

Standard 1 - Students will comprehend content related to health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth. This standard includes essential content based on established health behavior theories and models and includes both health promotion and risk reduction.

High School

Summarize the harmful short- and long-term physical, mental/emotional, and social effects of using alcohol, tobacco and other drugs (e.g., over-the-counter drugs, prescription drugs, stimulants, depressants, opioids, marijuana, synthetics, electronic cigarettes, and other current drugs of abuse).

Differentiate between proper use, misuse, and abuse of over-the-counter and prescription drugs.

Describe the harmful effects of binge drinking.

Describe the effects of using alcohol, tobacco and other drugs on school performance, job performance, job absenteeism, and job loss.

Evaluate situations that could lead to the use of alcohol, tobacco and other drugs.

Summarize why alcohol, tobacco or other drug use are unhealthy ways to manage weight and/or stress.

Analyze short- and long-term benefits of abstaining from, or discontinuing the use of alcohol, tobacco, and other drugs.

Analyze the relationship between using alcohol, tobacco and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, pregnancy, and/or major causes of disease and death.

Summarize the relationship between intravenous drug use and transmission of bloodborne diseases, such as HIV and hepatitis.

Analyze the dangers of driving while under the influence of alcohol and other drugs and the importance of committing to not riding (any mode of transportation) with a driver who has been using alcohol and/or other drugs.

Evaluate the financial costs of alcohol, tobacco and other drug use to the individual, family, and society.

Summarize the positive and negative bystander effects of alcohol, tobacco and other drug use (e.g., safety, relationships, etc).

Summarize how common infectious diseases are transmitted by direct and indirect contact.

Discuss causes, signs/symptoms, prevention, and treatments of communicable diseases (e.g., colds, flu, mononucleosis, hepatitis, STIs, tuberculosis).

Discuss causes, signs/symptoms, prevention, and treatments of non-communicable diseases (e.g., cancer, cardiovascular diseases, diabetes, obesity, asthma/allergies, emphysema).

Summarize why it is important to seek help and treatment for infectious/chronic diseases, as well as, receive important health screenings, immunizations, checkups, and examinations necessary to maintain good health.

Explore family history, environment, lifestyle and other risk factors related to the cause and/or prevention of disease and other health promotion behaviors.

Describe the impact sleep has on the risk for disease.

Describe how common foodborne diseases are transmitted, as well as, how to avoid the transmission of foodborne related diseases.

Differentiate between healthy and unhealthy characteristics in family, peer, and/or dating relationships.

Identify strategies necessary to stay physically, mentally, and emotionally safe in family, peer, and/or dating relationships.

Summarize the importance of having a trusted adult to discuss issues related to your body, personal growth, and sexual health.

Describe the prevention, modes of transmission, signs/symptoms, short- and long-term effects, and treatments for current trends in prevalent and/or life-threatening STIs (e.g., HPV, HIV, and other prevalent STIs).

Identify and explain the anatomy and physiology of the reproductive system.

Describe the phases of the menstrual cycle, the role hormones play in conception, and the signs and symptoms of pregnancy.

Analyze the physical, intellectual, emotional, social, and financial impacts of becoming a teen parent.

Describe prenatal practices that contribute to and/or threaten a healthy pregnancy.

Identify personal stressors and effective stress-management skills at home, school, work, and in the community.

Summarize characteristics of a mentally/emotionally healthy individual (e.g., self-respect, self-control, positive body image, and positive social behaviors, etc.).

Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (e.g., suicide, bullying, weapons, etc.).

Determine when to seek help for mental and emotional health problems.

Describe physical and psychological causes, signs/symptoms, treatment and prevention of mental illnesses [e.g., anxiety disorders (e.g., PTSS/PTSD, OCD), disordered eating (e.g., anorexia nervosa, bulimia nervosa, binge eating disorder), mood disorders (e.g., depression, bipolar depression, seasonal affective disorder, body dysmorphic disorder, pre-menstrual dysphoric disorder, etc.)], and their relationship to mental/emotional health, including potential short-term and long-term consequences if left untreated (e.g., health-related and violence-related behaviors).

Explain the body's physical and psychological responses to stressful situations (e.g., fight or flight response) and how this will affect both short-term and long-term health.

Describe personal characteristics (e.g., body type, gender, appearance, mannerisms, and the way one dresses or acts) that make people unique, as well as, summarize the benefits of living in a diverse society that includes tolerance and acceptance.

Identify the warning signs (e.g., withdrawal, change in behavior, giving things away, loss of interest) of suicide and essential responses (e.g., question, persuade, respond) to those warning signs.

Evaluate effective strategies (e.g., conflict resolution, assertive behavior skills) when dealing with difficult relationships with family members, peers, and/or dating partners.

Describe the relationship between poor eating habits and chronic diseases (e.g., cardiovascular disease, cancer, obesity, diabetes, osteoporosis, and other diseases).

Research and discuss the practical use of current guidelines (i.e. The Dietary Guidelines for Americans) for a nutritionally balanced diet.

Summarize the relationship between access to healthy foods and personal food choices.

Summarize the physical, mental, social, and intellectual benefits of eating a healthy diet.

Distinguish food sources that provide key nutrients for a variety of dietary needs (non-health restricted, sport performance, vegetarian, vegan, health-restricted)

Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.

Analyze healthy and unhealthy choices (e.g., fad dieting, disordered eating, etc) to managing weight and reducing the risk of chronic illness.

Explain the effects of disordered eating on healthy growth and development.

Analyze emergency preparedness plans (e.g., emergencies, natural disaster, and/or lock-downs) for the home, school, work, and the community.

Analyze the benefits of and summarize ways to reduce the risk of injuries and violence in school, in the community, at work, and at home.

Explain how violence, aggression, bullying, and harassment affect health and safety.

Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.

Describe the differences between physical, verbal, and sexual violence.

Describe how witnesses and bystanders can help prevent violence by reporting dangerous situations to previously identified trusted adults to whom school or community violence should be reported.

Recognize potentially harmful and/or abusive relationships (e.g., dangerous dating situations, types of sexual harassment, sexual violence, etc.) and ways to report them.

Discuss the importance of reporting weapon possession and describe how the presence of weapons increases the risk of serious violent injuries.

Explain the effects of violence on individuals, families, and communities.

Describe rules and laws intended to prevent injuries and the possible legal consequences of harassment and violence.

Examine ways that injuries are caused while traveling to and from school, work, and community and evaluate the risks and responsibilities associated with teen driving and auto accidents.

Explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property and other individuals.

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

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among Kentucky youth, including personal values, beliefs, and perceived norms.

High School
<p>Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy health-related behaviors.</p> <p>Analyze how laws, rules, and regulations influence alcohol, tobacco, and other drug use.</p> <p>Analyze how families, schools, environments, and communities affect alcohol, tobacco, and other drug use.</p> <p>Analyze the effect of media and technology on alcohol, tobacco, and other drug use.</p> <p>Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health-related behaviors.</p> <p>Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>Analyze how families, schools, environments, and communities affect personal health and wellness practices and behaviors.</p> <p>Analyze the effect of media and technology on personal, family, and community health and wellness.</p> <p>Analyze the factors that contribute to risky sexual behaviors (e.g., substance abuse, perceived norms, peer pressure, coercion, media influences, etc).</p> <p>Analyze how laws, rules, and regulations influence sexuality and sexual health.</p> <p>Analyze how culture, media, peers, perceptions of norms, personal attitudes, values, and beliefs influence healthy and unhealthy sexual practices, behaviors, and relationships.</p> <p>Analyze the relationship between intellectual, emotional, physical, social, and spiritual health.</p> <p>Analyze the influences of family, peers, values, beliefs, community, culture, media, technology and other factors on mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress, seeking help and support).</p> <p>Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).</p> <p>Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health of self and others.</p> <p>Explain the influence of public health policies and guidelines on personal food choices and other eating practices and behaviors.</p> <p>Analyze how culture, peers, perceptions of norms, personal attitudes, values, and beliefs affect dietary choices.</p> <p>Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors.</p> <p>Analyze the harmful effects of using diet pills, anabolic steroids, energy drinks, and other dietary trends.</p> <p>Analyze how laws, rules, and regulations influence safety, injury prevention, and violence practices and behaviors.</p> <p>Analyze how family, culture, media, peers, perceptions of norms, personal attitudes, values, and beliefs influence healthy and unhealthy safety practices, behaviors, and relationships.</p> <p>Analyze how health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors and/or violent behaviors (e.g., how alcohol and other drug use increase the risk of a motor vehicle crash or how alcohol and other drug use influence violent behaviors).</p>

Analyze how school and community affect personal safety, injury prevention, and violence practices and behaviors.

Analyze factors that influence opportunities to obtain safe, accessible and affordable products and services that support violence prevention practices and behaviors for oneself and others (e.g., local police department, rape crisis center, bystander training, anger management, and/or counseling).

Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact the personal safety of self or others.

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

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers Kentucky students to achieve health literacy.

High School

Evaluate the validity, reliability, and accessibility of products, services, and treatment resources for alcohol, tobacco, and other drugs.
Evaluate the validity, reliability, and accessibility of health information, products, and services.
Evaluate the validity, reliability, and accessibility of sexual health information, products, and services.
Analyze factors that influence opportunities to obtain safe, accessible and affordable products and services that support mental and emotional health (e.g., counseling, support groups).
Evaluate the validity, reliability, and accessibility of professional mental and emotional health information, services and/or products (e.g., American Foundation of Suicide Prevention, the American Psychological Association, National Alliance of Mental Illness, Center for Disease Control and Prevention (CDC), Suicide Prevention Hotline, counseling options, and treatment programs).
Determine the validity, reliability, and accessibility of nutritional resources (e.g., [USDA Guidelines](#)), products and services.
Evaluate the validity, reliability, and accessibility of violence prevention information, products and services.

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

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

High School

Demonstrate effective communication skills (e.g., peer resistance, negotiation, and collaboration skills) to prevent the use of alcohol, tobacco and other drugs.

Demonstrate how to effectively ask for and/or offer assistance to stop using alcohol, tobacco, and/or other drugs.

Demonstrate effective communication skills to avoid riding in a motor vehicle and/or any other form of transportation with a driver who is under the influence of alcohol and/or other drugs.

Demonstrate effective communication skills (e.g., peer resistance, negotiation, and collaboration skills) to enhance personal health and prevent disease.

Demonstrate how to effectively ask for and/or offer assistance to improve personal health.

Demonstrate effective communication skills (e.g., peer resistance, negotiation, and collaboration skills) to promote sexual health, healthy relationships and/or to avoid engaging in risky behaviors.

Demonstrate how to manage personal information in electronic communications when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) and understanding that there are negative consequences of sending, receiving, and sharing sexually explicit pictures (i.e. sexting) and messages via current technology.

Describe a range of ways to express affection within healthy relationships.

Define sexual consent and explain its implications for sexual decision-making.

Summarize the importance of setting personal limits to avoid risky sexual behavior.

Demonstrate effective communication skills (e.g., peer resistance, negotiation, and collaboration skills, conflict resolution, self advocacy) to avoid engaging in mentally and emotionally unhealthy behaviors.

Demonstrate how to effectively ask for and/or offer assistance to improve mental and emotional health.

Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, sexting/texting, websites, phone and tablet applications) to prevent interpersonal conflict.

Demonstrate how to effectively ask for and/or offer assistance to improve food choices, eating behaviors, and weight management.

Demonstrate effective communication skills and strategies (e.g., peer resistance, negotiation, and collaboration) to enhance safety and injury prevention, as well as, to prevent, manage, or resolve interpersonal conflict to prevent violence.

Demonstrate how to effectively ask for and/or offer assistance to improve personal safety and injury, as well as, prevent violence.

Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.

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

Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

High School

Identify barriers and generate alternatives when making decisions to be alcohol-, tobacco-, and drug-free.

Choose a healthy alternative when making decisions related to riding in a motor- and/or non-motorized method of transportation with a driver who is under the influence of alcohol and/or other drugs.

Evaluate the effectiveness of a decision making model related to the use, misuse, and abuse of alcohol, tobacco, and other drugs.

Determine when professional alcohol-, tobacco- and other drug-use cessation services may be required.

Examine barriers and generate alternatives when making decisions related to disease prevention.

Choose a healthy alternative when making decisions related to disease prevention, while predicting potential short- and long-term consequences of such decisions.

Evaluate the effectiveness of current and future decisions related to disease prevention.

Determine when professional disease prevention services may be required.

Examine barriers and generate alternatives when making decisions related to relationships and/or sexual health.

Analyze how family, culture, media, peers, and personal beliefs affect decisions related to risky sexual behavior.

Evaluate the effectiveness of current and future decisions related to sexuality.

Identify services and methods used to prevent and/or treat sexually transmitted infections.

Examine barriers and generate alternatives when making decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress, seeking help and support, etc).

Choose a healthy alternative when making a decision related to mental and emotional health and predict potential short-term and long-term consequences of such decisions.

Evaluate the effectiveness and consequences of current and future decisions related to mental and emotional health-related decisions (e.g., to seek or not seek help, self harming behaviors).

Determine when professional mental and emotional services may be required.

Examine barriers and generate alternatives when making decisions related to healthy eating.

Choose a healthy alternative when making a decision related to nutrition and predict potential short- and long-term consequences of eating behaviors related to one's overall health.

Evaluate the effectiveness and consequences of current and future decisions related to nutritional choices.

Determine when professional services may be required (e.g., nutritionist, medical specialist, mental health provider, etc.).

Examine barriers and generate alternatives when making decisions related to safety, injury prevention, and decisions that could lead to violence..

Choose a healthy alternative when making a decision related to safety and predict potential short-term and long-term consequences of such behaviors.

Evaluate the effectiveness and consequences of current and future decisions related to safety, injury prevention, and decisions that could lead to

violence.

Determine when to access professional safety and injury prevention information, services and/or products (e.g., World Health Organization, Peace Corp, Center for Disease Control and Prevention (CDC), Armed Forces).

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

Rationale: Goal-setting skills are essential to help Kentucky students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

High School

Assess behaviors and barriers for achieving personal goals that are alcohol-, tobacco-, and drug-free.

Use goal setting strategies (e.g., S.M.A.R.T.) to develop realistic short- and long-term goals to prevent alcohol, tobacco, and other drug use.

Design a plan to be alcohol-, tobacco-, and other drug-free (including avoiding getting in a vehicle with anyone who is under the influence of alcohol or other drugs).

Assess disease prevention practices and behaviors, as well as, barriers to achieving personal goals to avoid and/or reduce the risk of disease.

Use goal setting strategies (e.g., S.M.A.R.T.) to develop realistic short- and long-term goals to reduce the risk of disease.

Design a plan to achieve personal goals to reduce the risk of disease.

Assess personal practices and behaviors, as well as, barriers to achieving personal goals to avoid or reduce the risk of disease. related to sexual health.

Use goal setting strategies (e.g., S.M.A.R.T.) to develop realistic short- and long-term goals to reduce unintended outcomes (e.g., STIs, pregnancy, emotional harm).

Design a plan to achieve personal goals to avoid and/or reduce the risk of the transmission of STIs, pregnancy, and/or emotional harm.

Assess personal mental and emotional health practices and behaviors, as well as, barriers to achieving personal goals to improve or maintain positive mental and emotional health.

Use goal setting strategies (e.g., S.M.A.R.T.) to develop realistic short- and long-term goals to improve or maintain positive mental and emotional health.

Develop strategies, including self-monitoring, to achieve personal mental and emotional health goals.

Assess personal nutrition practices and behaviors, as well as, barriers to achieving personal goals to avoid or reduce the risk of unhealthy eating.

Use goal setting strategies (e.g., S.M.A.R.T.) to develop realistic short- and long-term goals to avoid unhealthy eating habits.

Develop a plan to attain personal goals to avoid or reduce the risk of unhealthy eating habits.

Assess personal safety and injury prevention practices and behaviors, as well as, barriers to achieving personal goals to avoid or reduce the risk of injury and/or engaging in violence.

Use goal setting strategies (e.g., S.M.A.R.T.) to develop realistic short- and long-term goals to avoid or reduce injury and/or violence.

Develop a plan to attain personal goals to avoid and/or reduce the risk of injury and/or engaging in violence.

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

Rationale: Research confirms practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

High School

Analyze the role of individual versus societal responsibility for being alcohol-, tobacco-, and drug-free.

Evaluate and demonstrate behaviors that reduce or prevent alcohol, tobacco, and other drug use.

Implement a plan to achieve personal goals to avoid or reduce alcohol, tobacco, and other drug use (including avoiding getting in a vehicle with anyone who is under the influence of alcohol or other drugs).

Analyze the role of individual versus societal responsibility in disease prevention.

Evaluate personal health-related behaviors that reduce the risk of disease.

Implement a plan to achieve personal goals to reduce the risk of disease.

Explain why abstinence from sex and drugs is the safest, most effective risk avoidance method of protection from STIs and pregnancy.

Analyze the effectiveness of abstinence, condom use and other contraceptive methods to reduce the risk of pregnancy and STI's.

Describe the increased risks associated with having multiple sexual partners including serial monogamy.

Explain the importance of immunizations, checkups, examinations, and health screenings (e.g., breast self-examination, testicular self-examination, and Pap smears) necessary to maintain sexual and reproductive health.

Implement a plan to achieve personal goals to avoid and/or reduce the risk of the transmission of STIs, pregnancy, and/or harm.

Describe various strategies/management techniques and practices to enhance personal mental and emotional health.

Design and implement a plan to model healthy mental and emotional health behaviors (e.g., asking for help when needed, utilizing the decision making model, and utilizing stress management techniques).

Analyze the role of individual versus societal responsibility in enhancing healthy eating behaviors.

Analyze healthy food selections while preparing food and when dining out.

Implement a plan to attain personal goals to avoid and/or reduce the risk of unhealthy eating habits.

Explain food safety methods through proper food purchasing, preparation, and storage practices.

Explain ways to reduce the risk of injuries while operating or riding any mode of transportation (e.g., bike, motorcycle, car, bus, truck, snowmobile, inline skating, skiing, hoverboard, skateboard, snowboard, watercraft, ATV, horseback, lawn mowers, etc.), when around water, when playing sports, when having or using firearms and/or other sport/hunting methods.

Describe proper actions and procedures to prevent injuries during severe weather, natural disasters, and other emergency situations.

Demonstrate safety, injury and violence prevention methods and behaviors to improve the health and safety of oneself and others at home, school, work, or in the community.

Analyze the role of individual versus societal responsibility for practicing safety, injury and/or violence prevention behaviors.

Demonstrate proper first-aid/CPR/AED procedures for responding to emergency situations (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) and explain how they help reduce the severity of injuries and save lives.

Implement a plan to attain personal goals to avoid and/or reduce the risk of injury and/or engaging in violence.

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

Rationale: Advocacy skills help Kentucky students promote healthy norms and healthy behaviors. This standard helps our students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

High School

Use peer and societal norms, based on [accurate health information](#), to formulate a message that promotes being alcohol-, tobacco- and other drug-free.

Persuade and support others to be alcohol-, tobacco-, and other drug-free.

Persuade and support others to avoid riding with and/or driving while under the influence of alcohol and/or other drugs.

Encourage school and community environments to promote alcohol -, tobacco-, or other drug-free messages and communication techniques to ensure safe, accessible, and affordable prevention and treatment services.

Use peer and societal norms, based on [accurate health information](#), to formulate a health enhancing message to promote healthy behaviors to reduce the risk of disease.

Persuade and support others to promote healthy behaviors to reduce the risk of disease.

Encourage school and community environments to promote healthy behaviors to reduce the risk of disease.

Use peer and societal norms, based on [accurate health information](#), to formulate a health enhancing message to avoid and reduce risky sexual behaviors.

Persuade and support others to avoid and reduce risky sexual behaviors.

Encourage school and community environments to promote positive sexual health messages and services to improve health and safety of self and others.

Encourage others not to bully or otherwise disrespect a person based on aspects of their sexuality (e.g., sexual activity, sexual abstinence, sexual orientation, gender expression, and/or gender identity).

Use accurate health information (e.g., CDC, American Foundation of Suicide Prevention, the American Psychological Association, National Alliance of Mental Illness, Center for Disease Control and Prevention (CDC), Suicide Prevention Hotline, counseling options, and treatment programs) to form positive mental health messages and behaviors.

Persuade and support others to make positive mental and emotional health choices.

Encourage school and communities to promote positive mental and emotional health messages and services to improve health.

Use peer and societal norms, based on [accurate health information](#), to formulate a health enhancing messages to make positive choices related to healthy eating.

Persuade and support others to make positive choices related to healthy eating.

Encourage school and community environments to promote healthy eating messages and services to improve the health of oneself and others.

Use peer and societal norms, based on [accurate health information](#), to formulate a health enhancing message to avoid and reduce violence.

Persuade and support others to avoid or reduce violence.

Encourage school and community environments to promote safety, injury, and violence prevention messages and services to improve health and safety of self and others.

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