

NATIONAL HEALTH EDUCATION STANDARDS ²¹

Standard	Rationale
<p>1</p> <p>Use functional health information to support health and well-being of self and others.</p>	<p>The acquisition and application of functional health information provides a foundation for promoting health and well-being. This standard includes essential concepts based on established theories and models of health behavior and health promotion. It focuses not only on risk factors, but also on protective factors that can support health and wellness. Concepts reflected in this standard include health literacy, health promotion, health equity, social determinants of health, well-being, and health outcomes within individual, interpersonal, community, societal, and environmental contexts. Functional information can be applied to health-related skills, such as analyzing influences, accessing resources, interpersonal communication, decision-making, goal setting, engaging in health practices and behaviors, and advocacy.</p>
<p>2</p> <p>Analyze influences that affect the health and well-being of self and others.</p>	<p>Health and well-being are affected by many diverse influences within individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include but are not limited to: personal values and beliefs, perceived social norms, family, peers, schools, communities, culture, media and technology, policies, and the environment. This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual’s ability to identify and use skills to recognize the types of influences, analyze the role of influences across a variety of wellness dimensions, and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health equity, which can strengthen use of other health skills, such as accessing information and advocacy.</p>
<p>3</p> <p>Access valid and reliable resources to support the health and well-being of self and others.</p>	<p>Access to valid and reliable health information, products, services, and other resources is essential to promoting health and well-being, and preventing, detecting, managing, and treating health issues and conditions. Access to valid and reliable information, products, services, and other resources promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying, accessing, and evaluating valid and reliable resources, including managing misinformation and disinformation, within digital and in-person settings. Media and technology play a significant and increasing role in the way individuals learn about and connect with ourselves, others, and the world. This standard engages students in critical thinking around media messages and resources, including how they are accessed, evaluated, and used to support health and well-being.</p>
<p>4</p> <p>Use interpersonal communication skills to support the health and well-being of self and others.</p>	<p>Effective communication promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages, and manage conflict. Developing communication skills helps individuals to see how they communicate and the ways in which their communication affects those around them.</p>

