



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: HEALTHY RELATIONSHIPS (HR)

Grade Band: 3-5

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	1.1.HR.1.3 1.1.HR.2.3 1.1.HR.3.3	1.1.HR.1.4 1.1.HR.2.4	1.1.HR.1.5 1.1.HR.2.5 1.1.HR.3.5
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S2.1.5. Identify relevant influences of culture on health practices and behaviors.	2.1.HR.1.3	2.1.HR.1.4 2.1.HR.2.4	
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	2.2.HR.2.3		
S2.3.5. Identify relevant influences of community on health practices and behaviors.			
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.			
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.			
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.			2.6.HR.1.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	2.7.HR.2.3		2.7.HR.2.5 2.7.HR.3.5
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S3.1.5. Describe characteristics of accurate health information.	3.1.HR.1.3	3.1.HR.1.4	3.1.HR.1.5
S3.2.5. Describe characteristics of appropriate and reliable health products.			

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S3.3.5. Describe characteristics of appropriate and trustworthy health services.	3.3.HR.2.3	3.3.HR.2.4	3.3.HR.2.5
S3.4.5. Demonstrate how to locate sources of accurate health information.	3.4.HR.3.3	3.4.HR.3.4	3.4.HR.3.5
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S4.1.5. Demonstrate effective verbal and nonverbal communication skills.	4.1.HR.1.3	4.1.HR.1.4	4.1.HR.1.5
S4.2.5. Explain how to be empathetic and compassionate toward others.			
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.			
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	4.4.HR.2.3	4.4.HR.2.4	4.4.HR.2.5
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.			
S4.6.5. Demonstrate how to effectively communicate support for others.	4.6.HR.3.3	4.6.HR.3.4	4.6.HR.3.5
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S5.1.5. Identify situations which need a health-related decision.	5.1.HR.1.3	5.1.HR.1.4	5.1.HR.1.5
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	5.2.HR.2.3	5.2.HR.2.4	5.2.HR.2.5
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	5.3.HR.3.3	5.3.HR.3.4	5.3.HR.3.5
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	5.4.HR.4.3	5.4.HR.4.4	5.4.HR.4.5
S5.5.5. Choose a healthy option when making a decision.	5.5.HR.5.3	5.5.HR.5.4	5.5.HR.5.5
S5.6.5. Describe the final outcome of a health-related decision.	5.6.HR.6.3	5.6.HR.6.4	5.6.HR.6.5
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S6.1.5. Set a realistic personal health goal.	6.1.HR.1.3	6.1.HR.1.4	6.1.HR.1.5
S6.2.5. Track progress toward achieving a personal health goal.	6.2.HR.2.3	6.2.HR.2.4	6.2.HR.2.5
S6.3.5. Identify resources that can help achieve a personal health goal.	6.3.HR.3.3	6.3.HR.3.4	6.3.HR.3.5
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S7.1.5. Describe practices and behaviors that reduce or prevent health risks.	7.1.HR.1.3		
S7.2.5. Demonstrate healthy practices and behaviors.	7.2.HR.2.3	7.2.HR.1.4	7.2.HR.1.5
S7.3.5. Make a commitment to practice healthy behaviors.	7.3.HR.3.3	7.3.HR.2.4	7.3.HR.2.5



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Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S8.1.5. Give factual information to improve the health of others.	8.1.HR.1.3	8.1.HR.1.4	8.1.HR.1.5
S8.2.5. State personal beliefs to improve the health of others.	8.2.HR.2.3	8.2.HR.2.4	8.2.HR.2.5
S8.3.5. Demonstrate how to persuade others to make positive health choices.	8.3.HR.3.3	8.3.HR.3.4	8.3.HR.3.5

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CONTENT ELABORATION

Content Elaboration for 3-5 Grade Band: In addition to examining the characteristics and benefits of healthy relationships with peers, family members, and others, students in the third, fourth, and fifth grades analyze the negative and positive influences of culture, friends, and family upon these relationships. Third graders practice the advocacy skills of developing fact-based personal beliefs about healthy relationships and using these health-enhancing beliefs to persuade others to engage in positive relationships. While fourth grade students demonstrate healthy ways to express support and appreciation for peers and family members, fifth graders concentrate on applying the five core steps of decision-making to a variety of relevant personal relationship situations.

Next Grade Band (Grades 6-8) Progression Statement: Students in grades 6-8 focus on the functional knowledge that would assist with analyzing influences and developing interpersonal communication skills to facilitate healthy relationships. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs are all potential influences on students as they are developing relationships. In addition, students in this grade band learn effective communication skills to help develop and maintain healthy relationships. The skill of goal setting (Standard 6) is not focused on in the healthy relationships unit because goal setting focuses on identifying short and long-term targets for which they can practice early steps towards those targets. Because many middle school students are not yet in dating relationships, having goal setting around these types of relationships sends the wrong message. Additionally, goal setting as a skill is not focused on the avoidance of negative behaviors. This is better addressed during Standard 4 (interpersonal communication).

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Healthy family relationships mean that family members support each other by being respectful, helpful, considerate and cooperative.
- Healthy friendships include showing care and concern, respecting personal boundaries (limits) and being a good listener.
- Both family and friends are a very special part of your life.
- By looking carefully at the influences on relationships, you can determine which are the positive influences that need to play a key role in your decision-making.
- If you and you friends make healthy choices now, this will help you both have a healthy future.

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SKILL MASTERY

Essential Skills

Mastery with *Analyzing Influences*, grades 3-5

Students at the 3-5 grade band demonstrate mastery of this skill when they are able to:

- Identify and describe how peers, culture, social media/technology could influence (affect) their relationships with friends and family.
- Identify and describe how peers, culture, and social media/technology could influence (affect) their relationships with friends and family.
- Explain how the negative influences could lead to unhealthy, unhappy relationships.
- Explain how the positive influences can help them develop healthy relationships.

Mastery with *Decision-making*, grades 3-5

Students in grade 3-5 (5th grade focus) will have mastered the skill of decision making when, *given a specific friend or family relationship scenario*, they can demonstrate the following, sequentially and comprehensively:

- Identify the situation/ that needs a decision.
- Determine whether or not they need the assistance of a trusted adult.
- Brainstorm 2-3 healthy options.

- List 2-3 positive and 2-3 negative outcomes of each option.
- Select the healthiest, safest choice and describe why this is the best choice.

Mastery with *Practicing Healthy Behaviors*, grades 3-5

Mastery of this standard (4th grade focus) is demonstrated when students are able to do the following two skills:

- Show 2-3 positive ways that peers and family members can show support, care, and appreciation for one another.
- Make a commitment to practice healthy relationship behaviors.

Mastery with *Advocacy*, grades 3-5

Students in grades 3-5 (3rd grade focus) have mastered the advocacy standard when they can demonstrate the following two skills:

- State 2-3 ways to improve or maintain healthy relationships with others. (*e.g., with friends, family, etc.*)
- Write a commitment statement that includes 3 ways they intend to show their commitment to developing and maintaining healthy peer relationships.

Critical Cues for Supportive Skills

Accessing Resources

- Describe 3 characteristics of accurate healthy relationships information
- Describe 2 characteristics of trustworthy health relationship services
- Demonstrate how to find at least 2 sources of accurate healthy relationship information

Interpersonal Communications



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- *Demonstrate 1 effective I-message in response to a scenario about a healthy relationship conflict*
- *Demonstrate the complete process for resolving conflict when given a healthy relationship scenario*

Goal Setting

- *Apply the basic goal setting process to a personal healthy relationship goal: 1) write a specific, attainable goal related to human growth and development; 2) create an action plan that includes why the goal is important to them, who can help/ support them to achieve this goal, what resources and materials they need to reach their goal, the target date for achieving their goal; 3. complete a chart that tracks daily progress on their goal.*

INSTRUCTIONAL RESOURCES

Books

- Cooper, S. **Speak Up and Get Along! Learn the Mighty Might, Thought Chop, and More Tools to Make Friends, Stop Teasing, and Feel Good About Yourself.** Free Spirit Publishing, 2019.
- Daniels, N. **Social Skills Activities for Kids: 50 Fun Exercises for Making Friends, Talking and Listening, and Understanding Social Rules.** Rockridge Press, 2019
- Kennedy-Moore, E. **Growing Friendships: A Kids' Guide to Making and Keeping Friends.** Aladdin, 2017.
- Giles, S. **Fitting Out: The Friendship Experiment.** Birch Publishing, 2019.
- Hale, Shannon. **Real Friends.** First Second, 2017
- Hale, S. **Real Friends.** Moontoon, 2017.
- Telgemeier, R. **Drama,** Graphix, 2012.
- Telgemeier, R. **Share Your Smile: Raina's Guide to Telling Your Own Story.** Graphix, 2019.
- Gudsnuik, K. **Making Friends.** Graphix, 2018.
- James, E. **How to Be Responsible: A Question and Answer Book About Responsibility.** Capstone, 2018.
- Crist, J. **The Survival Guide for Making and Being Friends.** Free Spirit, 2014.
- Frankel, E. **Tough! A Story about How to Stop Bullying in Schools.** Free Spirit Publishing, 2014.
- Verdick, Elizabeth. **Don't Behave Like You Live in a Cave.** Free Spirit, 2014.
- Crist, J. **Siblings You're Stuck With Each Other, So Stick Together.** Free Spirit Publishing, 2014.



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Electronic Resources

- **Rights, Respect, and Responsibility Program:** <http://3rs.org> (Growing Friendships: A Kids' Guide to Making and Keeping Friends)
- **Info About Kids:** <https://infoaboutkids.org/>
- **NetSmartz:** <https://www.netismartz.org/ActivityCards#primary>
- **Kids Health:** www.kidshealth.org,
 - Empathy and Online Safety, <https://classroom.kidshealth.org/index.jsp?Grade=35&Section=personal>
- **Health Powered Kids:** www.healthpoweredkids.org
- **Safe Horizons:** <https://www.safehorizon.org/programs/teach-children-healthy-relationships/>
- **Expect Respect:** <https://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx>

CONNECTIONS

Skill Connections within 3-5 Grade Band

The Essential Skills of Human Growth and Development also are taught/ reinforced in these health content areas:

- **Analyzing Influences:** ATOD, Healthy Eating, Personal Health and Wellness, Safety
- **Decision-Making:** ATOD, Safety, Violence Prevention
- **Practicing Healthy Behaviors:** Healthy Eating, Human Growth and Development, Mental and Emotional Health, Violence Prevention
- **Advocacy:** ATOD, Mental and Emotional Health, Personal Health and Wellness

Interdisciplinary Connections:

ELA

- Explore the relationships of characters in a book. Are their relationships healthy or unhealthy? Justify your answer by identifying and discussing specific characteristics of each character.
- Write a poem about friendships and why they are important.
- Read a story in which the characters are friends. Make a graphic organizer that represents the characteristics of a healthy friendship.

Social Studies

- Using a world map, select 3 places you would like to visit with a special friend. Make a travel brochure that describes the climate, geographic features, etc. of at least one of these locations. Write a paragraph explaining why you would want to take this particular friend with you on this trip. (*Functional Knowledge*)