

NATIONAL HEALTH EDUCATION STANDARDS - HIGH SCHOOL

As applicable to Ending Violence curriculum. Reprinted from US Department of Health & Human Services. The extent to which each standard is met will be dependent on which segments of the curriculum are addressed in the classroom, as well as the use of the Educator Guide's suggestions for discussion and interaction and the additional resources found at endingviolence.net.

1

Comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness or death if exposed to, or engaging in, in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if exposed to unhealthy behaviors.

[ENDING VIOLENCE] lays a foundation from which students gain a clear understanding of what is healthy in a relationship, and what is unhealthy or abusive. For grades 9-12, when students are creating a framework for their current and future romantic relationships, the concepts that the curriculum addresses are fundamental to students' health and well-being.

2

Analyze the influence of family, peers, culture, media, technology & other factors on health behaviors.

- 2.12.1 Analyze how the family influences the health of adolescents.
- 2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practices and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Analyze the influence of technology on personal and family health.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.10 Analyze how school and public health policies can influence health promotion and disease prevention.

[ENDING VIOLENCE] explores the many societal and cultural influences that can play into students' perceptions of what is healthy or unhealthy in a relationship. In particular, the curriculum addresses the many internal and external obstacles a young victim of abuse may face when trying to leave an abusive relationship or reach out for help.

3

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

- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.5 Access valid and reliable health products and services.

A primary objective of [ENDING VIOLENCE] is to familiarize students with youth-friendly, sensitive, and comprehensive resources available to help them whether they are experiencing abuse themselves or if they know someone who is. From community health agencies, to legal protections, to Break the Cycle's resources for help – Ending Violence encourages students to research what is available to them and empowers youth to access those resources if necessary.

4

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

- 4.12.1 Use skills for communicating effectively with family, peers and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation and collaboration skills that enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Responsible and respectful interpersonal communication is fundamental to creating and maintaining healthy relationships. The [ENDING VIOLENCE] curriculum addresses positive and negative interpersonal communication on multiple levels – how to use words in a positive way, alternatives to using violence when feeling upset or angry, verbal and non-verbal examples of abusive behavior, and what communication skills are needed to build healthy relationships.

5

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

- 5.12.1 Examine barriers that hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making a decision.

A primary objective of this curriculum is to provide young people with the information and tools they need to make the healthiest decisions possible about how they want to treat their partner, how they want to be treated in their relationships, and how they want to move forward if they are being abused, whether that means accessing the legal system, talking to someone they trust, or safety planning. [ENDING VIOLENCE] also addresses the many factors that hinder a young person from making the decision to seek help or to end a relationship if they are being abused.

6

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

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health practice that addresses strengths, needs and risks.
- 6.12.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Every segment of the [ENDING VIOLENCE] curriculum is designed to encourage young people to think of creating lives, relationships and communities free from violence and fear as necessary and achievable goals. The program provides students with the information and skills they need to assess how their relationships affect their health, and to set and attain goals of building respectful and healthy relationships and creating personal plans for safety.

7

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

- 7.12.1 Analyze the importance of individual responsibility for personal health behaviors.
- 7.12.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

The [ENDING VIOLENCE] curriculum helps students think critically about how their relationships can negatively or positively affect their health and quality of life. Segments throughout the program address the serious harm abusive relationships can inflict on a person's emotional and physical health. The program also covers the options available to young victims of abuse to help them avoid or reduce the risk of future abusive incidents including legal protection and safety planning.

8

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

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. *
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family and community health. *
- 8.12.4 Adapt health messages and communication techniques to a specific target audience. *

The [ENDING VIOLENCE] curriculum provides students with the information and tools they need to confidently advocate for healthy and respectful interactions in their personal relationships, as well as to advocate for healthy relationships in their social circles and communities. By encouraging students to think critically about social and cultural norms around abuse, dating and relationships, Ending Violence helps young people form their own messages about their rights to healthy relationships and communities.