



Comprehensive Implementation Analysis



Washington Public Schools

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Information today is expanding at breathtaking rates and the ability to apply new learning in the classroom is crucial. Nowhere is this more visible than in the field of health. While the volume of knowledge is exploding, society is placing ever-greater demands on teachers to ensure that the next generation benefits from the gains we have made; whether it be in safety, nutrition and physical activity, disease prevention, resolving conflicts, or managing stress.

The challenge we face is in incorporating positive lifelong habits into an already busy school day. Studies tell us that students must be actively engaged in the learning process to retain the information presented. Health Promotion Wave (HPW) is the embodiment of that premise.

HPW—now in its eighteenth year—is a national, research-based, K-12 comprehensive health curriculum. It is aligned with the National Health Education Standards, as well as the Washington Essential Academic Learning Requirements (EALRs) (see Appendix A), and has clearly stated goals and objectives for all health content areas. Our ultimate goal is health literacy for all children. HPW was designed to ensure that **all** students learn how to make responsible, safe, and healthful choices throughout their lives. ‘All students’ includes those with disabilities or diverse backgrounds.

Proven and demonstrated teaching methods, combined with specially developed instructional tools are the cornerstone of the HPW curriculum (see Appendix B). These tools help students become active learners in the classroom; they learn to work together in groups and in self-directed projects. The lessons and activities are designed to build positive attitudes, engage and motivate students, reduce conflict and promote cooperation and respect. Students also develop the ability to internalize the critical health values they will need the rest of their lives.

Working together we can make health literacy for all a reality.

Health education is just one component of a Coordinated School Health Program, a nationally recognized model endorsed by the Centers for Disease Control and Prevention (CDC), and School Health Education Organizations. Coordinated School Health Programs feature eight (8) components that support and promote student, school, family, and community wellness.

The eight components of a coordinated school health system are listed below, along with examples of how HPW incorporates and/or supports each component.

Health Promotion for Staff

Health Wave's School Resource CD for faculty and staff promotes healthy behavior and lifestyle, reduction of risk behaviors and the prevention of disease. The CD includes a toolkit for promoting a healthy breakfast in school as part of the federal breakfast and lunch program; up-to-date information on asthma, obesity, diabetes; and other current health concerns. Files can be downloaded and distributed to administrators, school nurses, guidance counselors, classroom teachers, and board members as needed.

Our monthly newsletter, **Hands on Health**, is provided to current users of the Health Wave curriculum at no cost to the school or district. Newsletters are available on our website (www.HealthWaveInc.com), or they can be linked to school websites, making the newsletter available not only to staff but to parents and other community members as well.

Health Education

Health Wave's curriculum is a planned, sequential K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health. It includes all the nationally recognized health topics and is designed to motivate students to:

- Maintain and improve their health,
- Take responsibility for their behaviors,
- Prevent disease,
- Develop and demonstrate health-related knowledge, attitudes, skills, and behaviors,
- Access current health information,
- Analyze influences and,
- Reduce risk behaviors.

Healthy School Environment

Health Wave's curriculum provides many opportunities for students to participate in and improve the physical, emotional and social climate of the school. Student directed projects address:

- School and community safety issues,
- Bullying,
- Health fairs,
- Anti-drug campaigns and
- Identifying community resources.

Counseling, Psychological and Social Services

Health Wave's curriculum is correlated to the 40 Developmental Assets that have been identified by the Search Institute. Curriculum activities focus on:

- Cognitive,
- Emotional,
- Behavioral and
- Social needs of individuals, groups and families

Nutrition Services

Health Wave's curriculum integrates nutrition education with an awareness of nutritious choices in the school, home and community environment. Our school resource CD helps districts incorporate school breakfast programs throughout their schools. Student directed projects address:

- Nutritional offerings in the school cafeteria as well as
- Making healthy selections in community restaurants.

Family/Community Involvement

Health Wave's curriculum has an integrated Parent Component. This includes:

- Parent letters
- Parent activities and
- Family projects designed to emphasize the importance of the family in addressing the healthy development of children.

Physical Education

Health Wave's curriculum:

- Promotes lifelong physical activity,
- Teaches the benefits of physical activity and
- Uses the F.I.T. model to teach the concepts of frequency, intensity and training.

Health Wave Inc., a publishing company specializing in health education, is committed to providing effective and engaging, up-to-date, high quality health education materials for the classroom teacher. The authors and contributors of this curriculum are Certified Health Education Specialists (CHES), administrators and educators with many years of classroom experience.

In developing this curriculum, Health Wave met with teachers, conducted focus groups and classroom pilots, and used teacher input to develop a format and time frame for teaching health in the classroom. Based on current research, as well as teacher and administrative input, a new kind of health curriculum was developed; one that does not rely on the traditional Health Instruction Model (information only) but one that is based on current research in social learning theory and effective strategies focused on skill training, integrating school instruction with local community efforts and combined group instruction with activities directed at individuals.

The culmination of these efforts is a comprehensive program that has been widely praised for its ability to meet district needs; effective delivery; outstanding materials features; objectivity; and ability to meet audience needs (visit www.HealthWaveInc.com for full program evaluation).

Benefits for Teachers

Easy Implementation

Health Wave understands how precious teaching time can be and took great care in developing a program that can easily be incorporated within the existing classroom schedule. The simple design of the lesson plans makes it easy for the teacher to implement. The goals and objectives for each lesson are clearly stated and multiple activities are provided to accomplish the learning objectives and to address different learning styles. Each lesson includes several different activities to choose from, and each activity at the elementary level takes only 15-20 minutes to implement.

Curriculum Connections

Many activities can be incorporated into other subject areas, thus eliminating the need to carve out additional teaching time from other subject areas. Cross-curricular activities are demarcated by symbols throughout the Teacher Manual. The lessons can be incorporated into Language Arts activities, Math, Science, Art and Social Studies. The extensive literature resources can easily turn reading and story time into a meaningful health lesson. Combining a superior literature component with expert

health activities generates many teachable moments that endure long after the lesson.

Minimal Prep Time

The Planning Page for each topic area is another example of how our program was designed with the classroom teacher in mind. The Planning Page greatly reduces the amount of prep time needed to prepare each lesson—at a glance all the information and materials needed are identified instantly. The Planning Page identifies what student activities, assessments and parent activities you will need, as well as what content, skill and standard you will be working on.

Assessing Student Gains

It is critical that teachers are able to assess student gains in health knowledge, skills and behaviors. The Evaluation and Assessment component includes a wide variety of assessment methods for teachers to use to determine how well students understand health concepts and are able to apply these concepts to their daily lives.

Written assessments are the most reliable measure of baseline knowledge, attitudes, and behaviors. These include:

- Pre and Post Evaluation
- Self-assessments
- Journal entries
- Goal-setting activities
- Developing and analyzing surveys
- Research projects

Another method of assessing student progress is to observe changes in behaviors that support health. Examples include:

- Role-playing ways to respond to physical, emotional, and social changes and situations
- Using positive social skills in small group assignments
- Demonstrating other skills, such as assertiveness, refusal, decision-making, and conflict resolution

Written assessments and evaluations are included in the Evaluation and Assessment Answer Key. Activities that do not include written assessments, but can still be used to assess student gains, have been identified with a star (☆). A 4-point scoring rubrics provides further guidance to assess student performance.

Current and Accurate Health Information

The Teacher Resource Guide, located at the back of the manual, provides teachers with relevant, accurate, concise and uncensored health information. It is updated regularly with the latest reports, statistics and information and includes national hotline numbers and websites. As the

health information being taught changes so do the Teacher Resource Guides. With these regular updates the teaching materials stay as current as the day they were purchased. The Teacher Resource Guides are updated as needed and would be provided free of charge via electronic transfer for 5 years after initial purchase.

Teacher Training

Another major concern of teachers has been a lack of training in the field of health. Many teachers express feeling unqualified to teach certain topic areas. Teachers have been teaching aspects of health for years—dental health, personal hygiene, nutrition. However it was never incorporated into a comprehensive program that includes the addition of skill acquisition, changes in behavior and attitude as well as gains in knowledge.

The purpose of our in-service training is to make teachers comfortable with the subject matter, to point out resources within the school (e.g. school nurses, guidance counselors, social workers) and to provide opportunities for the classroom teacher to ask questions, try out lessons and activities, express concerns or difficulties and fill in the perceived gaps in teachers' areas of expertise.

Benefits for Administrators

In-depth Coverage of WA Standards

Health Promotion Wave is a tool that allows teachers to choose from a variety of different lesson plans and activities to ensure all learning standards and benchmarks in the area of health education are covered. Our correlation (See Appendix A) illustrates how learning outcomes can be achieved through teaching select activities from the multiple lessons provided for each topic area at each grade level. This gives teachers the freedom to choose lessons that will work for all students, because we know that what works for one student may not work as well for another. Providing universal access; i.e. multiple, effective, options that use a variety of learning strategies, has always been a benchmark of our curriculum.

One-time Distribution of Materials

Health Promotion Wave provides **all** of the teaching materials at the time of purchase, prior to implementation. Everything a teacher needs to implement the program is available to them at any time. Materials do

not need to be distributed on a monthly basis. The reproducible student activities, student assessments, parent activities are provided on CDs in PDF format as well as in corresponding answer keys right at teachers' fingertips within the teacher manual.

Cost Effective

Health Promotion Wave is essentially a one-time investment. An overarching goal of Health Wave Inc. has been to develop an effective, comprehensive program that does not rely on outdated texts, or consumable materials, but rather reproducible materials that will last as long as a school system desires.

For a successful implementation of the program each teacher must have these essential components:

- Teacher Manual
- Student Activities
- Student Evaluations & Assessments
- Parent Activities

Optional Resources

Additional resources are available for every grade level to enhance the lessons. They may be purchased as a resource kit or they may be customized to suit the needs of your district.

Many teachers express their desire for a complete set of the literature selections as well as posters for their individual classrooms. At the same time, many schools find that it is not necessary to have multiple copies of a particular video or CD, so they purchase 1 set and keep them in the library so materials can be easily tracked, and teachers can use them at any time.

The goal is to provide teachers with the resources they need and want and eliminate unnecessary expenditures and duplication of resources. As mentioned previously, our goal is health literacy for all students. Health Wave does not believe in costly consumables or unnecessary costs. We are aware of budget constraints and have designed a program that is flexible, easy to implement, cost effective and long lasting. Years after your initial purchase your district will continue to have a current, up-to-date curriculum for all students, parents and teachers.

The following section outlines several different purchasing options including a cost analysis for each option.

In addition to being the health curriculum easiest to implement, the HPW program is increasingly more cost effective over time than any other product on the market. When compared to the costs of the programs currently in use by Washington Public Schools the results speak for themselves. All data presented in the tables below are based on the cost to implement each program on a classroom basis. The data used for the textbooks is based on the average cost of textbooks as represented by the major publishing companies in the school textbook market. The data used for consumable programs is also based on the average cost of these materials per student, per year. All analyses are based on an average size classroom in Washington. When these costs are plugged into concrete quantitative cost graphs the true expense over time is revealed quite clearly.

The following analysis is designed to show the potential cost savings, which could be realized by the Washington Public Schools by selecting from any one of the HPW health curriculum plans. Each package provides superior education materials at a fraction of the existing curriculum’s implementation price. The following table and subsequent graphs are based on the costs for implementing each respective program in a grade 3 classroom of 20 students. The three HPW rows represent separate purchasing options we afford all potential customers and are explained in detail in the following pages.

Cost Table (Yearly Classroom Implementation Expenses)

Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Aggregate
consumable Program	\$1,145.00	\$1,100.00	\$1,100.00	\$1,145.00	\$1,100.00	\$5,590.00
Avg. Textbook	\$940.00	\$140.00	\$140.00	\$140.00	\$140.00	\$1,500.00
HPW (Comp)	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
HPW (Full Core)	\$325.00	\$0.00	\$0.00	\$0.00	\$0.00	\$325.00
HPW (UTR)	\$199.99	\$0.00	\$0.00	\$0.00	\$0.00	\$199.99

(This table demonstrates how Health Promotion Wave’s innovative updating system keeps a district’s costs low.)

Variety of Purchasing Options

Health Wave Inc. offers a variety of purchasing options for the Health Promotion Wave curriculum: The Comprehensive Learning Kit, The Full Core Curriculum, and The Ultimate Teacher Resource. Each of these options provides teacher and students with the most extensive and effective health curriculum on the market at the lowest cost in both the short and long term outlook.

Option 1 – Health Promotion Wave Comprehensive Learning Kits

There is nothing on the market today that can compare to these comprehensive-learning kits in terms of functionality, student and teacher interest, comprehensiveness and interactivity. The overall provision of multiple learning and teaching strategies that approach each student as individual entities with individual learning and instruction needs is unparalleled. Each comprehensive kit K-12 includes everything in the full core curriculum and adds permanent and tangible resources that can be used year after year to enhance the health curriculum.

Each Comprehensive Learning Kit is grade specific— unique to fit and complement each individual manual. For less than the price of one year's implementation costs for a consumable program, the Comprehensive Learning Kit could be put in the hands of a teacher that could be used for years to come.



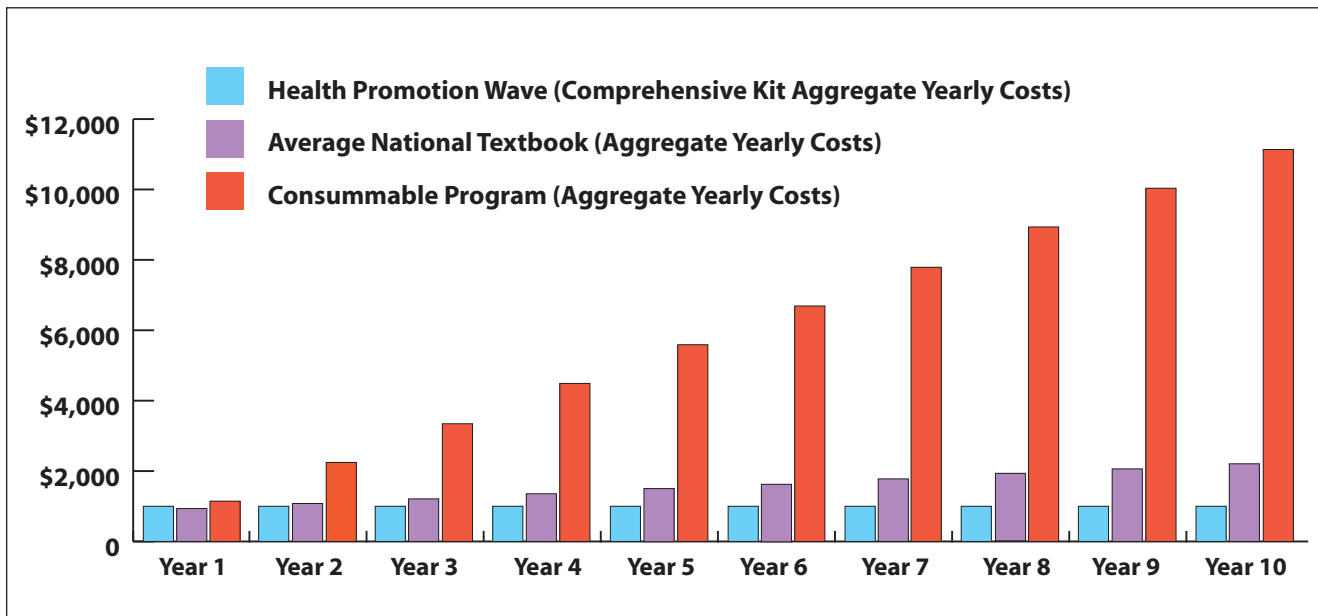
The Comprehensive Learning Kits include the Full Core Curriculum plus: educational posters; interactive trivia and role playing games; interactive computer software; lesson enhancing literature, picked from the best children's authors; and the most up to date educational videos on the market.

Below is a sample list of a grade 3 Comprehensive Kit and is followed by a cost analysis graph, which demonstrates again the potentially exponential cost savings of the HPW program.

Grade 3 Comprehensive Kit (Includes the Core Curriculum and complete Resource Kit)

Core Curriculum	
Teacher Manual	Digestive System Game
Student Activities (also available on CD)	Refrigerator Poster with Food Group Pieces
Parent Component Master Set (also available on CD)	Trivia Game: Health
Evaluations and Certificates (also available on CD)	<u>Literature</u>
Herbie the Duck Puppet	Rosie and Michael
HPW Color Transparencies	Ramona Quimby, Age 8
Resource Kit	Friends of a Feather
<u>Activity Books</u>	Come Out, Come Out
Kids in Action Fitness Book (set of 25)	Fathers, Mothers, Sisters, Brothers
<u>Technology/Videos</u>	Who Is a Stranger and What Should I Do?
My Amazing Human Body CD-ROM	What Happens to a Hamburger?
Self-Esteem CD-ROM: Arthur's Teacher Trouble (Mac/Win)	Today I Feel Silly
Drug Prevention CD-ROM: McGruff's Drug Free Kids	I Am So Angry, I Could Scream
Safety Video: Safety Rules and You	Magic School Bus: Inside Ralphie (A Book About Germs)
<u>Skill-Based Activity Games</u>	Hear Your Heart
Bicycle Safety Game	Magic School Bus: Inside the Human Body
Concentration Game	Yikes Lice
Drug Prevention Cards	King of the Playground
Conflict Resolution Cards	<u>Posters</u>
	Respiratory System
	Constructive Criticism
	School Safety
	Classroom Rules
	AIDS Posters (4)

Ten Year Cost Analysis – Purchasing Option 1 (Grade 3 Classroom, 20 Students)



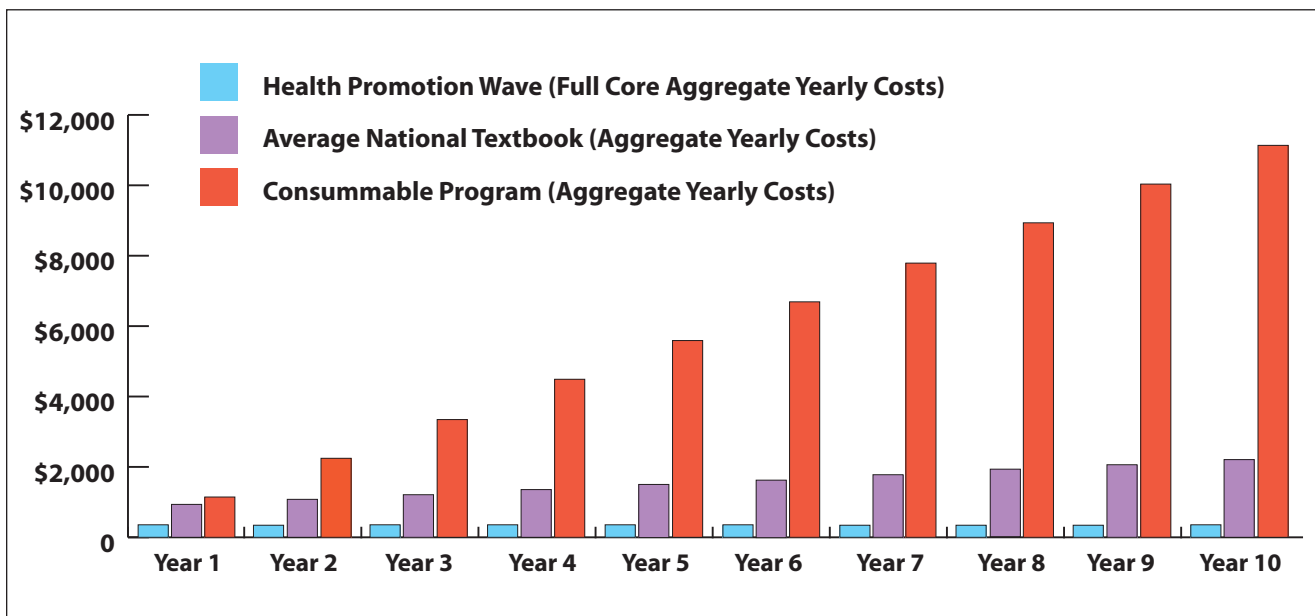
Option 2: The Health Promotion Wave Full Core Curriculum

The Health Promotion Wave Full Core Curriculum includes all of the following teaching materials: teacher manual; reproducible materials on CD-ROM; hard copies of reproducible materials in durable plastic folders; educational flashcards; color transparencies; and interactive software. The price range varies by grade level with an average of about \$325 at elementary and \$500 at the middle schools level. As with all purchasing options, the purchase of a full core would be a one-time investment to be supported by free updates for years to come. The cost per classroom to put a Full Core Curriculum (pictured below) in the hands of a teacher is still on average far less than half of the yearly implementation cost of a consumable program.



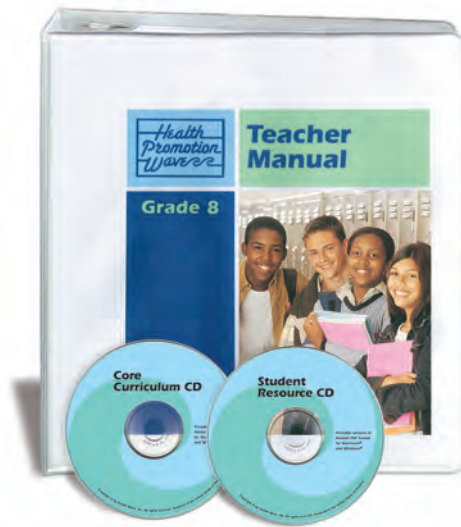
The Full Core Curriculum includes: teacher manual; reproducible materials on CD-ROM; hard copies of reproducible materials in durable plastic folders; educational flashcards; color transparencies; and interactive software. Durable plastic bags are included with every core for easy storage and transportation of any and all materials. More expensive than the UTR (option 3), highly effective and interactive and once again as the graph below will show highly cost effective.

Ten Year Cost Analysis – Purchasing Option 2 (Grade 3 Classroom, 20 Students)



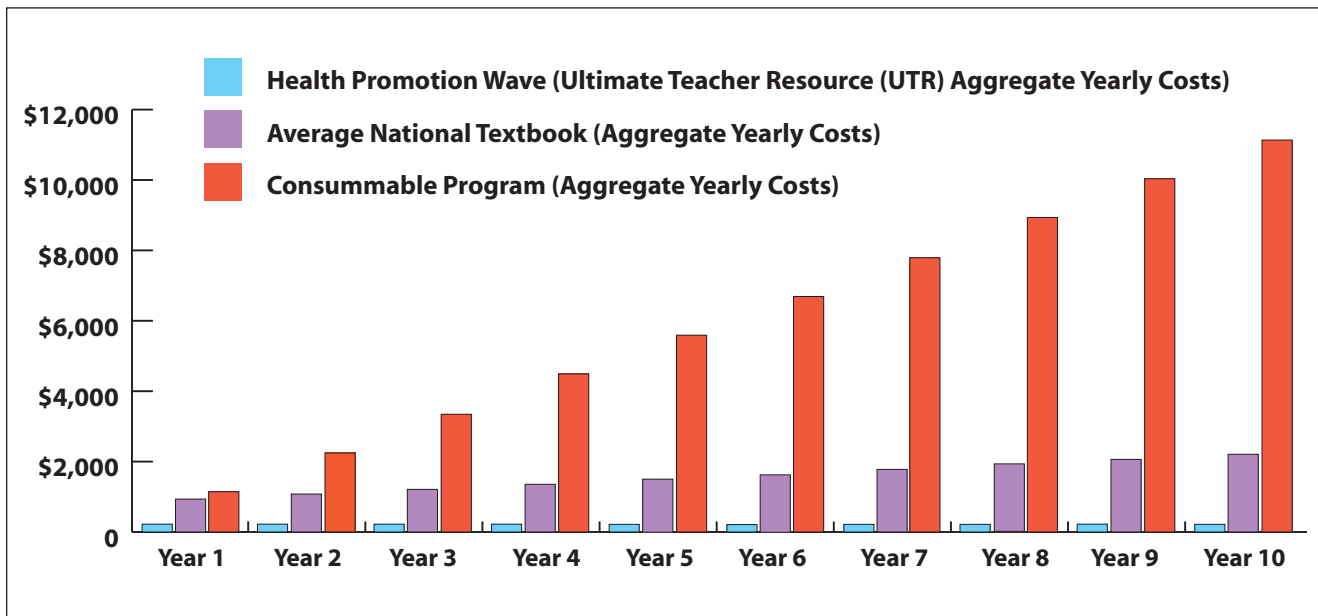
Option 3: The Health Promotion Wave Ultimate Teacher Resource

The Ultimate Teacher Resource (UTR) for health education is HPW’s most basic package. This comprehensive set of materials includes a teacher manual along with all reproducible activities (Black Line Masters) in easily formatted PDF files contained on two CD-ROMs. The UTR, pictured below, is priced at \$199.99, which includes free updating and support attached to all curriculum options. As depicted in the graph below, the aggregate annual cost for HPW’s Ultimate Teacher Resource is far less than the aggregate annual cost of other programs.



As the cost comparison graph below will demonstrate the UTR at any grade level K-8, with a price of \$199.99, is the most affordable purchasing option. Even the most basic curriculum package provides all of the necessary tools to enable teachers to implement a highly comprehensive and effective health education initiative.

Ten Year Cost Analysis – Purchasing Option 3 (Grade 3 Classroom, 20 Students)



Benchmark 1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Please refer to your PE Program)

To meet this standard, the student will:

1.1. Develop fundamental and complex movement skills, as developmentally appropriate.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Demonstrate physical skills (loco-motor, non-loco-motor, and manipulative) that contribute to movement proficiency.	Grade K: TE 63-64 Grade 1: TE 116-118; PA 18 Grade 2: TE 73; PA 11; EA 2 Grade 3: TE 87; PA 16 Grade 5: TE 129-131 TR 10: Benefits of Exercise	Grade K: B: Kids in Action Grade 1: B: Kids in Action Grade 2: B: Kids in Action Grade 3: B: Kids in Action

1.2. Safely participates in a variety of developmentally appropriate physical activities.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Follows rules and safety procedures while participating in a variety of physical activities.	Grade K: TE 61-62 Grade 3: TE 86 Grade 5: TE 132-133; EA 17,18	Grade K: V: Get Ready, Get Set, Get Fit

1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.	Grade K: TE 10-13, 60-65; F: health, nutrition, sleep, exercise; SA 9,10; PA 9 Grade 3: TE 86-87 Grade 4: TE 124; SA 28; TR 4: Key Concepts Grade 5: TE 132-134; EA 17, 18; PA 16	Grade K: B: HPW Flip Chart: Keeping Healthy with Herbie; A: Herbie's Health and Safety Songs; V: Get Ready, Get Set, Get Fit

1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.	Grade K: TE 66-70; PA 10 Grade 1: TE 106-115; SA 13; EA 9; PA 15,16,17 Grade 2: TE 66-71, 74-78; SA 12, 13, 14, 15, 16, 17; PA 10, 12 Grade 3: TE 72-83; SA 11, 12, 13, 14, 15; PA 14, 15; TR 4: Nutrition & Fitness, TR 5: MyPyramid Grade 4: TE 130-139, 149, 170-171; HF: Activity 5; SA 31, 32, 33, 34, 39; EA 19, 20, 25; TR: 6 Nutrition Facts Food Label Grade 5: TE 106-118; PA 13, 14; EA 15; TR: 6 Sources of Nutrients, TR 7: Heart-Healthy Choices; HF: Nutrition & Fitness (Activities 1-6)	Grade K: G: Nutrition & Fitness Game; P: Healthy Choices Grade 2: C: Nutrition Cards; G: Refrigerator Poster with food group pieces Grade 4: B: Chocolate Fever Grade 5: V: To the Max-Eating & Exercising for Maximum Health; P: Nutrition Vision Chart; C: Nutrition Cards

KEY: TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; TR: Transparency; PA: Parent Activity; CD: Software; B: Book; V: Video; P: Poster; G: Game; F: Flashcard; C: Scenario Cards; HF: Health Flash Booklet; PC: Parent Connection Booklet; SRCD: Student Resource CD; BLM: Black Line Master; A: Audiocassette

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Recognize the physical benefits of movement, fitness, and nutrition.	<p>Grade K: TE 30-32; SA 5, 6; PA 4; F: unhealthy</p> <p>Grade 1: TE 98-105; SA 11, 12; PA 16</p> <p>Grade 2: TE 71-72; F: fitness</p> <p>Grade 3: TE 84-87; SA 16; PA 16; TR 4: Nutrition & Fitness</p> <p>Grade 4: TE 150</p> <p>Grade 5: TE 114-117, 121-124, 128-131; EA 16; HF: Activity 5, 6; TR 7: Heart-Healthy Choices, TR 8: Food Labels, TR 10: Benefits of Exercise</p>	<p>Grade K: P: Healthy Choices; C: Making Healthy Choices</p> <p>Grade 1: P: Healthy Choices; B: The Important Book</p> <p>Grade 3: B: Kids in Action</p> <p>Grade 4: G: Fountain of Fitness</p>

Benchmark 2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

2.1. Recognize patterns of growth and development.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Describe the structure and function of human body systems.	<p>Grade K: TE 99, 138-142; F: growth; SA 26; PA 19</p> <p>Grade 1: TE 154-164; SA 28, 29, 30; EA 13; PA 25</p> <p>Grade 2: TE 80-82, 120-134; SA 18, 37, 39, 40</p> <p>Grade 3: TE 96-114; SA 18, 19, 20, 21, 22; PA 18; EA 9</p> <p>Grade 4: TE 154-162, 164-167, 184-185; SA 40, 41, 45; PA 21; EA 23, 24; HF: Heart Health; TR 8: The Heart, TR 9: Heart and Lungs, TR 10: Circulatory System, TRs 14-16: The Immune System</p> <p>Grade 5: TE 81, 102-105, 144-156, 181-183; SA 23, 32, 33, 38; EA 20, 21; TR: 14 Nervous System, TRs 17-18: Immune System; BLM: Nervous System; BLM: Structures of Immune System</p>	<p>Grade K: G: Body Chart w/Organs; B: I Want to be Somebody New; P: Growth Chart; A: Herbie's Health & Safety Songs</p> <p>Grade 1: P: Growth Chart, P: Body Chart with organs; B: My Five Senses, B: I'm Growing</p> <p>Grade 2: B: The Skeleton Inside You; CD: Amazing Human Body; G: Bones of the Skeletal System</p> <p>Grade 3: B: The Magic School Bus, B: What Happens to a Hamburger, B: Hear Your Heart; G: Digestive System Game</p> <p>Grade 4: CD: The Ultimate Human Body; B: Fourth Grade Rats</p> <p>Grade 5: CD: The Ultimate Human Body; B: It's Your Turn at Bat</p>
Identify hereditary factors that affect growth and development.	<p>Grade 2: TE 158-159</p> <p>Grade 5: TE 153-154</p>	<p>Grade 5: CD The Human Body</p>
Describe the influence of nutrition on health and development.	<p>Grade K: TE 12-13, 54-58, 153-155; F: nutrition, variety, balance; SA 7, 8, 28; PA 8, 21</p> <p>Grade 1: TE 94-97; F: nutrition, exercise; SA 10; PA 15</p> <p>Grade 2: TE 75-77, 83-85; SA 14, 19; PA 12, 13</p> <p>Grade 3: TE 88-94; SA 17; PA 17; EA 8; TR 6: Food Labels, TR 7: Food Safety</p> <p>Grade 4: TE 122-129, 168-169; SA 28, 29, 30, 42; PA 18; HF: Activities 2, 3, 4; TR 4: Key Concepts, TR 5: MyPyramid</p> <p>Grade 5: TE 114-117; HF: Activity 5; EA 15; PA 14</p>	<p>Grade K: B: HPW Flip Chart: Staying Healthy with Herbie, Eating Healthy with Herbie; C: Nutrition Cards; P: Healthy Choices</p> <p>Grade 1: B: Berenstain Bears and Too Much Junk Food</p> <p>Grade 3: B: Come Out, Come Out, Wherever You Are</p> <p>Grade 4: B: Gregory the Terrible Eater</p> <p>Grade 5: C: Nutrition Cards</p>

KEY: TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; TR: Transparency; PA: Parent Activity; CD: Software; B: Book; V: Video; P: Poster; G: Game; F: Flashcard; C: Scenario Cards; HF: Health Flash Booklet; PC: Parent Connection Booklet; SRCD: Student Resource CD; BLM: Black Line Master; A: Audiocassette

2.2. Understand the concept of control and prevention of disease.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify and demonstrate skills that help in the prevention of non-communicable diseases.	<p>Grade K: TE 14-15, 158-164; F: disease, unhealthy, tooth, gum, cavity; SA 2, 29, 30, 31; PA 2, 22</p> <p>Grade 1: TE 165-167; F: hygiene; SA 31; PA 26; EA 14</p> <p>Grade 2: TE 86-89, 136-138, 156-158, 161; F: disease; SA 20, 21, 22, 23, 41; EA 3</p> <p>Grade 3: TE 142-145; SA 31, 32; PA 24</p> <p>Grade 4: TE 174-178; EA 27; PA 22; SA 43, 44</p> <p>Grade 5: TE 176-179; EA 23; PA 21</p>	<p>Grade K: B: HPW Flipchart: Staying Clean with Herbie; Wash Your Hands</p> <p>Grade 1: V: Healthy Teeth</p> <p>Grade 4: C: Problem Solving Cards: Disease Prevention</p>
Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.	<p>Grade K: TE 166-169; SA 32; PA 23; F: germs</p> <p>Grade 1: TE 174-180; SA 32, 33; PA 27; EA 15; F: germs, bacteria, virus</p> <p>Grade 2: TE 159-169; SA 46, 47, 49; PA 23; EA 7</p> <p>Grade 3: TE 146-159; SA 34, 35; PA 25, 26; EA 11</p> <p>Grade 4: TE 181-183, 194-199; PA 25, 26; TR 11: Germs, TR 12: How Germs Are Spread, TR 13: Preventing the Spread of Germs, TR 18: HIV & the Immune System, TR 19: How HIV is Spread, TR 20: How HIV is Not Spread</p> <p>Grade 5: TE 176-193; EA 23, 24; PA 21, 22, 23; SA 38, 39, 40, 41; TRs 17-19: Immune System, TRs 20-21: HIV/AIDS</p>	<p>Grade K: A: Herbie’s Health & Safety Songs</p> <p>Grade 1: B: Germs Make Me Sick; G: Germ Game</p> <p>Grade 2: V: Common Diseases, B: My Name is Jonathan and I Have AIDS</p> <p>Grade 3: B: The Magic School Bus: Inside Ralphie, B: Yikes, Licel; P: HIV/AIDS</p> <p>Grade 4: V: Preventing Communicable Diseases; B: Alex, the Kid with AIDS, B: Parents Guide to Common Questions About HIV/AIDS</p> <p>Grade 5: B: Parents Guide to Common Questions About HIV/AIDS, B: Friends for Life</p>

2.3. Acquire skills to live safely and reduce health risks.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Explain one’s right to personal and physical safety.	<p>Grade K: TE 131-132; F: hurt</p> <p>Grade 1: TE 88-89</p> <p>Grade 2: TE 150-152; PA 23</p> <p>Grade 3: TE 64-67; SA 9, 10; PA 13; EA 7</p> <p>Grade 4: TE 66-70; SA 13; EA 10, 11</p> <p>Grade 5: TE 165-167; SA 36; PA 20</p>	<p>Grade 1: V: McGruff’s Guide to Personal Safety</p> <p>Grade 2: B: Berenstain Bears Learn About Strangers; CD: The McGruff Files: Dangerous Strangers</p> <p>Grade 3: B: Who is a Stranger and What Should I Do?</p> <p>Grade 4: P: School Safety</p>
Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.	<p>Grade K: TE 132-135, 124-129; SA 23, 24, 25</p> <p>Grade 1: TE 60-63, 68-86, 90-91; F: neighborhood, crosswalk, police officer, school safety, bus safety; SA 6, 7, 8, 9; PA 11, 12, 13, 14; EA 7, 8</p> <p>Grade 2: TE 140-149, 152-154; SA 42, 43, 44, 45; PA 21, 22; EA 6</p> <p>Grade 3: TE 50-62; 68-70; EA 5, 6, 7; SA 7, 8, 10; PA 11, 12, 13</p> <p>Grade 4: TE 60-65; SA 11, 12; EA 9; PA 9</p> <p>Grade 5: TE 161-162, 164-169, 171-173; SA 35, 36, 37; PA 20; EA 22; TR 15: Dangers of Guns, TR 16: Weapon Safety</p>	<p>Grade K: V: Critter Jitters; A: Herbie’s Health & Safety Songs</p> <p>Grade 1: C: Safety Signs; P: Water Safety, P: Healthy Choices; G: Bike Safety, G: Fire safety</p> <p>Grade 2: P: Water safety</p> <p>Grade 3: V: Safety Rules and You; G: Bike Safety Game</p> <p>Grade 4: G: Safety Decision Making Cards</p>

KEY: TE: Teacher Edition; SA: Student Activity; EA: Evaluation and Assessment; TR: Transparency; PA: Parent Activity; CD: Software; B: Book; V: Video; P: Poster; G: Game; F: Flashcard; C: Scenario Cards; HF: Health Flash Booklet; PC: Parent Connection Booklet; SRCD: Student Resource CD; BLM: Black Line Master; A: Audiocassette

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify sources to ask for help in an emergency or crisis.	<p>Grade K: TE 118-123; SA 21, 22; PA 15; F: emergency, address</p> <p>Grade 1: TE 64-66; SA 7; EA 6; PA 10</p> <p>Grade 2: TE 166-168; F: health care provider; SA 48, 49; PA 24, 25; EA 7</p> <p>Grade 4: TE 54-57; PA 8</p> <p>Grade 5: TE 158-163; SA 34, 35; PA 19</p>	<p>Grade K: P: Emergency</p> <p>Grade 1: P: Emergency</p> <p>Grade 4: V: Emergency Services: Hotline to Help; G: Emergency Game</p>
Identify the differences between harmful and helpful stress: recognize signals of too much stress and when to ask an adult for help.	<p>Grade 4: TE 72-79; SA 14, 15; PA 10</p> <p>Grade 5: TE 50-54; EA 1 SA 11, 13; PA 9</p>	<p>Grade 4: P: Effective Coping Skills; B: Sadako and the Thousand Paper Cranes</p> <p>Grade 5: B: Maniac Magee, B: Blackberries in the Dark</p>
Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.	<p>Grade K: TE 94-103; F: poison, tobacco; SA 14, 15, 16, 17, 18; PA 13</p> <p>Grade 1: TE 120-132, 136-139; F: drug, medicine, poison, tobacco, alcohol; SA 14, 15, 16, 17, 18, 19, 20, 21 22, 23; EA 10, 11</p> <p>Grade 2: TE 92-114; PA 15, 16, 17, 18; SA 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 3: TE 116-140; SA 23, 24, 25, 26, 27, 28; PA 19, 20, 21, 22</p> <p>Grade 4: TE 88-119; SA 19, 29, 21, 22, 23, 24, 25, 26, 27; PA 12, 13, 14, 15, 16; EA 14, 15</p> <p>Grade 5: TE 76-100; SA 15, 16, 17-19, 20-22; EA 11, 12, 13, 14; PA 9, 10, 11, 12; BLM: Drug Prevention Guide for Parents; BLM: Resources for Help</p>	<p>Grade K: B: Berenstain Bears and the In-Crowd; G: Disease Prevention Game; A: Herbie's Health & Safety Songs; P: Healthy Choices</p> <p>Grade 1: V: Leader of the Pack; B: Herbie Learns About Drugs</p> <p>Grade 2: G: Drug Concentration Game; CD: My Amazing Human Body; P: Body Chart with organs; C: Self-esteem Cards</p> <p>Grade 3: G: Drug Prevention Game; P: 3 Ps of Constructive Criticism</p> <p>Grade 4: P: Decision Making; C: Drug Prevention Cards; V: McGruff's Drug Alert; B: Ramona and Her Father</p> <p>Grade 5: CD: My Amazing Human Body; V: ACE (Attitude, Commitment, Excellence); G: Responsibility Board Game</p>

Benchmark 3: The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard, the student will:

3.1. Understand how environmental factors affect one's health (air, water, noise, chemicals).

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify environmental factors that affect health.	<p>Grade K: TE 76-82, 85-87; F: nature, pollution; SA 11, 12; PA 11</p> <p>Grade 2: TE 52-59; F: community, environment, recycle, cooperation; PA 8, 9</p> <p>Grade 4: TE 42-52; SA 9, 10; PA 7</p>	<p>Grade K: P: Healthy Choices; G: Community Health</p> <p>Grade 4: B: Every Living Thing, B: Where Does the Garbage Go?</p>

3.2. Gather and analyze health information.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Determine reliable sources of health information.	<p>Grade K: TE 90-93, 105, 170-173; F: medicine, drugs, helpful; SA 13, 18, 33; PA 12, 24</p> <p>Grade 1: TE 145-146, 161; PA 23, 25</p> <p>Grade 2: TE 60-64</p> <p>Grade 3: TE 90</p> <p>Grade 4: TE 32, 55-56, 101-102, 111, 132-135; TR 6: Nutrition Facts Food label</p> <p>Grade 5: TE 124-127; SA 24, 25, 26, 27; PA 15; TR 9: Marketing Strategies</p>	<p>Grade K: G: Disease Prevention Cards; B: Berenstain Bears Go to the Doctor</p> <p>Grade 4: G: Role Play Scenario Cards</p>
Identify messages about safe and unsafe behaviors such as those found in tobacco or alcohol advertising.	<p>Grade 1: TE 133-135</p> <p>Grade 2: TE 104-106; SA 28; PA 17</p> <p>Grade 3: TE 138-139; SA 29, 30</p> <p>Grade 4: TE 97-99, 113-114, 142-143; SA 22, 26, 35; TR 7: Marketing Strategies</p> <p>Grade 5: TE 4-16, 68-74; SA 1, 2, 14; PA 2; EA 2, 3, 9, 10; TR 1: Good Health, TR 5: Resolving Conflicts</p>	<p>Grade 5: B: Black Snowman, B: Maniac Magee; G: Conflict Resolution Board Game; C: Conflict Resolution Cards</p>
Demonstrate the ability to practice health-enhancing behaviors and reduce risks.	<p>Grade K: TE 4-6, 9, 70-73, 108-115; F: safe, unsafe, safety, stranger; SA 19, 20; PA 1, 10, 14</p> <p>Grade 1: TE 3-9, 134, 139-149; F: health, value, decision; PA 1, 21, 22, 24; EA 1, 11, 12; SA 24, 25, 26, 27</p> <p>Grade 2: TE 2-7, 86-89, 112, 114-118; F: health, sick; SA 20, 21, 22, 23, 32, 33, 34, 35, 36; PA 14, 18, 19; EA 4</p> <p>Grade 3: TE 4-9, 136-140; SA 29, 30; PA 23; EA 1, 2, 10</p> <p>Grade 4: TE 6-7, 12-13, 136-138, 144-145; SA 1, 2, 3, 34, 35, 36, 37; EA 19; TR 1: Components of Wellness</p> <p>Grade 5: TE 18-22, 30-47, 56-62; SA 3, 5, 6, 7, 8, 9, 10; PA 4, 5; EA 1</p>	<p>Grade K: B: Staying Healthy; G: Safety Signs; V: Critter Jitters</p> <p>Grade 1: P: Growth Chart; B: Herbie Says NO to Drugs, B: Berenstain Bears and the Double Dare</p> <p>Grade 2: C: Healthy Choices; P: Healthy Choices, P: School Safety</p> <p>Grade 3: CD: McGruff's Drug Free Kids; P: Classroom Rules</p>

3.3. Use social skills to promote health and safety in a variety of situations.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Express emotions constructively and form safe and respectful relationships.	<p>Grade K: TE 24-28, 38-47; F: friends, sharing, kindness; SA 4; PA 6, 7</p> <p>Grade 1: TE 16-25, 32-45; F: cooperation, sharing, family; SA 1, 2, 3; PA 3, 5, 6; EA 3, 4</p> <p>Grade 2: TE 7-8, 10-19, 30-42; F: honesty; SA 1, 2, 5, 6, 7, 8, 9; PA 1, 4, 5, 6</p> <p>Grade 3: TE 10-13, 20-31, 40-46; SA 1, 2, 3, 4, 6; PA 2, 7, 8, 10; EA 4</p> <p>Grade 4: TE 8-9, 13-15, 24-28, 34-40, 80-86; SA 4, 6, 8, 16, 17, 18; PA 2, 4, 6, 11; EA 5, 6, 12, 13</p>	<p>Grade K: B: How to be a Friend, B: Being Friends, B: David Gets in Trouble, B: The Giving Tree; P: Special People</p> <p>Grade 1: B: When Sophie Gets Angry; B: Herbie's Special Family; P: Classroom Rules, P: Feelings, P: Special People</p> <p>Grade 2: B: Knots on a Counting Rope, B: Alexander and the No...Day, B: Frog and Toad All Year, B: The Ant and the Elephant</p>

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Express emotions constructively and form safe and respectful relationships. (continued)

Grade 5: TE 20-21, 37-40; SA 6,7,8; TR 3: Improving Communication Skills

Grade 3: B: Friends of a Feather. B: Ramona Quimby, Age 8, B: Rosie and Michael, B: Today I Feel Silly, B: I Am So Mad I Could Scream
Grade 4: P: Effective Coping Skills, P: Classroom Rules; C: Problem Solving Cards, C: Conflict Resolution Cards; B: The Secret Garden, B: Tales of a Fourth Grade Nothing
Grade 5: P: Respect

Recognize social skills to keep out of trouble and resist pressure from others.

Grade K: TE 7-8, 48-51
Grade 1: TE 10-15; PA 2; EA 2
Grade 2: TE 44-49; F: personal, problem; SA 10, 11; EA 1
Grade 3: TE 32-38; SA 5; PA 9; TR 2: Conflict Resolution Skills
Grade 4: TE 25-28, 30-33; SA 7; PA 5; TR 3: Communication Skills
Grade 5: TE 42-47, 56-62, 68-74, 94-100; SA 9, 10, 12, 14, 21, 22; PA 7; EA 9; BLM: Resources for Help; TR 4: Dealing with Bullies, TR 5: Resolving Conflict

Grade K: P: Classroom Rules; B: How to Be A Friend
Grade 1: B: Quick as a Cricket; P: Special People
Grade 2: C: Problem Solving Cards; B: Stand Tall Molly Lou Mellon
Grade 3: P: 3 Ps of Constructive Criticism; B: The Ant Bully; C: Conflict Resolution Cards
Grade 4: C: Roleplay Scenario Cards
Grade 5: B: Maniac Magee, B: Sign of the Beaver; V: Bullying, V: ACE; G: Conflict Resolution Bingo Game; C: Conflict Resolution Cards

3.4. Understand how emotions influence decision-making.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations.	<p>Grade K: TE 16-23; SA 3; PA 3 Grade 2: TE 20-21 Grade 3: TE 40-45; SA 6; EA 3; PA 10; TR 3: Handling Emotions: Coping Strategies Grade 4: TE 81-84; SA 18 Grade 5: TE 56-62; SA 12; PA 7; TR 4: Dealing with Bullies</p>	<p>Grade K: B: I'm Gonna Like Me, B: When I Feel Sad, B: When Sophie Gets Angry; P: Feelings Grade 2: B: I Was So Mad Grade 3: B: Today I feel Silly Grade 4: P: Effective Coping Skills; C: Conflict Resolution Cards Grade 5: B: Maniac Magee; V: Bullies</p>

Benchmark 4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard, the student will:

4.1. Analyze health and safety information.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify how fitness and healthy living are required for careers and occupations.	<p>Grade 1: TE 7-9; PA 1; EA 1 Grade 2: TE 5-6</p>	<p>Grade 1: P: Growth Chart Grade 2: P: Healthy Choices</p>

4.2. Develop a health and fitness plan and a monitoring system.

By Grade 5:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Set daily goals for improving health and fitness practices.	Grade K: TE 64-65; PA 9 Grade 2: TE 22-27, 87; PA 2, 3; SA 3, 4, 21; F: goal Grade 3: TE 14-17, 86-87; EA 1; PA 3, 4, 5, 6; SA 16 Grade 4: TE 149-151; SA 39; EA 20 Grade 5: TE 24-28, 132; SA 4; PA 3; EA 5, 6, 7, 17, 18	Grade K: B: Kids in Action

GRADES 6-8

Benchmark 1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

1.1. Develop fundamental and complex movement skills, as developmentally appropriate.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).	(see PE Program)	

1.2. Safely participates in a variety of developmentally appropriate physical activities.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Grade 6: TE 188-190; TR 26: Exercise Precautions Grade 7: TE 208-210; TR 38: Exercise Precautions Grade 8: TE 138; TR 29: Exercise Precautions	

1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.	Grade 6: TE 190-192; EA 26, 28 Grade 7: TE 210-212; EA 32; SA 56 Grade 8: TE 135-136, 139-140; HF: Activity 3 TR 28: Components of Fitness	

1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Design nutrition goals based on national dietary guidelines and individual activity needs.	<p>Grade 6: TE 181-183, 194-197; EA 26, 27; SA 51; SRCD: Nutrition Values Chart</p> <p>Grade 7: TE 184-191; EA 30; SA 48, 49; TR 30 MyPyramid; SRCD: Anatomy of MyPyramid, SRCD: How Much Are You Eating?</p> <p>Grade 8: TE 120-130; EA 16, 17, 18; SA 42,43; TR 22: Dietary Guidelines for Americans, TR 23: MyPyramid, TR 25: Major Nutrients; HF: Activity 2; SRCD: Finding Your Way to a Healthier You, SRCD: Food Labels</p>	<p>Grade 8: P: Nutrition Vision Chart</p>
Analyze the effects of movement, fitness, and nutrition practices.	<p>Grade 6: TE 176-180; 184-188; SA 49; EA 25, 26; TR 22: MyPyramid, TR 23: Nutrition Essentials, TR 24: Benefits of Exercise, TR 25: Getting Sufficient Sleep; SRCD: Anatomy of MyPyramid, SRCD: Nutrition Values Chart</p> <p>Grade 7: TE 184-186, 206-210, 214-218; EA 30; TR 36: FIT, TR 37: Components of Fitness, TR 39: Media Myths</p> <p>Grade 8: TE 133-134, 137-151; SA 45-50; HF: Activities 4,5,6; TR 30: Are You Normal?, TR 31: Media Myths, TR 32: Striving to be Thin</p>	<p>Grade 6: V: Ten Reasons to Get and Stay in Shape; G: Nutrition Trivia Game</p> <p>Grade 7: V: Food, Health, Exercise</p>

Benchmark 2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

2.1. Recognize patterns of growth and development.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Describe the physical, emotional, intellectual, and social changes that occur during puberty.	<p>Grade 6: TE 15-17; 212-230; SA 54, 55, 56, 57, 58; EA 3, 4, 32, 33, 36; TR 29: Am I Normal?, TR 30: Adolescence and Puberty: Common Concerns, TRs 31-33: Reproductive System</p> <p>Grade 7: TE 234-260; SA 60, 61, 62, 63, 64, 65; EA 36, 37, 38; TR 42: Discussing Sexuality, TRs 43-45: Reproductive System, TR 46: Maintaining Healthy Sexual Identity</p> <p>Grade 8: TE 209-226; EA 26; SA 80, 81, 82, 83, 84, 85, 86; TRs 42-43: Reproductive System</p>	<p>Grade 6: V: Puberty: Bodies in Progress, V: Hygiene for Boys and Girls; CD: Fun Facts: Body Systems; B: Holes</p> <p>Grades 7-8: CD: Life Begins</p>

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify hereditary factors that affect growth, development, and health.	Grade 7: TE 226-227, 232-233; SA 59 Grade 8: TE 6-7, 238-241, 247-252; EA 28,29,31; SA 92,93,95,96; TR 1: Wellness Continuum, TR 47: Leading Causes of Death, TR 48: Risk Factors for Cancer	Grade 7: CD: Life Begins
Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	Grade 6: TE 8-9; 185-188; EA 1, 2; TR 24: Benefits of Exercise, TR 25: Getting Sufficient Sleep Grade 7: TE 186-191, 205-206; SA 48, 49, 50; SRCD: How Much Are You Eating?, TRs 26-27: Functions of Nutrients, TR 28: Nutrition Essentials, TR 29: Food Labels, TR 30: MyPyramid, TR 35: Benefits of Exercise Grade 8: TE 216-219; SA 83,84; TR 30: Are You Normal?, TR 44: Getting Sufficient Sleep	Grade 7: CD: Life Begins Grade 8: CD: Life Begins

2.2. Understand the concept of control and prevention of disease.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	Grade 6: TE 232-237; SA 59, 60, 61; SRCD: Common Illnesses and Symptoms Grade 7: TE 224-233; 262-269; SA 57, 58, 59, 67, 68, 69, 70; EA 39; TR 40: Structures of the Digestive System, TR 41: Digestive Process, TR 47: Causes of Death, SRCD: Common Illnesses & Symptoms Grade 8: TE 238-245; EA 28,29,30; SA 92,93,94; SRCD: An Ounce of Prevention	Grade 8: CD: Fun Facts: Body Systems, CD: Life Begins
Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	Grade 6: TE 238-251; SA 62, 63, 64, 65; EA 35; TR 34: Types of Microorganisms, TR 35: Modes of Transmission, TR 36: Body Defenses Against Disease; SRCD: An Ounce of Prevention Grade 7: TE 268-269, 274-275; SA 70, 71; EA 69; SRCD: FAQs about HIV/AIDS, SRCD: How Getting High Can Get You AIDS, SRCD: Tips for Teens: The Truth About HIV/AIDS Grade 8: TE 253-267; SA 98,99,100,101; EA 32, 33; SRCD: STDs	Grade 8: CD: Life Begins, CD: HIV/AIDS, CD: Communicable and Non-Communicable Diseases

2.3. Acquire skills to live safely and reduce health risks.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Explain the adverse physical, emotional, and economic consequences of being sexually active.	Grade 7: TE 257-259; SA 66 Grade 8: TE 228-235, 253-263; EA 33; SA 89, 90, 98, 99, 100, 101; TR 45: Reasons for Remaining Sexually Abstinent; SRCD: STDs	Grade 8: V: Sexual Abstinence: It's The Right Choice; CD: Life Begins, CD: HIV/AIDS, CD: Communicable and Non-Communicable Diseases

KEY: **TE:** Teacher Edition; **SA:** Student Activity; **EA:** Evaluation and Assessment; **TR:** Transparency; **PA:** Parent Activity; **CD:** Software; **B:** Book; **V:** Video; **P:** Poster; **G:** Game; **F:** Flashcard; **C:** Scenario Cards; **HF:** Health Flash Booklet; **PC:** Parent Connection Booklet; **SRCD:** Student Resource CD; **BLM:** Black Line Master; **A:** Audiocassette

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
<p>Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.</p>	<p>Grade 6: TE 100-111, 113-118; SA 23, 24, 25, 26, 27; TR 11: Preventing Handgun Violence; TR 12: Abuse Grade 7: TE 66-71, 104-109, 119-123; SA 13, 14, 15, 23, 24, 25, 26, 27, 32; TR 15: Violence Prevention, TR 16: How Violence is Portrayed in the Media, TR 17: Preventing Handgun Violence, TR 18: Abduction Prevention Tips; SRCD: Teen Dating Violence Grade 8: TE 78-103; EA 12, 13; SA 28-36; TR 10: Strategies for Preventing Violence, TR 14: Managing Anger, TR 15: Preventing Handgun Violence; SRCD: Teen Dating Violence</p>	<p>Grade 6: V: No Name Calling Grade 7: CD: Violence Prevention Grade 8: G: Decision Making Game w/ Safety Scenario Cards</p>
<p>Recognize emergency situations and respond appropriately and safely.</p>	<p>Grade 6: TE 120-129; SA 28, 29, 30, 31; EA 19; TR 13: Basic First Aid, TR 14: Bleeding Injuries, TR 15: Electrical Emergencies Grade 7: TE 124-128; SA 33; EA 21, 22; SRCD: Disaster Supply Kit Grade 8: TE 38, 105-108; SA 38; EA 14</p>	<p>Grade 7: V: American Red Cross Emergency Test</p>
<p>Demonstrate skills that help self and others in emergency or crisis.</p>	<p>Grade 6: TE 130-133; SA 32; EA 20 Grade 7: TE 124-125; SA 33; EA 21 Grade 8: TE 109-118; SA 39, 40, 41; EA 15; TR 18: Managing Shock, TR 21: Managing Burns</p>	<p>Grade 8: CD: Injury Prevention & Safety</p>
<p>Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.</p>	<p>Grade 6: TE 70-98; SA 17, 18, 19, 20; EA 12, 13, 14, 15, 16; TR 5: Stressful Situations, TR 6: Factors Influencing Adolescent Stress, TR 7: Physical & Emotional Effects of Stress, TR 8: Signs of Depression; SRCD: Let's Talk About Depression Grade 7: TE 74-87; SA 16, 17, 18, 19; HF: Stress Management & Conflict Resolution Activities 1-4; TR 9: Common Reactions to Stress, TR 10: Decision Making Process Grade 8: TE 40-62; EA 5, 7, 8, 9, 10; SA 16, 17, 18, 19, 20; TR 3: The Stress Response, TR 4: Stress-Related Illness, TR 5: Symptoms of Stress-Related Illness, TR 6: Managing Stress; SRCD: Let's Talk About Depression</p>	<p>Grade 7: P: Methods of Communication Grade 8: G: Decision Making Game w/ Stress Management Scenario Cards</p>

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	<p>Grade 6: TE 137-173; SA 33 through 48; EA 21, 22, 23, 24; TR 17: Medicines are Drugs Too, TR 18: Influences on Tobacco Use, TR 19: Trends in Alcohol Use, TR 20: Strategies for Refusing Drugs, TR 21: Don't Quit; HF: Activities 1-6; SRCD: Tips for Teens: The Truth About Tobacco, SRCD: Alcohol, SRCD: Marijuana, SRCD: Steroids</p> <p>Grade 7: TE 130-180; SA 34-37; EA 23-29; TRs 19-20: Influences & Risk Factors for Drug Use, TR 21: Drug Classifications, TR 24: Skills for Refusing Drugs; SRCD: Tips for Teens: The Truth About Tobacco, SRCD: Inhalants, SRCD: Alcohol, SRCD: Marijuana, SRCD: Steroids</p> <p>Grade 8: TE 162-200; SA 61-79; EA 21-25; TR 37: Tobacco Myths, TR 38: Social Impact of Alcohol Abuse, TR 39: Warning Signs of Alcohol Dependence, TR 40: Effective Strategies for Refusing Drugs, TR 41: I Can Do; SRCD: Tips for Teens: The Truth About Tobacco, SRCD: Inhalants, SRCD: Alcohol, SRCD: Marijuana, SRCD: Steroids, SRCD: Smoking and Pregnancy, SRCD: How We Know That ETS Causes Lung Cancer</p>	<p>Grade 6: P: Drug Classifications, P: Methods of Communication, P: Respect, P: Decision Making Process; CD: Smoking and Chewing; V: W.I.N.; B: On My Honor</p> <p>Grade 7: G: Drug Prevention Trivia Game; P: Drug Classification; V: What Can I Do When I Feel Bad?; CD: Life Begins</p> <p>Grade 8: V: The Truth About Drinking, V: The Dangers of Performance-Enhancing Drugs; CD: HPW Fun Facts: Drug Prevention; G: The Decision Making Game w/ Drug Prevention Scenario Cards</p>

Benchmark 3: The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard, the student will:

3.1. Understand how environmental factors affect one's health (air, water, noise, chemicals).

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Describe the influence of environmental factors that positively and negatively affect health.	<p>Grade 6: TE 52-67; SA 11, 12, 13, 14, 15, 16; EA 11</p> <p>Grade 7: TE 60-64; SA 10, 11, 12; EA 17</p> <p>Grade 8: TE 91-95; SA 31, 32, 33; TR 16: Water Safety Rules</p>	<p>Grade 6: B: Holes</p>

3.2. Gather and analyze health information.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Distinguish between safe and unsafe use of health-care products.	<p>Grade 7: TE 143-147; SA 35, 36, 37; TR 22: Consumer Skills</p> <p>Grade 8: TE 152-157; SA 55, 56, 57; TR 35: Consumer Purchasing Skills; SRCD: Tips for Healthy Thrifty Meals</p>	<p>Grade 7: P: Nutrition Vision Chart</p>

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	<p>Grade 6: TE 11-15, 149, 159, 163-164, 171; 173-174, 197-210, 250; SA 2, 3, 4, 6, 42, 45, 53, 65; EA 24, 30, 31; TR 28: Nutrition Food Label; SRCD: Food Labels, SRCD: Tips for Healthy, Thrifty Meals</p> <p>Grade 7: TE 192-202; SA 51, 52, 53, 54; EA 31; TR 32: Preventing Foodborne Illnesses, TR 33: Empty vs. Nutritional Calories, TR 34: Marketing Strategies; PC: Nutrition & Fitness; SRCD: Nutrition Food Values Chart</p> <p>Grade 8: TE 148, 158-160; SA 51, 58, 59, 60; EA 20; TR 32: Striving to be Thin, TR 35: Consumer Purchasing Skills, TR 36: Expressing Consumer Complaints</p>	

Analyze health-care needs and identify sources of health care.	<p>Grade 6: TE 235-237; SA 61</p> <p>Grade 7: TE 268-269; EA 39; SA 70</p> <p>Grade 8: TE 2-9; EA 1; TR 1: Wellness Continuum</p>	Grade 8: G: Health Trivia Game
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3.3. Use social skills to promote health and safety in a variety of situations.

By Grade 8:	HPW PRIMARY CITATIONS	HPW SUPPORTING CITATIONS
Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	<p>Grade 6: TE 26-33, 37-50, 92-98; SA 7, 8, 9, 10, 21, 22; EA 7, 8, 9; TR 3: Communication Builders/Blockers, TR 9: Common Causes of Conflict, TR 10: Conflict Resolution Checklist</p> <p>Grade 7: TE 38-44, 88-92; SA 5, 6, 20; EA 13; TR 4: Good vs. Bad Friendships, TR 5: Relationship Builders, TR 11: Dealing with Conflict, TR 12: Steps to Resolving Conflict</p> <p>Grade 8: TE 31-37; EA 4, 5; SA 14, 15</p>	<p>Grade 6: B: Holes; P: Methods of Communication; V: Solving Conflict; C: Communication Challenge, C: Conflict Resolution Cards</p>

Identify effective social skills to avoid risky situations.	<p>Grade 6: TE 44-47, 108-110, 117-118, 147-149, 154-156, 163-165, 250-251; SA 6, 26, 27, 40, 45, 65; EA 8; TR 3: Communication Builders/Blockers, TR 20: Strategies for Refusing Drugs</p> <p>Grade 7: TE 7-9, 46-49, 52-53, 84-86; SA 4, 9; EA 1, 2; HF: Activities 4, 5; TRs 6-7: Communication Skills</p> <p>Grade 8: TE 72-82; EA 11; SA 26, 27; TR 11: Giving Constructive Criticism; TR 12: Receiving Constructive Criticism, TR 13: Good Listening Skills</p>	<p>Grade 6: V: No Name Calling; P: Methods of Communication</p> <p>Grade 7: P: Methods of Communication; G: Assertiveness Training Game</p>
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3.4. Understand how emotions influence decision-making.

By Grade 8:

Describe how emotions may influence decision making and strategies about how to act in emotional situations.

HPW PRIMARY CITATIONS

Grade 6: TE 34-35, 47-49, 81, 85-87, 169; SA 20, 48; EA 9, 14
Grade 7: TE 19-22, 50-51, 94-100, 110-112, 116-118; SA 7, 8, 21, 22, 29, 30, 31; EA 6, 7, 19, 20; TR 2: Expressing Emotions, TR 13: Warning Signs of Depression; SRCD: Let's Talk About Depression
Grade 8: TE 60-76; SA 21, 22, 23, 24, 25, 26; EA 11; TR 9: Resolving Conflict

HPW SUPPORTING CITATIONS

Grade 6: P: Decision Making Process, P: Effective Coping Skills; B: Bridge to Terabithia
Grade 7: CD: Life Begins, CD: Violence Prevention
Grade 8: V: Conflicts, Communication, Relationships

Benchmark 4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard, the student will:

4.1. Analyze health and safety information.

By Grade 8:

Identify workplace health and safety issues associated with occupational/career fields of interest.

HPW PRIMARY CITATIONS

Grade 7: TE 66-72, 170-170; SA 13, 14, 15, 46, 47; EA 26, 26; TR 20: Rights & Responsibilities
Grade 8: TE 202-205; SA 79; EA 22, 24; TR 41: I Can Do

HPW SUPPORTING CITATIONS

4.2. Develop a health and fitness plan and a monitoring system.

By Grade 8:

Develop a support system and record-keeping system to achieve health and fitness goals.

HPW PRIMARY CITATIONS

Grade 6: TE 18-24; SA 6; EA 5; TR 1 Goal Setting
Grade 7: TE 12-29, 54-57, 220-222; EA 3, 12, 14, 15, 33, 34, 35; TR 1: Total Wellness Continuum, TR 3: Goal Setting
Grade 8: TE 16-20; EA 2,3; SA 5, 6, 7

HPW SUPPORTING CITATIONS

Health Promotion Wave (HPW) was developed in 1989 in response to two major concerns. The first was adolescent morbidity and mortality statistics. In 1987 Robert Blum documented the serious health threats facing adolescents in the United States. According to Dr. Blum, adolescents have been the only population not experiencing improved health status over the last 30 years. With all the advances made in medicine and biotechnology, all other age groups are living longer and healthier lives—except adolescents. While death due to infectious diseases has decreased significantly, the increase in deaths due to violence (automobile fatalities, homicides, suicide) among adolescents has more than offset any potential reduction.¹

Among 5-24 year-olds, only four causes account for nearly three-quarters of all mortality and a great amount of morbidity and social problems. Motor vehicle crashes cause 31% of all deaths among this age group (half of these are alcohol-related), homicide causes 18%, suicide causes 12% and other injuries (such as falls, fires, drowning) cause 11%.² Additionally, every year nearly one quarter of all new HIV infections, one quarter of all new infections with other sexually transmitted diseases, and one million pregnancies occur among our nation's teenagers.³

Among adults 25 and older, the leading causes of death are heart disease, cancer and stroke. Thus, only six types of behaviors cause the most serious problems that afflict the United States, behaviors that are most often established during youth, placing them at significantly increased risk for serious health problems, both now and in the future. They include:

- Tobacco use
- Unhealthy dietary behavior
- Inadequate physical activity
- Alcohol and other drug use
- Sexual behaviors that can result in HIV infection, other sexually transmitted diseases, and unintended pregnancies
- Behaviors that may result in intentional injuries (violence and suicide) and unintentional injuries (motor vehicle crashes).⁴

The second concern leading to the development of HPW was in response to the call from physician groups, health specialists, administrators, and policy-makers for a "new kind of health education—a sophisticated, multifaceted program that extends years beyond present lectures about personal hygiene or the four basic food groups."⁵

Education is the most common prevention strategy, and clearly schools offer the greatest access to young people to provide health education.⁶ However, the traditional Health Instruction Model (i.e. information only) originally believed to be sufficient to change behavior has not been effective. Health scientists have found that lack of knowledge was only one of many important factors that influence health—and often not the most important. A review of several theoretical models for health education found other elements more critical, including perceived threat of illness, attitude toward health care, social interactions and norms, and knowledge about the disease.⁹

Analyses of effective health education programs have found that effective programs were based on social learning theory and focused on skill training, integrated school instruction with local community efforts, combined group instruction with activities directed at individuals, and allocated at least one hour per week to health instruction throughout the school year.^{6, 8-11}

Sussman & Johnson's research¹² identified the following **content areas as necessary for effective curriculum:**

- **Normative education:** e.g., helping students realize that drug use is not the norm
- **Social skills:** Decision-making, communication skills, and assertiveness skills are especially important during the late elementary and middle school years.
- **Social influences:** helping students recognize external pressure, such as advertising, role models and peer attitudes.
- **Perceived harm:** understanding the short-term and long-term consequences of behaviors.
- **Protective factors:** supporting the development of positive aspects of life such as helping, caring, and goal setting.
- **Refusal skills:** learning ways to refuse risky behaviors effectively while maintaining friendships.

Other factors identified as crucial elements include:

- **Interactive techniques** rather than lectures or other forms of one-way communication.
- **Strategies that engage students in self-examination** and learning, such as role plays, simulations, brainstorming, small group activities, cooperative learning.¹³

Figure 1: Educational Strategies for Health Instruction Goals

Instructional	Goal Description	Strategic Methods
Health consciousness	Raising awareness	Lectures Group Work Mass Media Displays Exhibitions
Knowledge	Understanding specific information	Lectures One-on-one teaching Displays Exhibitions Written material
Self-awareness Attitude change Decision-making	Clarifying values about Health	Group Work Ranking Role Playing Simulations Categorizing Decision-making Problem-solving
Behavior change	Implementing a decision	Group Work Self-monitoring Identifying costs & benefits Setting targets; Evaluating progress Devising group strategies Self-help groups
Social action	Changing the environment to facilitate healthy behaviors	All above strategies plus: Lobbying Pressure groups Collective health action

Ewles and Semmett developed a model matching instructional goals with those strategies known effective in attaining specific goals (Figure 1).¹⁴

Howard Gardner’s ‘Theory of Multiple Intelligences’ suggests that learning has more to do with the capacity for solving problems and fashioning products in a naturalistic setting. Several of Gardner’s points are important to remember when planning instruction:

- Each person possess all seven intelligences
- Most people can develop each intelligence to an adequate level of competency
- Intelligences usually work together in complex ways
- There are many ways to be intelligent within each category.

Figure 2 is an outline of classroom applications of Gardner’s theory.

Figure 2: Seven Ways of Teaching from Gardner’s “Theory of Multiple Intelligences”

Intelligence	Teaching Activities	Teaching Materials	Strategies
1. Linguistic	Lectures, discussions, word games, story telling, journal writing	Books, computers, books on tape	Read about it, write about it, talk about it, listen to it
2. Logical/ Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	Calculators, math manipulatives, science equipment, math games	Quantify it, think critically about it, conceptualize it
3. Spatial	Visual presentations, art, imagination games, mind-mapping, metaphor, visualization	Graphs, maps, videos, art materials, cameras, picture library	See it, draw it, visualize it, color it, mind-map it
4. Bodily/ Kinesthetic	Hands-on learning, drama, dance, sports, games, relaxation exercises	Building tools, clay, sports equipment, manipulatives, tactile learning resources	Build it, act it out, touch it, get a “gut feeling” of it, dance it, perform it
5. Musical	Super-learning, rapping, songs	CD player, tapes, instruments	Sing it, rap it, listen to it, play it
6. Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations	Board games, party supplies, props for role-play	Teach it, collaborate on it, interact with respect to it
7. Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem building	Self-checking materials, journals, materials for projects	Connect it to your life, make choices about it, self-analysis

In addition to the well-recognized and accepted social learning theories and health belief models is a more recently developed Transtheoretical Model of Behavior Change, developed by Prochaska and colleagues who have studied behavior change for over two decades.¹⁵⁻¹⁷ Their work has revealed that behavior change evolves through different stages:

Stage 1: Precontemplation (individuals do not believe they have a problem. They often construct defenses that aid in denying the problem).

Stage 2: Contemplation (individuals acknowledge having a problem and begin to deliberately increase awareness and knowledge related to the problem).

Stage 3: Preparation: (individuals reevaluate themselves with respect to the problem, develop commitment to change, and construct a detailed plan for change).

Stage 4: Action: (initiating behavior change).

Stage 5: Maintenance: (some vigilance is still required to avoid slips or setbacks).

Different processes educators can use to apply this model include:

- **Consciousness-raising:** providing information and giving feedback to increase awareness
- **Emotional arousal:** case histories or personal testimony of someone who has solved a problem; role-playing.
- **Self-reevaluation:** envisioning oneself without the unhealthy habit.
- **Commitment:** accepting one's personal responsibility for change and believing that one can make the change (self-efficacy theory)
- **Active problem-solving:** help students establish cues and rewards for healthy behaviors and remove or minimize contact with triggers for unhealthy behaviors
- **Counter-conditioning:** substituting a healthy behavior for an unhealthy behavior
- **Helping relationships:** giving and receiving help is a process that is important in every stage of change
- **Behavior change skills:** self-monitoring (an essential skill for self-awareness; effective goal setting (helps students plan for change); "relapse prevention skills" (coping skills, time management, conflict resolution, assertiveness, and decision-making).

Twenty years of public and private funding for prevention efforts have provided researchers the opportunity to also identify ineffective prevention strategies. Strategies such as scare tactics, providing only information, large assemblies, and didactic presentation of material have **not** been shown to be particularly effective.¹⁸

HPW was developed using a combination of the following two models for health education. The first is health education as defined by the **National Professional School Health Organizations**¹⁹ This definition includes:

1. A planned, sequential, pre-kindergarten to grade 12 curriculum based on students' needs and current health concepts and societal issues,
2. Instruction intended to motivate health maintenance and promote wellness and not merely to prevent disease,
3. Activities to develop skills and individual responsibility for one's health,
4. Opportunities for students to develop and demonstrate health-related knowledge, attitudes, and practices,
5. Integration of the physical, mental, emotional, and social dimensions of health as the basis for study of the 10 content areas: community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health, prevention and control of disease, safety and accident prevention, and substance use and abuse, and

6. The use of program planning, including formative and summative evaluation procedures, and effective management system, and resources.

The second model is the **Centers for Disease Control and Prevention's** definition of the key elements of comprehensive health education²⁰:

1. A documented, planned, and sequential program of health instruction for students in grades kindergarten through twelve.
2. A curriculum that addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages.
3. Activities that help young people develop the skills they need to avoid: tobacco use; dietary patterns that contribute to disease; sedentary lifestyle; sexually behaviors that result in HIV infection, other STDs and unintended pregnancy; alcohol and other drug use; and behaviors that result in unintentional and intentional injuries.
4. Instruction provided for a prescribed amount of time at each grade level.
5. Management and coordination by an education professional trained to implement the program.
6. Instruction from teachers who are trained to teach the subject.
7. Involvement of parents, health professionals, and other concerned community members.
8. Periodic evaluation, updating, and improvement.

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