

# Elementary School: Health Education Clarifications Support

## GRADES K – 2

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 Elementary 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 K-Grade 2	Clarifications
<b>1.2.1</b> Identify strengths and assets that support health and well-being.	In kindergarten through grade 2, students might explore basic concepts of strengths and assets related to their health and well-being with increasing understanding of the connections between strengths and well-being. Some examples include, but are not limited to: <ul style="list-style-type: none"><li>● Recognize healthy habits they are good at (e.g., “I am good at running” or “I can share with my friends.”)</li><li>● Identify simple resources or habits that keep them healthy (e.g., eating fruits, brushing teeth or resting, talking to family or friends when upset).</li></ul>

Performance Indicators K-Grade 2	Clarifications
<p><b>1.2.2</b> Identify dimensions of wellness.</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, 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 kindergarten through grade 2, students might recognize and name basic aspects of wellness in simple, concrete terms.</p> <ul style="list-style-type: none"> <li>● Identify physical wellness by naming healthy behaviors (e.g., eating fruits, getting sleep, playing outside).</li> <li>● Recognize emotional wellness by describing feelings and how to manage them (e.g., “I feel happy when I share,” “I feel calm when I take deep breaths.”)</li> <li>● Discuss social wellness by identifying positive interactions with others (e.g., “Spending time with family makes me feel good.”)</li> <li>● Recognize environmental wellness by discussing how actions impact spaces (e.g., “Picking up my trash keeps the playground good accessible or usable? for everyone.”)</li> <li>● Describe intellectual wellness by recognizing how learning (e.g., reading, writing) support feelings of accomplishment or pride.</li> </ul>
<p><b>1.2.3</b> Identify ways to prevent or reduce risks for illnesses and injuries.</p>	<p>In kindergarten through grade 2, students might identify basic health practices, focusing on everyday actions that reduce the chance of getting sick or hurt, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might identify handwashing before and after meals and after the bathroom as a way to reduce illness.</li> <li>● Students might identify covering coughs/sneezing as a way to prevent spreading germs.</li> <li>● Students might identify wearing a seat belt or helmet to reduce injury.</li> <li>● Students might identify keeping toys or supplies organized to avoid injuries.</li> <li>● Students might identify times to talk to a trusted adult (inappropriate touches, when someone is being bullied).</li> </ul>

Performance Indicators K-Grade 2	Clarifications
<p><b>1.2.4</b> Describe health-promoting behaviors.</p>	<p>In kindergarten through grade 2, students might describe basic health practices, focusing on everyday actions that promote health, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might describe aspects of their daily routine that help them stay healthy (e.g., drinking water, playing outside during recess, talking with friends and trusted adults, spending time with a pet.)</li> <li>• Students might identify safe and unsafe touches, including why everyone has the right to tell others not to touch his or her body.</li> <li>• Students might describe why it's harmful to tease or bully others and what to do when someone is being bullied.</li> <li>• Students might describe the importance of responding to body signals and needs for food, sleep or connection with others.</li> </ul>
<p><b>1.2.5</b> Explain the importance of health and well-being.</p>	<p>In kindergarten through grade 2, students are beginning to understand how health and well-being contribute to feeling good, growing and being able to do everyday activities. Students might explain how taking care of their bodies through good habits helps them stay strong, energetic, and happy. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might engage in a group discussion or read a story about how students feel when they take care of themselves and how they feel when they don't (e.g., tired, sad, sick).</li> <li>• Students might create a simple chart showing daily activities that promote health, such as brushing teeth, eating fruits and vegetables, playing outside and getting enough sleep.</li> </ul>
<p><b>1.2.6</b> Identify how the environment affects personal and community health.</p>	<p>In kindergarten through grade 2, students are beginning to understand the connection between environments, personal health and community health. Some examples to discuss include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might discuss how pollution can make air or water dirty and impact health.</li> <li>• Students might discuss how communities can work together to protect community health through recycling, washing hands or keeping public spaces clean.</li> </ul>
<p><b>1.2.7</b> Identify family and school rules about using medicines correctly.</p>	<p>In kindergarten through grade 2, students explain how to use medicine correctly as well as the harmful effects of medicines when used incorrectly. Some examples to explore these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might learn simple and clear rules related to what medicines are and how they are different from food, drinks or treats.</li> </ul>

Performance Indicators K-Grade 2	Clarifications
	<ul style="list-style-type: none"> <li>Students might learn simple and clear rules related to who is able to handle medicines, such as trusted adults at home or school.</li> </ul>
<p><b>1.2.8</b> Describe the benefits of not using tobacco or nicotine products.</p>	<p>In kindergarten through grade 2, students begin to understand in age-appropriate terms why 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 or chewing tobacco</li> <li><b>Electronic nicotine products</b> such as vaping devices</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> <ul style="list-style-type: none"> <li>Students might describe “nicotine” as an unhealthy substance that people can become addicted. A K-2 appropriate definition of <b>addiction</b> is when someone starts doing something so much that it becomes hard for them to stop, even if it’s not good for them.</li> <li>Students might explore the physical benefits of not using tobacco or nicotine (keeping lungs clean to be able to play without getting out of breath).</li> <li>Students might identify short and long-term physical effects of being exposed to tobacco smoke.</li> <li>Students might identify ways to say no to tobacco or nicotine products.</li> </ul>
<p><b>1.2.9</b> List ways to prevent harmful effects of the sun.</p>	<p>In kindergarten through grade 2, students begin to understand the harmful effects of the sun such as danger of burns, overheating or more serious conditions like sun poisoning, heatstroke or serious illness.</p>

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 K-Grade 2	Clarifications
<p><b>2.2.1</b> Identify various influences that affect health and well-being.</p>	<p>In kindergarten through grade 2, students focus on simple, relatable examples of health influences such as making connections between family, school and their health. Students may identify media, television or content creators that influence their thinking about health. <b>Influences</b> can be defined for students in early elementary as “things that can affect how we feel, grow, and stay healthy.”</p>
<p><b>2.2.2</b> Determine the ways various influences affect personal health and well-being.</p>	<p>In kindergarten through grade 2, students may determine how family members or trusted adults encourage them to practice good hygiene, eat healthy foods or play outside. They also may determine how community resources such as parks or doctors influence their well-being.</p>
<p><b>2.2.3</b> Explain how various influences affect the health and well-being of others.</p>	<p>In kindergarten through grade 2, students explain simple, relatable examples of how influences may impact other people. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might explore how sharing healthy snacks or listening to a friend who is feeling sad may be a positive influence on others.</li> <li>● Students might explore how not playing fairly or not covering a sneeze or cough may be a negative influence on others.</li> </ul>

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.

Performance Indicators K-Grade 2	Clarifications
<p><b>3.2.1</b> Identify characteristics of trusted adults and other individuals who support health and well-being.</p>	<p>In kindergarten through grade 2, students identify the adults who support their health and well-being. A student-friendly definition of <b>trusted adults</b> is “people who care about us, keep us safe and help us when we need it.” Students might identify people in their life who fit this description or determine characteristics of people who make them feel safe. Note that students come from a variety of backgrounds and may identify different family members or individuals outside their family who they would consider trusted adults. An inclusive, safe classroom environment affirms that all families may be different.</p>
<p><b>3.2.2</b> Demonstrate when and how to seek help from others at home, at school or in the community.</p>	<p>In kindergarten through grade 2, students access valid and reliable resources through trusted adults. Students might explore a variety of health situations (e.g., having a stomachache, feeling sad, needing a new bike helmet or needing a healthy snack) and explain which adults at home, at school or in the community could help with the need.</p>
<p><b>3.2.3</b> Locate school and community health helpers.</p>	<p>In kindergarten through grade 2, students are becoming aware of the resources available to them in their school and community. Some school and community health helpers students might locate include, but are not limited to, the following: teachers, school nurses, school counselors, librarians (to help access health books or information), principals, cafeteria workers and custodians, doctors, nurses, dentists, police officers, firefighters, paramedics or pharmacists.</p>

**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 K-Grade 2	Clarifications
<p><b>4.2.1</b> Express thoughts, feelings, wants and needs to support health and well-being of self and others.</p>	<p>In kindergarten through grade 2, students are encouraged to recognize and communicate their emotions, needs and desires in ways that promote health and well-being. Some examples to learn this concept include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might identify different emotions such as happy, sad, angry, excited or scared and understand how these emotions affect health and behavior.</li> <li>● Students might learn simple phrases to express needs such as, “I need help,” “I feel scared,” or “Can you play with me?”</li> <li>● Students might practice listening to others when they express their feelings and needs to foster empathy and learn to support others’ health and well-being.</li> </ul>
<p><b>4.2.2</b> Use active listening skills in a variety of situations.</p>	<p>In kindergarten through grade 2, students are becoming more aware of themselves in relation to family members, classmates or others in the community. To foster empathy and learn to support others’ health and well-being, students might practice listening and paraphrasing what a classmate says about their favorite activities or what they did over a weekend.</p>
<p><b>4.2.3</b> Demonstrate communication skills and strategies to use if</p>	<p>In kindergarten through grade 2, students begin developing communications skills for the purpose of advocating for themselves and others. In order to do this, students first recognize feelings like fear, sadness, confusion or discomfort.</p> <ul style="list-style-type: none"> <li>● Students might demonstrate how to respond when someone is being mean or is being treated unfairly.</li> <li>● Students might practice phrases such as “I don’t like this,” “I feel scared” or “Can you help me?”</li> </ul>

Performance Indicators K-Grade 2	Clarifications
uncomfortable, unsafe or harmed.	<ul style="list-style-type: none"> <li>Students might learn about how to communicate about unsafe or inappropriate behaviors from other children or adults.</li> </ul>
<b>4.2.4</b> Recognize ways to communicate and respect the boundaries of self and others.	<p>In kindergarten through grade 2, students begin to understand personal space and how to set and respect others' boundaries. Students might learn that everyone has their own "bubble" or personal space and that respectful people ask for permission before entering someone's space. Some examples for understanding boundaries include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Students might learn phrases to express boundaries such as, "I need some space," or "Please do not touch me."</li> <li>Students might learn phrases to respect others' boundaries such as, "May I sit next to you?" or "Would you like a hug?"</li> </ul>
<b>4.2.5</b> Demonstrate ways to show kindness and compassion.	<p>In kindergarten through grade 2, students continue practicing kindness towards themselves and others to learn how to care for others' feelings, offer help when needed and create a positive, inclusive classroom environment. Some examples for teaching kindness and compassion include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Students might share examples of how classmates showed kindness or compassion to other classmates.</li> <li>Students might reflect on what it feels like when people show kindness to them.</li> <li>Students might discuss how others feel in stories, pictures or videos to practice noticing others' feelings.</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 K-Grade 2	Clarifications
<p><b>5.2.1</b> Identify when a health-related decision is needed to maintain or improve health and well-being.</p>	<p>In kindergarten through grade 2, students are beginning to recognize situations where they need to make choices and are learning simple decision-making skills. Students might identify good choices for health (such as washing hands, drinking water, saying no to something unsafe or telling a trusted adult when they feel well).</p>
<p><b>5.2.2</b> Recognize when help is needed for a health-related decision.</p>	<p>In kindergarten through grade 2, students may have some independence in simple health-related decisions, and they begin to understand when to ask for help. Students might discuss situations when they might seek help from a trusted adult, such as feeling sick or hurt, handling unsafe situations (finding sharp objects or medicines) or needing help to cross a street safely.</p>
<p><b>5.2.3</b> Describe options and potential outcomes for a health-related decision.</p>	<p>In kindergarten through grade 2, students are beginning to understand how choices have both positive and negative consequences. <b>Options</b> are things people choose to, and outcomes are what happens because of choices. Some examples to illustrate this concept to students include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Choosing to wash hands before eating leads to the outcome of not spreading germs.</li> <li>● Choosing to wear a jacket leads to feeling warm and comfortable in cold weather.</li> </ul>
<p><b>5.2.4</b> Choose an option that supports health and well-being.</p>	<p>In kindergarten through grade 2, students begin to have some autonomy over their own health choices to build good habits across their lifespan. Students might discuss choices such as eating vegetables at lunch, getting enough sleep, playing safely or being kind to family and friends who need support.</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 K-Grade 2	Clarifications
<b>6.2.1</b> Determine a health behavior to change or reinforce.	In kindergarten through grade 2, students begin to understand how their choices can impact their health. Students might explore simple behaviors that they can change or reinforce independently such as brushing their teeth well, taking a deep breath when overwhelmed, washing hands, helping with chores around the house or choosing water over sugary drinks.
<b>6.2.2</b> Identify a goal that supports health and well-being.	In kindergarten through grade 2, students identify simple, achievable goals related to their health. Students might engage in a class-wide goal such as everyone washing their hands before lunch or an individual goal such as those listed in 6.2.1. When supporting students with setting health goals, teachers should be mindful of cultural practices related to health behaviors as well as being sensitive to student medical needs. Goals focusing on healthy daily habits are ideal.
<b>6.2.3</b> Determine who can help when assistance is needed to achieve a health-related goal.	In kindergarten through grade 2, students learn about family, school and community health helpers such as teachers, school nurses, school counselors, librarians (to help access health books or information), principals, cafeteria workers and custodians, doctors, nurses, dentists, police officers, firefighters, paramedics or pharmacists. Students might discuss which of these helpers may assist with their health-related goal.
<b>6.2.4</b> Describe actions that support reaching a health-related goal.	In kindergarten through grade 2, students focus on concrete, achievable actions that can help reach a class-wide or individual health goal. For example, if students have a goal of drinking more water during the day, they might describe how they will drink water as soon as they wake up and before going to bed. Students might set up a class challenge to report on progress for reaching the goal.

<p><b>6.2.5</b> Take action to achieve a health-related goal.</p>	<p>In kindergarten through grade 2, students take concrete, achievable actions to achieve health-related goals. Students might require support from families and caregivers or school staff to take action and report progress on the goal.</p>
<p><b>6.2.6</b> Reflect on the results of goal setting.</p>	<p>In kindergarten through grade 2, students engage in simple reflection questions about their goal setting process. Students might discuss questions such as, “Did I achieve my health goal? Why or why not? How does it feel to meet a health goal? What can I do in the future to keep achieving my health goals?”</p>

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 K-Grade 2	Clarifications
<b>7.2.1</b> Identify practices and behaviors that support health and well-being of self and others.	In kindergarten through grade 2, students begin to understand that their decisions can promote good health and well-being for themselves and people in their families, school or community. Some practices or behaviors that students might identify include, but are not limited to, practicing good hygiene, uses spaces respectfully and cleaning up when finished, sharing healthy snacks or water, respecting others’ boundaries or expressing feelings and needs respectfully.
<b>7.2.2</b> Demonstrate practices and behaviors that support health and well-being of self and others.	In kindergarten through grade 2, students not only identify these practices and behaviors but also demonstrate the practices in action. Students might practice health-promoting behaviors like thorough handwashing or active listening and then reflect on how it helps others stay healthy as well.

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 K-Grade 2	Clarifications
<p><b>8.2.1</b> Make requests to support personal health and well-being.</p>	<p>In kindergarten through grade 2, students begin to understand how to make requests to stay safe or healthy or to feel better in simple, concrete terms. At school, students might practice making requests for a tissue for a runny nose or to see the school nurse when feeling ill. At home, students might practice making requests for healthy snacks or for support when feeling tired, sad or overwhelmed.</p>
<p><b>8.2.2</b> Identify a variety of ways to support others in making health-promoting choices.</p>	<p>In kindergarten through grade 2, students begin to understand how they might support others in kind and compassionate ways that respect the boundaries of others. Students might identify ways they can help family members or classmates in making health-promoting choices such as using playground equipment safely or sharing fresh fruit or vegetables during snack time.</p>
<p><b>8.2.3</b> Encourage others to make health-promoting choices.</p>	<p>In kindergarten through grade 2, students practice encouraging others to make health-promoting choices in kind and compassionate ways that respect the boundaries of others. Students might practice a kind tone for reminding a classmate to wash their hands or practice requesting water to drink at home.</p>

# Elementary School: Health Education Clarifications Support

## GRADES 3 - 5

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 3-5	Clarifications
<p><b>1.5.1</b> Explain how to build upon strengths and assets to support health and well-being.</p>	<p>In grades 3 through 5, students might recognize how strengths and assets support health and well-being in specific contexts.</p> <ul style="list-style-type: none"> <li>• Students might explain how skills or habits that contribute to health (e.g., “I’m good at playing soccer, which helps me stay active.”)</li> <li>• Students might reflect on personal strengths to manage stress or challenges (e.g., “When I feel nervous, I use my creativity to draw and calm down.”)</li> <li>• Students might explain how family, school and community assets (e.g., parks, sports teams, healthcare services) provide support for health and well-being (e.g., “The library gives us a safe place to learn and relax” or “Our school provides healthy lunches.”)</li> </ul>
<p><b>1.5.2</b> Describe health-promoting behaviors for the dimensions of wellness.</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> <ul style="list-style-type: none"> <li>• <b>physical:</b> healthy diet, being physically active, avoiding tobacco and other drugs, going to the doctor regularly, etc.</li> </ul>

Performance Indicators Grades 3-5	Clarifications
	<ul style="list-style-type: none"> <li>● <b>emotional/mental:</b> expressing emotions in a healthy way, managing stress, engaging in creative activities, etc.</li> <li>● <b>environmental:</b> recycling, picking up trash at a local park, buying local produce, etc.</li> <li>● <b>social:</b> spending time with friends and family, connections with classmates, building a strong social network, etc.</li> <li>● <b>occupational:</b> being happy at school/work, working reasonable hours, making contributions to the world, etc.</li> <li>● <b>spiritual:</b> reflecting, spending time in nature, journaling, engaging in a spiritual or religious community, etc.</li> <li>● <b>intellectual:</b> reading for pleasure, engaging in community education, having an open mind, etc.</li> </ul> <p>In grades 3 through 5, students might describe specific behaviors that support all dimensions of wellness:</p> <ul style="list-style-type: none"> <li>● Reflect on occupational wellness at home and school (e.g., “I feel proud when I finish my homework or clean up my space.”)</li> <li>● Recognize how to engage in intellectual wellness (e.g., “I keep my brain healthy by reading books and asking questions.”)</li> <li>● Recognize physical wellness activities and outcomes (e.g., “Drinking water and stretching helps me feel active and alert.”)</li> </ul>
<p><b>1.5.3</b> Explain ways to prevent or reduce risks for illnesses and injuries.</p>	<p>In grades 3 through grade 5, students might explain specific actions in increasing detail with an emphasis on prevention and reducing risks across multiple environments. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Handwashing and hygiene: Students might explain the connection between hygiene and cleaning surfaces to prevent illness.</li> <li>● Using safety equipment: Students might explain how and why helmets or pads prevent injury during activities.</li> <li>● Doctor visits: Students might explain the connection between regular doctor visits and overall health.</li> <li>● Home safety: Students might explain how to avoid equipment or tools at home to stay safe.</li> </ul>
<p><b>1.5.4</b> Explain ways to engage in health-promoting behaviors, including how to manage health conditions.</p>	<p>In grades 3 through grade 5, students might move from describing basic health practices to explaining how to engage in health-promoting behaviors. This grade band indicates more student accountability for maintaining health. Some examples include, but are not limited to, the following:</p>

Performance Indicators Grades 3-5	Clarifications
	<ul style="list-style-type: none"> <li>• Students might explain the role they play in their health by making good choices and following safety rules at home or school.</li> <li>• Students might explain how to manage health conditions, such as asthma, allergies, or diabetes, by following specific routines or plans.</li> </ul>
<p><b>1.5.5</b> Examine how health literacy supports health and well-being.</p>	<p>In grades 3 through grade 5, students learn the definition of <b>health literacy</b>, or “the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others” (SHAPE, 2024).</p> <p><b>Student-friendly definition of health literacy:</b> being able to find, understand and use information about health to make good choices for your own health and to help others stay healthy, too. This includes knowing how to take care of your body, learn about healthy habits, and ask for help when needed to stay well.</p>
<p><b>1.5.6</b> Examine how the environment affects personal and community health.</p>	<p>In grades 3 through 5, students begin exploring cause-and-effect relationships between environmental factors and health outcomes, moving beyond simple observations to more in-depth discussions and activities. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might examine different types of pollution (air, water, land) and discuss the impacts they have on communities and individuals.</li> <li>• Students might identify public parks or facilities in their communities and discuss how they contribute to different dimensions of wellness for everyone in the community.</li> </ul>
<p><b>1.5.7</b> Explain when and why it is important to seek health care.</p>	<p>In grades 3 through 5, students begin grasping the importance of taking responsibility for their health by recognizing when professional care is necessary and how it can prevent, treat, or manage health problems. <b>Health care</b> is defined as services provided by doctors, nurses, dentists, therapists and other professionals to help people stay healthy, prevent illness or treat injuries and sickness. Some examples for exploring these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might identify situations that are emergencies (e.g., difficulty breathing, broken bones) and require immediate attention versus non-emergencies (e.g., minor colds).</li> </ul>

Performance Indicators Grades 3-5	Clarifications
	<ul style="list-style-type: none"> <li>Students might identify trusted adults who could provide support in a variety of healthcare situations.</li> </ul>
<p><b>1.5.8</b> Explain the potential risks associated with inappropriate use and abuse of prescription medicines.</p>	<p>In grades 3 through 5, students learn simple and clear rules for appropriate use of medicine. Some examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Students might explain how prescription medicines should only be taken when prescribed by a doctor and in the amount and at the times specified.</li> <li>Students might explain the risks of taking too much medicine or taking someone else’s medicine.</li> <li>Students might identify family and school rules about alcohol use.</li> </ul>
<p><b>1.5.9</b> Describe the benefits of abstaining from tobacco use and explain the dangers of experimenting with tobacco and nicotine products.</p>	<p>In grades 3 through 5, students deepen their understanding in age-appropriate terms why 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> <ul style="list-style-type: none"> <li>Students might describe “nicotine” as an unhealthy substance that people can become addicted to. A 3-5 appropriate definition of <b>addiction</b> is when someone starts doing something so much that it becomes hard for them to stop, even if it’s not good for them. When a person is addicted to something, their brain gets used to it and feels like they need it all the time.</li> <li>Students might explore the physical benefits of not using tobacco or nicotine (keeping lungs clean to be able to play without getting out of breath) or the financial benefits (saving money for other needs or wants).</li> <li>Students might identify short and long-term physical effects of being exposed to tobacco smoke.</li> <li>Students might identify ways to say no to tobacco or nicotine products.</li> </ul>

Performance Indicators Grades 3-5	Clarifications
<p><b>1.5.10</b> Identify short and long-term effects of alcohol use.</p>	<p>In grades 3 through 5, students learn that alcohol is a substance found in drinks like beer, wine and different types of liquor. Because alcohol can change the way the brain and body work, alcohol is not safe for kids to use and can cause harm. Some examples to explore this concept include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might identify short-term effects of alcohol such as feeling dizzy, having trouble thinking clearly, feeling sick to the stomach or risk of getting hurt.</li> <li>● Students might identify long-term effects of alcohol such as damage to body parts (such as the heart, liver or brain), addiction or trouble with school, relationships or other areas of life.</li> <li>● Students might identify ways to recognize and avoid situations where they might be encouraged to use alcohol.</li> </ul>
<p><b>1.5.11</b> Describe ways to prevent harmful effects of the sun and other kinds of weather and climates.</p>	<p>In grades 3 through 5, students continue learning the harmful effects of the sun such as danger of burns, overheating or more serious conditions like sun poisoning, heatstroke or serious illness. Students also learn about precautions to take in other types of weather and climates including but not limited to the following:</p> <ul style="list-style-type: none"> <li>● <b>Cold weather protection</b> includes dressing in layers and limiting time outside.</li> <li>● <b>Hot weather protection</b> includes wearing loose clothing, drinking water and limiting time outside.</li> <li>● <b>Rain and storm safety</b> includes avoiding water or metal during lightning or being cautious of flooding.</li> <li>● <b>Tornado safety</b> includes staying alert to the weather report and seeking shelter in a hallway or bathtub.</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 3-5	Clarifications
<p><b>2.5.1</b> Explain how various influences can affect health and well-being.</p>	<p>In grades 3 through 5, students explain how more complex influences beyond family, school and community might influence their health. Students might explain how the content they consume via television or videos influence their behavior or how trusted adults provide resources like healthy food, medication or safety.</p>
<p><b>2.5.2</b> Determine the ways various influences affect the health and well-being of self and others.</p>	<p>In grades 3 through 5, students might determine how family members or trusted adults encourage them to practice good hygiene, eat healthy foods or play outside. Students in this grade band also begin considering the health and well-being of others and might</p>
<p><b>2.5.3</b> Explain how influences affect the health and well-being of people and communities in different ways.</p>	<p>In grades 3 through 5, students begin to consider how health and well-being are shaped by multiple factors within a community and that communities may be impacted differently by various factors. Some examples to explore this concept include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students might provide examples of resources in the community (such as parks, grocery stores with fruits and vegetables or doctors) and explain how those resources support and influence the health of others.</li> <li>• Students might explain how positive family, peer, community or school relationships can support emotional and social well-being for different people in the community.</li> </ul>

Performance Indicators

Grades 3-5

Clarifications

<p><b>2.5.4</b> Use strategies and resources to manage influences that impact health and well-being.</p>	<p>In grades 3 through 5, students begin to consider how they can 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., dealing with stress or choosing healthy snacks) and discuss what resources or strategies they might use to address the issue.</p>
<p><b>2.5.5</b> Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.</p>	<p>Because of the influence of social media sites, online games and smart phones on students' mental and emotional health, this standard encourages conversations and guidance for young students to practice safe behaviors online that protect themselves as well as the well-being of others. This discussion might include considerations for online bullying or harassment, including exploration of how activity online at an early age may make people feel anxious or impact their view of others and themselves.</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.

Performance Indicators Grades 3-5	Clarifications
<p><b>3.5.1</b> Determine which trusted adults, other individuals and other health resources are appropriate in various situations.</p>	<p>In grades 3 through 5, students move beyond identifying trusted adults towards determining how different adults may support them in various situations. Students might discuss which adults would be most appropriate to ask for support in a variety of situations (e.g., for help with a knee scrape at recess vs. for help if a classmate has been bullied).</p>
<p><b>3.5.2</b> Locate home, school and community resources to support health and well-being.</p>	<p>In grades 3 through 5, students move beyond locating health helpers and begin thinking about how those resources may support their health and well-being. Students might discuss specific health helpers and identify what resources they might be able to provide (e.g., a sibling might help administer first aid, a librarian could provide a book about asthma or a school counselor could listen when feeling sad or lonely).</p>
<p><b>3.5.3</b> Determine the validity and reliability of health information, products, services and other resources.</p>	<p>In grades 3 through 5, students begin to think critically about health resources they access. <b>Validity</b> means knowing that information is true based on evidence. <b>Reliability</b> means knowing the source of the information is trustworthy and has a good reputation. Students might examine health information and ask questions such as, “Who created this information? Is this person or organization a health expert? Are there facts or evidence to support this information?”</p>
<p><b>3.5.4</b> Explain how misinformation and disinformation affect health and well-being.</p>	<p>In addition to determining validity and reliability of health resources, students in grades 3 through 5 also begin to learn about misinformation and disinformation related to health. <b>Misinformation</b> is when someone shares wrong information because they think it’s true. A student-friendly example of misinformation might be, “A friend says eating candy helps</p>

you stay healthy because they don't know the truth." **Disinformation** is when someone shares wrong information on purpose to trick or mislead. A student friendly example of disinformation might be, "A YouTube ad says that a medicine can cure all sicknesses, but it's not true."

**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 3-5	Clarifications
<p><b>4.5.1</b> Use effective verbal and non-verbal communication skills to express thoughts, feelings, wants and needs to support health and well-being of self and others.</p>	<p>In grades 3 through 5, students become increasingly aware of their verbal and non-verbal communication skills, crucial skills for building positive relationships, resolving conflicts and advocating for one’s own well-being as well as the well-being of others. Some examples to explore these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might use more complex verbal communication to express their feelings, needs and wants such as, “I feel sad when…” or “I need help with…”</li> <li>● Students might use body language, facial expressions, gestures or eye contact to give non-verbal cues about feelings, needs and wants.</li> <li>● Students might practice expressing needs and wants respectfully with phrases such as “Could you please share that with me?” or “I would like to have a turn please.”</li> </ul>
<p><b>4.5.2</b> Use active listening skills and strategies in a variety of situations.</p>	<p>In grades 3 through 5, students continue learning that effective communication is a two-way street that requires careful listening and mindfulness of their own non-verbal cues while listening. Students might practice listening to a peer without interrupting and providing a paraphrase of what they said.</p>
<p><b>4.5.3</b> Demonstrate how to ask for and offer assistance to support the health of self and others.</p>	<p>In grades 3 through 5, students are beginning to learn self-advocacy skills as well as skills to advocate for others. Students learn that recognizing their own needs and offering assistance are important parts of personal and community health and well-being. Examples to explore these concepts include, but are not limited to, the following:</p>

	<ul style="list-style-type: none"> <li>● Students might demonstrate mindful, polite ways to ask for help such as, “Could you please help me?” or “I’m feeling confused and need help when you are able to help me.”</li> <li>● Students might demonstrate respectful ways to offer assistance such as, “Would you like some help?” or “Is there something I could do to make you feel better?”</li> </ul>
<p><b>4.5.4</b> Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.</p>	<p>In grades 3 through 5, students continue learning how boundaries, both physical and emotional, are essential to respectful, healthy communication and relationships. <b>Boundaries</b> can be explained to this grade band as limits or guidelines that help people feel safe and respected. An example of a physical boundary is being mindful of others’ personal space. An example of an emotional boundary is being mindful of how much personal information people want to share with others. Some examples to explore this concept include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might demonstrate setting boundaries with phrases such as “I need some space please,” or “I’m not comfortable with that.”</li> <li>● Students might demonstrate respecting others’ boundaries by responding appropriately to others’ requests for space or privacy.</li> </ul>
<p><b>4.5.5</b> Demonstrate refusal skills to use in a variety of situations.</p>	<p>In grades 3 through 5, students expand their understanding of boundaries by demonstrating refusal skills. <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>4.5.6</b> Demonstrate strategies to prevent, manage or resolve conflict.</p>	<p>In grades 3 through 5, students recognize that conflict is a natural part of life and happens when people have different opinions, wants or needs. Some examples to explore these concepts include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students might demonstrate how to prevent conflict by using listening skills, respecting differences and being mindful of how their own actions impact others.</li> <li>● Students might demonstrate how to manage conflict by practicing staying calm during disagreements.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students might demonstrate how to resolve conflict by following a routine that involves identifying the problem, listening to one another, agreeing on a solution and apologizing (if needed).</li> </ul>
<p><b>4.5.7</b> Demonstrate effective ways to communicate with kindness and compassion.</p>	<p>In grades 3 through 5, students continue learning ways to communicate with kindness and compassion to build strong relationships and empathy. Students might define kindness using examples from kind actions in the classroom or define compassion by looking at community or historical examples. . Some examples for teaching kindness and compassion include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Students practice offering support to someone who is upset or struggling.</li> <li>● Students might practice using positive body language such as smiling, making eye contact and nodding to show understanding.</li> <li>● Students might discuss how to show compassion and kindness even in conflict with respectful words and tone.</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 3-5	Clarifications
<b>5.5.1</b> Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.	In grades 3 through 5, students are beginning to recognize the lifelong skill of pausing and thinking carefully about their choices, especially in situations related to health or well-being. Students might discuss situations that require thoughtful decision-making such as deciding to stay up late playing or go to bed on time, choosing to ask for help when overwhelmed or deciding how to respond to conflict.
<b>5.5.2</b> Determine whether assistance or collaboration is needed in making a health-related decision.	In grades 3 through 5, students may have some independence related to simple, daily health decisions, and they learn to recognize the need for input, support or collaboration from trusted adults. Students might consider questions such as, “Do I have enough information to make this decision on my own? Does this decision have serious outcomes? Would asking someone else make this decision easier or safer?” Students also might identify trusted individuals to collaborate with, including, but not limited to, family members, teachers, health professionals, counselors, coaches or friends.
<b>5.5.3</b> Compare and contrast options and potential outcomes for a health-related decision.	In grades 3 through 5, students learn to identify options and weigh the possible positive and negative outcomes for each. Students may need to review that complex choices may have multiple outcomes, such as deciding to speak up about bullying, choosing between water or soda, or joining a sports team or not.
<b>5.5.4</b> Choose a health-promoting option when making a decision.	In grades 3 through 5, students are encouraged to continue making decisions to promote their health and the health of others. Students might learn a decision-making process such as: recognizing the need for a decision, considering options, thinking about outcomes and choosing the best option for health and well-being. Students might consider decisions they make at home or school such as deciding to be safe around equipment at home or school, deciding whether to finish homework or play, or deciding to tell a trusted adult when feeling sad or uncomfortable.

**5.5.5** Reflect on the results of a health-related decision on self and others.

In grades 3 through 5, students are encouraged not only to make decisions but also to practice reflecting on health decisions and their outcomes. Students might discuss how their decision contributed to one of the dimensions of wellness (e.g., choosing to finish homework before playing leads to less stress at school, impacting the mental/emotional and vocational dimensions).

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 3-5	Clarifications
<p><b>6.5.1</b> Set a goal and explain how the goal supports health and well-being.</p>	<p>In grades 3 through 5, students set more 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 (see 1.5.2) and work as a class on a group goal or an individual goal. Goals might include eating more vegetables, getting more sleep, spending less time on screens or taking deep breaths when feeling upset. 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> <p>Students might engage in the SMART Goal Framework that supports setting <b>S</b>pecific, <b>M</b>easurable, <b>A</b>chievable, <b>R</b>elevant and <b>T</b>ime-bound goals for health.</p>
<p><b>6.5.2</b> Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being.</p>	<p>In grades 3 through 5, students may have some independence related to simple health-related goals and they learn to recognize the need for input, support or collaboration from trusted adults. Students might consider questions such as, “Do I have enough information to set this goal on my own? Does this goal require special help? Would asking someone else make this goal easier to meet?” Students also might identify trusted individuals to collaborate with, including, but not limited to, family members, teachers, health professionals, counselors, coaches or friends.</p>
<p><b>6.5.3</b> Develop a plan that includes actions, resources and progress tracking toward attaining a health-related goal.</p>	<p>In grades 3 through 5, students may need support developing a plan for their identified health-related goal. Teachers might choose to provide a template for students to complete with categories that may include, but are not limited to: goal, action steps, resources or people needed or progress tracker. Students might find a model from a teacher helpful for developing their own plan.</p>

<p><b>6.5.4</b> Identify supports and barriers that affect progress toward attaining a health-related goal.</p>	<p>In grades 3 through 5, students begin to become aware of how supports and barriers may impact the ability to meet a health-related goal. <b>Supports</b> are things, people or circumstances that help meet goals and may include having supportive family or friends or having a positive attitude about a goal. <b>Barriers</b> are challenges that make it harder to achieve a goal and may include not having enough time or needing special equipment to meet a goal.</p>
<p><b>6.5.5</b> Track progress toward attaining a health-related goal.</p>	<p>In grades 3 through 5, students begin 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.</p>
<p><b>6.5.6</b> Reflect on the goal-setting process and outcome.</p>	<p>In grades 3 through 5, 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?"</p>

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 3-5	Clarifications
<b>7.5.1</b> Examine practices and behaviors that support health and well-being of self and others.	In grades 3 through 5, students deepen their understanding that their decisions can promote good health and well-being for themselves and people in their families, school or community. Some practices or behaviors that students might identify include, but are not limited to, practicing good hygiene, using spaces respectfully and cleaning up when finished, sharing healthy snacks or water, respecting others’ boundaries or expressing feelings and needs respectfully.
<b>7.5.2</b> Demonstrate practices and behaviors that support health and well-being of self and others.	In grades 3 through 5, students not only identify these practices and behaviors but also demonstrate the practices in action. Students might practice health-promoting behaviors such as moving their bodies during the day or expressing their feelings respectfully and then reflect on how those behaviors impact others.

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 3-5	Clarifications
<p><b>8.5.1</b> Recognize situations in which advocacy supports the health and well-being of self and others.</p>	<p>In grades 3 through 5, students learn about the concept of health advocacy. <b>Health advocacy</b> means speaking up, taking action or supporting a cause to help improve health or well-being. For students in this grade band, health advocacy might include looking for opportunities to encourage others to play actively instead of sitting indoors or standing up for someone being bullied.</p>
<p><b>8.5.2</b> Explain how collaboration and communication support advocacy.</p>	<p>In grades 3 through 5, students connect the concepts of collaboration and communication to the concept of advocacy. Students might explain how kind and compassionate communication (see Standard 4) and collaboration (see Standards 4, 5 and 6) can improve advocacy efforts.</p>
<p><b>8.5.3</b> Identify advocacy skills and strategies to support health and well-being.</p>	<p>In grades 3 through 5, students begin recognizing specific actions and behaviors that can promote the health and well-being of themselves and others. This requires confidence, communication and responsibility that students can cultivate with a variety of skills including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Speaking clearly to express concerns or suggestions in a calm, respectful way.</li> <li>● Listening actively to understand others’ needs and respond with empathy.</li> <li>● Cultivating an environment where others feel comfortable speaking up.</li> <li>● Problem solving in groups to think through health challenges and offer helpful solutions.</li> </ul>
<p><b>8.5.4</b> Demonstrate how to advocate for health and well-being.</p>	<p>In grades 3 through 5, students practice advocacy skills in their homes and at school. Some age-appropriate advocacy strategies for students in grades 3 through 5 include, but are not limited to, asking a trusted adult for help if someone is hurt or feels unsafe, starting a project to promote healthy habits like a water drinking challenge or creating posters to share health messages at school.</p>

