



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: HEALTHY RELATIONSHIPS (HR)

Grade Band: 6-8

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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S1.1.8. 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, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.HR.1.6 1.1.HR.2.6 1.1.HR.3.6 1.1.HR.4.6 1.1.HR.5.6 1.1.HR.6.6 1.1.HR.7.6 1.1.HR.8.6 1.1.HR.9.6 1.1.HR.10.6 1.1.HR.11.6 1.1.HR.12.6 1.1.HR.13.6 1.1.HR.14.6 1.1.HR.15.6 1.1.HR.16.6 1.1.HR.17.6 1.1.HR.18.6 1.1.HR.19.6 1.1.HR.20.6	1.1.HR.1.7 1.1.HR.2.7 1.1.HR.3.7 1.1.HR.4.7 1.1.HR.5.7 1.1.HR.6.7	1.1.HR.1.8 1.1.HR.2.8 1.1.HR.3.8 1.1.HR.4.8 1.1.HR.5.8 1.1.HR.6.8 1.1.HR.7.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.			

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S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.			
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	2.3.HR.1.6	2.3.HR.1.7	2.3.HR.1.8
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	2.4.HR.2.6	2.4.HR.2.7	2.4.HR.2.8
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.			
S2.6.8.	Analyze how relevant influences of family and culture affect personal health practices and behaviors.	2.6.HR.3.6	2.6.HR.3.7	2.6.HR.3.8
S2.7.8.	Analyze how relevant influences of school and community affect personal health practices and behaviors.			
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	2.8.HR.4.6	2.8.HR.4.7	2.8.HR.4.7
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	2.9.HR.5.6	2.9.HR.5.7	2.9.HR.5.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S3.1.8.	Analyze the validity and reliability of health information.	3.1,2,3.HR.1.6	3.1,2,3.HR.1.7	3.1,2,3.HR.1.8
S3.2.8.	Analyze the validity and reliability of health products.			
S3.3.8.	Analyze the validity and reliability of health services.			
S3.4.8.	Describe situations that call for professional health services.	3.4.HR.2.6	3.4.HR.2.7	3.4.HR.2.8
S3.5.8.	Determine the availability of valid and reliable health products.			
S3.6.8.	Access valid and reliable health information from home, school or community.	3.6.HR.3.6	3.6.HR.3.7	3.6.HR.3.8
S3.7.8.	Locate valid and reliable health products.	3.7,8.HR.4.6	3.7,8.HR.4.7	3.7,8.HR.4.8
S3.8.8.	Locate valid and reliable health services.			



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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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	4.1.HR.1.6	4.1.HR.1.7	4.1.HR.1.8
S4.2.8. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.			
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks			
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.	4.4.HR.2.6	4.4.HR.2.7	
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.			
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	4.6.HR.3.6	4.6.HR.3.7	4.6.HR.2.8
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.			
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S5.1.8. Identify circumstances that help or hinder healthy decision making.	5.1.HR.1.6	5.1.HR.1.7	5.1.HR.1.8
S5.2.8. Determine when situations require a health-related decision.	5.2.HR.2.6	5.1.HR.2.7	5.2.HR.2.8
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	5.3.HR.3.6	5.3.HR.3.7	5.3.HR.3.8
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.HR.4.6	5.4.HR.4.7	5.4.HR.4.8
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	5.5.HR.5.6	5.5.HR.5.7	5.5.HR.5.8
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	5.6.HR.6.6	5.6.HR.6.7	5.6.HR.6.8
S5.7.8. Choose a healthy alternative when making a health-related decision.	5.7.HR.7.6	5.7.HR.7.7	5.7.HR.7.8
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	5.8.HR.8.6	5.8.HR.8.7	5.8.HR.8.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S6.1.8. Assess personal health practices.	6.1.HR.1.6	6.1.HR.1.7	6.1.HR.1.8
S6.2.8. Set a realistic personal health goal.	6.2.HR.2.6	6.1.HR.2.7	6.2.HR.2.8
S6.3.8. Assess the barriers to achieving a personal health goal.	6.3.HR.3.6	6.3.HR.3.7	6.3.HR.3.8
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	6.4.HR.4.6	6.4.HR.4.7	6.4.HR.4.8
S6.5.8. Use strategies and skills to achieve a personal health goal.	6.5.HR.5.6	6.5.HR.5.7	6.5.HR.5.8



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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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S7.1.8. Explain the importance of being responsible for personal health behaviors.	7.1.HR.1.6	7.1.HR.1.7	7.1.HR.1.8
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	7.2.HR.2.6	7.1.HR.2.7	7.2.HR.2.8
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.HR.3.6	7.3.HR.3.7	7.3.HR.3.8
S7.4.8. Make a commitment to practice healthy behaviors.	7.4.HR.4.6	7.4.HR.4.7	7.4.HR.4.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others.	8.1.HR.1.6	8.1.HR.1.7	8.1.HR.1.8
S8.2.8. Persuade others to make positive health choices.	8.2.HR.2.6 8.2.HR.3.6	8.2.HR.2.7 8.2.HR.3.7	8.2.HR.2.8 8.2.HR.3.8
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	8.3.HR.4.6 8.3.HR.5.6	8.3.HR.4.7 8.3.HR.5.7	8.3.HR.4.8 8.3.HR.5.8
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	8.4.HR.6.6	8.4.HR.6.7	8.4.HR.6.8

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CONTENT ELABORATION

Content Elaboration for 6-8 Grade Band: 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).

Previous Grade(Grades 3-5) Band Progression Statement: 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 (High School) Progression Statement: Students in high school focus on the functional knowledge that continues the development of skills around analyzing influences and interpersonal communication, but also includes decision-making skills. Students at this developmental age have higher demands when developing relationships and additional practice analyzing influences and communication skills will increase student confidence. High school students also have more decisions to make in their relationships. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. For example, students can be given the opportunity to think about healthy boundaries for teen dating relationships. The skill can then be enhanced with how to communicate healthy boundaries in a teen dating relationship and how to combat influences from peers and social media.

The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.

The skill of goal setting (Standard 6) is not focused upon in the healthy relationships unit because goal setting around negative behaviors is not good practice in health education. Students would not be asked to make a goal to avoid unhealthy relationships. To help students develop healthy relationships, they would focus on the impact of influences on health behavior, interpersonal communication, and healthy decision-making skills.

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FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Differentiate healthy and unhealthy relationships.
- Describe healthy ways to express affection, love, friendship, and concern.
- Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.
- Describe warning signs of an unhealthy relationship.
- Plan ways to manage interpersonal conflict nonviolently.
- Define consent and explain why individuals have the right to refuse sexual contact.
- Determine the benefits of being sexually abstinent.
- Demonstrate effective verbal and nonverbal communication skills to promote healthy relationships.
- Demonstrate how to effectively ask for assistance to improve and/or maintain healthy relationships or to seek help regarding an unhealthy relationship.
- Analyze how influences of personal values, family, peers, culture, media, technology, and social expectations affect relationships.

INSTRUCTIONAL RESOURCES

Electronic Resources

- <https://kidshealth.org/en/teens/healthy-relationship.html>
- <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html>
- <https://www.loveisrespect.org/healthy-relationships/>
- <https://3rs.org/3rs-curriculum/>
- <https://3rs.org/3rs-curriculum/>

CONNECTIONS

Skill Connections within Health Education

- Mental Health – Describe how relationships can have positive and negative effects on a person’s mental/emotional health status.
- ATOD- Describe how substance use affects relationships in a negative way.
- Safety – Understanding how peer pressure in a relationship can lead to risky behaviors (dares or challenges).
- Violence Prevention – Knowing how to seek help if someone is in an unhealthy or dangerous relationship.

Interdisciplinary Connections:

ELA – Identification of warning signs of an unhealthy relationship in a novel or short story