

# HECAT: Module S

## SAFETY CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote safety and prevent unintentional injury.

### Healthy Behavior Outcomes

**A K–12 safety or unintentional injury prevention curriculum should enable students to**

- Use appropriate seat restraints when riding in a motor vehicle.
- Sit in the back seat of the vehicle when age appropriate.
- Avoid using alcohol and other drugs when driving a motor vehicle.
- Avoid riding in a car with a driver who is under the influence of alcohol or other drugs.
- Use appropriate safety equipment.
- Refuse to engage in or encourage others to engage in risky behaviors.
- Practice safety rules and procedures to avoid injury.
- Plan ahead to avoid dangerous situations and injuries.
- Seek help for poisoning, sudden illness, and injuries.
- Provide immediate help to others with a sudden illness or injury.

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote safety and reduce unintentional injury.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that promote safety. Appendix 5 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum

requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other topic modules to see if there are any related concepts or skill examples that might be added for the review of safety promotion curricula.

If a curriculum focuses on additional topics, such as violence prevention or mental or emotional health, use the chapters that address those topics as well.

### **Overall Instructions**

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

**Standard 1**

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected safety behavior outcomes (page S-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade groups: pre-K–2; 3–5; 6–8; and 9–12, starting on page S-3.

**Directions for Standard 1**

- Review the applicable grade level concepts (pages S-3 through S-9).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. **Important** — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

**Directions for Standards 2–8 are provided on page S-11.**

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 2, students will be able to:**

**SAFETY (Check all that are given attention in the curriculum)**

- Identify safety hazards in the home.
- Explain safe behaviors when getting on and off and while riding on school buses.
- Identify safety hazards in the community.
- Recognize that injuries can be prevented.
- Identify safety rules for being around fire.
- State how to safely take medications.
- Explain the importance of using safety belts and motor vehicle booster seats.
- Explain the benefits of riding in the back seat when a passenger in a motor vehicle.
- State safety rules for being around firearms.
- State how to be a safe pedestrian.
- Identify ways to reduce injuries on the playground.

**Additional Concepts**

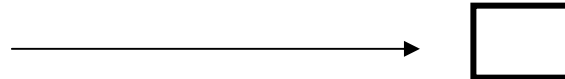
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0)

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 5, students will be able to:**

**SAFETY (Check all that are given attention in the curriculum)**

- List ways to prevent injuries at home.
- List ways to prevent injuries at school.
- List ways to prevent injuries in the community.
- Explain how injuries can be prevented.
- List examples of dangerous or risky behaviors that might lead to injuries.
- Identify ways to reduce risk of injuries around water.
- Identify ways to reduce risk of injuries in case of fire.
- Explain why household products are harmful if ingested or inhaled.
- Explain the harmful effects of medicines when used incorrectly.
- Describe the use of safety equipment for specific physical activities.
- Identify ways to reduce risk of injuries while riding in a motor vehicle.
- Identify ways to reduce injuries from firearms.
- Identify ways to reduce risk of injuries as a pedestrian.
- Identify ways to reduce risk of injuries from animal and insect bites and stings.
- Identify ways to reduce injuries from falls.
- Identify safe ways to protect vision or hearing from injury.
- Identify safety precautions for physical activities in different kinds of weather and climates.
- Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
- Explain what to do if someone is poisoned (e.g., by household cleaning or paint products) or injured and needs help (e.g., calling 911, poison control center, or other local emergency number).
- Identify basic safety precautions to help prevent injury during physical activity.

**Safety, Grades 3–5 continued on next page.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 5, students will be able to:**

**SAFETY** (Check all that are given attention in the curriculum)

Additional Concepts

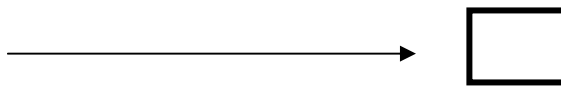
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0)

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**SAFETY (Check all that are given attention in the curriculum)**

- Describe actions to change unsafe situations at home.
- Describe actions to change unsafe situations at school.
- Describe actions to change unsafe situations in the community.
- Explain how the interaction of individual behaviors, the environment, and characteristics of products cause or prevent injuries.
- Describe situations that could lead to unsafe risks that cause injuries.
- Describe ways to reduce risk of injuries around water.
- Describe ways to reduce risk of injuries in case of fire.
- Describe potential risks associated with over-the-counter medicines.
- Determine the benefits of reducing the risks for injury.
- Describe ways to reduce risk of injuries from participation in sports and other physical activities.
- Describe ways to reduce risk of injuries while riding in or on a motor vehicle (e.g., automobile, snowmobile, jet ski).
- Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
- Describe ways to reduce risk of injuries from firearms.
- Describe ways to reduce risk of injuries as a pedestrian.
- Describe ways to reduce risk of injuries from falls.
- Identify actions to take to prevent injuries during severe weather (e.g., thunderstorms, tornadoes, blizzards).

**Safety, Grades 6–8 continued on next page.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**SAFETY** (Check all that are given attention in the curriculum)

- Describe the relationship between using alcohol and other drugs and injuries.
- Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- Discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
- Describe first response procedures needed to treat injuries and other emergencies.
- Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).

**Additional Concepts**

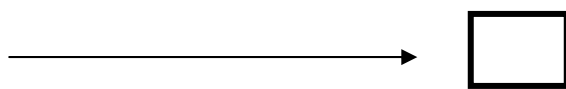
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**SAFETY (Check all that are given attention in the curriculum)**

- Summarize ways to reduce safety hazards in the home.
- Summarize ways to reduce safety hazards at school.
- Summarize ways to reduce safety hazards in the community.
- Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.
- Determine situations that could lead to unsafe risks that cause injuries.
- Explain ways to reduce the risk of injuries around water.
- Explain ways to reduce the risk of injuries due to poisoning.
- Analyze the benefits of reducing the risks for injury.
- Explain ways to reduce the risk of injuries from participation in sports and other physical activities.
- Explain ways to reduce the risk of injuries while riding in or driving a motor vehicle (e.g., automobile, snowmobile, jet ski).
- Determine the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.
- Explain ways to reduce the risk of injuries from firearms.
- Explain ways to reduce the risk of injuries from power tools (e.g., table and power saws, lawnmowers, sanders, electric drills).
- Explain ways to reduce the risk of work-related injuries.
- Prioritize actions to take to prevent injuries during severe weather (e.g., thunderstorms, tornadoes, blizzards).
- Describe actions to take in case of mass trauma (e.g., earthquake, fire, flood, terrorist attack).
- Analyze the relationship between using alcohol and other drugs and injuries.

**Safety, Grades 9–12 continued on next page.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**SAFETY** (Check all that are given attention in the curriculum)

- Evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- Analyze the dangers of driving while under the influence of alcohol and other drugs.
- Explain accepted procedures for emergency care and lifesaving (e.g., mouth-to-mouth resuscitation, CPR, and controlling bleeding).
- Analyze the behavioral and environmental factors associated with the major causes of injuries in the United States.

**Additional Concepts**

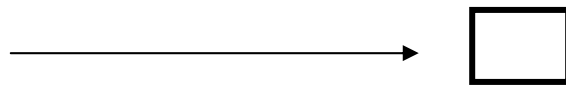
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district

This is the end of Standard 1. Use additional space to record any notes related to the review of standard 1 that can inform discussions and recommendations.

**Standards 2–8**

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards* 2–8 describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to develop a list of relevant sub-skills for each standard.

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to safety.

The skill examples are not a complete list of all the ways the sub-skills can be applied to this topic. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

**Directions for Standards 2–8**

- For each standard, review the list of sub-skills and skill examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-13 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-13 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

# Standard **2** Skill Examples

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal safety and injury prevention.**

**Sub-Skills:** As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Explain the influence of family in preventing injuries.</li> <li>• Describe how rules at school can help prevent injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe internal influences that could lead to unintentional injury.</li> <li>• Explain the influence of family and peers in preventing injuries.</li> <li>• Describe external influences that could lead to unintentional injury.</li> <li>• Describe factors that influence a person’s decision to engage in safe or unsafe behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how personal values and feelings influence choices.</li> <li>• Analyze the role of peers and family in causing or preventing injuries.</li> <li>• Examine the role of the media and its possible effects on safety-related behavior.</li> <li>• Analyze the relationship between alcohol and other drugs and unintentional injury.</li> <li>• Describe federal, state, or local laws intended to prevent injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how personal values and feelings influence choices.</li> <li>• Analyze peer influences on injury risks.</li> <li>• Evaluate media messages related to injury risks.</li> <li>• Evaluate the relationship between alcohol and other drug use and unintentional injury.</li> <li>• Summarize federal, state, and local laws intended to prevent injuries.</li> <li>• Evaluate how technology can reduce injuries (e.g., seatbelts, airbags, helmets).</li> </ul>

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-15 for Standard 3 sub-skills and skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-15 for Standard 3 sub-skills and skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form*- Chap. 3.

**Notes:**

Standard **3** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to enhance personal safety and reduce or avoid injury.**

**Sub-Skills:** As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Identify sources for accurate information about medicines.</li> <li>• Demonstrate ability to access appropriate school and community resources for safety information.</li> <li>• Demonstrate how to dial 911 or other emergency numbers and provide appropriate information.</li> <li>• Identify a trusted adult who can help read and follow directions on medicine labels.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sources for accurate information about potentially poisonous household products.</li> <li>• Identify accurate sources of information about how to prevent injury.</li> <li>• Demonstrate the ability to access accurate sources of information about how to prevent injuries.</li> <li>• Demonstrate how to seek help from a trusted adult.</li> <li>• Demonstrate the ability to access important phone numbers to get help in emergencies.</li> <li>• Demonstrate the ability to read and follow labels of common household products about dangers, safe use, storage, and proper disposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.</li> <li>• Analyze sources for accurate information about how to prevent injury.</li> <li>• Demonstrate the ability to access accurate information about safety and unintentional injury.</li> <li>• Demonstrate the ability to access injury prevention programs and services provided in the school and community.</li> <li>• Demonstrate how to report situations that could lead to unintentional injury.</li> <li>• Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to access accurate sources of information about preventing unintentional injuries.</li> <li>• Demonstrate the ability to access accurate and reliable injury prevention programs and services in school and the community.</li> <li>• Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.</li> </ul>

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-17 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-17 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **4** Skill Examples

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote safety and avoid or reduce injury.**

**Sub-Skills:** As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate effective refusal skills to avoid unsafe situations.</li> <li>• Demonstrate verbal and non-verbal ways to ask an adult for help about an unsafe situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate what to say when calling 911 or other emergency numbers.</li> <li>• Demonstrate verbal and non-verbal ways to ask an adult for help about an unsafe situation.</li> <li>• Demonstrate peer resistance skills to refuse to participate in unsafe or dangerous behaviors.</li> <li>• Demonstrate effective negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate verbal and nonverbal communication to avoid unsafe situations.</li> <li>• Demonstrate effective negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.</li> <li>• Demonstrate how to communicate clear expectations, boundaries, and personal safety strategies.</li> <li>• Demonstrate how to report situations that could lead to unintentional injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate communication skills to avoid or get out of unsafe situations.</li> <li>• Communicate personal responsibility for not riding with impaired drivers and not drinking and driving.</li> <li>• Demonstrate how to communicate clear expectations, boundaries, and personal safety strategies.</li> <li>• Demonstrate how to report situations that could lead to unintentional injury.</li> </ul>

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-19 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-19 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **5** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.**

- Sub-Skills:** As a result of using this curriculum, students will be able to
- Determine when health-related situations require the application of a thoughtful decision-making process.
  - Generate alternatives to health-related issues or problems.
  - Determine barriers that can hinder healthy decision making.
  - Predict the short and long-term consequences of each alternative on self and others.
  - Choose healthy alternatives over unhealthy alternatives.
  - Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Explain the steps to follow to use medications appropriately and correctly.</li> <li>• Demonstrate how to make a decision to call 911 or other emergency numbers for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safe decisions to prevent injuries (e.g., wear a bicycle helmet, wear a seat belt).</li> <li>• Demonstrate how to make a decision to call 911 or other emergency numbers for help.</li> <li>• Suggest alternatives to unsafe behaviors.</li> <li>• Discuss methods for making decisions to avoid injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and apply a decision-making process for avoiding situations that could lead to injury.</li> <li>• Suggest alternatives to unsafe situations at home, at school, and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze positive and negative consequences of decisions related to safety.</li> <li>• Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury.</li> <li>• Develop and practice a decision-making process for responding to emergency situations (e.g., disasters).</li> <li>• Develop and apply a decision-making process for avoiding situations that could lead to injury (e.g., riding with a driver who been drinking alcohol).</li> <li>• Analyze how to avoid, get out of, or stay safe in situations where alcohol and other drugs are present.</li> </ul>

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-21 for Standard 6 sub-skills and skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-21 for Standard 6 sub-skills and skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **6** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to safety, take steps to achieve these goals, and monitor their progress in achieving them.**

**Sub-Skills:** As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Set a goal to remain injury free during recess at school or during play at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals to remain injury-free during recesses at school and at play in the home and community.</li> <li>• Monitor behaviors related to safety (e.g., wearing seatbelts and bicycle helmets).</li> <li>• Make a personal commitment to use appropriate protective gear during physical activity.</li> <li>• Make a personal commitment to be safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a personal goal to remain injury-free.</li> <li>• Demonstrate the ability to monitor behaviors related to safety (e.g., wearing seatbelts and protective gear).</li> <li>• Make a personal commitment to always wear a safety belt when riding in a motor vehicle.</li> <li>• Make a personal commitment to be safe.</li> <li>• Describe how personal goals can be affected by unsafe practices and injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a goal to remain safe when riding or driving in a motor vehicle.</li> <li>• Demonstrate the ability to monitor behaviors related to preventing unintentional injuries (e.g., wearing seatbelts and not drinking and driving).</li> <li>• Make a personal commitment to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs.</li> <li>• Make a personal commitment to be safe and prevent injury.</li> <li>• Discuss how personal goals can be affected by injury.</li> </ul>

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-23 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-23 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

# Standard 7 Skill Examples

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal safety and avoid or reduce injury.**

**Sub-Skills:** As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate ability to follow playground safety rules.</li> <li>• Demonstrate safe pedestrian behaviors.</li> <li>• Apply strategies to avoid fires and burns.</li> <li>• Demonstrate actions to avoid accidental poisoning by household products.</li> <li>• Demonstrate ways to stay safe while participating in a variety of activities.</li> <li>• Acknowledge personal responsibility for asking an adult for help when taking medications.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safe pedestrian behaviors.</li> <li>• Demonstrate ability to develop and execute a fire escape plan.</li> <li>• Demonstrate how to store dangerous chemicals and materials safely.</li> <li>• Demonstrate the ability to follow playground safety rules.</li> <li>• Demonstrate the use of safety equipment for physical activity.</li> <li>• Express intentions to use protective gear to avoid injuries.</li> <li>• Explain how to use medicines safely.</li> <li>• Demonstrate safety practices around motorized vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to test smoke alarms.</li> <li>• Demonstrate the ability to identify and correct safety hazards in the home, at school, and in the community.</li> <li>• Demonstrate the correct use of protective equipment during sports and physical activity.</li> <li>• Demonstrate the proper way to use a variety of safety gear.</li> <li>• Demonstrate how to warm up and cool down in order to maximize the benefits of physical activity and minimize injury.</li> <li>• Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding).</li> <li>• Express intentions to wear a safety belt whenever riding in a motor vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to test smoke alarms and replace batteries if necessary.</li> <li>• Demonstrate the ability to identify and correct safety hazards in the home, at school, in the community, and when riding in a motor vehicle.</li> <li>• Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding, rescue breathing, and abdominal thrusts).</li> <li>• Express intentions to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs.</li> </ul>

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page S-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **8** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to be safe and avoid or reduce injury.**

**Sub-Skills:** As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

**Skill Examples:** Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate the ability to influence safety practices of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to influence others’ safety practices (e.g., wearing bicycle helmets and seat belts).</li> <li>• Demonstrate ways to publicly campaign to help promote safety and prevent unintentional injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to influence others’ safety behaviors (e.g., wearing bicycle helmets, using seat belts, using shop equipment safely).</li> <li>• Advocate for others to use seat belts while riding in a motor vehicle.</li> <li>• Demonstrate support for small children sitting in booster seats in the rear seat when riding in a motor vehicle.</li> <li>• Advocate for changes in the home (e.g., testing smoke detectors, implementing a fire escape plan, erecting fencing around swimming pools).</li> <li>• Advocate for a safe school environment (e.g., using non-slip floor materials, building handrails on stairs, maintaining athletic equipment).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to influence others’ safety behavior.</li> <li>• Advocate for changes in the home, school or community that would increase safety (e.g., testing smoke detectors, implementing a fire escape plan, erecting fencing around swimming pools).</li> <li>• Advocate for others to use seat belts while riding in a motor vehicle.</li> <li>• Demonstrate support for small children sitting in booster seats in the rear seat when riding in a motor vehicle</li> <li>• Advocate for others to not use alcohol or other drugs when driving or riding in a car.</li> </ul>

## Safety

This concludes the health education curriculum analysis items related to safety. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

**Additional Notes:**