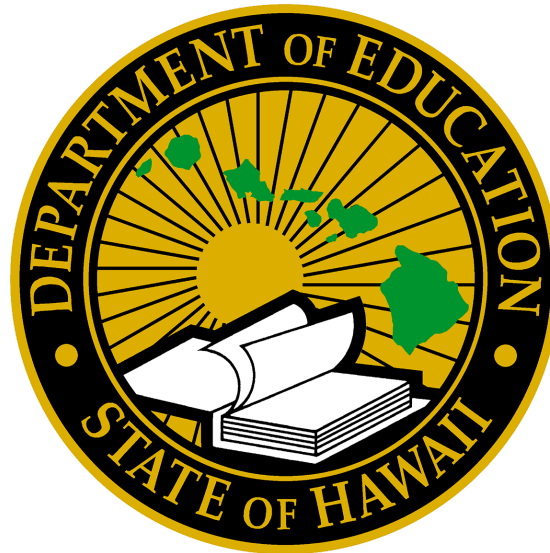


Implementing the  
*National Health Education Standards: Achieving Excellence*  
in the Hawai'i State Department of Education



Hawai'i State Department of Education  
Office of Curriculum and Instructional Design  
Curriculum Innovation Branch

December 2019

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# About the National Health Education Standards

On December 5, 2019, the Hawai'i State Board of Education (BOE) adopted the *National Health Education Standards: Achieving Excellence* (NHES), which replaces the Hawai'i Content and Performance Standards III for Health K-12. Following a three-year implementation rollout beginning with School Year (SY) 2020-2021, the NHES will be fully implemented by schools in SY 2023-2024.

The *National Health Education Standards: Achieving Excellence* provide a strong foundation for the development of attitudes, skills, and knowledge for health literacy through school-based Health Education.

The Centers for Disease Control and Prevention (CDC) provides the following information about the development of the National Health Education Standards (NHES):

The NHES were developed to establish, promote and support health-enhancing behaviors for students in all grade levels - from prekindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families, and communities with concrete expectations for health education.

First published in 1995, the NHES were created in response to several model standards being developed for other areas of education by educational leaders across the United States in the early 1990s. With support from the American Cancer Society, the Joint Committee on National Health Education Standards was formed to develop the standards. Committee members included:

- American Public Health Association;
- American School Health Association; and
- Society of Health and Physical Educators (SHAPE) America.

Over the last decade, the NHES became an accepted reference on Health Education, providing a framework for the adoption of standards by most states. A review process begun in 2004 resulted in revisions to the NHES that acknowledged the impact and strength of the original document and took into account more than 10 years of use nationwide. The 2nd edition, *National Health Education Standards: Achieving Excellence*, promises to reinforce the positive growth of Health Education and to challenge schools and communities to continue efforts toward excellence in Health Education. (CDC, 2019)

# The Importance of Standards-Based Health Education

## Health is Essential

Health literacy is a strong predictor of an individual's health and wellness (Ad Hoc Committee, 1999). Health-literate individuals are able to adopt and maintain health-enhancing behaviors that contribute to healthy relationships and a positive quality of life as well as prevent and reduce the risk of disease and injury. Health-literate individuals are also able to advocate for the health of others (SHAPE America, 2019).

Healthy students are better learners (Michael, 2015). Providing students with a high-quality, comprehensive Health Education equips and empowers them with the health literacy skills, knowledge, and attitudes to address their current and future health needs and challenges. Health literacy is essential to students' social, emotional, mental, physical, and academic development.

## Core Principles of Health Education

### Develops Health Literacy Skills

The primary focus of high-quality standards-based Health Education curriculum, instruction, and assessment are to develop **health literacy skills** to proficiency within and across grade levels. "The skills of the National Health Education Standards provide the framework for increasing positive health behaviors by teaching skills that are relevant and applicable to daily life" (SHAPE America, 2018). The standards and rationale statements provided in Table 1 were developed by the Joint Committee on National Health Education Standards and published in *National Health Education Standards: Achieving Excellence* (Joint Committee, 2007).

Table 1. National Health Education Standards and Rationales

Standard	Rationale Statement
<b>Standard 1: Comprehending Concepts</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Table 1. National Health Education Standards and Rationales (Continued)

Standard	Rationale Statement
<p><b>Standard 2: Analyzing Influences</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.</p>	<p>Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>
<p><b>Standard 3: Accessing Information, Products, and Services</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>
<p><b>Standard 4: Interpersonal Communication</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>
<p><b>Standard 5: Decision-Making</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>
<p><b>Standard 6: Goal-Setting</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p>
<p><b>Standard 7: Self-Management</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p>

Table 1. National Health Education Standards and Rationales (Continued)

Standard	Rationale Statement
<p><b>Standard 8: Advocacy</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p>

Students are provided with regular opportunities and time to practice these skills and engage in peer feedback and self-assessment. Student-centered, interactive instructional strategies are utilized to engage students in learning skills within a social context. Examples of participatory methods include role play, large- and small-group discussions, debates, cooperative learning, problem-solving, and simulations (CDC, 2019).

The following model for **skill development** was developed from the NHES and the World Health Organization. Teachers should include all five elements of this model when designing meaningful learning opportunities for students to practice and reinforce health skills.

1. Discuss the importance of the skill, its relevance, and its relationship to other learned skills.
2. Present the steps for the development of the skill.
3. Model the skill using relevant, real-life scenarios.
4. Practice the skill using relevant, real-life scenarios.
5. Provide feedback and reinforcement. (Benes, 2016)

It is critical to ensure that students have a clear understanding of what they are learning and what successful learning looks like throughout their learning experiences. Standards-based assessments for Health Education provide evidence of students' current level of performance related to health skill performance and functional knowledge acquisition. Assessments should include scenarios that students might experience in real life (i.e., at home, in school, and in the community). A variety of assessments (e.g., performance task, role play, advocacy campaign, and constructed response) may be used to allow all students to demonstrate what they know and are able to do in relation to the standards and performance indicators.

## Builds Functional Knowledge

The health literacy skills of the NHES “provide the framework for increasing positive health behaviors by teaching skills that are relevant and applicable to daily life. These, paired with accurate and developmentally appropriate information, based on student need and derived from local data, provide the context for skill development and the foundation for a comprehensive health education program” (SHAPE, 2018).

While the primary focus of Health Education is the development of health skills, these skills must be addressed in conjunction with functional information in the context of **Priority Risk Topics**. Standards-based Health Education must be age and developmentally appropriate, medically accurate, and provide factual information in all Priority Risk Topics.

Table 2. Priority Risk Topics and Descriptions

Priority Risk Topics	Descriptions
<b>Mental and Emotional Health</b>	To promote mental and emotional health, which includes healthy ways to express emotions and feelings, establish and maintain healthy relationships, manage conflict and stress, and empathize with and take the perspective of others.
<b>Personal Health and Wellness</b>	To promote healthy living, which includes hand washing or personal hygiene, oral health, growth and development, sun safety and skin cancer prevention, food safety, benefits of rest and sleep, ways to prevent vision and hearing loss, and the importance of health screenings and checkups.
<b>Healthy Eating and Physical Activity</b>	To promote healthy food and beverage choices and a physically active lifestyle, which includes balancing food intake and physical activity, preparing nutritious foods, drinking water, getting the recommended amounts of physical activity, and engaging in activities that maintain and enhance health-related components of fitness.
<b>Safety (Unintentional Injury Prevention)</b>	To promote appropriate safety rules and procedures, recognition and avoidance of risky and dangerous behaviors in a variety of situations (e.g., water, traffic, fire, online, and stranger safety), and ways to get help (e.g., trusted adults, 911, basic first aid, hands-only cardiopulmonary resuscitation (CPR)).
<b>Violence Prevention</b>	To promote prosocial behavior and prevent violence (e.g., bullying, harassment, fighting, abuse, sexual violence, self-harm, suicide), which includes setting and respecting personal boundaries, ways to manage conflict, recognizing and avoiding situations where violence may occur, and ways to get help to prevent or stop violence.
<b>Tobacco Use Prevention</b>	To promote a tobacco-free lifestyle (i.e., all forms of tobacco products, nicotine products, electronic smoking devices), which includes avoiding experimentation and use of tobacco, avoiding second-hand smoke, and support for tobacco-free environments.
<b>Alcohol and Other Drug Use Prevention</b>	To promote a healthy lifestyle that prevents and avoids the abuse of, misuse of, and experimentation with alcohol and other drugs (i.e., alcohol, household products, over-the-counter drugs, prescription drugs, illegal drugs).
<b>Sexual Health and Responsibility</b>	To promote healthy relationships, growth, and development, which includes medically accurate and developmentally appropriate skills and content (e.g., setting and respecting personal boundaries, stages of growth and development related to puberty and adolescence, benefits of abstinence, effective communication, ways to prevent unintended pregnancy and sexually transmitted infections, human sexuality, accessing appropriate health services).

(HECAT, 2012)

**Functional information** provides the context in which students learn and apply skills. It is relevant and applicable information that directly contributes to maintaining and enhancing their health and the health of others. This information is utilized to help students develop health skills in class.

When determining functional information that supports skill development, educators may consider asking, “What information about this topic do my students need in order to apply the skill being covered effectively?,” and “When my students learn this information, how will they use it to benefit their health or the health of those around them?” (Benes, 2016). As functional information is processed and internalized, it becomes **functional knowledge** that students can apply in real-life situations.

## Nurtures Attitudes that Support Positive Health Behaviors

In addition to developing skills and functional knowledge, students have opportunities to **examine their own perspectives, beliefs, and values** and engage in learning opportunities that **strengthen health-enhancing attitudes** about promoting healthy behaviors and preventing and reducing risky behaviors.

The Youth Risk Behavior Survey (YRBS) is administered in odd-numbered years to HDOE public school students in grades 6 through 12 to monitor priority behaviors that contribute to the leading causes of morbidity and mortality among youth and young adults (Saka, 2018). Age and developmentally appropriate use of YRBS data within Health Education classes may be used to build student interest in a health topic, challenge students’ perceptions on health behaviors, and support health skill development (e.g., evaluate and analyze health information, advocate for the health of self and others). The YRBS data may also be used to identify key areas of focus for curriculum design and professional development.

## Addresses Students’ Needs and Interests

Health Education occurs within **inclusive and supportive learning environments** that foster a culture of learning and address the diverse learning needs of all students. A respectful and caring learning environment allows students to feel safe to share and reflect on their perspectives, interact with others, take risks to enhance their learning, and ask sensitive questions.

Teachers utilize instructional materials, strategies, and assessments that are **appropriate for students’ age; social, emotional, mental, physical, and academic development needs; and culturally responsive and inclusive**. Learning experiences should be designed to encourage students to share their thoughts and opinions, develop critical thinking skills, and engage in creative expression (CDC, 2019).



# Organization of National Health Education Standards

The following “Organization of National Health Education Standards” section was adapted from the Joint Committee on National Health Education Standards. (2007). *National health education standards: Achieving excellence, 2nd edition*. Athens, GA: The American Cancer Society.

## Standards

Standard 1 includes the comprehension of core health concepts and underlying principles of health promotion and disease prevention. Standards 2 through 8 include key processes and skills that are applicable to healthy living. These include analyzing the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information, products, and services; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices.

## Rationale Statements

A rationale statement is provided for each standard. The rationale describes the importance of each standard and is intended to provide additional clarity, direction, and understanding.

## Performance Indicators

Performance indicators are provided for each of the standards and organized by following grade spans: kindergarten to grade 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12. Each performance indicator is introduced by this stem: “As a result of health instruction in [*grade span*], students will be able to . . .” The performance indicators are meant to be achieved by the end of the grade span in which they are identified.

Because learning best occurs when students perform at all levels of the cognitive domain, the performance indicators encompass application, analysis, synthesis, and evaluation, as well as knowledge and comprehension. All students can learn at the higher levels of the cognitive domain through the use of developmentally appropriate concepts and learning activities.

Performance indicators are also intended to be used in assessing student learning. Student achievement of all performance indicators specified for each standard supports the successful attainment of that standard, ultimately increasing the likelihood that students will adopt and maintain healthy behaviors to meet current and future health needs and challenges.

Each performance indicator is assigned a code as an aid for identifying its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point (i.e., NHES.1.5.1).

Example: NHES.1.5.1

NHES.1.5.1 = Standard Number (Standard 1: Comprehending Concepts)

NHES.1.5.1 = Grade Span (Highest grade level in the grade span, i.e., grades 3 to 5)

NHES.1.5.1 = Performance Indicator (1st listed performance indicator for this standard and grade span)

## *National Health Education Standards: Achieving Excellence*

The standards, rationale statements, and performance indicators provided in pages 12-23 are from the Joint Committee on National Health Education Standards. (2007). *National health education standards: Achieving excellence, 2nd edition*. Athens, GA: The American Cancer Society.

*National Health Education Standards: Achieving Excellence*  
**Standard 1: Comprehending Concepts**

<b>Standard</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>Rationale</b>	The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Grade Span	Performance Indicators
<b>Kindergarten - Grade 2</b>	<p>NHES.1.2.1 Identify that healthy behaviors affect personal health.</p> <p>NHES.1.2.2 Recognize that there are multiple dimensions of health.</p> <p>NHES.1.2.3 Describe ways to prevent communicable diseases.</p> <p>NHES.1.2.4 List ways to prevent common childhood injuries.</p> <p>NHES.1.2.5 Describe why it is important to seek health care.</p>
<b>Grades 3 - 5</b>	<p>NHES.1.5.1 Describe the relationship between healthy behaviors and personal health.</p> <p>NHES.1.5.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>NHES.1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.</p> <p>NHES.1.5.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>NHES.1.5.5 Describe when it is important to seek health care.</p>

Grade Span	Performance Indicators
<b>Grades 6 - 8</b>	<p>NHES.1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>NHES.1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>NHES.1.8.3 Analyze how the environment affects personal health.</p> <p>NHES.1.8.4 Describe how family history can affect personal health.</p> <p>NHES.1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>NHES.1.8.6 Explain how appropriate health care can promote personal health.</p> <p>NHES.1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>NHES.1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>NHES.1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p>
<b>Grades 9 - 12</b>	<p>NHES.1.12.1 Predict how healthy behaviors can affect health status.</p> <p>NHES.1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.</p> <p>NHES.1.12.3 Analyze how environment and personal health are interrelated.</p> <p>NHES.1.12.4 Analyze how genetics and family history can affect personal health.</p> <p>NHES.1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>NHES.1.12.6 Analyze the relationship between access to health care and health status.</p> <p>NHES.1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>NHES.1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>NHES.1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>

*National Health Education Standards: Achieving Excellence*  
**Standard 2: Analyzing Influences**

<b>Standard</b>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<b>Rationale</b>	Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Grade Span	Performance Indicators
<b>Kindergarten - Grade 2</b>	NHES.2.2.1 Identify how the family influences personal health practices and behaviors.
	NHES.2.2.2 Identify what the school can do to support personal health practices and behaviors.
	NHES.2.2.3 Describe how the media can influence health behaviors.
<b>Grades 3 - 5</b>	NHES.2.5.1 Describe how the family influences personal health practices and behaviors.
	NHES.2.5.2 Identify the influence of culture on health practices and behaviors.
	NHES.2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
	NHES.2.5.4 Describe how the school and community can support personal health practices and behaviors.
	NHES.2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
	NHES.2.5.6 Describe ways that technology can influence personal health.

Grade Span	Performance Indicators
<b>Grades 6 - 8</b>	<p>NHES.2.8.1 Examine how the family influences the health of adolescents.</p> <p>NHES.2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>NHES.2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>NHES.2.8.4 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>NHES.2.8.5 Analyze how messages from media influence health behaviors.</p> <p>NHES.2.8.6 Analyze the influence of technology on personal and family health.</p> <p>NHES.2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>NHES.2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>NHES.2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>NHES.2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p>
<b>Grades 9 - 12</b>	<p>NHES.2.12.1 Analyze how the family influences the health of individuals.</p> <p>NHES.2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>NHES.2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>NHES.2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.</p> <p>NHES.2.12.5 Evaluate the effect of media on personal and family health.</p> <p>NHES.2.12.6 Evaluate the impact of technology on personal, family, and community health.</p> <p>NHES.2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>NHES.2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>NHES.2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>NHES.2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>

## *National Health Education Standards: Achieving Excellence*

### Standard 3: Accessing Information, Products, and Services

<b>Standard</b>	Students will demonstrate the ability to access valid information, products, and services to enhance health.
<b>Rationale</b>	Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

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



*National Health Education Standards: Achieving Excellence*  
**Standard 4: Interpersonal Communication**

<b>Standard</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<b>Rationale</b>	Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Grade Span	Performance Indicators
<b>Kindergarten - Grade 2</b>	NHES.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. NHES.4.2.2 Demonstrate listening skills to enhance health. NHES.4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. NHES.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
<b>Grades 3 - 5</b>	NHES.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. NHES.4.5.2 Demonstrate refusal skills that avoid or reduce health risks. NHES.4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict. NHES.4.5.4 Demonstrate how to ask for assistance to enhance personal health.
<b>Grades 6 - 8</b>	NHES.4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. NHES.4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. NHES.4.8.3 Demonstrate effective conflict management or resolution strategies. NHES.4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Grade Span	Performance Indicators
<b>Grades 9 - 12</b>	<p>NHES.4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>NHES.4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>NHES.4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>NHES.4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>

*National Health Education Standards: Achieving Excellence*  
Standard 5: Decision-Making

<b>Standard</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
<b>Rationale</b>	Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Grade Span	Performance Indicators
<b>Kindergarten - Grade 2</b>	<p>NHES.5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES.5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>
<b>Grades 3 - 5</b>	<p>NHES.5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>NHES.5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>NHES.5.5.3 List healthy options to health-related issues or problems.</p> <p>NHES.5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>NHES.5.5.5 Choose a healthy option when making a decision.</p> <p>NHES.5.5.6 Describe the outcomes of a health-related decision.</p>
<b>Grades 6 - 8</b>	<p>NHES.5.8.1 Identify circumstances that can help or hinder healthy decision-making.</p> <p>NHES.5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>NHES.5.8.3 Distinguish when individual or collaborative decision-making is appropriate.</p> <p>NHES.5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>NHES.5.8.5 Predict the potential short-term impact of each alternative on self and others.</p> <p>NHES.5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>NHES.5.8.7 Analyze the outcomes of a health-related decision.</p>

Grade Span	Performance Indicators
<b>Grades 9 - 12</b>	<p>NHES.5.12.1 Examine barriers that can hinder healthy decision-making.</p> <p>NHES.5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>NHES.5.12.3 Justify when individual or collaborative decision making is appropriate.</p> <p>NHES.5.12.4 Generate alternatives to health-related issues or problems.</p> <p>NHES.5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.</p> <p>NHES.5.12.6 Defend the healthy choice when making decisions.</p> <p>NHES.5.12.7 Evaluate the effectiveness of health-related decisions.</p>

*National Health Education Standards: Achieving Excellence*  
Standard 6: Goal-Setting

<b>Standard</b>	Students will demonstrate the ability to use goal-setting skills to enhance health.
<b>Rationale</b>	Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

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

*National Health Education Standards: Achieving Excellence*  
Standard 7: Self-Management

<b>Standard</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<b>Rationale</b>	Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Grade Span	Performance Indicators
<b>Kindergarten - Grade 2</b>	NHES.7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. NHES.7.2.2 Demonstrate behaviors that avoid or reduce health risks.
<b>Grades 3 - 5</b>	NHES.7.5.1 Identify responsible personal health behaviors. NHES.7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. NHES.7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.
<b>Grades 6 - 8</b>	NHES.7.8.1 Explain the importance of assuming responsibility for personal health behaviors. NHES.7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. NHES.7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
<b>Grades 9 - 12</b>	NHES.7.12.1 Analyze the role of individual responsibility in enhancing health. NHES.7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. NHES.7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

*National Health Education Standards: Achieving Excellence*  
Standard 8: Advocacy

<b>Standard</b>	Students will demonstrate the ability to advocate for personal, family, and community health.
<b>Rationale</b>	Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

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

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