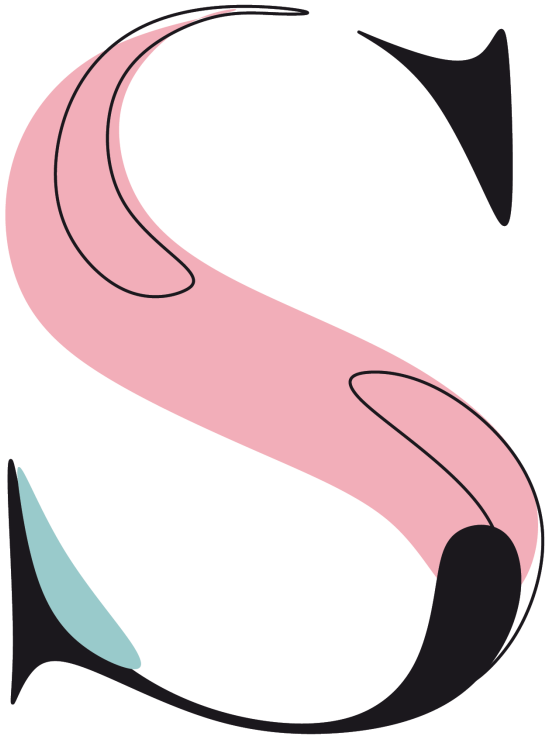
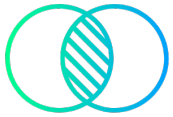


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Wisconsin's Standards for High School Health Education (2026)

Wisconsin Standards for Health Education (2026): https://dpi.wi.gov/media/54464/download?inline

Wisconsin Standards for Health Education — High School (Grades 9-12) Standards::

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

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

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

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

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

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

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

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

The Wisconsin Standards for Health Education were adopted in Fall 2025 by the Wisconsin State Superintendent of Public Instruction and published in January 2026, replacing the 2011 Wisconsin Standards for Health Education. Alignment below covers the high school grade band 9-12 ("h") performance indicators.

Standard 1: Use functional health information to support health and well-being of self and others.		
HE.S1.a: Strengths, assets, and protective factors	**HE.S1.h1:** Apply ways to build upon strengths and assets to support individual and collective health and well-being.	**Begin a Term:** Day 1 (Core Scholar). **Empathy:** Day 2 (Strength assessment). **Self-Esteem:** Day 2 (Strength log), Day 5 (Values foundation). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 5-6 (Risk/Protective Factors). **Violence:** Day 5 (Protective Factors).
HE.S1.b: Dimensions of wellness	**HE.S1.h2:** Analyze the relationships between various dimensions of wellness as related to health outcomes.	**Begin a Term:** Day 1 (Core Scholar). **Mental Health:** Day 1-2 (5 Dimensions). **Stress:** Day 3-4 (Foggy brain/Headaches). **Nutrition:** Day 7-8 (Academic pressure). **Body Systems:** Day 1 (Gut-brain disruption). **End a Term:** Day 2 (Living System).
HE.S1.c: Risk reduction and health-promoting behaviors	**HE.S1.h3:** Evaluate behaviors that reduce or prevent illnesses and injuries.	**Dangerous Decisions:** Day 1 (Risk Management Plan), Day 3 (Distracted driving CDC data). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). **First Aid:** Day 1 (Immediate measures). **End a Term:** Day 1 (Scene Safety Scenario).
	HE.S1.h4: Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	**Mental Health:** Day 1-2 (Care choices), Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Habit building). **Nutrition:** Day 1-2 (Hydration swap), Day 5-6 (Allergies/EpiPen). **Body Systems:** Day 2 (Lifestyle efficiency). **First Aid:** Day 4 (Seizures/Asthma). **End a Term:** Day 1 (Homeostasis).

HE.S1.d: Health literacy, environment, and access to care	**HE.S1.h5:** Examine connections between individual health literacy, organizational health literacy, and health outcomes.	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy). **Community Health:** Day 4 (Public Health Systems), Day 5 (Health Literacy).
	HE.S1.h6: Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.	**Begin a Term:** Day 2 (Social Determinants). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (SDOH Scenario 6).
	HE.S1.h7: Analyze the relationship between access to health care and overall health and well-being.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Systemic barriers). **Diseases:** Day 4 (Social conditions). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Drugs:** Day 4 (Systemic inequities/Stigma). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	HE.S1.h8: Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.	**Stress:** Day 1-2 (Vulnerability Survey). **Dangerous Decisions:** Day 3 (Pre-decision challenge). **Diseases:** Day 4 (Risk assessment). **First Aid:** Day 1 (Willingness to act). **End a Term:** Day 1 (MC 1-3).
	HE.S1.h9: Analyze the benefits of and barriers to practicing a variety of health behaviors	**Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 3-4 (Adaptive coping). **Stress:** Day 9-10 (Habit building). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).

Standard 2: Analyze influences that affect health and well-being of self and others.		
HE.S2.a: Identify and analyze influences	**HE.S2.h1:** Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.	**Begin a Term:** Day 1 (Belief formation). **Empathy:** Day 2 (Culture/Technology). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence), Day 4 (Instagram/TikTok). **Mental Health:** Day 7-8 (Digital validation). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Nutrition:** Day 1-2 (Diet Culture). **End a Term:** Day 2 (Generational cycles).
HE.S2.b: Equity and differences in influence	**HE.S2.h2:** Evaluate how individual, interpersonal, community, societal, and environmental factors influence health behaviors, health outcomes, and health equity.	**Mental Health:** Day 3-4 (Gender/Race), Day 9-10 (School climate). **Stress:** Day 1-2 (Racism/Sexism). **Diversity:** Day 1 (Systemic privilege), Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code). **End a Term:** Day 1 (SDOH Scenario 6).
HE.S2.c: Respond to and manage influences	**HE.S2.h3:** Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.	**Begin a Term:** Day 2 (Social Determinants). **Stress:** Day 3-4 (Systemic barriers), Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Diseases:** Day 5 (ZIP code). **Drugs:** Day 4 (Systemic inequities/Stigma). **End a Term:** Day 2 (Generational cycles).
	HE.S2.h4: Formulate strategies in order to respond and manage influences that impact health and well-being.	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 7-8 (Online Hygiene Plan). **Stress:** Day 1-2 (Mindfulness through Media). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Nutrition:** Day 5-6 (Influencer claims). **Tobacco:** Day 1 (Vape ad decoding).

	HE.S2.h5: Use resources to manage influences that impact health and well-being.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 7-8 (Digital Balance). **Stress:** Day 1-2 (Wellness centers). **Nutrition:** Day 3-4 (NEDA/Professional medical care). **Sex Education:** Day 1-2 (Counselors).

Standard 3: Access valid and reliable resources to support health and well-being of self and others.		
HE.S3.a: Trusted adults, helpers, and help-seeking	**HE.S3.h1:** Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). **Nutrition:** Day 3-4 (ED therapy). **Sex Education:** Day 9-10 (Planned Parenthood).
	HE.S3.h2: Demonstrate when and how to seek help from others at home, school or in the community.	**Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 3-4 (Help-seeking), Day 5-6 (988). **First Aid:** Day 1 (911 Script). **Sex Education:** Day 1-2 (Counselors). **End a Term:** Day 1 (MC 40).
HE.S3.b: Locate and access resources across settings	**HE.S3.h3:** Locate home, school, community, and digital resources to support health and well-being	**Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 1-2 (Wellness centers). **Violence:** Day 5 (Crisis lines). **First Aid:** Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control). **Sex Education:** Day 7-8 (Testing bookmarks). **End a Term:** Day 1 (Online Data Scenario).

HE.S3.c: Evaluate validity/reliability and manage mis/disinformation	**HE.S3.h4:** Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Tobacco:** Day 1 (Vape ad decoding). **End a Term:** Day 1 (Online Data Scenario).
	HE.S3.h5: Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Systemic barriers). **Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 4 (Social conditions). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	HE.S3.h6: Apply strategies to respond and manage misinformation and disinformation.	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 3-4 (Thinness narrative harm), Day 5-6 (Healthwashing). **Diseases:** Day 4 (Media Literacy). **Tobacco:** Day 1 (Vape ad decoding).
	HE.S3.h7: Use valid and reliable sources of health information, products, services, and other resources.	**Mental Health:** Day 9-10 (NAMI stats). **Dangerous Decisions:** Day 3 (Distracted driving CDC data). **Nutrition:** Day 3-4 (NEDA/Professional medical care). **Diseases:** Day 5 (Research domains). **First Aid:** Day 5 (Red Cross supplies). **Sex Education:** Day 5-6 (CDC guides).

Standard 4: Use effective interpersonal communication skills to support health and well-being of self and others.		
HE.S4.a: Express needs, listen, and communicate appropriately	**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.	**Empathy:** Day 1 (Empathetic writing). **Mental Health:** Day 1-2 (Breaking Stigma PSA). **Stress:** Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 1 (Visual Storytelling), Day 1-2 (Guidebooks/PSAs). **Nutrition:** Day 3-4 (PSA Project).
	HE.S4.h2: Apply necessary communication skills and strategies for a variety of interpersonal contexts.	**Empathy:** Day 2 (Emotional vocabulary). **Mental Health:** Day 5-6 (Assertiveness). **Stress:** Day 3-4 ("I" statements). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Clarifying needs). **Diversity:** Day 2 (Honest dialogue).
	HE.S4.h3: Apply appropriate and inappropriate communication across a variety of modes of communication and media formats.	**Begin a Term:** Day 2 (Correcting harmful jokes). **Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Responding to exclusion). **Conflict:** Day 2 (Digital norms). **Diversity:** Day 3 (Affirming language).
	HE.S4.h4: Apply active listening skills and strategies in a variety of interpersonal contexts.	**Empathy:** Day 2 (Active Listening), Day 3 (Active Listening goal). **Mental Health:** Day 1-2 (Judgment-free listening), Day 5-6 (Listening/Thanking them). **Stress:** Day 5-6 (Active listening/Refusing secrets). **Diversity:** Day 3 (Listening goal).
HE.S4.b: Safety communication, boundaries, refusal skills, and empathy	**HE.S4.h5:** Use effective communication skills and strategies to tell a trusted adult if you or someone else is threatened or harmed.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 5-6 (Warning sign response). **Violence:** Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting). **End a Term:** Day 1 (MC 40).

	HE.S4.h6: Apply effective communication skills related to communicating boundaries, in a variety of situations.	**Empathy:** Day 4 (Boundaries). **Self-Esteem:** Day 3 (Boundary practice), Day 5 (People-pleasing boundaries). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries).
	HE.S4.h7: Communicate with empathy and compassion.	**Empathy:** Day 4 (Mindful empathy), Day 5 (Kindness conversations). **Mental Health:** Day 9-10 (Offering empathy). **Stress:** Day 7-8 (Help prompts). **Diversity:** Day 3 (Affirming language). **Violence:** Day 5 (NVC - Nonviolent Communication).
	HE.S4.h8: Apply effective communication skills related to expressing consent and removing consent in a variety of situations.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map).
	HE.S4.h9: Analyze a variety of refusal skills and strategies and interpret their effectiveness in a variety of situations.	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).
HE.S4.c: Conflict resolution, empathy, and perspective-taking	**HE.S4.h10:** Analyze a variety of non-violent conflict resolution skills and their effectiveness in a variety of situations.	**Empathy:** Day 1 (Respectful dialogue). **Conflict:** Day 1 (Conflict styles), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication). **End a Term:** Day 1 (Scenario 7-8).
	HE.S4.h11: Use various communication strategies to seek and offer support and assistance.	**Empathy:** Day 5 (Kindness conversations). **Mental Health:** Day 5-6 (Seeking support), Day 9-10 (Offering empathy). **Stress:** Day 3-4 (Help-seeking), Day 7-8 (Help prompts). **First Aid:** Day 2 (Bystander delegation).

	HE.S4.h12: Adapt strategies to communicate with others with different perspectives and values in various contexts.	**Empathy:** Day 3 (Challenging generalizations). **Stress:** Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 1 (Converting accusations). **Diversity:** Day 2 (Cultural humility), Day 3 (Narratives).
HE.S4.d: Collaboration and negotiation	**HE.S4.h13:** Apply collaboration skills in a variety of situations.	**Empathy:** Day 5 (Kindness project). **Mental Health:** Day 5-6 (Planning an initiative). **Conflict:** Day 2 (Community accountability). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). **First Aid:** Day 5 (Emergency leadership).
	HE.S4.h14: Apply negotiation skills in a variety of situations.	**Conflict:** Day 1 (Negotiation). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills).

Standard 5: Use a decision-making process to support health and well-being of self and others.		
HE.S5.a: Recognize decisions and use a process/model	**HE.S5.h1:** Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	**Begin a Term:** Day 2 (Vortex of Impact). **Diversity:** Day 3 (Dismissive decisions). **Dangerous Decisions:** Day 1 (Risky choice impact). **Violence:** Day 4 (Ripple effects). **End a Term:** Day 2 (Waves of impact).
	HE.S5.h2: Analyze when and why health-related situations require the application of a thoughtful decision-making process.	**Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **First Aid:** Day 4 (Crisis decisions). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 9/26).

HE.S5.b: Compare options and outcomes	**HE.S5.h3:** Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.	**Begin a Term:** Day 1 (Healthy year vision). **Self-Esteem:** Day 3 (Voice choice). **Stress:** Day 1-2 (Pressure outcomes). **Conflict:** Day 2 (Assertive outcomes). **Dangerous Decisions:** Day 2 (Substance quiz). **Nutrition:** Day 3-4 (Intentional choice).
HE.S5.c: Make, implement, and evaluate decisions	**HE.S5.h4:** Make a health-related decision and develop a plan of action to implement that decision.	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 5-6 (Safety Plan). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Nutrition:** Day 9-10 (SMART Power Plate meal/Plan design).
	HE.S5.h5: Evaluate the effectiveness of health-related decisions.	**Empathy:** Day 5 (Empathy Lab). **Mental Health:** Day 3-4 (Adaptive coping). **Body Systems:** Day 2 (Lifestyle efficiency). **End a Term:** Day 1 (Scenario 24-25).
	HE.S5.h6: Apply an appropriate individual, supported, or collaborative decision-making model to maintain or improve health and well-being.	**Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **First Aid:** Day 2 (Life/Death operations). **Sex Education:** Day 7-8 (Decision Scenario), Day 9-10 (Values check).
	HE.S5.h7: Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	**Stress:** Day 3-4 (Systemic barriers). **Diversity:** Day 2 (Social Determinants/Barriers). **Dangerous Decisions:** Day 1 (Decision fatigue), Day 3 (Groupthink). **Nutrition:** Day 5-6 (Identifying barriers).

	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.	**Begin a Term:** Day 2 (Vortex of Impact). **Dangerous Decisions:** Day 1 (Legal outcomes), Day 3 (Sexting/Digital footprint leaks). **Violence:** Day 4 (Ripple effects). **Sex Education:** Day 7-8 (Parenting/Financial effects). **End a Term:** Day 2 (Waves of impact).

Standard 6: Use a goal-setting process to support health and well-being of self and others.		
HE.S6.a: Identify behaviors and set goals	**HE.S6.h1:** Assess personal health, well-being, and factors for engaging in a goal-setting process.	**Empathy:** Day 1 (Survey). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Stress:** Day 1-2 (Survey). **Nutrition:** Day 5-6 (Balance survey), Day 7-8 (Energy check).
	HE.S6.h2: Develop a goal and analyze how it supports health and well-being.	**Begin a Term:** Day 1 (Health Mission Statement). **Empathy:** Day 5 (Empathy growth goal). **Mental Health:** Day 5-6 (Support goal). **Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). **Body Systems:** Day 1 (Homeostasis challenge).
HE.S6.b: Supports/barriers, planning, and resources	**HE.S6.h3:** Use an individual, supported, or collaborative goal-setting process as appropriate.	**Empathy:** Day 3 (Active Listening goal), Day 4 (Action Plan). **Conflict:** Day 2 (Relationship wellness). **Diversity:** Day 2 (Inclusion strategy). **Nutrition:** Day 9-10 (SMART goal plan). **Body Systems:** Day 3 (Reproductive wellness plan).
	HE.S6.h4: Implement a plan that addresses supports and barriers to attaining a health-related goal.	**Self-Esteem:** Day 5 (Small steps). **Stress:** Day 1-2 (Reduction strategy), Day 9-10 (Habit building). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).

	HE.S6.h5: Implement a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 3-4 (Action timeline). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking).
HE.S6.c: Take action, monitor, and reflect	**HE.S6.h6:** Monitor progress and adjust the goal or plan as appropriate.	**Self-Esteem:** Day 5 (Small steps). **Stress:** Day 9-10 (Toolkit implementation). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking). **End a Term:** Day 1 (Long-term goal mapping).
	HE.S6.h7: Evaluate the goal-setting process and outcomes on health and well-being.	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **Empathy:** Day 5 (Empathy growth goal). **Alcohol:** Day 4 (Future you letter). **End a Term:** Day 1 (Live it Forward challenge).

Standard 7: Demonstrate practices and behaviors that may combine multiple health standards to support health and well-being of self and others.		
HE.S7.a: Practices/behaviors and supports/barriers	**HE.S7.h1:** Evaluate supports and barriers to engaging in health-related practices and behaviors.	**Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 3-4 (Adaptive coping). **Stress:** Day 9-10 (Habit building). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	HE.S7.h2: Evaluate practices, behaviors, health data, and other factors supporting individual and collective health and well-being.	**Mental Health:** Day 9-10 (NAMI stats). **Dangerous Decisions:** Day 3 (Distracted driving CDC data). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking). **Body Systems:** Day 2 (Immune/Vaccine stats). **Sex Education:** Day 9-10 (45% of teens statistic). **End a Term:** Day 1 (MC 1-3).

	HE. S7.h3: Adapt practices and behaviors to support individual and collective health and well-being.	**Mental Health:** Day 3-4 (Reacting vs Responding). **Stress:** Day 9-10 (Habit building). **Nutrition:** Day 1-2 (Hydration swap), Day 3-4 (Mindful eating). **End a Term:** Day 2 (Learning stays within you).
HE.S7.b: Coping, reflection, and resilience	**HE.S7.h4:** Evaluate coping strategies to reduce risky behaviors.	**Mental Health:** Day 3-4 (Adaptive coping), Day 5-6 (Numbing pain). **Stress:** Day 1-2 (Escape/Numb out), Day 9-10 (Problem-solving). **Dangerous Decisions:** Day 2 (Coping).
	HE.S7.h5: Create a personal resilience toolkit that supports individual and collective health and well-being.	**Mental Health:** Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). **Stress:** Day 9-10 (Toolkit). **Conflict:** Day 1 (Safe Space Shield).
	HE.S7.h6: Use reflection and adaptive thinking to respond with resilience to complex health challenges.	**Begin a Term:** Day 1 (Reflection). **Empathy:** Day 4 (Mindful empathy). **Mental Health:** Day 9-10 (Post-traumatic growth). **Stress:** Day 3-4 (Reflection), Day 7-8 (Grief Map). **End a Term:** Day 2 (MBTI Exploration).

Standard 8: Advocate to promote health and well-being of self and others.		
HE.S8.a: Self-advocacy and supporting others	**HE.S8.h1:** Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.	**Empathy:** Day 3 (Emotional energy advocacy). **Mental Health:** Day 9-10 (School climate). **Stress:** Day 5-6 (Stigma). **Diversity:** Day 1 (Voice impact). **Violence:** Day 5 (Bystander culture/Gender roles).

	HE.S8.h2: Advocate for health issues either collaboratively or individually to promote health and well-being.	**Empathy:** Day 5 (Kindness project). **Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative). **Stress:** Day 1-2 (Wellness Advocacy Project). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy). **Tobacco:** Day 2 (Tobacco-free advocacy).
	HE.S8.h3: Customize advocacy skills and strategies for varying audiences and contexts.	**Empathy:** Day 1 (Empathy-driven cause). **Diversity:** Day 3 (Media for Equity). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Nutrition:** Day 3-4 (PSA Project). **Sex Education:** Day 7-8 (Confidential testing advocacy).
	HE.S8.h4: Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.	**Self-Esteem:** Day 4 (Advocacy for Authenticity), Day 5 (Self-advocacy). **Diversity:** Day 2 (Advocating for Equity). **Violence:** Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). **Drugs:** Day 3 (Harm reduction leadership). **Environmental Health:** Day 1 (Workplace Hazard reports).
HE.S8.b: Collaboration, audience, and evaluating impact	**HE.S8.h5:** Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.	**Empathy:** Day 5 (40% reduction project). **Mental Health:** Day 9-10 (Positive culture advocacy). **Stress:** Day 5-6 (Reducing silence). **End a Term:** Day 2 (Breaking cycles of silence).
	HE.S8.h6: Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	**Mental Health:** Day 5-6 (Planning an initiative). **Conflict:** Day 2 (Community accountability). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy). **Community Health:** Day 4 (Public Health Systems).