

## High School: Health Education Clarifications Support

The health clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards. *The High School: Health Education Clarifications Support* document is a supplemental resource and should not be used in place of the [Kentucky Academic Standards \(KAS\) for Health Education](#). To access the entire KAS for Health Education, visit [www.kystandards.org](http://www.kystandards.org).

**Standard 1: Use functional health information to support health and well-being of self and others.**

**Rationale:** The acquisition and application of functional health information provides a foundation for promoting health and wellbeing. This standard includes essential concepts based on established theories and models of health behavior and health promotion. It focuses not only on risk factors, but also on protective factors that can support health and wellness. Concepts reflected in this standard include health literacy, health promotion, health equity, social determinants of health, well-being and health outcomes within individual, interpersonal, community, societal and environmental contexts. Functional information can be applied to health-related skills, such as analyzing influences, accessing resources, interpersonal communication, decision-making, goal setting, engaging in health practices and behaviors and advocacy.

Performance Indicators Grades 9-12	Clarifications
<p><b>1.12.1</b> Apply ways to build upon strengths and assets to support individual and collective health and well-being.</p>	<p>In high school, students might leverage group strengths (e.g., teamwork, leadership, creativity) to achieve shared health goals or solve problems affecting collective well-being.</p> <ul style="list-style-type: none"> <li>• Example: A group of students organizes a peer-led initiative to promote healthy eating habits, using each member's unique skills such as communication, design and planning.</li> </ul>

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	<p>In high school, students might identify community assets (e.g., parks, health organizations, mentorship programs) and apply them to enhance well-being for themselves and others.</p> <ul style="list-style-type: none"> <li>• Example: A student volunteers at a local clinic, helping organize a fitness program for families and reflecting on how this contributes to the community's health.</li> </ul> <p>In high school, students might evaluate the effectiveness of strategies they applied to build on strengths and assets, suggesting improvements for future efforts.</p> <ul style="list-style-type: none"> <li>• Example: After organizing a mental health awareness event, students assess participation and feedback, identifying ways to increase impact in subsequent campaigns.</li> </ul>
<p><b>1.12.2</b> Analyze the relationships between various dimensions of wellness as related to health outcomes.</p>	<p><b>Wellness</b> is the act of practicing healthy habits on a daily basis to attain better physical and mental outcomes. According to the Society of Health and Physical Educators (SHAPE) America, wellness has seven dimensions. Below are common practices associated with each dimension:</p> <ol style="list-style-type: none"> <li>1. <b>physical:</b> healthy diet, being physically active, avoiding tobacco and other drugs, going to the doctor regularly, etc.</li> <li>2. <b>emotional/mental:</b> expressing emotions in a healthy way, managing stress, engaging in creative activities, etc.</li> <li>3. <b>environmental:</b> recycling, picking up trash at a local park, buying local produce, etc.</li> <li>4. <b>social:</b> spending time with friends and family, connections with classmates, building a strong social network, etc.</li> <li>5. <b>occupational:</b> being happy at school/work, working reasonable hours, making contributions to the world, etc.</li> <li>6. <b>spiritual:</b> reflecting, spending time in nature, journaling, engaging in a spiritual or religious community, etc.</li> <li>7. <b>intellectual:</b> reading for pleasure, engaging in community education, having an open mind, etc.</li> </ol> <p>In high school, students might analyze how one dimension of wellness can affect another and ultimately impact health outcomes.</p> <ul style="list-style-type: none"> <li>• Example: "Stress (emotional wellness) can lead to poor sleep and unhealthy eating (physical wellness), which negatively impacts focus and academic performance (intellectual wellness)."</li> </ul>

Performance Indicators Grades 9-12	Clarifications
	<p>In high school, students might develop and reflect on strategies to maintain balance among dimensions of wellness to improve health outcomes.</p> <ul style="list-style-type: none"> <li>• Example: “By managing my time effectively (occupational wellness), I can ensure I have time for exercising with friends (physical and social wellness), which also helps me reduce stress (emotional wellness).”</li> </ul>
<p><b>1.12.3</b> Evaluate behaviors that reduce or prevent illnesses and injuries.</p>	<p>In high school, students emphasize their increased personal responsibility for reducing and preventing illness and injury. They might apply analytical skills to assess the short- and long-term impacts of choices and behaviors on personal and community health. This analysis might involve considering evidence, identifying potential risks and weighing the benefits and limitations of specific preventive actions. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might analyze data or research to support the use of certain behaviors such as regular doctor visits, wearing a seatbelt or avoiding drugs or alcohol.</li> <li>• Students might describe the harmful effects of binge drinking.</li> <li>• Students might describe the risks of using drugs or alcohol while operating a motor vehicle.</li> <li>• Students might evaluate the benefits and potential barriers to adopting health-promoting behaviors such as healthy nutrition, hydration, hygiene or safe driving.</li> <li>• Students might describe the recommendations of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of foods to meet daily nutrient needs, including how to make healthy selections when dining out.</li> <li>• Students might summarize important health screenings, immunizations, checkups and examinations to maintain good health.</li> <li>• Students might evaluate effective strategies for dealing with stress, including when to seek help for mental and emotional challenges or non-violent ways to respond when angry or upset.</li> <li>• Students might summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.</li> </ul>
<p><b>1.12.4</b> Evaluate practices and behaviors that support health and</p>	<p>In high school, students emphasize their increased personal responsibility for reducing and preventing illness and injury. They might evaluate both individual and collective behaviors, reflecting on how choices impact long-term health outcomes. Some examples include, but are not limited to, the following:</p>

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well-being, including how to manage health conditions.	<ul style="list-style-type: none"> <li>• Students might evaluate strategies for managing chronic or temporary health conditions effectively, including the role of self-care, medical intervention and support systems.’</li> <li>• Students might analyze how social, cultural, and environmental factors influence health behaviors and the management of health conditions.</li> <li>• Students might analyze potential challenges that might prevent individuals from engaging in health-promoting behaviors and propose practical solutions.</li> <li>• Students might analyze the benefits of rest and sleep.</li> <li>• Students might evaluate the negative consequences of sending sexually explicit pictures or messages electronically.</li> </ul>
<p><b>1.12.5</b> Examine connections between individual health literacy, organizational health literacy and health outcomes.</p>	<p>In high school, students analyze the interconnected roles of individual and organizational health literacy in influencing health outcomes. <b>Organizational health literacy</b> is how well healthcare systems, schools and other organizations provide clear, accessible and actionable health information to meet the needs of diverse populations. Students are encouraged to understand the complexities of these relationships, preparing them for lifelong health advocacy and informed decision-making. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might evaluate communication from organizations (like hospitals or public health agencies) to support individuals in making informed choices.</li> <li>• Students might analyze how common barriers to health literacy, such as limited education, digital access or trust in healthcare systems impact personal and community health.</li> </ul>
<p><b>1.12.6</b> Analyze how individual, interpersonal, community, societal and environmental factors are interrelated and impact health outcomes.</p>	<p>In high school, students engage in critical thinking about health outcomes, emphasizing how these factors work together to influence health. For example, a person’s ability to make healthy choices (individual) may depend on family support (interpersonal), access to resources (community), societal norms, and environmental conditions. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might examine how the availability of local resources (e.g., healthcare facilities, parks, grocery stores, agriculture groups) impacts health.</li> <li>• Students might investigate a health issue affecting your community or region and identify how the various factors contribute to it. Propose solutions that address multiple levels of influence.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Students might analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and romantic partners.</li> <li>• Students might analyze why it is important to understand the perspectives of others in resolving a conflict situation.</li> <li>• Students might analyze why self-directed violence is the result of the accumulation of multiple problems and explain how to seek help for self or a peer.</li> </ul>
<p><b>1.12.7</b> Analyze the benefits of and barriers to practicing a variety of health behaviors.</p>	<p>In high school, students evaluate advantages and barriers to healthy behaviors from both personal and broader perspectives, empowering them to make informed decisions about their health and overcome barriers. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might analyze common obstacles to health behaviors like lack of time, financial constraints, peer pressure, lack of knowledge or skills, limited access to resources and cultural or societal norms. Develop a plan to overcome these obstacles.</li> <li>• Students might analyze the role of advocacy, education and systemic changes in reducing barriers at a community or societal level.</li> </ul>
<p><b>1.12.8</b> Examine how self-efficacy, perceived susceptibility and perceived severity affect health behaviors.</p>	<p>This standard emphasizes the role of psychological factors in shaping health behaviors. <b>Self-efficacy</b> is a person’s belief in their ability to perform specific actions to achieve a goal. <b>Perceived susceptibility</b> is an individual’s belief about the likelihood of experiencing a health issue. <b>Perceived severity</b> is how serious a person believes the consequences of a health issue would be. Some examples to explore these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might examine how perceived susceptibility and perceived severity might impact risk-taking behaviors such as drug/alcohol use or wearing a seatbelt.</li> <li>• Students might examine how self-efficacy might impact starting a new workout plan or managing mental health.</li> </ul>
<p><b>1.12.9</b> Analyze the relationship between access to health care and overall health and wellbeing.</p>	<p>In high school, students explore the ways healthcare access—or the lack thereof—affects prevention, treatment and overall quality of life, as well as the role of systemic and social factors in shaping access. <b>Access to healthcare</b> is the</p>

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	<p>ability to obtain necessary medical services, including preventive care, treatment for illnesses and emergency services. Some examples to analyze these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might analyze how disparities caused by socioeconomic status or geographic location might lead to worse outcomes for certain populations.</li> <li>• Students might analyze how access to routine check-ups, medications, screenings and timely treatment can prevent disease, manage chronic conditions, and improve life expectancy.</li> </ul>
<p><b>1.12.10</b> Summarize the relationship between the menstrual cycle and conception.</p>	<p>In high school, students build on and review content learned about reproductive health in middle school. Students require factual, clear and age-appropriate content in a safe and respectful environment and may require review of anatomy learned in middle school. Below are terms and concepts related to conception and the menstrual cycle:</p> <ul style="list-style-type: none"> <li>• <b>Conception</b>, or pregnancy, occurs when sperm fertilizes an egg. This typically occurs during the ovulation phase of the menstrual cycle.</li> <li>• <b>Menstruation</b> is the shedding of the lining of the uterus when pregnancy does not occur.</li> <li>• <b>Ovulation</b> is the release of an egg from the ovary, usually in the middle of the menstrual cycle, when fertilization (or pregnancy) is most likely.</li> <li>• <b>Fertilization</b> occurs if the sperm meets the egg during ovulation, which can lead to conception, or pregnancy.</li> </ul>
<p><b>1.12.11</b> Justify why abstinence from sex is the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p>	<p><b>Sexual abstinence</b> means choosing not to engage in any sexual activity. Because no other method of protection (e.g., condoms or birth control) is 100% effective, abstinence is the most effective method to prevent HIV, other STDs and pregnancy. Some examples to learn about the benefits of abstinence and safe sexual activity include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might justify the advantages of abstinence, including the emotional, social and personal empowerment benefits.</li> <li>• Students might describe the increased risks associated with having multiple sexual partners, including serial monogamy. <b>Serial monogamy</b> is the practice of engaging in a series of exclusive, committed relationships, one after another.</li> <li>• Students might analyze the emotional, social, physical and financial effects of being a teen parent.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Students might describe different forms of contraceptive such as condoms, birth control pills or intrauterine devices (IUDs), emphasizing that no method other than abstinence is 100% effective.</li> <li>• Students might justify the importance of seeking guidance from trusted adults or health professionals regarding relationships and sexual activity.</li> </ul>
<p><b>1.12.12</b> Analyze why individuals have the right to refuse sexual contact, and critically evaluate the social, cultural, and personal factors that influence how this right is understood and respected.</p>	<p>In high school, students consolidate their sense of identity and relationships, making it essential to provide clear, age-appropriate education about personal boundaries, consent and empowerment. This standard aims to teach students that everyone has the inherent right to control their own body and that respecting these boundaries is vital for healthy, safe interactions.</p> <p><b>Consent</b> is a clear and ongoing agreement to participate in any activity and in the absence of consent, no contact should occur. Consent must be freely given and cannot be coerced, pressured or assumed based on past interactions or relationships. Consent may change over the course of an interaction and should be monitored and communicated over the course of a relationship.</p> <p>Some examples to explore the concept of consent include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might explain why everyone has the right to say no to physical contact and why respecting others' boundaries is essential for healthy relationships.</li> <li>• Students might explain why it is wrong to trick, threaten or coerce another person into any kind of activity, including electronic communication.</li> <li>• Students might explain ways to communicate boundaries, such as saying "no," setting clear limits, walking away from a situation or seeking the help of a trusted adult.</li> <li>• Students might explain how peer pressure, media influences or societal norms might make some people uncomfortable about asserting their rights.</li> <li>• Students might describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</li> </ul>

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<p><b>1.12.13</b> Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs.</p>	<p>In high school, students build on concepts learned in middle school about risks associated with sexual activity. <b>Sexually transmitted diseases (STDs)</b> are infections that spread primarily through sexual contact and can impact any person who is sexually active. Students might learn about these common STDs including, but not limited to, the following: chlamydia, gonorrhea, human papillomavirus (HPV), herpes, syphilis, human immunodeficiency virus (HIV) / acquired immunodeficiency syndrome (AIDS). Some examples for teaching this standard include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might explain how some STDs such as HPV or chlamydia are <b>asymptomatic</b>, meaning they show no symptoms but still cause harm and can be transmissible. Other STDs are <b>symptomatic</b>, meaning they show noticeable signs or symptoms.</li> <li>● Students might explain how STDs are spread through sexual contact (vaginal, oral or anal) or sharing needles from drug use, tattoos or piercings.</li> <li>● Students might explain ways to prevent or treat STDs or pregnancy, including sexual abstinence, barrier methods (condoms), hormonal methods (birth control pills, implants or intrauterine devices), regular testing and seeking medical attention.</li> <li>● Students might describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol and other drugs with sexual risk behaviors.</li> </ul>
<p><b>1.12.14</b> Analyze the long-term health benefits of abstaining from or discontinuing nicotine use, including the financial cost.</p>	<p>In high school, students explore more methods to avoid tobacco and nicotine products. When planning, remain aware that names and products may change as tobacco and nicotine companies produce or market new products. Some tobacco and nicotine products students might learn about include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● <b>Traditional tobacco products</b> such as cigarettes, cigars, snuff, chewing tobacco or pipe tobacco</li> <li>● <b>Electronic nicotine products</b> such as vaping devices or pod systems</li> <li>● <b>Smokeless tobacco/nicotine alternatives</b> such as nicotine pouches, lozenges, gums or strips</li> <li>● <b>Flavored nicotine products</b> such as candies or gums in flavors that are attractive to younger users</li> </ul> <p>In addition to the types of tobacco or nicotine, students might also explore the risks of using such products:</p>

Performance Indicators Grades 9-12	Clarifications
	<ul style="list-style-type: none"> <li>• Students might describe “nicotine” as an unhealthy substance that people can become addicted to. A middle school appropriate definition of <b>addiction</b> is when a person starts using a substance, like drugs or alcohol, or doing an activity, like gaming or gambling, so much that it becomes very hard to stop. Addiction happens because their brain starts to depend on it to feel good or normal, even if it causes problems in their life.</li> <li>• Students might describe the social, economic and cosmetic consequences of tobacco or nicotine use.</li> <li>• Students might describe situations that could lead to the use of tobacco or nicotine and explain reasons most individuals do not use tobacco or nicotine products.</li> </ul>
<p><b>1.12.15</b> Analyze the consequences of using alcohol and other drugs.</p>	<p>In high school, students are encouraged to think critically about the risks of using alcohol and other drugs. Some examples to explore these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might analyze prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin and synthetic drugs.</li> <li>• Students might determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</li> <li>• Students might explain the risks associated with using alcohol or other drugs and the risk of injury, including injuries while operating or riding in a motor vehicle.</li> <li>• Students might explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</li> <li>• Students might analyze the mental and emotional health outcomes related to addiction alongside challenges such as a loss of opportunities, legal repercussions or health complications.</li> <li>• Students might evaluate the effects of alcohol and other drugs on school performance, job performance, job absenteeism and job loss.</li> </ul>
<p><b>1.12.16</b> Summarize personal strategies for minimizing potential harm from sun exposure.</p>	<p>In high school, students are encouraged to be increasingly proactive and responsible for their own health and safety. Some examples for exploring this concept include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might summarize risks related to exposure to the sun, including the facts and statistics about skin cancer, the causes and impact of skin cancer and strategies and behaviors to reduce individual risks for skin cancer.</li> </ul>

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	<ul style="list-style-type: none"> <li>Students might summarize other climate-related safety precautions, such as those to take during extreme heat, extreme cold, thunderstorms, tornados, earthquakes or flooding.</li> </ul>
<p><b>1.12.17</b> Explain accepted procedures for basic emergency care and lifesaving, including CPR.</p>	<p>In high school, students are equipped with essential knowledge and skills to respond in an emergency. Students might define what constitutes an emergency (e.g., severe bleeding, choking, cardiac arrest or an unresponsive person) and engage in basic care or first aid until emergency personnel arrive.</p> <p><b>CPR (cardiopulmonary resuscitation)</b> is a tool to maintain blood flow and oxygen to the brain and vital organs when the heart stops beating. While certified training includes more detailed procedures, students in high school may learn two basic steps for <b>Hands-Only CPR</b>:</p> <ol style="list-style-type: none"> <li>Place hands in the center of the chest and push hard and fast at a rate of 100-120 compressions per minute.</li> <li>Continue compressions until emergency responders arrive or the person shows signs of recovery.</li> </ol> <p>Students may also learn about other concepts including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>Emergency supplies in schools such as an <b>AED (automated external defibrillator)</b> used to restart the heart or <b>Narcan</b>, a medication designed to quickly reverse the effects of an opioid overdose.</li> <li>Good Samaritan laws to protect those administering emergency care as well as the importance of seeking consent for care from conscious individuals.</li> <li>The importance of seeking a certification in a formal CPR course from the American Heart Association or the American Red Cross.</li> </ul>

Standard 2: Analyze influences that affect health and well-being, including but not limited to family, peers, culture, media and technology.

**Rationale:** Health and well-being are affected by many, diverse influences within individual, interpersonal, community, societal and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include but are not limited to: personal values and beliefs, perceived and social norms, family, peers, schools, communities, culture, media and technology, policies and the environment. This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual’s ability to identify and use skills to recognize the types of influences, analyze the role of influences across a variety of wellness dimensions and manage influences on health and wellbeing in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health and health equity, which can strengthen use of other health skills, such as accessing information and advocacy.

Performance Indicators Grades 9-12	Clarifications
<p><b>2.12.1</b> Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</p>	<p>In high school, students become increasingly responsible for their own health and well-being and begin to evaluate what influences their choices. Students might analyze influences such as personal values and beliefs, perceived and social norms, family, peers, schools, communities, culture, media and technology, policies and the environment. High school students may examine how these influences impact multiple dimensions of wellness.</p>
<p><b>2.12.2</b> Evaluate how social determinants of health influence health behaviors, health outcomes and health equity.</p>	<p><b>Social determinants of health</b> are the conditions in which people live, learn, work and play that affect their health and quality of life, such as access to nutritious food, quality education, safe housing, transportation and healthcare services. Some examples for exploring these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might evaluate access to social determinants of health in their communities and discuss ways to seek healthy outcomes for themselves and others in their communities.</li> <li>● Students might evaluate policies, historical contexts and/or societal structures to analyze how these factors may have impacted health access and outcomes for various communities around Kentucky.</li> </ul>
<p><b>2.12.3</b> Evaluate how individual, interpersonal, community, societal</p>	<p>In high school, students critically evaluate how individual decisions, relationships, community resources, societal structures and environmental conditions influence access to health care. Below are some examples of each factor that students might evaluate:</p>

<p>and environmental influences and factors affect health access.</p>	<ul style="list-style-type: none"> <li>● <b>Individual influences</b> may include personal factors like knowledge, income, transportation and health literacy.</li> <li>● <b>Interpersonal influences</b> may include how family, friends and social networks support or hinder access to healthcare.</li> <li>● <b>Community influences</b> may include the role of local hospitals, clinics or public health initiatives.</li> <li>● <b>Societal influences</b> may include public policies, healthcare laws or societal norms that shape healthcare.</li> <li>● <b>Environmental influences</b> may include geographic locations, natural disasters or exposure to pollution that impact access to healthcare.</li> </ul>
<p><b>2.12.4</b> Formulate strategies to manage influences that impact health and well-being.</p>	<p>In high school, students continue learning how to manage their own health and well-being. Students may identify internal influences such as feelings, thoughts or personal goals and external influences such as family, friends, advertisements, online content, community or the environment. Students might explore a specific health challenge (e.g., not getting enough sleep or nicotine addiction) and discuss what resources or strategies they might use to address the issue.</p>
<p><b>2.12.5</b> Use resources to manage influences that impact health and well-being.</p>	<p>In high school, students become increasingly responsible for their own health and well-being. Students might examine a selected influence and use resources to manage the impact of that influence. Some influences students might practice managing may include individual influences such as stress or anxiety or interpersonal influences such as friendships or peer pressure.</p>

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

**Rationale:** Access to valid and reliable health information, products, services and other resources is essential to promoting health and well-being and preventing, detecting, managing and treating health issues and conditions. Access to valid and reliable information, products, services and other resources promotes health and well-being in individual, interpersonal, community, societal and environmental contexts. This standard focuses on identifying, accessing and evaluating valid and reliable resources, including managing misinformation and disinformation, within digital and in-person settings. Media and technology play a significant and increasing role in the way individuals learn about and connect with ourselves, others and the world. This standard engages students in critical thinking around media messages and resources, including how they are accessed, evaluated and used to support health and well-being.

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<p><b>3.12.1</b> Analyze the accessibility of trusted adults, other individuals, health professionals and other resources to promote health and well-being.</p>	<p>In high school, students engage in critical thinking about the trusted adults, health professionals and other resources available to promote health and well-being. Students might discuss what makes a resource or individual accessible or inaccessible, including, but not limited to, location, cost, cultural or language barriers, stigma or lack of awareness. Students might explore ways to make resources more accessible to promote health and well-being for all people.</p>
<p><b>3.12.2</b> Analyze supports and barriers to accessing valid and reliable health information, products, services and other resources.</p>	<p>In high school, students analyze access to health resources in their families and communities. <b>Supports</b> can be defined in a student-friendly way in this context as things that make it easier to access reliable health information, products, services, and resources. Examples of supports students might explore include, but are not limited to, access to a school nurse, the internet, trusted websites or local libraries. <b>Barriers</b> can be defined in a student-friendly way in this context as things that make it harder to get the right health information or resources” Examples of barriers include, but are not limited to, lack of internet access, limited availability of health services in the community or difficulty knowing what is true or false online.</p>
<p><b>3.12.3</b> Evaluate the validity and reliability of health information, products, services and other resources.</p>	<p>In high school, students independently access health information online or through other resources. As students learn how to evaluate credible sources and avoid misleading or false information, student-friendly definitions may be helpful. <b>Valid sources</b> are information that is accurate, based on facts and supported by evidence or expert opinion. <b>Reliable sources</b> are trustworthy, consistent across time and come from reputable organizations or professionals. Questions to support students in evaluating valid and reliable information include, but are not limited to, the following: Who or what</p>

	is the source? Is there scientific evidence? What is the purpose of this resource? Is it current? Does it make exaggerated or “too good to be true” claims?
<b>3.12.4</b> Use valid and reliable sources of health information, products, services and other resources.	In high school, students independently access health information online or through other resources. As students learn how to identify credible sources and avoid misleading or false information, student-friendly definitions may be helpful. <b>Valid sources</b> are information that is accurate, based on facts and supported by evidence or expert opinion. <b>Reliable sources</b> are trustworthy, consistent and come from reputable organizations or professionals. Students might practice making health decisions by exploring verified, reputable websites and comparing them with unverified online sources to discuss what makes each source valid or reliable.
<b>3.12.5</b> Apply strategies to manage misinformation and disinformation.	In high school, students access health information independently online or in the community. <b>Misinformation</b> is incorrect but is shared without harmful intent. A student-friendly example might be, “A friend shares a social media post that mayonnaise can immediately cure acne.” <b>Disinformation</b> is deliberate, purposeful false information shared to deceive or manipulate others. A student-friendly example might be, “An YouTube advertisement claims a weight loss product can help people lose up to 50 pounds in one month.” Strategies to manage misinformation and disinformation include, but are not limited to, questioning the source, looking for evidence in multiple sources or asking trusted adults or experts for their opinion.

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

**Rationale:** Effective communication promotes health and well-being in individual, interpersonal, community, societal and environmental contexts. This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages and manage conflict. Developing communication skills helps individuals to see how they communicate and the ways in which their communication affects those around them.

Performance Indicators Grades 9-12	Clarifications
<p><b>4.12.1</b> Apply effective <b>verbal and non-verbal</b> communication skills across multiple modes of communication and media formats to support health and well-being of self and others.</p>	<p>As students continue developing relationships and identity in high school, they practice adapting communication methods to serve different contexts such as face-to-face interactions, digital platforms or written communication. They also become increasingly aware of communication differences based on the audience (communication with family, peers, teachers, strangers, etc.) Some examples to explore these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might practice using different tones, volumes and word choices in verbal communication.</li> <li>• Students might practice noticing and interpreting non-verbal cues to better understand their own and others' feelings.</li> <li>• Students might practice self-advocacy with trusted adults when needed.</li> </ul>
<p><b>4.12.2</b> Apply communication skills and strategies within a variety of interpersonal contexts.</p>	<p>In high school, students become increasingly aware of the importance of listening and mindful language for strong relationships as well as academic or vocational success. <b>Active listening</b> is fully focusing on the speaker, understanding their message and responding thoughtfully. <b>Mindful language</b> involves pausing before speaking to say precisely what is meant in a direct but kind way.</p>
<p><b>4.12.3</b> Demonstrate how to ask for and offer assistance to support the health of self and others.</p>	<p>In high school, students explore more ways to seek and offer support in respectful, appropriate ways, often in complex situations. Some examples for practicing this skill include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might identify trusted sources of support in different areas of their life (school, home, sports, etc.)</li> <li>• Students might practice respectful ways to ask for help such as, "I need help with..." or "Can you explain...?"</li> </ul>

Performance Indicators Grades 9-12	Clarifications
	<ul style="list-style-type: none"> <li>Students might practice respectful ways to offer support such as, “How can I help?” or “I’m here if you need me.”</li> </ul>
<p><b>4.12.4</b> Use communication skills related to communicating boundaries, expressing consent and removing consent in a variety of situations.</p>	<p>In high school, students continue developing healthy relationships with family and peers through understanding of boundaries and consent. <b>Boundaries</b> are the limits people set for themselves regarding physical, emotional and social interactions and can vary between individuals and situations. <b>Consent</b> is a clear and voluntary agreement to participate in an activity or interaction. High school students might practice the following skills related to boundaries and consent:</p> <ul style="list-style-type: none"> <li><b>Communicating boundaries</b> with “I” statements such as “I’m not comfortable with that.”</li> <li><b>Seeking consent</b> with phrases such as “Is it okay if I...?” or “Do you feel comfortable with this?”</li> <li><b>Removing consent</b> with phrases such as “I am no longer comfortable with that.”</li> </ul>
<p><b>4.12.5</b> Apply refusal skills and strategies in a variety of situations.</p>	<p>In high school, students practice communication skills to build strong relationships and achieve positive academic, social and vocational outcomes. <b>Refusal skills</b> are not simply saying “no,” but about expressing oneself calmly, using body language that shows confidence and maintaining personal boundaries when feeling pressured or uncomfortable. Some examples of refusal skills include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li><b>Direct refusal:</b> Firmly and clearly saying, “No, I don’t want to do that.”</li> <li><b>Alternate behavior:</b> Suggesting an alternative such as “I don’t want to do that, but I would play a game instead.”</li> <li><b>Broken record technique:</b> Calmly responding with, “I said no thank you.”</li> <li><b>Walking away:</b> Physically moving away from a situation if necessary.</li> </ul>
<p><b>4.12.6</b> Apply skills and strategies to prevent, manage or resolve conflict.</p>	<p>In high school, students may already understand that conflict is a natural part of relationships and is not always a bad thing, especially if handled with healthy skills and strategies. <b>Conflict</b> is a disagreement of interests, ideas or feelings between feelings or groups that may happen as a result of misunderstandings, competition, peer pressure or different opinions. Some examples for exploring this concept include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Students might use conflict prevention skills such as active listening, clear language and showing empathy and respect for others’ differences.</li> <li>Students might use conflict management skills such as using “I” statements to describe their feelings or needs.</li> </ul>

Performance Indicators Grades 9-12	Clarifications
	<ul style="list-style-type: none"> <li>Students might use a conflict resolution routine that involves identifying the problem, listening to one another, agreeing on a solution and apologizing (if needed).</li> </ul>
<p><b>4.12.7</b> Demonstrate collaboration skills in a variety of situations.</p>	<p>In high school, students practice communication skills to build strong relationships and achieve positive academic, social and vocational outcomes. Students may practice collaboration skills on group projects, team activities or in social or family interactions. <b>Collaboration</b> is working together towards a common goal while valuing the contributions of all team members. Some examples of collaboration skills include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li><b>Active Listening:</b> Paying attention to others' ideas and showing understanding.</li> <li><b>Clear Communication:</b> Expressing ideas and feelings in a respectful and constructive way.</li> <li><b>Flexibility:</b> Being open to different opinions and willing to adapt to changes.</li> <li><b>Conflict Resolution:</b> Addressing disagreements calmly and finding solutions.</li> <li><b>Accountability:</b> Taking responsibility for one's role and contributions.</li> </ul>
<p><b>4.12.8</b> Demonstrate negotiation skills in a variety of situations.</p>	<p>In high school, students practice communication skills to build strong relationships and achieve positive academic, social and vocational outcomes. <b>Negotiation</b> is a discussion aimed at reaching an agreement when people have different ideas, needs or preferences. Some examples of negotiation skills include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li><b>Active Listening:</b> Understanding the other person's perspective and feelings.</li> <li><b>Clear Communication:</b> Expressing thoughts, needs, and concerns respectfully.</li> <li><b>Problem-Solving:</b> Identifying shared goals and brainstorming creative solutions.</li> <li><b>Flexibility:</b> Being willing to compromise and adapt when needed.</li> <li><b>Emotional Regulation:</b> Staying calm and respectful even during disagreements.</li> </ul>
<p><b>4.12.9</b> Adapt strategies to communicate with others with different perspectives and values in various contexts.</p>	<p>In high school, students are aware of diverse perspectives and backgrounds in the world and in their social and academic environments. This is a rich opportunity to build positive relationships, foster mutual understanding and resolve disagreements respectfully. Some examples of strategies to communicate with others with different perspectives and values include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Students might ask respectful questions to clarify and learn more about others' perspectives.</li> <li>Students might actively listen to focus on truly hearing what the other person is saying without interrupting.</li> </ul>

Performance Indicators Grades 9-12	Clarifications
	<ul style="list-style-type: none"> <li>● Students might practice managing emotions and staying calm to maintain respect in the conversation.</li> <li>● Students might practice using “I” statements to express opinions without blaming or attacking others.</li> </ul>
<p><b>4.12.10</b> Communicate with empathy and compassion.</p>	<p><b>Empathy</b> is the ability to understand and share the feelings of another person or seeing things from their perspective. <b>Compassion</b> is the action that follows empathy, which involves showing kindness and a desire to help others who are experiencing difficulty or pain. Some examples to practice empathy and compassion include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might discuss why empathy and compassion are essential for healthy relationships and a healthy world.</li> <li>● Students might discuss what it feels like when empathy or compassion are not extended.</li> <li>● Students might discuss barriers to empathy and compassion in some contexts.</li> <li>● Students might practice ways of showing support or validating others without judgment.</li> </ul>

Standard 5: Use a decision-making process to support health and well-being of self and others.

**Rationale:** Effective decision-making is needed to identify, adopt and maintain health-promoting behaviors. This standard includes skills and steps integral to the process of effective decision-making to support health and wellbeing. The decision-making process enables collaboration to improve quality of life within individual, interpersonal, community, societal, cultural and environmental contexts.

Performance Indicators Grades 9-12	Clarifications
<p><b>5.12.1</b> Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.</p>	<p>In high school, students think critically about how their personal health-related decisions may have a broader impact on others in their community. Students might reflect on short-term and long-term effects of decisions they make such as eating habits, physical activity, substance use, relationships, sleep patterns or mental health care.</p>
<p><b>5.12.2</b> Determine when and why health-related situations require the application of a thoughtful decision-making process.</p>	<p>In high school, students may need to be explicitly taught a decision-making process. An example of a decision-making process for health and well-being might include these steps:</p> <ol style="list-style-type: none"> <li>1. Identify the decision to be made.</li> <li>2. Gather information and consider options.</li> <li>3. Predict potential outcomes for each option.</li> <li>4. Choose the best option based on considerations.</li> <li>5. Act on the decision.</li> <li>6. Reflect on the results.</li> </ol> <p>Students might practice these steps with a health decision they need to make (e.g., adhering to a treatment plan after illness or injury, monitoring time spent online, choosing not to use nicotine products, or choosing how to handle a misunderstanding with a teacher).</p>
<p><b>5.12.3</b> Apply an individual, supported, or collaborative</p>	<p>As students become more aware of complex, thoughtful decision-making needs in high school, they become increasingly aware of the need for supported or collaborative decision-making. Students might identify how different</p>

<p>decision-making process to maintain or improve health and well-being.</p>	<p>situations require different types of collaboration (i.e., a persistent cough may require medical attention while a friend who is experiencing harm requires support from a parent or school staff member).</p>
<p><b>5.12.4</b> Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.</p>	<p>In high school, students critically analyze multiple options for health outcomes as they become increasingly independent in navigating health related decisions. Students might explore how priorities shape decision-making options and outcomes (e.g., prioritizing socializing with friends may limit time for schoolwork or family time or prioritizing mental health may require fewer extracurricular activities).</p>
<p><b>5.12.5</b> Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, cultural and environmental levels.</p>	<p>In high school, students become more aware of the broader impact of their decisions, not just on themselves but on others and their communities. Students are encouraged to evaluate their options through multiple lenses including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>● <b>Individual level:</b> Students might evaluate how options affect one person’s health.</li> <li>● <b>Interpersonal level:</b> Students might evaluate how options can affect relationships with family, friends or peers.</li> <li>● <b>Community level:</b> Students might evaluate how options affect a larger group of people.</li> <li>● <b>Societal level:</b> Students might evaluate how options affect widespread trends or issues.</li> <li>● <b>Cultural level:</b> Students might evaluate how options affect practices, beliefs or values of different groups.</li> <li>● <b>Environmental level:</b> Students might evaluate how options impact the natural environment.</li> </ul>
<p><b>5.12.6</b> Develop a plan of action to implement a health-related decision.</p>	<p>In high school, students practice taking action on health-related decisions to build healthy habits across the lifespan. Students might identify a health-related decision they need to make (e.g., planning after school snacks, monitoring time spent online, recovering from an illness or injury, or starting a mindfulness routine) and then develop a plan of action to implement the decision. Some possible elements of a plan of action might include:</p> <ul style="list-style-type: none"> <li>● Setting a clear goal or outcome.</li> <li>● Breaking the plan into actionable steps.</li> <li>● Identify resources or collaboration needed.</li> <li>● Develop a timeline or schedule for the plan.</li> <li>● Identify potential barriers that may require adjustments to the plan.</li> <li>● Develop a plan for monitoring progress and reflecting on the results throughout.</li> </ul>
<p><b>5.12.7</b> Evaluate the impact of supports and barriers that affect decision making at individual,</p>	<p>In high school, students become increasingly aware of the complex systems they exist within and how various supports and barriers may impact decision-making for themselves as well as others. <b>Supports</b> are factors that help positive decision-making while <b>barriers</b> are factors that make decision-making more difficult. Students may use the levels</p>

<p>interpersonal, community, societal, cultural and environmental levels.</p>	<p>described in 5.12.5 to consider how different individuals within a community or society may have supports (e.g., personal values, knowledge, self-efficacy, access to resources, public health initiatives) or barriers (e.g., lack of emotional support, negative relationships or family dynamics, lack of access to healthcare, cultural or social stigma related to mental health).</p>
<p><b>5.12.8</b> Evaluate the effectiveness of health-related decisions.</p>	<p>In high school, students move beyond reflecting on health-related decisions and continue evaluating the effectiveness of health-related decisions. Students might discuss how their decision contributed to one of the dimensions of wellness (e.g., choosing to prioritize time with family led to less time with friends but greater connection to an aging grandparent, impacting both the mental/emotional and social dimensions).</p>

Standard 6: Use a goal-setting process to support health and well-being of self and others.

**Rationale:** Goal-setting is a process to support short- and long-term health and well-being goals. In addition to achieving a goal, a goal-setting process includes using practices, habits and routines in daily life. This standard includes the processes needed to plan, reach and reflect on health goals. Setting goals is a flexible process and considers personal and social factors affecting health and well-being. Goal-setting supports aspirations and future planning for health and well-being within individual, interpersonal, community, societal, cultural and environmental contexts.

Performance Indicators Grades 9-12	Clarifications
<p><b>6.12.1</b> Assess personal health, well-being and factors for engaging in a goal-setting process.</p>	<p>In high school, as students become increasingly independent and build healthy habits to use across their lifespans, they learn to evaluate different dimensions of wellness (see <b>1.12.2</b>). Students might use an assessment to help them set realistic, personalized health goals and develop plans to achieve those goals. This assessment might give students an opportunity to reflect on their health strengths as well as areas for growth. When selecting or developing a self-assessment for personal health and well-being, teachers should be mindful of cultural practices related to health behaviors as well as sensitive to student medical needs and privacy.</p>
<p><b>6.12.2</b> Use an individual, supported, or collaborative goal-setting process as appropriate.</p>	<p>As students set health-related goals in high school, they become increasingly aware of the need for supported or collaborative goal-setting. Students might identify how different goals require different types of collaboration (i.e., a goal for avoiding nicotine products might require peer support while a goal for avoiding stress by completing assignments on time might require teacher or family support).</p>
<p><b>6.12.3</b> Develop a goal and analyze how it supports health and well-being.</p>	<p>In high school, students set more individualized, specific health-related goals and understand how those goals support overall health and well-being. Students might identify a dimension of wellness they want to improve from their self-assessment (see <b>1.12.2</b>) and use that reflection to set an individual goal. Goals might include spending more time moving, getting more sleep, spending less time on screens or starting a mindfulness routine. When supporting students with setting health goals, teachers should be mindful of cultural practices related to health behaviors as well as sensitive to student medical needs. Goals focusing on healthy daily habits are ideal.</p>

	Students might engage in the SMART Goal Framework that supports setting <b>Specific, Measurable, Achievable, Relevant and Time-bound</b> goals for health.
<b>6.12.4</b> Implement a plan that addresses supports and barriers to attaining a health-related goal.	In high school, students might need to be explicitly taught how to develop a plan to meet a health-related goal that addresses supports and barriers to meeting the goal. Teachers might consider using a goal-setting template that may include elements such as, but not limited to: the goal, action steps, resources or people needed, supports to meet the goal, possible barriers to meeting the goal or a progress tracker. Students might find a model from a teacher helpful for developing their own plan.
<b>6.12.5</b> Monitor progress and adjust the goal or plan as appropriate.	In high school students continue tracking progress by regularly checking how close they are to reaching their goal, identifying successes and recognizing areas where they may need to adjust their plan. Students might use a checklist, journal or chart to track progress towards their health-related goal. If students have difficulty meeting a goal, they might adjust the goal to make components of it more attainable.
<b>6.12.6</b> Evaluate the goal-setting process and outcomes on health and well-being.	In high school, students learn to look back at their goal-setting process to understand what worked, what didn't and how they can improve their process or health and well-being in the future. This is a critical thinking task that may require support from teachers using questions including, but not limited to, "What worked well? What helped you stay on track? What helped you stay motivated? What made it hard to reach your goal? How might you change your plan for your next goal?"

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

**Rationale:** Developing health practices and behaviors can promote health and well-being over the lifespan and reduce risk to self and others. Practicing health behaviors is critical to incorporating health-promoting habits and routines into all dimensions of wellness. Due to the increasing influence of technology, it is crucial to develop and apply practices and behaviors that support media balance and digital wellness. This standard promotes individual and collective responsibility by encouraging the exploration and practice of skills and processes that support health and well-being in individual, interpersonal, community, societal and environmental contexts.

Performance Indicators Grades 9-12	Clarifications
<p><b>7.12.1</b> Analyze supports and barriers to engaging in health-related practices and behaviors.</p>	<p>In high school, students continue becoming aware of the complex systems they exist within and how various supports and barriers may impact health-related practices and behaviors for themselves as well as others. <b>Supports</b> are factors that help positive practices and behaviors while <b>barriers</b> are factors that make practices and behaviors more difficult. Students may examine supports (e.g., personal values, knowledge, self-efficacy, access to resources, public health initiatives) or barriers (e.g., lack of emotional support, negative relationships or family dynamics, lack of access to healthcare, cultural or social stigma related to mental health).</p>
<p><b>7.12.2</b> Evaluate practices, behaviors and other factors supporting individual and collective health and well-being.</p>	<p>In high school, students become more aware of the broader impact of their practices and behaviors, not just on themselves but on collective health and well-being. Students might reflect on their practices and consider how their choices impact the larger context they exist within. For example, students might evaluate how mental health awareness, access to physical activities in the community, access to health services, seat belt laws, respect for boundaries and consent or volunteer engagement might impact the collective health and well-being of a community.</p>
<p><b>7.12.3</b> Adapt practices and behaviors to support individual and collective health and well-being.</p>	<p>In high school, after students have evaluated practices and behaviors' impact on collective health and well-being (see <b>7.12.2</b>), they consider how they might adapt practices to enhance the community's overall health. For example, if in their evaluation students find that not many students have time during the day for physical activity, they might consider ways to encourage physical activity at school or during extracurricular time. As another example, if students find that many people in the community do not have access to fresh vegetables or fruits at local grocery stores, they might consider ways the school could help provide nutritious foods.</p>

Performance Indicators Grades 9-12	Clarifications
<p><b>7.12.4</b> Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.</p>	<p>In high school, students not only identify these practices and behaviors but also demonstrate the practices in action. Students might practice health-promoting behaviors such as expressing boundaries clearly or volunteering and reflect on how those behaviors promoted collective health and well-being.</p>

Standard 8: Advocate to promote health and well-being of self and others.

**Rationale:** Advocacy skills are critical for promoting health and well-being within individual, interpersonal, community, societal and environmental contexts. This standard helps learners develop and apply skills and strategies to increase agency and advocacy for self and others. Practicing advocacy helps students be informed, civic-minded members of their community, who are inclusive of individual, cultural, historical and other differences.

Performance Indicators Grades 9-12	Clarifications
<p><b>8.12.1</b> Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal and environmental levels.</p>	<p>In high school, students develop a critical stance related to advocacy, including examining how different people, groups or communities may respond to or engage in advocacy. Students develop a nuanced understanding for how power dynamics in a group or community may complicate advocacy efforts. For example, students might recognize how individuals who do not have access to health care due to geographic location or socioeconomic status may desire support and that support should be offered in a dignified, respectful way that honors the assets of the community they are trying to help.</p>
<p><b>8.12.2</b> Advocate for health issues either collaboratively or individually to promote health and well-being.</p>	<p>In high school, students think critically about real-life situations where advocacy can improve health and well-being for others in their family, school and community. <b>Advocacy</b> is taking action to promote health and well-being. Students might analyze opportunities to advocate for others’ health and well-being such as mental health awareness, nicotine addiction awareness or promoting increased physical activity.</p>
<p><b>8.12.3</b> Customize advocacy skills and strategies for varying audiences and contexts.</p>	<p>In high school, students expand on advocacy skills and strategies learned previously by learning to tailor communication and approach to fit the needs, preferences and circumstances of different audiences. This skill requires analyzing the audience and context they might be trying to reach with their advocacy. For example, if advocating to younger children, students might use simple and clear language. If advocating to school staff or community members, students might use formal language or help adults understand how young people view health issues. Students might also customize advocacy across various modes of communication including in-person meetings, social media posts or video content.</p>
<p><b>8.12.4</b> Demonstrate self-advocacy skills and strategies to promote health and well-being.</p>	<p>In high school, students become increasingly independent and responsible for their own health and well-being. Self-advocacy requires communication skills and confidence that can be developed through access to valid and reliable</p>

	health information. To practice self-advocacy, students might identify their own health needs and the resources and supports they need in order to meet those needs.
<b>8.12.5</b> Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal and environmental levels.	In high school, students refine their advocacy skills to become increasingly strategic. Students might identify issues that need attention in their school or community, access valid and reliable information related to the issue, develop a clear advocacy message and then communicate the message clearly with an intended audience. Students might consider public speaking, creating posters, videos or social media campaigns or organizing events like health fairs or awareness days to advocate for their identified issue.
<b>8.12.6</b> Evaluate the process, outcomes and impact of advocacy efforts at the individual, interpersonal, community, societal and environmental levels.	Just as students learn to reflect on their decision-making and goal setting, students in high school likewise evaluate the effectiveness of their advocacy efforts. Some questions students might use to evaluate their efforts include, but are not limited to, the following, “Was the message clear and persuasive? Did the effort inspire action or change? What could be improved for further efforts?”
<b>8.12.7</b> Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	In high school, students consolidate their understanding of how important collaboration and community are for health across the lifespan. Students might analyze how healthcare providers, local governments, schools or businesses can collaborate to create effective solutions for collective health. Students might analyze local or state campaigns related to substance abuse, mental health, access to healthy food or physical activity to determine how collaboration can prevent and solve community health issues.