

Grades 3-5

Use functional health information to support health and well-being of self and others: The acquisition and application of functional health information provides a foundation for promoting health and well-being. 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

- 1** Explain how to build upon strengths and assets to support health and well-being. 1.5.1

- 2** Describe health-promoting behaviors for the dimensions of wellness. 1.5.2

- 3** Explain ways to prevent or reduce risks for illnesses and injuries. 1.5.3

- 4** Explain ways to engage in health-promoting behaviors, including how to manage health conditions. 1.5.4

- 5** Examine how health literacy supports health and well-being. 1.5.5

- 6** Examine how the environment affects personal and community health. 1.5.6

- 7** Explain when and why it is important to seek health care. 1.5.7

- 8** Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 1.5.8

- 9** Explain the benefits of avoiding nicotine and the dangers of experimenting with nicotine products. 1.5.9

- 10** Explain the short- and long-term health benefits of avoiding or discontinuing alcohol use. 1.5.10

- 11** Describe ways of preventing harmful effects of the sun and other kinds of weather. 1.5.11

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

- 1 Explain how various influences can affect health and well-being. 2.5.1
- 2 Determine various influences that affect the health and well-being of self and others. 2.5.2
- 3 Explain how various influences affect the health and well-being of people and communities. 2.5.3
- 4 Use strategies and resources to manage influences that impact health and well-being. 2.5.4
- 5 Explore how technology and social media influence the health of self and others. 2.5.5

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. 2

Access valid and reliable resources to support health and well-being of self and others: 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 themselves, others and

- 1 Determine which trusted adults, other individuals and health resources are appropriate in various situations. 3.5.1
- 2 Locate home, school and community resources to support health and well-being. 3.5.2
- 3 Determine the validity and reliability of health information, products, services and other resources. 3.5.3
- 4 Explain how misinformation and disinformation affect health and well-being. 3.5.4

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. [3](#)

Use interpersonal communication skills to support health and well-being of self and others: 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. [4](#)

- 1 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.** [4.5.1](#)
- 2 Use active listening skills and strategies in a variety of situations.** [4.5.2](#)
- 3 Demonstrate how to ask for and offer assistance to support the health of self and others.** [4.5.3](#)
- 4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.** [4.5.4](#)
- 5 Demonstrate refusal skills to use in a variety of situations.** [4.5.5](#)
- 6 Demonstrate strategies to prevent, manage or resolve conflict.** [4.5.6](#)
- 7 Demonstrate effective ways to communicate with kindness and compassion.** [4.5.7](#)

Use a decision-making process to support health and well-being of self and others: Effective decision-making is needed to identify,

- 1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.** [5.5.1](#)
- 2 Determine whether assistance or collaboration is needed in making a health-related decision.** [5.5.2](#)

adopt and maintain health-promoting behaviors. This standard includes skills and steps integral to the process of effective decision-making to support health and well-being. The decision-making process enables collaboration to improve quality of life within individual, interpersonal, community, societal, cultural and environmental contexts. 5

3 Compare and contrast options and potential outcomes for a health-related decision. 5.5.3

4 Choose a health-promoting option when making a decision. 5.5.4

5 Reflect with guidance and support on the results of a health-related decision on self and others. 5.5.5

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

1 Set a goal and explain how the goal supports health and well-being. 6.5.1

2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 6.5.2

3 Develop a plan that includes actions, resources and progress tracking toward attaining a health-related goal. 6.5.3

4 Identify supports and barriers that affect progress toward attaining a health-related goal. 6.5.4

5 Track progress toward attaining a health-related goal. 6.5.5

6 Reflect with guidance and support on the goal-setting process and outcome. 6.5.6

Demonstrate practices and behaviors to support health and well-being of self and others: 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 wellbeing in individual, interpersonal, community, societal and environmental contexts. [7](#)

- 1 Examine practices and behaviors that support health and well-being of self and others.** [7.5.1](#)
- 2 Demonstrate practices and behaviors that support health and well-being of self and others.** [7.5.2](#)

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

- 1 Recognize situations in which advocacy supports the health and well-being of self and others.** [8.5.1](#)
- 2 Explain how collaboration and communication support health advocacy.** [8.5.2](#)
- 3 Identify advocacy skills and strategies to support health and well-being.** [8.5.3](#)
- 4 Demonstrate how to advocate for health and well-being.** [8.5.4](#)

**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. 8**