physical activity. (PA1.8.14)
4. Describe climate-related conditions that affect physical activity. (PA1.8.10)
5. Summarize the benefits of drinking water before, during and after physical activity. (PA1.8.11)
6. Explain the importance of warming up before and cooling down after physical activity. (PA1.8.9)

Lesson 17: My Healthy Eating & Physical Activity Goal

1. Analyze expected benefits of healthy eating and physical activity. (HE1.8.20, PA1.8.4, PA1.8.7)
2. Identify ways to overcome barriers to healthy eating and physical activity. (HE6.8.3, HE6.8.4, PA6.8.3, PA6.8.4)
3. Set a specific, realistic and measurable goal to improve healthy eating or physical activity behaviors. (HE6.8.2, HE6.8.5, PA6.8.2, PA6.8.5)

Lesson 18: Tracking My Progress

1. Use goal-setting and self-management skills to monitor personal progress toward a healthy eating or physical activity goal. (HE6.8.3, HE6.8.4, HE6.8.5, PA6.8.3, PA6.8.4, PA6.8.5)

NHES Skills Addressed

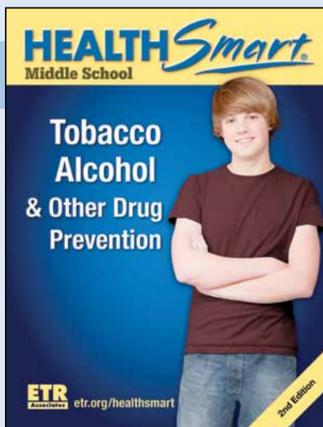
- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Goal Setting
- Practicing Health-Enhancing Behaviors
- Advocacy

HECAT Healthy Behavior Outcomes

- Healthy Eating**
- Eat the appropriate number of servings from each food group every day. (HE-1)
 - Eat a variety of foods within each food group every day. (HE-2)
 - Eat an abundance of fruits and vegetables every day. (HE-3)
 - Choose to eat whole-grain products and fat-free or low-fat or equivalent milk products regularly. (HE-4)
 - Drink plenty of water every day. (HE-5)
 - Limit foods and beverages high in added sugars, solid fat and sodium. (HE-6)
 - Eat breakfast every day. (HE-7)
 - Eat healthy snacks. (HE-8)
 - Eat healthy foods when dining out. (HE-9)
 - Prepare food in healthful ways. (HE-10)
 - Balance caloric intake with caloric expenditure. (HE-11)
 - Follow an eating plan for healthy growth and development. (HE-12)
 - Support others to eat healthy. (HE-13)

- Personal Health & Wellness**
- Practice behaviors that prevent food-borne illnesses. (PHW-9)
 - Prevent health problems that result from fads or trends. (PHW-12)

- Physical Activity**
- Engage in moderate to vigorous physical activity for at least 60 minutes every day. (PA-1)
 - Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance and muscle strength. (PA-2)
 - Engage in warm-up and cool-down activities before and after structured exercise. (PA-3)
 - Drink plenty of water before, during and after physical activity. (PA-4)
 - Follow a physical activity plan for healthy growth and development. (PA-5)
 - Avoid injury during physical activity. (PA-6)
 - Support others to be physically active. (PA-7)



Lesson 1: Teens & Drugs: What's the Truth?

1. Examine perceived norms around tobacco, alcohol and marijuana use. (AOD2.8.2, T2.8.2)
2. Explain that most teens do not use tobacco, alcohol or other drugs. (NHES Performance Indicator 2.8.7)

Lesson 2: Alcohol: What's the Truth?

1. Summarize the negative consequences of using alcohol. (AOD1.8.5)
2. Explain how using alcohol could negatively affect their lives.
3. Describe the relationship between alcohol use and other risky behaviors. (AOD1.8.10, AOD2.8.5)

Lesson 3: Tobacco: What's the Truth?

1. Describe the negative short- and long-term physical effects of using tobacco. (T1.8.1)
2. Summarize the negative health effects of secondhand smoke. (T1.8.10)
3. Summarize the personal benefits of being tobacco free. (T1.8.5)

Lesson 4: Marijuana: What's the Truth?

1. Summarize the negative short- and long-term effects of marijuana use. (AOD1.8.5)
2. Explain that most teens do not use marijuana. (NHES Performance Indicator 1.8.1)

Lesson 5: Medicines: What's the Truth?

1. Explain directions for correct use of over-the-counter and prescription medicines.
2. Differentiate between proper use and misuse of over-the-counter and prescription medicines. (AOD1.8.1, AOD1.8.2)
3. Describe negative effects of misusing over-the-counter and prescription medicines. (AOD1.8.5, S1.8.19)
4. Describe the health risks of using steroids. (AOD1.8.4)

Lesson 6: Experimentation & Addiction: What's the Truth?

1. Define the stages of addiction.
2. Determine reasons teens choose to use tobacco, alcohol and other drugs. (AOD1.8.6)
3. Evaluate the dangers of experimenting with tobacco, alcohol or other drugs. (T1.8.2)
4. Explain the negative consequences of drug addiction. (NHES Performance Indicator 1.8.1)

Lesson 7: Consequences of Drug Use: How Bad Could It Be?

1. Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life. (AOD1.8.5, T1.8.6)
2. Examine the likelihood and seriousness of negative consequences resulting from tobacco, alcohol and other drug use.
3. Describe how negative consequences of using tobacco, alcohol and other drugs could affect them personally. (NHES Performance Indicators 1.8.8, 1.8.9)

Lesson 8: Influences on My Choices About Drugs

1. Identify internal and external influences on personal choices to use or not use tobacco, alcohol and other drugs. (AOD2.8.3, AOD2.8.4, AOD2.8.6, AOD2.8.7, AOD2.8.8, AOD2.8.9, T2.8.3, T2.8.4, T2.8.6, T2.8.7, T2.8.8, T2.8.9)

Lesson 9: Self-Talk for Being Drug Free

1. Analyze internal and external influences that might pressure someone to use tobacco, alcohol and other drugs. (AOD2.8.3, AOD2.8.4, AOD2.8.6, AOD2.8.7, AOD2.8.8, AOD2.8.9, T2.8.3, T2.8.4, T2.8.6, T2.8.7, T2.8.8, T2.8.9)
2. Demonstrate self-talk to counter influences to use tobacco, alcohol and other drugs. (AOD7.8.3, T7.8.3)

Lesson 10: My Peers & Their Feelings About Drugs

1. Determine reasons teens choose to use or not use tobacco, alcohol and other drugs. (AOD1.8.6)
2. Analyze internal and external influences on using or not using tobacco, alcohol and other drugs.
3. Describe healthy alternatives to using tobacco, alcohol and other drugs. (AOD1.8.12)
4. Summarize the personal benefits of being drug free. (AOD1.8.11, T1.8.5)

Lesson 11: Family, School & Community Rules About Drugs

1. Summarize family rules about tobacco, alcohol and other drug use.
2. Access resources to find information about school policies on drug use. (AOD3.8.6, T3.8.6)
3. Summarize school policies regarding tobacco, alcohol and other drug use. (AOD1.8.9, T1.8.8)
4. Summarize community laws regarding purchasing and using tobacco, alcohol and other drugs. (AOD1.8.9, T1.8.8)

Lesson 12: Tobacco Companies: Are They Targeting Youth?

1. Analyze ways the tobacco industry promotes tobacco use among young people. (T2.8.8)

Lesson 13: Tobacco & Alcohol Ads: What They're Really Saying

1. Analyze advertising strategies the tobacco and alcohol industries use to encourage young people to start using their products. (AOD2.8.8, T2.8.8)

Lesson 14: Tobacco & Alcohol Counter-Advertisements

1. Support a positive health message about being tobacco or alcohol free with accurate information. (AOD8.8.1, T8.8.1)
2. Advocate for peers to be tobacco and alcohol free. (AOD8.8.2, AOD8.8.5, AOD8.8.6, T8.8.2, T8.8.3, T8.8.4)

Lesson 15: Peer Pressure: Read Between the Lines

1. Analyze what peers are really saying when they apply pressure to use tobacco, alcohol or other drugs. (AOD2.8.9, T2.8.9)

Lesson 16: Peer Pressure: Ways to Say NO

1. Identify words and actions used to resist pressure to use tobacco, alcohol or other drugs. (AOD4.8.2, T4.8.1)

Lesson 17: Peer Pressure: Saying NO to Drugs

1. Demonstrate refusal skills to say NO to pressure to use drugs. (AOD4.8.4, T4.8.2)

Lesson 18: Roleplay Practice: Resisting Drug Pressure

1. Apply effective refusal skills that can be used to say NO to pressure to use tobacco, alcohol and other drugs. (AOD4.8.4, T4.8.2)

Lesson 19: Drug-Free Pledges: Support for Myself & Others

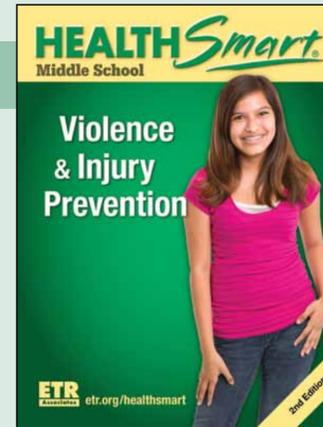
1. Express intentions to be drug free. (AOD7.8.4, T7.8.4)
2. Summarize the personal benefits of being drug free. (AOD1.8.11, T1.8.5)
3. Identify advocacy skills to help others be drug free. (AOD8.8.1, AOD8.8.2, T8.8.1, T8.8.2)

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Practicing Health-Enhancing Behaviors
- Advocacy

HECAT Healthy Behavior Outcomes

- Tobacco**
- Avoid using (or experimenting with) any form of tobacco. (T-1)
 - Avoid secondhand smoke. (T-2)
 - Support a tobacco-free environment. (T-3)
 - Support others to be tobacco free. (T-4)
- Alcohol & Other Drugs**
- Avoid misuse and abuse of over-the-counter and prescription drugs. (AOD-1)
 - Avoid experimentation with alcohol and other drugs. (AOD-2)
 - Avoid the use of alcohol. (AOD-3)
 - Avoid the use of illegal drugs. (AOD-4)
 - Support others to be alcohol and other drug free. (AOD-8)



Lesson 1: Understanding Risks & Unintentional Injury

1. Describe consequences of unintentional injury.
2. Describe situations that could lead to unsafe risks that cause injuries.
3. Identify benefits of reducing the risks for injury. (S1.8.21)

Lesson 2: Avoiding Motor Vehicle Injuries

1. Describe ways to reduce risks of injuries while riding in or on a motor vehicle. (S1.8.1)
2. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (S1.8.4, AOD1.8.14)
3. Describe ways to avoid riding in or on a motor vehicle with a driver who has been using alcohol or other drugs. (NHES Performance Indicators 1.8.1, 1.8.5, 1.8.8, 7.8.3)

Lesson 3: Safety Rules to Prevent Common Injuries

1. Describe ways to reduce the risk of injuries around water. (S1.8.8)
2. Describe ways to reduce the risk of injuries in case of fire. (S1.8.9)
3. Describe ways to reduce the risk of injuries during sports and recreational activities. (S1.8.10)
4. Describe ways to reduce the risk of injuries from firearms. (S1.8.17)
5. Describe ways to reduce the risk of injuries as a pedestrian. (S1.8.13)
6. Describe ways to reduce the risk of injuries from falls. (S1.8.7)
7. Identify actions to take to prevent injuries during severe weather. (S1.8.6)

Lesson 4: Safety Gear & Me

1. Explain the importance of helmets and other safety gear for biking, skateboarding, inline skating and other activities. (S1.8.3)
2. Demonstrate advocacy skills to support others to be safe by encouraging helmet use. (S8.8.1, S8.8.2, S8.8.3, S8.8.4)

Lesson 5: Resisting Dares

1. Describe words and actions they can use to resist dares. (S4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to take unsafe risks. (S4.8.3)

Lesson 6: Making Safe Decisions

1. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries. (S5.8.2, S5.8.3, S5.8.5, S5.8.6, S5.8.7, S5.8.8)
2. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries. (S5.8.2, S5.8.3, S5.8.5, S5.8.6, S5.8.7, S5.8.8)

Lesson 7: Preparing for School Emergencies

1. Demonstrate how to respond to school emergencies. (S7.8.3)

Lesson 8: Understanding Violence

1. Define violence.
2. Describe the similarities and differences between types of violent behaviors. (V1.8.12)
3. Describe consequences of violence to perpetrators, victims and bystanders. (V1.8.13)
4. Explain the role of bystanders in escalating, preventing or stopping violence. (V1.8.10)

Lesson 9: Causes of Violence

1. Identify causes of violence.
2. Describe how prejudice and discrimination can lead to violence. (V1.8.14)
3. Describe the relationship between using alcohol and other drugs and violence. (AOD1.8.10)
4. Describe prosocial behaviors that help prevent violence. (V1.8.11, MEH1.8.16)

Lesson 10: Understanding Bullying

1. Identify different types of bullying.
2. Explain the short-term and long-term effects of bullying on targets. (V1.8.13)
3. Describe how power and control differences can contribute to bullying. (V1.8.5)
4. Describe prosocial behaviors that help prevent violence. (V1.8.11, MEH1.8.16)

Lesson 11: Taking a Stand Against Bullying

1. Identify actions to prevent or stop bullying. (V4.8.6, V7.8.2)
2. Express intentions to help prevent bullying at school. (V7.8.4)

Lesson 12: Hazing: A Different Kind of Bullying

1. Define hazing and explain why it is a form of bullying.
2. Describe consequences of hazing. (V1.8.13)
3. Explain ways to prevent or stop hazing. (V7.8.2)

Lesson 13: Our Code of Conduct

1. Advocate against bullying and hazing. (V8.8.1, V8.8.3)

Lesson 14: Feelings & Fights

1. Describe situations that could lead to physical fighting. (V1.8.26)
2. Describe appropriate ways to express and deal with emotions. (MEH1.8.4)
3. Describe strategies to avoid physical fighting. (V1.8.18)
4. Identify nonviolent ways to respond when angry or upset. (V1.8.7)

Lesson 15: Skills to Resolve Conflict

1. Describe ways to manage interpersonal conflict nonviolently. (V1.8.1, MEH1.8.21)
2. Explain why it is important to understand the perspectives of others in resolving conflicts. (V1.8.3, MEH1.8.22)
3. Determine the benefits of using nonviolent means to solve interpersonal conflicts. (V1.8.2)

Lesson 16: Conflict Resolution Roleplays

1. Demonstrate skills for resolving conflict. (MEH4.8.5, V4.8.3, V4.8.4, V4.8.5, V4.8.6, V7.8.3)

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Communication
- Decision Making
- Practicing Health-Enhancing Behaviors
- Advocacy

HECAT Healthy Behavior Outcomes

- Safety/Injury Prevention**
- Follow appropriate safety rules when riding in or on a motor vehicle. (S-1)
 - Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs. (S-2)
 - Use safety equipment appropriately and correctly. (S-3)
 - Apply safety rules and procedures to avoid risky behaviors and injury. (S-4)
 - Avoid safety hazards in the home and community. (S-5)
 - Recognize and avoid dangerous surroundings. (S-6)
 - Support others to avoid risky behaviors and be safe. (S-8)
- Violence Prevention**
- Manage interpersonal conflict in nonviolent ways. (V-1)
 - Manage emotional distress in nonviolent ways. (V-2)
 - Avoid bullying, being a bystander to bullying, or being a victim of bullying. (V-3)
 - Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. (V-4)
 - Avoid situations where violence is likely to occur. (V-5)
 - Avoid associating with others who are involved in or who encourage violence or criminal activity. (V-6)
 - Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. (V-7)
 - Get help to stop being subjected to violence or physical abuse. (V-9)

Key

HECAT = Health Education Curriculum Analysis Tool

Corresponding HECAT knowledge and skill expectations are listed after each objective.

AOD = Alcohol & Other Drugs

HE = Healthy Eating

PA = Physical Activity

S = Safety

T = Tobacco

V = Violence Prevention

Example: AOD2.8.2 = Alcohol & Other Drugs, Standard 2, Grades 6-8, Performance Indicator 2.

NHES = National Health Education Standards

Standards and performance indicators met are listed for each lesson.

Example: 1.8.1 = Standard 1, Grades 6-8, Performance Indicator 1.