

Tennessee Health Education Standards 6-8

The State Health Education Standards can be used to support effective implementation of comprehensive health education as one of the eight components of Coordinated School Health. The standards are carefully designed to support schools, educators, families, and other stakeholders in helping students meet the 2007 National Health Education Standards' primary goal of health education: for students to adopt and maintain healthy behaviors.

Personal Health and Wellness

Domain Description: In 1995, the National Health Education Standards established "health literacy" as the primary outcome of a comprehensive K-12 Health Education program. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health; a responsible, productive citizen who avoids behaviors that place his/her health or that of others at risk; a lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as his/her needs change throughout life.

Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

Learning Expectations: The student will:

- 1.1 analyze the effectiveness of personal decision-making as it relates to future health and wellness outcomes;
- 1.2 describe individual goals and aspirations for healthy living;
- 1.3 determine how setting healthy living goals can promote lifetime wellness;
- 1.4 develop a list of questions that influence the decision-making process;
- 1.5 identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living;
- 1.6 evaluate influence of media on the decision-making process related to healthy living.

Performance Indicators:

At Level 1, the student will be able to:

- describe different kinds of relationships and their influence on the decision-making process;

- describe how responsible decision making contributes to self-worth and self-reliance;
- define different types of goals (e.g. health, academic, etc.);
- demonstrate ability to identify choices on a range of issues consistent with personal values that do not involve risking one's health and safety, others' health and safety or breaking the law.

At Level 2, the student will be able to:

- differentiate between long and short-term personal goals;
- explain the influence that peer pressure has on personal decision-making and goal-setting.

At Level 3, the student will be able to:

- debate realistic vs. unrealistic goals;
- design a personal health goal and evaluate how family and peers might hinder or enhance this goal (e.g. healthy eating, substance use, physical activity, social behavior).

Teacher Assessment Indicator (examples): The teacher may:

- have students list characteristics of a quality friendship;
- have students list and discuss short and long-term personal goals including positive and negative consequences;
- have students analyze the validity of their personal goals;
- have students create scenarios in which students should apply the decision-making process;
- role play how families and peers may influence the decision-making process.

Standard 3: The student will understand the role of body systems as related to healthy living.

Learning Expectations: The student will:

- 3.1 describe and explain the basic body systems and their functions;
- 3.2 analyze and explain the impact of personal health behaviors on the functioning of human body systems.

Performance Indicators:

At Level 1, the student will be able to:

- list all human body systems;
- tell how personal choice impacts human body systems (e.g. sleep, food selections, and risk behaviors).

At Level 2, the student will be able to:

- describe structure and functions of the body systems via models, illustrations, games;
- explain repercussions of risky behaviors on body systems (e.g. smoking, drug use, alcohol, sexual activity, and high fat diet).

At Level 3, the student will be able to:

- formulate a personal lifetime wellness plan.

Teacher Assessment Indicator (examples): The teacher may:

- have small groups demonstrate and illustrate the structure and functions of the different body systems and how choices can impact these systems (e.g. alcohol consumption and liver disease, tobacco and cardiorespiratory system);
- have students create a personal behavior contract for a lifestyle behavior they wish to improve (e.g. sleep, fitness, academics, relationships, or risk behaviors).

Standard 6: The student will understand the contributions of family relationships to healthy living.

Learning Expectations: The student will:

6.1 identify family influences in the development of personal values and beliefs and how they will affect future decisions;

6.2 analyze changing roles and responsibilities (physically, socially and emotionally) throughout the life cycle as individuals and members of families;

6.3 evaluate the influence of attitudes, emotions, and behaviors on healthy family relationships.

Performance Indicators:

At Level 1, the student will be able to:

- describe family structures, roles, and how they may change;
- understand that character is developed within the family structure (e.g., two parent, single parent, blended, extended, foster and adoptive families);
- understand how changes in family structure can impact emotional, social and physical well-being.

At Level 2, the student will be able to:

- identify how family values impact gender discrimination, harassment, and various types of abuse (domestic violence, sexual, emotional).

At Level 3, the student will be able to:

- explain roles and influences on personality development;
- describe the social, emotional and economic ramifications associated with teen parenting from the perspective of the teen mother, teen father and parents of the teens;
- identify the signs of abuse (emotional and physical abuse);
- discuss Tennessee Code Annotated 68-11-255, Procedure for surrendering custody of unwanted infant without criminal liability.

Teacher Assessment Indicator (examples): The teacher may:

- have students construct a character pyramid using words that support family development (e.g. caring, honest, manners, respect, chores, cheerful, listens, helps, etc.) Have students explain the roles and responsibilities of family members;
- have students write an essay about a family's personal values and influences as they relate to personal choices and behaviors;
- lead a group discussion evaluating the family relationships of a television family;
- discuss expectations and stereotypes about the opposite sex;
- invite guest speakers who have experience with the consequences of teen pregnancy;
- have students write an essay describing their personal life-plan 10 years from the present;
- discuss emotional and physical abuse and research the available resources for help and support in the schools, local community, law enforcement and faith-based groups.

Standard 7: The student will understand the stages of human growth and development.

Learning Expectations: The student will:

7.1 describe and demonstrate understanding of the developmental characteristics of adolescence including physical and emotional changes;

7.2 exhibit respect for others as physical changes occur during adolescence;

7.3 identify abstinence from sexual activity as the responsible and preferred choice for adolescents.

Performance Indicators:

At Level 1, the student will be able to:

- define adolescence, puberty and human development;
- identify the components of the male and female reproductive system;
- describe the need for appropriate clothing as physical changes occur;
- identify sexual feelings common to adolescents and differentiate between having sexual feelings and acting on them.

At Level 2, the student will be able to:

- prepare a chart that lists HIV/STI (sexually transmitted infection) symptoms, treatments, and complications;
- identify reasons for abstaining from sexual activity; (e.g. unplanned pregnancy, infection, infertility, and life-long illnesses);
- understand the key changes that occur during puberty.

At Level 3, the student will be able to:

- demonstrate decision-making skills that support good personal health (e.g. role playing and refusal skills);
- understand the functions and processes of the male and female reproductive system;
- identify nonsexual ways to express love toward others.

Teacher Assessment Indicator (examples): The teacher may:

- use data and class discussions about consequences related to sexually transmitted infections and/or teen pregnancy to defend the choice to practice abstinence;
- write a letter to a friend discouraging early sexual activity describing the physical, emotional, social and economic consequences of such activity;
- create scenarios with students role playing refusal skills.

Emotional, Social, and Mental Health

Domain Description: Emotional, social, and mental health is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner. Learning to manage conflict, anger and stress promotes healthy living.

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

Learning Expectations: The student will:

- 8.1 demonstrate healthy ways to express needs, wants, and feelings;
- 8.2 demonstrate respect for individual and cultural differences that help develop healthy relationships;
- 8.3 understand how mental, emotional, social and physical health dimensions are interrelated and that problems in one dimension can influence another;
- 8.4 demonstrate skills to cope with attitudes and behaviors appropriately as related to social health;
- 8.5 evaluate attitudes and behaviors as related to personal and mental health;
- 8.6 recognize stress is a normal part of life and appropriate stress management should be a life-long skill.

Performance Indicators:

At Level 1, the student will be able to:

- list different emotions (e.g. anger, jealousy, frustration, love, hate, disappointment);
- identify how showing respect for others improves self-worth;

- explain the difference between distress and eustress;
- describe and demonstrate various stress management techniques.

At Level 2, the student will be able to:

- assess how communication skills manage emotions and build tolerance;
- identify warning signs of depression;
- assess the effects of peer pressure and offer effective ways of coping with negative influences.

At Level 3, the student will be able to:

- describe individual differences (e.g. mental, physical, and medical disabilities);
- demonstrate strategies for including individuals who have disabilities;
- explain how appropriate mental health care help prevent, detect and treat serious mental health problems (e.g. anxiety disorders, mood disorders and suicide);

Teacher Assessment Indicator (examples): The teacher may:

- assign students a partner to practice proper introduction skills;
- elicit student volunteers to role play communication with body language;
- assign students an essay entitled "Who Am I?" Include cultural, ethnic, and gender roles;
- compare and contrast positive and negative responses to criticism and disappointment;
- have students discuss ways to help a friend or family member with an emotional conflict;
- have students write an essay that evaluates their social, emotional, and mental health practices for one day;
- have students list appropriate ways to deal with stress and prioritize which method would work best.

Disease Prevention and Control

Domain Description: Disease prevention is greatly influenced by health enhancing knowledge and behaviors practiced throughout life.

Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.

Learning Expectation: The student will:

- 9.1 identify and define common pathogens;
- 9.2 describe ways pathogens and diseases are spread, prevented, and managed;
- 9.3 describe signs, symptoms, and risk factors related to communicable and non-communicable diseases;
- 9.4 evaluate how heredity, environment and lifestyle impact both the wellness and disease process.

Performance Indicators:

At Level 1, the student will be able to:

- list communicable diseases including HIV/AIDS, and other STI's;
- define the following non-communicable diseases (lifestyle diseases): heart disease, hypertension, cancer, diabetes, obesity, stroke, and asthma/allergies.

At Level 2, the student will be able to:

- describe the prevention, warning signs, and treatment of heart disease, hypertension, cancer, diabetes, obesity, stroke and, asthma/allergies;
- explain the importance of universal precautions;
- explain that in terms of the relationship between sexual activity and the risk of being infected with HIV/AIDS or STI's, abstinence from all genital contact is the only sure method of preventing sexual transmission.

At Level 3, the student will be able to:

- assess the impact of environmental pollution, ozone depletion, etc. on one's health and of ergonomics in preventing health related injuries;
- recognize the importance of hereditary influences on disease.

Teacher Assessment Indicator (examples): The teacher may:

- have students design a pamphlet that includes origin, symptoms, prevention and treatment of a communicable or non-communicable disease;

- assist students in computer lab searching the web for information on environmental impacts;
- have students create a family health tree by interviewing family members about diseases that run in their families.

Injury Prevention and Safety

Domain Description: According to the Tennessee Department of Health-Office of Health Statistics, the leading cause of death for individuals between the ages of 1 and 44 is unintentional injury, and accounts for more deaths than heart disease and cancer combined.

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Learning Expectations: The student will:

10.1 evaluate ways to reduce the risks of injuries and deaths from injury (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 analyze the importance of safety rules and laws;

10.3 analyze the influences of media and internet which promote risky behavior;

10.4 analyze how the choices an individual makes, which results in injuries, impacts the lives of individuals and families.

Performance Indicators:

At Level 1, the student will be able to:

- generate a list of hazards that can cause injuries and list ways to prevent them.
- recognize and evaluate how personal responsibility impacts the safety of others as it relates to injury prevention

At Level 2, the student will be able to:

- identify behaviors and circumstances that promote self-protection skills and assertiveness training

At Level 3, the student will be able to:

- cite examples from the media and internet that promote risky behavior

Teacher Assessment Indicator (examples): The teacher may:

- evaluate media and internet sites that promote risky behavior and develop a media campaign to counter these messages

Standard 11: The student will understand appropriate care for injuries and sudden illness.

Learning Expectations: The student will:

11.1 demonstrate appropriate actions for emergency and non-emergency situations;

11.2 demonstrate first aid techniques.

Performance Indicators:

At Level 1, the student will be able to:

- identify different types of emergencies and proper first-aid techniques to address them

At Level 2, the student will be able to:

- identify situations where the use of universal precautions is needed for handling bodily fluids

Teacher Assessment Indicator (examples): The teacher may:

Standard 12: The student will understand the appropriate action to take when personal safety is threatened.

Learning Expectations: The student will:

12.1 identify situations that should be reported to a trusted adult;

12.2 formulate a plan for self-protection skills and identify appropriate resources for help, before and after an offense has occurred;

12.3 demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others).

Performance Indicators:

At Level 1, the student will be able to:

- list situations that threaten personal safety (e.g. home alone for an extended period of time, personal relationships that may be abusive, walking home alone, catching a ride home);
- describe self-protection skills that may be used when personal safety is threatened.

At Level 2, the student will be able to:

- review types of abuse and evaluate appropriate resources for help.

At Level 3, the student will be able to:

- evaluate high risk situations and safety precautions involving sexual offenses, suicide, possible abduction, abuse, neglect, and violence.

Teacher Assessment Indicator (examples): The teacher may:

- have students compile a list of personal safety threats and appropriate actions to take;
- have students create a personal safety resource card, poster, or handout listing telephone numbers of appropriate resources;
- lead a class discussion of high-risk situations seen on television, internet, or video games.

Substance Use and Abuse Prevention

Domain Description: Knowledge, attitudes, and personal choices can determine responsible behaviors towards the use of chemical substances, including the avoidance of alcohol and tobacco.

Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

Learning Expectations: The student will:

13.1 distinguish between appropriate use and misuse of chemical substances for healthy living;

13.2 assess the influences of family, peers, and community on chemical substance use and abuse

13.3 identify how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially, and legally;

13.4 explain how choices relate to consequences;

13.5 recognize treatment programs and support groups for those dealing with addiction;

13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication).

Performance Indicators:

At Level 1, the student will be able to:

- explain the importance of always having an adult present when taking medication;
- identify a list of gateway drugs (e.g. tobacco, alcohol, marijuana);
- list mood altering and addictive drugs (methamphetamines, cocaine, ecstasy, etc.);
- recognize the dangers and consequences of performance enhancing drugs (e.g. steroids, herbs, caffeine, amphetamines);
- list ways in which substance use and abuse affect a person;
- understand the relationship between substance abuse and other high risk behaviors (e.g. unintended sexual activity, car crashes, self injury, physical and mental abuse toward others).

At Level 2, the student will be able to:

- evaluate appropriate use and the consequences of misuse of prescription and over the counter (OTC) drugs by reading labels and instructions;
- analyze peer and media influences regarding tobacco, alcohol, and illegal drug use;
- describe the quality of a lifestyle free of tobacco, alcohol and drugs;
- demonstrate awareness of school and community treatment and intervention resources for substance use and abuse.

At Level 3, the student will be able to:

- explain the effects that gateway drugs have on one's physical, social, emotional, and mental health;
- explain the effects of tobacco, alcohol, and drug use and abuse on self, family, and society;
- understand the addiction process;
- assess the effects of substance use on the unborn child.

Teacher Assessment Indicator (examples): The teacher may:

- assist students with an Internet search on drug use and abuse and their physical, social and emotional consequences and create a presentation for the class;
- have students compile alcohol and tobacco magazine advertisements to identify media influences;
- have students write an essay entitled "Why I Should Choose to be Drug Free";
- have students create scenarios in which refusal skills are needed to refrain from substance use;
- have students interview two tobacco users to assess why they started using tobacco and why they continue to use tobacco products;
- provide students warning labels from tobacco and alcohol products for evaluation and discussion;
- have students write an essay entitled "What If I Got Caught";
- invite guest speakers from law enforcement, substance support groups or medical profession to discuss the consequences of substance abuse.