

Priority Academic Student Skills

HEALTH/SAFETY EDUCATION

OVERVIEW

The *Priority Academic Student Skills (PASS)* for Health and Safety represent standards that describe what students should know concerning health and safety. The standards are categorized under the following: HEALTH and SAFETY LITERACY, RESPONSIBLE HEALTH AND SAFETY BEHAVIOR, AND HEALTH AND SAFETY ADVOCACY. A well-informed, self-directed student has the foundation for leading a healthy, productive life. By recognizing that many health problems and causes of premature death can be prevented, children can reduce many of the risks generally encountered during adolescence and adulthood.

Children and adolescents must be healthy in order to learn, and must learn in order to be healthy. The knowledge, attitudes, and skills developed as a result of effective Comprehensive School Health and Safety Education programs will enable individuals to make informed choices that affect personal, family, and community health for a lifetime.

NOTE:

Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

HEALTH AND SAFETY EDUCATION

Grades 9 - 12

HEALTH AND SAFETY LITERACY

Standard 1: The student will comprehend concepts related to health promotion, safety, and disease prevention.

1. Illustrate how nutritional requirements vary in relationship to age, gender, physical activity and health conditions.
2. Identify and demonstrate ways to protect oneself from abuse.
3. Describe the structure and function of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. 📖
4. Analyze how behavior can impact health maintenance and disease prevention.
5. Describe the impact of personal health behaviors and their influence on the health of individuals.
6. Analyze how the prevention and control of health problems are influenced by research and medical advances. 📖
7. Examine how public health policies and government relations influence health promotion and disease prevention. 📖

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Standard 2: The student knows how to access valid health information, health products and services. 📖

1. Identify sources of accurate information regarding health and safety information, products, and services.
2. Examine and evaluate media messages.
3. Demonstrate the ability to access school and community health services for self and others.
4. Evaluate factors that influence personal choices of health products and services.
5. Examine how "media" influences the use of tobacco products.
6. Describe how our culture, media, videogames, and Internet usage influences perceptions of violence.

Standard 3: The student will analyze the influence of culture, media, technology, and other factors on health. 📖

1. Examine and evaluate how culture influences health behaviors.
2. Analyze how information from media, technology, and the community affects health and safety behavior.
3. Interpret and evaluate media messages and other factors on personal, family, and community health and safety.

Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and safety.

1. Demonstrate ability to communicate effectively with family, peers, and others.
2. Practice skills and techniques for decision making and problem solving.
3. Demonstrate ways to communicate care, consideration, and respect of others.
4. Demonstrate refusal, negotiation, and collaboration skills to avoid harmful situations.
5. Analyze possible causes of conflict in schools, families, and communities.
6. Examine how interpersonal communication affects relationships.
7. Demonstrate anger management and conflict resolution skills through assertive communication skills.
8. Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks). 📖

Standard 5: The student will develop plans for a healthy future through individual goal setting and decision making.

1. Analyze and predict immediate and long-term impact of health and safety decisions on individual, family, school, and community.
2. Establish personal health goals and evaluate progress toward achieving those goals.

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3. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
4. Demonstrate refusal and resistance skills for unhealthy risk behaviors (e.g., alcohol, tobacco, drugs).

HEALTH AND SAFETY ADVOCACY

Standard 6: The student becomes an advocate for health and safety for self, family, and community.

1. Investigate and present information about health and safety issues utilizing technology. 📖
2. Demonstrate the ability to influence and support others in positive health and safety choices.
3. Demonstrate the ability to work cooperatively when advocating for healthy schools and communities.
4. Utilize strategies to overcome barriers in communicating information, ideas, feelings, and opinions concerning health and safety issues.
5. Examine bullying prevention strategies and the effect of bystander influence on violent behavior situations.

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GLOSSARY

abstinence - refraining from an addictive behavior.

addiction - the unhealthy, continued involvement with a mood-altering object or activity in spite of harmful consequences.

conflict - simultaneous existence of incompatible demands, opportunities, needs, or goals; an emotional state that arises when the behavior of one person interferes with the behavior of another.

conflict resolution - a concerted effort by all parties to resolve points of contention in a constructive manner.

drug abuse - the excessive use of a drug.

health promotion - combines educational, organizational, policy, financial, and environmental supports to help people change negative health behaviors.

HIV (human immunodeficiency virus) - the slow-acting virus that causes AIDS.

nonverbal communication - all unwritten and unspoken messages, both intentional and unintentional.

pathogen - a disease-causing agent.

refusal skills - skills used to say “NO” to an unhealthy behavior, action or to leave a situation of danger.

stress - mental and physical responses to change.

stress management skills - techniques that can be used to cope with the harmful effects produced by stress.