



Health Education/SEL Crosswalk

**Aligning the National Health Education Standards with
CASEL Social and Emotional Learning Core Competencies**



Crosswalk for National Health Education Standards and CASEL Social and Emotional Learning Competencies

Comprehensive, skills-based health education programs support students' health literacy and are a critical part of a well-rounded education. The National Health Education Standards (NHES), which serve as the foundation for skills-based health education, are also directly connected to social and emotional learning (SEL).

This document will show how the NHES are aligned with the SEL competencies and sub-competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The crosswalk will also give teachers a pathway for planning a skills-based health education curriculum that aligns with social and emotional learning.

SHAPE America would like to acknowledge CASEL's work around advancing educational equity and emphasizing the importance of mental health and trauma-informed teaching. In support of these important areas of focus, we've included five **equity outcomes** and four **critical practices** that schools should strive for, identified in CASEL's [Social and Emotional Learning Roadmap for Reopening School](#) (CASEL, 2020) provides. These are briefly aligned to the National Health Education Standards in Table 1. Exactly HOW a school, classroom, and/or teacher chooses to produce these outcomes and practices will vary based on school demographics and other variables.

CASEL Outcomes of Equity:

- ✓ SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
- ✓ SEL is a strategy for systemic improvement, not just an intervention for at-risk students.
- ✓ SEL is a way to uplift student voice and promote agency and civic engagement.
- ✓ SEL supports adults to strengthen practices that promote equity.
- ✓ Schools must engage students, families, and communities as authentic partners in social and emotional development.

CASEL Critical Practices for Reopening Schools:

- ✓ Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
- ✓ Design opportunities where adults can connect, heal, and build their capacity to support students.
- ✓ Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
- ✓ Use data as an opportunity to share power, deepen relationships, and improve support for students, families, and staff.

2 Alignment of NHES Performance Indicators to the CASEL Competencies

Table 1.

National Health Education Standards	CASEL Core Competencies	SEL and Equity	SEL Critical Practices
Standard 1 — Content	Self-awareness	<p>Teachers can focus on these equity outcomes while teaching the National Health Education Standards aligned with CASEL competencies.</p> <ul style="list-style-type: none"> ✓ SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds. ✓ SEL supports adults to strengthen practices that promote equity. 	<p>Teachers can perform these critical practices while teaching in their health education classrooms.</p> <ul style="list-style-type: none"> ✓ Take time to cultivate and deepen relationships, build partnerships, and plan for SEL. ✓ Design opportunities where adults can connect, heal, and build their capacity to support students.
Standard 2 — Analyzing influences	Self-awareness Social awareness	<ul style="list-style-type: none"> ✓ Schools must engage students, families, and communities as authentic partners in social and emotional development. 	<ul style="list-style-type: none"> ✓ Use <i>valid and reliable</i> data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.
Standard 3 — Accessing valid and reliable information, products, and services	Social awareness	<ul style="list-style-type: none"> ✓ SEL is a strategy for systemic improvement, <i>not just an intervention for at-risk students.</i> 	<ul style="list-style-type: none"> ✓ Create safe, supportive, and equitable learning environments that promote all students' social and emotional development. ✓ Use <i>valid and reliable</i> data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.
Standard 4 — Interpersonal communication skills	Relationship skills	<ul style="list-style-type: none"> ✓ SEL is a way to uplift student voice and promote agency and civic engagement. 	<ul style="list-style-type: none"> ✓ Take time to cultivate and deepen relationships, build partnerships, and plan for SEL. ✓ Design opportunities where adults can connect, heal, and build their capacity to support students.

3 Alignment of NHES Performance Indicators to the CASEL Competencies

Standard 5 — Decision making	Responsible decision making	<ul style="list-style-type: none"> ✓ Schools must engage students, families, and communities as authentic partners in social and emotional development. 	<ul style="list-style-type: none"> ✓ Use <i>valid and reliable</i> data as an opportunity to share power, deepen relationships, and continuously improve.
Standard 6 — Goal setting	Self-management	<ul style="list-style-type: none"> ✓ Schools must engage students, families, and communities as authentic partners in social and emotional development. 	<ul style="list-style-type: none"> ✓ Design opportunities where adults can connect, heal, and build their capacity to support students. ✓ Use <i>valid and reliable</i> data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.
Standard 7 — Practicing healthy behaviors	Self-management	<ul style="list-style-type: none"> ✓ Schools must engage students, families, and communities as authentic partners in social and emotional development. 	<ul style="list-style-type: none"> ✓ Design opportunities where adults can connect, heal, and build their capacity to support students.
Standard 8 — Advocacy	Relationship skills	<ul style="list-style-type: none"> ✓ SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds. ✓ SEL supports adults to strengthen practices that promote equity. ✓ Schools must engage students, families, and communities as authentic partners in social and emotional development. 	<ul style="list-style-type: none"> ✓ Take time to cultivate and deepen relationships, build partnerships, and plan for SEL. ✓ Design opportunities where adults can connect, heal, and build their capacity to support students.

CASEL's [Social and Emotional Learning Roadmap for Reopening School](#) (CASEL, 2020)

4 Alignment of NHES Performance Indicators to the CASEL Competencies

In the chart below (Table 2), the NHES performance indicators are paired with CASEL competencies based on the descriptions of the standards and the competencies. An additional way to align the CASEL competencies is to choose both a Standard 1 performance indicator (i.e., the content or what a student should know at the appropriate age and developmental level), as well as a Standard 2-8 performance indicator (i.e., the skill or what a student should be able to do at the appropriate age and developmental level).

The chart also includes examples — which use inclusive language — that can be applied in elementary and secondary grade levels. Some of the examples provided show how it is both possible (and even likely) that an SEL competency will align with both a Standard 1 performance indicator and/or a skill-based performance indicator from Standards 2-8.

Regardless of which alignment you choose, you can utilize this chart by using backward design to: access data that provides the rationale for your unit/lesson; select appropriate performance indicators from the NHES to reduce the risk factor or promote protective factors; align the SEL competency/sub-competency; plan the assessment; plan the instruction; and apply both formative and summative assessments to determine the extent of student learning.

Table 2.

National Health Education Standards	SEL Competency/Sub-Competencies
<p style="text-align: center;">Standard 1</p> <p style="text-align: center;"><i>Students comprehend concepts related to health-promotion and disease prevention to enhance health.</i></p>	<p style="text-align: center;">Self-Awareness</p> <p style="text-align: center;"><i>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.</i></p> <p style="text-align: center;"><i>The ability to accurately assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.</i></p>
<p style="text-align: center;"><i>As we process racial injustices and the current pandemic, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases (CASEL, 2020).</i></p>	

5 Alignment of NHES Performance Indicators to the CASEL Competencies

<p style="text-align: center;">PreK–Grade 2</p> <ul style="list-style-type: none"> ✓ 1.2.1 Identify that healthy behaviors affect personal health. ✓ 1.2.2 Recognize that there are multiple dimensions of health. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 1.5.1 Describe the relationship between healthy behaviors and personal health. ✓ 1.5.2 Identify examples of emotional, intellectual, physical, and social health. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p>Elementary example:</p> <p>It is cold and flu season and Manny does not want to get sick. Before lunch, Manny goes into the restroom and washes and dries his hands. Mr. Thompson, the maintenance worker, always makes sure there is plenty of soap and paper towels in the restrooms. Washing his hand before he eats gives Manny confidence that he is protecting himself from germs.</p> <ul style="list-style-type: none"> ✓ 1.2.1 <u>Identify</u> that healthy behaviors, <i>such as washing and drying hands before lunch</i>, affect personal health. ✓ SEL Competency — Self-Awareness: Accurate self-perception, Recognizing strengths, Self-confidence. <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

6 Alignment of NHES Performance Indicators to the CASEL Competencies

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 1.8.1 Analyze the relationship between healthy behaviors and personal health. ✓ 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. ✓ 1.8.4 Describe how family history can affect personal health. ✓ 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p style="text-align: center;">Grades 9-12</p> <ul style="list-style-type: none"> ✓ 1.12.1 Predict how healthy behaviors can affect health status. ✓ 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. ✓ 1.12.3 Analyze how environment and personal health are interrelated. ✓ 1.12.4 Analyze how genetics and family history can affect personal health. ✓ 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. ✓ 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. ✓ 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p>Secondary Example:</p> <p>Filipe’s family enjoys biking on Sunday afternoons. His parents insist that Filipe and his brother wear a helmet. Although he would like to try riding without one, Filipe knows the special construction of the helmet protects his head from injury should he fall.</p> <ul style="list-style-type: none"> ✓ Standard 1.8.1 <u>Analyze</u> the relationship between healthy behaviors, <i>such as wearing a bicycle helmet</i>, and personal health. ✓ SEL Competency — Self-Awareness: Self-confidence, Self-efficacy <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

7 Alignment of NHES Performance Indicators to the CASEL Competencies

<p style="text-align: center;">Standard 2</p> <p style="text-align: center;"><i>Students analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i></p>	<p style="text-align: center;">Social Awareness</p> <p style="text-align: center;"><i>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.</i></p> <p style="text-align: center;"><i>The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.</i></p>
<p style="text-align: center;"><i>Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and ongoing individual and institutional impacts of systemic racism (CASEL, 2020).</i></p>	
<p style="text-align: center;">PreK–Grade 2</p> <p>✓ 2.2.3 Describe how the media can influence health behaviors.</p>	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 2.5.3 Identify how peers can influence healthy/unhealthy behaviors. ✓ 2.5.4 Describe how the school and community can support personal health practices and behaviors. ✓ 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. ✓ 2.5.6 Describe ways that technology can influence personal health. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
<p>Elementary example:</p> <p>Jackie’s school requires students wear their masks in the hallways between classes as part of the school’s COVID-19 mitigation recommendations, but Jackie notices that some of her friends take their masks off as soon as there aren’t adults or teachers around to supervise. She wants to fit in with her friends, but also wants to follow the rules by wearing a mask and doing her part to prevent the spread of COVID-19.</p> <ul style="list-style-type: none"> ✓ Standard 2.5.3 Identify how peers can influence healthy behaviors, <i>such as wearing a mask to prevent the spread of COVID-19</i>, and unhealthy behaviors. ✓ SEL Competency — Social Awareness: Perspective taking, Respect for others <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

8 Alignment of NHES Performance Indicators to the CASEL Competencies

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 2.8.3 Describe how peers influence healthy and unhealthy behaviors. ✓ 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. ✓ 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors. ✓ 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors. ✓ 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
<p style="text-align: center;">Grades 9–12</p> <ul style="list-style-type: none"> ✓ 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. ✓ 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. ✓ 2.12.5 Evaluate the effect of media on personal and family health. ✓ 2.12.6 Evaluate the impact of technology on personal, family, and community health. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
<p>Secondary example:</p> <p>Charnise loves to learn new dances with her friends that she sees on social media. She can spend hours over the weekend learning all the steps and perfecting the dances, but her little brother is always wanting to join her. Charnise thinks it is kind of annoying, but her mom explains that her brother is just wanting to spend time with her. Charnise realizes that she spends more time on her phone than she does with her brother and decides that learning the new dances would be something fun they could do together.</p> <ul style="list-style-type: none"> ✓ 2.12.6 Evaluate the impact of technology, such as social media usage, on personal, family, and community health. ✓ SEL Competency — Social Awareness: Perspective taking; Empathy; Respect for others <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

9 Alignment of NHES Performance Indicators to the CASEL Competencies

<p align="center">Standard 2</p> <p align="center"><i>Students analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i></p>	<p align="center">Self-Awareness</p> <p align="center"><i>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.</i></p> <p align="center"><i>The ability to accurately assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.</i></p>
<p align="center"><i>As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases (CASEL, 2020).</i></p>	
<p align="center">PreK–Grade 2</p> <p>✓ 2.2.1 Identify how the family influences personal health practices and behaviors.</p>	<p align="center">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p align="center">Grades 3–5</p> <p>✓ 2.5.1 Describe how the family influences personal health practices and behaviors.</p> <p>✓ 2.5.2 Identify the influence of culture on health practices and behaviors.</p>	<p align="center">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p>Elementary example:</p> <p>Jasmine is a new third grader who is anxious about starting at a new school. Her grandma told her that when she is feeling scared or anxious, she can change how she feels by thinking differently. Instead of dreading starting a new school and making new friends, Jasmine decides that it will be an exciting new adventure where she will meet new people and make new friends.</p> <ul style="list-style-type: none"> ✓ 2.2.1 Identify how the family influences personal health practices and behaviors, <i>such as mental health.</i> ✓ SEL Competency — Self-Awareness: Identifying emotions; Self-confidence <p align="center"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

10 Alignment of NHES Performance Indicators to the CASEL Competencies

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 2.8.1 Examine how the family influences the health of adolescents. ✓ 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p style="text-align: center;">Grades 9–12</p> <ul style="list-style-type: none"> ✓ 2.12.1 Analyze how the family influences the health of individuals. ✓ 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. ✓ 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. ✓ 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. ✓ 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. ✓ 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
<p>Secondary Example:</p> <p>Alex loves to skateboard with their friends. Their parents insist that Alex wear a helmet whenever they are riding, but most of Alex’s friends do not wear their helmets at the skate park. They feel embarrassed being one of the few older kids at the skatepark with a helmet on. Although they would like to skate without a helmet, ultimately, they know that the helmet protects their head from series injuries.</p> <ul style="list-style-type: none"> ✓ 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors, <i>such as wearing a helmet.</i> ✓ SEL Competency — Self-Awareness: Identifying emotions, Self-confidence, Self-efficacy <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

Standard 3	Social Awareness
<i>Students demonstrate the ability to access valid information and products and services to enhance health.</i>	<i>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.</i> <i>The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.</i>
<i>Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and ongoing individual and institutional impacts of systemic racism (CASEL, 2020).</i>	
PreK–Grade 2	Sub-competencies
<ul style="list-style-type: none"> ✓ 3.2.1 Identify trusted adults and professionals who can help promote health. ✓ 3.2.2 Identify ways to locate school and community health helpers. 	<ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
Grades 3–5	Sub-competencies
<ul style="list-style-type: none"> ✓ 3.5.1 Identify characteristics of valid health information, products, and services. ✓ 3.5.2 Locate resources from home, school, and community that provide valid health information. 	<ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
<p>Elementary example:</p> <p>When picking up Joel at a friend’s house, Joel’s mom was very upset to see him hitting baseballs without a helmet. When they got home, Joel and his mom looked through sports magazines to learn why safety equipment is important. Some advertisements were just selling the equipment by making the items look cool, but others explained the safety features. Joel now understands the importance of wearing safety equipment and promised his mom he would bring his own equipment when he’s playing baseball with friends so he will be prepared.</p> <ul style="list-style-type: none"> ✓ 3.5.1 <u>Identify</u>, in advertisements, characteristics of valid health information, products and services. ✓ SEL Competency — Social-Awareness: Perspective taking <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

12 Alignment of NHES Performance Indicators to the CASEL Competencies

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 3.8.2 Access valid health information from home, school, and community. ✓ 3.8.3 Determine the accessibility of products that enhance health. ✓ 3.8.4 Describe situations that may require professional health services. ✓ 3.8.5 Locate valid and reliable health products and services. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others
<p style="text-align: center;">Grades 9–12</p> <ul style="list-style-type: none"> ✓ 3.12.1 Evaluate the validity of health information, products, and services. ✓ 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. ✓ 3.12.4 Determine when professional health services may be required. ✓ 3.12.5 Access valid and reliable health products and services. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Perspective taking ✓ Empathy ✓ Appreciating diversity ✓ Respect for others

Secondary Example:

Daniel lives in a diverse socio-economic community. As the holidays approached, he learned that some children do not receive presents. He wants to participate in the high school toy drive this year and feel good about helping others by buying a toy and donating it to the holiday charity. Daniel is excited to shop for a toy but wants to make sure his selection is safe. In health class, the teacher told him the Consumer Product Safety Commission is an excellent source of information about toy safety. After researching, he learned about a very popular toy that was also safe. Daniel feels good about himself that he will make a 4-year-old very happy (and safe) this holiday season.

- ✓ Standard 3.12.3 Determine the accessibility of *age-appropriate* products and services that enhance *social-emotional* health.
- ✓ SEL Competency — Social-awareness: Perspective taking; Empathy

Examples are adapted from the National Health Education Standards. Additional alignments may be possible.

<p style="text-align: center;">Standard 4</p> <p style="text-align: center;"><i>Students demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></p>	<p style="text-align: center;">Relationship Skills</p> <p style="text-align: center;"><i>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</i></p> <p style="text-align: center;"><i>The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</i></p>
<p style="text-align: center;"><i>Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles (CASEL, 2020).</i></p>	
<p style="text-align: center;">PreK–Grade 2</p> <ul style="list-style-type: none"> ✓ 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. ✓ 4.2.2 Demonstrate listening skills to enhance health. ✓ 4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. ✓ 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social engagement ✓ Relationship building ✓ Teamwork
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. ✓ 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. ✓ 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict. ✓ 4.5.4 Demonstrate how to ask for assistance to enhance personal health. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social engagement ✓ Relationship building ✓ Teamwork
<p>Elementary example:</p> <p>Liam likes to keep his electronics in a certain place, so he always knows where they are. Taylor, Liam’s younger sibling, found Liam’s Xbox remote and hid it because Liam would not play with her. Liam was upset but rather than getting angry with her, said, “When you take the remote, I think I have lost it, and I know mom and dad would get really upset if that happened. I really need for you to return the remote. I will play a game with you if you return it.” Both were happy after resolving the conflict and had a good time playing the game.</p> <ul style="list-style-type: none"> ✓ Standard 4.2.1 <u>Demonstrate</u> healthy ways to express needs, wants, and feelings <i>when experiencing a conflict.</i> ✓ SEL Competency — Relationship skills: Communication, Social engagement, Relationship building, Teamwork <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. ✓ 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. ✓ 4.8.3 Demonstrate effective conflict management or resolution strategies. ✓ 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social engagement ✓ Relationship building ✓ Teamwork
<p style="text-align: center;">Grades 9–12</p> <ul style="list-style-type: none"> ✓ 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 to 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. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social engagement ✓ Relationship building ✓ Teamwork
<p>Secondary example:</p> <p>Antonia and Dylan have been going out for a few months. Dylan wants a more physical relationship with Antonia, but he does not know how to talk to her about it. One evening, while watching a movie at Antonia’s house, he made the move. Antonia went along at first, then as things were moving forward, she jumped away from him and said, “What are you doing?” Dylan responded, “When you didn’t say anything, I thought you were all right with what we were doing.” Antonia exclaimed, “No! I am not all right with what you are doing! Leave!” Dylan was very upset and sorry, but Antonia would not talk to him, answer texts, or calls. Dylan asked their friend, Emily, to arrange a meeting. After listening to Antonia, Dylan recognized that he had not asked for consent from Antonia, and this was both wrong and upsetting for her. Antonia recognized that she wants to have open communication with Dylan about the physical boundaries in their relationship. Both are relieved they were able to communicate about this and have a mutual understanding to wait for a closer, physical relationship.</p> <ul style="list-style-type: none"> ✓ 4.12.2 <u>Demonstrate</u> refusal, negotiation, and collaboration skills to enhance the health of <i>a relationship</i> and avoid or reduce health risks. ✓ SEL Competency — Relationship Skills: Communication, Social engagement, Relationship building, Teamwork <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

<p style="text-align: center;">Standard 5</p> <p style="text-align: center;"><i>Students demonstrate the ability to use decision-making skills to enhance health.</i></p> <p>Note: There are a variety of decision-making models available. Most align with both the National Health Education Standards and the CASEL competency of Responsible Decision-making.</p>	<p style="text-align: center;">Responsible Decision-making</p> <p style="text-align: center;"><i>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.</i></p> <p style="text-align: center;"><i>The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</i></p>
<p style="text-align: center;"><i>Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being, and engage in collective action to form a more just and equitable society (CASEL, 2020).</i></p>	
<p style="text-align: center;">PreK–Grade 2</p> <ul style="list-style-type: none"> ✓ 5.2.1 Identify situations when a health-related decision is needed. ✓ 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying problems ✓ Analyzing situations ✓ Solving problems ✓ Evaluating ✓ Reflecting ✓ Ethical responsibility
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 5.5.1 Identify health-related situations that might require a thoughtful decision. ✓ 5.5.2 Analyze when assistance is needed in making a health-related decision. ✓ 5.5.3 List healthy options to health-related issues or problems. ✓ 5.5.4 Predict the potential outcomes of each option when making a health-related decision. ✓ 5.5.5 Choose a healthy option when making a decision. ✓ 5.5.6 Describe the outcomes of a health-related decision. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Identifying problems ✓ Analyzing situations ✓ Solving problems ✓ Evaluating ✓ Reflecting ✓ Ethical responsibility

Elementary example:

Mrs. Green showed her class a bottle with a printed label and a safety cap that contained a pink liquid. She then showed the class a juice box. She asked the children to identify each bottle and explain the difference between them. She then asked the children if the decision to use the product is one, they can make on their own or if they need to ask an adult for help. Addy identified one bottle as medicine because of the label and the safety cap and the other as an apple juice box. She said that she would not take the medicine without asking her parents, but that her mother says it is all right to drink a juice box when she is thirsty.

- ✓ Standard 5.2.2 Analyze when assistance is needed in making a health-related decision *about taking medicine*.
- ✓ SEL Competency — Responsible decision-making: Identifying problems, Analyzing situations, Solving problems, Evaluating, Reflecting

Examples are adapted from the National Health Education Standards. Additional alignments may be possible.

Grades 6–8

- ✓ 5.8.1 Identify circumstances that can help or hinder healthy decision-making.
- ✓ 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- ✓ 5.8.3 Distinguish when individual or collaborative decision-making is appropriate.
- ✓ 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- ✓ 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- ✓ 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- ✓ 5.8.7 Analyze the outcomes of a health-related decision.

Sub-competencies

- ✓ Identifying problems
- ✓ Analyzing situations
- ✓ Solving problems
- ✓ Evaluating
- ✓ Reflecting
- ✓ Ethical responsibility

Grades 9–12	Sub-competencies
<ul style="list-style-type: none"> ✓ 5.12.1 Examine barriers that can hinder healthy decision-making. ✓ 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. ✓ 5.12.3 Justify when individual or collaborative decision-making is appropriate. ✓ 5.12.4 Generate alternatives to health-related issues or problems. ✓ 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 decisions. ✓ 5.12.7 Evaluate the effectiveness of health-related decisions. 	<ul style="list-style-type: none"> ✓ Identifying problems ✓ Analyzing situations ✓ Solving problems ✓ Evaluating ✓ Reflecting ✓ Ethical responsibility

Secondary example:

Laroux is concerned about their weight. When they look in the mirror, they feel like they look overweight despite exercising before and after school and sometimes using a laxative. Laroux does not like going out to eat with friends because everyone seems to really enjoy the food and the full feeling after eating, but Laroux gets nervous with all that food in their body, excuses themselves, and goes into the restroom to vomit. Lately, they have been suffering from frequent stomachaches. While cleaning their teeth, the dental hygienist found many cavities and less enamel on their teeth. Laroux knows they need the help of a professional and decides to tell their parents so they can get help.

- ✓ 5.8.1-5.8.7 Make a decision *how to seek help for an eating disorder*.
- ✓ SEL Competency — Responsible Decision-making: Identifying problems, Analyzing situations

Examples are adapted from the National Health Education Standards. Additional alignments may be possible.

<p style="text-align: center;">Standard 6</p> <p><i>Students demonstrate the ability to use goal-setting skills to enhance health.</i></p> <p>Note: There are a variety of goal setting models available. Most align with both the National Health Education Standards and the CASEL competency of Self-Management: Goal Setting.</p>	<p style="text-align: center;">Self-Management</p> <p><i>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.</i></p> <p><i>The ability to set and work toward personal and academic goals.</i></p>
<p style="text-align: center;"><i>Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism (CASEL, 2020).</i></p>	
<p style="text-align: center;">Pre-K–Grade 2</p> <ul style="list-style-type: none"> ✓ 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. ✓ 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Impulse control ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Organizational skills
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 6.5.1 Set a personal health goal and track progress toward its achievement. ✓ 6.5.2 Identify resources to assist in achieving a personal health goal. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Impulse control ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Organizational skills
<p>Elementary example:</p> <p>After visiting the dentist, Jermaine knew he must take better care of his teeth. He set a goal to brush and floss his teeth every morning and every evening. To help him remember, he made a chart and left it in the bathroom. He now makes a mark on the chart every time he brushes and flosses and shows it to either mom or dad.</p>	

19 Alignment of NHES Performance Indicators to the CASEL Competencies

- ✓ 6.5.1 Set a personal health goal *to brush and floss in the morning and in the evening*, and track progress toward its achievement.
- ✓ 6.5.2 Identify resources to assist in achieving a personal health goal *of brushing and flossing in the morning and in the evening*.
- ✓ SEL Competency — Self-Management: Self-discipline; Goal setting; Organizational skills

Note: SMART goals encompass the Standard 6 performance indicators and are appropriate to use.

Examples are adapted from the National Health Education Standards. Additional alignments may be possible.

Grades 6–8

- ✓ 6.8.1 Assess personal health practices.
- ✓ 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- ✓ 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- ✓ 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Sub-competencies

- ✓ Impulse control
- ✓ Stress management
- ✓ Self-discipline
- ✓ Self-motivation
- ✓ Goal setting
- ✓ Organizational skills

Grades 9–12

- ✓ 6.12.1 Assess personal health practices and overall health status.
- ✓ 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- ✓ 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- ✓ 6.12.4 Formulate an effective long-term personal health plan.

Sub-competencies

- ✓ Impulse control
- ✓ Stress management
- ✓ Self-discipline
- ✓ Self-motivation
- ✓ Goal setting
- ✓ Organizational skills

Secondary example:

Alan is graduating from high school this spring and wants to set a goal of quitting vaping before the senior celebrations start. He tried to quit cigarettes before but failed. He became grumpy and irritable and did not like how he felt or behaved. He thought vaping would help him quit, but now he is dependent on the nicotine in the vape. To make things more challenging, his friends vape. Over the summer, Alan set the goal of avoiding situations where his friends are vaping and reducing his vaping sessions each day until he is a non-smoker so when he goes to college in the fall, his healthy habit will be established.

- ✓ 6.12.1-6.12.4 Work through a goal setting process *to quit vaping*.
- ✓ SEL Competency — Self-Management: Impulse control; Self-discipline; Goal setting

Note: SMART goals encompass the Standard 6 performance indicators and are appropriate to use.

Examples are adapted from the National Health Education Standards. Additional alignments may be possible.

<p style="text-align: center;">Standard 7</p> <p style="text-align: center;"><i>Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></p>	<p style="text-align: center;">Self-Management</p> <p style="text-align: center;"><i>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.</i></p> <p style="text-align: center;"><i>The ability to set and work toward personal and academic goals.</i></p>
<p style="text-align: center;">PreK–Grade 2</p> <ul style="list-style-type: none"> ✓ 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. ✓ 7.2.2 Demonstrate behaviors that avoid or reduce health risks. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Impulse control ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Organizational skills
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 7.5.1 Identify responsible personal health behaviors. ✓ 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. ✓ 7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Impulse control ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Organizational skills
<p>Elementary example:</p> <p>In health class, Mrs. Palmieri showed everyone how to have good health habits, like washing hands with soap and water for at least 20 seconds to avoid getting sick. Jackson wants to practice good health habits and realizes that he has not been washing his hands appropriately. He commits to using soap and counting to 20 to ensure he is correctly washing every time he uses the restroom and before eating.</p> <ul style="list-style-type: none"> ✓ 7.2.2 <u>Demonstrate</u> behaviors that avoid or reduce health risks <i>such as using health habits.</i> ✓ SEL Competency — Self-Management: Impulse control, Self-discipline <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 7.8.1 Explain the importance of assuming responsibility for personal health behaviors. ✓ 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. ✓ 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Impulse control ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Organizational skills
<p style="text-align: center;">Grades 9–12</p> <ul style="list-style-type: none"> ✓ 7.12.1 Analyze the role of individual responsibility in enhancing health. ✓ 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. ✓ 7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Impulse control ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Organizational skills
<p>Secondary example:</p> <p>Anna is a senior and is stressed out. Anna took on more hours at work is too tired now to do her homework or study for tests. Since being accepted to college, she has let her grades slip and is afraid the college will rescind her acceptance. She has a constant headache and her jaw hurts from grinding her teeth. Anna really wants to learn how to manage her stress before she goes off to college and decides to set some goals to incorporate healthy habits that relieve stress. She signs up for yoga classes to help her relax and asks her boss to reduce her hours at work so she has more time in the evening to complete her schoolwork.</p> <ul style="list-style-type: none"> ✓ Standard 7.12.3 <u>Demonstrate</u> a variety of healthy practices and behaviors, <i>such as stress management</i>, that will maintain or improve the health of self and others. ✓ SEL Competency — Self-Management: Stress management <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

<p style="text-align: center;">Standard 8</p> <p style="text-align: center;"><i>Students demonstrate the ability to advocate for personal, family, and community health.</i></p>	<p style="text-align: center;">Relationship Skills</p> <p style="text-align: center;"><i>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</i></p> <p style="text-align: center;"><i>The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</i></p>
<p style="text-align: center;">PreK–Grade 2</p> <ul style="list-style-type: none"> ✓ 8.2.1 Make requests to promote personal health. ✓ 8.2.2 Encourage peers to make positive health choices. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social Engagement ✓ Relationship building ✓ Teamwork
<p style="text-align: center;">Grades 3–5</p> <ul style="list-style-type: none"> ✓ 8.5.1 Express opinions and give accurate information about health issues. ✓ 8.5.2 Encourage others to make positive health choices. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social Engagement ✓ Relationship building ✓ Teamwork
<p>Elementary example:</p> <p>Dalia and her friends belong to the school health club. The club encourages healthy relationships and promotes positive friendships. Members advocate for different health issues in the school and this year want to encourage their peers to develop healthy relationships. They plan to use the traits of a good friend and benefits of positive friends to write and broadcast a role-play in school that encourages peers to choose friends with positive traits.</p> <ul style="list-style-type: none"> ✓ 8.5.2 <u>Encourage</u> others to make positive health choices <i>by identifying criteria for choosing a friend.</i> ✓ SEL Competency — Relationship Skills: Communication, Social engagement, Relationship building, Teamwork <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

<p style="text-align: center;">Grades 6–8</p> <ul style="list-style-type: none"> ✓ 8.8.1 State a health-enhancing position on a topic and support it with accurate information. ✓ 8.8.2 Demonstrate how to influence and support others to make positive health choices. ✓ 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools. ✓ 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social Engagement ✓ Relationship building ✓ Teamwork
<p style="text-align: center;">Grades 9–12</p> <ul style="list-style-type: none"> ✓ 8.12.1 Use 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. 	<p style="text-align: center;">Sub-competencies</p> <ul style="list-style-type: none"> ✓ Communication ✓ Social Engagement ✓ Relationship building ✓ Teamwork
<p>Secondary example:</p> <p>As an eighth-grade student, Carrie has learned how eating fresh fruits and vegetables can be a great way to keep our bodies healthy. In health class, she also learned from her teacher, Mrs. Farmer, that school gardens can be a fun and engaging way to get kids her age to try new fruits and vegetables. She decides that she wants to advocate to her principal for permission to start a school garden. In her proposal, she also notes that schools that have gardens have recognized an impact on academic achievement and behavior. Along with her health teacher, Carrie works with the math, science, physical education, and art departments to come up with a plan before going to the principal.</p> <ul style="list-style-type: none"> ✓ Standard 8.8.1 <u>State</u> a health enhancing position on a topic, <i>such as the benefits of planting a school vegetable garden and using the food in it to teach healthy weight management in health class</i> and support it with accurate information. ✓ SEL Competency — Self-Management: Communication; Teamwork <p style="text-align: center;"><i>Examples are adapted from the National Health Education Standards. Additional alignments may be possible.</i></p>	

References

- Benes, S.S., & Alperin, H.L. (2016). The essentials of teaching health education: Curriculum, instruction and assessment. Champaign, IL: Human Kinetics.
- Centers for Disease Control and Prevention. (2002). Characteristics of an effective health education curriculum. Retrieved from <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>.
- Collaborative for Academic, Social, and Emotional Learning. (2020). Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School. Retrieved from <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>
- Connolly, Mary (2018) Skills-Based Health Education, second edition. Jones and Bartlett Learning, Burlington, MA.
- Joint Committee on National Health Education Standards. (2007). National Health Education Standards, Second Edition: Achieving Excellence. Washington, D.C.: The American Cancer Society.

Usage Policy and Disclaimer: *This document is copyright-protected material, and as such, SHAPE America allows its use and reproduction in classroom settings only. It cannot be reproduced, posted or distributed without express written [permission](#) from SHAPE America.*