

Appendix 4: HECAT Skill Expectations for Skill Standards 2–8

The *National Health Education Standards*¹ 2–8 broadly articulate the skills students should be able to do to adopt or maintain health-enhancing behaviors. More specific indicators are needed to determine the extent to which a curriculum could most appropriately address these skill standards. The *National Health Education Standards* provide performance indicators to help articulate these standards.¹ CDC reviewed these and other state-level indicators, analyzed the characteristics of effective curricula, and used input from experts in health education to develop a list of priority skill expectations to further delineate the essential skill focus for each standard. The Standard 2–8 skill expectations analysis items in each HECAT topic-specific module are based on the general skill expectations listed on the following pages.

¹ The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence* (2nd Edition). Atlanta: American Cancer Society; 2007, pg. 24–50.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

By the end of grade 2, students will meet the following skill expectations:

- Identify how family influences health practices and behaviors.
- Identify how school personnel influence health practices and behaviors.
- Identify how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe positive influences on personal health practices and behaviors.
- Describe negative influences on personal health practices and behaviors.

By the end of Grade 5, students will meet the following skill expectations:

- Identify how culture influences health practices and behaviors.
- Identify how peers influence health practices and behaviors.
- Identify how community influences health practices and behaviors.
- Describe how family and culture influence health practices and behaviors.
- Describe how school and community settings influence health practices and behaviors.
- Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe how peers influence health practices and behaviors.

By the end of Grade 8, students will be able to meet the following skill expectations:

- Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.
- Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- Explain how social expectations influence healthy and unhealthy practices and behaviors.
- Explain how personal values and beliefs influence personal health practices and behaviors.
- Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how family and culture influence health practices and behaviors.
- Analyze how school and community settings influence health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Analyze how peers influence health practices and behaviors.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Explain how public health policies influence health practices and behaviors.
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers and perceptions of norms influence healthy and unhealthy practices and behaviors.
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy practices and behaviors.
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- Analyze how school and community settings influence personal health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.

- Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on health practices and behaviors.
- Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

Standard 3: Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

By the end of grade 2, students will meet the following skill expectations:

- Identify trusted adults at home who can help promote health.
- Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor, classroom teacher).
- Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, social worker, police officer, religious leader, mentor).
- Explain how to locate school health helpers (e.g., school nurse, school counselor, classroom teacher, coach).
- Explain how to locate community health helpers (e.g., police officer, firefighter, paramedic, counselor).
- Demonstrate how to locate school or community health helpers to enhance health.

By the end of Grade 5, students will be able to meet the following skill expectations:

- Describe characteristics of valid health information.
- Describe characteristics of valid health products.
- Describe characteristics of valid health services.
- Demonstrate how to locate sources of valid health information.

By the end of Grade 8, students will be able to meet the following skill expectations:

- Analyze the validity of health information.
- Analyze the validity of health products.
- Analyze the validity of health services.
- Describe situations that call for professional health services.
- Determine the availability of valid health products.
- Access valid health information from home, school, or community.
- Locate valid health products.
- Locate valid health services.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Evaluate the validity of health information.
- Evaluate the validity of health products.
- Evaluate the validity of health services.
- Determine the accessibility of valid health products.
- Determine when professional health services may be required.
- Determine the accessibility of valid health services.
- Use resources that provide valid health information.
- Use valid health products.
- Use valid health services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict using resolution, and asking for help to strengthen collaboration.

By the end of grade 2, students will meet the following skill expectations:

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate effective refusal skills including firmly saying no and moving away.
- Demonstrate how to effectively tell a trusted adult when feeling threatened, harmed, or unsafe.
- Demonstrate how to communicate care and concern for others.

By the end of Grade 5, students will be able to meet the following skill expectations:

- Explain how to be empathetic and compassionate toward others.
- Demonstrate effective verbal and nonverbal communication skills.
- Demonstrate effective peer resistance skills to avoid or reduce health risk.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for help to improve personal health.
- Demonstrate how to effectively communicate support for others.

By the end of Grade 8, students will be able to meet the following skill expectations:

- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- Demonstrate effective peer resistance skills to avoid or reduce health risks.
- Demonstrate effective negotiation skills to avoid or reduce health risks.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively communicate empathy and support for others.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Demonstrate effective communication skills to enhance health.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively offer assistance to improve the health of others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Decision making skills help students make choices individually, or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts, increasing the likelihood of making healthy decisions when facing potentially unhealthy situations that can impact health. To promote these skills, students must identify when a decision is needed and how it relates to health, determine if help is needed to make the decision, evaluate outcomes and potential obstacles and alternatives, make the decision, and reflect

By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify situations that need a health-related decision.
- Identify how family, peers, culture, technology, or media influence a health-related decision.
- Explain the potential positive and negative outcomes from health-related decisions.
- Describe when help is needed and when it is not needed to make a healthy decision.

By the end of Grade 5, students will be able to meet the following skill expectations:

- Identify situations that need a health-related decision.
- Decide when help is needed and when it is not needed to make a healthy decision.
- Explain how family, culture, peers, technology, or media influence a health-related decision.
- Identify options and their potential outcomes when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the final outcome of a health-related decision.

By the end of Grade 8, students will be able to meet the following skill expectations:

- Identify circumstances that help or hinder healthy decision making.
- Determine when situations require a health-related decision.
- Distinguish when health-related decisions should be made individually or with the help of others.
- Explain how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Distinguish between healthy and unhealthy alternatives of a health-related decision.
- Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- Choose a healthy alternative when making a health-related decision.
- Analyze the effectiveness of a final outcome of a health-related decision.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Examine barriers to healthy decision making.
- Determine the value of applying thoughtful decision making.
- Justify when individual or collaborative decision making is appropriate.
- Analyze how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Generate alternatives when making a health-related decision.
- Predict potential short- and long-term consequences of alternatives to health-related decisions.
- Choose a healthy alternative when making a health-related decision.
- Evaluate the effectiveness of health-related decisions.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Goal setting skills are critical in helping students adopt, practice, and maintain healthy behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve short- and long-term goals that influence their health. Students can gain confidence in their abilities to set and achieve health goals by following clearly defined steps, tracking progress over time, seeking help and support when needed, and reflecting on impacts to their overall health.

By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify a realistic personal short-term health goal.
- Take steps to achieve the personal health goal.
- Identify people who can help achieve a personal health goal.

By the end of Grade 5, students will be able to meet the following skill expectations:

- Set a realistic personal health goal.
- Track progress toward achieving a personal health goal.
- Identify resources that can help achieve a personal health goal.

By the end of Grade 8, students will be able to meet the following skill expectations:

- Assess personal health practices.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Apply strategies to overcome barriers to achieving a personal health goal.
- Use strategies and skills to achieve a personal health goal.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Assess personal health practices and behaviors.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Develop a plan to attain a personal health goal.
- Implement strategies, including self-monitoring, to achieve a personal health goal.
- Use strategies to overcome barriers to achieving a personal health goal.
- Formulate an effective long-term plan to achieve a health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify practices that prevent or reduce health risks.
- Demonstrate healthy practices.
- Commit to practicing healthy behaviors.

By the end of Grade 5, students will be able to meet the following skill expectations:

- Describe practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors.
- Commit to practicing healthy behaviors.

By the end of Grade 8, students will be able to meet the following skill expectations:

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Analyze the role of individual responsibility in enhancing personal health.
- Evaluate personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

By the end of Grade 2, students will be able to meet the following skill expectations:

- Make requests to others to promote personal health practices.
- Demonstrate how to encourage peers to make healthy choices.

By the end of Grade 5, students will be able to meet the following skill expectations:

- Give factual information to improve the health of others.
- State personal beliefs to improve the health of others.
- Demonstrate how to persuade others to make positive health choices.

By the end of Grade 8, students will be able to meet the following skill expectations:

- State a health-enhancing position, supported with accurate information, to improve the health of others.
- Persuade others to make positive health choices.
- Collaborate with others to advocate for healthy individuals, families and schools.
- Demonstrate how to adapt positive health-related messages for different audiences.

By the end of Grade 12, students will be able to meet the following skill expectations:

- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- Persuade and support others to make positive health choices.
- Collaborate with others to advocate for improving personal, family and community health.
- Encourage school and community environments to promote the health of others.
- Adapt health messages and communication techniques for a specific target audience.
- Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.