

The National Health Education Standards (NHES) were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from pre-K through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families, and communities with concrete expectations for health education. The NHES promises to reinforce the positive growth of health education and to challenge schools and communities to continue efforts toward excellence in health education.

Refer to this chart to determine the National Health Education Standards covered in each lesson. Descriptions of each standard follow.

	1	2	3	4	5	6	7	8
LESSON 1 EXPLORE								
Activity 1: Explore Hunger as a National Issue			3.8.2 3.8.9					
Activity 2: Explore Hunger at a Local Level			3.8.2 3.8.8		5.8.1			8.8.6
Activity 3: Explore Project Ideas			3.8.9					8.8.4 8.8.6
LESSON 2 PLAN TO ACT								
Activity 1: Set a CLEAR Project Goal	1.8.1 1.8.2 1.8.3	2.8.2 2.8.8		4.8.4	5.8.1 5.8.5 5.8.6		7.8.1	8.8.1 8.8.3 8.8.6
Activity 2: Create an Action Plan			3.8.2 3.8.8 3.8.9	4.8.2 4.8.4				8.8.1 8.8.3 8.8.4 8.8.6
LESSON 3 ACT!								
Activity 1: Track & Measure Success		2.8.5	3.8.2 3.8.4 3.8.7 3.8.9		5.8.8		7.8.4	8.8.3 8.8.6
Activity 2: Implement the Project							7.8.1 7.8.4	
LESSON 4 TELL								
Activity 1: Personal Reflection					5.8.8			
Activity 2: Create Story Video and Presentation		2.8.6 2.8.5		4.8.2			7.8.1 7.8.4	8.8.1 8.8.4
Activity 3: Complete Challenge Submission								

[STANDARDS DESCRIPTIONS](#) ▶

National Health Education Standards

STANDARD 1: Students comprehend functional health knowledge to enhance health.

- 1.8.1** Describe interrelationships among physical, social, emotional, and intellectual health.
- 1.8.2** Analyze benefits of practicing health-promoting behaviors.
- 1.8.3** Analyze potential risks and consequences of practicing unhealthy behaviors.

STANDARD 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

- 2.8.2** Analyze the influence of family and culture on health behaviors.
- 2.8.5** Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.
- 2.8.6** Explain how school rules, community norms, and governmental policies and laws influence health behaviors.
- 2.8.8** Identify factors that influence opportunities to obtain safe, equitable, culturally appropriate, and affordable products and services that support personal health behaviors.

STANDARD 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

- 3.8.2** Engage in an interpersonal conversation about a health-related product or technology to make an informed health decision.
- 3.8.4** Analyze the validity of health information in print and electronic sources (e.g., news articles, magazines, visual signage, social media, podcasts, and websites) using established criteria.
- 3.8.7** Describe why it is important to seek valid and reliable health care to be a proactive, well-informed patient.
- 3.8.8** Read to interpret health-related product information with a trusted adult to determine the benefits and risks.
- 3.8.9** Access credible websites or health-related applications using technology to support health behaviors.

STANDARD 4: Students demonstrate effective interpersonal communication skills to enhance health.

- 4.8.2** Demonstrate the use of verbal and nonverbal communication skills that enhance well-being.
- 4.8.4** Demonstrate how to ask for assistance to improve personal health.

STANDARD 5: Students demonstrate effective decision-making skills to enhance health.

- 5.8.1** Examine situations when the procedural steps of decision making are needed.
- 5.8.5** Discuss alternatives when making health decisions.
- 5.8.6** Distinguish between healthy and unhealthy consequences for each alternative.
- 5.8.8** Analyze the outcomes of an effective health decision.

STANDARD 7: Students demonstrate observable health and safety practices.

- 7.8.1** Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.
- 7.8.4** Analyze the impact of making health and safety practices into personal health habits.

STANDARD 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

- 8.8.1** Use valid and reliable information to identify advocacy positions that meet personal, family, peer, and school health needs.
- 8.8.3** Create an advocacy message about a position using valid and reliable information that supports the health of self and others
- 8.8.4** Demonstrate how to adapt health-related messages to persuade different audiences.
- 8.8.6** Collaborate with others to advocate for personal, family, peer, school, and community health.