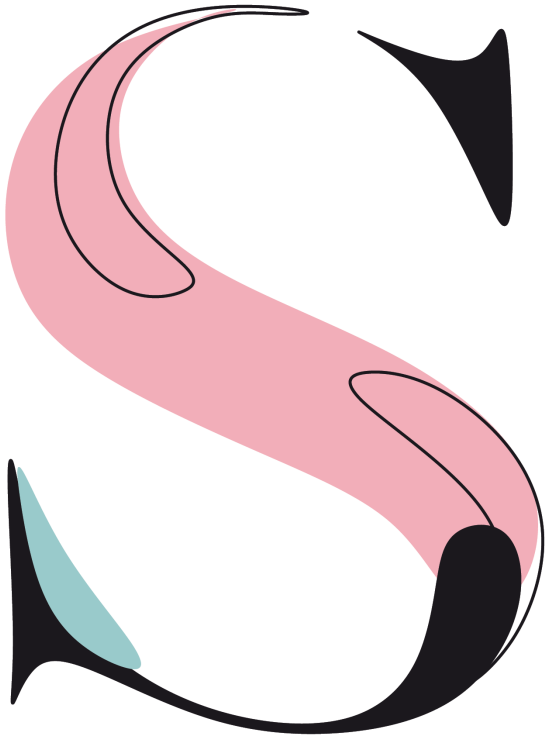
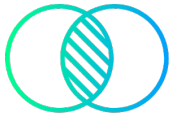


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** New Mexico's Health Education Content Standards, Benchmarks, and Performance Standards (Grades 9-12)

New Mexico Health Education Standards (6.29.6 NMAC, Grades 9-12): https://www.srca.nm.gov/parts/title06/06.029.0006.html

New Mexico Health Education Content Standards with Benchmarks and Performance Standards — Grades 9-12 (6.29.6.10 NMAC)::

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

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

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

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.

New Mexico's health education standards are codified at 6.29.6 NMAC (Standards for Excellence — Health Education), effective June 30, 2009; the content standards were adopted in 1997 and the benchmarks and performance standards were revised in June 2007, and the rule remains New Mexico's current adopted standard for grades 9-12. In addition, 6.29.6.11 NMAC requires each school district or charter school to implement a policy allowing parents to request that their child be exempted from the parts of the health education curriculum that address the sexuality performance standards.

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.		
Benchmark 1: analyze how behavior can impact health maintenance and disease prevention	**(a):** differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (Risky Choices), Day 2 (Substance impact). **Nutrition:** Day 5-6 (Sugar/Trans fats). **Alcohol:** Day 1 (Ethanol depressant). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice). **End a Term:** Day 1 (MC 1-3).
	(b): identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, "natural highs," etc.);	**Mental Health:** Day 3-4 (Adaptive coping). **Dangerous Decisions:** Day 2 (Coping). **Nutrition:** Day 1-2 (Hydration swap), Day 7-8 (Packing snacks). **Sex Education:** Day 7-8 (Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
	(c): identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships;	**Empathy:** Day 4 (Boundaries). **Mental Health:** Day 7-8 (Jealousy/Control). **Conflict:** Day 2 (Relationship wellness). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Refusal/Negotiation skills). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries), Day 3-4 (Gaslighting vs respect).
	(d): explain how attitude(s) and behavior(s) affect health of self and others;	**Begin a Term:** Day 2 (Vortex of Impact). **Empathy:** Day 1 (Contagion). **Self-Esteem:** Day 1 (Internal dialogue). **End a Term:** Day 2 (Living System), Day 2 (Waves of impact).

Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life	**(a):** identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;	**Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Mental Health:** Day 1-2 (Biopsychosocial). **Stress:** Day 9-10 (Poverty/Discrimination). **Dangerous Decisions:** Day 1 (Peer Pressure). **Diseases:** Day 5 (Family History).
	(b): describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life (i.e., unintended pregnancy, STI/HIV, chronic diseases, addiction, intentional and unintentional injuries, depression, suicide, etc.);	**Stress:** Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Risk/Protective Factors). **Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **Sex Education:** Day 7-8 (STI transmission), Day 7-8 (Parenting/Financial effects). **End a Term:** Day 1 (Scenario 24-25).
	(c): explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);	**Dangerous Decisions:** Day 2 (Substance impact). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 9/26).
	(d): describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.);	**Mental Health:** Day 3-4 (Naming it to tame it), Day 7-8 (Jealousy/Control). **Stress:** Day 1-2 (Automatic reactions). **Conflict:** Day 1 (Defense mechanisms). **Dangerous Decisions:** Day 3 (Heartbreak). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries).

	(e): describe ways to manage stress (i.e., physical activity, relaxation, etc.);	**Self-Esteem:** Day 3 (Breathing/Visualization). **Mental Health:** Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit).
Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems	**(a):** identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);	**Body Systems:** Day 1 (Internal Balance), Day 2 (Lifestyle efficiency), Day 3 (UTIs/Hygiene). **Drugs:** Day 3 (Memory/Breathing impact). **Tobacco:** Day 1 (Prefrontal cortex effects). **Sex Education:** Day 7-8 (STI transmission).
	(b): identify emotional and physical changes that occur during puberty; identify the impact of health screenings on personal health and wellness; identify ways in which diseases are transmitted (i.e., HIV, bacterial diseases, viral diseases, etc.);	**Body Systems:** Day 2 (Immune/Vaccine stats), Day 3 (Hormonal shifts). **Sex Education:** Day 5-6 (Physical/Social shifts), Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (STI transmission).
	(c): describe how untreated health conditions can affect the functioning of body systems (i.e., an untreated sexually-transmitted infection on the reproductive system, untreated asthma on the respiratory system, etc.); explain the benefits of healthy food choices and physical activity on body systems (i.e., weight gain/loss, heart disease, diabetes, etc.);	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Stress impact). **Diseases:** Day 5 (Physiological impact), Day 5 (Lifestyle/Chronic prevention).
Benchmark 4: analyze how the family, peers and community influence the health of individuals	**(a):** identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.);	**Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Mental Health:** Day 9-10 (School climate). **Nutrition:** Day 3-4 (Food Deserts), Day 3-4 (Cultural honoring). **Alcohol:** Day 4 (Family addiction roles).

	(b): describe how family, peers and community influence the ability to apply refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).
	(c): analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals;	**Begin a Term:** Day 2 (Diamonds 3 prompt). **Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Responding to exclusion). **Violence:** Day 4 (Ripple effects), Day 5 (Bystander culture/Gender roles).
	(d): identify how family, peer and community factors influence personal health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, culture, family values, budget, etc.);	**Begin a Term:** Day 1 (Belief formation). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Cultural honoring), Day 9-10 (Economic access). **Sex Education:** Day 9-10 (Values check).
Benchmark 5: analyze how the environment influences the health of the community	**(a):** identify and analyze how environmental influences can be helpful or a hindrance to healthy behaviors (i.e., cultural, family history, socio-economic status and social norms on choices for meals, relationships, physical activity, etc.);	**Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts). **Environmental Health:** Day 2 (Environmental justice/Redlining). **Community Health:** Day 4 (Healthcare access).
	(b): analyze how environmental influences affect behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., riding a bike vs. driving a car, personal relationships, etc.);	**Begin a Term:** Day 2 (Social Determinants). **Dangerous Decisions:** Day 1 (Risky driving). **Environmental Health:** Day 1 (Air/Water quality). **Community Health:** Day 4 (What's Shaping Our Choices).

Benchmark 6: describe how to delay onset and reduce risks of potential health problems during adulthood	**(a):** describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.);	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **Alcohol:** Day 3 (AUD chronic nature). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (Long-term goal mapping).
	(b): demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections; understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods;	**Body Systems:** Day 3 (Sperm/Egg production). **Sex Education:** Day 7-8 (Fertilization), Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Condom Demo/Steps).
	(c): understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations;	**Body Systems:** Day 2 (Immune/Vaccine stats). **Sex Education:** Day 7-8 (STI transmission), Day 7-8 (Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
Benchmark 7: analyze how public health policies and government regulations influence health promotion and disease prevention	**(a):** research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Dangerous Decisions:** Day 1 (Legal outcomes), Day 2 (Good Samaritan laws), Day 3 (Sexting laws). **Nutrition:** Day 9-10 (School food rules/Federal law analysis). **Alcohol:** Day 2 (BAC limits). **Community Health:** Day 4 (Public Health Systems).
	(b): identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 5-6 (Minor access laws). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Community Health:** Day 5 (Civic engagement).

Benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances	**(a):** identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Dangerous Decisions:** Day 3 (Distracted driving CDC data). **Nutrition:** Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 5 (Research domains). **First Aid:** Day 5 (Red Cross supplies). **Sex Education:** Day 5-6 (CDC guides).
	(b): analyze how research and medical advances can influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., new treatment in diabetes control, etc.).	**Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Drugs:** Day 4 (Medication-Assisted Treatment). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.		
Benchmark 1: evaluate the availability and validity of health information, products and services	**(a):** explain and evaluate the functions and effectiveness of school and community health information, products and services (i.e., school nurse, school-based health center, public health office, private health care provider, etc.);	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). **Stress:** Day 1-2 (Wellness centers). **Community Health:** Day 4 (Public Health Systems).
	(b): evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 5-6 (Influencer claims), Day 5-6 (Healthwashing). **Diseases:** Day 4 (Media Literacy). **Tobacco:** Day 1 (Vape ad decoding). **Community Health:** Day 5 (Health Literacy).

Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information	**(a):** evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.);	**Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 3-4 (Valid points of help), Day 5-6 (Wellness centers). **Sex Education:** Day 9-10 (Planned Parenthood). **Community Health:** Day 4 (Healthcare access).
	(b): compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **First Aid:** Day 3 (Kit research). **Sex Education:** Day 5-6 (CDC guides).
	(c): identify and devise solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.);	**Stress:** Day 3-4 (Systemic barriers). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 9-10 (Economic access). **Community Health:** Day 4 (Healthcare access).
	(d): explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 9-10 (Therapists/Peer support). **Stress:** Day 9-10 (Circle of Support Map). **First Aid:** Day 4 (Poison Control).
	(e): compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Nutrition:** Day 3-4 (NEDA/Professional medical care). **Diseases:** Day 5 (Research domains). **Sex Education:** Day 7-8 (Testing bookmarks). **Community Health:** Day 5 (Health Literacy).
Benchmark 3: evaluate factors that influence personal selection of health products and services	**(a):** evaluate the characteristics that media uses to influence the selection of health products and services;	**Nutrition:** Day 5-6 (Healthwashing), Day 5-6 (Influencer claims). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).

	(b): describe influences of cultural beliefs and how they influence personal selection of health products and services;	**Diversity:** Day 2 (Cultural humility). **Nutrition:** Day 3-4 (Cultural honoring). **Community Health:** Day 5 (Cultural healing traditions).
	(c): explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.);	**Begin a Term:** Day 1 (Belief formation). **Nutrition:** Day 9-10 (Economic access). **Sex Education:** Day 9-10 (Values check). **Community Health:** Day 4 (What's Shaping Our Choices).
	(d): demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Refusal/Negotiation skills). **Violence:** Day 5 (Intervention choice). **Sex Education:** Day 3-4 (Clear "No" strategies).
Benchmark 4: demonstrate the ability to access school and community health services for self and others	**(a):** demonstrate the ability to access local health resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, local health facilities, walking trails, etc.);	**Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 5-6 (988). **First Aid:** Day 2 (AED Locator). **Sex Education:** Day 7-8 (Testing bookmarks). **Community Health:** Day 4 (Champion interview).
	(b): demonstrate how to determine the appropriate school and community health services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., where to go for immunizations, wellness check-up, pregnancy/STI/HIV testing, help for depression, treatment for diabetes, etc.);	**Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 3-4 (Help-seeking). **Nutrition:** Day 3-4 (ED therapy). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).

Benchmark 5: analyze the cost and accessibility of health care services	**(a):** demonstrate the ability to compare cost and accessibility of health care services in the community and benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, public health clinic vs. private doctor, sexual activity/unprotected sex vs. teen pregnancy/STI/HIV, etc.);	**Stress:** Day 3-4 (Systemic barriers). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Community Health:** Day 4 (Healthcare access).
	(b): analyze the availability and costs of health care services utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of smoking cessation class, nutrition education programs, prenatal care; etc.);	**Nutrition:** Day 9-10 (Economic access). **Drugs:** Day 4 (Systemic inequities/Stigma). **Community Health:** Day 5 (Community data analysis).
Benchmark 6: analyze situations requiring professional health services	**(a):** prepare a plan of action for risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, teen pregnancy, STI/HIV, etc.);	**Mental Health:** Day 5-6 (Crisis plan). **Stress:** Day 5-6 (Safety Plan). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Violence:** Day 5 (Bystander/Confidential reporting).
	(b): analyze situations related to health crises and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you he is smoking, a friend tells you she is pregnant, etc.);	**Mental Health:** Day 5-6 (Listening/Thanking them). **Stress:** Day 5-6 (Warning sign response), Day 5-6 (Active listening/Refusing secrets). **First Aid:** Day 4 (ALGEE model). **End a Term:** Day 1 (Scenario 15).
	(c): demonstrate how to access professional health services in your community.	**Mental Health:** Day 9-10 (Active seeking). **Stress:** Day 9-10 (Circle of Support Map). **Sex Education:** Day 9-10 (Planned Parenthood). **Community Health:** Day 4 (Champion interview).

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		
Benchmark 1: analyze the role of individual responsibility for enhancing health	**(a):** analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Begin a Term:** Day 1 (Health Mission Statement). **Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (Risky choice impact). **Sex Education:** Day 9-10 (Ownership/Rights). **End a Term:** Day 1 (Live it Forward challenge).
	(b): demonstrate decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 9-10 (Personal Mental Health Plan). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **Nutrition:** Day 9-10 (SMART goal plan). **Sex Education:** Day 7-8 (Decision Scenario).
Benchmark 2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction	**(a):** differentiate among health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.);	**Stress:** Day 1-2 (Eustress vs Distress). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 4 (Risk assessment). **Sex Education:** Day 7-8 (Parenting/Financial effects).
	(b): chart and analyze individual health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition logs, youth reported data for risk and resiliency factors, etc.);	**Empathy:** Day 1 (Survey). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Stress:** Day 1-2 (Vulnerability Survey). **Nutrition:** Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).

Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors	**(a):** demonstrate skills to avoid risky or harmful behaviors in relationships (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.);	**Conflict:** Day 1 (Negotiation). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (Contraceptive effectiveness/PrEP).
	(b): recognize and analyze negative or harmful behaviors in relationships and identify strategies to resolve the situation;	**Mental Health:** Day 7-8 (Jealousy/Control). **Conflict:** Day 2 (Power imbalances). **Violence:** Day 5 (NVC - Nonviolent Communication). **Sex Education:** Day 3-4 (Gaslighting vs respect).
	(c): identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Begin a Term:** Day 2 (Vortex of Impact). **Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). **Sex Education:** Day 7-8 (Parenting/Financial effects). **End a Term:** Day 2 (Waves of impact).
Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health	**(a):** describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.);	**Empathy:** Day 2 (Strength assessment). **Self-Esteem:** Day 2 (Strength log). **Stress:** Day 9-10 (Circle of Support Map). **Nutrition:** Day 3-4 (Cultural honoring). **Community Health:** Day 5 (Cultural healing traditions).
	(b): develop personal, family, community and cultural health goals and management strategies for achieving the goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Toolkit implementation). **Nutrition:** Day 9-10 (SMART goal plan). **Body Systems:** Day 3 (Reproductive wellness plan).
Benchmark 5: develop injury prevention strategies for personal, family, peer and community health	**(a):** analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.);	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts). **Violence:** Day 4 (Ripple effects). **Nutrition:** Day 5-6 (Allergies/EpiPen).

	(b): describe prevention strategies to avoid intentional and unintentional injuries;	**Dangerous Decisions:** Day 3 (Distracted driving CDC data). **Violence:** Day 5 (Protective Factors). **First Aid:** Day 1 (3 Ps). **End a Term:** Day 1 (Scene Safety Scenario).
	(c): demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse;	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Saying No). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).
	(d): demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity;	**Begin a Term:** Day 2 (Practicing consent). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Sex Education:** Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map).
Benchmark 6: demonstrate ways to avoid and reduce threatening situations	**(a):** recognize threatening situations and formulate strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Stress:** Day 5-6 (Warning sign response). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Digital safety). **Violence:** Day 5 (Intervention choice).
	(b): demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.);	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Sex Education:** Day 3-4 (Clear "No" strategies).
	(c): reflect on the possible outcomes of being in dangerous situations and explain different options that could have been chosen (i.e., riding a motorcycle without a helmet, driving a car while intoxicated, having unprotected sex, etc.);	**Dangerous Decisions:** Day 1 (Risky driving), Day 3 (Pre-decision challenge). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 4).
	(d): demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity;	**Begin a Term:** Day 2 (Practicing consent). **Violence:** Day 5 (Bystander/Confidential reporting). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).

Benchmark 7: evaluate strategies to manage stress	**(a):** evaluate stressors and strategies to reduce their harmful effects;	**Self-Esteem:** Day 5 (Burnout/Stretched thin). **Mental Health:** Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (Survey), Day 1-2 (Reduction strategy).
	(b): explain the immediate and long-term effects of stress on the body;	**Begin a Term:** Day 2 (Fight/Flight/Freeze). **Stress:** Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches). **Body Systems:** Day 1 (Gut-brain disruption), Day 2 (Stress impact).
	(c): demonstrate ways to manage stress.	**Self-Esteem:** Day 2 (Nature Walk). **Mental Health:** Day 1-2 (Stress-Relief Jar). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 7-8 (Journaling/Art), Day 9-10 (Toolkit).

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.		
Benchmark 1: analyze how cultural practices can enrich or challenge health behaviors	**(a):** explain how cultural practices (both positive and negative) in the school and community contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Begin a Term:** Day 1 (Intersectionality). **Diversity:** Day 1 (Identity), Day 2 (Cultural humility). **Nutrition:** Day 3-4 (Cultural honoring). **Community Health:** Day 5 (Cultural healing traditions).
	(b): analyze how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.);	**Self-Esteem:** Day 4 (Internalized beauty). **Diversity:** Day 3 (Representation). **Violence:** Day 4 (Toxic masculinity/Media Literacy). **Body Systems:** Day 3 (Gender identity norms).
	(c): analyze cultural values and beliefs compared with personal values and beliefs in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Begin a Term:** Day 1 (Belief formation). **Self-Esteem:** Day 3 (Society's expectations). **Diversity:** Day 3 (Narratives). **Sex Education:** Day 9-10 (Values check).

Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health	**(a):** analyze health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, condom use, exercise, nutrition, violence, alcohol, etc.);	**Nutrition:** Day 5-6 (Healthwashing). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).
	(b): explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.);	**Mental Health:** Day 1-2 (Social Media Trap). **Stress:** Day 1-2 (Mindfulness through Media). **Diversity:** Day 3 (Media for Equity). **Nutrition:** Day 5-6 (Influencer claims).
	(c): analyze sources that can help to determine if media messages are true or false; demonstrate refusal skills in choices related to media messages;	**Nutrition:** Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy). **Community Health:** Day 5 (Health Literacy).
Benchmark 3: evaluate the impact of technology on personal, family, peer and community health	**(a):** analyze the purposes for technology and its impact on personal, family, peer and community health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.);	**Empathy:** Day 1 (Technology desensitization), Day 2 (Culture/Technology). **Mental Health:** Day 7-8 (Digital Personas), Day 7-8 (Digital Balance). **Dangerous Decisions:** Day 3 (Digital safety).
	(b): compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).	**Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Digital influence). **Violence:** Day 4 (Technology influences). **End a Term:** Day 1 (Online Data Scenario).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.		
Benchmark 1: demonstrate skills for communicating effectively with family, peers and others	**(a):** role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 2 (Active Listening). **Mental Health:** Day 3-4 (Reacting vs Responding). **Stress:** Day 3-4 ("I" statements). **Conflict:** Day 1 (Assertiveness/I-statements).
	(b): compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 2 (Tense posture). **Conflict:** Day 2 (Communication Balance), Day 2 (Clarifying needs). **Violence:** Day 5 (Nonviolent Communication).
Benchmark 2: analyze how interpersonal communication affects relationships	**(a):** analyze how cultural diversity influences verbal and non-verbal communication;	**Empathy:** Day 2 (Equitable communication). **Diversity:** Day 2 (Honest dialogue), Day 2 (Cultural humility). **Community Health:** Day 5 (Cross-cultural communication).
	(b): role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Stress:** Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 1 (Converting accusations). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries).
Benchmark 3: demonstrate positive ways to express needs, wants and feelings	**(a):** analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);	**Empathy:** Day 2 (Emotional vocabulary). **Mental Health:** Day 3-4 (Naming it to tame it). **Stress:** Day 7-8 (Grief Map). **Conflict:** Day 1 (Defense mechanisms).

	(b): role play and analyze how to express feelings in a positive way;	**Empathy:** Day 1 (Empathetic writing). **Self-Esteem:** Day 5 (Self-expression). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Skills-lab "I" statements).
	(c): role play and analyze how to respond appropriately to other people's needs, wants and feelings;	**Empathy:** Day 2 (Active Listening), Day 4 (Mindful empathy). **Mental Health:** Day 1-2 (Judgment-free listening), Day 9-10 (Offering empathy). **Conflict:** Day 2 (Clarifying needs).
Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others	**—:** role play and analyze both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Begin a Term:** Day 2 (Agreements). **Empathy:** Day 5 (Kindness conversations). **Diversity:** Day 3 (Affirming language). **Violence:** Day 5 (Nonviolent Communication).
Benchmark 5: demonstrate strategies for solving interpersonal conflicts without harming self or others	**(a):** demonstrate skills used in conflict resolution in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication). **End a Term:** Day 1 (Scenario 7-8).
	(b): describe and analyze aggressive, passive and assertive ways to respond to conflict;	**Mental Health:** Day 5-6 (Assertiveness). **Conflict:** Day 1 (Conflict styles), Day 1 (Assertiveness/I-statements).
	(c): explain and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 1 (Respectful dialogue). **Stress:** Day 9-10 (Problem-solving). **Conflict:** Day 1 (Culture of Peace), Day 2 (Community accountability).

Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations	**(a):** describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;	**Dangerous Decisions:** Day 1 (Peer Pressure), Day 2 (911/Narcan), Day 3 (Groupthink). **End a Term:** Day 1 (Scenario 11).
	(b): role play and analyze refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 4 (Saying No). **Conflict:** Day 1 (Negotiation). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Sex Education:** Day 3-4 (Clear "No" strategies).
	(c): demonstrate effective negations and risk avoidance strategies (i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.);	**Mental Health:** Day 5-6 (Assertiveness). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 7-8 (Yes/No/Maybe map).
Benchmark 7: analyze the possible causes of conflict in schools, families and communities	**(a):** discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Conflict:** Day 1 (Background), Day 1 (Uptown upbringing). **Diversity:** Day 2 (Impact of Microaggressions). **Violence:** Day 4 (Toxic masculinity).
	(b): design possible solutions to resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 5 (Kindness project). **Conflict:** Day 1-2 (Guidebooks/PSAs), Day 2 (Community accountability). **Violence:** Day 5 (Challenging victim-blaming).
Benchmark 8: demonstrate strategies to prevent conflict	**—:** demonstrate and analyze conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.	**Begin a Term:** Day 2 (Correcting harmful jokes). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). **End a Term:** Day 1 (Scenario 7-8).

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.		
Benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults	**—:** analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **Nutrition:** Day 3-4 (Intentional choice). **Sex Education:** Day 7-8 (Decision Scenario).
Benchmark 2: analyze health concerns that require collaborative decision-making	**(a):** describe health issues that require decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 5-6 (Seeking support). **Dangerous Decisions:** Day 2 (Substance quiz). **Nutrition:** Day 1-2 (Hunger cues). **Sex Education:** Day 9-10 (Values check).
	(b): role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Stress:** Day 9-10 (Problem-solving). **Conflict:** Day 1 (Negotiation). **Dangerous Decisions:** Day 3 (Groupthink). **First Aid:** Day 2 (Bystander delegation).
Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community	**(a):** predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);	**Dangerous Decisions:** Day 1 (Risky choice impact). **Alcohol:** Day 4 (Future you letter). **Sex Education:** Day 7-8 (Decision Scenario), Day 7-8 (Contraceptive effectiveness/PrEP). **End a Term:** Day 1 (Scenario 9/26).

	(b): predict and analyze how impulsive actions relate to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections; taking drugs can lead to addictive behavior, etc.);	**Dangerous Decisions:** Day 1 (Decision fatigue), Day 2 (Tolerance/Dependence). **Drugs:** Day 1 (Dopamine interference). **Sex Education:** Day 7-8 (STI transmission).
	(c): predict and analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities;	**Begin a Term:** Day 2 (Vortex of Impact). **Alcohol:** Day 4 (Safe community advocacy). **End a Term:** Day 2 (Generational cycles), Day 2 (Waves of impact).
Benchmark 4: implement a plan for attaining a personal health goal	**(a):** analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Stress:** Day 1-2 (Pressure outcomes). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Lifestyle efficiency). **Diseases:** Day 4 (Risk assessment).
	(b): create strategies and implement a plan to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 3-4 (Action timeline). **Nutrition:** Day 9-10 (SMART goal plan).
Benchmark 5: evaluate progress toward achieving personal health goals	**—:** create strategies and implement an evaluation plan in attaining a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 5 (Empathy growth goal). **Self-Esteem:** Day 5 (Small steps). **Stress:** Day 9-10 (Habit building), Day 9-10 (Toolkit implementation). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking).

Benchmark 6: formulate an effective plan for lifelong health	**—:** develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.	**Begin a Term:** Day 1 (Healthy year vision), Day 1 (Future letter 1/5/10yr). **Mental Health:** Day 9-10 (Wellness Plan). **Body Systems:** Day 3 (Reproductive wellness plan). **End a Term:** Day 1 (Long-term goal mapping), Day 1 (Live it Forward challenge).

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.		
Benchmark 1: evaluate the effectiveness of communication methods for accurately expressing health information and ideas	**—:** role play and evaluate different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 1-2 (Breaking Stigma PSA). **Conflict:** Day 1-2 (Guidebooks/PSAs). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Nutrition:** Day 3-4 (PSA Project).
Benchmark 2: express information and opinions about health issues	**—:** define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 1 (Empathy-driven cause). **Stress:** Day 1-2 (Wellness Advocacy Project). **Diseases:** Day 4 (Media Literacy). **Community Health:** Day 5 (Health Literacy).
Benchmark 3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues	**—:** analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and illustrate ways to overcome those barriers;	**Empathy:** Day 2 (Equitable communication). **Stress:** Day 5-6 (Silence impacts), Day 5-6 (Reducing silence). **Diversity:** Day 2 (Honest dialogue). **Community Health:** Day 5 (Cross-cultural communication).

Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices	**—:** role play and analyze how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Mental Health:** Day 5-6 (Listening/Thanking them). **Stress:** Day 5-6 (Active listening/Refusing secrets). **Violence:** Day 5 (Bystander/Confidential reporting). **Nutrition:** Day 3-4 (Supporting Diego). **Alcohol:** Day 4 (Safe community advocacy).
Benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy communities	**—:** role play and analyze how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;	**Empathy:** Day 5 (Kindness project), Day 5 (40% reduction project). **Mental Health:** Day 5-6 (Planning an initiative). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Community Health:** Day 5 (Safe space plan).
Benchmark 6: demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience	**(a):** identify how healthy messages and communication techniques can target different audiences;	**Mental Health:** Day 1-2 (Breaking Stigma PSA). **Diversity:** Day 1 (Media for Equity). **Nutrition:** Day 5-6 (Healthwashing). **Tobacco:** Day 1 (Vape ad decoding).
	(b): create positive health messages in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.	**Mental Health:** Day 9-10 (Positive culture advocacy). **Stress:** Day 1-2 (Wellness advocacy project). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Tobacco:** Day 2 (Tobacco-free advocacy).