

CORRELATION TO THE WISCONSIN STANDARDS FOR HEALTH EDUCATION (GRADES 6-8)

Subject Area: Health Education **Textbook Title:** Live Well: Middle School Health

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The Wisconsin Standards for Health Education may be accessed online at <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/health-stds.pdf>.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.		Where taught (page numbers)
<i>A: Identify the components of health promotion and disease prevention.</i>		
1:3:A1	Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.	S26-S35 (entire lesson: Abstinence and Contraception), 19 (Making Healthy Decisions), 21 (Practicing Healthy Behaviors), 141-149 (entire lesson: Tips and Tools for Eating Well), 199-200 (Losing and Gaining Weight), 227-232 (entire lesson: Physical Activity), 344-345 (Healthy Relationships), 379-380 (Dating Relationships: Intimacy and Boundaries), 405-406 (Managing Conflict), 406 (Conflict Resolution), 413-414 (Responding to Bullying), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 468 (Benefits of Being Alcohol Free), 468 (Alternatives to Drinking Alcohol), 494 (Health Risks and E-Cigarettes), 512-513 (Benefits of Being Tobacco-Free), 551 (Skill-Building Challenge: Refuse to Use), 557-558 (Healthy Alternatives to Using Drugs), 577-586 (entire lesson: Injury Prevention and Safety at Home), 599-601 (Internet Safety), 602 (Skill-Building Challenge: Keeping Myself Safe on Social Media)

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.		Where taught (page numbers)
1:3:A2	Describe the negative consequences of engaging in unhealthy behaviors.	S26-S35 (entire lesson: Abstinence and Contraception), 162-165 (Nutrition, Health, and Disease), 201 (Dangerous Dieting Habits), 377-378 (Sexting), 378-379 (Unhealthy Middle School Dating), 397 (Consequences of Violent Behavior), 449-450 (Effects of Alcohol Use During Pregnancy), 450-451 (Mental Effects of Alcohol Use), 452-453 (Risks of Underage Drinking), 472-474 (Alcohol Use Disorder), 488-490 (Tobacco's Effects on the Body), 490-491 (Health Effects of Smokeless Tobacco), 494 (Health Risks and E-Cigarettes), 550 (Illicit Drugs and Risky Behaviors), 554-555 (Factors That Influence the Use of Drugs)
1:3:A3	Describe how family history can affect personal health.	105 (Your Medical History), 136-139 (Influences on Your Appetite), 322-323 (Causes of Mental Disorders), 330-331 (What Is Depression?), 353-360 (entire lesson: Family Relationships), 423-424 (Child Abuse and Neglect), 457-458 (Who Influences You to Drink or Not)
1:3:A4	Describe how physical and social environments can affect personal health.	8-9 (Influences on Health and Wellness), 30-31 (What Influences Your Immune System?), 38-40 (Preventing Communicable Diseases), 162-165 (Nutrition, Health, and Disease), 474-476 (Alcohol Treatment Programs), 494 (Health Risks and E-Cigarettes), 496 (Secondhand and Thirdhand Smoke or Vape), 590-591 (School Safety), 633-641 (entire lesson: Air, Water, and Noise Pollution)

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.		Where taught (page numbers)
<i>B: Analyze the benefits of and barriers to practicing healthy behaviors.</i>		
1:3:B1	Analyze the relationships between healthy behaviors and personal health.	S26-S35 (entire lesson: Abstinence and Contraception), 8-9 (Influences on Health and Wellness), 19 (Making Healthy Decisions), 21 (Practicing Healthy Behaviors), 98 (The Importance of Sleep), 100 (Self-Management for Good Sleep), 372 (Characteristics of a Healthy Dating Relationship), 380 (Abstinence)
1:3:B2	Examine healthy behaviors and consequences related to a health issue.	58 (Practicing Healthy Behaviors: Behavior Contracts), 80 (Caring for Your Mouth and Teeth), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 98 (The Importance of Sleep), 100 (Self-Management for Good Sleep), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 510 (Tips for Staying Tobacco Free),
1:3:B3	Predict the outcomes of a variety of unhealthy behaviors.	S26-S35 (entire lesson: Abstinence and Contraception), 162-165 (Nutrition, Health, and Disease), 201 (Dangerous Dieting Habits), 377-378 (Sexting), 378-379 (Unhealthy Middle School Dating), 397 (Consequences of Violent Behavior), 449-450 (Effects of Alcohol Use During Pregnancy), 450-451 (Mental Effects of Alcohol Use), 452-453 (Risks of Underage Drinking), 472-474 (Alcohol Use Disorder), 488-490 (Tobacco's Effects on the Body), 490-491 (Health Effects of Smokeless Tobacco), 494 (Health Risks and E-Cigarettes), 550 (Illicit Drugs and Risky Behaviors), 554-555 (Factors That Influence the Use of Drugs)

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.		Where taught (page numbers)
<i>A. Examine impact of influences.</i>		
2:3:A1	Examine how external and internal factors can influence health behaviors.	8-9 (Influences on Health and Wellness), 30-31 (What Influences Your Immune System?), 136-139 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 136-139 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 207-208 (Media Influences on Body Image), 209 (Other Influences on Body Image), 396 (Influences on Violent Behavior), 457-458 (Who Influences You to Drink or Not), 459 (Your Values), 460 (Skill-Building Challenge: Who Influences Me?), 501-507 (entire lesson: Influences on Using Tobacco Products), 506 (Skill-Building Challenge: Who Influences Me?), 520 (The Influence of Marketing Techniques on Tobacco Use), 553 (entire lesson: Influences on the Use of Medications and Drugs)

Learning Priority: Examine how internal and external factors influence personal health behaviors.		Where taught (page numbers)
2:3:A2	Provide examples of how factors can interact to influence health behaviors.	8-9 (Influences on Health and Wellness), 30-31 (What Influences Your Immune System?), 136-139 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 136-139 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 207-208 (Media Influences on Body Image), 209 (Other Influences on Body Image), 396 (Influences on Violent Behavior), 457-458 (Who Influences You to Drink or Not), 459 (Your Values), 460 (Skill-Building Challenge: Who Influences Me?), 501-507 (entire lesson: Influences on Using Tobacco Products), 506 (Skill-Building Challenge: Who Influences Me?), 520 (The Influence of Marketing Techniques on Tobacco Use), 553 (entire lesson: Influences on the Use of Medications and Drugs)
2:3:A3	Examine how one's family, culture, and peers influence one's own personal health behaviors.	136-139 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 136-139 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 353-360 (entire lesson: Family Relationships), 360 (Skill-Building Challenge: How Culture, Media, and Other People Influence Your Perceptions of Gender Roles), 457-458 (Who Influences You to Drink or Not), 501-507 (entire lesson: Influences on Using Tobacco Products)

Learning Priority: Examine how internal and external factors influence personal health behaviors.		Where taught (page numbers)
2:3:A4	Examine how media and technology influence one's own personal health behaviors.	74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 207-208 (Media Influences on Body Image), 209 (Other Influences on Body Image), 360 (Skill-Building Challenge: How Culture, Media, and Other People Influence Your Perceptions of Gender Roles), 457-458 (Who Influences You to Drink or Not), 501-507 (entire lesson: Influences on Using Tobacco Products)
2:3:A5	Examine how one's values and beliefs influence one's own personal health behaviors.	16 (Analyzing What Influences Your Health Behaviors), 19 (Making Healthy Decisions), 20 (Setting SMART Goals), 397 (Prejudice, Bias, and Intolerance), 457-458 (Who Influences You to Drink or Not), 459 (Your Values), 460 (Skill-Building Challenge: Who Influences Me?), 502-504 (Factors That Influence Tobacco Use), 564-565 (Being Drug-Free)

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Learning Priority: Demonstrate and apply strategies to access valid sources of health information.		Where taught (page numbers)
<i>A: Identify criteria for choosing accurate sources of information.</i>		
3:3:A1	Describe situations that require accurate health information.	15 (What Are Health Skills?), 17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 59 (Healthy Living Skills: Accessing Valid Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 171 (Healthy Living Skills: Accessing Valid Information), 171 (Healthy Living Skills: Accessing Valid Information), 596 (Skill-Building Challenge: Accessing Valid and Reliable Information to Determine Laws and Consequences), 631 (Skill-Building Challenge: Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences)

Learning Priority: Demonstrate and apply strategies to access valid sources of health information.		Where taught (page numbers)
3:3:A2	Locate sources of valid health information from home, school, and community.	S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), 15 (What Are Health Skills?), 17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 59 (Healthy Living Skills: Accessing Valid Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 171 (Healthy Living Skills: Accessing Valid Information), 171 (Healthy Living Skills: Accessing Valid Information), 596 (Skill-Building Challenge: Accessing Valid and Reliable Information to Determine Laws and Consequences), 631 (Skill-Building Challenge: Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences)
3:3:A3	Describe criteria for evaluating resources.	16 (Analyzing What Influences Your Health Behaviors), 18 (Checklist for Evaluating Websites), 105 (Accessing and Evaluating Products), 185 (Negotiating for Healthy Food Choices), 382 (Healthy Living Skills: Accessing Information), 586 (Healthy Living Skills: Accessing Information)

Learning Priority: Demonstrate and apply strategies to access valid sources of health information.		Where taught (page numbers)
<i>B: Apply models to analyze sources of information for validity and reliability.</i>		
3:3:B1	Analyze the validity of information about health issues, products, and services.	S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), 15 (What Are Health Skills?), 17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 59 (Healthy Living Skills: Accessing Valid Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 171 (Healthy Living Skills: Accessing Valid Information), 171 (Healthy Living Skills: Accessing Valid Information), 382 (Healthy Living Skills: Accessing Information), 586 (Healthy Living Skills: Accessing Information), 596 (Skill-Building Challenge: Accessing Valid and Reliable Information to Determine Laws and Consequences), 631 (Skill-Building Challenge: Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences)

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.		Where taught (page numbers)
<i>A: Examine communication strategies in various health-related settings.</i>		
4:3:A1	Examine appropriate communication strategies.	18-19 (Communicating Your Health Needs), 22-23 (Advocating for Good Health), 24 (Skill-Building Challenge: Healthy Communication), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 110 (Skill-Building Challenge: Making a Consumer Complaint), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 347-348 (Communication Styles), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 511 (Refusal Skills to Avoid Tobacco Use), 565 (Being Drug-Free)
4:3:A2	Examine the outcomes of using effective and ineffective strategies of communication.	18-19 (Communicating Your Health Needs), 24 (Skill-Building Challenge: Healthy Communication), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 110 (Skill-Building Challenge: Making a Consumer Complaint), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 347-348 (Communication Styles), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 511 (Refusal Skills to Avoid Tobacco Use), 565 (Being Drug-Free)

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.		Where taught (page numbers)
<i>B: Apply appropriate communication skills in various health- related settings.</i>		
4:3:B1	Demonstrate refusal and limit setting skills that avoid health risks.	184 (Saying No to Unhealthy Food Choices), 185 (Negotiating for Healthy Food Choices), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 467 (Refusal Skills), 469 (Skill-Building Challenge: Practicing Your No When Offered Alcohol), 511 (Refusal Skills to Avoid Tobacco Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 562 (Substance Use Disorder), 565 (Being Drug-Free)
4:3:B2	Demonstrate effective conflict resolution skills.	185 (Negotiating for Healthy Food Choices), 300-302 (Taking Control of Your Emotions), 405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts)
4:3:B3	Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.	405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts)

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

Learning Priority: Apply a decision-making process in various health-related situations.		Where taught (page numbers)
<i>A: Identify situations where effective decision-making skills are implemented.</i>		
5:3:A1	Determine when individual or collaborative decision making is appropriate.	10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 104-105 (Being a Health Care Consumer), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 453 (Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 564-565 (Being Drug-Free), 648 (Skill-Building Challenge: Making Responsible Decisions)
<i>B: Assess the impact of a decision-making process on health-related situations.</i>		
5:3:B1	Demonstrate decision making in a health-related situation.	10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 104-105 (Being a Health Care Consumer), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 453 (Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 564-565 (Being Drug-Free), 648 (Skill-Building Challenge: Making Responsible Decisions)
5:3:B2	Predict the impact of each decision on self and others.	20 (Setting SMART Goals), 47 (Healthy Living Skills: Setting Healthy Goals), 56 (Short-Term Challenges to Your Digestive Health), 429 (Skill-Building Challenge: Making Healthy Decisions)

Learning Priority: Apply a decision-making process in various health-related situations.		Where taught (page numbers)
5:3:B3	Analyze the outcome of a health-related decision.	10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 336 (Skill-Building Challenge: Making Healthy Decisions), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 648 (Skill-Building Challenge: Making Responsible Decisions)

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

Learning Priority: Apply goal-setting skills to health situations.		Where taught (page numbers)
<i>A: Identify additional steps to setting and achieving realistic health goals.</i>		
6:3:A1	Establish a baseline of personal health behaviors and health status.	14 (entire lesson: Developing Skills for Healthy Living)
6:3:A2	Identify strategies and behaviors needed to maintain or improve health status.	20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 214-219 (entire lesson: Your Nutrition Plan), 256-264 (entire lesson: Fitness Planning), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals)
6:3:A3	Identify strategies that might be utilized to overcome barriers or setbacks.	290-296 (entire lesson: Building Resilience and Grit)

Learning Priority: Apply a decision-making process in various health-related situations.		Where taught (page numbers)
<i>B: Apply goal-setting skills to various health-related situations.</i>		
6:3:B1	Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.	20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 260-261 (Goal Setting Using SMART Goals), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals)
6:3:B2	Develop goals to maintain or improve personal health status.	20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 214-219 (entire lesson: Your Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals)
6:3:B3	Assess the effectiveness of strategies to reach personal health goals.	20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 214-219 (entire lesson: Your Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals)

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.		Where taught (page numbers)
<i>A: Explain the importance of self-responsibility for personal health behaviors.</i>		
7:3:A1	Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.	S26-S35 (entire lesson: Abstinence and Contraception), 10-11 (Healthy Lifestyle Choices), 17-18 (Accessing Valid and Reliable Health Information and Services), 98 (The Importance of Sleep), 162-165 (Nutrition, Health, and Disease), 184 (Saying No to Unhealthy Food Choices), 185 (Negotiating for Healthy Food Choices), 229 (Physical Activity and Disease Prevention), 251 (Getting Active and Staying Active Throughout Your Life), 252-253 (Dressing for Physical Activity), 380 (Abstinence), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 511 (Refusal Skills to Avoid Tobacco Use), 564-565 (Being Drug-Free), 578-581 (Safety First), 629-630 (Community and Public Health Resources)
<i>B: Demonstrate the role of self-responsibility in enhancing health.</i>		
7:3:B1	Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.	21 (Practicing Healthy Behaviors), 35 (Healthy Living Skills: Practicing Health-Enhancing Behaviors), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 93 (Social Norms and Listening Behaviors), 186 (Healthy Living Skills: Practicing Healthy Behaviors)

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.		Where taught (page numbers)
7:3:B2	Demonstrate behaviors that avoid or reduce health risks to self and others.	10-11 (Healthy Lifestyle Choices), 98 (The Importance of Sleep), 162-165 (Nutrition, Health, and Disease), 229 (Physical Activity and Disease Prevention), 251 (Getting Active and Staying Active Throughout Your Life), 252-253 (Dressing for Physical Activity), 380 (Abstinence), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 511 (Refusal Skills to Avoid Tobacco Use), 564-565 (Being Drug-Free)

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

Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices.		Where taught (page numbers)
<i>A: Develop an advocacy plan to promote health.</i>		
8:3:A1	Develop an age-appropriate definition of advocacy.	22-23 (Advocating for Good Health)
8:3:A2	Plan ways to advocate for healthy individuals, families, and schools.	22-23 (Advocating for Good Health), 194 (Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety)

Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices.		Where taught (page numbers)
8:3:A3	Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others.	22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 194 (Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety)
8:3:A4	Discuss the barriers that could be involved in an advocacy effort.	22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 232 (Skill-Building Challenge: Promoting Good Health), 454 (Healthy Living Skills: Promoting Good Health)
<i>B: Implement an advocacy plan pertaining to a health issue.</i>		
8:3:B1	Predict how an advocacy plan will influence and support the health status of others.	443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety)

Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices.		Where taught (page numbers)
8:3:B2	Apply a plan to advocate for a health issue for people that experience health disparities.	22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 194 (Advocating for Food Access), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications)
8:3:B3	Defend a position relating to a health issue.	22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 194 (Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety)

Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices.		Where taught (page numbers)
8:3:B4	Describe ways to adapt health messages for different audiences.	22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 232 (Skill-Building Challenge: Promoting Good Health), 454 (Healthy Living Skills: Promoting Good Health), 516 (Healthy Living Skills: Practicing Healthy Behaviors)