

# Georgia Performance Standards

## Health Education

### **HIGH SCHOOL**

*Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.*

**HE H.S.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings. Students will evaluate established health behavior theories and models.

#### **Elements:**

**a. Predict how health behaviors can affect health status.**

Examples:

- Research and rank the ten leading causes of unintentional death and their risk factors.
- Interpret data on substance use and abuse in the community and its impact on graduation rates and economic capability.

**b. Describe the interrelationships of emotional, intellectual, physical, and social health.**

Examples:

- Compare and contrast how peer pressure is linked to emotional, intellectual, physical, and social health.
- Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.

**c. Analyze how environment and personal health are interrelated.**

Examples:

- List possible risks associated with cell phone use or other electronic devices on personal health and safety.
- Evaluate the air quality in a community and its affect on health.

# Georgia Performance Standards

## Health Education

**d. Analyze how genetics and family history can affect personal health.**

Examples:

- Compile family health information needed for detection and treatment of disease prevention related to hereditary factors.
- Analyze the relationship between addictive behaviors and family history of health conditions.

**e. Propose ways to reduce or prevent injuries and health problems.**

Examples:

- Critique health risk behaviors associated with drug and alcohol use and how it affects body systems.
- Create a “No Violence Tolerated Bill” for your school.

**f. Analyze the relationship between access to health care and health status.**

Examples:

- Determine the relationship between health insurance coverage and life expectancy.
- Analyze the connection between availability of vaccines and the reduction of infectious diseases.

**g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.**

Examples:

- Recommend strategies to avoid violence or criminal activity.
- Evaluate the benefits and barriers to planning healthy meals.

**h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.**

Examples:

- Argue the use of seatbelts in public transportation versus private vehicles.
- Compare and contrast local data versus national data on HIV infections among teens and young adults.

**i. Analyze the potential consequences of having unprotected sex on physical, emotional, and social health.**

Examples:

- Identify personal health risks of engaging in unprotected sex.
- Analyze the potential emotional severity of engaging in unprotected sex.

# Georgia Performance Standards

## Health Education

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

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

### Elements:

**a. Analyze how the family influences the health of individuals.**

Examples:

- Describe how family members express their positive and negative feelings.
- Evaluate your family health history and health choices, and recommend strategies to reduce risk.

**b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.**

Examples:

- Assess how holidays and celebrations can promote unhealthy behaviors.
- Discuss belief systems from various cultures regarding healthy choices.

**c. Analyze how peers influence healthy and unhealthy behaviors.**

Examples:

- Analyze how peers can influence a person's physical activity level.
- Analyze how peers influence the decision-making process concerning the use of alcohol, tobacco, or illegal drugs.

**d. Evaluate how the school and community can affect personal health practices and behaviors.**

Examples:

- Discuss how school and community facilities can enhance your health practices and behaviors.
- Recommend fund raising strategies for schools and community agencies that also promote healthy choices among students.

# Georgia Performance Standards

## Health Education

**e. Evaluate the effect of media on personal and family health.**

Examples:

- Explain the influences of the media on teen body image.
- Evaluate the influence of media on the selection of products and services related to having healthy skin.

**f. Evaluate the impact of technology on personal, family, and community health.**

Examples:

- Evaluate the effectiveness of movie and video game rating systems regarding teen viewing.
- Debate the pros and cons of using technology to develop new relationships.

**g. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Discuss peer pressure among teens to wear safety equipment (e.g., “you don’t need a helmet”).
- Exploit the myths associated with females participating in weight training programs.

**h. Analyze the influence of personal values and beliefs on individual health practices and behaviors.**

Examples:

- Summarize the effects of choosing unhealthy food choices.
- Analyze how family values and culture guide health practices and behaviors related to seeking or receiving medical treatments.

**i. Analyze how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.**

Examples:

- Evaluate the notion that tobacco is a gateway drug.
- Analyze how alcohol use leads to suicidal tendencies among people with depression.

# Georgia Performance Standards

## Health Education

- j. Analyze how public health policies and government regulations can influence health promotion and disease prevention.**

Examples:

- Debate the laws concerning the use of cell phones while driving a car.
- Compare and contrast health practices in the United States to Third World countries.

# Georgia Performance Standards

## Health Education

**HE H.S.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** The students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.

### Elements:

**a. Critique the validity of health information, products, and services**

Examples:

- Discuss the validity of quick weight loss products.
- Analyze claims of legal and illegal supplements on nutrition and physically performance.

**b. Investigate the accessibility of products and services that enhance health.**

Examples:

- Assemble a list of school clubs and youth organizations – what is offered in a local community that enhances health.
- Recommend sports facilities to people with disabilities based on cost, services offered, programs/services offered to people with disabilities, etc.

**c. Utilize resources from school and community that provide valid health information.**

Examples:

- Document from websites the various resources from school and community that provide health information.
- Demonstrate the ability to access resources (e.g., rape crisis centers) that provide accurate information about sexual assault and sexual violence.

**d. Determine when professional health services may be required.**

Examples:

- Summarize when it is necessary to seek help for mental and emotional health problems (e.g., mood disorders, depression, anxiety disorders).
- Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition (e.g., asthma attack, seizure).

# Georgia Performance Standards

## Health Education

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

**Description:** The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

### Elements:

- a. Use skills for communicating effectively with family, peers, and others to enhance health.**

Examples:

- Discuss how to ask someone effectively and respectfully not to smoke.
- Discuss how to communicate clear limits on sexual behaviors.

- b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.**

Examples:

- Compare various types of violence and identify warning signs of unhealthy relationships.
- Demonstrate verbal and non-verbal ways to diffuse a volatile situation.

- c. Summarize how to ask for and offer assistance to enhance the health of self and others.**

Examples:

- Create a 'how to ask' booklet for contacting resources in the community which enhances the health of self and others.
- Demonstrate how to ask for help when experiencing symptoms of mental, emotional, or physical health conditions.

# Georgia Performance Standards

## Health Education

**HE H.S.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future.

### Elements:

**a. Determine the barriers to making a positive, healthy decision.**

Examples:

- List personal barriers to reducing stress and the impact on one's health.
- Identify environmental hazards to one's health and well-being.

**b. Develop and apply a decision-making process to a health-related situation.**

Examples:

- Develop and apply a decision-making process for responding to an emergency situation (e.g., determine order of care in an accident for multiple injuries).
- Develop and apply a decision-making process for avoiding or getting out of a violent situation.

**c. Justify when individual or collaborative decision making is appropriate.**

Examples:

- Explain when input from a health professional would be helpful in making decisions related to substance use or abuse.
- Discuss when it would be appropriate to consult a counselor when one suspects a friend is being abused.

**d. Describe alternative choices to health-related issues or problems.**

Examples:

- Evaluate positive consequences for seeking help for depression.
- Describe the steps individuals should take if they suspect they have contracted a sexually transmitted infection (STI).

# Georgia Performance Standards

## Health Education

**e. Analyze the potential short-term and long-term impact of each decision on self and others.**

Examples:

- Analyze the consequences of the excessive eating of unhealthy foods.
- Analyze the consequences of using illegal drugs for oneself, for one's family, and for the community.

**f. Justify the health-enhancing choices when making decisions.**

Examples:

- Justify the benefits of eating healthy foods and beverages over less healthy foods and beverages.
- Justify the reasons for not using performance enhancing drugs.

**g. Compare and contrast the effectiveness of health-related decisions.**

Examples:

- Compare and contrast the medical decisions made in early historical eras with those of modern medicine.
- Compare and contrast the eating habits of the early 1900's with the habits of today.

**h. Justify the reasons for remaining sexually abstinent.**

Examples:

- Discuss the reason(s) abstinence is the most effective and healthy means for preventing sexually transmitted infections (STIs).
- Analyze risks and consequences of early sexual involvement.

# Georgia Performance Standards

## Health Education

**HE H.S.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. High school students will construct short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.

### Elements:

**a. Evaluate personal health and health practices.**

Examples:

- Evaluate the pros and cons of various fad diet plans.
- Assess your personal physical activity level.

**b. Design a personal health plan that addresses personal strengths, needed improvements, and risky behaviors.**

Examples:

- Design a personal plan to improve health by quitting or helping others to stop the use of tobacco.
- Design a plan for increasing or maintaining physical activity that demonstrates strengths and improves weaknesses while minimizing risky behaviors.

**c. Monitor personal progress in achieving short-term and long-term personal health goals.**

Examples:

- Monitor progress toward achieving a healthier diet goal.
- Keep a journal of stressful events, how you coped with the stressors, and the outcome of each coping strategy.

# Georgia Performance Standards

## Health Education

**HE H.S.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk taking behaviors now and in the future.

### Elements:

**a. Demonstrate individual responsibility for improving personal health.**

Examples:

- Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction.
- Develop a plan for healthy weight management for teenagers.

**b. Choose a variety of healthy practices and behaviors that will maintain or improve health.**

Examples:

- Use and evaluate safety techniques to avoid and reduce injury (e.g., earthquakes, fire, flood).
- Identify a variety of behaviors that avoid or reduce risks to self and others.

**c. Model behaviors to avoid or reduce health risks.**

Examples:

- Debate ways to reduce the negative impact on the environment.
- Mimic impulsive behaviors and explain strategies for controlling them.

# Georgia Performance Standards

## Health Education

**HE H.S.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** The students will demonstrate the ability to advocate for personal, family, and community health by creating health enhancing messages and encourage others to adopt healthy behaviors. High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.

### Elements:

**a. Demonstrate accurate peer and societal norms to create a health-enhancing message.**

Examples:

- Create a poster advocating acceptance for a diversity of body types.
- Create a public service announcement promoting the importance of not drinking while driving.

**b. Model how to influence and support others to make positive health choices.**

Examples:

- Develop a presentation on how to help others prevent and manage conflict and stress in healthy ways.
- Interview someone in the health profession about the risks of oral cancer and how to prevent it and develop an information packet.

**c. Coordinate with others to advocate for improving personal, family, and community health.**

Examples:

- Engage others to develop health campaigns which promote care, consideration, and concern for others. (e.g., HIV, cancer, diabetes).
- Advocate for healthy eating choices at school, home, and in the community through a letter writing campaign. (e.g., TV commercial, campaign, billboard).

**d. Create health messages and communication techniques to target specific audiences.**

Examples:

- Create a skit to demonstrate ways of handling abuse (e.g., sexual harassment, bullying, hazing, fighting, and hate crimes).
- Write a letter to your classmates encouraging them to avoid distractions while driving.