Alabama Health Education

Grades 9-12: Leaders in Health Advocacy

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Health Promotion

1 Research national, state and local data from the Centers for Disease Control and Prevention and the Youth Risk Behavior Survey for prioritizing prevention activities for the school and community. HA.1.1

- a Interpret the Youth Risk Behavior Survey data on the six priority adolescent risk behaviors. HA.1.1.A
- b Recognize the adolescent risk behaviors of high incidence among Alabama's students. HA.1.1.B

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

nfluences

1 Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors. Examples: availability of alcohol and drugs; trends in adolescent sexual behavior; availability of fast food; access to fitness and recreational f HA.2.1

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Access to Information

1 Gather information and interpret data for planning prevention activities. HA.3.1

- a Identify concerns, beliefs, and areas of misinformation among peers. HA.3.1.A
- b Design program goals based on addressing misinformation, beliefs, and concerns among peers. HA.3.1.B
- c Utilize a focus group to change their school climate HA.3.1.C

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Interpersonal Communication

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1 Execute communication and leadership skills to empower other students to be physically, socially, behaviorally, emotionally, and intellectually succes HA.4.1

- a Examine the varied roles and responsibilities of student leaders. HA.4.1.A
- b Design program goals based on YRBS data and focus group results. HA.4.1.B
- c Research various leadership and peer training programs and opportunities. HA.4.1.C
- d Apply peer helping training skills in assigned schools settings. HA.4.1.D
- e Demonstrate leadership skills by advocating for health-related changes in the school or community. HA.4.1.E

Students will demonstrate the ability to use decision-making skills to enhance health.

Decision -Making

1 Identify decision-making skills used in situations that put adolescents and teens at risk. Examples: recording a fight and posting it on a social media; seeing a friend smoking marijuana or drinking alcohol; hearing a friend talk about shoplifting; hearing plans about a weekend party that will include drugs and/or alcohol; pressure to have sexual relatio HA.5.1

- a Identify consequences of making poor decisions to join in or ignore risky situations. HA.5.1.A
- b Recognize the differences between situations in which one has control vs. a lack of control. HA.5.1.B
- c Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situation HA.5.1.C

2 Develop and implement a school-wide plan or campaign to encourage good decision-making skills. HA.5.2

Students will demonstrate the ability to use goal-setting skills to enhance health.

Goal -Setting

1 Conduct a school-wide survey to assess the use of personal health practices. HA.6.1

2 Compile survey results to develop a school-wide campaign to advocate the use of beneficial personal health practices. HA.6.2

3 Implement strategies to address weak areas and critical needs based on survey results. HA.6.3

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Self-Management

1 Analyze the role of individual responsibility for enhancing health. HA.7.1

2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers. HA.7.2

3 Identify a variety of behaviors to avoid or reduce health risks to self and others. HA.7.3

- a Plan a school or community campaign designed to encourage health-enhancing behaviors. HA.7.3.A

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Students will demonstrate the ability to advocate for personal, family, and community health.

Advocacy

1. Use school-wide survey data to develop positive messages concerning health topics, including exercise, adequate sleep, and healthy eati HA.8.1
2. Lead or participate in community-wide health-related events. Examples: Relay for Life, 5K run, Longest Day activities (Alzheimer's Association) HA.8.2
3. Communicate to peer or community groups on health-related topics. HA.8.3