

Teaching Standards-Based Health Education



National Consensus
for School Health Education

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The National Consensus for School Health Education (NCSHE) is a collaborative that was created to address the need to update health education standards for schools. It was important for key organizations to work together on this task. The nongovernmental health organizations include the American School Health Association, Eta Sigma Gamma, the Foundation for the Advancement of Health Education, the National Commission for Health Education Credentialing, the Society for Public Health Education, and the Society of State Leaders of Health and Physical Education.

Founding Organizations of the Consensus for School Health Education (NCSHE)



American School Health Association



Eta Sigma Gamma



Foundation for the Advancement of Health Education



National Commission for Health Education Credentialing



Society for Public Health Education



Society of State Leaders of Health and Physical Education

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David A. Birch (Co-Chair) *PhD*
Professor Emeritus, Department of
Health Science
The University of Alabama

Elisa “Beth” McNeill (Co-Chair) *PhD, CHES®*
Clinical Professor
Texas A&M University

The hands-on work for this project was a labor of love by the following professionals:

Felipe Beltran *MS*
Health Education Teacher
Albuquerque Public Schools (New Mexico)

Dolores Cormier-Zenon *EdD, NBCT*
2020-President/Board Chair ASCD; CEO Wisdom Inspired Scholar Education Foundation (W.I.S.E.); CEO/
founder Wise Owl Scholar Academy ASCD; National Board for Professional Teaching Standards, ISTE,
NEA, National Board Network of Accomplished Minoritized Educators (NBNAME)

Deborah Fortune *PhD, MCHES®*
Professor
Department of Public Health Education
North Carolina Central University
Past-president Society for Public Health Education

Elisa “Beth” McNeill *PhD, CHES®*
Clinical Professor
Texas A&M University

Kathleen Middleton *MS, MCHES®*
President and CEO
ToucanEd, Inc.

Marlene Tappe *PhD*
Professor
Department of Health Science
Minnesota State University-Mankato

Valerie A. Ubbes *PhD, MCHES®*
Professor Emerita
Department of Kinesiology, Nutrition, and Health, College of Education, Health, and Society
Miami University (Ohio)

Teaching Standards-Based Health Education

The Big Picture: A Focus on Behaviors

The ultimate goal of health education is to empower individuals to engage in healthy behaviors. Educators must prepare youth with the knowledge, skills, and attitudes to choose behaviors that will enhance their health and enrich their future. Content areas in health education organize the concepts and skills to guide healthy behavior choices. The Centers for Disease Control and Prevention (CDC) has identified specific health behaviors for each health education content area. These are called Healthy Behavior Outcomes (HBOs).

Examples of Healthy Behavior Outcomes*



* See appendix for complete list.



These Healthy Behavior Outcomes were defined by CDC in the *Health Education Curriculum Analysis Tool (HECAT) 2021*.

The Standards

The *National Health Education Standards: Model Guidance for Curriculum and Instruction (3rd Edition)*, provides a framework for teaching healthy behaviors.

Health Education Standards

Concepts/Facts

Standard 1: Core Concepts in Nine Content Areas

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

Health Skills

Standards 2–8

- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid and Reliable Information, Products, and Services
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Health and Safety Practices / Self Management
- Standard 8: Advocacy

When teaching standards-based health education, identify the desired Healthy Behavior Outcome(s) (HBOs), the content areas and the specific concepts/facts associated with the desired health behavior. Then identify the skill(s) needed to adopt the behavior.

The examples and descriptions on the following page use the planning template to help organize the components needed to teach standards-based health education. Here is an example of a completed planning template for the tobacco content area.

Healthy Behavior Outcome(s)

Avoid using (or experimenting with) any form of tobacco.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze benefits of practicing health-promoting behaviors.

NHES 1.8.3 Analyze potential risks and consequences of practicing unhealthy behaviors.

Health Skills

NHES 3.8.4 Analyze the validity of health information in print and electronic sources (e.g., news articles, magazines, visual signage, social media, podcasts, and websites) using established criteria.

NHES 3.8.5 Analyze health-related messages in print and electronic materials to determine the credibility of the health message.

Methodology and Assessment

Have students analyze social media advertisements to identify inaccurate or misleading health information about the use of tobacco products. They should explain why the messages are not credible and could promote the use of tobacco products. Have them create a poster that corrects one of the messages and explains the benefits of not using tobacco products.

Planning Template

1. Identify the content area for the instruction.

Content Area: _____

2. List the healthy behavior outcome(s) you desire from students. (See HBOs in appendix.)

Healthy Behavior Outcome(s)

Health Education Standards

Concepts/Facts

Standard 1: Core Concepts

3. List the grade-level performance expectation(s) found in Standard 1 that relate to the HBO(s).

Health Skills

Standards 2–8: Skills

4. List the grade-level performance expectation(s) found in the standards that relate to the HBO(s).

Methodology and Assessment

5. Describe active-learning strategies to provide students the opportunity to practice and demonstrate this skill.

Teaching the Health Skills

Seven of the national health education standards are health skills. When teaching skills, it is important to engage students with hands-on practice. Therefore, many suggested teaching approaches use life-like scenarios for students to practice and to demonstrate the major components of the skill. These components are often called *skills cues* and they are different for the different health skills. These will be introduced as each skill standard is described in this document.

The following **process** describes the teaching and learning approach for the health skills.

Introduce the Skill

Discuss the importance and relevance of health literacy that supports healthy behaviors and well-being. Use background knowledge to determine what students already know. This is similar to the essential question: *What do we already know about this skill that helps us engage in a healthy behavior?* Share the performance expectations that are in your Planning Template.

Describe the Skill

This document has a section for each skill standard. For each skill, there is a concise description that helps you focus the essence of the skill. Additionally, more information related to teaching the skill is found in the section entitled *A Word About this Standard*.

Skill Cues

Use the skill cues for each standard to guide describing the major components of the skill. The skill cues are not designed to be an exhaustive list of criteria for the skill, but as a framework to assist in learning the skill. Share the skill cues you are using with students. They are a key component for assessment. Students should use skill cues during instruction so then can internalize them.

Model the Skill

Use an example situation/scenario that involves applying the skill. Use the skill cues to demonstrate the skill for the student. Have students identify the skills cues as the skill is modeled.

Practice the Skill

Use active-learning strategies to provide students with the opportunity to **demonstrate** a specific skill.

Providing time for practice is essential. Additionally, it is meaningful for students to practice with others. Small groups or dyads are recommended. If students choose to work individually, suggest that they get input from another student.

Assess the Skill

When assessing skills, provide performance-based feedback and student reinforcement to support healthy behaviors.

Performance assessment prompts, such as essays, presentations, mind-maps, dialogs, and videos, allow students to provide evidence of their health skills. Multiple choice or short answer questions do not give students the opportunity to show what they can do.

Performance Assessment

Any assessment of health skills should involve similar scenarios or learning opportunities as those practiced. Use a skill-cues rubric to assess the evidence that students provide.



ANALYZING INFLUENCES

STANDARD 2 Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

DESCRIPTION

Analyzing positive and negative influences is an essential life skill critical for helping students establish, manage, and maintain healthy and safe behaviors. Analyzing influences helps to build health literacy as students examine diverse internal and external factors and their effects on personal health practices and behaviors.

Internal influences on health behaviors include perceptions of social norms, personal attitudes, values and beliefs, self-efficacy, and health-related behaviors. External influences on health behavior include family, peers, school, community, culture, media, social media, technology, and policies along with governmental regulations and their enforcement. This standard provides students with the opportunity to examine how society and culture impacts health behaviors. Analyzing influences also addresses equity (e.g., rights, opportunity, and unprejudiced treatment of all) and other health determinants.

A Word About this Standard

A wide range of influences on health behavior are identified in the performance expectations for this standard. The complexity of the type (i.e., family) and source (i.e., internal or external) of influence progressively builds across the four grade spans. Additionally, each of these types of influence may be a positive influence that contributes to engaging a healthy behavior or a negative influence that threatens engaging in a healthy behavior or contributes to engaging in an unhealthy behavior. Lessons focused on Standard 2, Analyzing Influences may address a single type of influence (e.g., family), multiple types of influence (family, school personnel, and peers), or many if not all of the types of influence identified in the performance expectations for the grade span (i.e., grades prek-2, 3-5, 6-8, 9-12).

Skill Cues

Use the skill cues to guide describing the components of analyzing influences.

- Show a variety of influences (family, school, community, peers, media, and culture) that can have an effect on health behaviors.
- Show both internal and external influences on health behavior choices.
- Analyze how education level, employment, housing and income can influence health behaviors.
- Identify strategies to benefit from positive influences and counter negative influences on health behaviors.

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Analyzing Influences

Using scenarios in health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the skill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill

High School



ALCOHOL AND OTHER DRUGS Standard 2 Analyzing Influences

Healthy Behavior Outcome

Support others to be alcohol- and other drug-free.

Health Education Standards

Concepts/Facts

NHES 1.12.7 Assess the risk of situations that can contribute to unhealthy behaviors and outcomes.

Health Skills

NHES 2.12.7 Describe how determinants of health (e.g., education level, employment, housing, and income) influence health behaviors.

Methodology and Assessment

We know many things in our society and culture impact health behavior. Consider the following:

Scenario: Research shows that there are more liquor stores per capita in lower income neighborhoods. Describe how this might be an influence on the health behaviors of people in this community? What are the potential consequences of these health behaviors on the health of the people who live in lower income neighborhoods?

Students can present evidence in a variety of ways:

- essay
- speech
- poster
- individual or group presentation

Middle School



SAFETY Standard 2 Analyzing Influences

Healthy Behavior Outcome

Avoid safety hazards in the home and the community.

Health Education Standards

Concepts/Facts

NHES 1.8.4 Assess the risks of situations, people, and events that contribute to unhealthy behaviors and outcomes.

Health Skills

NHES 2.8.5 Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.

Methodology and Assessment

Scenario: You like to watch videos online. Recently, some kids created a challenge for other kids to take videos of themselves playing pranks in school bathrooms that sometimes lead to other kids slipping and falling. In groups of four, describe how social media may contribute to engaging in both healthy behaviors as well as unhealthy behaviors. How could this social media challenge contribute to unhealthy behaviors and outcomes for the kids who choose to play this prank as well as kids who are the focus of the prank? What suggestion would you make to discourage others from participating in this prank?

Elementary School



TOBACCO Standard 2 Analyzing Influences

Healthy Behavior Outcomes

- Avoid using (or experimenting with) any form of tobacco.
- Avoid exposure to second-hand smoke and aerosol.

Health Education Standards

Concepts/Facts

NHES 1.5.3 Explain potential consequences of practicing unhealthy behaviors.

Health Skills

NHES 2.5.2 Describe how peers influence health behaviors.

NHES 2.5.5 Identify positive internal and external influences on personal health behaviors.

NHES 2.5.6 Identify negative internal and external influences on personal health behaviors.

Methodology and Assessment

Scenario: Your friends are encouraging you to take up vaping. They say it is not as bad as smoking tobacco and vapes are easy to get. You really like hanging around with these friends. The influence you are feeling is called peer pressure. What are the possible consequences of this influence to use vaping devices affect your health? What are other examples of positive and negative examples of peer pressure among kids your age?



Healthy Behavior Outcome

Engage in moderate to vigorous physical activity for at least 60 minutes every day.

Health Education Standards

Concepts/Facts

NHES 1.5.2 Describe benefits of practicing health-promoting behaviors.

NHES 1.5.3 Explain potential consequences of practicing unhealthy behaviors

Health Skills

NHES 2.5.4 Explain how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.

NHES 2.5.5 Identify positive internal and external influences on personal health behaviors.

NHES 2.5.6 Identify negative internal and external influences on personal health behaviors.

Methodology and Assessment

Scenario: Every day after school you hurry to get your homework done so you can play video games for several hours. How might this screen time influence your daily participation in at least 60 minutes of moderate to vigorous physical activity? What are two the potential consequences of too much screen time and what are two the benefits of participating in at least 60 minutes of moderate to vigorous physical activity every day?

TEACHING HEALTH SKILLS



ACCESSING INFORMATION, PRODUCTS, AND SERVICES

STANDARD 3 Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

DESCRIPTION

Health literacy is essential to promoting health, preventing disease, leading a safe and healthy lifestyle, and achieving overall wellness. Students become health literate by being able to locate and use valid and reliable health information, products, and services to enhance health. Valid means that health information, products, and services are accurate, credible, and not misleading. Reliable means they are consistent and trustworthy.

This standard focuses on two of the many types of health literacy: functional health literacy and interactive health literacy. Functional health literacy is the ability to read, write, and speak about health. Interactive health literacy involves interpersonal communication between people and their ability to access and use audio, print, and electronic materials to enhance health.

Students use health literacy skills when learning functional knowledge that leads to healthy behaviors.

A Word About this Standard

This standard requires students locate, read, write, and speak about, and subsequently use valid and reliable information, products, and services. The complexity of the performance expectations for this standard progressively increases across the four grade spans. For example, youngest students are expected to “Locate a trusted adult in the school building” (Performance Expectation 3.2.2) whereas the oldest students are expected to “Access healthcare professionals, providers, and insurance websites to be a proactive, well-informed patient” (Performance Expectation 3.12.11).

Skill Cues

Use the skill cues to guide describing the components of accessing valid and reliable information, products, and services.

- Identify sources for information, products, and services.
- Explain how to locate the sources.
- Evaluate if the source is valid.
 - accurate
 - credible
 - point of view and purpose
 - not misleading
- Evaluate if the source is reliable.
 - consistent
 - trustworthy
 - recognized as an expert or by an authority

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Accessing Information, Products, and Services

Using scenarios in health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the skill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill

High School



MENTAL AND EMOTIONAL HEALTH Standard 3 Accessing Information, Products, and Services

Healthy Behavior Outcomes

- Get help for troublesome thoughts, feelings, or actions for oneself and others.
- Practice habits that promote mental and emotional wellbeing.

Health Education Standards

Concepts/Facts

NHES 1.12.8 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., guidelines to prevent the spread of infectious diseases).

Health Skills

NHES 3.12.3 Access valid and reliable health information from print and electronic materials that are available from credible health organizations (e.g., federal, professional, voluntary).

NHES 3.12.8 Use technology to access multiple sources of valid and reliable health information to locate a health-related product or health care provider.

Methodology and Assessment

Scenario: You have a friend who is struggling with depression and anxiety. You know there are good online resources for mental health. In health class you learned about the different types of information sources and how to evaluate sources of information based on relevance, accuracy, bias/perspective and reliability. Locate examples of online credible sources of information about anxiety and depression from each of the following sources: federal, professional organizations, and voluntary organizations. For each source explain the evaluation criteria you used to determine that it is a good source.

- Create a mind map that summarizes important information from each source and include recommendations for how to seek additional support or professional help.
- Present your mind map to a partner and explain how you could use it to encourage your friend to seek help and practice habits that promote positive mental and emotional wellbeing.



Healthy Behavior Outcomes

- Practice behaviors that prevent infectious diseases.
- Seek out healthcare professionals for appropriate screenings and examinations.

Health Education Standards

Concepts/Facts

NHES 1.12.8 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., guidelines to prevent the spread of infectious diseases).

Health Skills

NHES 3.12.1 Demonstrate functional health literacy (e.g., reading, writing, and speaking) to evaluate valid and reliable health information about a health behavior.

NHES 3.12.5 Use written, gestural, and/or spoken language to practice interactive health literacy with a trusted person or health professional.

NHES 3.12.7 Read textual or digital information to support healthy behaviors.

Methodology and Assessment

Scenario: You went with your class to the school-based health clinic on campus (or another local clinic for students use). At the clinic, a doctor and nurse talked to the class about the services they perform and products that are available. You spent some time reading the signs around the clinic and noticed a pamphlet summarizing the recommended screenings and immunizations for youth and adolescents. You notice a recommendation for MenB, the vaccine to prevent Meningitis. The pamphlet describes Meningitis as an uncommon but serious bacterial infection that can cause serious neurological complications and can be fatal. After reading more about the vaccine you decide it may be right for you, but you need more information. Describe where you can get creditable information about the Meningitis vaccine. And, explain why your sources are creditable. create a mind map that summarizes important information from each source and include recommendations for how to seek additional support or professional help.

- Create a list of 6-8 questions you plan to ask a health care provider about the vaccine that could help you determine if you wanted to be vaccinated.
- Record on your list of questions the specific health care provider you plan to speak with about the vaccine and explain why this provider was selected.
- Practice asking your questions with a classmate to determine if you would like to edit them or add additional questions.



Healthy Behavior Outcomes

- Practice behaviors that prevent chronic disease.
- Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
- Seek out healthcare professionals for appropriate screenings and examinations.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze benefits of practicing health-promoting behaviors.

NHES 1.8.7 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., recommendations for rest and sleep).

Health Skills

NHES 3.8.1 Demonstrate functional health literacy by decoding health information that is represented in visual, textual, gestural, and/or linguistic ways.

NHES 3.8.7 Describe why it is important to seek valid and reliable health care to be a proactive, well-informed patient.

NHES 3.8.9 Access credible websites or health-related applications using technology to support health behaviors.

Methodology and Assessment

Research Project: You have been assigned to research one of the leading causes of death in the United States. You have to do a written report and make an oral presentation to the class. You discover that cancer is the fourth leading cause of death for your age group, and you would like to know more about it. After researching you decide to focus on leukemia because it is the most common type of childhood cancer.

In your report and presentation, you plan to share the following information from your research:

- Explain the difference between infectious, noninfectious, and chronic diseases.
- Use a graph to show the incidence and prevalence of the disease along with the morbidity and mortality rates.
- Summarize the symptoms or warning signs of someone who is sick or getting sick with leukemia and health behaviors they can implement to prevent cancer, especially leukemia.
- Describe the importance of seeking help and treatment options for leukemia. for common a chronic diseases like cancer.
- Provide three additional credible resources where classmates can learn more about leukemia.



Healthy Behavior Outcomes

- Get help for oneself or others when injured or suddenly ill.
- Support others to avoid risky behaviors and be safe.

Health Education Standards

Concepts/Facts

NHES 1.2.5 Identify practices and behaviors that prevent or reduce health risks (e.g., handwashing).

NHES 1.2.7 List ways to prevent common childhood injuries and health problems (e.g., wearing bicycle helmets and drinking water instead of sugary beverages).

Health Skills

NHES 3.2.2 Locate a trusted adult in the school building in order to access valid and reliable health services (e.g., teacher, administrator, counselor, speech language pathologist, occupational therapist, social worker, school nurse).

Methodology and Assessment

Scenario: You are out for recess playing with your friends on the very far side of the playground. One friend trips, falls, and is hurt and bleeding.

- Illustrate three trusted adults in the school who could help in this situation. Use pictures, numbers, and words to show the three trusted adults.
- On the back of the paper create a safety sign to remind friends of how to be safe on the playground.

TEACHING HEALTH SKILLS



INTERPERSONAL COMMUNICATION

STANDARD 4 Students demonstrate effective interpersonal communication skills to enhance health.

DESCRIPTION

Interpersonal communication is an essential life skill critical for helping students establish, manage, and maintain healthy and safe behaviors.

Effective communication skills are necessary for building healthy relationships with family, friends, coworkers, and significant others as well as conveying personal health needs, beliefs, and priorities.

Interpersonal communication encompasses both what is said and how it is said along with the non-verbal messages sent through tone of voice, facial expressions, gestures, and body language.

This standard includes a series of interpersonal communication subskills including effective verbal and nonverbal cues for speaking and listening; identifying and communicating needs, wants, and feelings; asking for help to meet health needs, using refusal skills to set boundaries; communicating kindness, empathy, compassion, and care; respecting consent and non-consent; and using collaboration, negotiation, and conflict resolution skills.

A Word About this Standard

This standard requires students to actually **demonstrate** interpersonal communication skills. Students do not develop nor demonstrate these skills by simply participating in discussions about health-related topics and skills. Students develop interpersonal communication skills through active learning strategies such as role-plays and skits that allow them to practice, apply, and receive performance-based feedback.

Interpersonal communication involves a variety of **subskills** that are interrelated and used depending upon the goal of the communication. For example, students apply speaking and listening subskills when using assertive communication. Specific types of communication skills and subskills are used when the communication goals are refusals or conflict resolution. Skill cues are provided for refusal subskills and conflict resolution subskills.

Verbal and Nonverbal Skill Cues

- Use appropriate and effective verbal and nonverbal subskills:
 - “I” messages
 - body language
 - appropriate tone
 - attentive listening
- Be clear and respectful.
- Identify ideas, needs, wants, and feelings.
- Rephrase what is heard to clarify.

Refusal Skill Cues

- Makes a clear refusal statement (i.e., say no).
- Use body language, tone of voice, and assertive communication to support the refusal message (i.e., say no and mean it).
- Use one or more refusal strategies (i.e., provide different options, provide a reason, change the subject, use an excuse and leave, walk away).

Conflict Resolution Skill Cues

- Remain calm and do not escalate the conflict.
- Use one or more strategies to address the conflict:
 - Avoid the conflict by walking away or staying away.
 - Reduce or neutralize the conflict to calming things down:
 - discuss to understand individual perspectives
 - use humor as appropriate
 - apologize
 - Negotiate a solution that is fair and agreed upon by all.
 - Request help (as appropriate) to support conflict in threatening or unmanageable situations.

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Interpersonal Communication

Using scenarios for health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the subskill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill

High School



ALCOHOL AND OTHER DRUGS Standard 4 Interpersonal Communication: *Refusal*

Healthy Behavior Outcome

Avoid the use of alcohol.

Health Education Standards

Concepts/Facts

NHES 1.12.6 Predict how risk behaviors can affect injury, illness, or death.

Health Skills

NHES 4.12.5 Demonstrate refusal skills to avoid or reduce health risks.

Methodology and Assessment

Scenario: *Refusal.* You are at a family birthday party. Your uncle offers you a sip of his drink. You don't know if the drink has alcohol in it or not, but you don't want to try it. How can you effectively refuse the offer? Use the skill cues for refusals to write a dialogue or act out a scene that shows an effective refusal. Include in the dialogue or skit at least one reason for not trying the drink as well as at least one additional strategy for refusing the drink.

High School



MENTAL AND EMOTIONAL HEALTH Standard 4 Interpersonal Communication

Healthy Behavior Outcome

Express feelings in a healthy way.

Health Education Standards

Concepts/Facts

NHES 1.12.1 Analyze interrelationships among physical, social, emotional intellectual health, and well-being.

Health Skills

NHES 4.12.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.

Methodology and Assessment

Scenario: You are annoyed by your friend who interrupts you when you are talking. How can you let your friend know how you feel so you can still be friends? Use I-messages to have a conversation between you and your friend. Include in this conversation an explanation of how the interruptions make you feel and how these feelings impact your relationship with your friend.



Healthy Behavior Outcome

Express feelings in a healthy way.

Health Education Standards

Concepts/Facts

NHES 1.8.1 Describe interrelationships among physical, social, emotional, and intellectual health.

Health Skills

NHES 4.8.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.

Methodology and Assessment

Scenario: A friend wants to take a photo of you that you don't really want taken. How can you communicate your needs, wants, and feelings about this situation in verbal and nonverbal ways? Use I-messages and assertive communication to communicate that you do not want your picture taken. Include in this dialogue the impact of this request on your emotional and social health.



Healthy Behavior Outcome

Express feelings in a healthy way.

Health Education Standards

Concepts/Facts

NHES 1.8.1 Describe the interrelationships among physical, social, emotional, and intellectual health.

Health Skills

NHES 4.8.8 Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.

Methodology and Assessment

Scenario: You need to finish your homework so you can go to your music lesson. How can you negotiate with one of your parents to let you do half of the homework before you leave and the other half when you return home? Write a dialogue that shows an effective negotiation. Include in this dialogue the interrelationship between your physical, social, emotional and intellectual health with respect to completing your homework and going to your music lesson.

Elementary School



TOBACCO Standard 4 Interpersonal Communication

Healthy Behavior Outcome

Avoid using (or experimenting with) any form of tobacco.

Health Education Standards

Concepts/Facts

NHES 1.5.3 Explain potential consequences of practicing unhealthy behaviors.

Health Skills

NHES 4.5.5 Demonstrate refusal skills to avoid or reduce health risks.

Methodology and Assessment

Scenario: Your brother wants you to try vaping but you know that it is not healthy for you to use tobacco of any kind. You know the vape your brother uses contains nicotine. How will you effectively refuse and move away from that unhealthy situation? Use the refusal skill cues to help you write a dialogue between you and your brother that shows how to effectively refuse the offer. Include in this dialogue the potential consequences of vaping.

Elementary School



VIOLENCE PREVENTION Standard 4 Interpersonal Communication

Healthy Behavior Outcome

Avoid bullying or being a bystander to bullying, or being a victim of bullying.

Health Education Standards

Concepts/Facts

NHES 1.5.3 Explain potential consequences of practicing unhealthy behaviors.

Health Skills

NHES 4.5.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.

Methodology and Assessment

Scenario: Your friend is bullying another kid. You want the action to stop. How can you be assertive in verbal and nonverbal ways to manage the situation that you are observing? Use assertive communication to write a dialogue between you and your friend that shows how you will communicate your thoughts and feelings about the bullying. Include in this dialogue a description of the potential consequences of bullying and being a bystander to bullying.



DECISION MAKING

STANDARD 5 Students demonstrate effective decision-making skills to enhance health.

DESCRIPTION

Decision making is an essential life skill critical for helping students establish, manage, and maintain healthy and safe behaviors. **Decision making** is the ability to select between two or more alternatives to reach the best outcome in a specified time frame.

Effective health decision making demonstrates someone who is health literate. **Decision making** requires the use of accurate and reliable information while progressing through a set of steps intended to help students take deliberate actions to enhance health.

These steps include: identify when a decision is needed; identify what information is needed to inform a decision to improve health; determine if help is needed to make the decision; generate options and predict their outcomes; choose a decision that aligns with personal values and beliefs; act on the decision; and reflect on the healthy and unhealthy consequences of the decision.

A Word About this Standard

The performance expectations for Decision Making reflect the steps of decision making. These steps progressively develop across the grade spans. Additionally, decision making is nonlinear and complex. Students may skip the steps of decision making, apply steps out of order, or even repeat steps many times, based on the context and health situation they encounter. Thus, the number of grade span performance expectations covered by a lesson related to this skill will vary by the grade span and the complexity of the lesson. In one lesson students may systematically apply each of the steps of the decision-making process to identify choose a health-promoting option to make the decision. In another lesson students may analyze a case study and determine the decision points that led to a healthy or unhealthy decision. Therefore, some lessons focused on Standard 5 may focus on just one or two grade span performance expectations whereas others may focus on all of the performance expectations for the grade span.

Skill Cues

Use the skill cues below to guide describing the components of decision making.

- Identify when a decision is needed.
- Identify information and help needed to inform the decision.
- Brainstorm possible options and predict their outcomes.
- Make the decision.
- Evaluate, reflect, and consider changes to the decision.

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Decision Making

Using scenarios in health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the skill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill

High School



SAFETY Standard 5 Decision Making

Healthy Behavior Outcome

Follow appropriate safety rules when riding in or on a motor vehicle.

Health Education Standards

Concepts/Facts

NHES 1.12.6 Predict how risk behaviors can affect injury, illness, or death.

NHES 1.12.7 Assess the risk of situations that can contribute to unhealthy behaviors and outcomes.

Health Skills

NHES 5.12.6 Generate alternatives to risky behaviors or stressful situations when making a health decision for self or others.

NHES 5.12.7 Predict potential healthy and unhealthy consequences for each alternative.

NHES 5.12.8 Choose a health-promoting option when making an effective decision.

Methodology and Assessment

Scenario: You are a freshman in high school and an only child. Your parents have demanding careers and you are left home alone a lot. Even though you are not supposed to, you sometimes have friends over for parties. The parties can get out of hand, but so far you have not been caught. Recently, your friends have challenged you to take them for a ride in your parent's new car. You only have your learner's permit, and it sounds like fun but you are worried that something might go wrong.

Describe the decision-making process you will use in this situation to make a healthy choice.



Healthy Behavior Outcomes

- Follow a healthy eating pattern that meets individual preferences and needs for growth and development.
- Prepare good-tasting, nutrient-dense foods for yourself and others.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze benefits of practicing health-promoting behaviors.

Health Skills

NHES 5.8.3 Explain how family, peers, culture, media, technology, and other factors can affect a health decision.

NHES 5.8.5 Discuss alternatives when making health decisions.

NHES 5.8.6 Distinguish between healthy and unhealthy consequences for each alternative.

NHES 5.8.7 Choose a health-promoting option when making an effective decision.

Methodology and Assessment

Scenario: You are part of a very busy family that includes a younger brother and sister. You have been helping prepare meals for about a year. It is your turn to make the meal for your family. Your uncle is coming tonight and you need to consider that he has diabetes while planning the meal. How will you make a decision about what to prepare?

Describe the decision-making process you will use in this situation to make a healthy choice.



Healthy Behavior Outcome

Engage in moderate to vigorous physical activity for at least 60 minutes every day.

Health Education Standards

Concepts/Facts

NHES 1.5.2 Describe the benefits of practicing health-promoting behaviors.

NHES 1.5.3 Explain potential consequences of practicing unhealthy behaviors.

Health Skills

NHES 5.5.3 Explain how family, peers, trusted adults, and media can affect a health decision.

NHES 5.5.4 Identify options when making a health-related decision.

NHES 5.5.5 Predict the potential consequences of each option.

NHES 5.5.6 Choose a health-promoting option that aligns with personal values when making an effective decision.

Methodology and Assessment

Scenario: You play on a community youth basketball team. Your team is doing well, but your coach thinks you all could do better. Coach told the team to individually do free-throw practice and to engage in moderate to vigorous physical activity for at least 60 minutes at home or in the local park. You know you are supposed engage in moderate to vigorous physical activity for at least 60 minutes every day for your health. You have two days before the practice. Today you have a ton of homework and tomorrow you planned on playing online video games with a good friend. You need to practice, but you don't want to lose a friend.

Describe the decision-making process you will take in this situation. Consider the following as you describe your decision-making steps.

- What are the benefits of participating in moderate to vigorous physical activity for at least 60 minutes every day?
- What influence does your coach, your good friend, your teacher, and your family have on this decision?
- What decision needs to be made?
- What are the steps to decision making that you should use in making this decision?
- What are two options for making this decision?
- What are the potential consequences related to each of these options?
- What is the health-promoting option related to this decision?

TEACHING HEALTH SKILLS



GOAL SETTING

STANDARD 6 Students demonstrate effective goal-setting skills to enhance health.

DESCRIPTION

Goal setting is an essential life skill critical for helping students establish, manage, and maintain healthy and safe behaviors and becoming a health literate individual. Setting and achieving short-and long-term health goals can have positive health benefits and contribute to other life outcomes.

Learning to set and reach goals can also help students prioritize what is most important to them and work meaningfully to achieve these important priorities. Because goals are more deliberate than desires and momentary intentions, goal setting means that a person has committed thoughts, emotions, and behaviors towards attaining the goal.

Goal-setting skills involve the assessment of personal health practices and the development of an action plan to motivate and guide a person toward reaching a goal. Successful goal setting consists of procedural steps which include the creation of a goal statement that is Specific, Measurable, Attainable, Realistic, and Time bound (SMART).

Students gain confidence in their abilities to set and achieve health goals and have a higher probability of success by assessing their personal health practices; creating a SMART goal; then identifying the benefits and barriers to reaching a goal; implementing strategies to achieve a personal health goal (e.g., accessing information, resources, and supportive networks; tracking progress; setting reminders; taking small steps; overcoming barriers; and revising the goal based on life circumstances); and persisting when facing barriers and challenges.

A Word About this Standard

The performance expectations for students goal setting reflect steps which progressively develop across the grade spans. The performance expectations for the elementary students focus on having students identify a realistic short-term goal and then create and implement a basic plan to achieve the goal. The performance expectations for middle school and high school students expand to include a step in which students assess their personal strengths and needs. Instruction to support students' development of goal-setting skills often requires more than one lesson. Multiple lessons give students the opportunity to implement their action plan and track the progress toward their SMART goal. Thus, the number of performance expectations covered by a lesson or sequence of lessons related to this skill will vary by the grade span and the complexity of the lesson.

It is challenging for students to develop a realistic goal aligned with a specific health behavior. One approach to helping students develop their goal-setting skills is to provide them with an array of examples of well-written realistic goals.

Skill Cues

Use the skill cues below to guide describing the components of goal setting.

- Assess personal health practices. (middle school, high school).
- Write a realistic (SMART) goal that is specific and has an end date.
- Create a plan that provides specific actions that can be observed (measured).
- Show how to follow and measure the plan.
- Show how to seek help and support when needed.
- Show how to evaluate and adjust the plan.

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Goal Setting

Using scenarios for health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the skill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill



Healthy Behavior Outcome

Engage in behaviors that prevent or reduce unintended pregnancy.

Health Education Standards

Concepts/Facts

NHES 1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.

Health Skills

NHES 6.12.2 Set a SMART personal health goal.

NHES 6.12.3 Predict the health and life benefits of reaching a personal health goal.

NHES 6.12.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.

NHES 6.12.5 Assess the barriers to achieving a personal health goal.

NHES 6.12.6 Apply strategies to overcome barriers to achieving a personal health goal.

NHES 6.12.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).

NHES 6.12.8 Apply effort, determination, and resilience toward achieving a personal health goal.

Methodology and Assessment

Scenario: You know someone who got pregnant and had a baby while she was in high school. You saw how her life was changed and how the lives of others around her changed. You decided to set a personal goal to avoid an unintended pregnancy. Based on your point of view (male or female) complete the following tasks:

- Describe the benefits of avoiding unintended pregnancy as a high school student.
- Create a SMART goal.
- Identify potential barriers to reaching your goal.
- Create an action plan which includes a timeline, the specific strategies and the people, information, and resources that will help you overcome barriers and achieve your goal.
- Create a *log* to track your progress.

Evaluate your success.

- How did your effort, determination and resilience help or hinder your success?
- Describe any adjustments you made, or should have made to be successful.
- Did you meet your goal?



Healthy Behavior Outcomes

- Eat lots of fruits and vegetables.
- Choose to eat whole grain products.
- Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.
- Drink lots of water.
- Avoid sugary drinks.
- Limit foods high in added sugars, saturated fats, trans fats, and sodium.

Health Education Standards

Concepts/Facts

NHES 1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.

Health Skills

NHES 6.12.1 Assess personal health practices and behaviors.

NHES 6.12.2 Set a SMART personal health goal.

NHES 6.12.3 Predict the health and life benefits of reaching a personal health goal.

NHES 6.12.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.

NHES 6.12.5 Assess the barriers to achieving a personal health goal.

NHES 6.12.6 Apply strategies to overcome barriers to achieving a personal health goal.

NHES 6.12.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).

NHES 6.12.8 Apply effort, determination, and resilience toward achieving a personal health goal.

NHES 6.12.9 Formulate an effective long-term plan to improve health and other life outcomes (e.g., exercise plan, stress management plan, healthy eating plan).

Methodology and Assessment

Scenario: You just completed a series of lessons on food and nutrition. You learned about the benefits of a variety healthy eating behaviors (eating lots of fruits, vegetables, and whole grain products; choosing to drink or eat fat-free or low-fat dairy or fortified dairy alternatives; drinking lots of water; and limiting foods high in added sugars, saturated fats, trans fats, and sodium). You also learned about the skill of goal setting including self-assessment, SMART goals, and creating and implementing an action plan. Select one of the healthy eating behaviors and complete the following tasks:

- Describe the benefits of practicing the specific healthy eating behavior that you used to complete the above tasks.
- Conduct a healthy eating self-assessment.

- Create a SMART goal.
- Identify barriers for reaching your goal.
- Create an action plan which includes a timeline, the specific strategies and the people, information, and resources that will help you overcome barriers and achieve your goal.
- Create a *log* to track your progress.

Evaluate your success.

- How did your effort, determination and resilience help or hinder your success?
- Describe any adjustments you made, or should have made to be successful.
- Did you meet your goal?

Middle School



PHYSICAL ACTIVITY Standard 6 Goal Setting

Healthy Behavior Outcomes

- Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
- Follow a physical activity plan for healthy growth and development.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze benefits of practicing health-promoting behaviors.

Health Skills

- NHES 6.8.2 Set a SMART personal health goal.
- NHES 6.8.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.
- NHES 6.8.5 Assess the barriers to achieving a personal health goal.
- NHES 6.8.6 Apply strategies to overcome barriers to achieving a personal health goal.
- NHES 6.8.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).
- NHES 6.8.8 Apply effort, determination, and resilience toward achieving a personal health goal.

Methodology and Assessment

Scenario: You recently completed physical fitness testing in physical education and completed a unit on physical activity in health education. You have decided that you want to enhance your level of physical fitness.

Use the results from the your physical fitness assessment to select one of the following specific physical activity behaviors to enhance your level of physical fitness:

- Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- Engage in vigorous physical activities that enhance cardio-respiratory endurance at least three days per week.
- Engage in muscle-strengthening activities at least three days per week.

After you **select one** of the specific physical activity behaviors complete the following:

- Describe the benefits of the specific physical activity you selected to improve.
- Create a SMART goal.
- Identify potential barriers to reaching your goal.
- Create an action plan which includes the specific strategies and the people, information, and resources that will help you overcome barriers and achieve your goal.
- Create a *log* to track your progress.

Evaluate your success.

- How did your effort, determination and resilience help or hinder your success?
- Describe any adjustments you made, or should have made to be successful.
- Did you meet your goal?

Middle School



MENTAL AND EMOTIONAL HEALTH Standard 6 Goal Setting

Healthy Behavior Outcome

Prevent and manage emotional stress and anxiety in healthy ways.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze benefits of practicing health-promoting behaviors.

Health Skills

NHES 6.8.2 Set a SMART personal health goal.

NHES 6.8.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.

NHES 6.8.5 Assess the barriers to achieving a personal health goal.

NHES 6.8.6 Apply strategies to overcome barriers to achieving a personal health goal.

NHES 6.8.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).

NHES 6.8.8 Apply effort, determination, and resilience toward achieving a personal health goal.

Methodology and Assessment

Scenario: You just completed a series of lessons on mental and emotional health and stress management. These lessons included opportunities to learn about and practice five different stress management strategies as well as rate the effectiveness of each strategy in helping you manage stress. Select a specific stress management strategy as the focus of a SMART goal for managing stress. To complete this task you will:

- Describe the personal benefits you receive when using the stress management technique you selected.
- Use the results of your reflection of effectiveness of each stress management strategy to create your SMART goal.

- Identify potential barriers to reaching your goal.
- Create an action plan which includes the specific strategies and the people, information, and resources that will help you overcome barriers and achieve your goal.
- Use a log to track your progress toward achieving your goal.

Evaluate your success.

- How did your effort, determination and resilience help or hinder your success?
- Describe any adjustments you made, or should have made to be successful.
- Did you meet your goal?

Elementary School



FOOD AND NUTRITION Standard 6 Goal Setting

Healthy Behavior Outcomes

- Drink lots of water.
- Avoid sugary drinks.

Health Education Standards

Concepts/Facts

NHES 1.5.2 Analyze benefits of practicing health-promoting behaviors.

Health Skills

NHES 6.5.1 Set a realistic personal health goal.

NHES 6.5.2 Explain the health and related benefits of reaching a health goal.

NHES 6.5.3 Develop a basic plan for achieving the personal health goal.

NHES 6.5.4 Describe people, information, and resources to help achieve a personal health goal.

NHES 6.5.5 Determine potential barriers in achieving a personal health goal.

NHES 6.5.6 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, tracking progress, setting reminders, taking small steps, overcoming barriers).

NHES 6.5.7 Explain that effort, determination, and resilience can help toward achieving a personal health goal.

Methodology and Assessment

Scenario: You know that what you drink daily is important. You would like to replace sugary drinks with water. How can you reach this goal? Answer the following:

- What are benefits of drinking water instead of sugary drinks?
- Create your SMART goal to replace with water instead of sugary drinks.
- Create an action plan for achieving your goal to avoid sugary drinks.
- Identify the people who can help you achieve your goal.
- What are the potential barriers you may face as you work to achieve your goal to avoid sugary drinks?
- Identify the specific strategies will you use to achieve your goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers).

Evaluate your success in reaching your goal.

- How did your effort, determination and resilience help or hinder your success?
- Were you successful in reaching your goal?



Healthy Behavior Outcome

Practice appropriate hygiene habits.

Health Education Standards

Concepts/Facts

NHES 1.2.2 Identify benefits of practicing health-promoting behaviors.

Health Skills

NHES 6.2.2 Identify the health and related benefits of reaching a short-term health goal.

NHES 6.2.3 Identify people, information, and resources to help achieve a personal health goal.

NHES 6.2.4 Develop a basic plan for achieving a personal health goal.

NHES 6.2.5 Take steps to achieve a personal health goal (e.g., tracking progress, setting reminders, taking small steps).

NHES 6.2.6 Recognize that effort, will power, and resilience can help toward achieving a personal health goal.

Methodology and Assessment

Scenario: You know that it is important to brush your teeth regularly. You had one cavity the last time you went to the dentist. You have been pretty good at brushing once a day. Your teacher suggested that flossing regularly is also important for healthy gums and teeth. You decided to set a goal to brush and floss your teeth at least once a day. Use the goal-setting skill to track your progress for at least a month:

- Create a SMART goal.
- Create an action plan for adding flossing to your regular brushing routine.
- Who are the people who can help you achieve your goal to brush and floss your teeth every day?
- Identify any potential barriers you may face as you work to achieve your goal.
- Identify the specific strategies will you use to achieve your goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers).

Evaluate the success in reaching your goal.

- How did your effort, determination and resilience help or hinder your success?
- Were you successful in reaching your goal?



SELF MANAGEMENT

STANDARD 7 Students demonstrate observable health and safety practices.

DESCRIPTION

Observable health and safety practices with the potential to become health and safety habits are essential to both maintaining optimum health and preventing disease and injury. These habits can also be called **self management**.

Observable health and safety practices can be seen and measured in a classroom or school setting. Examples include, but are not limited to, washing hands, flossing, and brushing teeth, safely crossing streets, practicing stress-management techniques, wearing a bike helmet correctly, measuring heart rate, and selecting a nutrient-dense snack.

This standard also helps students to recognize the importance of incorporating health and safety habits into their daily routines for a lifetime.

A Word About this Standard

This skill can be tricky for some people to understand because it focuses on actually doing the health behavior. It is not planning to do the behavior (goal setting) or deciding about a health behavior (decision making) or talking about a health behavior (communication). It is actually demonstrating the health behavior. Ideally the health behavior is something that can be demonstrated (and thus assessed) in the classroom. A classroom example: *after setting out multiple snack foods, have students choose a healthy snack* (this demonstrates the skill).

Skill Cues

Use the skill cues to guide describing self management.

- Identify the behavior(s) as healthy or risky.
- Describe strategies needed to practice healthy and safe behavior(s)/habit(s).
- Demonstrate the behavior(s) that contribute to health and avoid or reduce health risks.
- Reflect on the ability to engage in the healthy behavior(s).

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Self Management

Using scenarios for health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the subskill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill

High School



PERSONAL HEALTH AND WELLNESS Standard 7 Self Management

Healthy Behavior Outcome

Practice appropriate hygiene habits.

Health Education Standards

Concepts/Facts

NHES 1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.

NHES 1.12.4 Evaluate the effectiveness of personal practices and behaviors to reduce or prevent health risks.

Health Skills

NHES 7.12.2 Assess the ability to perform observable health and safety practices.

NHES 7.12.3 Document personal health and safety practices in a variety of settings and situations.

NHES 7.12.4 Compare the advantages and disadvantages of making health and safety practices into routine and consistent habits.

Methodology and Assessment

Scenario: You stood grinning at yourself in the mirror. You were admiring the pearly whites that you got a compliment earlier in the day. It prompted you to think about your oral hygiene. You know it is important to brush and floss your teeth for dental health. However, your daily habits could be improved so you can reduce your risks for cavities and other chronic and serious diseases.

- Demonstrate how to brush and floss using suggested health guidelines. What can you do to solidify this as a daily habit?
- Design a comparison chart describing the benefits and barriers to brushing and flossing your teeth and list three reasons why you want to make brushing and flossing a routine and consistent habit.
- Document the number of times you perform all the steps to brush and floss your teeth daily and reflect on ways to maintain or improve these important daily health habits.



Healthy Behavior Outcomes

- Avoid sugary drinks.
- Limit foods high in sugars, saturated fats, trans fats, and sodium.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze benefits of practicing health-promoting behaviors.

NHES 1.8.7 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., recommendations for rest and sleep).

Health Skills

NHES 7.8.3 Document personal health and safety habits and practices in a variety of settings and situations.

Methodology and Assessment

Scenario: You have been paying attention in health class and have learned about the Dietary Guidelines for Americans and how to read nutrition labels. You are interested in limiting the amount of sugar and salt in your diet and have made a note of the recommended daily values (DV) for intakes of sugar and salt. In a small group discuss the benefits of limiting the consumption of sugary drinks and foods high in sugar and salt. Use an assortment of nutrition labels to classify foods and beverages into categories that meet or do not meet the recommended values. Review the items that meet the guidelines and identify the foods and/or beverages you are willing to consume.

Design a one-day meal plan for breakfast, lunch, dinner and two snacks that a contains foods and beverages that are low in sugar and salt.

- What are the benefits of limiting sugar and salt?
- Based on your analysis, state examples of 3 foods or beverages that meet and do not meet the DV guideline.
- Present your meal plan to your assigned partner and have your partner determine if you meal plan effectively avoids sugary drinks and limits sugar and salt intake.)



Healthy Behavior Outcomes

- Prevent damage from the sun.
- Practice behaviors that prevent chronic diseases.

Health Education Standards

Concepts/Facts

NHES 1.5.2 Describe benefits of practicing health-promoting behaviors.

Health Skills

NHES 7.5.1 Demonstrate age and developmentally appropriate observable health and safety practices.

Methodology and Assessment

Scenario: You and your friends plan to play outside after school. As you think about what you need to do to get ready to go outside, you remember that your parent just bought sunscreen at the store. You remember the time you forgot to put on sunscreen and how painful it was to have a sunburn. You also know that skin cancer is commonly associated with overexposure to the sun.

- Describe reasons why it would be important to use sunscreen.
- Demonstrate steps for applying sunscreen.

TEACHING HEALTH SKILLS



ADVOCACY

STANDARD 8 Students advocate for behaviors that support personal, family, peer, school, and community health.

DESCRIPTION

Advocacy skills are essential for providing equitable health opportunities for all. This standard empowers students with confidence to apply functional health knowledge and health literacy to persuade others to adopt healthy behaviors.

Advocacy is the ability to take action to secure conditions that support the health and quality of life of self and others. Advocacy involves influencing others to act in ways that support personal, family, peer, school, and community health.

Advocacy skills can include identifying needs, formulating a plan of action, creating messages, and applying strategies to promote health. Students use advocacy skills to encourage others to adopt health-enhancing norms, beliefs, and behaviors as well as to implement policies, programs, and environments that support health.

A Word About this Standard

Students can **demonstrate** advocacy skills through a variety of activities including, but not limited to, posters, social media posts, videos, daily classroom or school announcements, public service announcements, elevator speeches, videos, lyrics for music, letters to family members or friends, letters to policy-makers, letters to print or electronic school newsletters and community newspapers. Artifacts associated with these activities may include scripts, transcripts, photos, videos, and reflective summaries.

The number of grade span performance expectations covered by a lesson will vary by the grade span and complexity of the lesson. ***In some lessons, the students may be required to work independently whereas in others the students may be required to work with others to create an advocacy campaign.*** Therefore, some lessons focused on Standard 8, may simply focus on just one or two grade span performance expectations whereas other lessons may be much more involved addressing all of the performance expectations for the grade span.

Skill Cues

Use the skill cues to guide describing the components of advocacy.

- Take a stand for a healthy choice (advocacy position).
- Use valid and reliable information to support advocacy position.
- Create an action plan with strategies related to an advocacy position.
- Adapt advocacy messages and strategies to an audience.
- Use persuasive language, messaging or images to encourage others to make a healthy choice.

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Advocacy

Using scenarios in health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the skill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
- Provide a situation that requires the skill
- Ask a question to engage the skill

High School



PERSONAL HEALTH AND WELLNESS Standard 8 Advocacy

Healthy Behavior Outcome

Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.

Health Education Standards

Concepts/Facts

NHES 1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.

Health Skills

NHES 8.12.4 Adapt health messages and advocacy strategies that meet the needs and interests of specific audiences.

NHES 8.12.6 Collaborate with others to advocate for personal, family, peer, school, and community health.

Methodology and Assessment

Scenario: You and your classmates are concerned about equitable healthcare for students in the health clinic at school. You think that there is bias in the form of less time spent with students representing ethnic, racial and LGBTQ groups. You want to draw attention to this suspected bias to the administration.

How can you and your classmates advocate for fairness in quality health care for all students at the school? Work with your classmates to write a letter to the administration requesting and investigation to examine the length of time caregivers spend with student and compare it to their ethnicity, race, and sexual preference.



Healthy Behavior Outcome

Drink lots of water.

Health Education Standards

Concepts/Facts

NHES 1.8.2 Analyze the benefits of practicing health-promoting behaviors.

Health Skills

NHES 8.8.3 Create an advocacy message about a position using valid and reliable information that support the health of self and others.

NHES 8.8.4 Demonstrate how to adapt health-related messages to persuade different audiences.

NHES 8.8.5 Demonstrate confidence (e.g., strong voice, body language) when persuading others to make health choices that enhance quality of life and promote equitable health opportunities for all.

NHES 8.8.6 Collaborate with others to advocate for personal, family, peer, school, and community health.

Methodology and Assessment

Scenario: You know how important it is to drink lots of water throughout the school day to keep your brain and body healthy. Recently you had a sports event at another school which had water filtration systems to provide students, school personnel, and school visitors with quality water. Work with your classmates to locate valid and reliable information about the benefits of staying hydrated and the costs of school filtration systems. Create a presentation for school decision makers to explain the relationship between drinking lots of water and the physical, emotional, and intellectual health and advocate for the installation of filtration systems at your school. Demonstrate how you would make this presentation to the school board.

Elementary School



SAFETY Standard 8 Advocacy

Healthy Behavior Outcome

Support others to avoid risky behaviors and be safe.

Health Education Standards

Concepts/Facts

NHES 1.2.7 List ways to prevent common childhood injuries and health problems (e.g., wearing bicycle helmets and drinking water instead of sugary beverages).

Health Skills

NHES 8.2.2 Demonstrate how to encourage family and peers to make healthy choices (e.g., persuading others to follow safety rules and procedures).

Methodology and Assessment

Scenario: You and your friends usually gather at your house to ride bikes to school. You have always been concerned about safety and you were glad to see all your friends were wearing a bike helmet this morning. One friend was telling everyone about a shortcut route to school. It involved riding across a dirt lot to a 4-lane highway that did not have a bike lane. You are concerned that this is unsafe. What do you say and do to convince everyone to take the route with bike lanes. Demonstrate advocacy for the safe route.

Elementary School



VIOLENCE PREVENTION Standard 8 Advocacy

Healthy Behavior Outcome

Avoid bullying or being a bystander to bullying.

Health Education Standards

Concepts/Facts

NHES 1.5.4 Compare and contrast safe and unsafe situations, people, and events.

Health Skills

NHES 8.5.1 Demonstrate how to persuade others to make healthy choices (e.g., persuading others not to bully).

Methodology and Assessment

Scenario: Sometimes your friends tease/pick on others in the lunchroom. They want you to join them. It makes you uncomfortable to be mean to others. You don't want to make fun of others, but you don't want your friends to tease you. How can you persuade your friends to treat others with respect and kindness?

Students can provide evidence of their advocacy in a variety of ways:

- A skit
- A video
- A role-play
- A speech
- Posters

Healthy Behavior Outcomes (HBOs)

A Pre-K–12 comprehensive curriculum should enable students to:

Promoting an Alcohol- and Other Drug-Free Lifestyle (AOD)

- | | |
|---|---|
| AOD-1: Use prescription and over-the-counter medications correctly. | AOD-6: Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. |
| AOD-2: Avoid misuse and abuse of over-the-counter and prescription drugs. | AOD-7: Quit using alcohol and other drugs if already using. |
| AOD-3: Avoid the use of alcohol. | AOD-8: Support others to be alcohol- and other drug-free. |
| AOD-4: Avoid the use of illegal drugs. | |
| AOD-5: Avoid driving while under the influence of alcohol and other drugs. | |

Promoting Food and Nutrition (FN)

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| FN-1: Follow a healthy eating pattern that meets individual preferences and needs for growth and development. | FN-8: Limit foods high in added sugars, saturated fats, trans fats, and sodium. |
| FN-2: Choose a variety of options within each food group. | FN-9: Choose to eat or drink nutrient-dense foods and beverages when dining. |
| FN-3: Eat lots of fruits and vegetables. | FN-10: Prepare good-tasting, nutrient-dense foods for yourself and others. |
| FN-4: Choose to eat whole grain products. | FN-11: Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. |
| FN-5: Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives. | FN-12: Support healthy eating patterns for others. |
| FN-6: Drink lots of water. | |
| FN-7: Avoid sugary drinks. | |

Promoting Mental and Emotional Health (MEH)

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| MEH-1: Express feelings in a healthy way. | MEH-6: Get help for troublesome thoughts, feelings, or actions for oneself and others. |
| MEH-2: Engage in activities that are mentally and emotionally healthy. | MEH-7: Show acceptance of difference in others. |
| MEH-3: Manage interpersonal conflict in healthy ways. | MEH-8: Establish and maintain healthy relationships. |
| MEH-4: Prevent and manage emotional stress and anxiety in healthy ways. | MEH-9: Practice habits that promote mental and emotional wellbeing. |
| MEH-5: Use self-control and impulse-control strategies to promote health. | |

Promoting Personal Health and Wellness (PHW)

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| PHW-1: Practice appropriate hygiene habits. | PHW-9: Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy. |
| PHW-2: Get an appropriate amount of sleep and rest. | PHW-10: Use healthcare services to address common infectious diseases and manage chronic diseases and conditions. |
| PHW-3: Prevent vision and hearing loss. | PHW-11: Seek out healthcare professionals for appropriate screenings and examinations. |
| PHW-4: Prevent damage from the sun. | PHW-12: Prevent health problems that result from fads or trends. |
| PHW-5: Practice behaviors that prevent infectious diseases. | |
| PHW-6: Practice behaviors that prevent chronic diseases. | |
| PHW-7: Practice behaviors that promote mental and emotional wellbeing. | |
| PHW-8: Practice behaviors that prevent foodborne and waterborne illnesses. | |

These Healthy Behavior Outcomes were defined by CDC in the *Health Education Curriculum Analysis Tool (HECAT) 2021*.

Promoting Physical Activity (PA)

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| PA-1: Engage in moderate to vigorous physical activity for at least 60 minutes every day. | PA-4: Drink plenty of water before, during, and after physical activity. |
| PA-2: Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength. | PA-5: Follow a physical activity plan for healthy growth and development. |
| PA-3: Engage in warm-up and cool-down activities before and after structured exercise. | PA-6: Avoid injury during physical activity. |
| | PA-7: Support others to be physically active. |

Promoting Safety (S)

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| S-1: Follow appropriate safety rules when riding in or on a motor vehicle. | S-5: Avoid safety hazards in the home and community. |
| S-2: Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs. | S-6: Recognize and avoid dangerous surroundings. |
| S-3: Use safety equipment appropriately and correctly. | S-7: Get help for oneself or others when injured or suddenly ill. |
| S-4: Apply safety rules and procedures to avoid risky behaviors and injury. | S-8: Support others to avoid risky behaviors and be safe. |

Promoting Sexual Health (SH)

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| SH-1: Recognize developmental changes experienced by self and others during childhood and adolescence. | SH-7: Engage in behaviors that prevent or reduce unintended pregnancy. |
| SH-2: Establish and maintain healthy relationships. | SH-8: Support others to avoid or reduce sexual risk behaviors. |
| SH-3: Treat all people with dignity and respect with regard to their gender identity and sexual orientation. | SH-9: Avoid pressuring others to engage in sexual behaviors. |
| SH-4: Give and receive consent in all situations. | SH-10: Use appropriate health services to promote sexual and reproductive health. |
| SH-5: Be sexually abstinent. | |
| SH-6: Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV. | |

Promoting a Tobacco-Free Lifestyle (T)

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| T-1: Avoid using (or experimenting with) any form of tobacco. | T-3: Support a tobacco-free environment. |
| T-2: Avoid exposure to second-hand smoke and aerosol. | T-4: Support others to be tobacco-free. |
| | T-5: Quit using tobacco, if already using. |

Preventing Violence (V)

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| V-1: Manage interpersonal conflict in nonviolent ways. | V-7: Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. |
| V-2: Manage emotional distress in nonviolent ways. | V-8: Get help to prevent or stop unwanted or inappropriate touching. |
| V-3: Avoid bullying or being a bystander to bullying. | V-9: Get help to stop being subjected to violence or physical abuse. |
| V-4: Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. | V-10: Get help for oneself or others who are in danger of hurting themselves. |
| V-5: Avoid situations where violence is likely to occur. | |
| V-6: Avoid associating with others who are involved in or who encourage violence or criminal activity. | |

These Healthy Behavior Outcomes were defined by CDC in the *Health Education Curriculum Analysis Tool (HECAT) 2021*.