

SHAKEN BABY PREVENTION EDUCATION

"I CAN" STATEMENTS

<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	
<p>Learning Priority: Examine and apply health concepts related to health promotion and disease prevention.</p>	<p>1:4:A1 I can analyze how genetics and family history can affect personal health.</p> <p>1:4:A2 I can examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</p> <p>1:4:A3 I can analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</p> <p>1:4:B2 I can compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.</p> <p>1:4:B3 I can examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.</p>
<p>Standard 2: Students will analyze the influence of family, peers, culture. Media, technology, and other factors on health behavior.</p>	
<p>Learning Priority: Evaluate how influences impact health behaviors.</p>	<p>2:4:A1 I can analyze how external influences, individually and in combination with others, can influence individuals' health behaviors.</p> <p>2:4:A2 I can analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors.</p> <p>2:4:A4 I can estimate the impact of internal and external influences on one's own personal health behavior.</p>
<p>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</p>	
<p>Learning Priority: Examine strategies to access valid and reliable sources of health information.</p>	<p>3:4:A1 I can determine the availability of information, products, and services that enhance health.</p> <p>3:4:A2 I can access health information, products, and services that improve health outcomes.</p> <p>3:4:A3 I can determine when professional health services may be needed and how to access them.</p>



Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Learning Priority: Continue to analyze communication skills in various health related settings.	<p>4:4:A1 I can analyze communication strategies for effective interaction among family, peers, and others to enhance health.</p> <p>4:4:A3 I can demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>
Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.	
Learning Priority: Examine the use of a decision-making process in various health-related situations.	<p>5:4:B1 I can demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.</p> <p>5:4:B2 I can generate alternatives for health-related issues or problems.</p> <p>5:4:B3 I can examine barriers that can hinder healthy decision making.</p> <p>5:4:B4 I can predict the potential short-term and long-term impacts of each alternative on self and others.</p>
Standard 6: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.	
Learning Priority: Demonstrate age appropriate, health enhancing behaviors to reduce health risks.	<p>6:4:A1 I can determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.</p>
Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.	
Learning Priority: Apply skills to advocate for a health issue.	<p>7:4:A2 I can adapt health-enhancing messages and persuasive communication techniques to a specific target audience.</p> <p>7:4:A3 I can apply accurate information to support a health-enhancing message.</p>

