

# TALK FOR TEENS/ADULTS ON A HOPEFUL, HEALTHY ECOLOGY

## For Teens/Adults

### **GRADES 9-12**

#### **Standard 1: Health and Wellness**

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

- HW.1.1 Document how personal behaviors can impact health.
- HW.1.2 Explain the interrelationships of emotional, social and physical health.
- HW.1.3 Examine how the environment and health are connected
- HW.1.5 Formulate ways to prevent or reduce the risk of health problems.
- HW.1.6 Investigate the connection between access to health care and health status.
- HW.1.7 Summarize the benefits and barriers to practicing healthy behaviors.
- HW.1.8 Predict susceptibility to injury or illness if engaging in unhealthy behaviors.
- HW.1.9 Discover the severity of illness if engaging in unhealthy behaviors.

#### **Standard 2**

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

- HW.2.1 Examine how the family impacts the health of individuals.
- HW..2.2 Examine how society supports and challenges health beliefs, practices and behaviors.
- HW.2.3 Examine how adolescents influence healthy and unhealthy behaviors.
- HW.2.3 Assess how the school and community can influence health practices and behaviors.
- HW.2.5 Analyze the effect of media on personal health.
- HW.2.6 Analyze the impact of technology on personal and family health.
- HW.2.7 Examine how norms influence health-related behaviors.
- HW.2.8 Determine the influence of personal values on health practices and behaviors.
- HW.2.10 Examine how public health policies and government regulations can influence health promotion and disease prevention.

#### **Standard 3**

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

- HW.3.1 Assess how to determine the validity of health information, products and services.
- HW.3.2 Utilize resources from school and community that provide valid health information.
- HW.3.3 Investigate the accessibility of products and services that enhance health.
- HW.3.4 Examine when professional health services may be required.
- HW.3.5 Select valid and reliable health products and services.

#### **Standard 4**

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

- HW.4.1 Model skills for communicating effectively with others to enhance health.
- HW.4.2 Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.
- HW.4.3 Apply strategies to manage or resolve interpersonal conflicts without harming self or others.

HW.4.4 Illustrate how to offer assistance to enhance the health of self and others.

**Standard 5**

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

HW.5.1 Determine barriers to healthy decision making.

HW.5.2 Outline the value of applying a thoughtful decision-making process to a health-related situation.

HW.5.3 Assess when independent or collaborative decision making is appropriate.

HW.5.4 Propose alternative choices to health-related issues or problems.

HW.5.5 Analyze the potential short and long-term outcome of each alternative on self and others.

HW.5.6 Determine the health-enhancing choice when making decisions.

HW.5.7 Assess the potential success or consequence of health-related decisions.

**Standard 6**

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

HW.6.1 Evaluate personal health practices and overall health.

HW.6.2 Formulate a plan to achieve a health goal that addresses strengths, needs and risks.

HW.6.3 Determine an effective long-term personal health plan.

**Standard 7**

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

HW.7.1 Examine individual responsibility for improving health.

HW.7.2 Illustrate a variety of healthy practices that will maintain or improve health.

HW.7.3 Model behaviors to reduce health risks.

**Standard 8**

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

HW.8.1 Apply accurate peer and societal norms to formulate a health-enhancing message

HW.8.2 Model how to influence and support others to make positive health choices.

HW.8.3 Work with others to advocate for improving personal, family and community health.

HW.8.4 Modify health messages and communication techniques to a specific target audience.

**ALSO APPLIES TO ADVANCED HEALTH AND WELLNESS (AH) STANDARDS**

**FAMILY & CONSUMER SCIENCE (FACS)**

Adult Roles And Responsibilities (2008)

**Standard 1**

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.

ARR-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

ARR-1.2 Evaluate effective communication processes in school, family, career, and community settings.

ARR-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

ARR-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

ARR-1.1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

### **Standard 2**

Students will analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.

ARR-2.2 Determine personal standards and their effects on life choices.

ARR-2.3 Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment.

### **Standard 3**

Students will integrate multiple life roles and responsibilities in family, career, and community settings.

ARR-3.2 Analyze impacts of multiple life roles and responsibilities on various types of relationships.

ARR-3.3 Evaluate responsible ways of behaving and relating to others in family, career, and community settings.

ARR-3.4 Analyze interrelationships among family, career, and community roles and responsibilities.

### **Standard 4**

**Students will demonstrate management of individual and family resources, including food, clothing, shelter, and transportation.**

ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants for nutrition and wellness, clothing, housing, and transportation.

ARR-4.2 Apply management and planning skills and processes to organize tasks and fulfill responsibilities.

ARR-4.3 Demonstrate skills in seeking consumer information, taking consumer responsibility, and exercising consumer rights.

ARR-4.4 Evaluate features, prices, and performance of consumer goods in light of personal standards, goals, and resources.

ARR-4.5 Determine individual and family responsibilities in conserving, reusing, and recycling resources to maintain the environment.

ARR-4.6 Assess the use of technology and its impact on quality of life and family resources.

### **Standard 5**

Students will demonstrate management of financial resources to meet goals of individuals and families across the life span. (See also: Financial Literacy Education high school standards)

ARR-5.1 Financial Responsibility & Decision Making

5.1.1 Demonstrate financial planning strategies that reflect needs, wants, standards, goals, and economic resources.

5.1.2 Determine financial practices that foster economic self-sufficiency for individuals and families.