

Integrating Maine Learning Results into The Health League Project

LEVEL	Learning Result	Existing Items or Presentations	Made (circled dot) or Planned (dot)					
			In a Presentation	Original Song	Parody Song	Visual Aid	Work-sheet	Online Aid
HEALTH EDUCATION: HEALTH CONCEPTS								
PRE-K-K-2	1. Recognize that there are multiple components of health.	The 3-D Health Model, Wholliam Healthus presentation	⊙	•		⊙		
	2. Describe the transmission and prevention of communicable diseases.		•			•		
	3. Demonstrate an understanding of basic health terms.	Use of basic health terms throughout presentations and materials	⊙	•	•	•	•	⊙
ELEM	1. Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).	Wholliam Healthus presentation	⊙	•	•	•	•	
MIDDLE	5. Describe ways in which a healthful school and community environment influences personal health.	Ideas for Promoting 3-D Health hand-out, Wholliam Healthus presentation	⊙		•			⊙
	6. Explain the difference between positive and negative responses to stress.	<i>Always Training Something</i> (original song)	•	⊙	•	•	•	
	7. Demonstrate essential understanding of basic health concepts.	Description of basic health concepts throughout presentations and materials	⊙	•	•	•	•	•
	1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.	<i>Always Training Something</i> (original song)	•	⊙	•	•		
	2. Describe the relationship among physical, mental, emotional, and social health.		•		•		•	
	3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, and sedentary life-style).	<i>Always Training Something</i> (song)	•	⊙	•			
	5. Analyze how the environment relates to personal health.	3-D Health Model, Wholliam Healthus presentation	⊙		•	⊙	•	
	6. Explain how appropriate health care can prevent premature death and disability.		•		•	•		
SECONDARY	1. Analyze the relationship between personal health practices and individual well-being.	<i>Always Training Something, The World/ Our Gym, Garden in 3-D</i> (original songs)		⊙	•			
	3. Evaluate the short- and long-term effects of risky behavior.		•			•	•	
	5. Analyze how the environment relates to personal and community health.	3-D Health Model, Wholliam Healthus presentation	⊙		•	⊙	•	
	7. Analyze how public health policies and laws influence health promotion and disease prevention.				•			•
	9. Describe how disease-causing microbes, family history, nutrition, & other factors relate to the cause or prevention of disease & other health problems.		•					

HEALTH EDUCATION: HEALTH INFORMATION, SERVICES, AND PRODUCTS

ELEMENTARY	1. Identify characteristics of valid health information and products, and services that promote health.	Health League online resources lists compiled by Tyson Weems, MS RD							⊙
	2. Demonstrate ways to locate school and community health helpers.	Online resources, action step idea: compile or add to local resource lists							
	3. Identify community agencies that advocate healthy individuals, families, and communities.	Online resource lists	•						⊙
MID	2. Identify resources from home, school, and community that provide valid health information and services.	Online resource lists					•		⊙
SECONDARY	2. Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility).						•		
	3. Access school and community health services (e.g., school nurse, family physician, emergency care).	Online resources, action step idea: compile or add to local resource lists	•				•		⊙
	4. Analyze various health problems and identify those that require professional health care services.	Online resources, action step idea: compile or add to local resource lists	•				•		⊙

HEALTH EDUCATION: HEALTH PROMOTION AND RISK REDUCTION

PRE-K-2	1. Differentiate between safe and harmful substances found at home and school.		•		•	•	•		
	2. Demonstrate personal hygiene skills.		•		•	•			
	3. Choose healthful foods.	Wholliam Healthus presentation	⊙	•	•	•			•
	4. Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, bike safety).				•	•			
ELEMENTARY	1. Compare behaviors that are safe to those that are risky or harmful (e.g., bike safety, handling weapons, use of meds).				•	•			
	3. Demonstrate basic care of human body systems.	Fitness Checker hand-out	•	•	•	•	•		⊙
	4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.		•		•				
MIDDLE	2. Analyze a personal health assessment to determine health strengths and risks.	Fitness Checker hand-out						•	⊙
	3. Develop strategies to improve or maintain personal and family health.	Ideas for Promoting 3-D Health hand-out, Wholliam Healthus presentation	⊙	•	•	•	•		⊙
	4. Develop injury prevention and response strategies for personal safety, including first aid.		•					•	
	5. Demonstrate ways to avoid or change situations that threaten personal safety.		•				•	•	
	6. Distinguish between healthy and unhealthy stress management techniques.		•		•	•	•		
	1. Analyze the extent to which individuals are responsible for enhancing health & safety in communities & workplaces.		•	•	•				
SECONDARY	2. Demonstrate strategies to avoid, change, and report unsafe situations.		•				•		
	3. Design, implement, and evaluate a plan of stress management.		•		•	•	•		

HEALTH EDUCATION: INFLUENCES ON HEALTH

ELEM	2. Explain how media influences health decisions.	Wholliam Healthus presentation	⊙		•			
	3. Describe ways technology affects personal health.		•					
	4. Describe ways to be a responsible friend and family member.		•					
MIDDLE	2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).			•	•		•	
	3. Analyze the effect of technology on personal and family health.	<i>Always Training Something</i> (original song)		⊙	•		•	
	4. Describe how school, family, and peers influence the health of adolescents.	<i>Big Fish to Fry</i> (original song)		⊙			•	
SECONDARY	2. Evaluate the effect of media and other factors on personal, family, and community health.		•		•			
	3. Evaluate the impact of technology on personal, family, and community health.		•		•			
	4. Analyze how the family, peers, and community influence the health of individuals.	<i>The World/Our Gym</i> (original song)		⊙			•	•

HEALTH EDUCATION: COMMUNICATION SKILLS

ELEM	1. Use appropriate communication and listening skills to enhance health.	Modeling by presenters, in-class presenter-led discussions following presentations	⊙		•	•		
	4. Express opinions and give accurate information about health issues.	Modeling by presenters	⊙				•	•
MIDDLE	1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).		•		•			
	2. Demonstrate refusal & negotiation skills which can enhance health by dealing with negative peer pressure.	<i>Big Fish to Fry</i> (original song)	•	⊙				
	4. Analyze various communication methods which can be used to give info ideas, and opinions about health issues.	Feedback forms, surveys, and group interviews on materials & presentations					⊙	⊙
SECONDARY	1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.				•			
	2. Demonstrate strategies that can be used to prevent or solve conflicts without harm.		•					
	3. Analyze the possible causes of conflict in schools, families, and communities.		•		•			
	4. Evaluate the effectiveness of various communication methods for accurately delivering health info and ideas.	Feedback forms, surveys, and group interviews on materials & presentations					⊙	⊙
	5. Utilize strategies to overcome barriers when communicating info, ideas, feelings, & opinions on health issues.		•	•	•			
	6. Show an ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.	Action step ideas for promoting community and environmental health			•	•		⊙
	7. Adapt health messages and communication techniques to the characteristics of a particular audience.	Modeling by presenters		⊙				

HEALTH EDUCATION: DECISION-MAKING AND GOAL SETTING

MIDDLE	1. Demonstrate individual and collaborative decision-making processes to resolve health problems.					•		
	2. Analyze how health-related decisions are influenced by individuals, families, and community values.				•	•		
	3. Explain how decisions regarding health behaviors have consequences for them and others.	3-D Health model and hand-outs, Wholliam Healthus presentation, <i>Always Training Something</i> (original song)	⊙	⊙	•			
	4. Describe how personal health goals are influenced by changing info abilities, priorities, & responsibilities.		•		•		•	
	5. Develop a plan to attain personal health goals by using personal strengths & addressing needs & health risks.		•				•	
SECONDARY	1. Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble.						•	
	2. Analyze health concerns that require collaborative decision making.							•
	3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.	Wholliam Healthus presentation	⊙		•			
	4. Implement a plan and evaluate progress in attaining personal health goals.	Fitness Checker	•					
	5. Formulate an effective long-range personal health plan.						•	

PHYSICAL EDUCATION: PHYSICAL FITNESS

ELEMENTARY	1. Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).	Online definition of fitness, Professor eX-ercise presentation	•		•			
	2. Demonstrate specific activities to improve each of the components of health-related fitness.	Professor eXercise presentation, Fitness Checker	⊙		•		•	⊙
	3. Identify the benefits of regular participation in physical activity.	Professor eXercise presentation, <i>The World/Our Gym</i> (original song)	⊙		•			
	5. Participate in health-related fitness assessments.	Fitness Checker	•					⊙
	7. Utilize safety principles during activities.		•			•		
MIDDLE	1. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, speed) & health-related fitness & ID activities to develop each.	Online definitions of fitness, Professor eXercise presentation, Fitness Checker	⊙		•			⊙
	2. Participate in and distinguish among a variety of health-related fitness activities.		•		•			
	3. Assess health-related fitness levels and develop personal fitness goals.							
	4. Establish personal PA goals & participate regularly in health-enhancing activities to accomplish them.	<i>The World/Our Gym</i> (original song)	•	⊙	•	•		
	5. Demonstrate understanding of & apply training principles: specificity (e.g., of skills); progression (increasing the level of intensity); & overload.	Professor eXercise presentation, <i>Always Training Something</i> (original song)	⊙	⊙	•			
	7. Demonstrate appropriate stretching & warm up exercises that enhance activity learning and performance.	Online exercise resources about assisted stretching & PNF stretching	•		•			

SECONDARY	1. Design & implement a personal fitness program by applying training principles in accurately assessing fitness.	Online exercise resources about training principles and programs						•	⊙
	2. Participate in a variety of health-enhancing physical activities.	Professor eXercise presentation, Online ideas, <i>The World/Our Gym</i> (original song)	⊙	⊙	•				
	4. Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness.		•		•				
	5. Analyze and compare physical fitness activities for their health-enhancing potential and benefits.	Professor eXercise presentation	⊙		•		•		
PHYSICAL EDUCATION: MOTOR SKILLS									
ELEM	8. ID & use concepts that impact the quality of movement (e.g., appropriate practice improves performance).	<i>Always Training Something</i> (original song)	•	⊙					
	9. Identify and demonstrate appropriate safety practices and rules for activities.		•		•	•			
MIDDLE	3. Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity).		•		•				•
	3. Create a safe environment for skill practice.		•						•
SEC.	5. Evaluate risk and safety factors that may affect physical activity preferences.				•		•		
PHYSICAL EDUCATION: PERSONAL AND SOCIAL INTERACTIONS									
ELEM	3. Demonstrate safety principles in physical activity settings.				•	•			
	4. Participate cooperatively with partners to improve skill performance during practice.	Tip sheet for involving others in PA			•				⊙
MIDDLE	1. Describe ways in which respect for individual similarities & differences among people is demonstrated in PA settings.		•					•	
	2. Participate safely & cooperatively w/ others to achieve group PA goals in competitive & cooperative settings.	Online resources for involving others in PA	•		•				⊙
	3. Recognize the influence of peer pressure on individuals during physical activities.							•	
	6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.								
SECONDARY	1. Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities.	Tip sheet for involving others in PA						•	⊙
	2. Accommodate for varied skill & performance levels by adapting activities to encourage individual success.		•		•				•
	4. Identify potentially dangerous consequences and outcomes of participation in physical activity.							•	
	5. Identify opportunities to share and learn from others through physical activity.	Professor eXercise presentation	⊙		•		•		
	6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.					•			