

WISCONSIN STANDARDS FOR  
**Health Education**



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January 2026



**Wisconsin Department of Public Instruction  
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# Foreword

In Fall 2025, I formally adopted the Wisconsin Standards for Health Education. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in health education. The standards are the result of a concerted effort led by Wisconsin educators and partners who shared their expertise in health education and teaching from kindergarten through higher education. The public and the Wisconsin Legislature provided feedback for the writing committee to consider throughout Wisconsin’s academic standards review and revision process.

Health education is an essential part of a comprehensive PK–12 education for all students. It prepares students with the skills and functional health information they need to take meaningful steps to support their health and well-being throughout their lifetime, and to understand health as it relates to the world around them.

The skills and habits of mind developed through health education in Wisconsin schools support the Wisconsin Department of Public Instruction’s vision of engaging learners and creating a better Wisconsin together.

The Wisconsin Standards for Health Education also ensure that:

- Wisconsin students develop confidence and competence to apply health-enhancing skills that promote lifelong wellness
- Wisconsin students demonstrate proven, evidence-based health practices grounded in current research.
- Wisconsin students think critically about health information, products, and services to make informed decisions and advocate for healthy individuals, families, and communities.
- Wisconsin students are prepared for a range of health-related careers and leadership opportunities. The Wisconsin Department of Public Instruction will continue to build on this work by providing resources, professional learning, and implementation supports for the field. I am proud to share the Wisconsin Standards for Health Education, which are designed to promote the skills, knowledge, and engagement necessary for all Wisconsin students to live healthy, successful lives.

Jill K. Underly, PhD  
State Superintendent

# Acknowledgements

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# Purpose

The purpose of this document is to strengthen health education for students and communities across Wisconsin. The Wisconsin Department of Public Instruction (DPI) has developed these standards to assist educators, administrators, and community members in understanding, developing, and implementing high-quality health education programs in school districts statewide.

This publication provides a vision for student success in health education and aligns with *The Guiding Principles for Teaching and Learning* (2011). In brief, these principles are:

- Every student has the right to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.
- Learning is a collaborative responsibility.
- Students bring strengths and experiences to learning
- Responsive environments engage learners.

Health education program leaders and educators will find this guide valuable for making informed decisions related to:

- Program structure and integration within a comprehensive school health program
- Curriculum design and revision to support skills-based instruction
- Staffing and professional development
- Scheduling and equitable access to learning opportunities
- Facility use and learning space organization
- Development of engaging instructional materials and resources
- Resource allocation and program accountability
- Collaboration with other school, district, and community partners to promote student health and well-being

# What Are Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as models. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality educational programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use academic standards as guides for developing local grade-by-grade level curricula. Implementing standards may require some school districts to upgrade school and district curricula. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

## What is the Difference Between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised or adopted by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time and, from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curricula specify the details of day-to-day schooling at the local level.

## Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the legislature, with further review and recommendation regarding adoption by the State Superintendent's Academic Standards Review Council. The state superintendent then determines the adoption of the standards.

## Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with caregivers, community members, and business partners to connect with the most promising practices in the most meaningful contexts. The release of the Wisconsin Standards for Health Education provides a set of important academic standards for school districts to implement. This is connected to a larger vision of engaged learners creating a better Wisconsin together. Academic standards work together with other critical principles and efforts to educate every child to be an engaged learner capable of creating a better Wisconsin together.

Here, the vision and Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

## **Relating the Academic Standards to All Students**

Academic standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to students with individualized education plans (IEPs), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as a foundation for individualized programming decisions for all students.

Academic standards should allow all students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to students with individualized education plans (IEPs), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as a foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals for each student's developmental progress and demonstration of proficiency. Students with IEPs are provided with specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and support matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

## **Connection to DPI Vision and Mission.**

This work is anchored in DPI's current statements:

- **Our Vision:** Engaged learners creating a better Wisconsin together.
- **Our Mission:** To advance equitable, transformative, and sustainable educational experiences that develop learners, schools, libraries, and communities in Wisconsin.

## **Guided by Principles**

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) were drawn from research and provide the touchstone for practices that truly affect the vision of “Engaged learners creating a better Wisconsin together.” When made explicit, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and, most importantly, support our beliefs and expectations for students.

## **Engaging Learners Through Career Readiness**

When educators connect their students' learning to future career opportunities, they begin to engage students in a very personal and powerful way. In addition to career readiness as a strategy to engage learners, it is also a conduit through which every student in Wisconsin, including students with an IEP, can graduate from high school with the knowledge, skills, and

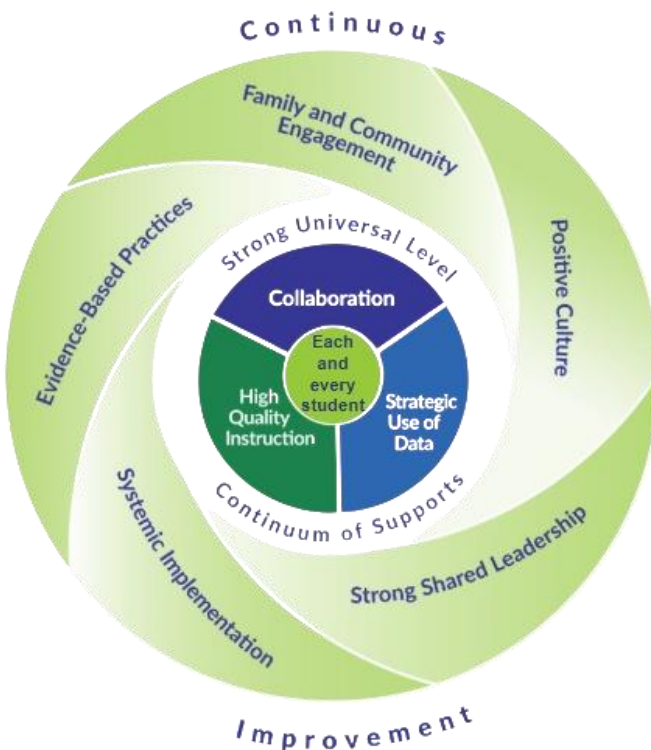
abilities needed to be successful in their chosen career pathway. Regardless of the postsecondary path that a graduate pursues immediately after their K-12 education, we believe in preparing all students to be lifelong learners and acknowledge that one's education and career path are inextricably linked.

The Wisconsin Career Readiness Standards (WCRS) provide the framework for educators to integrate career-readiness skills across all disciplines and at every grade level from K through 12. Because people begin to develop interests and biases at an early age, it is important to start integrating WCRS in elementary grades. By middle school, students may have already developed beliefs about their abilities related to careers. Or they may have formed stereotypes about which careers are appropriate for a particular gender, race, or socioeconomic background. Exposing students to careers and helping them develop skills related to careers when they are young is one way to keep students' minds open to all possibilities.

Implementing the Wisconsin Career Readiness Standards may look different for every teacher, every program, every course, and potentially every unit or lesson. These standards were designed to be naturally and intentionally integrated into other content standards. The [Wisconsin Career Readiness Standards can be found here](#).

## Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing [Wisconsin's Framework for Multi-Level Systems of Supports](#) (2025) means providing equitable services, practices, and resources to every learner based on responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.



## **Connecting to Content: Wisconsin Academic Standards**

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin educators have the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multilevel system of support, the standards can help ensure that engaged learners create a better Wisconsin, together.

# What Is Health Education

## Health Education: A Vital Part of Every Child’s Learning Journey

Health education is a crucial component of a well-rounded education for all students from K through grade 12. High-quality health education programs equip students with knowledge about age-appropriate, contemporary health topics and empower them with the skills needed to take informed action that promotes or restores their health.

Through skills-based, comprehensive health education, students develop into health-literate individuals who are critical thinkers, creative problem solvers, self-directed learners, effective communicators, and ultimately, responsible and engaged citizens. However, these outcomes are only achievable when programs are thoughtfully designed, effectively implemented, and regularly evaluated.

*A quality health education program includes the following key components:*

### Essential Health Information

Delivers age-appropriate, relevant health content that aligns with skill-based standards to support informed decision-making and enhance student health outcomes.

### Exploring Personal Values That Support Healthy Behaviors

Help students identify and reflect on personal, family, and community values, and apply them as a foundation for making choices that support positive health outcomes.

### Understanding Health Norms

Engages students in exploring how society’s and peers’ health-related behaviors, attitudes, and beliefs can influence their own decisions, using strategies that promote critical thinking and self-awareness.

### Developing Health Skills

Creates opportunities for students to learn, practice, and apply essential health information and related skills to real-life, relevant health topics, supporting long-term personal well-being.

### Practicing Healthy Behaviors

Supports students in adopting and maintaining behaviors that promote, protect, and restore health through practical strategies and ongoing reinforcement.

### The Goal: Health Literacy

Effective health education leads to health literacy, the ability to obtain, interpret, and understand basic health information and services, and to apply that knowledge in ways that enhance individual and community well-being.

## Wisconsin Approach to Standards for Health Education

The *Wisconsin Standards for Health Education* reflect and expand upon the National Health Education Standards (NHES) (2024) and Wisconsin's Model Academic Standards for Health Education (2011). These standards have been extensively used across the state and nation and served as models for schools and institutions of higher education in Wisconsin. The *Wisconsin Standards for Health Education* include the following components:

- Broad statements of essential skills, knowledge, behavior, and attitudes for students K–12. These are identified as Standards 1 through 8.
- A narrative description of the standard as it applies to K–12 students in Wisconsin.
- Performance Indicators for each standard by grade band describing the specific aspects of the standard to be developed. These can be used to guide curriculum development.
- Examples of specific skills or knowledge for each focus area. Referred to as a learning continuum, these can be used to guide assessment.

Taken together, these components provide consistent, developmental guidance for curriculum, instruction, and assessment in PK–12 health education.

Appendices include a Wisconsin Wellness Wheel as well as a glossary, and a description of skills-based health.

## Understanding the Importance of Health Education Standards in Wisconsin

The Wisconsin Standards for Health Education (WSHE) provide a critical framework that promotes consistency and quality in school health education. Much like standards in other content areas, these standards are used by teachers, administrators, and policymakers to guide curriculum development, select appropriate instructional materials, allocate resources, and assess student progress and achievement.

The content below shows how the WSHE connects to a local school district's health education curriculum, instruction, and student engagement. Each component plays an essential role in ensuring that students gain the knowledge and skills they need to lead healthy lives.

- Broad, overarching learning goals that define what students should know, understand, and be able to do over a specified grade band.
- Include: description, learning priorities, and performance indicators, organized by grade spans (K–12).

### Curriculum

- A structured and sequenced plan of standards-based instructional units designed to improve student learning outcomes.
- Informed by local data to prioritize relevant health topics that reflect community needs, state mandates, and local laws.

### Instruction

- Implementation of the curriculum through learning experiences that are relevant, inclusive, and developmentally appropriate.

- Designed to meet the diverse needs of students and foster the application of health-related skills in real-life settings.

### Student Engagement

- Learning is framed through the student’s perspective, emphasizing ownership and active participation.
- Includes: opportunities for students to engage with content in multiple modalities, helping them internalize concepts and develop lifelong health habits.

By aligning local efforts with the Wisconsin Standards for Health Education, Wisconsin schools can provide high-quality, equitable, and skills-based health education that supports all students’ well-being and academic success.

## How Educators Ensure All Health Education Skills Are Effectively Addressed

Seven of the eight Wisconsin Standards for Health Education focus on skills that are essential for students to develop health literacy. To ensure these skills are effectively integrated into instruction, educators must take a strategic approach to curriculum planning.

Educators should first map how each skill will be taught across the health curriculum and determine which skills best align with key health topics such as nutrition, physical activity, mental and emotional health, personal health, consumer health, environmental health, and substance use prevention (alcohol, tobacco, and other drugs).

Rather than attempting to teach every skill within every content area, it is more effective to teach fewer skills in greater depth. Some skills are foundational—such as accessing valid health information and analyzing influences—and serve as a basis for more advanced skills like decision-making and goal setting. Higher-order skills such as interpersonal communication, self-management, and advocacy are often built upon this foundation. Educators may select a broad range of skills for the curriculum and focus on a smaller, developmentally appropriate set for each unit.

Districts are encouraged to ensure vertical and horizontal alignment of skills-based instruction across grade levels and courses, including health education, physical education, family and consumer sciences, and other health-related instruction. This helps reinforce learning and promote consistency.

Once skills and essential content have been identified, educators can design or choose instructional activities that align with these goals. Effective skill-building units include the following components:

- **Engage Students in Learning:** Establish relevance, assess prior knowledge, and activate students' interest.
- **Introducing or Review Key Skills:** Preview the skills being taught and review related assessments to ensure alignment.
- **Provide Opportunities for Practice:** Allow students repeated, meaningful practice of skills in a variety of real-life contexts. Skills may be taught in combination—for example, decision making can lead to the need for effective communication or advocacy.
- **Involve Families and Caregivers:** Include activities that encourage communication

between students and trusted adults.

- **Assess Student Skill Attainment:** Evaluate students' ability to apply health knowledge and demonstrate skills in authentic ways. By thoughtfully selecting, sequencing, and assessing skill-based instruction, educators can ensure that students not only gain health knowledge but also develop the competencies needed to lead healthy, informed lives.

## **Coding System**

When using this document in curriculum development, one can use a coding system that specifies the standard, the learning priority, the focus area, and the learning continuum strategies. The coding system is as follows:

HE = Content

S1 = Standard (there are eight standards)

e1 = Learning Priority (e = K-2, i = 3-5, m = 6-8, h = 9-12)

1, 2, 3 = Grade-level Performance Indicator

# Health Education Standards

## Standard 1: Use functional health information to support health and well-being of self and others.

### Description

The acquisition and application of functional health information provide a foundation for promoting health and well-being. This standard includes essential concepts based on established theories and models of health behavior and health promotion, focusing on both risk and protective factors that support overall wellness. Concepts such as health literacy, health promotion, health equity, social determinants of health, well-being, and health outcomes within individual, interpersonal, community, societal, and environmental contexts are emphasized. Functional information is applied through health-related skills, including analyzing influences, accessing resources, interpersonal communication, decision-making, goal setting, engaging in health practices, and advocacy.

Wisconsin State Statutes and policies require specific health topics to be taught. Refer to the Appendices or the Wisconsin DPI Health page to determine what the required health topics are. By incorporating these legal and educational guidelines, this health education standard will empower students with the knowledge and skills necessary to enhance their well-being and contribute to healthier communities.

### Standard 1 Performance Indicators by Grade Band

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S1.a: Strengths, assets, and protective factors.	HE.S1.e1 Identify strengths and assets that support health and well-being.	HE.S1.i1 Explain how to build upon strengths and assets to support health and well-being.	HE.S1.m1 Identify ways to build upon strengths and assets to support individual and collective health and well-being.	HE.S1.h1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.
HE.S1.b: Dimensions of wellness.	HE.S1.e2 Identify dimensions of wellness.	HE.S1.i2 Describe health-promoting behaviors for the dimensions of wellness.	HE.S1.m2 Analyze how practices and behaviors support a variety of dimensions of wellness.	HE.S1.h2 Analyze the relationships between various dimensions of wellness as related to health outcomes.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S1.c: Risk reduction and health-promoting behaviors.	HE.S1.e3 Identify ways to prevent or reduce risks for illnesses and injuries.	HE.S1.i3 Explain ways to prevent or reduce risks for illnesses and injuries.	HE.S1.m3 Analyze behaviors that reduce or prevent illnesses and injuries.	HE.S1.h3 Evaluate behaviors that reduce or prevent illnesses and injuries.
	HE.S1.e4 Describe health-promoting behaviors.	HE.S1.i4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions.	HE.S1.m4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	HE.S1.h4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.
HE.S1.d: Health literacy, environment, and access to care.	HE.S1.e5 Explain the importance of health and well-being.	HE.S1.i5 Examine how health literacy supports health and well-being.	HE.S1.m5 Analyze connections between health literacy and health outcomes.	HE.S1.h5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.
	HE.S1.e6 Identify how the environment affects personal and community health.	HE.S1.i6 Examine how the environment affects personal and community health.	HE.S1.m6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.	HE.S1.h6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.
	HE.S1.e7 Explain when it is important to seek health care.	HE.S1.i7 Explain when and why it is important to seek health care.	HE.S1.m7 Explain how health care promotes personal health.	HE.S1.h7 Analyze the relationship between access to health care and overall health and well-being.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
				HE.S1.h8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.
				HE.S1.h9 Analyze the benefits of and barriers to practicing a variety of health behaviors

## Standard 2: Analyze influences that affect health and well-being of self and others.

### Description:

Health and well-being are affected by many, diverse influences within individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include but are not limited to: personal values and beliefs, perceived and social norms, family, peers, schools, communities, culture, media and technology, policies, and the environment. This standard recognizes that the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to actively identify and use skills to recognize the types of influences, analyze the role of influences across a variety of wellness dimensions, in order to respond and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health equity, which can strengthen the use of other health skills, such as accessing information and advocacy.

### Standard 2 Performance Indicators by Grade Band

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S2.a: Identify and analyze influences.	HE.S2.e1 Identify various influences that affect health and well-being.	HE.S2.i1 Explain how various influences affect health and well-being.	HE.S2.m1 Analyze the interrelationships between various influences on health and well-being.	HE.S2.h1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.
HE.S2.b: Equity and differences in influence.	HE.S2.e2 Describe the ways various influences affect the health and well-being of self and others.	HE.S2.i2 Determine the ways various influences affect the health and well-being of self and others.	HE.S2.m2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.	HE.S2.h2 Evaluate how individual, interpersonal, community, societal, and environmental factors influence health behaviors, health outcomes, and health equity.
HE.S2.c: Respond to and manage influences.		HE.S2.i3 Explain how influences affect the health and well-being of people and communities in different ways.	HE.S2.m3 Analyze how various influences affect the health and well-being of people and communities in different ways.	HE.S2.h3 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
		HE.S2.i4 Use strategies and resources in order to respond and manage influences that impact health and well-being.	HE.S2.m4 Apply strategies and resources in order to respond and manage influences that impact health and well-being.	HE.S2.h4 Formulate strategies in order to respond and manage influences that impact health and well-being.
				HE.S2.h5 Use resources to manage influences that impact health and well-being.

**Standard 3: Access valid and reliable resources to support health and well-being of self and others.**

**Description:**

Access to valid and reliable health information, products, services, and resources is essential for promoting well-being, preventing and managing health issues, and supporting individual and community health. This standard highlights the importance of finding and evaluating reliable resources while addressing misinformation in both digital and face-to-face settings. As media and technology shape how we learn and connect, students are encouraged to think critically about media messages and resources, assessing their credibility and impact on health and well-being.

**Standard 3 Performance Indicators by Grade Band**

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S3.a: Trusted adults, helpers, and help-seeking.	HE.S3.e1 Identify characteristics of trusted adults and other individuals who support health and well-being.	HE.S3.i1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	HE.S3.m1 Describe situations that may require support from trusted adults, other individuals, and health professionals.	HE.S3.h1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
	HE.S3.e2 Demonstrate when and how to seek help from others at home, at school, or in the community.	HE.S3.i2 Demonstrate when and how to seek help from others at home, school or in the community.	HE.S3.m2 Demonstrate when and how to seek help from others at home, school or in the community.	HE.S3.h2 Demonstrate when and how to seek help from others at home, school or in the community.
HE.S3.b: Locate and access resources across settings.	HE.S3.e3 Locate school and community health helpers.	HE.S3.i3 Locate home, school, and community resources to support health and well-being.	HE.S3.m3 Locate home, school, community, and digital resources to support health and well-being.	HE.S3.h3 Locate home, school, community, and digital resources to support health and well-being.
HE.S3.c: Evaluate validity/reliability and manage mis/disinformation.		HE.S3.i4 Determine the validity and reliability of health information, products, services, and other resources.	HE.S3.m4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	HE.S3.h4 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
			HE.S3.m5 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.	HE.S3.h5 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.
		HE.S3.i6 Explain how misinformation and disinformation	HE.S3.m6 Apply strategies to respond and manage misinformation	HE.S3.h6 Apply strategies to respond and manage misinformation

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
		affect health and well-being.	and disinformation.	and disinformation.
			HE.S3.m7 Access valid and reliable sources of health information, products, services, and other resources.	HE.S3.h7 Use valid and reliable sources of health information, products, services, and other resources.

**Standard 4: Use effective interpersonal communication skills to support health and well-being of self and others.**

**Description:**

Effective communication promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages, and manage conflict. Developing non-violent communication skills helps individuals to see how they communicate and the ways in which their communication affects those around them.

**Standard 4 Performance Indicators by Grade Band**

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S4.a: Express needs, listen, and communicate appropriately.	HE.S4.e1 Identify thoughts, feelings, wants, and needs to support the health and well-being of self and others.	HE.S4.i1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others.	HE.S4.m1 Use effective communication skills across various modes of communication to support health and well-being of self and others.	HE.S4.h1 Create effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.
	HE.S4.e2 Describe effective	HE.S4.i2 Practice effective communication	HE.S4.m2 Analyze necessary	HE.S4.h2 Apply necessary communication

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
	communication skills in a variety of situations.	skills in a variety of situations.	communication skills and strategies for a variety of interpersonal contexts.	skills and strategies for a variety of interpersonal contexts.
	HE.S4.e3 Explain appropriate communication across various modes of communication and media.	HE.S4.i3 Explain appropriate and inappropriate communication across a variety of modes of communication and media formats.	HE.S4.m3 Analyze appropriate and inappropriate communication across a variety of modes of communication and media formats.	HE.S4.h3 Apply appropriate and inappropriate communication across a variety of modes of communication and media formats.
	HE.S4.e4 Use active listening skills in a variety of situations.	HE.S4.i4 Use active listening skills and strategies in a variety of situations.	HE.S4.m4 Apply active listening skills and strategies in a variety of interpersonal contexts.	HE.S4.h4 Apply active listening skills and strategies in a variety of interpersonal contexts.
HE.S4.b: Safety communication, boundaries, refusal skills, and empathy.	HE.S4.e5 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	HE.S4.i5 Use effective communication skills and strategies to tell a trusted adult if you or someone else is threatened or harmed.	HE.S4.m5 Use effective communication skills and strategies to tell a trusted adult if you or someone else is threatened or harmed.	HE.S4.h5 Use effective communication skills and strategies to tell a trusted adult if you or someone else is threatened or harmed.
	HE.S4.e6 Recognize ways to communicate and respect the boundaries of self and others.	HE.S4.i6 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	HE.S4.m6 Demonstrate ways to communicate boundaries for a variety of situations.	HE.S4.h6 Apply effective communication skills related to communicating boundaries, in a variety of situations.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
	HE.S4.e7 Demonstrate ways to show kindness and compassion.	HE.S4.i7 Demonstrate effective ways to communicate with kindness and compassion.	HE.S4.m7 Demonstrate effective ways to communicate empathy and compassion.	HE.S4.h7 Communicate with empathy and compassion.
	HE.S4.e8 Demonstrate how to ask for and respond to consent.	HE.S4.i8 Demonstrate how to ask for and respond to consent.	HE.S4.m8 Demonstrate ways to communicate consent for a variety of situations.	HE.S4.h8 Apply effective communication skills related to expressing consent and removing consent in a variety of situations.
		HE.S4.i9 Demonstrate refusal skills to use in a variety of situations.	HE.S4.m9 Analyze a variety of refusal skills and strategies in a variety of situations.	HE.S4.h9 Analyze a variety of refusal skills and strategies and interpret their effectiveness in a variety of situations.
HE.S4.c: Conflict resolution, empathy, and perspective-taking.		HE.S4.i10 Demonstrate strategies to prevent, manage, or resolve conflict.	HE.S4.m10 Analyze a variety of non-violent conflict resolution skills and strategies and their effectiveness to prevent, manage, or resolve conflict.	HE.S4.h10 Analyze a variety of non-violent conflict resolution skills and their effectiveness in a variety of situations.
	HE.S4.e11 Demonstrate how to ask for assistance to support the health of self and others.	HE.S4.i11 Demonstrate how to ask for and offer assistance to support the health of self and others.	HE.S4.m11 Demonstrate how to ask for and offer assistance to support the health of self and others.	HE.S4.h11 Use various communication strategies to seek and offer support and assistance.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
	HE.S4.e12 Identify strategies to communicate with people who think or feel differently.	HE.S4.i12 Identify effective strategies to communicate with people who think or feel differently.	HE.S4.m12 Demonstrate effective strategies to communicate with others with different perspectives and values.	HE.S4.h12 Adapt strategies to communicate with others with different perspectives and values in various contexts.
HE.S4.d: Collaboration and negotiation.		HE.S4.i13 Identify effective collaboration skills in a variety of situations.	HE.S4.m13 Analyze effective collaboration skills in a variety of situations.	HE.S4.h13 Apply collaboration skills in a variety of situations.
		HE.S4.i14 Identify effective negotiation skills in a variety of situations.	HE.S4.m14 Analyze effective negotiation skills in a variety of situations.	HE.S4.h14 Apply negotiation skills in a variety of situations.

**Standard 5: Use a decision-making process to support health and well-being of self and others.**

**Description:**

Effective decision-making is needed to identify, adopt, and maintain health-promoting behaviors. This standard includes skills and steps integral to the process of effective decision-making to support health and well-being. The decision-making process enables collaboration to improve quality of life within individual, interpersonal, community, societal, and environmental contexts.

**Standard 5 Performance Indicators by Grade Band**

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S5.a: Recognize decisions and use a process/model.	HE.S5.e1 Identify when a health-related decision is needed to maintain or improve health and well-being.	HE.S5.i1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.	HE.S5.m1 Explain how the use of a decision-making process affects health and well-being.	HE.S5.h1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
	HE.S5.e2 Recognize when help is needed for a health-related decision.	HE.S5.i2 Determine whether assistance or collaboration is needed in making a health-related decision.	HE.S5.m2 Determine when health-related situations require the application of a thoughtful decision-making process.	HE.S5.h2 Analyze when and why health-related situations require the application of a thoughtful decision-making process.
HE.S5.b: Compare options and outcomes.	HE.S5.e3 Describe options and potential outcomes for a health-related decision.	HE.S5.i3 Compare and contrast options and potential outcomes for a health-related decision.	HE.S5.m3 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.	HE.S5.h3 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.
HE.S5.c: Make, implement, and evaluate decisions.	HE.S5.e4 Choose an option that supports health and well-being.	HE.S5.i4 Choose a health-promoting option when making a decision.	HE.S5.m4 Make a health-related decision to maintain or improve health or and well-being.	HE.S5.h4 Make a health-related decision and develop a plan of action to implement that decision.
		HE.S5.i5 Reflect on the results of a health-related decision on self and others.	HE.S5.m5 Evaluate the results of a health-related decision on self and others.	HE.S5.h5 Evaluate the effectiveness of health-related decisions.
		HE.S5.i6 Select an individual, supported, or collaborative decision-making model to maintain or improve health and well-being.	HE.S5.m6 Use an individual, supported, or collaborative decision-making model to maintain or improve health and well-being.	HE.S5.h6 Apply an appropriate individual, supported, or collaborative decision-making model to maintain or improve health and well-being.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
			<p>HE.S5.m7 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.</p>	<p>HE.S5.h7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.</p>
				<p>HE.S5.h8 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, and societal, and environmental levels.</p>

## Standard 6: Use a goal-setting process to support health and well-being of self and others.

### Description:

Goal-setting is a process to support short- and long-term health and well-being goals. In addition to achieving a goal, a goal-setting process includes using practices, habits, and routines in daily life. This standard includes the processes needed to plan, reach, and reflect on health goals. Setting goals is a flexible process and considers personal and social factors affecting health and well-being. Goal-setting supports aspirations and future planning for health and well-being within individual, interpersonal, community, societal, and environmental contexts.

### Standard 6 Performance Indicators by Grade Band

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S6.a: Identify behaviors and set goals.	HE.S6.e1 Identify health behaviors.	HE.S6.i1 Determine a health behavior to change or reinforce.	HE.S6.m1 Assess personal health and well-being to identify focus areas for goal-setting.	HE.S6.h1 Assess personal health, well-being, and factors for engaging in a goal-setting process.
	HE.S6.e2 Identify a goal that supports health and well-being.	HE.S6.i2 Set a goal and explain how the goal supports health and well-being.	HE.S6.m2 Develop a goal and explain how it supports health and well-being.	HE.S6.h2 Develop a goal and analyze how it supports health and well-being.
HE.S6.b: Supports/barriers, planning, and resources.	HE.S6.e3 Determine who can help when assistance is needed to achieve a health-related goal.	HE.S6.i3 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being.	HE.S6.m3 Analyze when individual, supported, or collaborative goal-setting is appropriate.	HE.S6.h3 Use an individual, supported, or collaborative goal-setting process as appropriate.
		HE.S6.i4 Identify supports and barriers that affect progress toward attaining a health-related goal.	HE.S6.m4 Develop a plan that addresses supports and barriers to attaining a health-related goal.	HE.S6.h4 Implement a plan that addresses supports and barriers to attaining a health-related goal.
	HE.S6.e5 Describe actions that support reaching a	HE.S6.i5 Develop a plan that includes actions, resources, and progress-tracking	HE.S6.m5 Implement a plan that includes actions, resources, and progress-	HE.S6.h5 Implement a plan that includes actions, resources, and progress-

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
	health-related goal.	toward attaining a health-related goal.	tracking toward attaining a health-related goal.	tracking toward attaining a health-related goal.
HE.S6.c: Take action, monitor, and reflect.	HE.S6.e6 Take action to achieve a health-related goal.	HE.S6.i6 Track progress toward attaining a health-related goal.	HE.S6.m6 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.	HE.S6.h6 Monitor progress and adjust the goal or plan as appropriate.
	HE.S6.e7 Reflect on the results of goal-setting.	HE.S6.i7 Reflect on the goal-setting process and outcomes.	HE.S6.m7 Examine the goal-setting process and outcomes on health and well-being.	HE.S6.h7 Evaluate the goal-setting process and outcomes on health and well-being.

**Standard 7: Demonstrate practices and behaviors that may combine multiple health standards to support health and well-being of self and others.**

**Description:**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by leveraging self-awareness, adaptability, and technology, recognizing that health and well-being in real life are shaped by daily choices that require the integrated use of multiple health skills rather than isolated actions. Whether navigating stress, avoiding substance use, seeking help for a friend, or building a healthy sleep routine, students must analyze influences, access reliable information and services, communicate effectively, make decisions, set goals, self-manage, and at times advocate for themselves and others. Standard 7 makes this action-oriented, transferable use of skills visible and accessible by emphasizing the shift from knowing about health to doing health through authentic practices that promote both personal and collective well-being.

**Standard 7 Performance Indicators by Grade Band**

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S7.a: Practices/behaviors and supports/barriers.	HE.S7.e1 Identify practices and behaviors that support health and well-being of self and others.	HE.S7.i1 Examine practices and behaviors that support health and well-being of self and others.	HE.S7.m1 Analyze supports and barriers to health-related practices and behaviors.	HE.S7.h1 Evaluate supports and barriers to engaging in health-related practices and behaviors.
	HE.S7.e2 Demonstrate practices and behaviors that support health and well-being of self and others.	HE.S7.i2 Demonstrate practices and behaviors that support health and well-being of self and others.	HE.S7.m2 Analyze practices, behaviors, and health data that support personal and community health and well-being.	HE.S7.h2 Evaluate practices, behaviors, health data, and other factors supporting individual and collective health and well-being.
			HE.S7.m3 Demonstrate a variety of practices and behaviors supporting individual and	HE.S7.h3 Adapt practices and behaviors to support individual and collective health and well-being.

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
			collective health and well-being.	
HE.S7.b: Coping, reflection, and resilience.	HE.S7.e4 Identify coping strategies to reduce risky behaviors.	HE.S7.i4 Apply coping strategies to reduce risky behaviors.	HE.S7.m4 Apply coping strategies to reduce risky behaviors.	HE.S7.h4 Evaluate coping strategies to reduce risky behaviors.
	HE.S7.e5 Create a personal resilience toolkit that supports individual health and well-being.	HE.S7.i5 Create a personal resilience toolkit that supports individual health and well-being.	HE.S7.m5 Create a personal resilience toolkit that supports individual and collective health and well-being.	HE.S7.h5 Create a personal resilience toolkit that supports individual and collective health and well-being.
			HE.S7.m6 Use reflection to respond with resilience to complex health challenges.	HE.S7.h6 Use reflection and adaptive thinking to respond with resilience to complex health challenges.

## Standard 8: Advocate to promote health and well-being of self and others.

### Description:

Advocacy skills are critical for promoting health and well-being within individual, interpersonal, community, societal, and environmental contexts. This standard helps learners develop and apply skills and strategies to increase agency and advocacy for self and others. Practicing advocacy helps students be informed, civic-minded members of their community, who are inclusive of individual, cultural, historical, and other differences.

### Standard 8 Performance Indicators by Grade Band

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
HE.S8.a: Self-advocacy and supporting others.	HE.S8.e1 Make requests to support personal health and well-being.	HE.S8.i1 Recognize situations in which advocacy supports the health and well-being of self and others.	HE.S8.m1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.	HE.S8.h1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
	HE.S8.e2 Identify a variety of ways to support others in making health-promoting behaviors.	HE.S8.i2 Explain how collaboration and communication support advocacy.	HE.S8.m2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.	HE.S8.h2 Advocate for health issues either collaboratively or individually to promote health and well-being.
	HE.S8.e3 Encourage others to make health-promoting choices.	HE.S8.i3 Identify advocacy skills and strategies to support health and well-being.	HE.S8.m3 Adapt advocacy skills and strategies for a variety of audiences and contexts.	HE.S8.h3 Customize advocacy skills and strategies for varying audiences and contexts.
		HE.S8.i4 Demonstrate how to advocate for health and well-being.	HE.S8.m4 Demonstrate self-advocacy skills and strategies to promote health and well-being.	HE.S8.h4 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal,

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
				community, societal, and environmental levels.
HE.S8.b: Collaboration, audience, and evaluating impact.			HE.S8.m5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being.	HE.S8.h5 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.
				HE.S8.h6 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.

# Wisconsin State Statutes and Policies Required Specific Health Topics

- [Wisconsin Statute 118.076 - Lifesaving Skills Instruction \(CPR/CCR/AED\)](#)
- [Suicide Prevention and Intervention - Laws and Model Notice](#)
- [Shaken Baby Syndrome](#)

If your district teaches Human Growth and Development (HGD)

- [Wisconsin Statute 118.019 - Human Growth and Development Instruction](#)
- [2021 WISCONSIN ACT 90: Relinquishment of a Newborn](#)

# Disciplinary Literacy

Disciplinary literacy in health education focuses on the specific ways students read, write, think, speak, and listen within the context of health-related concepts, decision-making, and other health skills. In Wisconsin, the 2024 Health Education Standards emphasize that literacy is not separate from skills-based health instruction, it is embedded in how students analyze health information, communicate effectively, and apply knowledge to real-world situations. Students learn to evaluate the credibility of resources, interpret data on health trends, engage in meaningful discussions about personal and community well-being, and use discipline-specific vocabulary to express their ideas clearly. These practices mirror the expectations outlined in DPI's Disciplinary Literacy resources and the Wisconsin Comprehensive Literacy Plan, reinforcing that literacy is a shared responsibility across all content areas.

Health education offers authentic and relevant contexts for building strong disciplinary literacy skills. Whether students are examining brain health, understanding mental and emotional well-being, exploring substance use prevention, or learning about nutrition, they actively engage in the kinds of thinking and communication that define the discipline. They practice reflective writing, collaborate in discussions that build speaking and listening skills, analyze complex informational texts, and apply critical thinking to make informed health decisions. Through these experiences, students not only expand their health knowledge but also strengthen the literacy skills that support lifelong learning, informed decision-making, and overall well-being.

# Glossary

## Accessibility

The ease with which individuals can obtain and use health information, products, services, or resources, including considerations for cost, transportation, technology, language, and cultural relevance.

Alignment: S3.h1, S3.h2, S3.h3, S3.m2, S3.m4

## Active Listening

A communication skill involving full attention to the speaker, showing understanding through verbal and nonverbal feedback, and asking clarifying questions.

Alignment: S4.i3, S4.m2, S4.m3, S4.h2

## Adaptability

The ability to adjust thoughts, behaviors, and actions in response to changing circumstances or challenges.

Alignment: S7.m4, S7.h3, S7.h4, S7.h5

## Advocacy

The act of speaking, writing, or acting in support of a cause, policy, or action to improve health and well-being for self and others.

Alignment: S8.i1, S8.m1, S8.h1, S8.h2, S8.h5, S8.h6

## Analysis (Analyze)

A cognitive skill involving examining relationships, patterns, and connections among factors to draw informed conclusions.

Alignment: S1.m2, S1.h2, S2.m1, S2.h1, S5.m4, S5.h4, S7.h1, S7.h2

## Assets (Strengths)

Personal qualities, skills, relationships, and resources that promote health and well-being.

Alignment: S1.e1, S1.i1, S1.m1, S1.h1

## Barriers

Factors that hinder or prevent individuals or communities from engaging in health-promoting behaviors or accessing health resources.

Alignment: S3.m2, S3.h2, S5.m5, S5.h7, S7.m1, S7.h1

## Boundaries

Personal limits regarding physical, emotional, and digital interactions that protect well-being and

respect others.

Alignment: S4.i5, S4.m4, S4.h4, S4.e6

## **Collaboration**

Working together with others to achieve a shared health-related goal, often involving shared decision-making and communication.

Alignment: S4.m7, S4.h7, S8.i2, S8.h7

## **Communication Skills**

The process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose

Pause, Reflect, Share, Listen, Consider

Alignment: S4

## **Community Health**

The health status and well-being of a defined group of people, influenced by social, environmental, and economic factors.

Alignment: S1.m6, S1.h6, S2.h3, S3.h1

## **Conflict Resolution**

A process and set of strategies used to address disagreements in a respectful, non-violent manner.

Alignment: S4.m6, S4.h6, S4.i7

## **Consent**

Clear, voluntary agreement to participate in an activity or interaction, which can be given, withdrawn, or refused at any time.

Alignment: S4.e8, S4.m4, S4.h4

## **Coping Strategies**

Thoughts and actions used to manage stress, emotions, or challenging situations in healthy ways.

Alignment: S7.i4, S7.m6, S7.h6

## **Critical Thinking**

Purposeful, reflective reasoning is used to analyze information, make decisions, and solve problems related to health.

Alignment: S5.m4, S5.h4, S6.m5, S6.h5

## **Cultural Wellness**

Appreciating and respecting cultural diversity, heritage, and shared human values.

Alignment: Wellness Wheel

## **Digital Wellness**

Using technology mindfully and responsibly to support well-being, maintain healthy boundaries, and balance online and offline life.

Alignment: S3 and Wellness Wheel

## **Decision-Making Process**

A structured series of steps used to choose actions that support health and well-being, often including identifying the problem, considering options, evaluating outcomes, and reflecting on results.

Alignment: S5.e1–S5.h8 (all performance indicators in Standard 5)

## **Dimensions of Wellness**

A variety of interdependent health-related categories that affect overall health and well-being. Dimensions may include cultural, emotional, environmental, financial, intellectual, occupational, physical, sexual, social, and spiritual. (SHAPE)

Alignment: S1.e2, S1.i2, S1.m2, S1.h2

## **Disinformation**

False health-related information that is intentionally created and shared to mislead people.

Alignment: S3.i4, S3.m5, S3.h5

## **Emotional Wellness**

Understanding and managing emotions, coping with stress, and fostering resilience.

Alignment: Wellness Wheel

## **Empathy**

The ability to understand and share the feelings and perspectives of others and respond in a supportive way.

Alignment: S4.m10, S4.h10, S4.i8

## **Environmental Factors**

Physical, social, and economic conditions in which people live, learn, work, and play that influence health and well-being.

Alignment: S1.e6, S1.i6, S1.m6, S1.h6, S2.m2, S2.h2

## **Equity (Health Equity)**

Ensuring that everyone has a fair and just opportunity to attain their highest level of health, which may require removing barriers such as poverty, discrimination, and lack of access to resources.

Alignment: S2.m2, S2.h2, S2.h3

## **Evaluation (Evaluate)**

A process of assessing the quality, effectiveness, or impact of an action, strategy, or resource.

Alignment: S1.h3, S1.h4, S5.h8, S8.m5, S8.h6

## **Financial Wellness**

Managing financial resources to meet current and future needs responsibly.

Alignment: Wellness Wheel

## **Functional Health Information**

Accurate, relevant, and practical knowledge that can be applied to make informed health decisions and take action for well-being.

Alignment: S1 (all performance indicators), S3.m3, S3.h3

## **Goal-Setting Process**

A series of steps to identify, plan, and achieve personal or collective objectives that support health and well-being.

Alignment: S6.e1–S6.h6 (all performance indicators in Standard 6)

## **Health Behaviors**

The actions, beliefs, and habits of individuals relate to maintaining, restoring, and improving their health. These behaviors can include:

- Positive health behaviors: Actions that promote health and well-being, such as eating a healthy diet, exercising regularly, getting enough sleep, and avoiding smoking.
- Negative health behaviors: Actions that increase the risk of health problems, such as consuming excessive alcohol, using drugs, and not following medical advice.
- Health behaviors can be influenced by a variety of factors, including personal beliefs, social norms, cultural values, and access to healthcare. They can also have a significant impact on an individual's overall health and quality of life.

Alignment: S1.h8, S7

## **Health Literacy**

The ability to find, understand, evaluate, and use health information to make informed decisions for oneself and others.

Alignment: S1.i5, S1.m5, S1.h5

## **Health Outcomes**

Changes in individual or community health status result from specific actions, policies, or conditions.

The measurable results or effects of healthcare interventions, treatments, or programs on an individual's or population's health status. They encompass a broad range of factors, including:

- Physical health: Conditions such as disease incidence, mortality rates, and functional status.
- Mental health: Well-being, depression, anxiety, and quality of life.
- Social health: Access to healthcare, social support, and community engagement.
- Economic health: Healthcare costs, productivity, and employment status.

Measured at various levels, from individual patients to entire populations. They are used to evaluate the effectiveness of healthcare interventions, track progress, identify areas for improvement, and inform healthcare policies.

Alignment: S1.h2, S2.h2, S3.h3

## **Health Promotion**

Strategies and actions designed to improve health, prevent illness, and enhance quality of life.

Alignment: S1.h4, S7.i1, S8.i2

## **Influences (Internal and External)**

Factors that affect health behaviors, including personal beliefs, culture, media, technology, peers, family, policies, and environment.

Alignment: S2.e1, S2.i1, S2.m1, S2.h1

## **Intellectual Wellness**

Engaging in lifelong learning, critical thinking, and problem-solving to expand knowledge and skills.

Alignment: Wellness Wheel

## **Interpersonal Communication**

The exchange of information, feelings, and meaning between two or more people through verbal and nonverbal methods.

Alignment: S4.e1–S4.h10 (all performance indicators in Standard 4)

## **Interpersonal Wellness**

Building and maintaining healthy, supportive relationships with others.

Alignment: Wellness Wheel, S4, S7

## **Manage**

A more proactive and ongoing approach, indicating the ability to control, direct, or regulate something over time - maintaining balance or guiding the situation rather than just reacting to it.

Alignment: S2 description

## **Misinformation**

Inaccurate or false health information that is shared without intent to mislead.

Alignment: S3.i4, S3.m5, S3.h5

## **Negotiation**

A communication strategy in which individuals discuss differing needs or perspectives to reach a mutually acceptable agreement.

Alignment: S4.m8, S4.h8

## **Non-Violent Communication**

A method of expressing oneself honestly and empathetically without aggression or harm to others.

Alignment: S4.m6, S4.h6

## **Occupational Wellness**

Finding personal satisfaction and enrichment through work or career development.

Alignment: Wellness Wheel

## **Perceived Severity**

An individual's belief about the seriousness of the consequences of a health issue.

Alignment: S1.h8

## **Perceived Susceptibility**

An individual's belief about their likelihood of experiencing a health problem or risk.

Alignment: S1.h8

## **Physical Wellness**

Caring for your body through healthy eating, regular exercise, sleep, and preventive health care.

Alignment: Wellness Wheel

## **Protective Factors**

Conditions or attributes that reduce the likelihood of negative health outcomes and promote resilience.

Alignment: S1.e1, S1.i1, S1.m1

## **Refusal Skills**

Strategies and techniques used to say no or decline unwanted actions, substances, or behaviors - effectively, firmly, and respectfully in situations that may be unsafe or unhealthy.

Alignment: S4.i6, S4.m5, S4.h5

## **Resilience**

The ability to recover from setbacks, adapt to change, and keep going in the face of challenges.

Alignment: S7.e5, S7.i5, S7.m4, S7.h4, S7.h5

## **Resilience Toolkit**

A collection of resources and strategies designed to help individuals, organizations, or communities build and enhance their ability to withstand, adapt to, and recover from challenges, stressors, and adversity. It's a curated set of tools and knowledge that empowers users to navigate adversity, manage stress, and ultimately develop stronger coping mechanisms.

Alignment: S7.e5, S7.i5, S7.m4, S7.h4, S7.h5

## **Respond to**

Reactive approach—it's about acting in reaction to something that has already happened or is happening. It's more about dealing with or addressing an issue as it arises.

Alignment: S2 description

## **Self-Advocacy**

The ability to speak up for one's own needs, interests, and rights in health-related situations.

Alignment: S8.h4

## **Self-Efficacy**

A person's confidence in their ability to successfully perform a health-related behavior.

Alignment: S1.h8

## **Self-Management**

The ability to take responsibility for one's health behaviors through planning, goal setting, and monitoring progress.

Alignment: S6.h4, S7.m2, S7.h3

## **Social Determinants of Health (SDOH)**

Conditions in the environments where people are born, live, learn, work, play, and age that affect health outcomes and risks.

- SDOH can be grouped into five domains: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context.

Alignment: S1.h6, S2.m2, S2.h2

## **Spiritual Wellness**

Finding meaning, purpose, and connection through personal beliefs, values, or practices.

Alignment: Wellness Wheel

## **Trusted Adult**

An individual who is approachable, reliable, and able to provide safe guidance and support for health and well-being. The person feels safe and comfortable sharing personal information and concerns with them.

Alignment: S3.e1, S3.i1, S3.m1, S3.h1

## **Validity (Valid Resource)**

The degree to which health information is accurate, credible, and based on evidence.

Alignment: S3.i3, S3.m3, S3.h3

## **Values**

Principles, standards, and characteristics that represent what is most important to a person.

Alignment: S2 description, S4.m12, S4.h12

## **Well-Being**

A state of overall life satisfaction and health across multiple dimensions, including physical, mental, emotional, and social aspects.

Alignment: S1.e5, S1.i5, S1.m5, S1.h5

# Implementing Skills-Based Health Education: A Range of Approaches

Skills-based health education centers on the development of essential health skills such as decision making, goal setting, interpersonal communication, accessing valid information, analyzing influences, self-management, and advocacy while learning important health education content. While the standards provide a clear framework of what students should know and be able to do, there is flexibility in how educators design their instruction to meet these outcomes. The implementation of skills-based health education can vary widely depending on student needs, school structures, teacher preference, and available resources. Below are several approaches for organizing a skills-based health curriculum, each with examples to illustrate its application.

## 1. Skill-Based Unit Approach (Skill-First Model)

This approach organizes the curriculum around the health skills themselves. Each unit focuses on a specific skill (e.g., decision making), and relevant health content (e.g., alcohol use, nutrition, relationships) is introduced as needed to practice and apply the skill.

Example Unit:

A unit on **Analyzing Influences** might start by teaching students to identify internal and external influences. Throughout the unit, students examine how advertising influences substance use, how peers influence dietary choices, and how cultural norms shape mental health discussions. The content changes, but the skill focus remains central.

Example Summative Assessment:

Students create a “Skill Showcase Portfolio” where they demonstrate their mastery of one skill across multiple health content areas. For example, in an *Analyzing Influences* unit, students might:

- Critique a food advertisement (nutrition)
- Identify peer pressure tactics in a vaping scenario (ATOD)
- Examine how cultural messages shape body image (mental health)

The portfolio ends with a reflection on how they can apply this skill in their own lives.

Advantages to the Approach:

- Emphasizes skill mastery.
- Encourages transfer of the skill across multiple content areas.
- Promotes depth over breadth.

## 2. Content-Based Unit Approach (Content-First Model)

This model organizes the curriculum by traditional health content areas such as Alcohol, Tobacco, and Other Drugs (ATOD), Sexual Health, Nutrition, and Mental/Emotional Health. Within each content unit, relevant health skills are integrated and practiced.

**Example Unit:** In a **Nutrition** unit, students might analyze media influences on food choices (Analyzing Influences), set personal dietary goals (Goal Setting), and develop communication strategies to advocate for healthy meals at home (Advocacy and Communication).

Example Summative Assessment:

Students design a Healthy Eating Guide for a target audience (e.g., middle school students, athletes, parents). In a Nutrition unit, the guide could include:

- An analysis of common media influences on eating habits
- A SMART goal plan for improving one dietary choice.
- Sample communication scripts to advocate for healthy meal options at school or home.

Advantages to the Approach:

- Familiar format for many teachers and students.
- Easier alignment with existing materials and textbooks.
- Allows in-depth exploration of complex content areas.

### 3. Paired Skill-Content Model (One Skill + One Content Area)

This approach pairs each health skill with a specific content area, creating thematic units that focus on the simultaneous development of both the skill and content knowledge. The curriculum is structured to ensure all core skills and major content areas are covered.

Example Units:

- **Decision Making + ATOD:** Students learn and apply the steps of decision making by analyzing realistic scenarios involving substance use.
- **Goal Setting + Physical Activity:** Students evaluate their current activity levels, set SMART goals, and monitor progress.
- **Advocacy + Mental Health:** Students create public service announcements to reduce stigma and promote mental health resources.

Example Summative Assessment:

Students complete a Scenario-Based Case Study Project. For example, in a *Decision Making + ATOD* unit, students analyze a realistic scenario involving peer pressure to use substances. Their assessment includes:

- Identifying the decision-making steps
- Evaluating possible outcomes
- Selecting the healthiest option and justifying their choice
- Reflecting on how they would apply the same process in other areas of their lives (relationships, digital safety, etc.)

Advantages of this Approach:

- Balanced focus on content and skill.

- Can simplify planning and assessment.
- Supports curriculum pacing with intentional scope and sequence.

#### 4. Project-Based or Performance Task Approach

Students engage in long-term projects that require the integration of multiple skills and content knowledge to solve real-world problems or advocate for change.

**Example:** Students develop and implement a campaign to reduce vaping in their school. To do this, they must **analyze influences, access valid information, communicate effectively, and advocate** while deepening their understanding of the health risks of vaping.

Example Summative Assessment:

Students collaborate to design and present a School or Community Health Advocacy Campaign. For example, a vaping-prevention campaign could include:

- Researching and fact-checking health information
- Creating posters, videos, or social media content to spread awareness
- Presenting advocacy messages to a real audience (classmates, school board, or parent group)
- Writing a final reflection on the skills they used and the potential real-world impact of their project.

Advantages of this Approach:

- High student engagement and real-world relevance.
- Provides opportunities for authentic assessment.
- Encourages collaboration and creativity.

#### Conclusion

There is no one-size-fits-all method for implementing skills-based health education. Educators are encouraged to choose the model—or combination of models—that best fits their teaching style, students' developmental levels, and the needs of their school community. Regardless of the approach, the goal remains the same: to equip students with the knowledge and skills they need to live healthy, safe, and informed lives.

# Wisconsin Wellness Wheel



Descriptions for each area:

- Physical Wellness – Caring for your body through healthy eating, regular exercise, sleep, and preventive health care.
- Emotional Wellness – Understanding and managing emotions, coping with stress, and fostering resilience.
- Intellectual Wellness – Engaging in lifelong learning, critical thinking, and problem-solving to expand knowledge and skills.
- Interpersonal Wellness – Building and maintaining healthy, supportive relationships with others.

- Cultural Wellness – Appreciating and respecting cultural diversity, heritage, and shared human values.
- Spiritual Wellness – Finding meaning, purpose, and connection through personal beliefs, values, or practices.
- Environmental Wellness – Living in harmony with the earth by respecting and protecting the environment.
- Financial Wellness – Managing financial resources to meet current and future needs responsibly.
- Occupational Wellness – Finding personal satisfaction and enrichment through work or career development.
- Digital Wellness – Using technology mindfully and responsibly to support well-being, maintain healthy boundaries, and balance online and offline life.