Wisconsin Health Education

# Grades Pre-K, K, 1, 2

Adopted 2011

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

**Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

A. Describe healthy behaviors.

1:1:A1. Describe ways to prevent common childhood accidents and injuries. 1:1:A1

1:1:A2. Describe healthy behaviors that impact personal health. 1:1:A2

1:1:A3. List ways to prevent communicable disease. 1:1:A3

B. Apply knowledge of healthy behaviors.

1:1:B1. Describe why it is important to seek health care. 1:1:B1

1:1:B2. Describe why it is important to participate in healthy behaviors. 1:1:B2

1:1:B3. Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life. 1:1:B3

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**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Know what an influence is and how it could affect behaviors.**

A. List influences on health behaviors.

2:1:A1. Identify internal and external factors that may influence health behaviors. 2:1:A1

B. Analyze various influences on health behaviors.

2:1:B1. Discuss how family, emotions, peers, and media can influence health behaviors. 2:1:B1

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**Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Identify individuals who provide valid health information to enhance health behaviors.**

A. Identify where to get help to promote health.

3:1:A1. Identify trusted adults and professionals who can help promote health. 3:1:A1

3:1:A2. Describe ways to locate school and community health individuals. 3:1:A2

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**Students will demonstrate the ability to co**

**Identify and apply effective interpersonal communication skills.**

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**enhance health and**

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| **avoid or reduce health risks.** | A. Identify communication skills that can improve health and reduce health risks.<br>4:1:A1. Identify ways to communicate. 4:1:A1<br>1:A2. Identify ways to express needs, wants, and feelings. 4.1:A2<br>B. Apply communication skills that can improve health and reduce health risks.<br>4:1:B1. Describe ways to respond when in an unwanted, threatening, or dangerous situation. 4:1:B1<br>4:1:B2. Use refusal skills including firmly saying no and getting away from the situation. 4:1:B2<br>4:1:B3. Explain how to communicate to a trusted adult if threatened or harmed. 4:1:B3 |
| **Students will demonstrate the ability to use decision-making skills to enhance health.** | **Identify when a decision-making process is needed to choose a healthy option.**<br>A. List health situations where a decision-making process could be used.<br>5:1:A1. Identify steps in the decision-making process. 5:1:A1<br>5:1:A2. Provide an example of a situation when a health-related decision is needed to keep one safe. 5:1:A2<br>5:1:A3. Create a decision-making plan with family members or trusted adult. 5:1:A3<br>B. Apply a decision-making process to various situations to enhance health.<br>5:1:B1. Provide an example of when a health-related decision can be made individually. 5:1:B1<br>5:1:B2. Provide an example of when assistance is needed to make a health-related decision. 5:1:B2 |
| **Students will demonstrate the ability to use goal-setting skills to enhance health.** | **Know the parts of a personal health goal.**<br>A. List personal health goals.<br>6:1:A1. Identify a personal health goal. 6:1:A1<br>6:1:A2. Identify steps to achieve a goal. 6:1:A2<br>6:1:A3. Discuss a health goal with a family member or trusted adult. 6:1:A3 |
| **Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.** | **Demonstrate health-enhancing behaviors.**<br>A. Demonstrate health-enhancing behaviors.<br>7:1:A1. Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating. 7:1:A1<br>7:1:A2. Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations. 7:1:A2 |

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

**Recognize the differences between health needs and personal wants.**

A. Identify ways to express health needs and personal wants.

8:1:A1. Define health needs and personal wants. `8:1:A1`

8:1:A2. Express health needs and personal wants with family members or trusted adults. `8:1:A2`

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1. Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends. `8:1:B1`

8:1:B2. Identify role models for healthy habits. `8:1:B2`

8:1:B3. Encourage friends and classmates to make healthy choices. `8:1:B3`