

HECAT: Module PHW

PERSONAL HEALTH AND WELLNESS CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote personal health and wellness. Personal health and wellness curricula address health and disease prevention, as well as basic practices that promote general good health, growth and development, and hygiene.

Healthy Behavior Outcomes

A pre-K–12 personal health and wellness curriculum should enable students to

- *Brush and floss teeth daily.*
- *Practice appropriate hygiene habits.*
- *Get an appropriate amount of sleep and rest.*
- *Prevent vision and hearing loss.*
- *Prevent damage from the sun.*
- *Practice behaviors that prevent infectious diseases.*
- *Practice behaviors that prevent chronic diseases.*
- *Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.*
- *Practice behaviors that prevent foodborne illnesses.*
- *Seek out help for common infections diseases and chronic diseases and conditions.*
- *Seek healthcare professionals for appropriate screenings and examinations.*
- *Prevent health problems that result from fads or trends.*

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 personal health and wellness.

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 personal health and wellness. 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 the 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 health topic modules to see if there are any related concepts or skill examples that might be added for the review of personal health and wellness curricula.

If a curriculum focuses on additional topics, such as healthy eating, safety, or sexual health use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) 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 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 personal health and wellness outcomes (page PHW-1). The HECAT lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page PHW-3.

Directions for Standard 1

- Review the concepts (pages PHW-3 through PHW-6).
- 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 determine 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 PHW-7.

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:

PERSONAL HEALTH AND WELLNESS (Check all that are given attention in the curriculum)

- Describe what it means to be healthy.
- Explain why hygiene is important for good health.
- Identify different ways that disease-causing germs are transmitted.
- Describe ways to prevent the spread of germs that cause common infectious diseases.
- Explain that food can contain germs that cause illness.
- Explain proper steps for treating a wound to reduce chances of infection.
- Identify food safety strategies that can control germs that cause foodborne illnesses.
- Describe how breathing occurs and how health conditions, such as asthma, can affect normal breathing.
- Describe foods that are common causes of allergic reactions.
- Explain why sleep and rest are important for proper growth and good health.
- Explain the steps of proper hand washing.
- Explain how hearing works and how hearing can be damaged by loud noise.
- Describe the proper steps for daily brushing and flossing teeth.
- List ways to prevent harmful effects of the sun.

Additional Concepts

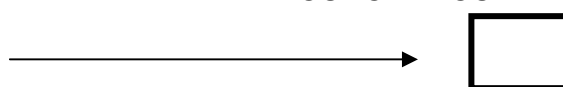
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CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

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).

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:

PERSONAL HEALTH AND WELLNESS (Check all that are given attention in the curriculum)

- Describe values that promote healthy behaviors.
- Describe the behavioral and environmental factors associated with the major causes of death in the United States.
- Explain the difference between infectious diseases and non-infectious diseases.
- Describe ways common infectious diseases are transmitted.
- Describe ways to prevent the spread of germs that cause infectious diseases.
- Describe symptoms that occur when a person is sick.
- Identify problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
- Describe how foodborne illnesses can spread at school or in the community.
- Describe how to keep food safe from harmful germs.
- Explain that hand washing is an effective way to prevent many infectious diseases.
- Summarize how hearing can be damaged by loud sounds.
- Describe how vision can be damaged.
- Identify ways to prevent vision or hearing damage.
- Describe ways to prevent harmful effects of the sun.
- Summarize why sleep and rest are important for proper growth and good health.
- Identify the benefits of personal health care practices, such as washing hair and bathing regularly.
- Explain that it is safe to be a friend of someone who has a disease or conditions such as being HIV positive or has AIDS, asthma, or epilepsy.

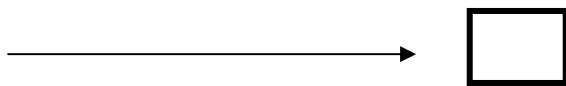
Additional Concepts

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)**.

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:

PERSONAL HEALTH AND WELLNESS (Check all that are given attention in the curriculum)

- Explain how positive health behaviors can benefit people throughout their life span.
- Summarize the behavioral and environmental factors that contribute to the major chronic diseases.
- Explain the difference between infectious, non-infectious, acute, and chronic diseases.
- Analyze ways common infectious diseases are transmitted.
- Summarize the symptoms that occur when someone is sick or getting sick.
- Summarize health practices to prevent the spread of foodborne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact.
- Describe food safety strategies that can control germs that cause foodborne illnesses.
- Evaluate the benefits of getting proper rest and sleep for healthy growth and development.
- Analyze ways to prevent the spread of germs that cause infectious diseases such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
- Identify common causes of noise induced hearing loss.
- Describe appropriate ways to protect vision and hearing.
- Summarize actions to take to protect oneself against potential damage from exposure to the sun.
- Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.
- Describe the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.
- Justify why it is safe to be a friend of someone who has a common disease or condition, such as AIDS, asthma, and epilepsy.

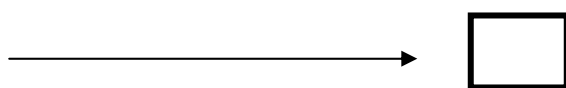
Additional Concepts

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).

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:

PERSONAL HEALTH AND WELLNESS (Check all that are given attention in the curriculum)

- Analyze how positive health behaviors can benefit people throughout their life span.
- Analyze the behavioral and environmental factors that contribute to the major chronic diseases.
- Describe the relationship between poor eating habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Summarize how common infectious illnesses are transmitted by food, air, indirect contact, and person-to-person contact.
- Analyze health practices to prevent the spread of foodborne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact.
- Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.
- Summarize personal strategies for avoiding vision damage.
- Summarize personal strategies for minimizing potential harm from exposure to the sun.
- Analyze the benefits of rest and sleep for personal health.
- Summarize the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.
- Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as breast and testicular self-examinations and Pap smears.
- Clarify why it is safe to be a friend of someone who has a disease or conditions, such as AIDS, asthma, and epilepsy.

Additional Concepts

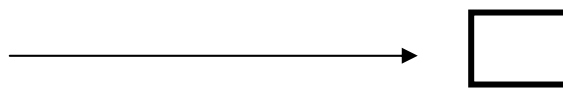
- _____

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).

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.

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 personal health and wellness.

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 pages PHW-9 and PHW-10 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 pages PHW-9 and PHW-10 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 health and wellness.

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"> • Identify how family health practices can influence personal health practices. • Identify how friends can influence personal health practices. 	<ul style="list-style-type: none"> • Describe how family health practices can influence personal health practices. • Explain how peers can influence personal health practices. • Identify how the media influences the selection of personal health care products. • Identify how the media discourages and encourages healthy habits. 	<ul style="list-style-type: none"> • Summarize how personal values and feelings influence personal health decisions. • Describe how family and friends can influence healthy and unhealthy practices. • Summarize various strategies used in the media to discourage and encourage healthy practices. • Summarize the influence of the media, including advertisements, on the selection of personal health care products. • Summarize popular fads and trends that result in potential health problems. 	<ul style="list-style-type: none"> • Analyze how personal values and feelings influence personal health decisions. • Summarize how family and friends can influence healthy and unhealthy practices. • Evaluate various strategies used in the media to discourage and encourage healthy practices. • Evaluate the influence of the media, including advertisements, on the selection of personal health care products. • Evaluate popular fads and trends that result in potential health problems.

Additional examples for Standard 2 are listed on the next page.

Standard **2** Skill Examples (continued)

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

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Identify why misperceptions exist about youth who have illnesses, such as asthma, epilepsy, diabetes, food allergies, or other childhood illness. • Describe how culture, the media, and people influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer. 	<ul style="list-style-type: none"> • Describe environmental factors that affect one’s health. • Identify a role model who conveys healthy practices. • Analyze why misperceptions exist about youth who have illnesses, such as asthma, epilepsy, diabetes, food allergies, or other illness. • Explain why stereotypes exist about people with infectious diseases, such as HIV and tuberculosis. 	<ul style="list-style-type: none"> • Summarize environmental factors that affect one’s health. • Analyze the influence of the physical and social environment on personal health. • Evaluate why misperceptions exist about youth who have illnesses, such as asthma, epilepsy, diabetes, or other childhood illness. • Analyze why stereotypes exist about people with infectious diseases, such as HIV and tuberculosis. • Explain school policies and community laws that protect one’s health.

Notes:

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 pages PHW-13 and PHW-14 for Standard 3 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 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 pages PHW-13 and PHW-14 for Standard 3 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 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 establish and maintain personal health and wellness.

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"> • Demonstrate how to get help from a trusted adult when sick or hurt. • Demonstrate how to get help from a trusted adult when someone is having an asthma episode, allergic reaction, or other emergency health problem. 	<ul style="list-style-type: none"> • Identify sources of accurate information about personal health products, such as sun screen, toothbrushes, soap, shampoo, and dental floss. • Demonstrate the ability to access accurate information about personal health issues. • Identify persons who can provide accurate information and help related to health issues. 	<ul style="list-style-type: none"> • Identify sources of accurate information about personal health problems. • Distinguish accurate personal health information from inaccurate information. • Demonstrate how to access and evaluate information about personal health issues and concerns. • Demonstrate the ability to access and evaluate information about personal health products. • Demonstrate how to access information about preventing common infectious and chronic diseases. 	<ul style="list-style-type: none"> • Compare and contrast personal health care products for safety, efficacy, and cost. • Demonstrate the ability to access and evaluate information about personal health issues and concerns. • Demonstrate how to access information about preventing common infectious and chronic diseases.

Additional examples for Standard 3 are listed on the next page.

Standard **3** Skill Examples (continued)

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain personal health and wellness.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition, such as an asthma episode, allergic reaction, or seizure. • Demonstrate how to access accurate information to protect hearing and vision. 	<ul style="list-style-type: none"> • Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition, such as an asthma episode, allergic reaction, or seizure. • Demonstrate the ability to access a health care professional who can assist with health-related issues. 	<ul style="list-style-type: none"> • Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition, such as an asthma episode, allergic reaction, or seizure. • Demonstrate the ability to access health care screening information.

Notes:

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 PHW-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 PHW-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  Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain personal health and wellness.

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"> • Demonstrate how to talk to a parent or caregiver about personal health problems or concerns. • Demonstrate how to refuse foods that cause an allergic reaction. • Demonstrate how to ask others to reduce loud noises. 	<ul style="list-style-type: none"> • Demonstrate communication skills to help deal with negative peer influences on personal health practices. • Demonstrate how to ask for assistance with a health related problem. • Demonstrate appropriate ways to talk to someone about personal health problems, issues, and concerns, such as a parent or health care provider. • Demonstrate how to refuse foods that cause an allergic reaction. • Demonstrate how to convey empathy for people with chronic diseases and conditions such as asthma, epilepsy, food allergies, and diabetes. 	<ul style="list-style-type: none"> • Demonstrate communication skills to help deal with negative peer influences on personal health practices. • Demonstrate how to ask for assistance with a health related problem. • Demonstrate appropriate ways to talk to someone about personal health problems, issues, and concerns. • Demonstrate how to refuse pressure to acquire body piercing or tattoos. • Demonstrate how to convey empathy for people with chronic diseases and conditions, such as asthma, epilepsy, food allergies, and diabetes. 	<ul style="list-style-type: none"> • Demonstrate communication skills to help deal with negative peer influences on personal health practices. • Demonstrate how to ask for assistance with a health related problem. • Demonstrate appropriate ways to talk to someone about personal health problems, issues, and concerns. • Demonstrate how to refuse pressure to acquire body piercing or tattoos. • Demonstrate methods for responding to problems of others with empathy and support.

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 PHW-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 PHW-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 establish and maintain personal health and wellness.

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"> • Explain positive outcomes from washing hands regularly. • Explain positive outcomes from covering coughs and sneezes. • Explain positive outcomes from brushing and flossing teeth daily. • Explain the positive outcomes for wearing sunscreen. • Explain positive outcomes for being healthy. 	<ul style="list-style-type: none"> • Summarize positive outcomes for washing hands regularly. • Explain positive outcomes for getting adequate rest and sleep. • Explain positive outcomes for avoiding prolonged exposure to the sun and using sunscreen when exposed to the sun. • Identify strategies for avoiding exposure to infectious diseases. • Describe factors to consider when determining whether or not to eat food that has been not been properly kept or refrigerated. • Explain positive outcomes for wearing hearing protection when exposed to loud sounds. 	<ul style="list-style-type: none"> • Explain positive outcomes from reducing exposure to direct ultraviolet rays, such as from the sun or tanning beds. • Analyze the negative consequences of one choosing to expose friends and family to an infectious disease. • Summarize factors to consider when determining whether or not to eat food that has been un-refrigerated. • Summarize factors that to consider when making decisions about body piercing or tattooing. • Describe factors that should be considered in choosing health care products. 	<ul style="list-style-type: none"> • Explain when input from friends, family, and health professionals could be helpful in making healthy decisions. • Analyze health-related factors to consider when choosing health products. • Analyze factors that to consider when making decisions about body piercing or tattooing. • Evaluate positive outcomes for seeking regular medical screenings and examinations.

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 pages PHW-21 and PHW-22 for Standard 6 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 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 pages PHW-21 and PHW-22 for Standard 6 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 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 to establish and maintain personal health and wellness, 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"> • Make a personal goal and commitment to improve a personal health practice such as brushing and flossing teeth daily, or washing hands regularly. • Monitor progress in meeting a personal health practice goal. • Identify ways to overcome barriers to achieving a personal health practice goal. 	<ul style="list-style-type: none"> • Assess personal health practices. • Establish short-term goals for improving personal health practices such as brushing and flossing teeth daily, washing hands regularly, handling and storing food safely, wearing sun protection, and avoiding or reducing exposure to loud sounds, including amplified music. 	<ul style="list-style-type: none"> • Discuss plans for the future and how personal health and wellness might affect those plans. • Assess and evaluate personal health practices. • Develop a personal plan to improve personal health practices, such as brushing and flossing teeth daily, washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, and preventing the spread of an infectious disease. 	<ul style="list-style-type: none"> • Evaluate plans for the future and how personal health and wellness might affect those plans. • Analyze personal health practices. • Develop a personal plan to improve personal health practices, such as, washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, maintaining good personal hygiene, getting adequate sleep and rest, preventing the spread of an infectious disease, and seeking appropriate health screenings and exams.

Additional examples for Standard 6 are listed on the next page.

Standard **6** Skill Examples (continued)

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

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Identify ways to implement changes to meet a personal health practice goal. • Monitor progress in meeting a personal health practice goal. • Identify incentives and reinforcements to promote personal health practices. • Make a personal commitment to improve personal health practices such as brushing and flossing teeth daily, washing hands regularly, handling and storing food safely, wearing sun protection, and avoiding or minimizing exposure to loud sounds, including amplified music. 	<ul style="list-style-type: none"> • Determine ways to implement changes to meet a personal health practice goal. • Monitor progress toward achieving a personal health practice goal. • Identify barriers to maintaining good personal health practices and ways to address them. • Summarize incentives and reinforcements to promote personal health practices. • Make a personal commitment to improve personal health practices such as brushing and flossing teeth daily, washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, and preventing the spread of an infectious disease. 	<ul style="list-style-type: none"> • Devise strategies for implementing changes to meet a personal health practice plan. • Demonstrate the ability to monitor progress toward achieving a personal health practice plan. • Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers. • Summarize incentives and reinforcements to promote personal health practices. • Make a personal commitment to improve personal health practices such as washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, exposing others to an infectious disease, and seeking appropriate health screenings and exams.

Notes:

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 PHW-25 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 PHW-25 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 establish, maintain, and improve personal health and wellness.

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"> • Demonstrate the steps for proper hand washing. • Demonstrate steps for proper brushing and flossing of teeth. • Express intentions to develop a healthy practice such as brushing and flossing teeth daily and washing hands regularly. 	<ul style="list-style-type: none"> • Demonstrate the steps for proper hand washing. • Demonstrate steps for proper brushing and flossing of teeth. • Demonstrate proper ways to select and apply sunscreen. • Demonstrate safe food handling and storage practices. • Demonstrate the ability to recognize and avoid situations that can detract from a healthy future. • Express intentions to develop a healthy practice such as brushing and flossing teeth daily, washing hands regularly, handling and storing food safely, wearing sun protection, and avoiding or minimizing exposure to loud sounds, including amplified music. 	<ul style="list-style-type: none"> • Demonstrate the ability to recognize and avoid situations that can detract from a healthy future. • Explain why health is an important personal priority. • Express intentions to develop a healthy practice such as brushing and flossing teeth daily, washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, and preventing the spread of an infectious disease. 	<ul style="list-style-type: none"> • Demonstrate the proper steps to protect against harm from the sun. • Demonstrate how to keep food safe and prevent foodborne illness. • Demonstrate the ability to recognize and avoid situations that can detract from a healthy future. • Demonstrate the steps involved in breast self-examination. • Demonstrate the steps involved in a testicular self examination. • Express intentions to develop a healthy practice such as washing hands regularly, avoiding or minimizing exposure to loud sounds including amplified music, getting adequate amount of sleep, exposing others to an infectious disease, and scheduling routine health screenings and examinations.

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 pages PHW-27 and PHW-28 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 pages PHW-27 and PHW-28 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 make positive choices related to personal health and wellness.

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"> • Demonstrate ways to support friends and family who are trying to maintain or improve healthy practices. • Advocate for friends to brush and floss teeth daily. • Advocate that others wash hands regularly. 	<ul style="list-style-type: none"> • Demonstrate ways to support friends and family who are trying to maintain or improve health practices. • Advocate that others wash hands regularly. • Advocate for proper hand washing facilities at school. 	<ul style="list-style-type: none"> • Demonstrate ways to support friends and family who are trying to maintain or improve health practices. • Demonstrate effective persuasion skills that encourage friends and family to protect vision and reduce exposure to loud sounds, including amplified music. • Educate family and peers to protect against skin damage from the sun. • Advocate for proper hand washing facilities at school. 	<ul style="list-style-type: none"> • Demonstrate ways to support friends and family who are trying to maintain or improve health practices. • Educate family and peers to protect against vision and hearing damage and skin damage from the sun. • Support policies that support or reinforce healthy practices. • Express compassion and support for people living with disease, such as cancer and AIDS. • Advocate for making adequate hand washing facilities available in the school and community.

Additional examples for Standard 8 are listed on the next page.

Standard **8** Skill Examples (continued)

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to personal health and wellness.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate the ability to support other students who have common childhood chronic diseases and conditions, such as asthma, allergies, diabetes, and epilepsy. 	<ul style="list-style-type: none"> • Demonstrate the ability to support other students who have common childhood chronic diseases and conditions, such as asthma, allergies, diabetes, and epilepsy. 	<ul style="list-style-type: none"> • Articulate, to others, the health practices that prevent spread of infectious diseases. • Advocate that others properly prepare and handle food. • Express compassion and support for people living with disease, such as cancer and AIDS. 	<ul style="list-style-type: none"> • Advocate for proper food preparation and handling in the school and community. • Demonstrate support for other students who have chronic diseases and conditions, such as asthma, allergies, diabetes, and epilepsy. • Advocate for family members to get appropriate health screenings and examinations.

Notes:

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

Additional Notes: