

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|--|--|--|---|
| 1.2.1. Identify that healthy behaviors affect personal health. | 1.5.1. Describe the relationship between healthy behaviors and personal health. | 1.8.1. Analyze the relationship between healthy behaviors and personal health. | 1.12.1. predict how healthy behaviors can affect health status. |
| 1.2.2. Recognize that there are multiple dimensions of health. | 1.5.2. Identify examples of emotional, intellectual, physical, and social health. | 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. | 1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health. |
| 1.2.3. Describe ways to prevent communicable diseases. | 1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health. | 1.8.3. Analyze how the environment affects personal health. | 1.12.3. Analyze how environment and personal health are interrelated. |
| | | 1.8.4. Describe how family history can affect personal health. | 1.12.4. Analyze how genetics and family history can impact personal health. |
| 1.2.4. List ways to prevent common childhood injuries. | 1.5.4. Describe ways to prevent common childhood injuries and health problems. | 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems. | 1.12.5. Propose ways to reduce or prevent injuries and health problems. |
| 1.2.5. Describe why it is important to seek health care. | 1.5.5. Describe when it is important to seek health care. | 1.8.6. Explain how appropriate health care can promote personal health. | 1.12.6. Analyze the relationship between access to health care and health status. |
| | | 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors. | 1.12.7. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. |
| | | 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors. | 1.12.8. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors. |
| | | 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. | 1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|--|---|---|---|
| 2.2.1. Identify how the family influences personal health practices and behaviors. | 2.5.1. Describe how the family influences personal health practices and behaviors. | 2.8.1. Examine how the family influences the health of adolescents. | 2.12.1. Analyze how family influences the health of individuals. |
| | 2.5.2. Identify the influence of culture on health practices and behaviors. | 2.8.2. Describe the influence of culture on health beliefs, practices and behaviors. | 2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors. |
| | 2.5.3. Identify how peers can influence healthy and unhealthy behaviors. | 2.8.3. Describe how peers influence healthy and unhealthy behaviors. | 2.12.3. Analyze how peers influence healthy and unhealthy behaviors. |
| 2.2.2. Identify what the school can do to support personal health practices and behaviors. | 2.5.4. Describe how the school and community can support personal health practices and behaviors. | 2.8.4. Analyze how the school and community can affect personal health practices and behaviors. | 2.12.4. Evaluate how the school and community can impact personal health practice and behaviors. |
| 2.2.3. Describe how the media can influence health behaviors. | 2.5.5. Explain how media influences thoughts, feelings, and health behaviors. | 2.8.5. Analyze how messages from media influence health behaviors. | 2.12.5. Evaluate the effect of media on personal and family health. |
| | 2.5.6. Describe ways that technology can influence personal health. | 2.8.6. Analyze the influence of technology on personal and family health. | 2.12.6. Evaluate the impact of technology on personal, family and community health. |
| | | 2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors. | 2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors. |
| | | 2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors. | 2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors. |
| | | 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. | 2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. |
| | | 2.8.10. Explain how school and public health policies can influence health promotion and disease prevention. | 2.12.10. Analyze how public health policies and government regulations can influence health promotion and disease prevention. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.

Rationale

Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|---|--|---|--|
| 3.2.1. Identify trusted adults and professionals who can help promote health. | 3.5.1. Identify characteristics of valid health information, products and services. | 3.8.1. Analyze the validity of health information, products and services. | 3.12.1. Evaluate the validity of health information, products and services. |
| 3.2.2. Identify ways to locate school and community health helpers. | 3.5.2. Locate resources from home, school and community that provide valid health information. | 3.8.2. Access valid health information from home, school, and community. | 3.12.2. use resources from home, school and community that provide valid health information. |
| | | 3.8.3. Determine the accessibility of products that enhance health. | 3.12.3. Determine the accessibility of products and services that enhance health. |
| | | 3.8.4. Describe situations that may require professional health services. | 3.12.4. Determine when professional health services may be required. |
| | | 3.8.5. Locate valid and reliable health products and services. | 3.12.5. Access valid and reliable health products and services. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|---|--|--|--|
| 4.2.1. Demonstrate healthy ways to express needs, wants and feelings. | 4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health. | 4.8.1. apply effective verbal and nonverbal communication skills to enhance health. | 4.12.1. utilize skills for communicating effectively with family, peers, and others to enhance health. |
| 4.2.2. Demonstrate Listening skills to enhance health. | 4.5.2. Demonstrate refusal skills to avoid or reduce health risks. | 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks. | 4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. |
| 4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation. | 4.5.3. Demonstrate non-violent strategies to manage or resolve conflict. | 4.8.3. Demonstrate effective conflict management or resolution strategies. | 4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others. |
| 4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed. | 4.5.4. Demonstrate how to ask for assistance to enhance personal health. | 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others. | 4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.

Rationale

Decision-making skills are needed in order to Identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|---|---|--|--|
| | | 5.8.1. Identify circumstances that can help or hinder healthy decision making. | 5.12.1. Examine barriers that can hinder healthy decision making. |
| 5.2.1. Identify situations when a health-related decision is needed. | 5.5.1. Identify health-related situations that might require a thoughtful decision. | 5.8.2. Determine when health-related situations require the application of a thoughtful decision making process. | 5.12.2. Determine the value of applying a thoughtful decision making process in health related situations. |
| 5.2.2. differentiate between situations when a health-related decision can be made individually or when assistance is needed. | 5.5.2. Analyze when assistance is needed when making a health-related decision. | 5.8.3. distinguish when individual or collaborative decision making is appropriate. | 5.12.3. Justify when individual or collaborative decision making is appropriate. |
| | 5.5.3. List healthy options to health related issues or problems. | 5.8.4. Distinguish between healthy and unhealthy alternatives to health- related issues or problems. | 5.12.4. Generate alternatives to health-related issues or problems. |
| | 5.5.4. Predict the potential outcomes of each option when making a health related decision. | 5.8.5. Predict the potential short-term impact of each alternative on self and others. | 5.12.5. Predict the potential short and long-term impact of each alternative on self and others. |
| | 5.5.5. Choose a healthy option when making a decision. | 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision. | 5.12.6. Defend the healthy choice when making decisions. |
| | 5.5.6. Describe the outcomes of a health related decision. | 5.8.7. Analyze the outcomes of a health related decision. | 5.12.7. Evaluate the effectiveness of health-related decisions. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.

Rationale

Goal-setting skills are essential to help students Identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|--|--|---|---|
| | | 6.8.1. Assess personal health practices. | 6.12.1. Assess personal health practices and overall health status. |
| 6.2.1. Identify a short-term personal health goal and take action toward achieving the goal. | 6.5.1. Set a personal health goal and track progress toward its achievement. | 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice. | 6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. |
| 6.2.2. Identify who can help when assistance is needed to achieve a personal health goal. | 6.5.2. Identify resources to assist in achieving a personal health goal. | 6.8.3. Apply strategies and skills needed to attain a personal health goal. | 6.12.3. Implement strategies and monitor progress in achieving a personal health goal. |
| | | 6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. | 6.12.4. Formulate an effective long-term personal health plan. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 7 – Students will Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale

Research confirms that the practice of health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|--|---|---|---|
| | 7.5.1. Identify responsible personal health behaviors. | 7.8.1. Explain the importance of assuming responsibility for personal health behaviors. | 7.12.1. Analyze the role of individual responsibility in enhancing health. |
| 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health. | 7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. | 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. | 7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. |
| 7.2.2. Demonstrate behaviors that avoid or reduce health risks. | 7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks. | 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others. | 7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. |

National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 8 – Students will Demonstrate the ability to advocate for personal, family and community health.

Rationale

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

Performance Indicators

| Pre-K-2 | 3-5 | 6-8 | 9-12 |
|---|--|--|--|
| 8.2.1. Make requests to promote personal health. | 8.5.1. Express opinions and give accurate information about health issues. | 8.8.1. State a health enhancing position on a topic and support it with accurate information. | 8.12.1. Utilize accurate peer and societal norms to formulate a health-enhancing message. |
| 8.2.2. Encourage peers to make positive health choices. | 8.5.2. Encourage others to make positive health choices. | 8.8.2. Demonstrate how to influence and support others to make positive health choices. | 8.12.2. Demonstrate how to influence and support others to make positive health choices. |
| | | 8.8.3. Work cooperatively to advocate for healthy individuals, families, and schools. | 8.12.3. Work cooperatively as an advocate for improving personal, family and community health. |
| | | 8.8.4. Identify ways that health messages and communication techniques can be altered for different audiences. | 8.12.4. Adapt health messages and communication techniques to a specific target audience. |

National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007.