

National Health Education Standards: For Students

HEALTH EDUCATION STANDARD 1:

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

Rationale

Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing physical, mental, emotional and social changes as one grows and develops provides a self-contained "learning laboratory". Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners which establishes a foundation for leading healthy and productive lives.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. describe relationships between personal health behaviors and individual well being.
2. identify indicators of mental, emotional, social and physical health during childhood.
3. describe the basic structure and functions of the human body systems.
4. describe how the family influences personal health.
5. describe how physical, social and emotional environments influence personal health.
6. identify common health problems of children.
7. identify health problems that should be detected and treated early.
8. explain how childhood injuries and illnesses can be prevented or treated.

As a result of health instruction in Grades 5-8, students will:

1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
2. describe the interrelationship of mental, emotional, social and physical health during adolescence.
3. explain how health is influenced by the interaction of body systems.
4. describe how family and peers influence the health of adolescents.
5. analyze how environment and personal health are interrelated.
6. describe ways to reduce risks related to adolescent health problems.
7. explain how appropriate health care can prevent premature death and disability.
8. describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

As a result of health instruction in Grades 9-11, students will:

1. analyze how behavior can impact health maintenance and disease prevention.
2. describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
3. explain the impact of personal health behaviors on the functioning of body systems.
4. analyze how the family, peers and community influence the health of individuals.
5. analyze how the environment influences the health of the community.
6. describe how to delay onset and reduce risks of potential health problems during adulthood.
7. analyze how public health policies and government regulations influence health promotion and disease prevention.
8. analyze how the prevention and control of health problems are influenced by research and medical advances.

HEALTH EDUCATION STANDARD 2:

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Rationale

Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. identify characteristics of valid health information and health-promoting products and services.
2. demonstrate the ability to locate resources from home, school and community that provide valid health information.
3. explain how media influences the selection of health information, products and services.
4. demonstrate the ability to locate school and community health helpers.

As a result of health instruction in Grades 5-8, students will:

1. analyze the validity of health information, products, and services.
2. demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
3. analyze how media influences the selection of health information and products.
4. demonstrate the ability to locate health products and services.
5. compare the costs and validity of health products.
5. describe situations requiring professional health services.

As a result of health instruction in Grades 9-11, students will:

1. evaluate the validity of health information, products, and services.
2. demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
3. evaluate factors that influence personal selection of health products and services.
4. demonstrate the ability to access school and community health services for self and others.
5. analyze the cost and accessibility of health care services.
6. analyze situations requiring professional health services.

HEALTH EDUCATION STANDARD 3:

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Rationale

Research confirms that many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. More importantly, recognizing and practicing health enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. identify responsible health behaviors.
2. identify personal health needs.
3. compare behaviors that are safe to those that are risky or harmful.
4. demonstrate strategies to improve or maintain personal health.
5. develop injury prevention and management strategies for personal health.
6. demonstrate ways to avoid and reduce threatening situations.
6. apply skills to manage stress.

As a result of health instruction in Grades 5-8, students will:

1. explain the importance of assuming responsibility for personal health behaviors.
2. analyze a personal health assessment to determine health strengths and risks.
3. distinguish between safe and risky or harmful behaviors in relationships.
4. demonstrate strategies to improve or maintain personal and family health.
5. develop injury prevention and management strategies for personal and family health.
6. demonstrate ways to avoid and reduce threatening situations.
7. demonstrate strategies to manage stress.

As a result of health instruction in Grades 9-11, students will:

1. analyze the role of individual responsibility for enhancing health.
2. evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors.
4. develop strategies to improve or maintain personal, family and community health.
5. develop injury prevention and management strategies for personal, family and community health.
6. demonstrate ways to avoid and reduce threatening situations.
7. evaluate strategies to manage stress.

HEALTH EDUCATION STANDARD 4:

Students will analyze the influence of culture, media, technology and other factors on health.

Rationale

Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate and interpret the influence of these factors on health. The health literate, responsible and productive citizen draws upon the contributions of culture, media, technology and other factors to strengthen individual, family and community health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. describe how culture influences personal health behaviors.
2. explain how media influences thoughts, feelings, and health behaviors.
3. describe ways technology can influence personal health.
4. explain how information from school and family influences health.

As a result of health instruction in Grades 5-8, students will:

1. describe the influence of cultural beliefs on health behaviors and the use of health services.
2. analyze how messages from media and other sources influence health behaviors.
3. analyze the influence of technology on personal and family health.
4. analyze how information from peers influences health.

As a result of health instruction in Grades 9-11, students will:

1. analyze how cultural diversity enriches and challenges health behaviors.
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 information from the community influences health.

HEALTH EDUCATION STANDARD 5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale

Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feelings are skills which strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. distinguish between verbal and non-verbal communication.
2. describe characteristics needed to be a responsible friend and family member.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate attentive listening skills to build and maintain healthy relationships.
6. demonstrate refusal skills to enhance health.
7. differentiate between negative and positive behaviors used in conflict situations.
8. demonstrate non-violent strategies to resolve conflicts.

As a result of health instruction in Grades 5-8, students will:

1. demonstrate effective verbal and non-verbal communication skills to enhance health.
2. describe how the behavior of family and peers affects interpersonal communication.
3. demonstrate healthy ways to express needs, wants and feelings.
4. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate communication skills to build and maintain healthy relationships.
6. demonstrate refusal and negotiation skills to enhance health.
7. analyze the possible causes of conflict among youth in schools and communities.
8. demonstrate strategies to manage conflict in healthy ways.

As a result of health instruction in Grades 9-11, students will:

1. demonstrate skills for communicating effectively with family, peers, and others.
2. analyze how interpersonal communication affects relationships.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate strategies for solving interpersonal conflicts without harming self or others.
6. demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
7. analyze the possible causes of conflict in schools, families, and communities.
8. demonstrate strategies used to prevent conflict.

HEALTH EDUCATION STANDARD 6:

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Rationale

Decision making and goal setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools and communities.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. demonstrate the ability to apply a decision-making process to health issues and problems.
2. explain when to ask for assistance in making health-related decisions and setting health goals.
3. predict outcomes of positive health decisions.
4. set a personal health goal and track progress toward its achievement.

As a result of health instruction in Grades 5-8, students will:

1. demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
2. analyze how health-related decisions are influenced by individuals, family, and community values.
3. predict how decisions regarding health behaviors have consequences for self and others.
4. apply strategies and skills needed to attain personal health goals.
5. describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
6. develop a plan that addresses personal strengths, needs, and health risks.

As a result of health instruction in Grades 9-11, students will:

1. demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
2. analyze health concerns that require collaborative decision making.
3. predict immediate and long term impact of health decisions on the individual, family, and community.
4. implement a plan for attaining a personal health goal.
5. evaluate progress toward achieving personal health goals.
6. formulate an effective plan for lifelong health.

HEALTH EDUCATION STANDARD 7:

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

Rationale

Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens, who are health literate, are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, students will:

1. describe a variety of methods to convey accurate health information and ideas.
2. express information and opinions about health issues.
3. identify community agencies that advocate for healthy individuals, families, and communities.
4. demonstrate the ability to influence and support others in making positive health choices.

As a result of health instruction in Grades 5-8, students will:

1. analyze various communication methods to accurately express health information and ideas.
2. express information and opinions about health issues.
3. identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
4. demonstrate the ability to influence and support others in making positive health choices.
5. demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

As a result of health instruction in Grades 9-11, students will:

1. evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
2. express information and opinions about health issues.
3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.
4. demonstrate the ability to influence and support others in making positive health choices.
5. demonstrate the ability to work cooperatively when advocating for healthy communities.
6. demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.