

Appendix E: K-12 Standards for Health Education

The following are standards for K-12 health education. While the health literacy needs of adult learners and the teaching situations in adult education are markedly different, these standards can guide us as we generate our own health curricula and norms.

NATIONAL STANDARDS FOR HEALTH EDUCATION

To assist schools in developing and evaluating comprehensive health education programs, the Joint Committee for National School Health Education Standards (1995) has developed guidelines for school health standards. The committee was made up of representatives from the Association for the Advancement of Health Education, the American Public Health Association, the American School Health Association, and the Society of State Directors of Health, Physical Education and Recreation and was sponsored by the American Cancer Society.

The committee's goal was to emphasize the need for school health education and create a framework for local school boards to use in determining content of the health curriculum in their communities. There are seven broad standards that promote health literacy, which is the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health (Joint Committee, 1995, p. 5). For each standard there are performance indicators to help educators determine the knowledge and skills that students should possess by the end of grades 4, 8, and 11.

*Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Performance indicators for this standard center around identifying what good health is, recognizing health problems, and ways in which lifestyle, the environment, and public policies can promote health.

*Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Performance indicators focus on identification of valid health information, products, and services including advertisements, health insurance and treatment options, and food labels.

*Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Performance indicators include identifying

responsible and harmful behaviors, developing health-enhancing strategies, and managing stress.

*Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. Performance indicators are related to describing and analyzing how one's cultural background, messages from the media, technology, and one's friends influence health.

*Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Performance indicators relate to interpersonal communication, refusal and negotiation skills, and conflict resolution.

*Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Performance indicators focus on setting reasonable and attainable goals and developing positive decision-making skills.

*Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health. Performance indicators relate to identifying community resources, accurately communicating health information and ideas, and working cooperatively to promote health.

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