

# Grades 9-12: Leaders in Health Advocacy

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

## **Health Promotion**

- 1** Research national, state and local data from the Centers for Disease Control and Prevention and the Youth Risk Behavior Survey for prioritizing prevention activities for the school and community. [HA.1.1](#)
    - a** Interpret the Youth Risk Behavior Survey data on the six priority adolescent risk behaviors. [HA.1.1.A](#)
    - b** Recognize the adolescent risk behaviors of high incidence among Alabama's students. [HA.1.1.B](#)
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**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

## **Influences**

- 1** Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors. Examples: availability of alcohol and drugs; trends in adolescent sexual behavior; availability of fast food; access to fitness and recreational f [HA.2.1](#)
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**Students will demonstrate the ability to access valid information, products, and services to enhance health.**

## **Access to Information**

- 1** Gather information and interpret data for planning prevention activities. [HA.3.1](#)
    - a** Identify concerns, beliefs, and areas of misinformation among peers. [HA.3.1.A](#)
    - b** Design program goals based on addressing misinformation, beliefs, and concerns among peers. [HA.3.1.B](#)
    - c** Utilize a focus group to change their school climate [HA.3.1.C](#)
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**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

### **Interpersonal Communication**

- 1 Execute communication and leadership skills to empower other students to be physically, socially, behaviorally, emotionally, and intellectually successful. [HA.4.1](#)
    - a Examine the varied roles and responsibilities of student leaders. [HA.4.1.A](#)
    - b Design program goals based on YRBS data and focus group results. [HA.4.1.B](#)
    - c Research various leadership and peer training programs and opportunities. [HA.4.1.C](#)
    - d Apply peer helping training skills in assigned schools settings. [HA.4.1.D](#)
    - e Demonstrate leadership skills by advocating for health-related changes in the school or community. [HA.4.1.E](#)
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**Students will demonstrate the ability to use decision-making skills to enhance health.**

### **Decision -Making**

- 1 Identify decision-making skills used in situations that put adolescents and teens at risk. Examples: recording a fight and posting it on a social media; seeing a friend smoking marijuana or drinking alcohol; hearing a friend talk about shoplifting; hearing plans about a weekend party that will include drugs and/or alcohol; pressure to have sexual relations. [HA.5.1](#)
    - a Identify consequences of making poor decisions to join in or ignore risky situations. [HA.5.1.A](#)
    - b Recognize the differences between situations in which one has control vs. a lack of control. [HA.5.1.B](#)
    - c Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situation [HA.5.1.C](#)
  - 2 Develop and implement a school-wide plan or campaign to encourage good decision-making skills. [HA.5.2](#)
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**Students will demonstrate the ability to use goal-setting skills to enhance health.**

### **Goal -Setting**

- 1 Conduct a school-wide survey to assess the use of personal health practices. [HA.6.1](#)
  - 2 Compile survey results to develop a school-wide campaign to advocate the use of beneficial personal health practices. [HA.6.2](#)
  - 3 Implement strategies to address weak areas and critical needs based on survey results. [HA.6.3](#)
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**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks**

### **Self-Management**

- 1 Analyze the role of individual responsibility for enhancing health. [HA.7.1](#)
- 2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers. [HA.7.2](#)
- 3 Identify a variety of behaviors to avoid or reduce health risks to self and others. [HA.7.3](#)
  - a Plan a school or community campaign designed to encourage health-enhancing behaviors. [HA.7.3.A](#)

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

### **Advocacy**

- 1 Use school-wide survey data to develop positive messages concerning health topics, including exercise, adequate sleep, and healthy eating. [HA.8.1](#)
- 2 Lead or participate in community-wide health-related events. Examples: Relay for Life, 5K run, Longest Day activities (Alzheimer's Association) [HA.8.2](#)
- 3 Communicate to peer or community groups on health-related topics. [HA.8.3](#)