

# HOLLAND TOWNSHIP SCHOOL DISTRICT

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## 6-8<sup>th</sup> Grade/Middle School Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

Holland Township School utilizes a curriculum which will address the following 6 components under New Jersey State Required Instruction:

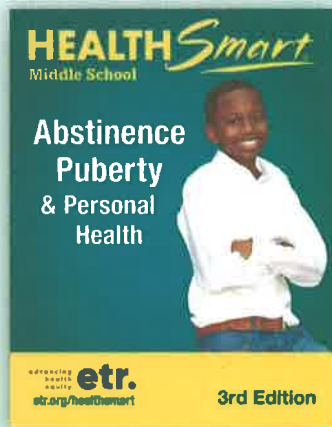
- Abstinence, Puberty & Personal Health
- Emotional & Mental Health
- HIV, STI, & Pregnancy Prevention\*
- Nutrition & Physical Activity
- Tobacco, Alcohol, & Other Drug Prevention
- Violence & Injury Prevention

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

\*Please disregard Lessons 11-14 under HIV, STI and Pregnancy Prevention. These topics not addressed per BOE policy 2422 and NJAC 18A:35

# Lesson Objectives with HECAT & NHES Correlations



## Abstinence, Puberty & Personal Health

### 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. (PHW1.8.6)
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. (PHW1.8.8)
2. Explain the differences between infectious and noninfectious diseases. (PHW1.8.7)
3. Summarize the ways that common infectious diseases are transmitted. (PHW1.8.11)
4. Describe the behavioral and environmental factors that contribute to the major chronic diseases. (PHW1.8.17)
5. Summarize health practices to prevent the spread of infectious illnesses. (PHW1.8.12, 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. Identify sources of accurate information about sexuality. (SH3.8.1)
2. Explain the importance of talking with parents and other trusted adults about sexuality. (SH1.8.16)

NHES Performance Indicators 1.8.2; 3.8.1

### Lesson 5: The Reproductive System: A Body with a Vagina

1. Summarize basic reproductive body parts and their functions. (SH1.8.3)

NHES Performance Indicators 1.8.1

### Lesson 6: The Reproductive System: A Body with a Penis

1. Summarize basic reproductive body parts and their functions. (SH1.8.3)

NHES Performance Indicators 1.8.1

### Lesson 7: Puberty

1. Describe the physical, social, mental and emotional changes associated with puberty. (MEH1.8.1)
2. Summarize the benefits of talking with parents and other trusted adults about sexuality. (SH1.8.16)

NHES Performance Indicators 1.8.2; 4.8.1

### Lesson 8: The Menstrual Cycle & Pregnancy

1. Describe how pregnancy occurs. (SH1.8.4)

NHES Performance Indicators 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. (SH1.8.12, MEH1.8.26)
2. Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors. (SH1.8.32)
3. Give examples of how setting personal limits for the expression of romantic feelings can help keep teens healthy and safe. (SH1.8.32)

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. (SH1.8.33)
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. (SH1.8.34)
3. Advocate for protecting sexual health by being sexually abstinent. (SH8.8.1, SH8.8.2)

NHES Performance Indicators 1.8.1, 1.8.7; 8.8.1, 8.8.2

### Lesson 12: Influences on Abstinence

1. Describe influences that contribute to engaging in sexual risk behaviors. (SH1.8.36)
2. Describe influences that protect against engaging in sexual risk behaviors. (SH1.8.35)
3. Explain how to resist negative influences that can threaten the choice to be sexually abstinent. (SH2.8.3, SH2.8.4, SH2.8.7, SH2.8.8, SH2.8.9, SH2.8.10)

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. (SH2.8.2)
3. Explain how peers can support one another to remain sexually abstinent. (SH2.8.10)
3. Express intentions to help others remain sexually abstinent.

NHES Performance Indicators 2.8.3, 2.8.7; 8.8.2

# Lesson Objectives with HECAT & NHES Correlations

## Abstinence, Puberty & Personal Health (continued)

### Lesson 14: Resisting Sexual Pressure

1. Describe lines used to pressure someone to engage in sexual behaviors.
2. Identify effective words and actions to resist sexual pressure. (SH4.8.3)
3. Identify things to say that show they respect another person's refusal. (SH1.8.24, SH4.8.5, SH4.8.7)

NHES Performance Indicators 4.8.1, 4.8.2

### Lesson 15: Roleplay Practice: Saying NO to Sexual Pressure

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

NHES Performance Indicators 4.8.2

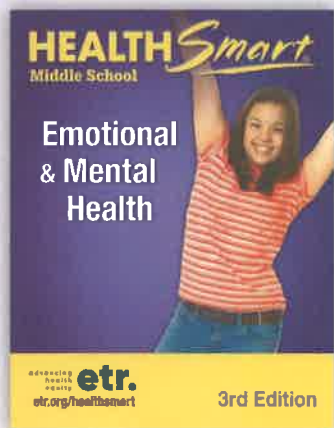
### Lesson 16: Protecting My Future

1. Identify the emotional, social, physical and financial effects of being a teen parent. (SH1.8.53)
2. Describe how negative consequences of becoming a teen parent would affect personal goals.
3. 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



## Emotional & Mental Health

### Lesson 1: Dimensions of Health

1. Explain the interrelationship of physical, mental, emotional, social and spiritual health.

NHES Performance Indicators: 1.8.2; 6.8.1

### Lesson 2: Classroom Rules & Responsibilities

1. Describe what it means to be a responsible person. (MEH1.8.35, 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. (MEH2.8.1, 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. (MEH1.8.8)
2. Explain ways to improve emotional health.

NHES Performance Indicators 1.8.1; 7.8.1

### Lesson 4: Qualities of Healthy Relationships

1. Compare and contrast healthy and unhealthy relationships. (MEH1.8.23)
2. Describe characteristics of healthy relationships. (MEH1.8.23)
3. Describe benefits of healthy relationships. (MEH1.8.24)

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. (MEH1.8.5)
2. Explain appropriate and healthy ways to express emotions. (MEH 1.8.6)
3. Explain how the expression of emotions can help or hurt oneself and others. (MEH1.8.7)

NHES Performance Indicator 1.8.1; 7.8.1

### Lesson 7: Self-Control Skills for Dealing with Difficult Feelings

1. Describe examples of situations that require self-control.
2. Analyze the risks of impulsive behaviors.
3. Demonstrate appropriate ways to respond when angry or upset. (MEH1.8.8, MEH7.8.3)

NHES Performance Indicators 1.8.1, 1.8.7; 7.8.1, 7.8.3



# Lesson Objectives with HECAT & NHES Correlations

## Emotional & Mental Health

(continued)

### Lesson 8: Getting Help for Troublesome Feelings

1. Identify trusted adults to talk to about troublesome feelings. (MEH1.8.29)
2. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings. (MEH1.8.30)
3. Describe warning signs that troublesome feelings require help. (MEH3.8.3)
4. Identify anxiety and depression as troublesome feelings that require professional help.
5. Demonstrate how to effectively ask for help for troublesome feelings for themselves or a friend. (MEH4.8.5)

NHES Performance Indicators 1.8.7; 3.8.4; 4.8.4

### Lesson 9: What Is Stress?

1. Explain causes and effects of stress.
2. Describe personal stressors at home, in school and with friends. (MEH1.8.12)
3. Describe physical and emotional reactions to stressful situations. (MEH1.8.13)
4. Explain positive and negative ways of dealing with stress. (MEH1.8.13)

NHES Performance Indicator 1.8.1

### Lesson 10: 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 11: 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 12: Dealing with Grief

1. Summarize feelings associated with loss and grief. (MEH1.8.15)
2. Describe how to deal with grief in healthy ways. (MEH1.8.6)
3. Demonstrate what to say to someone who has experienced the death of a loved one. (MEH1.8.26, MEH4.8.6)

NHES Performance Indicators 1.8.1; 4.8.1

### Lesson 13: Social Media & Emotional Health

1. Describe how social media, online gaming and other technology can impact mental and emotional health. (MEH1.8.44)
2. Advocate for responsible social media and technology use that supports emotional health. (MEH8.8.2)

NHES Performance Indicators 1.8.1, 1.8.3; 2.8.3, 2.8.5, 2.8.6, 2.8.7; 8.8.2

### Lesson 14: 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

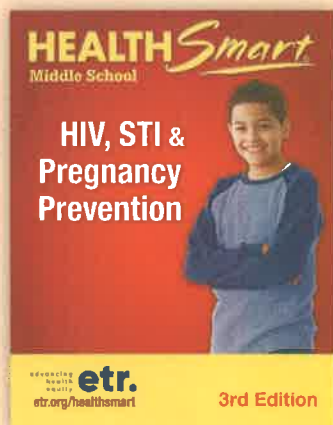
### Lesson 15: Setting Goals for Emotional Health

1. Use goal-setting skills to improve emotional health. (MEH6.8.1, MEH6.8.2, MEH6.8.3, MEH6.8.4)
2. Monitor progress on 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
- Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behavior



## HIV, STI & Pregnancy Prevention

### Lesson 1: Understanding Sexual Health

1. Describe the consequences of becoming sexually active.
2. Determine the benefits of being sexually abstinent. (SH1.8.3)
3. Explain that most teens are not engaging in sexual intercourse. (SH2.8.2)
4. Describe ways to protect sexual health.

NHES Performance Indicators 1.8.1, 1.8.7, 1.8.8; 2.8.7

### Lesson 2: Sexual Identity & Sexual Stereotyping

1. Apply ways to challenge sexual stereotyping. (SH1.8.24, SH4.8.7, SH8.8.3)
2. Describe how sexual stereotyping can negatively affect people. (SH1.8.22)
3. Explain why it's important to challenge sexual stereotypes. (SH8.8.1)

NHES Performance Indicators 7.8.2; 8.8.1

### Lesson 3: What Is Affirmative Consent?

1. Define Affirmative Consent and explain why it is important. (SH1.8.26)
2. Explain why it is an individual's responsibility to make sure that all sexual contact is consensual.
3. Explain why individuals have the right to refuse sexual contact. (V1.8.23)

NHES Performance Indicators 1.8.5, 1.8.7; 7.8.1

# Lesson Objectives with HECAT & NHES Correlations

## HIV, STI & Pregnancy Prevention (continued)

### Lesson 4: Healthy Romantic Relationships

1. Explain the qualities of a healthy romantic relationship. (SH1.8.13)
2. Differentiate healthy and unhealthy romantic relationships. (SH1.8.11)

NHES Performance Indicators 1.8.1

### Lesson 5: Reproduction & Teen Pregnancy

1. Explain how pregnancy occurs. (SH1.8.4)
2. Personalize the risk of pregnancy if having unprotected vaginal intercourse.
3. Identify the consequences of becoming a teen parent. (SH1.8.53)
4. Use advocacy skills to encourage others to avoid unintended 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: STI Facts

1. Describe symptoms of common STIs. (SH1.8.39)
2. Explain that some STIs are asymptomatic.
3. Explain how common STIs are transmitted. (SH1.8.38)
4. Explain the negative consequences of common STIs. (SH1.8.40)
5. Summarize which STIs can be cured and which can be treated. (SH1.8.41)
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs. (SH1.8.34)

NHES Performance Indicators 1.8.1, 1.8.9

### Lesson 7: HIV Facts

1. Explain how HIV is transmitted. (SH1.8.38)
2. Describe symptoms of untreated HIV. (SH1.8.39)
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV. (SH1.8.34)
5. Explain why it is safe to be a friend of someone who has HIV.

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9

### Lesson 8: STI & Responsible Actions

1. Describe responsible actions for someone who has an STI. (SH3.8.4, SH7.8.3)

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: Resisting Sexual Pressure

1. Describe techniques used to pressure someone to engage in sexual behaviors. (V1.8.28)
2. Identify effective words and actions to resist sexual pressure. (SH4.8.3)
3. Identify things to say to show they respect another person's refusal. (SH1.8.24, SH4.8.1, SH4.8.7)

NHES Performance Indicators 4.8.1, 4.8.2

### Lesson 11: Roleplay Practice: Saying NO to Sexual Pressure

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

NHES Performance Indicators 4.8.2

### Lesson 12: Using Condoms for Safer Sex

1. Identify where to obtain condoms. (SH3.8.5, SH3.8.7)
2. Identify steps for proper condom use. (SH7.8.4)
3. Describe how condoms can reduce the risk of pregnancy, HIV and other STIs. (SH1.8.42, SH1.8.47)

NHES Performance Indicators 3.8.3, 3.8.5; 7.8.3

### Lesson 13: Negotiating Condom Use

1. Demonstrate using communication skills to negotiate condom use. (SH4.8.1, SH4.8.4)

NHES Performance Indicators 1.8.7; 4.8.1, 4.8.2; 7.8.3

### Lesson 14: Preventing Pregnancy

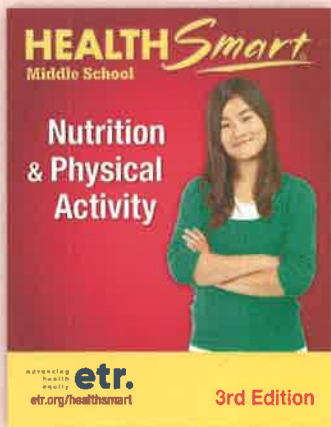
1. Describe ways sexually active people can reduce the risk of pregnancy through effective use of contraceptives. (SH1.8.46, SH1.8.48, SH1.8.52)
2. Describe why sexual abstinence is the safest, most effective way to avoid pregnancy. (SH1.8.34)

NHES Performance Indicators 1.8.1

### NHES Skills Addressed

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

# Lesson Objectives with HECAT & NHES Correlations



## Nutrition & Physical Activity

### Lesson 1: What Are Nutrients?

1. Summarize reliable sources of information about healthy eating. (FN3.8.1)
2. Identify the function of key nutrients.
3. Identify food sources for key nutrients. (FN1.8.8)
4. Summarize the benefits of drinking plenty of water. (FN1.8.12)

NHES Performance Indicators 1.8.1; 3.8.1

### Lesson 2: What Should I Eat & How Much?

1. Summarize a variety of nutritious food choices for each food group. (FN1.8.4)
2. Summarize the amount of food from each food group that a person needs each day.
3. Explain why the recommended amount of food a person needs each day may be different for each food group.
4. Identify foods that are high in fiber. (FN1.8.8)

NHES Performance Indicator 1.8.1

### Lesson 3: Assessing My Eating Habits

1. Use self-assessment skills to analyze personal eating habits. (FN6.8.1, FN7.8.2)
2. Summarize the benefits of eating plenty of fruits and vegetables. (FN1.8.6)
3. Summarize the benefits of limiting the consumption of unhealthy fat, added sugar and sodium. (FN1.8.14)
4. Describe the benefits of eating in moderation. (FN1.8.22)
5. Apply the *U.S. Dietary Guidelines for Americans*. (FN1.8.3)

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. (FN3.8.4)
3. Demonstrate how to use food labels to make healthy food choices. (FN7.8.3)

NHES Performance Indicators 1.8.1; 3.8.2; 7.8.2

### Lesson 5: Eating Breakfast Every Day

1. Describe the importance of eating breakfast every day. (FN1.8.16)
2. Provide examples of healthy breakfast foods.
3. Identify examples of whole-grain foods. (FN1.8.10)
4. Describe ways to overcome barriers to eating a healthy breakfast every day. (FN6.8.3, FN6.8.4)
5. Explain ways to improve personal breakfast habits. (FN7.8.2, FN7.8.4)

NHES Performance Indicators 1.8.1, 1.8.7; 7.8.2

### Lesson 6: Healthy Snacking

1. Explain characteristics of a healthy snack. (FN1.8.11)
2. Use advocacy skills to encourage others to eat healthy snacks. (FN8.8.1, FN8.8.2, FN8.8.3)

NHES Performance Indicators 1.8.1; 8.8.1, 8.8.2, 8.8.3

### Lesson 7: Eating Healthy at Fast-Food Restaurants

1. Explain how to select healthy foods when dining out at fast-food restaurants. (FN1.8.18)
2. Identify food preparation methods that add less fat to food. (FN1.8.15)
3. Differentiate between nutritious and non-nutritious beverages. (FN1.8.13)
4. Express intentions to make healthier choices at fast-food restaurants. (FN7.8.4)

NHES Performance Indicators 1.8.1; 7.8.2

### Lesson 8: Keeping Food Safe to Eat

1. Summarize food safety strategies that can control germs that cause food-borne illnesses. (PHW1.8.12)
2. Express intentions to prevent food-borne illness. (PHW7.8.4)

NHES Performance Indicators 1.8.1, 1.8.5; 7.8.3

### Lesson 9: What Influences My Food Choices?

1. Assess personal eating practices. (FN6.8.1)
2. Analyze influences on personal eating patterns. (FN2.8.3, FN2.8.6, FN2.8.8, FN2.8.9)
3. Suggest ways to counter negative influences on food choices.
4. Express intentions to make healthy food choices. (FN7.8.4)

NHES Performance Indicators 2.8.1, 2.8.3, 2.8.5; 6.8.1

### Lesson 10: Resisting Pressure to Eat Less-Healthy Foods

1. Identify words and actions used to resist pressure to eat less-nutritious foods. (FN4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to eat less-nutritious foods. (FN4.8.3)

NHES Performance Indicators 2.8.3; 4.8.1, 4.8.2

### Lesson 11: Body Image Basics

1. Differentiate between a positive and negative body image.
2. Explain the importance of a positive body image.
3. Analyze influences on body image. (MEH2.8.3, MEH2.8.5, MEH2.8.9, MEH2.8.10)
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)

NHES Performance Indicators 1.8.1; 2.8.1, 2.8.2, 2.8.3, 2.8.5; 7.8.2

### Lesson 12: Dieting Dangers & Healthy Ways to Manage Weight

1. Explain the dangers of dieting.
2. Identify healthy and risky approaches to weight management. (FN1.8.21)
3. Describe the relationship between what people eat, their physical activity level and their body weight.
4. Describe the health risks of using weight-loss drugs.

NHES Performance Indicator 1.8.1, 1.8.8



# Lesson Objectives with HECAT & NHES Correlations

## Nutrition & Physical Activity (continued)

### Lesson 13: Eating Disorders

1. Describe the symptoms and consequences of disordered eating and common eating disorders.
2. Summarize how disordered eating and eating disorders can affect proper nutrition.
3. Explain what to do if a friend is showing symptoms of disordered eating or an eating disorder. (MEH3.8.3, MEH4.8.6)

NHES Performance Indicators  
1.8.1, 1.8.8, 1.8.9; 3.8.4

### Lesson 14: Assessing My Physical Activity

1. Describe how to meet 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)

NHES Performance Indicators  
1.8.1; 6.8.1; 7.8.1, 7.8.2

### Lesson 15: Staying Safe While Getting Fit

1. Identify the physical, mental/emotional and social benefits of physical activity. (PA1.8.4, PA1.8.7)
2. Describe the use of safety equipment to reduce risk of injuries from participation in physical activity. (PA1.8.12, PA1.8.13)
3. Describe climate-related conditions that affect physical activity. (PA1.8.10, SI.8.13)
4. Summarize the benefits of drinking water before, during and after physical activity. (PA1.8.11)
5. Explain the importance of warming up before and cooling down after physical activity. (PA1.8.9)

NHES Performance Indicators  
1.8.1, 1.8.5; 7.8.2, 7.8.3

### Lesson 16: My Healthy Eating & Physical Activity Goal

1. Analyze expected benefits of healthy eating and physical activity. (FN1.8.20, PA1.8.4, PA1.8.7)
2. Identify ways to overcome barriers to healthy eating and physical activity. (FN6.8.3, FN6.8.4, PA6.8.3, PA6.8.4)
3. Set a specific, realistic and measurable goal to improve healthy eating or physical activity behaviors. (FN6.8.2, FN6.8.5, PA6.8.2, PA6.8.5)

NHES Performance Indicators  
1.8.1, 1.8.7; 6.8.1, 6.8.2, 6.8.3

### Lesson 17: Tracking My Progress

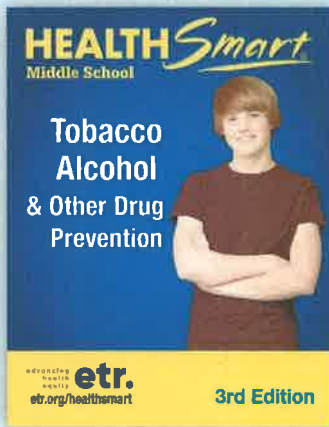
1. Use goal-setting and self-management skills to monitor personal progress toward a healthy eating or physical activity goal. (FN6.8.3, FN6.8.4, FN6.8.5, PA6.8.3, PA6.8.4, PA6.8.5)

NHES Performance Indicators  
6.8.3, 6.8.4; 7.8.2

### NHES Skills Addressed

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

# Lesson Objectives with HECAT & NHES Correlations



## Tobacco, Alcohol & Other Drug Prevention

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

1. Examine perceived norms around vaping and the use of other tobacco products, alcohol, marijuana and opioids. (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. (AOD1.8.8, AOD1.8.9)
2. Explain how using alcohol could negatively affect their lives.
3. Describe the relationship between alcohol use and other risky behaviors. (AOD1.8.15, AOD2.8.5)

NHES Performance Indicators 1.8.1, 1.8.9; 2.8.9

### Lesson 3: Tobacco & Vaping: 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. (T1.8.8)
3. Describe negative effects of vaping.
4. Summarize the personal benefits of being tobacco free. (T1.8.6)

NHES Performance Indicator 1.8.1

### Lesson 4: Marijuana: What's the Truth?

1. Summarize the negative short- and long-term effects of marijuana use. (AOD1.8.8, AOD1.8.9)
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. (AOD1.8.4)
2. Differentiate between proper use and misuse of over-the-counter and prescription medicines. (AOD1.8.2, AOD1.8.3)
3. Describe negative effects of misusing over-the-counter and prescription medicines. (S1.8.19)

NHES Performance Indicators 1.8.1; 3.8.2

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

1. Determine reasons teens choose to use tobacco, alcohol and other drugs. (AOD1.8.11)
2. Evaluate the dangers of experimenting with tobacco, alcohol or other drugs. (T1.8.3)
3. Explain why using alcohol or other drugs is an unhealthy way to manage stress. (AOD1.8.12)

NHES Performance Indicator 1.8.1

### Lesson 7: Opioids: What's the Truth?

1. Differentiate between proper use and abuse of prescription opioids. (AOD1.8.3)
2. Describe negative consequences of misusing opioids. (AOD1.8.8, AOD1.8.9)

NHES Performance Indicator 1.8.1, 1.8.8, 1.8.9

### Lesson 8: 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. (AOD1.8.8, AOD1.8.9, T1.8.7)
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 9: Influences on My Choices About Drugs

1. Analyze 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)
2. Describe strategies to strengthen positive influences and counter negative influences on choices about drug use.

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

### Lesson 10: Self-Talk for Being Drug Free

1. Analyze 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)

NHES Performance Indicators 7.8.2, 7.8.3

### Lesson 11: My Peers & Their Feelings About Drugs

1. Determine reasons teens choose to use or not use tobacco, alcohol and other drugs. (AOD1.8.11)
2. Describe healthy alternatives to using tobacco, alcohol and other drugs. (AOD1.8.14)
3. Summarize the personal benefits of being drug free. (AOD1.8.13, T1.8.6)

NHES Performance Indicators 1.8.1, 1.8.7; 2.8.3



# Lesson Objectives with HECAT & NHES Correlations

## Tobacco, Alcohol & Other Drug Prevention (continued)

### Lesson 12: Family, School & Community Rules About Drugs

1. Summarize family rules about vaping, other tobacco products, alcohol and other drugs.
2. Access resources to find information about school policies on drug use. (AOD3.8.5, T3.8.6)
3. Summarize school policies regarding vaping, other tobacco products, alcohol and other drugs. (AOD1.8.18, T1.8.13)
4. Summarize community laws regarding purchasing and using vaping and other tobacco products, alcohol and other drugs. (AOD1.8.18, T1.8.13)

NHES Performance Indicators  
2.8.1, 2.8.4, 2.8.10; 3.8.2

### Lesson 13: Tobacco & Vape Companies: Are They Targeting Youth?

1. Analyze ways the tobacco industry promotes vaping and the use of other tobacco products among young people. (T2.8.8)

NHES Performance Indicator  
2.8.5; 8.8.1

### Lesson 14: 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, T8.8.5)

NHES Performance Indicators  
2.8.5; 8.8.1, 8.8.2, 8.8.3, 8.8.4

### Lesson 15: Peer Pressure: Ways to Say NO

1. Describe effective verbal and nonverbal ways to resist pressure to vape or use other tobacco products, alcohol or other drugs. (AOD4.8.2, T4.8.1)

NHES Performance Indicator  
2.8.3; 4.8.1, 4.8.2

### Lesson 16: Roleplay Practice: Resisting Drug Pressure

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

NHES Performance Indicator  
4.8.2

### Lesson 17: 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. (AOD1.8.13, T1.8.6)
3. Identify ways to help others be drug free. (AOD8.8.1, AOD8.8.2, T8.8.1, T8.8.2)

NHES Performance Indicators  
7.8.1; 8.8.2

#### NHES Skills Addressed

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



## Violence & Injury Prevention

### 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. (S1.8.24)

NHES Performance Indicators  
1.8.1, 1.8.5, 1.8.8, 1.8.9; 2.8.7

### 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. (S1.8.6, AOD1.8.17)
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; 7.8.1, 7.8.3

### Lesson 3: Safety Rules to Prevent Common Injuries

1. Describe ways to reduce the risk of injuries around water. (S1.8.10)
2. Describe ways to reduce the risk of injuries in case of fire. (S1.8.11)
3. Describe ways to reduce the risk of injuries during sports and recreational activities. (S1.8.12)
4. Describe ways to reduce the risk of injuries from firearms. (S1.8.15)
5. Describe ways to reduce the risk of injuries as a pedestrian. (S1.8.14)
6. Describe ways to reduce the risk of injuries from falls. (S1.8.9)
7. Identify actions to take to prevent injuries during severe weather. (S1.8.8)

NHES Performance Indicators  
1.8.5; 7.8.3

# Lesson Objectives with HECAT & NHES Correlations

## Violence & Injury Prevention

(continued)

### Lesson 4: Safety Gear & Me

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

NHES Performance Indicators 1.8.5; 8.8.1, 8.8.2, 8.8.3, 8.8.4

### 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. (S4.8.2)

NHES Performance Indicators 2.8.3; 4.8.1, 4.8.2; 7.8.1, 7.8.3

### 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)

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 7: Preparing for School Emergencies

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

NHES Performance Indicators 1.8.5; 7.8.3

### Lesson 8: Understanding Violence

1. Identify causes of violence.
2. Describe consequences of violence to perpetrators, victims and bystanders. (V1.8.10)
3. Explain the role of bystanders in escalating, preventing or stopping violence. (V1.8.9)
4. Describe prosocial behaviors that help stop or prevent violence. (V1.8.11)

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9

### Lesson 9: Understanding Bullying

1. Explain the effects of bullying on targets and bystanders. (V1.8.10)
2. Describe how power and control differences can contribute to bullying. (V1.8.27)

NHES Performance Indicators 1.8.1; 2.8.6

### Lesson 10: 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)
3. Demonstrate how to effectively ask for help to stop bullying. (V4.8.5)

NHES Performance Indicators 1.8.1, 1.8.7; 4.8.4; 7.8.3

### Lesson 11: Hazing: A Different Kind of Bullying

1. Define hazing and explain why it is a form of bullying.
2. Describe consequences of hazing. (V1.8.10)
3. Explain ways to prevent or stop hazing. (V7.8.2)

NHES Performance Indicators 1.8.1; 2.8.3; 7.8.3

### Lesson 12: Our Code of Conduct

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

NHES Performance Indicators 8.8.1, 8.8.2, 8.8.3

### Lesson 13: Feelings & Fights

1. Describe situations that could lead to physical fighting. (V1.8.13)
2. Describe nonviolent ways to respond when angry or upset. (V1.8.5)

NHES Performance Indicators 1.8.1, 1.8.5, 1.8.8; 2.8.3, 2.8.5

### Lesson 14: Skills to Resolve Conflict

1. Describe ways to manage interpersonal conflict nonviolently. (V1.8.19, MEH1.8.34)
2. Explain why it is important to understand the perspectives of others in resolving conflicts. (V1.8.23)
3. Determine the benefits of using nonviolent means to solve interpersonal conflicts. (V1.8.20)
4. Describe strategies to avoid physical fighting. (V1.8.18)

NHES Performance Indicators 1.8.5, 1.8.7; 4.8.3

### Lesson 15: Conflict Resolution Roleplays

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

NHES Performance Indicators 4.8.3, 4.8.4; 7.8.2, 7.8.3

### Lesson 16: Dealing with Unwanted Touch

1. Demonstrate using assertive communication to defend personal boundaries. (V4.8.1)
2. Explain why individuals have the right to refuse sexual contact. (V1.8.30)

NHES Performance Indicators 1.8.5; 4.8.2

### Lesson 17: Understanding Sexual Abuse

1. Explain that a person who has been sexually abused is not at fault. (V1.8.31)
2. Explain that sexual abuse should be reported to a trusted adult. (V1.8.32)
3. Explain that there are resources and supports that can help survivors of abuse heal and recover. (V3.8.3)
4. Demonstrate how to ask for help for themselves or a friend. (V4.8.5)

NHES Performance Indicators 1.8.5; 3.8.4, 3.8.5; 4.8.4

### NHES Skills Addressed

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