

NATIONAL HEALTH EDUCATION STANDARDS
FUNCTIONAL LEVELS
(Ages 3-21)

The National Health Education Standards (NHES) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

Standard 1

Students comprehend concepts related to health promotion and disease prevention.

Within the functional context of home, school, work and community environments, students know and are able to do the following:

• Use safe and healthy eating and drinking habits.

- PO 1. communicate need for food and drink (e.g., say *more*, sign ‘more’, open mouth, gaze at picture, relax stomach muscles to accept food through non-oral means)
- PO 2. discriminate between food vs. nonfood items
- PO 3. indicate preference for foods
- PO 4. remove solid/textured food from spoon when being fed (e.g., coordinate manipulation of food, breathing and swallowing)
- PO 5. eat finger foods
- PO 6. select bite size pieces (e.g., chew food sufficiently before swallowing)
- PO 7. use eating utensils and napkin appropriately
- PO 8. drink from a variety of containers (e.g., cup, glass, straw, sports bottle, can or water fountain)
- PO 9. serve self at table (e.g., at home or cafeteria; carry tray without spilling, open lunch bag/box)
- PO 10. consume food and drink from a known source and/or that has been prepared/refrigerated properly (e.g., drink from own glass, not others)

Standard 3

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

• Select and wear appropriate clothing.

- PO 1. locate own clothing and accessories (e.g., prosthetic devices, watch and jewelry)
- PO 2. dress or assist in dressing for school or work
- PO 3. select clean clothing and change underclothes regularly (e.g., discriminate between clean and dirty clothes)
- PO 4. select and wear clothes appropriate to activity/occasion/weather conditions
- PO 5. select and purchase clothes appropriate for age/size/occasion

• Access health and emergency resources.

- PO 1. communicate name and address, phone number and who to contact in emergency situations (e.g., laminated card, bracelet)
- PO 2. seek help for self or others when sick or injured (identify health concerns, e.g., point to where pain is, indicate I am diabetic, I have allergies; contact 911)
- PO 3. use basic first aid procedures (e.g., wash minor cuts and cover with a Band-Aid, apply pressure to stop bleeding, apply cool water to a burn)
- PO 4. schedule and keep medical appointments (e.g., take and show medical insurance card upon request, wait appropriately until called)

• Access community resources.

- PO 1. make purchase from vending machines (e.g., drinks, food, stamps, newspaper)
- PO 2. use pay phone and/or TTY
- PO 3. use restaurants (e.g., order food, find seating, eat meal and pay bill)
- PO 4. make purchases of services (e.g., post office, hair salon, laundry/cleaner, know purpose of different kinds of stores)
- PO 5. use banking facilities (e.g., deposits, withdraw funds, use automated teller machines)
- PO 6. use appropriate state, local, community agencies (e.g., job services, food stamps, social security benefits, girls and boys clubs, 4-H clubs)

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Standard 4

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

Within the functional context of home, school, work and community environments, students know and are able to do the following:

• Follow rules of home, school, work and community.

- PO 1. discriminate between acceptable and unacceptable behavior at various activities (e.g., school assemblies, sports events, dances and use of playground equipment)
- PO 2. demonstrate acceptable behavior in the classroom, workplace or community (e.g., courteous behavior, waiting in line at the grocery store)
- PO 3. use communication skills in social context (e.g., show break card rather than throw materials; don't interrupt others, greet people appropriately; use phrases like please, thank you, excuse me, I'm sorry; raise hand at appropriate times; use telephone politely; and display appropriate table manners)
- PO 4. recognize and label feelings in self or others (e.g., point to pictures, use augmentative communication device, verbally identify feelings)

• Develop appropriate work habits.

- PO 1. follow work site rules for safety, conduct and appearance (e.g., handle changes in routine and unavoidable delays, follow posted direction and routing signs for fire escape procedure and use them during a fire emergency and fire drill)
- PO 2. follow schedule of work activities (e.g., use time clock or check-in procedure, call employer, identify time by the hour, half-hour and other intervals on clocks and watches, be prepared to leave for work on time)
- PO 3. assist in or independently accomplish a work task
- PO 4. use work site break time facilities (e.g., engages in appropriate break time and lunch time routines)
- PO 5. develop socially appropriate relationships with employers and fellow employees

Standard 5

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

Within the functional context of home, school, work and community environments, students know and are able to do the following:

• Use strategies to ensure personal safety.

- PO 1. travel in pairs or small groups in a variety of settings with adult supervision
- PO 2. travel independently (e.g., travel about school grounds, cross streets with and without traffic signals, use public transportation and dial-a-ride)
- PO 3. identify safe and unsafe situations (e.g., refuse to get into unfamiliar car, identify appropriate person(s) to ask for assistance if lost or in danger, identify inappropriate advances/touches, identify appropriate and inappropriate information to share when answering the phone)
- PO 4. identify common dangers in the environment (e.g., water safety, car safety, latch safety, household dangers such as electricity, poison, hot stove and hot water)
- PO 5. use small appliances and utensils safely (e.g., use care in using fans, matches, sharp and breakable objects)
- PO 6. respond to environmental cues for safety (e.g., smoke, flames, fire alarm, exit signs, out-of-order signs, yellow tape lines, crosswalk signs)
- PO 7. use household tools/equipment safely and appropriately to perform a variety of tasks (e.g., cleaning solutions)

Standard 6

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

Within the functional context of home, school, work and community environments, students know and are able to do the following:

• Achieve and maintain appropriate body weight

- PO 1. identify/categorize foods into basic food groups
- PO 2. select healthy foods

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- PO 3. develop menus of balanced meals using the basic food groups
- PO 4. use portion control
- PO 5. exercise regularly

• Purchase food items, prepare simple recipes, use correct utensils appropriately and handle food properly.

- PO 1. plan menu and shopping list using grocery ads (e.g., consistent with culture)
- PO 2. shop for groceries within a given budget
- PO 3. prepare simple foods using written or picture directions (e.g., use microwave properly)
- PO 4. hand foods properly (e.g., put away perishable/nonperishable goods in appropriate storage areas, store food leftovers)
- PO 5. use kitchen appliances and utensils appropriately

• Maintain safe/clean/healthy living environment.

- PO 1. recognize need and initiate daily/weekly cleaning activities (e.g., full sink of dishes means it's time to wash, dry and put away dishes, utensils and pots; take out garbage/empty wastebaskets; wash, dry and put away laundry)
- PO 2. use equipment and household cleaning products appropriately to clean surfaces, appliances and fixtures (e.g., wipe table/counters; sweep/mop floors; vacuum carpets; clean tub, shower, toilet; clean yard)
- PO 3. maintain safe and clean environments (e.g., change light bulbs, lock doors, turn off water to stop overflow, put items away)

Standard 7

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

Within the functional context of home, school, work and community environments, students know and are able to do the following:

• Follow routines for personal health behaviors.

- PO 1. communicate need to use toilet or be changed (e.g., use movement, vocalization or crying to express discomfort, ask location of toilet in new situations)
- PO 2. assist in meeting toilet needs and routines (e.g., assist in transfer to changing table or toilet, adjust clothing)
- PO 3. participate in maintaining cleanliness (e.g., allow washing of hands/face, bathing, washing hair, shaving, oral hygiene, nasal hygiene and menstrual hygiene)
- PO 4. assess and maintain appropriate personal appearance (e.g., hair grooming, nail care, use of deodorant)
- PO 5. maintain and care for prosthetic devices (e.g., dentures, glasses, hearing aids and braces)
- PO 6. follow established routines (e.g., take medication, eat at scheduled times, drink fluids and rest)
- PO 7. select and purchase personal hygiene items (e.g., grooming items, deodorant, feminine hygiene products)

• Identify and participate in age appropriate leisure activities.

- PO 1. engage in passive leisure activities individually or with others (e.g., listen to music, watch television, go to the library, movies, performances, spectator sports or events)
- PO 2. engage in active leisure activities individually or with others (e.g., games, sports, exercise, hobbies)
- PO 3. use recreational facilities (e.g., arcades, parks, recreation centers, fitness clubs)

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Within the functional context of home, school, work and community environments, students know and are able to do the following:

• Advocate for self.

- PO 1. express needs and preferences (e.g., making choices such as need for adaptive materials or medications during class and community activities through gestures, signs, pictures or verbal communication)
- PO 2. present information related to their disability (e.g., suggestions for accommodations)
- PO 3. access advocacy and support groups for assistance (e.g., voice objections to barriers, know where to ask for help to make decisions about living situations and education)