

# National Health Education Standards and Minnesota Benchmarks

## 2007 National Health Education Standards

1. **Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)**
2. **Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (INF)**
3. **Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)**
4. **Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)**
5. **Students will demonstrate the ability to use decision-making skills to enhance health. (DM)**
6. **Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)**
7. **Students will demonstrate the ability to practice health-enhancing behaviors and avoid health risks. (SM)**
8. **Students will demonstrate the ability to advocate for personal, family, and community health. (AV)**

### **The Health and Physical Education Quality Teaching Network (HPE QTN) District Health Education Standards and Benchmark Model**

The HPE QTN is made up of 50 master health education and physical education K-12 and higher education teachers across Minnesota. The HPE QTN provides service work for districts in a multitude of capacities from resource development, research projects, and in-service trainings. The Benchmarking Project is a HPE QTN collective effort to assist schools as they review local standards. They are not the state official model as legislation requires districts to develop their own however; they can be utilized in part, or as a whole, for districts as they go through their review process. They can be used by classroom teachers, curriculum developers or curriculum review teams. For further information, contact [Mary.Thissen-Milder@state.mn.us](mailto:Mary.Thissen-Milder@state.mn.us)

2006-07 Health Education and Physical Education Quality Teaching Network

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## District Health Education Standards and Benchmark Model

### Sample Minnesota Benchmarks

#### KINDERGARTEN

National Standard	MN Benchmark	
<b>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)</b>	1. The student will describe how individual behavior affects individual health. <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Name the five senses.</li> <li>• Explain how food is fuel for the body and brain.</li> <li>• Describe how to prevent the spread of germs (e.g., hand washing).</li> <li>• List how to keep yourself healthy and safe.</li> <li>• List healthy snacks.</li> <li>• Explain why physical activity is important to health.</li> <li>• Practice daily routines for good hygiene.</li> <li>• Predict what happens when playing in safe and unsafe ways</li> <li>• Name examples of good touch and bad touch/gestures.</li> </ul>
	2. The student will describe how the family influences personal health. <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how a family helps you to be healthy.</li> <li>• Identify cultural customs (e.g., eating habits, health care practices, celebrations).</li> <li>• Explore how families are alike and different.</li> </ul>
<b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b>	1. The student will explain how information and how we spend our time influences health.	<ul style="list-style-type: none"> <li>• Share stories that describe cultural influences in choosing food.</li> <li>• Describe personal TV-watching habits</li> <li>• Draw pictures that show the impact of long periods of watching TV or playing video games and personal health.</li> </ul>
<b>3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)</b>	1. The student will demonstrate the ability to locate school and community health helpers.	<ul style="list-style-type: none"> <li>• Identify safety rules for home, school and community.</li> <li>• Practice how to ask for help if you, a friend, or family member were injured or in trouble.</li> <li>• Explain why, how, and when you need to call 911.</li> <li>• Perform routines for safety.</li> <li>• Explain safe and unsafe play that you see on the playground</li> <li>• Identify health helpers outside of family (e.g., doctor, firefighter).</li> </ul>

National Standard	MN Benchmark	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will show healthy ways to express needs, wants, and feelings.</p>	<ul style="list-style-type: none"> <li>• Tell in your own words when a situation becomes unsafe (e.g., drugs, touch words, bullying, etc.).</li> <li>• Discuss how you are a special person.</li> <li>• Practice how to ask for things and attention appropriately.</li> <li>• Identify comfortable and uncomfortable feelings.</li> <li>• Practice expressing emotions, needs, and wants in healthy ways (e.g., use “I” statements, listen, take turns, do not interrupt).</li> <li>• Use appropriate vocabulary for personal body parts.</li> <li>• Demonstrate how to say NO to inappropriate touch.</li> <li>• Discuss typical conflicts at this grade level and how to express your wants and needs in healthy ways.</li> <li>• Identify ways you might hurt others or they might hurt you.</li> </ul>
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will identify skills in problem solving and decision making.</p>	<ul style="list-style-type: none"> <li>• Choose between healthy and unhealthy choices (e.g., nutrition, tobacco, violence prevention, conflict).</li> <li>• List harmful substances to avoid.</li> <li>• Identify safety rules for medicines and health-care products.</li> <li>• Role-play more than one choice in a situation and choose the healthy choice by predicting consequences.</li> <li>• Explain the consequences of playing with guns.</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>		<ul style="list-style-type: none"> <li>• Identify a short-term personal health goal and take action toward achieving that goal</li> <li>• Identify who can help when assistance is needed to achieve a personal health goal.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will identify responsible health behaviors.</p>	<ul style="list-style-type: none"> <li>• Explain the difference between medicine and dangerous substances (e.g., insect spray, cleaning fluids, gasoline).</li> <li>• Identify safety rules for home/school (e.g., bike, fire, pedestrian).</li> <li>• Identify an emergency and recognize when to get help.</li> <li>• List symptoms of common illnesses and explain how being careful about what is shared can keep disease away.</li> <li>• Identify potential hazards in the home.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will identify safe behaviors in the home, school, and community.</p>	<ul style="list-style-type: none"> <li>• Role-play how to respond to peer pressure in terms of following safe practices</li> <li>• Discuss safety routines</li> </ul>

National Standard	MN Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)</b></p>	<p>1. The student will understand common health issues in children.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• List a variety of healthy and unhealthy foods and their effects on the body.</li> <li>• Draw the lungs and describe what happens to breathing because of colds, allergies, and/or asthma.</li> <li>• Draw pictures to show how physical exercise promotes health.</li> <li>• Identify healthy and unhealthy noise levels and how to use an “inside voice.”</li> <li>• Identify differences in physical changes between kindergarten and first grade.</li> <li>• Describe the effects of littering.</li> <li>• Identify how to take care of the body (e.g., teeth, eyes, ears, bones, etc.).</li> <li>• List common challenges and related emotions that may occur in first grade (stress management).</li> <li>• Identify words that describe emotions.</li> <li>• Explore how and when words can hurt people.</li> </ul>
	<p>2. The student will identify childhood injuries and illnesses.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• List injuries and other conditions that harm the skin.</li> <li>• Explain what germs are and how they spread.</li> <li>• Explore how adhesive bandages prevent illness.</li> <li>• Identify signs and symptoms of colds and flu.</li> <li>• List rules for safe play.</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will explain how information from a variety of sources influences health.</p>	<ul style="list-style-type: none"> <li>• Describe favorite commercials and discuss the purpose of commercials.</li> <li>• Discuss the difference between real and unreal actions on TV shows and computer games. Distinguish between violent and non-violent examples.</li> <li>• Draw pictures and compare cultural differences in healthy food.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid information and products and services to enhance health. (AI)</b></p>	<p>1. The student will locate resources from home, school, and community that provide valid health information.</p>	<ul style="list-style-type: none"> <li>• Identify community safety helpers and decide which helper to contact for which information.</li> <li>• Name appropriate adults who can give medicine to a child.</li> <li>• Identify the school nurse and understand his/her role for keeping children healthy.</li> <li>• Identify safety procedures for the home, school, and community.</li> <li>• List or draw protective equipment for activities such as biking, boating, or exposing skin to the sun.</li> </ul>

National Standard	MN Benchmarks	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will describe characteristics needed to be a responsible friend and family member.</p>	<ul style="list-style-type: none"> <li>• Role-play ways that people can communicate with each other to show good sportsmanship.</li> <li>• Identify actions of a good listener and practice being a good listener.</li> <li>• Describe ways to help one’s family.</li> <li>• Practice self-management in stressful situations.</li> <li>• Use “I” language to express emotions, needs, and wants.</li> </ul>
	<p>2. Identify ways to communicate care. Consideration, respect of self and others.</p>	<ul style="list-style-type: none"> <li>• Role-play how to politely join into a social situation.</li> <li>• Draw a picture illustrating how to care for someone who is ill and/or elderly.</li> <li>• Role-play listening in a conflict situation.</li> <li>• Describe how friends can influence one’s feelings.</li> <li>• List ways to show respect for diverse groups of people.</li> </ul>
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will recognize outcomes of positive health decisions.</p>	<ul style="list-style-type: none"> <li>• Describe how change influences how we feel.</li> <li>• Identify 2-3 choices and contrast healthy and unhealthy decisions.</li> <li>• Use decision making steps to handle common situations.</li> <li>• Practice refusal skills.</li> <li>• List ways to resolve conflict without fighting or violence.</li> <li>• Describe how one’s actions may evoke a response in others.</li> <li>• Name sources of help.</li> <li>• Identify a decision that needs to be made by the characters in a story or students in a classroom scenario.</li> <li>• Describe the importance of “asking first” before ingesting a substance offered by a friend.</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>		<ul style="list-style-type: none"> <li>• Identify a short-term personal health goal and take action toward achieving that goal</li> <li>• Identify who can help when assistance is needed to achieve a personal health goal.</li> </ul>

National Standard	MN Benchmarks	
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will demonstrate ways to avoid and reduce threatening situations</p>	<ul style="list-style-type: none"> <li>• Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire.</li> <li>• Practice ways to talk things out that are upsetting.</li> <li>• Show you recognize a “dare” and respond with good refusal skills.</li> <li>• Recognize the difference between good, bad, and confusing touch/getures.</li> <li>• Predict what would happen in different situations if children do or do not follow safety rules and safe play (e.g., fire prevention).</li> <li>• Identify what to do when unsupervised (e.g., home safety).</li> <li>• Show self-management steps when stressed or upset.</li> <li>• Show good hand-washing techniques to others.</li> <li>• Make a poster illustrating safe bus-riding procedures.</li> <li>• Identify healthy ways to deal with anger.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will describe a variety of methods to convey accurate health information and ideas.</p>	<ul style="list-style-type: none"> <li>• Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices (e.g., ingesting something, pushing someone, breaking a safety rule).</li> <li>• Describe consequences of “telling” or not “telling.”</li> <li>• Practice reading, writing, and saying your name, address, and phone number.</li> <li>• Practice communication skills for getting help from trusted and safe adults.</li> <li>• Use puppets to show how to tell and yell when someone is not respecting personal body safety.</li> </ul>

National Standard	Benchmarks	Benchmarks
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. (CC)</b></p>	<p>1. The student will identify indicators of mental, emotional, social and physical health during childhood.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what the heart does when physically active.</li> <li>• Explain why caring for others is important for healthy relationships.</li> <li>• List ways germs enter the body and how to keep them out to stay healthy.</li> <li>• Identify ways to stay healthy and safe (e.g., avoid contact with other people’s saliva and blood, the sanitary handling of food, hand washing).</li> <li>• Describe how the body protects itself from disease.</li> <li>• List signs and symptoms of common illnesses.</li> <li>• List first aid procedures for simple injuries (e.g., nosebleeds, cuts, burns).</li> <li>• Identify common health problems (e.g., flu, asthma, colds, head lice).</li> <li>• List reasons calcium is important for the body.</li> <li>• Describe the importance of the “3 R’s” for the environment: Reduce, Reuse, and Recycle.</li> <li>• List/identify how to show respect for human growth differences between first and second graders.</li> </ul>
	<p>2. The student will explain how childhood injuries and illness can be prevented.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Mind-web examples of healthy and unhealthy behavior.</li> <li>• Predict how not taking care of one’s body can affect health.</li> <li>• Differentiate between over-the-counter and prescription medicine.</li> <li>• Role-play various safety techniques.</li> <li>• Identify potential outdoor hazards for pedestrians, at the playground, etc.</li> <li>• Describe the importance of regular health care check-ups (e.g., dental, immunizations).</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will explain how media influences thoughts, feelings and health behavior.</p>	<ul style="list-style-type: none"> <li>• Classify TV shows or comic strips as violent or nonviolent.</li> <li>• Create an accurate advertisement for healthful snacks.</li> <li>• Describe how different types of music can change emotions.</li> <li>• Discuss how commercials influence decisions about what products to buy.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and products</b></p>	<p>1. The student will explain how media influences the selection of health information.</p>	<ul style="list-style-type: none"> <li>• Mind-web examples of healthy and unhealthy behavior.</li> <li>• Predict how not taking care of one’s body can affect health.</li> <li>• Differentiate between over-the-counter and prescription medicine.</li> <li>• Role-play various safety techniques.</li> </ul>



National Standard	Benchmarks	
and services. (AI)		<ul style="list-style-type: none"> <li>• Identify potential outdoor hazards for pedestrians, at the playground, etc.</li> <li>• Describe the importance of regular health care check-ups (e.g., dental, immunizations).</li> </ul>
<b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b>	1. The student will describe refusal skills to enhance health.	<ul style="list-style-type: none"> <li>• Role-play refusal skills when faced with a stranger.</li> <li>• Practice saying no to risk taking behaviors or situations that threaten safety.</li> <li>• List the ways a person can say “no” to drugs and other substances that are not safe.</li> </ul>
	2. The student will differentiate between negative and positive behaviors used in conflict situation.	<ul style="list-style-type: none"> <li>• Categorize unhealthy and healthy communication skills in a conflict scenario (e.g., attentive listening skills).</li> <li>• Describe healthy habits for avoiding fights.</li> <li>• Compare and contrast healthy and unhealthy ways to respond to anger.</li> <li>• Demonstrate thoughtful behavior toward others.</li> <li>• Use puppets to show attentive listening skills.</li> <li>• Identify real dangers and how to cope with them (e.g., bullying, abuse, harassment).</li> <li>• Identify ways to seek assistance from a trusted adult if worried, abused, or threatened.</li> <li>• Demonstrate taking responsibility for actions rather than blaming.</li> <li>• Use a story to distinguish between healthy and unhealthy behaviors.</li> <li>• Identify ways to show care and consideration for others.</li> </ul>
<b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b>	1. The student will set a personal health goal and track progress toward its achievement.	<ul style="list-style-type: none"> <li>• Compare and contrast realistic and unrealistic goals.</li> <li>• Practice healthful eating and exercising for one week.</li> </ul>
<b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b>		<ul style="list-style-type: none"> <li>• Set a one-week goal for doing one thing to enhance physical fitness.</li> <li>• Set specific goals to help others when in need.</li> <li>• Self assess or discuss how closely the goal was reached.</li> <li>• Identify a short-term personal health goal and take action toward achieving that goal</li> <li>• Identify who can help when assistance is needed to achieve a personal health goal.</li> </ul>
<b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b>	1. The student will compare behaviors that are safe to those that are risky or harmful.	<ul style="list-style-type: none"> <li>• Identify consequences of safe/healthful and risky/harmful behaviors (e.g., injury prevention, sneezing, coughing, objects near face).</li> <li>• Role-play examples of healthful behaviors.</li> <li>• Teach peers the consequences of safe/healthful and risky/harmful behaviors.</li> </ul>

National Standard	Benchmarks	
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>2. The student will develop injury prevention and self-management strategies for personal health.</p>	<ul style="list-style-type: none"> <li>• Explain why it’s important to eat breakfast.</li> <li>• Identify ways to keep colds from spreading in the home and at school.</li> <li>• Describe real dangers children might face under different circumstances and what to do about them (e.g., getting lost, bus problems).</li> <li>• List/describe ways to handle/cope with disappointment and stress.</li> <li>• Identify ways to calm oneself.</li> <li>• List ways to express anger and annoyance in a healthy manner.</li> <li>• List ways to cope with uncomfortable feelings (e.g., anger, embarrassment).</li> <li>• Identify ways to cope with change.</li> <li>• Demonstrate safe behaviors in a variety of settings (e.g., air bags, seat belts).</li> <li>• Describe group behaviors that pose safety hazards (e.g., pushing in line, talking when needing to pay attention).</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will express information and opinions about health information and ideas.</p>	<ul style="list-style-type: none"> <li>• Describe and discuss ways to make your heart healthy.</li> <li>• Express opinions about your favorite vegetables.</li> <li>• Show others examples of healthy foods that can be eaten at lunch or after school.</li> <li>• Practice communication skills for getting help.</li> <li>• Draw a poster for a specific audience showing what to do to prevent pollution in the school or home.</li> </ul>

National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will describe how physical, social, and emotional environments influence personal health.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm ways to enhance social and emotional environments (e.g., classroom rules).</li> <li>• Demonstrate knowledge of physical activity and explain how it relates to physical health.</li> <li>• Discuss healthy ways to adjust to family changes (e.g., divorce, death, remarriage, moving, births, homelessness).</li> <li>• List basic first-aid rules.</li> <li>• List health and safety rules for taking medication (e.g., more is not better; don't share medicine).</li> <li>• Illustrate the components of a healthy meal.</li> <li>• Describe unhealthy group behaviors (e.g., cliques, harassment, gangs) and the effect on individuals.</li> <li>• Discuss the influence of friends on personal health (e.g., smoking, relationships, bullying, gangs, violence).</li> <li>• Discuss how environment and physical activity impact health (e.g., asthma, allergies, lead poisoning).</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will describe how culture influences personal health behaviors.</p>	<ul style="list-style-type: none"> <li>• Identify and discuss cultural differences related to personal health (e.g., food choices, recreational activities).</li> <li>• Tell stories about how name-calling and teasing regarding cultural differences affects personal health (e.g., hurt feelings, truancy).</li> <li>• Journal ways to reduce stress.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and products and services. (AI)</b></p>	<p>1. The student will explain how media influences the selection of health information, products and services.</p>	<ul style="list-style-type: none"> <li>• Discover strategies that media uses to persuade consumers to buy snacks.</li> <li>• Explore television's early morning food ads that influence third graders.</li> <li>• Compare and discuss health information you have heard on television or on the Internet.</li> <li>• Create your own ad to promote healthy choices for your peers.</li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC).</b></p>	<p>1. The student will distinguish between verbal and nonverbal communication.</p>	<ul style="list-style-type: none"> <li>• Predict intended communication by watching a TV scene without sound.</li> <li>• Explain the importance of matching verbal and nonverbal communication.</li> <li>• Practice using nonverbal communication while using active listening skills.</li> <li>• Identify nonverbal safety signals for injury prevention (e.g., classroom, playground).</li> </ul>

National Standard	Benchmarks	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>2. The student will identify attentive listening skills to build and maintain healthy relationships.</p>	<ul style="list-style-type: none"> <li>• Give examples of attentive listening skills seen in the classroom.</li> <li>• Role-play active listening skills.</li> <li>• Identify differing points of view within a given scenario.</li> <li>• Write a letter expressing empathy toward the needs of another person.</li> <li>• Mind-web the meaning of being a good friend.</li> <li>• Practice compromise as a solution to conflict.</li> <li>• Demonstrate ways to show disapproval without unhealthy conflict.</li> </ul>
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will explain when to ask for assistance in making health-related decisions and setting health goals.</p>	<ul style="list-style-type: none"> <li>• Brainstorm situations where health assistance might be needed.</li> <li>• Use behavior rehearsal to practice asking for assistance.</li> <li>• Discuss situations when and how to help a friend.</li> <li>• Identify 3 – 5 choices in a given scenario and explain possible consequences to those choices.</li> <li>•</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>	<p>1. The student will explain when to ask for assistance in making health-related decisions and setting health goals.</p>	<ul style="list-style-type: none"> <li>• Set realistic goals for healthful behaviors (e.g., nutrition, fitness).</li> <li>• List action steps in the goal plan.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will compare behaviors that are safe to those that are risky or harmful.</p>	<ul style="list-style-type: none"> <li>• Identify personal choices that promote health-enhancing behaviors and reduce health risks.</li> <li>• Compare, contrast, and role-play consequences of safe/healthy and risky/harmful behaviors (e.g., bicycle, fire, water, pedestrian, natural disasters).</li> <li>• Role model healthy behaviors for younger students.</li> <li>• Identify situations that might require getting help from an adult.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>2. The student will demonstrate strategies to improve or maintain personal health.</p>	<ul style="list-style-type: none"> <li>• Describe actions of healthy friendships.</li> <li>• Practice positive thinking such as self-affirmations.</li> <li>• Explain healthy ways to express emotions.</li> <li>• Show evidence of healthy choices in nutrition (e.g., log, diagram, chart).</li> <li>• Identify foods that provide energy for exercise and activity.</li> <li>• Describe how to avoid risky situations (e.g., cliques, bullying, gang behavior).</li> <li>• Identify how violence and gangs may affect your health and safety.</li> </ul>

National Standard	Benchmarks	
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will identify community agencies that advocate for healthy individuals, families, and communities.</p>	<ul style="list-style-type: none"> <li>• Mind-web helpers who keep the community healthy.</li> <li>• Identify strategies for reporting dangerous situations involving self/others (e.g., injury prevention).</li> <li>• Brainstorm ways to make home, school, and community environments healthier places. Support strategies with relevant valid information.</li> <li>• Write and illustrate a story that shows how to support people who face challenges (e.g., the elderly, people with disabilities).</li> </ul>

National Standard	Benchmarks	Benchmarks
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will describe the basic structure and functions of the human body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Write a poem, song, or rap to describe how body systems are structured and how they function.</li> <li>• Make a model of a body system and explain how it works.</li> <li>• Define the basic structure and functions of the body systems.</li> <li>• Locate pulse points.</li> <li>• Discuss target heart rate for exercise.</li> <li>• Describe how exercise impacts the various body systems.</li> <li>• Describe the circulatory system and identify the components of blood.</li> <li>• Understand the biological differences between boys and girls.</li> <li>• Describe the physical changes during puberty.</li> <li>• Role-play ways to protect oneself from unsafe or unhealthy environmental situations (e.g., sunscreen, seat belts, helmets).</li> </ul>
	<p>2. The student will identify health problems that should be detected and treated early.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between fact and fiction of communicable diseases.</li> <li>• Practice telling an adult about a health problem.</li> <li>• Identify consequences of untreated common illnesses.</li> <li>• Discuss strategies for managing first-aid emergencies (e.g., choking, Heimlich, CPR, bleeding).</li> <li>• List important health screenings for children.</li> </ul>
	<p>3. The student will compare the effects of positive and negative behavior on personal health.</p> <p>1. Alcohol and Other Drugs</p> <ul style="list-style-type: none"> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Predict consequences of positive and negative behaviors on personal health.</li> <li>• Describe how alcohol and other drugs can affect health and behavior.</li> <li>• Identify risk factors that contribute to tobacco use.</li> <li>• Describe the effects of tobacco use on the human body.</li> <li>• Describe how exercise and physical fitness levels affect the heart and circulatory system.</li> <li>• Make a poster showing safety practices for bike and water activities.</li> </ul>

National Standard	Benchmarks	
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will describe ways technology can influence personal health.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ways technology can help prevent and treat disease.</li> <li>• Describe how technology is involved in food safety.</li> <li>• Discuss the positive and negative impact of technology on personal health (e.g., airbrushing in advertisements)</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and products and services. (AI)</b></p>	<p>1. The student will identify characteristics of valid health information and health-promoting products and services.</p>	<ul style="list-style-type: none"> <li>• Determine characteristics of valid and invalid health information, such as nutrition.</li> <li>• Discuss, interpret, and compare the information on food labels.</li> <li>• Determine whether the source of health information is valid. Compare and contrast valid and invalid information.</li> <li>• Analyze advertising techniques used to persuade consumers.</li> <li>• Identify the effects of advertising on personal health choices (e.g., body image, food choices, styles and trends, spending).</li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC).</b></p>	<p>1. The student will describe communication skills to build and maintain healthy relationships.</p>	<ul style="list-style-type: none"> <li>• Discuss why we need friends and role-play how to effectively communicate that need to others.</li> <li>• Use assertive statements and “I” statements in student-created skits about relationship scenarios.</li> <li>• Draw a picture showing a time when you used compassion and empathy to help another person.</li> <li>• Show evidence of healthy choices in real and simulated situations in interpersonal conflicts.</li> <li>• Describe problems that arise in friendships and suggest ways to deal with them.</li> <li>• Role-play healthy compromises to conflicts.</li> <li>• Write a story about how a fifth grader learns to communicate with someone who has different opinions and interests.</li> <li>• Design a T-shirt or poster that shows a personal and positive way to say “no.”</li> </ul>
	<p>2. The student will demonstrate healthy ways to express needs, wants and feelings</p>	<ul style="list-style-type: none"> <li>• Identify healthy and unhealthy methods for handling strong emotions.</li> <li>• Write a story that describes an event or change in life that might cause stress. Include healthy ways the main character expresses his/her needs, wants, and feelings in order to reduce his/her stress.</li> <li>• Journal about an example where a person showed respect for the feelings, rights, and property of others.</li> <li>• Demonstrate how to handle potentially unsafe or uncomfortable situations (e.g., playground incidents, friendship problems).</li> </ul>

National Standard	Benchmarks	
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will demonstrate the ability to apply a decision-making process to health issues and problems.</p>	<ul style="list-style-type: none"> <li>• Identify factors that influence food preference (activity level, time, age, money, peers, culture, religion, environment, personal experiences).</li> <li>• Identify criteria to choosing healthful snacks.</li> <li>• Evaluate food choices and the impact of nutrition on health and energy,</li> <li>• Choose healthful amounts of physical activity and create a realistic fitness plan.</li> <li>• Select real life situations and apply healthy decision-making process.</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>		<ul style="list-style-type: none"> <li>• Set realistic goal for positive friendship behavior.</li> <li>• Practice reaching the goal and self-reflect on progress</li> <li>• Set a personal health goal and track progress toward achievement</li> <li>• Identify resources to assist in achieving a personal health goal</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will demonstrate skills to manage stress.</p>	<ul style="list-style-type: none"> <li>• Participate in and practice various stress-reduction techniques.</li> <li>• Teach another student (peer teach) a stress-reduction technique.</li> <li>• Make a poster that describes a stress-reduction technique.</li> <li>• Model self-management</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will demonstrate the ability to influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> <li>• Model making healthy choices and how to manage difficult or stressful situations.</li> <li>• Design a T-shirt that encourages others to make responsible healthy choices.</li> <li>• Create “healthy choices” bumper stickers.</li> <li>• Discuss the link between health and heredity.</li> <li>• Create a personal safety plan to use in crisis situations.</li> <li>• Identify a health goal and write a plan to reduce personal</li> </ul>



National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will explain how health is influenced by the interaction of body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Design a poster that shows how a health-related fitness component (e.g., cardiovascular, muscle strength and endurance, flexibility) impacts a body system.</li> <li>• Name the different parts of the body systems. Explain the effects of alcohol, tobacco and other drugs on a specific body system.</li> <li>• Predict the consequences of various injuries to the brain and how they may affect body systems</li> <li>• Discuss how decisions help or harm the body systems.</li> <li>• Identify ways the environment affects health of body systems such as loud sounds).</li> <li>• Differentiate between HIV/AIDS and discuss transmission.</li> <li>• Describe the effects of HIV on the immune system.</li> <li>• Discuss current treatments for HIV.</li> <li>• Explain the endocrine system and the role hormones play in stimulating body functions.</li> <li>• Examine how bodily changes during puberty affect personal self care.</li> <li>• Discuss the importance of personal self care in adolescence.</li> <li>• Identify actions that are risky or harmful to self or others in order to prevent potential injuries.</li> <li>• Mind-web how environmental health affects the body systems.</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will describe how messages from the media influence health behaviors.</p>	<ul style="list-style-type: none"> <li>• Participate in a family media watch: list types of foods shown on commercials; list foods shown on a favorite TV show; describe physical activity portrayed on TV shows/commercials.</li> <li>• Analyze the influences of consumer products for hygiene and appearance.</li> <li>• Identify ways some advertising promotes alcohol, tobacco or other drug use.</li> <li>• Explain the tactics used by advertisers to influence self and body image and decide which ones are misleading.</li> <li>• Define entertainment addiction.</li> <li>• Calculate the number of hours spent per week on the computer, playing video games, watching TV.</li> <li>• Discuss the effects of a sedentary lifestyle.</li> <li>• List the effects of peers, families, socio-economic factors, cultural beliefs and media messages on decisions affecting emotional health, safety, and consumer health.</li> </ul>

National Standard	Benchmarks	
<p><b>3. Students will demonstrate the ability to access valid health information and products and services. (AI)</b></p>	<p>1. The student will describe characteristics of valid health information and health-promoting products and services.</p>	<ul style="list-style-type: none"> <li>• Discuss and create a valid rating system to evaluate health products and school/community health services.</li> <li>• Compare and contrast the validity of a variety of health information, products, and resources.</li> <li>• Create a web/mind map of validity characteristics.</li> </ul>
	<p>2. The student will demonstrate the ability to locate health products and services.</p>	<ul style="list-style-type: none"> <li>• Identify the roles of public safety groups and how to access each for help.</li> <li>• List resources in the community that can help with drug problems, stress problems, and or emergency medical problems.</li> <li>• Compare and contrast major and minor emergencies and evaluate suitable resources.                             <ol style="list-style-type: none"> <li>1) Identify resources for staying safe in public places (e.g., park, mall).</li> <li>2) Identify sources of help for dealing with family or individual health issues.</li> </ol> </li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will demonstrate healthy ways to express needs, wants, and feelings.</p>	<ul style="list-style-type: none"> <li>• Identify how characters in stories express needs, wants, and feelings.</li> <li>• Categorize healthy and unhealthy methods for handling strong emotions.</li> <li>• Compare and contrast the physical and emotional similarities between boys and girls during puberty.</li> <li>• Identify events in life that may influence emotions such as guilt, anxiety, depression, and fear.</li> <li>• Identify and role-play the steps to conflict resolution</li> </ul>
	<p>2. The student will describe communication skills to build and maintain healthy relationships.</p>	<ul style="list-style-type: none"> <li>• Discuss why we need friends and how to effectively communicate needs to others.</li> <li>• Use assertive statements and “I” statements in student-created role-plays of relationship scenarios.</li> <li>• Define respect, compassion, and empathy. Explore what it looks/sounds like.</li> <li>• Practice problem solving different types of conflicts using effective communication and mediation techniques.</li> <li>• Demonstrate assertiveness skills and identify typical situations in which they could be used.</li> <li>• Identify behaviors that are physically or emotionally abusive.</li> <li>• Practice how to appropriately get adult attention and ask for help in various situations.</li> <li>• Demonstrate refusal skills in unsafe situations.</li> </ul>
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will describe strategies and skills needed to attain personal health goals.</p>	<ul style="list-style-type: none"> <li>• Define aerobic and anaerobic activity; describe favorite physical activities—keep a log of activities that are aerobic and/or anaerobic.</li> <li>• Identify steps needed to change behaviors/unhealthy habits.</li> <li>• Apply skills in breaking an unhealthy habit.</li> <li>• Utilize heart-rate monitors and pedometers to measure activity.</li> <li>• Explain the nutritional needs of individuals based on age and activity level.</li> </ul>

National Standard	Benchmarks	
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>		<ul style="list-style-type: none"> <li>• Establish personal goals and describe plans for how to reach those goals.</li> <li>• Define and recognize personal bests in reaching your individual health goals.</li> <li>• Self reflect and evaluate progress toward the goal.</li> <li>•</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will demonstrate ways to avoid and reduce threatening situations.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ways to say “no” when faced with a threatening situation.</li> <li>• Demonstrate effective ways to say “no” in response to differing kinds of peer pressure.</li> <li>• Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.</li> <li>• Role-play ways to avoid, recognize, and respond to negative social influence and pressure.</li> <li>• Discuss misuse of common household items (e.g., toxic inhalants, cough medicine).</li> <li>• Create skits demonstrating healthy and unhealthy conflict-resolution techniques.</li> <li>• Role-play examples to show the difference between harassment and teasing.</li> <li>• Research various eating disorders (e.g., signs, symptoms, effects).</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>2. The student will describe responsible health behaviors.</p>	<ul style="list-style-type: none"> <li>• Compare peer pressure to peer support and how each influences the making of informed decisions.</li> <li>• Define addiction and mind-web the health effects of chemical abuse on individuals and families.</li> <li>• Illustrate alcohol’s effect on the brain and body (e.g., judgment, reflexes).</li> <li>• Identify types of tobacco and alcohol and role-play how to refuse peer pressure to use.</li> <li>• Make a poster that shows a healthy after-school snack and show its location on the food guide pyramid.</li> <li>• Create a personal plan using the FITT (frequency, intensity, time and type) formula to improve personal fitness.</li> <li>• Develop bulletin boards to show responsible personal grooming behaviors.</li> <li>• Categorize the differences between respectful and disrespectful behavior.</li> <li>• Show skits that demonstrate respect for differences in individuals</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will identify barriers to effective communication about health issues.</p>	<ul style="list-style-type: none"> <li>• Mind-web examples of how using drugs affects responsibility and respect for self and others.</li> <li>• Discuss barriers that make it difficult to talk to peers and adults.</li> <li>• Design a bulletin board of healthy and unhealthy communication skills.</li> <li>• Practice applying effective strategies for communication with peers and adults.</li> <li>• Describe how to obtain help in high risk situations that pose an immediate threat to oneself, family, or friends (e.g., drunk or drugged driver, violent arguments, guns, knives, other weapons).</li> </ul>

National Standard	Benchmarks	
	2. The student will demonstrate the ability to work cooperatively when advocating for healthy individuals and family.	<ul style="list-style-type: none"> <li>• Create a family fitness survey with exercise and nutritional components.</li> <li>• Strategize ways to involve the entire family in fitness activities.</li> <li>• Propose alternative menus for the family that meet dietary guidelines.</li> <li>• Write a letter to a community resource to advocate for an environmental health issue.</li> </ul>

National Standard	Benchmarks	Benchmarks
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will describe how the family and peers influence the health of individuals.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the effects of positive and negative responses to social pressures.</li> <li>• Explain the needs that may be met by being a member of a group (e.g., family, gang, clique, club, team).</li> <li>• Describe possible healthy and unhealthy influences of being a member of various social groups.</li> <li>• Explain possible consequences of disordered eating patterns (e.g., under-eating and overeating).</li> <li>• Explore reasons families may or may not follow healthful patterns (e.g., eating, fitness).</li> <li>• Research the lifestyle factors associated with various diseases/conditions (e.g., diabetes, cardiovascular)</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will analyze how information from peers influences health.</p>	<ul style="list-style-type: none"> <li>• Define peer pressure and how it can promote positive health choices.</li> <li>• Show ways to be assertive regarding personal health choices.</li> <li>• List health information you have heard from a friend/peer. Compare and contrast valid facts from myth.</li> <li>• Demonstrate how valuing personal health can help resist pressure to experiment with drugs.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and products and services. (AI)</b></p>	<p>1. The student will predict how media influences the selection of health information, products, and services.</p>	<ul style="list-style-type: none"> <li>• Create a collage of advertisements utilizing valid health information.</li> <li>• Analyze advertisements to identify strategies used to sell products and services.</li> </ul>
	<p>2. The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information.</p>	<ul style="list-style-type: none"> <li>• Design a heart-healthy meal using the USDA nutritional guidelines.</li> <li>• Compare fast-food restaurant menu selections for nutritional content.</li> <li>• Develop a local map of community and school health information resources.</li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will demonstrate effective verbal and nonverbal communication skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Practice refusal skills and effective communication in role-play situations.</li> <li>• Role-play the difference between verbal and nonverbal communication showing how it can enhance or compromise one’s health.</li> <li>• Play charades to emphasize the role of nonverbal communication.</li> </ul>

National Standard	Benchmarks	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>2. The student will describe the possible causes of conflict among youth in schools.</p>	<ul style="list-style-type: none"> <li>• Interview parents, counselor, teachers and peers about bullying at schools.</li> <li>• Discuss what might cause different kinds of emotions.</li> <li>• Identify situations that lead to conflict among students.</li> </ul>
	<p>3. The student will demonstrate strategies to manage conflict in healthy ways.</p>	<ul style="list-style-type: none"> <li>• Create examples of “I” statements and discuss assertiveness techniques with friends/peers.</li> <li>• Brainstorm ways to eliminate name calling in schools and how to promote kindness and respect.</li> <li>• Role-play nonviolent means of solving conflicts.</li> </ul>
<p><b>5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will demonstrate the ability to apply a decision-making process to health issues and problems on the individual.</p>	<ul style="list-style-type: none"> <li>• Use a decision making model and explain how decisions are made.</li> <li>• Role-play various situations to practice the ability to make safe-legal-healthy decisions.</li> <li>• Evaluate emergency situations using critical thinking skills to make appropriate first-aid decisions.</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>	<p>1. The student will apply strategies and skills needed to attain personal health goals.</p>	<ul style="list-style-type: none"> <li>• Set goals that will contribute to lower stress.</li> <li>• Set realistic goals concerning eating habits to achieve a healthy energy balance.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will distinguish between healthy and unhealthy relationships.</p>	<ul style="list-style-type: none"> <li>• Discuss the unhealthy effects of power and control in personal relationships.</li> <li>• Write a poem/newspaper article/story about healthy ways to relate to friends.</li> <li>• Identify popular music with healthy and unhealthy relationship messages.</li> <li>• Define sexual harassment.</li> </ul>
	<p>2. The student will demonstrate strategies to manage stress.</p>	<ul style="list-style-type: none"> <li>• Explain the stress response and brainstorm methods to cope with stress.</li> <li>• Participate in physical activities to relieve stress.</li> <li>• Create a healthy stress-management plan to reduce negative stress.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will demonstrate the ability to influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> <li>• Design a demonstration to teach others the value of reading food labels.</li> <li>• Using case studies, decide what to do about a friend who is involved in various risky behaviors</li> </ul>

National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Compare life expectancy of people living in various cultures. Speculate the reasons for the variations.</li> <li>• List protective factors and risk factors associated with health issues.</li> <li>• Design an individual web showing how decisions influence health.</li> <li>• Research hereditary factors that influence health.</li> <li>• Create a collage depicting behaviors influencing placement on the health continuum, from premature death to optimal wellness.</li> <li>• Create a magazine cover on a body system, promoting ways to take care of that system.</li> </ul>
	<p>2. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Choose one hereditary disorder or disease to research. Include symptoms, course of disease/disorder and whether personal habits can decrease the severity of the condition.</li> <li>• Read <i>Healthy People 2010</i> and write your own definition of health and wellness.</li> <li>• Draw your own health triangle and identify how each side is interrelated.</li> </ul>

National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>3. The student will identify ways to reduce risks related to early adolescent health problems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Take a personal wellness inventory and make an action plan for improvement.</li> <li>• Conduct a student survey regarding the health triangle and risk factors to increase student awareness.</li> <li>• Identify ways to reduce the risk of health problems.</li> <li>• Brainstorm ways to deal with anger and express feelings.</li> <li>• Compare cost and the nutritional value of your favorite snack foods. Determine which snacks are healthiest for teens.</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will describe the influence of cultural beliefs on health behaviors.</p>	<ul style="list-style-type: none"> <li>• Investigate the food products available and the opportunities for positive nutritional behaviors in a variety of countries.</li> <li>• Research dating customs of teens in another culture and the impact on health behaviors.</li> <li>• Discuss coming-of-age rituals, how they have changed and the impact on health behaviors.</li> </ul>
	<p>2. The student will analyze the influence of medical advances on personal and family health.</p>	<ul style="list-style-type: none"> <li>• Research recent medical breakthroughs and predict their influence on personal health.</li> <li>• Invite a guest speaker to class that has benefited from recent medical technology.</li> <li>• Interview a person over 60 to determine how the incidence and severity of illness/disease have changed over the course of their lifetime.</li> <li>• Interview a health care professional about major medical advances which have eliminated or reduced the risk of life-threatening diseases.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and health-promoting products and services to enhance health. (AI)</b></p>	<p>1. The student will compare the costs and validity of health products.</p>	<ul style="list-style-type: none"> <li>• Compare the cost of generic and brand name OTC products.</li> <li>• List the criteria the FDA uses to regulate a drug.</li> <li>• Apply the FDA criteria used for drug regulation to various health products.</li> </ul>
	<p>2. The student will describe situations requiring professional health services.</p>	<ul style="list-style-type: none"> <li>• Interview health care professionals concerning signs of depression.</li> <li>• Investigate sport injuries and determine the care needed.</li> <li>• Investigate reasons for visiting a physician and create a list of questions to ask the physician.</li> </ul>



National Standard	Benchmarks	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will describe how the behavior of family and peers affects interpersonal communication.</p>	<ul style="list-style-type: none"> <li>• Create skits that demonstrate effective interpersonal communication.</li> <li>• Describe anger-management techniques.</li> <li>• Practice a conflict resolution method with a peer and a parent/guardian.</li> </ul>
	<p>2. The student will demonstrate refusal skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Create skits that demonstrate effective refusal skills.</li> <li>• Write an article about ways teens can resist pressure to do something harmful (e.g., trying to have the perfect body, using drugs or alcohol).</li> <li>• Rewrite the lyrics of a song to demonstrate refusal skills.</li> <li>• Role-play effective ways to cope with risky situations.</li> </ul>
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will predict how decisions regarding health behaviors have consequences for self and others.</p>	<ul style="list-style-type: none"> <li>• Create a personal health plan outlining health habits that promote healthful living.</li> <li>• Examine scenarios depicting risky behaviors and predict the consequences of those behaviors.</li> <li>• Map how infectious diseases spread and the impact on self and others.</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>	<p>2. The student will describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Interview different generations regarding their health goals as an adult. Compare their current health status with their goals as a teen.</li> <li>• Write a paragraph about an achieved goal and state reasons for success.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will explain the importance of assuming responsibility for personal health behaviors.</p>	<ul style="list-style-type: none"> <li>• Explain protective factors of specific safety equipment (e.g., helmets, seatbelts, PFDs).</li> <li>• Design a poster/ad campaign to demonstrate responsible behaviors (e.g., bike, skateboard, rollerblade, and watercraft safety).</li> <li>• Log 10 personal health behaviors. Self-assess and identify a healthy behavior goal.</li> </ul>
	<p>2. The student will demonstrate strategies to improve or maintain personal and family health.</p>	<ul style="list-style-type: none"> <li>• Create a health behavior contract concerning family communication.</li> <li>• Brainstorm a list of health risk factors unique to your school or community and develop strategies to protect against these risk factors.</li> <li>• Suggest ways to increase/improve your physical activity level.</li> <li>• Create a 30 second public service announcement to inform families of signs of drug use.</li> </ul>

National Standard	Benchmarks	
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>3. The student will develop injury prevention and management strategies for personal and family health.</p>	<ul style="list-style-type: none"> <li>• Develop a poster/flyer with guidelines for safe fitness training.</li> <li>• Create a pamphlet of risky behaviors and preventions.</li> <li>• Design and present a lesson for elementary children on a safety issue.</li> <li>• Develop a bicycle safety pamphlet including essential safety information.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will analyze information and opinions about health issues.</p>	<ul style="list-style-type: none"> <li>• Videotape infomercials and analyze the claims that are made if you use their products.</li> <li>• Do a walk around the school. Identify potential safety issues. Compile a list of recommendations to make the school a safer place to work and study and present the recommendations for improving the school to the administration and school board.</li> </ul>
	<p>2. The student will identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.</p>	<ul style="list-style-type: none"> <li>• Write a paragraph explaining ineffective methods for communicating with a parent.</li> <li>• Explain why the “silent treatment” prohibits communication.</li> <li>• Illustrate the following conflict styles: the button pusher, the time bomb, the sulkers, etc., and share with the class how you would deal with each conflict style.</li> </ul>
	<p>3. The student will demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and communities.</p>	<ul style="list-style-type: none"> <li>• Create health education materials for a targeted audience.</li> <li>• Help another family member and journal how you felt about the experience.</li> <li>• Volunteer to work with an elderly person.</li> <li>• Present a school campaign with a partner to reduce pressure on teens to have a perfect body.</li> </ul>

National Standard	Benchmarks	Benchmarks
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1.The student will analyze how heredity, environment, and personal health are related.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Research the detection and treatment of lifestyle health issues (e.g., type 2 diabetes, hypertension, heart disease, obesity).</li> <li>• Form a medical panel to discuss options for dealing with the growing number of patients diagnosed with lifestyle health issues.</li> <li>• Create and present a public service announcement for decreasing the number of Americans suffering from a lifestyle health issue.</li> <li>• Discuss how heredity, environment and personal health relate to type 2 diabetes.</li> <li>• Illustrate the body’s use of insulin and how personal choices upset the balance.</li> <li>• Research genetic tendencies toward health issues (e.g., alcoholism cardiovascular disease, etc.).</li> <li>• Create a class newsletter of environmental and personal health tips promoting family health.</li> <li>• Analyze a health issue and the related implications of environment and heredity.</li> </ul>
	<p>2. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast healthy and risky behaviors of young adults.</li> <li>• Investigate fast food restaurants in your area, make a menu of healthy foods from each restaurant and explain why they are healthy.</li> <li>• Investigate communicable disease prevention.</li> <li>• Identify teen stressors and list positive and negative responses to these stressors.</li> <li>• Discuss positive stress-management techniques.</li> <li>• Invite a speaker who has been disabled, due to risky health behavior, to speak to the class.</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will describe the influence of cultural beliefs on health behaviors and the use of health services.</p>	<ul style="list-style-type: none"> <li>• Research cultural health practices in the local community.</li> <li>• Predict what it is like to live in a poor and overcrowded environment and suggest possible healthful strategies one might practice and health services one can access in this situation.</li> </ul>
	<p>2. The student will analyze the influence of technology on personal and family health.</p>	<ul style="list-style-type: none"> <li>• Interview cancer survivors and discuss the impact of technology on cancer survival.</li> <li>• Ask a diabetic to speak with the class about their disease and explain how technological advances have improved their quality of life.</li> <li>• Compare and contrast medical technology for angioplasty.</li> </ul>

National Standard	Benchmarks	
<b>3. Students will demonstrate the ability to access valid health information and products and services to enhance health. (AI)</b>	1. The student will analyze the validity of health information, products and services.	<ul style="list-style-type: none"> <li>• Describe the concepts of quackery and reliability.</li> <li>• Analyze types of adhesive bandages, what they claim to do, and evaluate the pros and cons based on the criteria of validity and reliability.</li> <li>• Compare and contrast the services of two community health agencies.</li> </ul>
	2. The student will analyze how media influences the selection of health information and products.	<ul style="list-style-type: none"> <li>• Compare product effectiveness to the claims made by the ads (e.g., using web pop-ups, teen magazines, etc.).</li> <li>• Identify common advertising techniques geared toward teens and analyze how it impacts recent decisions.</li> <li>• Analyze cigarette and alcohol ads for the messages that influence teens.</li> <li>• Write a television commercial to influence consumers to reduce saturated trans fat in their diet.</li> </ul>
<b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC).</b>	1. The student will analyze effective verbal and nonverbal communication skills to enhance health	<ul style="list-style-type: none"> <li>• View media examples of effective and ineffective communication methods. Rewrite the ineffective methods.</li> <li>• Analyze the effectiveness of strategies used to communicate nonverbally.</li> </ul>
	2. The student will demonstrate ways to communicate care, consideration, and respect of self and others.	<ul style="list-style-type: none"> <li>• Develop a checklist of healthy family communication characteristics.</li> <li>• Create a tape of positive internal messages that would contribute to a healthy self-esteem.</li> <li>• Role-play a group intervention to express concern and caring.</li> <li>• Role-play a situation where a teen has just learned that a close friend or relative has experienced a personal loss.</li> </ul>
	3. The student will demonstrate refusal and negotiation skills to enhance health.	<ul style="list-style-type: none"> <li>• Role-play a situation promoting an alternative to a risky situation.</li> <li>• Write a play, rap, skit, song, or public service announcement demonstrating refusal/negotiation skills for a real-life situation.</li> </ul>
	4. The student will analyze the possible causes of conflict among youth in schools and communities.	<ul style="list-style-type: none"> <li>• Facilitate a discussion with students to determine causes of conflict within the school or community. Create an action plan as a response to the discussion.</li> <li>• Describe teen reactions to seeing violent acts in the media and discuss the impact of this exposure.</li> </ul>

National Standard	Benchmarks	
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.</p>	<ul style="list-style-type: none"> <li>• Create a decision tree using real-life situations, with alternative healthy solutions.</li> <li>• Write a paper reflection about the decision tree.</li> <li>• Work together to solve a situation facing the school. Apply the decision-making process.</li> <li>• Assess the strategies the school/community could use to improve the school environment. Create a plan of action.</li> </ul>
	<p>2. The student will analyze how health-related decisions are influenced by individual, family and community values.</p>	<ul style="list-style-type: none"> <li>• Create a decision tree using real-life situations, with alternative healthy solutions.</li> <li>• Write a paper reflection about the decision tree.</li> <li>• Work together to solve a situation facing the school. Apply the decision-making process.</li> <li>• Assess the strategies the school/community could use to improve the school environment. Create a plan of action.</li> </ul>
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>	<p>1. The student will develop a plan that addresses personal strengths, needs and health risks.</p>	<ul style="list-style-type: none"> <li>• Develop a personal action plan with goals to:                             <ol style="list-style-type: none"> <li>a. Prevent yourself from becoming a victim</li> <li>b. Balance health triangle</li> <li>c. Improve a personal grooming task</li> <li>d. Improve emotional and mental health</li> <li>e. Improve social health</li> <li>f. Improve consumer skills</li> <li>g. Improve physical fitness</li> <li>h. Improve nutritional practices</li> </ol> </li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will distinguish between safe and risky or harmful behaviors in relationships.</p>	<ul style="list-style-type: none"> <li>• Compare healthy and unhealthy behaviors in relationships.</li> <li>• Utilizing scenarios, recognize safe or risky behaviors in relationships.</li> <li>• Describe signs of misuse of power and control in a dating relationship.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will analyze various communication methods to accurately express health information and ideas.</p>	<ul style="list-style-type: none"> <li>• Demonstrate and practice drug refusal skills using verbal and nonverbal assertiveness.</li> <li>• Write an “I” message to effectively communicate about a health issue.</li> <li>• Select a topic and compare the information presented through a variety of media and resources.</li> </ul>

National Standard	Benchmarks	Benchmarks
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will analyze how behavior can impact health maintenance and disease prevention.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Create a skit in which one student is suffering from an illness and the other student determines whether or not the student who is ill should seek medical care.</li> <li>• Make a poster board indicating how various behaviors reduce the risk of an identified disease.</li> <li>• Create a poster for cardio-vascular disease and its risk factors. List factors one can change and factors one cannot change. Develop a plan to reduce risk factors.</li> <li>• Make a life-size drawing of a body system, label organs, and identify lifestyle factors that promote the health of the system.</li> </ul>
	<p>2. The student will describe the inter-relationships of mental, emotional, social and physical health through young adulthood.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• State the importance of practicing tools for building healthy life skills for life-long wellness.</li> <li>• Predict how you can use healthy life skills in your daily life.</li> <li>• Make a collage of positive behaviors and unhealthy behaviors.</li> <li>• Journal one’s lifestyle for a week. Identify 3 positives and 3 negatives and the risks associated with these behaviors.</li> <li>• Initiate a file of people in history who have demonstrated great resiliency when faced with adversity.</li> </ul>

National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>3. The student will explain the impact of personal health behaviors on the functioning of body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Research and make a documentary on the effects of alcohol on teens and the long-term effects of continued use.</li> <li>• Explain the benefits of being physically fit and how to develop a program that is safe and successful.</li> <li>• Make a teen cookbook of nutritious, easy-to-prepare meals.</li> <li>• Research a body system and present the care needed for each system and the consequences of not providing proper care.</li> <li>• Perform various types of physical activities and calculate heart rate. List the advantages and disadvantages of each activity. Evaluate which activity is most beneficial.</li> <li>• Investigate behavioral factors that affect a male/female’s reproductive health (e.g., STI’s, unintended pregnancies, and self-exams).</li> <li>• Contact a health care agency and inquire about their disease-prevention measures, then summarize what you learn by writing a news article.</li> <li>• Make a television or radio broadcast of the health needs of pregnant teens and their unborn babies.</li> </ul>
	<p>4. The student will analyze how the family, peers, community and environment influence individual and public health.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize how drug abuse can negatively affect a person’s life and their family’s life.</li> <li>• Summarize ways that a person with a genetic disease can cope with the disease.</li> <li>• Describe the emotional and social benefits of teen sexual abstinence.</li> <li>• Read and summarize the Americans with Disabilities Act. Describe how this demonstrates influence of community and environment on individual and public health.</li> <li>• Create a publicity campaign to inform the public about a health problem and put it on a local channel or in a newspaper.</li> <li>• Make a checklist of ways the community meets the needs of those with special needs.</li> <li>• Investigate environmental problems in schools and community.</li> <li>• Generate ideas on how to persuade families and peers to be more environmentally healthy.</li> <li>• Research and analyze the effects of a chosen environmental program.</li> <li>• Analyze the ways and means to improve quality of life in the community.</li> <li>• Launch a campaign.</li> </ul>

National Standard	Benchmarks	
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will analyze how cultural diversity enriches and challenges health behaviors.</p>	<ul style="list-style-type: none"> <li>• Describe what influences a person’s food choices. Explain how environmental factors such as location, season, and climate affect food choice.</li> <li>• Research diseases most prevalent in certain parts of the world. Explain what factors contribute to disease prevalence in specific countries.</li> <li>• Analyze cultural diets to understand the connection to the prevention and the existence of various diseases.</li> <li>• Compare communication in other cultures to American culture. Analyze how this might create challenges to your health behaviors when traveling.</li> </ul>
	<p>2. The student will evaluate the effect of media and other factors on personal, family and community health.</p>	<ul style="list-style-type: none"> <li>• Create a scrapbook, poster, or collage of ads that send messages that can affect self-esteem. Create a media-rating sheet on the health-related messages they send. Evaluate the messages.</li> <li>• Investigate various issues associated with being under or overweight (e.g., bullying, low self-esteem, job discrimination, media portrayal, public transportation, and relationships with health-care providers). Draw conclusions about how society discriminates against under or overweight people.</li> <li>• Evaluate the validity of diet and health supplement claims. Determine what advertising techniques were used to promote the use of the diet or health supplement.</li> <li>• Create a poster to expose the hidden message in a series of different ads for the same product category.</li> <li>• Analyze song lyrics for accuracy regarding friendship. Rewrite the lyrics to give a more realistic picture of healthy friendship.</li> </ul>
	<p>3. The student will analyze how information from the community influences health.</p>	<ul style="list-style-type: none"> <li>• Research the role of the FDA and/or USDA in the regulation of food quality (e.g., regulations governing processing plants, grocery stores, restaurants, and consumers). Determine how these agencies influence your health. Present your findings.</li> <li>• Gather information presented through community agencies and analyze how this would influence one’s health.</li> <li>• Investigate government-based health care reform proposals. Predict what health care might look like in the future.</li> <li>• Review current MN laws regarding tobacco and alcohol sales.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and products and services to enhance health. (AI)</b></p>	<p>1. The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.</p>	<ul style="list-style-type: none"> <li>• Research the activities conducted by local or state health departments and the services that each provides to the students community. Compile the information and correlate the activities/services provided with a student goal/need.</li> <li>• Create a bulletin board or pamphlet that compares and contrasts valid community or individual health services in your area.</li> <li>• Create a directory of family resources in your community that provide valid health-promoting services.</li> </ul>



National Standard	Benchmarks	
<p><b>3. Students will demonstrate the ability to access valid health information and products and services to enhance health. (AI)</b></p>	<p>2. The student will evaluate factors that influence personal selection of health products and services.</p>	<ul style="list-style-type: none"> <li>• Interview adults as to where they go for health services and products, and why they select these products and services. Graph your findings.</li> <li>• Examine the label on a variety of similar products. Differentiate valid information from marketing techniques, choose the best product, and defend your reasons for choosing it.</li> <li>• Identify criteria for evaluating information about dietary supplements.</li> </ul>
	<p>3. The student will demonstrate the ability to access school and community health services for self and others.</p>	<ul style="list-style-type: none"> <li>• Create an ongoing list of services for each of the health curriculum topics covered in class (e.g., testicular exams, breast exams).</li> <li>• Gather information, telephone numbers, and addresses of resources in your city that can help teens maintain good health.</li> <li>• Write a letter to a friend about how to remain uninfected with HIV. Include resources for valid information, testing, and treatment.</li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will demonstrate skills for communicating effectively with family, peers and others.</p>	<ul style="list-style-type: none"> <li>• Role-play a family conflict resolved by using healthy communication skills.</li> <li>• Plan and present a health fair. Provide exhibits, demonstrations, and presentations that invite attendees to interact with presenters who are sharing information regarding health issues.</li> <li>• Prepare and present a health lesson to an elementary class on healthy verbal communication skills.</li> <li>• Analyze and write a summary of an unresolved conflict.</li> <li>• Identify healthy communication skills that could successfully resolve the conflict.</li> </ul>
	<p>2. The student will analyze how interpersonal communication affects relationships.</p>	<ul style="list-style-type: none"> <li>• Brainstorm idea lines to pressure someone to engage in sexual relations or risky behavior. Brainstorm and practice responses to diffuse the situation. Analyze the effect the response may have on the relationship.</li> <li>• Write about a situation in which someone expresses their emotions in a positive and healthy way. Identify the communication techniques utilized.</li> <li>• Invite a counselor to speak to the class about healthful and effective ways to communicate with family members. Implement a strategy and reflect on its effect.</li> </ul>
	<p>3. The student will demonstrate healthy ways to express needs, wants and feelings.</p>	<ul style="list-style-type: none"> <li>• Explore constructive ways of responding to family crises.</li> <li>• State healthy ways in which to respond to a situation that involves substance abuse or domestic violence.</li> <li>• Demonstrate and practice “I” messages to express needs, wants, and feelings in family and peer situations.</li> <li>• Brainstorm harmful effects of environmental tobacco smoke and practice I-messages to communicate concern about it.</li> <li>• Use appropriate communication methods i.e. assertive language and respectful tone in a role-play designed to stop sexual harassment.</li> </ul>

National Standard	Benchmarks	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>4. The student will evaluate ways to communicate care, consideration and respect of self and others.</p>	<ul style="list-style-type: none"> <li>• Role-play a family conflict resolved by using healthy communication skills.</li> <li>• Plan and present a health fair. Provide exhibits, demonstrations, and presentations that invite attendees to interact with presenters who are sharing information regarding health issues.</li> <li>• Prepare and present a health lesson to an elementary class on healthy verbal communication skills.</li> <li>• Analyze and write a summary of an unresolved conflict.</li> <li>• Identify healthy communication skills that could successfully resolve the conflict.</li> </ul>
	<p>5. The student will compare and contrast strategies for solving interpersonal conflict without harming self or others.</p>	<ul style="list-style-type: none"> <li>• Brainstorm idea lines to pressure someone to engage in sexual relations or risky behavior. Brainstorm and practice responses to diffuse the situation. Analyze the effect the response may have on the relationship.</li> <li>• Write about a situation in which someone expresses their emotions in a positive and healthy way. Identify the communication techniques utilized.</li> <li>• Invite a counselor to speak to the class about healthful and effective ways to communicate with family members. Implement a strategy and reflect on its effect.</li> </ul>
	<p>6. The student will demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.</p>	<ul style="list-style-type: none"> <li>• Explore constructive ways of responding to family crises.</li> <li>• State healthy ways in which to respond to a situation that involves substance abuse or domestic violence.</li> <li>• Demonstrate and practice “I” messages to express needs, wants, and feelings in family and peer situations.</li> <li>• Brainstorm harmful effects of environmental tobacco smoke and practice I-messages to communicate concern about it.</li> <li>• Use appropriate communication methods i.e. assertive language and respectful tone in a role-play designed to stop sexual harassment.</li> </ul>
	<p>7. The student will demonstrate attentive listening skills.</p>	<ul style="list-style-type: none"> <li>• Practice paraphrasing a variety of statements. Discuss the benefits of paraphrasing.</li> <li>• Interview an elder about their health history, practicing attentive listening skills. Share a summary of the interview.</li> <li>• Partners practice effective listening strategies and effective communication skills. Students describe characteristics of a good listener and how they felt when they were talking with a good listener.</li> </ul>
	<p>8. The student will analyze the possible causes of conflict in schools, families and communities.</p>	<ul style="list-style-type: none"> <li>• Practice “I” messages that help you communicate more effectively.</li> <li>• Role-play situations in which “I” messages would be helpful.</li> <li>• Brainstorm causes of conflict in families. Choose one conflict and create a role-play with a workable resolution and strategies to prevent conflict.</li> <li>• Analyze recent news reports of conflict in your community. Discuss possible factors that led up to the conflict. Suggest nonviolent solutions.</li> </ul>

National Standard	Benchmarks	
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>9. The student will evaluate strategies used to prevent conflict.</p>	<ul style="list-style-type: none"> <li>• Generate a list of nonviolent strategies to handle disagreements between members of a group. Compose a pledge to use non-violent means to resolve conflict. Create a flyer/or pledge card and distribute to the student body.</li> <li>• Perform skits illustrating different ways to handle the following pressures: pressure to engage in the use of a substance (such as alcohol or other drugs), or pressure from a boyfriend or girlfriend to engage in sexual activity.</li> <li>• Students describe a conflict they've seen on TV or movie that had a violent result. Devise possible nonviolent resolutions. Discuss at what point the nonviolent alternative would have to be implemented in order to prevent violence.</li> </ul>
<p><b>5. Students will demonstrate the ability to decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p>	<ul style="list-style-type: none"> <li>• Identify health risks of young adults. Use a decision-making model to reduce one of the risks.</li> <li>• Prepare a consumer report showing comparisons between different health products used by teens (e.g., cost, effectiveness, and quality features). Recommend the best products, substantiating rationale.</li> </ul>
	<p>2. The student will analyze health concerns that require individuals to work together.</p>	<ul style="list-style-type: none"> <li>• Identify characteristics of successful teams.</li> <li>• Examine health issues/problems in your school or community and investigate possible solutions.</li> <li>• Research how various agencies in your community work together to prepare young children to start school.</li> </ul>
	<p>3. The student will predict immediate and long-term impact of health decisions on the individual family and community.</p>	<ul style="list-style-type: none"> <li>• Design comic books for young children that emphasize the short-term and long-term effects alcohol has on the body and mind.</li> <li>• Compare the effects of various sunscreen products on health and aging.</li> <li>• Use a decision making model to demonstrate how a teen could proactively set personal sexual limits that respect self and others. Include a paragraph predicting the impact of the decision on self and family.</li> <li>• Interview a grandparent or other senior citizen and identify the personal steps they have taken that contribute to their current health status.</li> </ul>
	<p>4. The student will analyze how personal health goals are influenced by changes in information, abilities, priorities and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Analyze situations that would require one to change goals due to a change in priorities.</li> <li>• Predict how parenthood might affect one's personal health goals.</li> <li>• Compare and contrast three valid sources of health information about cholesterol reduction. Discuss how your plan to keep cholesterol in check may vary depending on the information you receive.</li> </ul>

National Standard	Benchmarks	
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>	<p>1. The student will demonstrate the ability to utilize various strategies when setting goals related to health needs and risks of young adults.</p>	<ul style="list-style-type: none"> <li>• Assess personal health practices and overall health status.</li> <li>• Develop a plan to attain a personal health goal that addresses strengths, needs and risks.</li> <li>• Implement strategies and monitor progress in achieving a personal health goal.</li> <li>• Formulate an effective long-term personal health plan.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will analyze the role of individual responsibility for enhancing health.</p>	<ul style="list-style-type: none"> <li>• Write a “Dear Counselor” letter and response about an STI or HIV situation that informs another they are not infected.</li> <li>• Interview someone certified in CPR, first aid, or lifeguard training and discuss their duties and experiences with the class.</li> <li>• Examine both direct and indirect personal exposure to tobacco smoke, and develop strategies to avoid/manage your exposure.</li> <li>• Plan an award and present it at a community function for someone who has been responsible for enhancing the health of your community.</li> <li>• Identify an unhealthy community setting and make a plan to turn it into an area of health and safety.</li> </ul>
	<p>2. The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.</p>	<ul style="list-style-type: none"> <li>• Evaluate your current status of healthful behaviors. Determine strategies to reduce health risks where needed.</li> <li>• Write a short story about a teen involved in the process of trying to change a high-risk behavior utilizing positive strategies for enhancing health.</li> <li>• Create a personal health mobile utilizing positive strategies for enhancing health.</li> <li>• Evaluate what is needed to balance the health triangle.</li> </ul>
	<p>3. The student will analyze the short-term and long-term consequences of safe and risky or harmful behaviors.</p>	<ul style="list-style-type: none"> <li>• Research the short-term and long-term consequences of listening to loud music.</li> <li>• Write a script for a skit that deals with a teenager who is experiencing stress and having suicidal thoughts.</li> <li>• Reflect on the short- and long-term consequences of drug use.</li> <li>• Using a case study on chemical dependency, analyze the teen’s stage on the continuum of use and abuse.</li> <li>• Declare a Drug Awareness Day in your school. Invite a panel of speakers directly affected by drug use to participate and provide a question-and-answer session. Write a reflection paper on the personal journey of one of the speakers identifying short- and long-term changes in his/her behavior.</li> <li>• Write a newspaper article on the risky behaviors that may lead to STI’s, HPV, and HIV, their short- and long-term consequences, and their link to AIDS.</li> </ul>

National Standard	Benchmarks	
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>4. The student will develop injury prevention and management strategies for personal, family and community health.</p>	<ul style="list-style-type: none"> <li>• Create first-aid kits and first-responder posters for distribution to community sites.</li> <li>• Read news stories about a recent emergency situation. Discuss how the response could or should have been handled.</li> <li>• Devise a week-long scavenger hunt for potential injuries waiting to happen. Brainstorm solutions to removing the risk. Seek action.</li> <li>• Identify examples of improper body mechanics of weight lifting and create correct examples for display.</li> <li>• Describe the health risks related to activities you participate in on a regular basis and discuss ways to prevent injury/illness while doing them.</li> <li>• Research public health standards for kitchen safety and develop a home plan with these standards in mind. Create a kitchen safety checklist for elementary or middle school classroom use.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	<p>1. The student will express information and opinions about health issues.</p>	<ul style="list-style-type: none"> <li>• Create a 30-second radio public service announcement advocating the refusal of an abused drug that includes three facts about the harmful effects.</li> <li>• Visit food stores and farmer’s markets to identify foods that represent good buys in terms of nutritional value and overall pricing. Utilizing media presentations, share your information and opinions.</li> </ul>
	<p>2. The student will utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ways to approach a close friend who has an addiction. Create a role-play encouraging the friend to make healthful choices.</li> <li>• Develop a campaign geared toward teens about the benefits of beginning a personal fitness program. Defend possible barriers of time, cost and perceived benefit.</li> <li>• Take a stand on the issue of later school start times. Research possible health risks/benefits, and prepare and present an oral argument to classmates.</li> </ul>
	<p>3. The student will influence and support others in making positive health choices.</p>	<ul style="list-style-type: none"> <li>• Organize a health fair at an elementary school, advocating positive health choices at the appropriate age level.</li> <li>• Write an article for a teen magazine discussing what every teenager should know about coping with sexual pressures.</li> <li>• Become a peer helper or peer mediator.</li> <li>• Organize a “Say No To Tobacco Day” at your school.</li> </ul>
	<p>4. The student will demonstrate the ability to work cooperatively when advocating for healthy communities.</p>	<ul style="list-style-type: none"> <li>• Organize a health fair at a local daycare or senior citizen center.</li> <li>• Be an active member of a SADD Chapter.</li> <li>• Design a music video that influences peers not to use tobacco in any form.</li> </ul>

National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>1. The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a “want ad” for a full-time friend that identifies the qualities of a good friend.</li> <li>• Analyze the mental, emotional, social, and physical needs and life stages of an individual by creating a timeline, writing an article, creating a bulletin board, researching life stages, and/or identifying community resources. Display in a community location.</li> </ul>
	<p>2. The student will analyze the impact of personal health behaviors on the functioning of body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Label all the parts of the body that might be affected by tobacco use.</li> <li>• Analyze the impact of substance abuse and use and its effect on body systems.</li> <li>• Make a teen health cookbook and provide nutritional information following the health pyramid.</li> <li>• Create and display a poster of the importance of care for the circulatory and respiratory systems.</li> <li>• Prepare a public service announcement promoting care of a pregnant teen mother and her unborn child.</li> <li>• Create an infectious disease handbook. Identify the pathogen, means of transmission, symptoms and treatments.</li> </ul>
	<p>3. The student will describe how to delay onset and reduce risks of potential health problems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Make a personal health plan showing ways to reduce risks of potential health problems.</li> <li>• Research five diseases/conditions and how to delay the onset and reduce the risks of each.</li> <li>• Create a publicity campaign regarding a medical condition and ways to deal with the condition.</li> <li>• Utilize a variety of stress-management techniques.</li> <li>• Prepare a pamphlet that provides reasons for delaying sexual activity.</li> </ul>

National Standard	Benchmarks	
<p><b>1. Students will comprehend concepts related to health promotion and disease prevention. (CC)</b></p>	<p>4. The student will analyze the role of public health policies and laws in the prevention and control of disease and other health problems.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Create a booklet containing your school district policies on health-related topics.</li> <li>• Write a paragraph discussing how the policy promotes student health.</li> <li>• Research public health laws and policies. Analyze the need and effectiveness of these laws and policies for teens (e.g., MN DUI law reduced to .08—the law for teens = “Not A Drop” 0%).</li> <li>• Examine laws regarding warning labels on products (e.g., alcohol, cigarettes) and design an effective alternative warning label.</li> <li>• Research state and federal laws regarding controlled and illegal substances. Make a bulletin board to inform others about these laws and the penalties for breaking them.</li> <li>• Research how to obtain protective barrier items used in first-aid response to emergencies, and compare the average cost and quality.</li> </ul>
	<p>5. The student will analyze how the prevention and control of health problems are influenced by research and medical advances.</p> <ul style="list-style-type: none"> <li>• Alcohol and Other Drugs</li> <li>• Community and Environmental Health</li> <li>• Family Life and Sexuality</li> <li>• Injury Prevention</li> <li>• Mental Health</li> <li>• Nutrition</li> <li>• Personal and Consumer Health</li> <li>• Physical Activity</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss current events related to medical research and advances and analyze how they’ve changed in the last 10 years. Make a timeline of those medical advances.</li> <li>• Prepare a personal health plan describing how to reduce the risks of possible diseases/conditions, integrating recent research and medical advances.</li> <li>• Interview a health-care professional about a medical disorder. Compare and contrast various treatment methods and share your findings with the class.</li> <li>• Create and present a live documentary depicting the evolution of HIV/AIDS research and medical advances</li> </ul>
<p><b>2. Students will analyze the influence of culture, media, technology, and other factors on health behaviors. (INF)</b></p>	<p>1. The student will select and assess a school or community health issue resulting from the influence of culture, media, technology and other factors and implement a solution for that issue.</p>	<ul style="list-style-type: none"> <li>• Research the laws regarding sexual harassment. Devise a plan to enhance awareness of what it is and how to prevent it within a high-school setting.</li> <li>• Study the effects of technology, media, and culture on a health concern (e.g., chat rooms, inappropriate web sites, pop-ups, TV, movies and music). Recommend realistic solutions for addressing the health concern. Report your findings to the school or community.</li> <li>• Identify a teen priority issue cited by the CDC. Analyze the impact of the issue on school and community. Develop a plan for a solution.</li> </ul>

National Standard	Benchmarks	
<p><b>3. Students will demonstrate the ability to access valid health information and products and services to enhance health. (AI)</b></p>	<p>1. The student will analyze the cost and accessibility of health-care services.</p>	<ul style="list-style-type: none"> <li>• Using a case study of a teen parent, research the cost of having and raising a child for the first year.</li> <li>• Analyze fitness training facilities by comparing safety, services, convenience and price.</li> <li>• Compare and contrast the cost and accessibility of a variety of adolescent treatment centers. Create a directory including information regarding type of facility, services provided, cost, programming, etc.</li> </ul>
<p><b>3. Students will demonstrate the ability to access valid health information and products and services to enhance health. (AI)</b></p>	<p>2. The student will analyze situations requiring professional health services.</p>	<ul style="list-style-type: none"> <li>• Review various emergency scenarios for teens and respond with proper treatment and referrals.</li> <li>• Analyze how a wake, funeral, or memorial service might help with the grieving process. Provide a rationale why professional health services might be needed during the grieving process.</li> <li>• Research and describe three methods of quitting tobacco. Explain why you believe the methods would be effective as well as the benefits of quitting tobacco use.</li> </ul>
<p><b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC)</b></p>	<p>1. The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p>	<ul style="list-style-type: none"> <li>• List questions to ask a physician during a routine physical examination. Invite a doctor to respond to the list and make suggestions for being more effective.</li> <li>• Create a cartoon to illustrate a health issue. Include appropriate usage of effective verbal and nonverbal communication strategies (e.g., “I” messages, body language, appropriate tone and attentive listening).</li> <li>• Practice using assertive responses to a wide variety of conflict-resolution scenarios. Explain why an assertive response is the healthiest communication style.</li> <li>• Demonstrate the ability to use proper CPR techniques.</li> </ul>
<p><b>5. Students will demonstrate the ability to use decision-making skills to enhance health. (DM)</b></p>	<p>1. The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.</p>	<ul style="list-style-type: none"> <li>• Create a scenario about an interpersonal conflict situation. Use the decision-making process to decide the best way to handle the conflict to prevent violence and/or injury while maintaining your personal standards.</li> <li>• Develop a plan for prom night to minimize the risk for driving or riding with someone under the influence of alcohol.</li> <li>• Develop a scenario for conflict resolution that appropriately shows using consensus decision-making skills. Include a paragraph on how consensus decision making helps resolve conflict.</li> </ul>



National Standard	Benchmarks	
<p><b>6. Students will demonstrate the ability to use goal-setting skills to enhance health. (GS)</b></p>	<p>1. The student will design, evaluate, and implement a plan for attaining a personal health goal.</p>	<ul style="list-style-type: none"> <li>• Identify personal health goals. Prioritize health needs relative to your goals. Develop a plan for a health change. Implement your plan. Reflect on and evaluate the success of your plan.</li> <li>• Identify environmental concerns. Develop a plan of improvement. Organize volunteers to implement plan.</li> <li>• Using a progressive goal-setting process, design a plan to improve personal physical fitness. Implement and evaluate the results.</li> <li>• Using a case study of a teen that uses tobacco, develop a plan this teen could follow to quit.</li> <li>• Choose a nutrition-related goal for yourself and complete the goal-setting process, outlining steps toward achievement. Write a paragraph discussing the motivating, enabling, and reinforcing factors that may help you accomplish your goal.</li> </ul>
	<p>2. The student will formulate an effective plan for optimal, lifelong health.</p>	<ul style="list-style-type: none"> <li>• Interview a grandparent or other senior citizen and identify the personal steps he has taken which contributed to his current health status. Predict what changes or decisions he could have made to alter his current health status.</li> <li>• Prepare a personal wellness plan for optimal lifelong health considering family health history, what you have learned in health class, personal opinions and values. Include short- and long-term goals.</li> </ul>
<p><b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (SM)</b></p>	<p>1. The student will research and evaluate strategies to manage stress in individuals and groups in school, work and/or social situations.</p>	<ul style="list-style-type: none"> <li>• Record stressful situations you experience and explain an assertive action that would help to cope with each situation.</li> <li>• Invite a local performer, professional speaker, or artist to talk about the stress associated with performing in public and the techniques he/she uses to reduce/manage the stress. Try one of the strategies and evaluate how it worked for you.</li> <li>• Peer-teach various stress-reduction techniques.</li> </ul>
	<p>2. The student will develop strategies to reduce a health-threatening situation in the community.</p>	<ul style="list-style-type: none"> <li>• Organize a classroom panel for teens to discuss date-rape prevention.</li> <li>• Invite a speaker to talk about the physical, emotional, and sexual abuse teens sometimes face. Compare and contrast issues you face as a teen.</li> <li>• Develop strategies for dating safety. Prepare a handout to distribute in the school.</li> <li>• Research the causes and effects of binge drinking and develop an emergency plan of action for a potentially dangerous situation.</li> </ul>

National Standard	Benchmarks	
	3. The student will develop strategies to improve or maintain personal, family and community health.	<ul style="list-style-type: none"> <li>• Develop a personal wellness plan.</li> <li>• Create a list of questions for addressing a teen issue with a health-care provider. Discuss how these questions could be used to improve communication with the health-care provider.</li> <li>• Brainstorm some common causes of conflict between teens and parents/guardians. Suggest healthy ways a teen could communicate and problem solve issues with parents.</li> <li>• Plan a personal workout schedule of at least 30 minutes. Identify the steps and the sequence for a fitness workout.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	1. The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.	<ul style="list-style-type: none"> <li>• Promote ways students might resist peer pressure without generating hostility.</li> <li>• Assess the message, effectiveness and accuracy of various marketing and advertising methods for common over-the-counter drugs.</li> <li>• Evaluate various refusal messages regarding their effectiveness in maintaining one’s personal sexual limits. Advocate ways students could effectively communicate their own limits, and ways to respectfully respond to others’ decisions about their sexual limits.</li> <li>• Prepare a public service announcement promoting care of a pregnant teen mother and her unborn child</li> </ul>
	2. The student will adapt health messages and techniques to the characteristics of a particular audience.	<ul style="list-style-type: none"> <li>• Develop age-appropriate, health-enhancing materials for all grade levels, such as brochures, bookmarks, videos, fact sheets, or presentations.</li> <li>• Prepare and teach a tobacco-use-prevention lesson for sixth graders.</li> <li>• Adapt fitness information for adults and teens to meet the needs of an elementary student or senior citizen.</li> <li>• Prepare a picture book for small children on the importance of Vitamin D in the body and foods that are rich in Vitamin D.</li> <li>• Prepare a puppet show for first and second graders regarding safety.</li> <li>• Write an advocacy letter to express concern about the air quality where you work or go to school.</li> </ul>
<p><b>8. Students will demonstrate the ability to advocate for personal, family, and community health. (AV)</b></p>	3. The student will evaluate community health services and systems currently in place and make recommendations for improving those systems and services.	<ul style="list-style-type: none"> <li>• Research available teen health services. Develop a campaign designed to increase awareness of available services.</li> <li>• Research the effectiveness of a community health service or system.</li> <li>• Construct a plan for change or improvement. Present your plan to an audience.</li> <li>• Assess availability of local chemical health treatment services/facilities for teens. Write a letter to your legislator presenting your concerns and/or recommendations for improvement.</li> </ul>