



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** the Oklahoma Academic Standards for High School Health Education (2026)

Oklahoma Academic Standards for Health Education (2026): <https://oklahoma.gov/content/dam/ok/en/osde/documents/services/standards-learning/health/2026%20OAS%20Health.pdf>

**Oklahoma Academic Standards for Health Education — High School (Grades 9-12)::**

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

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

Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.

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

Standard 5: Demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Demonstrate the ability to use goal setting skills to enhance health.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family and community health.

**Standard 1 (Essential Knowledge) Six Strands::**

Nutrition, Physical Activity, Mental Health and Wellness, Substance Use and Abuse Prevention, Healthy Relationships, Injury Prevention and Personal Health

*The 2026 Oklahoma Academic Standards for Health Education were approved by the Oklahoma State Board of Education on January 22, 2026, with implementation beginning in the 2026-27 school year, superseding the 2022 Oklahoma Academic Standards for Health Education.*

<b>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
<b>Nutrition (NU)</b>	<b>1.NU.12.1:</b> Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.	<b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>Nutrition:</b> Day 7-8 (Energy check).
	<b>1.NU.12.2:</b> Analyze the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.	<b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 7-8 (Antioxidants/Fiber), Day 9-10 (Nutrient preservation), Day 10 (Food log/MyFitnessPal expenditure tracking).
	<b>1.NU.12.3:</b> Analyze the benefits of limiting the consumption of non-nutritious beverages.	<b>Nutrition:</b> Day 1-2 (Hydration swap), Day 5-6 (Hidden Sugar Challenge).
<b>Physical Activity (PA)</b>	<b>1.PA.12.1:</b> Determine how a person can incorporate physical activity into daily life without relying on a structured exercise plan.	<b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>Body Systems:</b> Day 3 (Reproductive wellness plan). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
	<b>1.PA.12.2:</b> Analyze ways to increase physical activity and decrease inactivity.	<b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>Stress:</b> Day 1-2 (Vulnerability Survey). <b>Nutrition:</b> Day 10 (Food log/MyFitnessPal expenditure tracking). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
	<b>1.PA.12.3:</b> Evaluate the short-term and long-term benefits of physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).	<b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health). <b>Body Systems:</b> Day 2 (Lifestyle efficiency). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).

<b>Mental Health and Wellness (MH)</b>	<b>1.MH.12.1:</b> Explain how feelings, emotions, experiences, and trauma can positively and negatively influence behavior.	<b>Begin a Term:</b> Day 2 (Fight/Flight/Freeze). <b>Empathy:</b> Day 1 (Contagion). <b>Mental Health:</b> Day 1-2 (Biopsychosocial), Day 3-4 (Emotional regulation consequences), Day 9-10 (Post-traumatic growth). <b>Stress:</b> Day 1-2 (Automatic reactions), Day 9-10 (Vicarious trauma). <b>Conflict:</b> Day 1 (Defense mechanisms).
	<b>1.MH.12.2:</b> Analyze how physical, mental, and emotional health are connected and how they influence social interactions with others (e.g., families, peers, adults).	<b>Mental Health:</b> Day 1-2 (5 Dimensions), Day 5-6 (Impact on individual/community). <b>Stress:</b> Day 3-4 (Foggy brain/Headaches). <b>Body Systems:</b> Day 1 (Gut-brain disruption).
	<b>1.MH.12.3:</b> Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice healthy coping skills.	<b>Mental Health:</b> Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). <b>Stress:</b> Day 1-2 (Eustress vs Distress), Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). <b>End a Term:</b> Day 1 (MC 38).
<b>Substance Use and Abuse Prevention (SU)</b>	<b>1.SU.12.1:</b> Describe how alcohol, illicit drugs, controlled substances, and prescription drug misuse can affect physical health, and school and/or job performance (e.g., attendance, job loss).	<b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Substance impact). <b>Alcohol:</b> Day 1 (Ethanol depressant), Day 3 (AUD chronic nature). <b>Drugs:</b> Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects). <b>End a Term:</b> Day 1 (MC 1-3).
	<b>1.SU.12.2:</b> Compare and contrast family and school rules and community laws about alcohol and other drug-use.	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). <b>Alcohol:</b> Day 2 (BAC limits), Day 3 (Criminal records). <b>Drugs:</b> Day 3 (Possession/Misuse consequences). <b>End a Term:</b> Day 1 (Legal consequences MC 7).

	<b>1.SU.12.3:</b> Summarize long-term health benefits of abstaining from or discontinuing tobacco use (e.g., cigarettes, cigars, e-cigarettes, vaping products, hookah, heated tobacco products, smokeless tobacco).	<b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects), Day 2 (Tobacco-free advocacy).
<b>Healthy Relationships (HR)</b>	<b>1.HR.12.1:</b> Summarize the importance of talking with trusted adults (e.g., parent, guardian, health professional) about issues related to growth and development, relationships, and related services.	<b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 1-2 (Counselors/Support groups). <b>Stress:</b> Day 3-4 (Valid points of help), Day 7-8 (Parent-Teen Communicator). <b>Sex Education:</b> Day 1-2 (Counselors).
	<b>1.HR.12.2:</b> Analyze how the characteristics of healthy relationships influence health behaviors.	<b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Conflict:</b> Day 2 (Relationship wellness). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).
	<b>1.HR.12.3:</b> Summarize why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Empathy:</b> Day 4 (Saying No). <b>Self-Esteem:</b> Day 3 (Boundary practice). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
<b>Injury Prevention and Personal Health (IP)</b>	<b>1.IP.12.1:</b> Analyze the personal physical, emotional, mental, social, and cognitive health and vocational performance benefits of personal hygiene, rest, and sleep.	<b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>Stress:</b> Day 1-2 (Vulnerability Survey). <b>Body Systems:</b> Day 1 (Internal Balance), Day 3 (UTIs/Hygiene).
	<b>1.IP.12.2:</b> Practice safe and responsible behaviors to prevent injuries at home, school, and in the community (e.g., motor/recreational vehicles, sport, weather, firearms, chemicals, all bodies of water).	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>End a Term:</b> Day 1 (Scene Safety Scenario).

	<p><b>1.IP.12.3:</b> Explain the accepted procedures for basic emergency care and lifesaving skills.</p>	<p><b>First Aid:</b> Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response). <b>Drugs:</b> Day 3 (Narcan administration).</p>
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<b>Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>		
<p><b>Analyze Influences (AN)</b></p>	<p><b>2.AN.12.1:</b> Analyze how family influences the health of individuals.</p>	<p><b>Begin a Term:</b> Day 1 (Belief formation). <b>Self-Esteem:</b> Day 1 (Media/Family), Day 2 (Early Experiences). <b>Alcohol:</b> Day 4 (Family addiction roles). <b>End a Term:</b> Day 2 (Generational cycles).</p>
	<p><b>2.AN.12.2:</b> Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>	<p><b>Empathy:</b> Day 2 (Culture/Technology). <b>Conflict:</b> Day 1 (Uptown upbringing). <b>Diversity:</b> Day 2 (Cultural humility). <b>Nutrition:</b> Day 3-4 (Cultural honoring).</p>
	<p><b>2.AN.12.3:</b> Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p>	<p><b>Self-Esteem:</b> Day 2 (Peer Influence), Day 4 (Conforming pressures). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Groupthink). <b>Violence:</b> Day 5 (Bystander culture/Gender roles).</p>
	<p><b>2.AN.12.4:</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.</p>	<p><b>Empathy:</b> Day 1 (Technology desensitization). <b>Self-Esteem:</b> Day 4 (Instagram/TikTok). <b>Mental Health:</b> Day 1-2 (Social Media Trap), Day 7-8 (Digital validation). <b>Violence:</b> Day 4 (Technology influences). <b>Nutrition:</b> Day 5-6 (Influencer claims). <b>Tobacco:</b> Day 1 (Vape ad decoding).</p>

	<b>2.AN.12.5:</b> Analyze how the school and community can impact personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).	<b>Begin a Term:</b> Day 2 (Social Determinants). <b>Mental Health:</b> Day 9-10 (School climate). <b>Diversity:</b> Day 2 (Social Determinants/Barriers). <b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (Economic access). <b>Diseases:</b> Day 5 (ZIP code).
	<b>2.AN.12.6:</b> Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	<b>Mental Health:</b> Day 5-6 (Numbing pain). <b>Stress:</b> Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance). <b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence).
	<b>2.AN.12.7:</b> Analyze how laws, rules, and regulations influence health promotion and disease prevention.	<b>Mental Health:</b> Day 5-6 (Minor access laws). <b>Dangerous Decisions:</b> Day 2 (Good Samaritan laws), Day 3 (Sexting laws). <b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Alcohol:</b> Day 2 (BAC limits). <b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws).

**Standard 3: Demonstrate the ability to access valid information, products and services to enhance health.**

<b>Access Information (AC)</b>	<b>3.AC.12.1:</b> Analyze and investigate the validity of health information, products, and services.	<b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). <b>Diseases:</b> Day 4 (Media Literacy), Day 5 (Research domains). <b>Tobacco:</b> Day 1 (Vape ad decoding).
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	<p><b>3.AC.12.2:</b> Utilize medically accurate resources from home, school, and community that provide valid health information.</p>	<p><b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line). <b>Stress:</b> Day 3-4 (Valid points of help). <b>Nutrition:</b> Day 3-4 (NEDA/Professional medical care). <b>Sex Education:</b> Day 5-6 (CDC guides).</p>
	<p><b>3.AC.12.3:</b> Analyze the accessibility of products and services that enhance health.</p>	<p><b>Stress:</b> Day 3-4 (Systemic barriers). <b>Diversity:</b> Day 2 (Social Determinants/Barriers). <b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (Economic access). <b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access).</p>
	<p><b>3.AC.12.4:</b> Determine when professional health services may be required.</p>	<p><b>Mental Health:</b> Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Warning sign response). <b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia). <b>First Aid:</b> Day 4 (Poison Control).</p>
	<p><b>3.AC.12.5:</b> Access medically accurate health products and services.</p>	<p><b>Mental Health:</b> Day 9-10 (Active seeking). <b>Stress:</b> Day 5-6 (988), Day 9-10 (Circle of Support Map). <b>First Aid:</b> Day 2 (AED Locator), Day 3 (Kit research). <b>Sex Education:</b> Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).</p>

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<p><b>Interpersonal Communication (IC)</b></p>	<p><b>4.IC.12.1:</b> Practice effective communication skills to enhance health.</p>	<p><b>Empathy:</b> Day 2 (Active Listening). <b>Mental Health:</b> Day 3-4 (Reacting vs Responding), Day 5-6 (Assertiveness). <b>Stress:</b> Day 3-4 ("I" statements). <b>Conflict:</b> Day 1 (Assertiveness/I-statements), Day 2 (Clarifying needs). <b>Diversity:</b> Day 3 (Affirming language).</p>
	<p><b>4.IC.12.2:</b> Practice effective refusal, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p>	<p><b>Empathy:</b> Day 4 (Saying No). <b>Self-Esteem:</b> Day 5 (People-pleasing boundaries). <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).</p>
	<p><b>4.IC.12.3:</b> Analyze and demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p>	<p><b>Begin a Term:</b> Day 2 (Agreements). <b>Empathy:</b> Day 1 (Respectful dialogue). <b>Conflict:</b> Day 1 (Converting accusations), Day 2 (Accountability/Repair). <b>Violence:</b> Day 5 (NVC - Nonviolent Communication).</p>
	<p><b>4.IC.12.4:</b> Exhibit how to ask for assistance to enhance the health of self and others.</p>	<p><b>Mental Health:</b> Day 5-6 (Seeking support), Day 9-10 (Active seeking). <b>Stress:</b> Day 3-4 (Help-seeking), Day 5-6 (988). <b>First Aid:</b> Day 1 (911 Script).</p>
	<p><b>4.IC.12.5:</b> Practice how to effectively offer assistance to improve the health of others.</p>	<p><b>Mental Health:</b> Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). <b>Stress:</b> Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). <b>Nutrition:</b> Day 3-4 (Supporting Diego). <b>First Aid:</b> Day 4 (ALGEE model).</p>

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health.**

<b>Decision Making (DM)</b>	<b>5.DM.12.1:</b> Evaluate barriers, prepare steps to avoid obstacles, and analyze the value of applying thoughtful decision making skills to a health-related decision, both individually and collaboratively.	<b>Mental Health:</b> Day 1-2 (Care choices). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). <b>Nutrition:</b> Day 5-6 (Identifying barriers). <b>First Aid:</b> Day 4 (Crisis decisions).
	<b>5.DM.12.2:</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a health and wellness-related decision.	<b>Begin a Term:</b> Day 1 (Belief formation). <b>Self-Esteem:</b> Day 1 (Media/Family), Day 2 (Peer Influence). <b>Diversity:</b> Day 2 (Cultural humility). <b>Dangerous Decisions:</b> Day 3 (Groupthink). <b>Nutrition:</b> Day 5-6 (Influencer claims).
	<b>5.DM.12.3:</b> Explore options to health-related issues or problems and predict the potential short and long-term outcomes.	<b>Begin a Term:</b> Day 2 (Vortex of Impact). <b>Stress:</b> Day 1-2 (Pressure outcomes). <b>Conflict:</b> Day 2 (Assertive outcomes). <b>Dangerous Decisions:</b> Day 1 (Risky choice impact). <b>Sex Education:</b> Day 7-8 (Decision Scenario). <b>End a Term:</b> Day 2 (Waves of impact).
	<b>5.DM.12.4:</b> Utilize evidence to defend the healthy choice when making a health-related decision and analyze the effectiveness of the outcome.	<b>Mental Health:</b> Day 9-10 (NAMI stats). <b>Dangerous Decisions:</b> Day 3 (Distracted driving CDC data). <b>Sex Education:</b> Day 9-10 (Values check). <b>End a Term:</b> Day 1 (Scenario 9/26).

**Standard 6: Demonstrate the ability to use goal setting skills to enhance health.**

<b>Goal Setting (GS)</b>	<b>6.GS.12.1:</b> Assess personal health practices and behaviors and develop a plan to attain a personal health goal.	<b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Self-Esteem:</b> Day 2 (Strength log). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan). <b>Stress:</b> Day 1-2 (Reduction strategy). <b>Nutrition:</b> Day 9-10 (SMART goal plan). <b>Body Systems:</b> Day 1 (Homeostasis challenge).
	<b>6.GS.12.2:</b> Formulate an effective long-term plan that includes implementing strategies (e.g. self-monitoring and assessing barriers) to achieve a personal health goal.	<b>Self-Esteem:</b> Day 4 (Self-acceptance plan), 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), Day 10 (Food log/MyFitnessPal expenditure tracking). <b>End a Term:</b> Day 1 (Long-term goal mapping).

<b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>		
<b>Self-Management (SM)</b>	<b>7.SM.12.1:</b> Evaluate practices and behaviors that avoid or minimize health risks to self and others.	<b>Stress:</b> Day 5-6 (Safety Plan). <b>Dangerous Decisions:</b> Day 1 (Risk Management Plan), Day 2 (911/Narcan). <b>First Aid:</b> Day 1 (Immediate measures). <b>End a Term:</b> Day 1 (Scene Safety Scenario).
	<b>7.SM.12.2:</b> Analyze healthy practices and behaviors to improve the health of oneself and others.	<b>Self-Esteem:</b> Day 3 (Breathing/Visualization). <b>Mental Health:</b> Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). <b>Stress:</b> Day 9-10 (Toolkit). <b>Nutrition:</b> Day 3-4 (Mindful eating), Day 7-8 (Packing snacks).
	<b>7.SM.12.3:</b> Analyze the role of individual responsibility in enhancing health.	<b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Nutrition:</b> Day 3-4 (Intentional choice). <b>First Aid:</b> Day 1 (Willingness to act). <b>Sex Education:</b> Day 9-10 (Ownership/Rights). <b>End a Term:</b> Day 1 (Live it Forward challenge).

**Standard 8: Demonstrate the ability to advocate for personal, family and community health.**

<p><b>Advocacy (AD)</b></p>	<p><b>8.AD.12.1:</b> Utilize current research and guidelines to formulate an accurate health-enhancing message.</p>	<p><b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA), Day 9-10 (NAMI stats). <b>Conflict:</b> Day 1-2 (Guidebooks/PSAs). <b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Nutrition:</b> Day 3-4 (PSA Project).</p>
	<p><b>8.AD.12.2:</b> Demonstrate how to influence and support others to make positive health choices.</p>	<p><b>Empathy:</b> Day 5 (Kindness project). <b>Mental Health:</b> Day 9-10 (Positive culture advocacy). <b>Violence:</b> Day 5 (Challenging victim-blaming). <b>Nutrition:</b> Day 3-4 (Supporting Diego). <b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).</p>
	<p><b>8.AD.12.3:</b> Work cooperatively as an advocate for improving personal, family, and community health.</p>	<p><b>Empathy:</b> Day 5 (40% reduction project). <b>Mental Health:</b> Day 5-6 (Planning an initiative). <b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Diversity:</b> Day 2 (Advocating for Equity). <b>Nutrition:</b> Day 9-10 (School Lunch Advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership).</p>