







# Priority Health Topics and Descriptions

 <p><b>Mental and Emotional Health</b></p>	<p>To promote mental and emotional health, which includes expressing emotions and feelings in healthy ways, establishing and maintaining healthy relationships, preventing and managing stress and interpersonal conflict, empathizing with and taking the perspective of others, and showing acceptance of differences in others.</p>
 <p><b>Personal Health and Wellness</b></p>	<p>To promote healthy living, which includes hand washing, personal hygiene, oral health, growth and development, sun safety and skin cancer prevention, food safety, benefits of sleep and rest, ways to prevent vision and hearing loss, and the importance of health screenings and checkups.</p>
 <p><b>Healthy Eating and Physical Activity</b></p>	<p>To promote nutritious food and beverage choices and a physically active lifestyle, which includes following a nutritious eating pattern, preparing nutritious foods, drinking water, getting the recommended amounts of physical activity, and regularly engaging in activities that maintain and enhance health-related components of fitness.</p>
 <p><b>Safety (Unintentional Injury Prevention)</b></p>	<p>To promote appropriate safety rules and procedures, recognition and avoidance of risky and dangerous behaviors in a variety of situations (e.g., water, traffic, pedestrian, fire, and exercise safety), and ways to get help for injuries and sudden illnesses (e.g., trusted adults, 911, basic first aid, hands-only cardiopulmonary resuscitation (CPR)).</p>
 <p><b>Violence Prevention</b></p>	<p>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, managing and resolving conflict, practicing online safety, recognizing and avoiding situations where violence may occur, and getting help to prevent or stop violence.</p>
 <p><b>Tobacco Use Prevention</b></p>	<p>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 supporting tobacco-free environments.</p>
 <p><b>Alcohol and Other Drug Use Prevention</b></p>	<p>To promote a healthy lifestyle that prevents and avoids the use of, misuse of, and experimentation with alcohol and other drugs (i.e., alcohol, household products, over-the-counter drugs, prescription drugs, illicit drugs).</p>
 <p><b>Sexual Health and Responsibility</b></p>	<p>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).</p>

## 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.

## 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.

## Standard 3: Accessing Resources



<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.

## 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.

## 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.

## 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.

## 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.

## 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.