



S T A N D A R D S

# HEALTH EDUCATION TODAY



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*Health Education Today's* High School Health Curriculum:  
Aligned with **all** Montana's Health Education Content Standards (Grades 9-12)

Montana Health Education Content Standards (ARM 10.53.709, Grades 9-12): <https://rules.mt.gov/gateway/RuleNo.asp?RN=10.53.709>

**Montana Health Content Standards for Ninth Through Twelfth Grades (ARM 10.53.709)::**

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health;
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors;
- (c) demonstrate the ability to access valid information, products, and services to enhance health;
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks;
- (e) demonstrate the ability to use decision-making skills to enhance health and safety;
- (f) demonstrate the ability to use goal-setting skills to enhance health;
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks; and
- (h) demonstrate the ability to advocate for personal, family, and community health.

*The Montana Health and Physical Education Content Standards ("Health Enhancement") are codified at ARM Title 10, Chapter 53, Subchapter 7 (Montana Board of Public Education, developed with the Office of Public Instruction; NEW 2016 MAR p. 1389, effective July 1, 2017) and remain the standards in force as of July 2026 — the Cycle III revision for Health @ PE was never adopted (OPI lists its timeline as TBD). This document maps the high school Health Education standards (ARM 10.53.709), whose eight anchor content standards (10.53.701, above) mirror the National Health Education Standards. Montana's separate Physical Education standards (ARM 10.53.710/711/719) are a different discipline and are out of scope for this health alignment.*

<b>Standard (a): comprehend concepts related to health promotion and disease prevention to enhance personal health</b>		
<b>1. Comprehend Health Concepts</b>	<b>10.53.709(1)(a)(i):</b> predicting how health behaviors can affect health status;	<b>Begin a Term:</b> Day 1 (Personal Timeline/Future Letter). <b>Dangerous Decisions:</b> Day 1 (Risky choice impact). <b>Diseases:</b> Day 4 (Risk assessment), Day 5 (Family History). <b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health). <b>End a Term:</b> Day 1 (Scenario 24-25).
	<b>10.53.709(1)(a)(ii):</b> comparing and contrasting the benefits of and barriers to practicing a variety of healthy behaviors;	<b>Nutrition:</b> Day 3-4 (Intentional choice), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks). <b>Self-Esteem:</b> Day 3 (Boundary practice). <b>Mental Health:</b> Day 3-4 (Adaptive coping). <b>Stress:</b> Day 9-10 (Habit building).
	<b>10.53.709(1)(a)(iii):</b> developing personal health-enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;	<b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan). <b>Stress:</b> Day 1-2 (Reduction strategy), Day 9-10 (Toolkit). <b>Nutrition:</b> Day 9-10 (SMART goal plan). <b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>Sex Education:</b> Day 9-10 (Abstinence proactive choice). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
	<b>10.53.709(1)(a)(iv):</b> comparing and contrasting the potential consequences of engaging in risky behavior;	<b>Dangerous Decisions:</b> Day 1 (Risky Choices), Day 1 (Legal outcomes), Day 2 (Substance impact), Day 3 (Distracted driving CDC data). <b>Alcohol:</b> Day 3 (Criminal records). <b>End a Term:</b> Day 1 (Scenario 24-25).
	<b>10.53.709(1)(a)(v):</b> analyzing the interrelationships of physical, mental, emotional, family and social health or personal health, including those of American Indian cultures and practices;	<b>Begin a Term:</b> Day 1 (Core Scholar). <b>Mental Health:</b> Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). <b>Body Systems:</b> Day 1 (Internal Balance), Day 2 (Stress impact). <b>Stress:</b> Day 1-2 (Automatic reactions). <b>End a Term:</b> Day 1 (Homeostasis), Day 2 (Living System).

	<p><b>10.53.709(1)(a)(vi):</b> comparing and contrasting various ways to prevent communicable diseases;</p>	<p><b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Diseases:</b> Day 4 (NCD comparison). <b>Sex Education:</b> Day 7-8 (STI transmission), Day 7-8 (Condom Demo/Steps), Day 7-8 (Contraceptive effectiveness/PrEP). <b>End a Term:</b> Day 1 (MC Questions 11-12).</p>
	<p><b>10.53.709(1)(a)(vii):</b> analyzing how environmental factors and personal health are interrelated;</p>	<p><b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>Diseases:</b> Day 4 (Social conditions), Day 5 (ZIP code). <b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (Economic access).</p>
	<p><b>10.53.709(1)(a)(viii):</b> analyzing how genetics and family history can impact personal health;</p>	<p><b>Diseases:</b> Day 5 (Family History), Day 5 (Physiological impact). <b>Sex Education:</b> Day 7-8 (Fertilization).</p>
	<p><b>10.53.709(1)(a)(ix):</b> comparing and contrasting ways to advocate for safe and healthy school and community environments to promote personal health;</p>	<p><b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Diversity:</b> Day 2 (Advocating for Equity). <b>Mental Health:</b> Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). <b>Nutrition:</b> Day 9-10 (School Lunch Advocacy). <b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).</p>
	<p><b>10.53.709(1)(a)(x):</b> proposing ways to reduce or prevent injuries and health problems;</p>	<p><b>First Aid:</b> Day 1 (Immediate measures), Day 3 (Degree of burns). <b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Distracted driving CDC data). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>Nutrition:</b> Day 5-6 (Allergies/EpiPen). <b>End a Term:</b> Day 1 (Scene Safety Scenario).</p>

	<b>10.53.709(1)(a)(xi):</b> analyzing the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations;	<b>Diseases:</b> Day 4 (Social conditions), Day 5 (ZIP code). <b>Mental Health:</b> Day 5-6 (Minor access laws). <b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws), Day 9-10 (Planned Parenthood). <b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access).
	<b>10.53.709(1)(a)(xii):</b> analyzing human body systems, their function, and their interrelationship with one another;	<b>Body Systems:</b> Day 1 (Internal Balance), Day 1 (Homeostasis quiz), Day 2 (Lifestyle efficiency), Day 3 (Reproductive wellness plan). <b>End a Term:</b> Day 1 (Homeostasis).
	<b>10.53.709(1)(a)(xiii):</b> explaining the natural body changes of reproductive health;	<b>Body Systems:</b> Day 3 (Hormonal shifts), Day 3 (Testosterone/Estrogen), Day 3 (UTIs/Hygiene). <b>Sex Education:</b> Day 5-6 (Physical/Social shifts), Day 5-6 (Development/Lifespan literacy), Day 5-6 (Structures/Functions).
	<b>10.53.709(1)(a)(xiv):</b> explaining fertilization, conception, and how the baby's sex and inherited traits are determined; and	<b>Body Systems:</b> Day 3 (Sperm/Egg production). <b>Sex Education:</b> Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).
	<b>10.53.709(1)(a)(xv):</b> comparing and contrasting how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.	<b>Begin a Term:</b> Day 1 (Intersectionality). <b>Self-Esteem:</b> Day 4 (Internalized beauty). <b>Diversity:</b> Day 3 (LGBTQ+ Affirmation). <b>Body Systems:</b> Day 3 (Gender identity norms). <b>Sex Education:</b> Day 1-2 (Body image), Day 5-6 (Comparison culture).

**Standard (b): analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors**

<p><b>2. Analyzing Influences</b></p>	<p><b>10.53.709(1)(b)(i):</b> comparing and contrasting how the family and culture influence the health of individuals;</p>	<p><b>Begin a Term:</b> Day 1 (Belief formation), Day 2 (Social Determinants). <b>Self-Esteem:</b> Day 1 (Media/Family). <b>Empathy:</b> Day 2 (Culture/Technology). <b>Alcohol:</b> Day 4 (Family addiction roles).</p>
	<p><b>10.53.709(1)(b)(ii):</b> explaining how the perception of societal norms influence healthy and unhealthy behaviors, including those of traditional and contemporary American Indian cultures and practices;</p>	<p><b>Self-Esteem:</b> Day 3 (Society’s expectations). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure). <b>Violence:</b> Day 4 (Toxic masculinity). <b>Nutrition:</b> Day 1-2 (Diet Culture). <b>Sex Education:</b> Day 9-10 (45% of teens statistic).</p>
	<p><b>10.53.709(1)(b)(iii):</b> explaining the influence of personal values and beliefs on individual health practices and behaviors;</p>	<p><b>Begin a Term:</b> Day 1 (Belief formation), Day 1 (Health Mission Statement). <b>Self-Esteem:</b> Day 5 (Values foundation). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE). <b>Sex Education:</b> Day 9-10 (Values check).</p>
	<p><b>10.53.709(1)(b)(iv):</b> explaining how peers influence healthy and unhealthy behaviors;</p>	<p><b>Self-Esteem:</b> Day 2 (Peer Influence). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Groupthink). <b>Empathy:</b> Day 3 (Stereotypes). <b>Sex Education:</b> Day 3-4 (Coercion distinction).</p>
	<p><b>10.53.709(1)(b)(v):</b> evaluating how the school, tribe, and community can affect personal health practices and behaviors;</p>	<p><b>Mental Health:</b> Day 9-10 (School climate). <b>Diversity:</b> Day 1 (Systemic privilege), Day 2 (Social Determinants/Barriers). <b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Begin a Term:</b> Day 2 (Social Determinants).</p>
	<p><b>10.53.709(1)(b)(vi):</b> evaluating the effect of media on personal and family health;</p>	<p><b>Self-Esteem:</b> Day 4 (Instagram/TikTok), Day 4 (Internalized beauty). <b>Nutrition:</b> Day 5-6 (Influencer claims), Day 5-6 (Healthwashing). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Diseases:</b> Day 4 (Media Literacy). <b>Violence:</b> Day 4 (Technology influences).</p>

	<b>10.53.709(1)(b)(vii):</b> evaluating the impact of technology on personal, family, and community health; and	<b>Empathy:</b> Day 1 (Technology desensitization), Day 3 (Cyberbullying). <b>Mental Health:</b> Day 7-8 (Digital validation), Day 7-8 (Digital Personas). <b>Conflict:</b> Day 2 (Digital norms). <b>Dangerous Decisions:</b> Day 3 (Sexting/Digital footprint leaks).
	<b>10.53.709(1)(b)(viii):</b> explaining how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.	<b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Alcohol:</b> Day 2 (BAC limits), Day 2 (Minor in Possession/Treatment access). <b>Dangerous Decisions:</b> Day 2 (Good Samaritan laws). <b>Drugs:</b> Day 3 (Possession/Misuse consequences). <b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws).

<b>Standard (c): demonstrate the ability to access valid information, products, and services to enhance health</b>		
<b>3. Accessing Information</b>	<b>10.53.709(1)(c)(i):</b> evaluating the validity of health information, products, and services;	<b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers), Day 5-6 (Influencer claims). <b>Diseases:</b> Day 4 (Media Literacy). <b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Tobacco:</b> Day 1 (Vape ad decoding).
	<b>10.53.709(1)(c)(ii):</b> using resources from home, school, tribe, and community that provide valid health information;	<b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 1-2 (Wellness centers). <b>Sex Education:</b> Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood). <b>First Aid:</b> Day 5 (Red Cross supplies).
	<b>10.53.709(1)(c)(iii):</b> determining the accessibility of products and services that enhance health; and	<b>Sex Education:</b> Day 1-2 (Counselors), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood). <b>First Aid:</b> Day 2 (AED Locator). <b>Nutrition:</b> Day 9-10 (Economic access). <b>Alcohol:</b> Day 3 (Treatment points).

	10.53.709(1)(c)(iv): determining when professional health services may be required.	<b>Mental Health:</b> Day 1-2 (Care choices), Day 5-6 (Crisis Text Line). <b>Nutrition:</b> Day 3-4 (NEDA/Professional medical care), Day 3-4 (ED therapy). <b>First Aid:</b> Day 1 (Skill level assessment), Day 4 (Poison Control). <b>Stress:</b> Day 5-6 (988).
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**Standard (d): demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks**

<b>4. Interpersonal Communication</b>	10.53.709(1)(d)(i): using skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices;	<b>Empathy:</b> Day 2 (Active Listening), Day 2 (Emotional vocabulary). <b>Self-Esteem:</b> Day 5 (Self-advocacy). <b>Stress:</b> Day 7-8 (Parent-Teen Communicator). <b>Conflict:</b> Day 2 (Clarifying needs). <b>Mental Health:</b> Day 1-2 (Judgment-free listening).
	10.53.709(1)(d)(ii): using refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks;	<b>Empathy:</b> Day 4 (Saying No). <b>Conflict:</b> Day 1 (Negotiation). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). <b>Violence:</b> Day 4 (Refusal/Advocacy). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies).
	10.53.709(1)(d)(iii): using strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others; and	<b>Conflict:</b> Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). <b>Empathy:</b> Day 1 (Respectful dialogue). <b>Violence:</b> Day 5 (Nonviolent Communication). <b>Begin a Term:</b> Day 2 (Agreements). <b>Diversity:</b> Day 2 (Honest dialogue).
	10.53.709(1)(d)(iv): discussing how to ask for and offer assistance to enhance the health and safety of self and others.	<b>Mental Health:</b> Day 5-6 (Seeking support), Day 5-6 (Listening/Thanking them). <b>Stress:</b> Day 3-4 (Help-seeking), Day 7-8 (Help prompts). <b>First Aid:</b> Day 2 (Bystander delegation), Day 4 (ALGEE model).

Standard (e): demonstrate the ability to use decision-making skills to enhance health and safety		
5. Decision-Making	10.53.709(1)(e)(i): examining barriers that can hinder safe and healthy decision making;	<b>Dangerous Decisions:</b> Day 1 (Decision fatigue), Day 1 (Peer Pressure). <b>Stress:</b> Day 1-2 (Pressure outcomes). <b>Mental Health:</b> Day 3-4 (Fawn/Burnout). <b>Self-Esteem:</b> Day 5 (People-pleasing boundaries).
	10.53.709(1)(e)(ii): determining the value of applying a thoughtful decision-making process in safety and health-related situations;	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). <b>Sex Education:</b> Day 7-8 (Decision Scenario). <b>Begin a Term:</b> Day 2 (Vortex of Impact).
	10.53.709(1)(e)(iii): justifying when individual or collaborative decision making is appropriate;	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE). <b>Conflict:</b> Day 2 (Assertive outcomes), Day 2 (Community accountability). <b>First Aid:</b> Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	10.53.709(1)(e)(iv): generating alternatives to safety and health-related issues or problems;	<b>Stress:</b> Day 9-10 (Problem-solving). <b>Dangerous Decisions:</b> Day 3 (Pre-decision challenge). <b>Empathy:</b> Day 4 (Action Plan). <b>Mental Health:</b> Day 3-4 (Adaptive coping).
	10.53.709(1)(e)(v): analyzing the potential short-term and long term impact of health and safety alternatives on self and others; and	<b>Begin a Term:</b> Day 2 (Vortex of Impact). <b>Dangerous Decisions:</b> Day 1 (Risky choice impact). <b>Alcohol:</b> Day 4 (Future you letter). <b>End a Term:</b> Day 1 (Long-term goal mapping), Day 2 (Waves of impact).

	10.53.709(1)(e)(vi): evaluating the effectiveness of safety and health-related decisions.	<b>Dangerous Decisions:</b> Day 3 (Pre-decision challenge). <b>Mental Health:</b> Day 9-10 (Active seeking). <b>Stress:</b> Day 9-10 (Toolkit implementation). <b>End a Term:</b> Day 1 (Scenario 9/26), Day 2 (Waves of impact).
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**Standard (f): demonstrate the ability to use goal-setting skills to enhance health**

<b>6. Goal-Setting</b>	10.53.709(1)(f)(i): developing a plan to attain a personal health goal that addresses strengths, needs, and risks;	<b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Self-Esteem:</b> Day 4 (Self-acceptance plan). <b>Mental Health:</b> Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). <b>Nutrition:</b> Day 9-10 (SMART goal plan). <b>Dangerous Decisions:</b> Day 1 (Risk Management Plan).
	10.53.709(1)(f)(ii): assessing personal health practices and overall health status;	<b>Empathy:</b> Day 2 (Strength assessment). <b>Self-Esteem:</b> Day 1 (Self-Esteem Survey). <b>Nutrition:</b> Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking). <b>Stress:</b> Day 1-2 (Vulnerability Survey).
	10.53.709(1)(f)(iii): implementing strategies and monitoring progress in achieving a personal health goal; and	<b>Empathy:</b> Day 3 (Active Listening goal), Day 5 (Empathy growth goal). <b>Self-Esteem:</b> Day 5 (Small steps). <b>Stress:</b> Day 3-4 (Action timeline), Day 9-10 (Toolkit implementation). <b>Nutrition:</b> Day 7-8 (Fuel-up goal).
	10.53.709(1)(f)(iv): formulating an effective long-term personal health plan.	<b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr). <b>Mental Health:</b> Day 9-10 (Wellness Plan). <b>Nutrition:</b> Day 9-10 (SMART Power Plate meal/Plan design). <b>End a Term:</b> Day 1 (Long-term goal mapping), Day 1 (Live it Forward challenge).

**Standard (g): demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks**

<p><b>7. Health-Enhancing Behaviors</b></p>	<p><b>10.53.709(1)(g)(i):</b> discussing ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others;</p>	<p><b>Stress:</b> Day 1-2 (Wellness Advocacy Project).  <b>Nutrition:</b> Day 3-4 (PSA Project). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA).  <b>Diversity:</b> Day 2 (Advocating for Equity).  <b>Self-Esteem:</b> Day 4 (Advocacy for Authenticity).</p>
	<p><b>10.53.709(1)(g)(ii):</b> analyzing the role of individual responsibility for enhancing health; and</p>	<p><b>Begin a Term:</b> Day 1 (Core Scholar), Day 1 (Health Mission Statement). <b>Self-Esteem:</b> Day 5 (Values foundation). <b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan).</p>
	<p><b>10.53.709(1)(g)(iii):</b> discussing ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.</p>	<p><b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Violence:</b> Day 4 (Breaking Silence).  <b>Alcohol:</b> Day 4 (Safe community advocacy).  <b>Drugs:</b> Day 3 (Harm reduction leadership).  <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).</p>

**Standard (h): demonstrate the ability to advocate for personal, family, and community health**

<p><b>8. Advocacy</b></p>	<p><b>10.53.709(1)(h)(i):</b> using accurate peer and societal norms to formulate a health-enhancing message;</p>	<p><b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA).  <b>Sex Education:</b> Day 9-10 (45% of teens statistic).  <b>Nutrition:</b> Day 3-4 (PSA Project). <b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk).  <b>Violence:</b> Day 5 (Challenging victim-blaming).</p>
	<p><b>10.53.709(1)(h)(ii):</b> advocating for behaviors and practices that will support others in making positive health choices;</p>	<p><b>Diversity:</b> Day 2 (Advocating for Equity).  <b>Mental Health:</b> Day 9-10 (Positive culture advocacy). <b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Empathy:</b> Day 5 (Kindness project).  <b>Stress:</b> Day 5-6 (Reducing silence).</p>

	<p><b>10.53.709(1)(h)(iii):</b> working cooperatively as an advocate for improving personal, family, and community health; and</p>	<p><b>Empathy:</b> Day 5 (40% reduction project).  <b>Nutrition:</b> Day 9-10 (School Lunch Advocacy).  <b>Conflict:</b> Day 1-2 (Guidebooks/PSAs). <b>Mental Health:</b> Day 5-6 (Planning an initiative). <b>End a Term:</b> Day 2 (Breaking cycles of silence).</p>
	<p><b>10.53.709(1)(h)(iv):</b> adapting health messages and communication techniques to target audiences.</p>	<p><b>Nutrition:</b> Day 3-4 (PSA Project). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA).  <b>Tobacco:</b> Day 1 (Vape ad decoding), Day 2 (Tobacco-free advocacy). <b>Diversity:</b> Day 3 (Media for Equity).</p>