

Louisiana Health Education Content Standards

High School (Grades 9-12)

Correlations Submitted by InnerLink, Inc.

Abbreviation Key

PB = Project Breathe

PF = Project Fitness

PN = Project Nutrition

PR = Project Recover

PS = Project Safe

MWP = My Wellness Planner, InnerLink's "Personal Health Program" tool (1 per Project)

Standard 1: Students will comprehend, analyze, design and evaluate health concepts and strategies related to health promotion and disease prevention.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
1-H-1	Analyze the impact of behavior on health maintenance and disease prevention.	<p>Take Action! MWP—PB, PF, PN, PR, PS</p> <p>All content of Skills—provides application opportunities and/or additional info to practice analyzing impact of behavior:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.— <ul style="list-style-type: none"> ○ PB: Shortness of Breath, Peak Flow Meter ○ PF: all 4 exercise videos ○ PN: BMI Lab, BMR Lab, Food Label Lab ○ PR: all 5, e.g., Self-Talk ○ PS: McKay Video • Life Skills, e.g.— <ul style="list-style-type: none"> ○ PB: Reflections Tutorial, Reflections Activity ○ PF: all 6 challenges, e.g., Exercise Challenge ○ PN: all 5 challenges, e.g., Energy Balance ○ PR: all 4 challenges, e.g., Trauma or Drama? ○ PS: the 5 labeled as challenges, e.g., Fire Challenge & It Takes Time • See also: PS—Chain of Survival <p>All content of Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Tutorials—PB, PF, PN, PR, PS • Activities, consequences of lifestyle choices & life events, e.g.'s— <ul style="list-style-type: none"> ○ PB: Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through ○ PF: Fitness BMI Calculator ○ PN: Energy Balance, Measurement ○ PR: Signs of Stress ○ PS: Disaster Puzzle, Quiz Show
1-H-2	Identify the causes, symptoms, treatment and prevention of various diseases and disorders.	<p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> • PB: all 5, e.g., Shortness of Breath • PF: all 4 exercise videos • PN: BMI Lab, BMR Lab • PR: all 5, e.g., Managing Stress • PS: Save-a-Life <p>Skills, Life Skills—</p> <ul style="list-style-type: none"> • PB: all 3, e.g., Reflections Activity • PF: all 6, e.g., Exercise Challenge • PN: all 5, e.g., Eat Your Veggies! • PR: all 4, e.g., Inventory & Plan • PS: It Takes Time (emotional recovery) <p>PS: Skills—Chain of Survival</p> <p>Take Action! MWP—PB, pp. 4, 9; PF, pp. 4-5, 9; PN, pp. 4-5, 12, 14; PR, pp. 12, 14; PS, pp. 4-5 (e.g., extreme heat, substance abuse), 11, 13</p>

		<p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Lungs (Respiratory System), Heart (Circulatory System), Tobacco Facts, Understanding Asthma, Lung Cancer, Gateway Drugs, Smoking and Pregnancy • PN: e.g., all 4 Introduction, e.g., Overview; all 4 Applied Nutrition, e.g., Portion Size • PR: all 12, e.g., Anxiety, Depression • PS: Health Promotion & Disease Prevention, Public Health & Pandemics, Pandemic, It Takes Time <p>Knowledge, Activities—</p> <ul style="list-style-type: none"> • PB: Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through, Smoke Detective • PF: Fitness BMI Calculator • PN: Quiz Show, Hand-Washing Quiz • PR: Crossword Puzzle, Signs of Stress, Quiz Show
1-H-3	Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the lifespan.	<p>PR, major focus of entire Project, e.g., Knowledge, Tutorials—e.g., Introduction, Emotional Trauma and PTSD, What Is Traumatic?, Depression, Anxiety; Skills, Lab Activities—all 5, e.g., Managing Stress; Skills, Life Skills—all 4, e.g., Inventory & Plan</p> <p>Take Action! MWP—PB, p. 11; PF, p. 4; PN, 12, 14; PR, pp. 12, 14; PS, p. 13</p> <p>Take Action! Communications Advocate, Advocate for Myself—PB, PF, PN, PR, PS</p> <p>PS: Knowledge, Tutorials—Avoiding Conflict, It Takes Time; Skills, Life Skills—It Takes Time; Take Action! Activities—Leadership, Mentor, & Kindness</p>
1-H-4	Explain the impact of personal health behaviors on the functioning of body systems.	<p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PF: Lifting the Hood • PB: Lung Cancer, Understanding Asthma (See especially, <i>Student Worksheets—</i>The Lungs (Resp. System), The Heart (Circ. System), Protecting the Lungs.) • PN: Overview, Measurement • PR: How Are People Affected? & Physical Changes (affects of event) • PS: It Takes Time <p>Knowledge, Activities—</p> <ul style="list-style-type: none"> • PB: Virtual Lung Fly-Through, Addiction Prediction, Heart Puzzle, Lung Puzzle • PN: Hand-Washing Quiz • PR: Signs of Stress (affects of event) <p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> • PB: Lung Volume with worksheet • PS: Save-a-Life • PR: all 5 with worksheets, e.g., Grief & Loss (affects of event) <p>Skills, Life Skills—</p> <ul style="list-style-type: none"> • PN: Energy Balance <p>PR: all 4, e.g., Inventory & Plan with worksheet</p>
1-H-5	Describe the influence of family,	<p>PR: Skills, Lab Activities—Traditions with worksheet; Take Action! Project Recover Community—experiencing positive</p>

	peers, and community on the health of individuals.	<p>impact on own health PS: Skills, Lab Activities—McKay Video Take Action! MWP—PB, pp. 7, 9; PF, pp. 7-8; PN, pp. 6-7; PR, pp. 6-7; PS, pp. 6-7 PB: Knowledge, Tutorials—Refusal Skills</p> <p>Being a Positive Influence Take Action!, e.g., Activities & Communications Advocate—PB, PF, PN, PR, PS PR: Skills, Life Skills—Invite & Include, Help Me Challenge, Trauma or Drama?</p>
1-H-6	Evaluate environmental influences on the health of individuals in their home, community, and world.	<p>Skills, Lab Activities: PS: McKay Video PR: all 5, e.g., Self-Talk (re: affects of natural disaster) Skills, Life Skills: PS: all 8, e.g., Fire Challenge PR: all 4, e.g., Help Me Challenge (re: affects of natural disaster) Take Action! Activities: PS: Assessment, Online, & ICE Take Action! MWP—PB? PF? PN, pp. 6-7; PR, pp. 6-7; PS, pp. 4-5, 8 Knowledge, Tutorials PS: see Preparedness & Response sub-groups</p>

Standard 2: Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
2-H-1	Evaluate the validity of health information, products, and services using a variety of resources.	<p>Evaluating validity of:</p> <ul style="list-style-type: none"> • PB: e.g., <i>Knowledge, Tutorials</i>—Assessing Health Information Accessed from the Internet • PN: <i>Knowledge, Activities</i>—Water Math Challenge; <i>Skills, Lab Activities</i>—Water Taste Test; <i>Take Action! Activities</i>—Food Safety • PS: e.g., <i>Knowledge, Tutorials</i>—Internet Safety, Identity Theft; <i>Take Action! Activities</i>—Online; <i>Skills, Lab Activities</i>—McKay Video (re: Internet Safety) <p>Guided practice locating:</p> <ul style="list-style-type: none"> • <i>Take Action! MWP</i>—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9 • Using <i>Student Worksheets</i> (under <i>Knowledge</i>) to take notes re: all <i>Tutorials</i>—PB, PF, PN, PR, PS • PB: <i>Student Worksheets</i>, Enrichment section— The Heart (Circ. System), Protecting the Lungs, Tobacco Facts, Lung Cancer • PN: all 4 <i>Knowledge, Activities</i>, e.g., Crossword Puzzle; <i>Skills, Lab Activities</i>—Food Label Lab • PR: <i>Take Action! Project Recover Community</i> • Finding each tutorial, worksheet, activity, other content—PB, PF, PN, PR, PS <p>Resources, Links facilitates: PB, PF, PN, PR, PS; & PN—Newsletters</p> <p>See Also PS: Family Reunification Tutorial</p>
2-H-2	Identify factors that influence personal selection of health products and services.	<p>PB: <i>Knowledge, Tutorials</i>—Tobacco Advertising with worksheet & <i>Knowledge, Activities</i>—Counter-Smoking Ads</p> <p>Evaluating validity of: PB: e.g., <i>Knowledge, Tutorials</i>—Assessing Health Information Accessed from the Internet</p>
2-H-3	Identify school and community health services available for self and others.	<p>Resources, Links—locating practice:</p> <ul style="list-style-type: none"> • PN: Nutrition Careers, including finding a nutrition professional PB: Organizational Links, Respiratory Health Careers Links • PF: first 4 links, e.g., Red Cross • PR: all links, e.g., FEMA for Kids • PS: all links, e.g., iSAFE <p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Careers in Respiratory Health, also highlights agencies & services • PR: referring student to, e.g., Depression • PS: Health Promo. & Disease Prevention, Public

		<p>Health & Pandemics, It Takes Time (counseling), Public Health and Safety Careers (see also Evacuate [emergency officials], Pandemic [WHO], ICE [EMTs])</p> <p>Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9</p>
2-H-4	Analyze the cost and accessibility of health care products and services.	<p>PN: Skills, Lab Activities—Water Taste Test (blind testing); Take Action! Advanced Study—influence of soft drink vending; Knowledge, Activities—Water Math Challenge & Nutrition Math Quiz</p>
2-H-5	Examine mental, social, and physical conditions requiring professional health services.	<p>PR: Skills, Life Skills—e.g., Help Me Challenge</p> <p>PS: Take Action! MWP—pp. 4, 10-11; Skills, Life Skills—all 8, e.g., Fire Challenge</p> <p>PN: Resources, Links—Nutrition Careers, finding a nutrition professional</p> <p>PF: Resources, Links—Red Cross (choking), <i>Take Action! MWP</i>—p. 8</p> <p>Knowledge, Tutorials:</p> <ul style="list-style-type: none"> • PS: Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time [counseling], Public Health and Safety Careers (see also Evacuate [emergency officials], Pandemic [WHO], ICE [EMTs]) • PB: Careers in Respiratory Health, highlights agencies & services, Quitting Smoking (Cessation) (re: 3-2-1 Success!) • PR: referred for more help, e.g., Emotional Trauma and PTSD, Depression, Anxiety • PF: Buckle Up for Safety (re: exercise)

Standard 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
3-H-1	Describe the role of individual responsibility for enhancing health by analyzing the short-term and long-term consequences of behaviors throughout the lifespan.	<p>Take Action! MWP—PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN: pp. 7-8, 24-26; PS, pp. 7-8, 12-20</p> <p>PS: Skills—Chain of Survival</p> <p>Skills, Life Skills offer info upon which to base goals:</p> <p>PB: all 3 challenges, e.g., Reflections Activity</p> <p>PF: all 6 challenges, e.g., Getting Fit & Healthy Challenge</p> <p>PN: all 5, e.g., Energy Balance</p> <p>PR: all 4, e.g., Trauma or Drama?</p> <p>PS: all 8 challenges, e.g., Evacuate Challenge</p> <p>Knowledge, Tutorials</p> <p>PB: all emphasize individual responsibility, e.g., Quitting Smoking (Cessation)</p> <p>PF: all emphasize individual responsibility, e.g., Buckle Up for Safety</p> <p>PN: all emphasize individual responsibility, e.g., Portion Size</p> <p>PR: How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p>PS: all emphasize individual responsibility, except Careers</p> <p>Take Action! Activities</p> <p>PN: all 4, e.g., Eating Right</p> <p>PS: all 7, e.g., On-Line Take Action</p>
3-H-2	Demonstrate the ability to use critical thinking when making decisions related to health needs and risks of young adults.	<p>Skills, Life Skills</p> <p>PB: Reflections Tutorial, Reflections Activity</p> <p>PF: all 6 challenges, e.g., Energy Balance Challenge</p> <p>PN: all 5 challenges, e.g., Food Pyramid</p> <p>PR: all 4, e.g., Inventory & Plan</p> <p>PS: Abduction Challenges, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge</p> <p>Skills, Lab Activities</p> <p>PB: Shortness of Breath, Lung Volume, Respiratory Rate, Peak Flow Meter</p> <p>PN: Water Taste Test</p> <p>PR: all 5, e.g., Moving On</p> <p>PS: McKay Video</p> <p>Knowledge, Activities</p> <p>PB: Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through</p> <p>PN: Water Math Challenge</p>
3-H-3	Evaluate a personal health survey to determine strategies for health enhancement and risk reduction.	<p>Take Action! MWP—PB, pp. 4-5; PS, pp. 4-5, 14-20; PF, pp. 4-5; PN, pp. 4-5; PR, pp. 4-5</p> <p>PR: Skills, Life Skills—Inventory & Plan</p> <p>See Also</p> <p>PB: Skills, Life Skills—Reflections Tutorial & Reflections Activity (damage caused by tobacco use); Skills, Lab Activities—e.g., Shortness of Breath, Peak Flow Meter;</p>

		<p>Knowledge, Tutorials—Quitting Smoking (3-2-1 Success! plan) PR: Skills, Lab Activities—all 5, e.g., Managing Stress PF: Knowledge, Activities—Fitness BMI Calculator PN: Skills, Lab Activities—BMI Lab, BMR Lab (with Knowledge, Tutorials—Measurement); Take Action! Activities—Calorie Control, Physical Activity, Eating Right PS: Skills, Life Skills—e.g., Fire Drill Challenge Skills, Lab Activities—McKay Video</p>
3-H-4	Develop strategies to improve or maintain health & safety on personal, family, community, and world levels.	<p>Take Action! MWP, e.g., personal goal-setting—PB, pp. 7, 17-19; PF, pp. 7, 23-25; PN, pp. 8, 24-26; PR, pp. 8, 24-28; PS, pp. 7-8, 12-13, 14-20 PS: Skills—Chain of Survival Skills, Life Skills PR: Inventory & Plan PB: all 3 activities, e.g., Life Saving Skills PF: all 4 videos (safe exercise guidelines) PS: Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge Skills, Lab Activities PR: all 5 activities, e.g., Managing Stress PS: McKay Video, Save-a-Life Take Action! Communications Advocate & Helping—PB, PF, PN, PR, PS Knowledge, Activities PB: Counter-Smoking Ads, Quitting Tobacco Knowledge, Tutorials All provide basic information from which effective strategies may be developed—PB, PF, PN, PR, PS</p>
3-H-5	Demonstrate ways to reduce threatening situations to avoid violence.	<p>PB: Refusal Skills Tutorial with worksheet; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p>
3-H-6	Design strategies to manage stress.	<p>PR: Skills, Lab Activities, e.g., Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan (see stress mgmt.); Knowledge, Tutorials—e.g., Emotional Trauma and PTSD PS: Knowledge, Tutorials—Avoiding Conflict, Getting Prepared, It Takes Time; Skills, Life Skills—Conflict Challenge, It Takes Time; Take Action!, Activities—Kindness Take Action Take Action! MWP—PB, p. 11; PF, pp. 11, 9; PN, p. 12; PR, pp. 10, 12, 14; PS, p. 11 PB: Knowledge, Tutorials—Quitting Smoking (Cessation) PF: Knowledge, Tutorials—Starting the Engine, Test Drive</p>

Standard 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
4-H-2	Evaluate the impact of technology and media on personal, family, community, and world health.	<p>PB: e.g., Lung Cancer Tutorial (med tech), Understanding Asthma Tutorial (med test), Virtual Lung Fly-Through Activity (high-tech view), Peak Flow Meter & Stethoscope Lab Activities, Life Saving Skills Life Skills</p> <ul style="list-style-type: none"> • PB: Knowledge, Tutorials—Tobacco Advertising with worksheet; Knowledge, Activities—Counter-Smoking Ads; Take Action!, Communications Advocate • PN: Water Taste Test Lab Activity with worksheet (blind testing); Take Action! Advanced—Study influence of soft drink vending; Knowledge Activities—Water Math Challenge & Nutrition Math Quiz • PS: Knowledge, Tutorials—Internet Safety, Identity Theft; Skills, Lab Activities—McKay Video (re: Internet Safety), Save-a-Life; Skills—Chain of Survival <p>See Also PN: e.g., Energy Balance Tutorial (implied limit media time/sedentary)</p>
4-H-3	Explain how information from peers, family, and community influences health.	Take Action! MWP — PB; PF; PN , p. 6-7; PR , pp. 6-7; PS , pp. 6-7

Standard 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
5-H-1	Demonstrate effective communication skills and identify the impact of communication on relationships with family, peers, and others.	<p>PR: <i>Take Action! MWP</i>—p. 10 (comm. re: stress mgmt.), p. 12 (re: self-talk); <i>Skills, Life Skills</i>—Invite & Include, Trauma or Drama?; <i>Skills, Lab Activities</i>—all 5, e.g., Self-Talk, Grief & Loss (re: talk therapy)</p> <p>Communication practice provided in each <i>Take Action! Communications Advocate & Helping</i>: PB, PF, PN, PR, PS.</p> <p>PS: <i>Skills, Life Skills</i>—Conflict Challenge, Abduction Challenge; <i>Take Action! Activities</i>—Assessment, Online; <i>Knowledge, Tutorials</i>—Avoiding Conflict, Internet Safety; <i>Take Action! MWP</i>, e.g., pp. 5, 11, 13; <i>Skills, Lab Activities</i>—McKay Video (re: Internet Safety)</p>
5-H-2	Demonstrate positive, effective methods of expressing needs, wants, feelings, care, consideration, and respect for self and others.	<p>Communicating care to others, regarding their health, provided in each Project's <i>Take Action!</i></p> <ul style="list-style-type: none"> • <i>Activities</i>: PB; PN; PS, e.g., Leadership, Mentor, & Kindness • <i>Helping</i>: PB, PF, PN, PR, PS <p>Self-control & respect:</p> <p>PB: <i>Take Action! MWP</i>—p. 11; <i>Knowledge, Tutorials</i>—Refusal Skills</p> <p>PF: <i>Take Action! MWP</i>—p. 11</p> <p>PN: <i>Take Action! MWP</i>—pp. 12, 14</p> <p>PR: <i>Take Action! MWP</i>—pp. 10, 12, 14; <i>Skills, Life Skills</i>—Invite & Include, Trauma or Drama?; <i>Skills, Lab Activities</i>—all 5, e.g., Self-Talk, Grief & Loss</p> <p>PS: <i>Take Action! MWP</i>—pp. 11, 13; <i>Skills, Lab Activities</i>—McKay Video; <i>Skills, Life Skills</i>—Conflict Challenge, Abduction Challenge; <i>Knowledge, Tutorials</i>—Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety, It Takes Time</p> <p>Communication practice provided in each <i>Take Action! Communications Advocate</i>: PB, PF, PN, PR, PS.</p>
5-H-3	Identify strategies for solving intrapersonal and interpersonal conflicts without harming self or others.	<p>PB: <i>Knowledge, Tutorials</i>—Refusal Skills; <i>Knowledge, Activities</i>—Counter-Smoking Ads</p> <p>PS: <i>Knowledge, Tutorials</i>—Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; <i>Take Action! Activities</i>—Leadership, Mentor, & Kindness; <i>Take Action! MWP</i>—pp. 11, 13; <i>Skills, Lab Activities</i>—McKay Video (re: Internet Safety)</p> <p>PR: <i>Skills, Lab Activities</i>—all 5, e.g., Grief & Loss; <i>Skills, Life Skills</i>—all 4, e.g., Inventory & Plan; <i>Take Action! MWP</i>—pp. 10, 12, 14</p> <p>PN: <i>Take Action! MWP</i>—p.12 (re: stress overeating), p. 14</p>
5-H-4	Identify possible causes of conflict in schools, families, and communities.	<p>PB: <i>Take Action! MWP</i>—pp. 11, 13; <i>Knowledge, Tutorials</i>—Refusal Skills; <i>Knowledge, Activities</i>—Counter-Smoking Ads</p> <p>PR: <i>Skills, Lab Activities</i>—Traditions (re: holidays)</p>

		<p>PS: Knowledge, Tutorials—Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video (re: Internet Safety) PF: Take Action! MWP—p.11</p>
5-H-5	Plan and demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	<p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads PS: Knowledge, Tutorials—Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—Behavior PF & PN</p>
5-H-6	Identify personal goals for improving or maintaining lifelong personal health.	<p>Take Action! MWP—PB, pp. 17-19, 7; PF, pp. 23-25, 7, 13; PN, pp. 24-26, 7-8, 14; PR, pp. 24-28, 7-8; PS, pp. 7-8, 12-13, 14-20 PR: Skills, Life Skills—Inventory & Plan</p>
5-H-7	Formulate a plan and evaluate the progress for attaining personal health goals.	<p>Take Action! MWP PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN, pp. 7-8, 24-26; PS, pp. 7-8, 12-20 Skills, Lab Activities, e.g:</p> <ul style="list-style-type: none"> • PB: Heart Rate, Respiratory Rate, Peak Flow Meter, Stethoscope • PF: all 4 videos (re: correct exercising techniques) • PN: BMI Calculator, BMR Calculator, Food Label Lab with worksheet • PR: all 5, e.g., Moving On • PS: McKay Video, Save-a-Life <p>Take Action! Activities, strategies suggested:</p> <ul style="list-style-type: none"> • PB: all 8, e.g., • PF: all 3, e.g., Physical Fitness • PN: all 4, e.g., Calorie Control Take Action • PS: all 7, e.g., Assessment Take Action <p>Skills, Life Skills offer practice & ideas:</p> <ul style="list-style-type: none"> • PB: Reflections Tutorial, Reflections Activity • PF: all 6, e.g., Getting Fit & Healthy Challenge • PN: all 5, e.g., Eat Your Veggies! • PR: all 4, e.g., Help Me Challenge • PS: all 8, e.g., It Takes Time <p>PS: Skills—Chain of Survival Knowledge, Tutorials offer basic info to help students apply skills—PB, PF, PN, PR, PS.</p>

Standard 6: Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
6-H-1	Predict immediate and long-term impact of health decisions on the individual, family, and community.	<p>Decision-Making Practice: Skills, Life Skills—</p> <ul style="list-style-type: none"> • PB: all 3, e.g., Reflections Activity • PF: all 7, e.g., Exercise Challenge • PN: all 5, e.g., Eating Right • PR: all 4, e.g., Help Me Challenge • PS: Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge, It Takes Time <p>PS: Skills—Chain of Survival</p> <p>See Also Basic info, upon which to make decisions: -Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Lungs (Respiratory System), Heart (Circulatory System), Tobacco Facts, Understanding Asthma, Lung Cancer, Gateway Drugd, Smoking and Pregnancy • PF: e.g., Buckle Up for Safety • PN: Overview, Applied Nutrition sub-group (4), Food Safety • PR: e.g., How Are People Affected?, How to Spot Signs of Emotional Trauma sub-group, e.g., Behavior • PS: all, except Careers, e.g., Hurricanes <p>-Knowledge, Activities—</p> <ul style="list-style-type: none"> • PB: Addiction Prediction, Life Expectancy Calculator, Virtual Lung Fly-Through, Smoke Detective • PF: Fitness BMI Calculator • PN: Hand-Washing Quiz • PR: Quiz Show <p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> • PB: all 5, e.g., Shortness of Breath • PN: all 4, e.g., BMI Lab • PR: all 5, e.g., Moving On • PS: McKay Video <p>Take Action! MWP—PB, pp. 4, 9; PF, pp. 4-5; PN, pp. 4-5; PR, pp. 4-5; PS, pp. 12-20</p>
6-H-2	Effectively communicate concerns and information about immediate and/or long-term impact of health decisions in order to influence others.	<p>Communication practice provided each Take Action! Communications Advocate & Helping: PB, PF, PN, PR, PS. PB: Knowledge, Activities—Counter-Smoking Ads, Quitting Smoking, Tobacco-Free Car & Home, Awareness, Health Fair with form, Memory Quilt, Live Smoke-Free PS: Take Action! Activities—Leadership, Mentor, Train Me, ICE, Kindness</p>

6-H-3	Identify effective strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues (refusal skills, assertiveness, problem-solving, communication skills).	<p>PB: Knowledge, Tutorials—Refusal Skills PS: Knowledge, Tutorials—Avoiding Conflict, Internet Safety; Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11 Take Action! Communications Advocate—PB, PF, PN, PR, PS PN: Resources, Newsletters</p>
6-H-4	Demonstrate techniques that influence and support others in making positive health choices (positive peer pressure).	<p>Take Action! -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action • PS: Leadership, Mentor, & Kindness <p>-Take Action! MWP—PB, p. 17, Take Action; PS, pp. 14-20 -Communications Advocate (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS -Helping—PB, PF, PN, PR, PS PN: Resources, Newsletters, act of sharing them with family, others PS: Knowledge, Activities—Avoiding Conflict; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11</p>
6-H-5	Demonstrate the ability to work cooperatively when advocating for healthy communities and environments.	<p>Take Action! -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action • PS: Leadership, Mentor, Kindness <p>-Take Action! MWP—PB, p. 17; PS, pp. 14-20 -Helping—PB, PF, PN, PR, PS</p>