

# Kindergarten-Grade 2

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** Identify strengths and assets that support health and well-being. 1.2.1

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**2** Identify dimensions of wellness. 1.2.2

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**3** Identify ways to prevent or reduce risks for illnesses and injuries. 1.2.3

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**4** Describe health-promoting behaviors. 1.2.4

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**5** Identify the importance of health and well-being. 1.2.5

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**6** Identify how the environment affects personal and community health. 1.2.6

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**7** Identify family and school rules about using medicines correctly. 1.2.7

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**8** Identify the benefits of avoiding alcohol and nicotine products. 1.2.8

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**9** Identify ways to prevent harmful effects of the sun. 1.2.9

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

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- 1 Identify various influences that affect health and well-being of self and others. 2.2.1

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  - 2 Explain how various influences affect the health and well-being of self and others. 2.2.2

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  - 3 Explain how technology and social media influence the health of self and others. 2.2.3

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. <sup>2</sup>

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

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- 1** Identify characteristics of trusted adults and other individuals who support health and well-being. <sup>3.2.1</sup>

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  - 2** Demonstrate when and how to seek help from others at home, at school, or in the community. <sup>3.2.2</sup>

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  - 3** Locate school and community health helpers. <sup>3.2.3</sup>

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](#) Express thoughts, feelings, wants and needs to support health and well-being of self and others. [4.2.1](#)
- [2](#) Practice active listening skills in a variety of situations. [4.2.2](#)
- [3](#) Demonstrate communication skills and strategies to use if uncomfortable, unsafe or harmed. [4.2.3](#)
- [4](#) Recognize ways to communicate and respect the boundaries of self and others. [4.2.4](#)
- [5](#) Demonstrate ways to show kindness and compassion. [4.2.5](#)

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

- [1](#) Identify when a health-related decision is needed to maintain or improve health and well-being. [5.2.1](#)
- [2](#) Recognize when help is needed for a health-related decision. [5.2.2](#)
- [3](#) Describe options and potential outcomes for a health-related decision. [5.2.3](#)

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

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**4 Choose an option that supports health and well-being. 5.2.4**

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

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**1 Determine a health behavior to change or reinforce. 6.2.1**

**2 Identify a goal that supports health and well-being. 6.2.2**

**3 Determine who can help when assistance is needed to achieve a health-related goal. 6.2.3**

**4 Describe actions that support reaching a health-related goal. 6.2.4**

**5 Take action to achieve a health-related goal. 6.2.5**

**6 Reflect with guidance and support on the results of goal-setting. 6.2.6**

**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. <sup>7</sup>

- 1 Identify practices and behaviors that support health and well-being of self and others.** <sup>7.2.1</sup>

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- 2 Demonstrate practices and behaviors that support health and well-being of self and others.** <sup>7.2.2</sup>

**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 Make requests to support personal health and well-being.** <sup>8.2.1</sup>

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- 2 Identify a variety of ways to support others in making health-promoting choices.** <sup>8.2.2</sup>

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- 3 Encourage others to make health-promoting choices.** <sup>8.2.3</sup>

**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**