



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: PERSONAL HEALTH & WELLNESS (PHW)

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.PHW.1.3 1.1.PHW.2.3 1.1.PHW.3.3 1.1.PHW.4.3 1.1.PHW.5.3 1.1.PHW.6.3	1.1.PHW.1.4 1.1.PHW.2.4 1.1.PHW.3.4 1.1.PHW.4.4 1.1.PHW.5.4	1.1.PHW.1.5 1.1.PHW.2.5 1.1.PHW.3.5 1.1.PHW.4.5 1.1.PHW.5.5
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.PHW.1.3		
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	2.2.PHW.2.3		
S2.3.5. Identify relevant influences of community on health practices and behaviors.	2.3.PHW.3.3		
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.		2.4.PHW.1.4	2.4.PHW.1.5
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.		2.5.PHW.2.4	2.5.PHW.2.5
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.		2.6.PHW.3.4	2.6.PHW.3.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.		2.7.PHW.4.4	2.7.PHW.4.5
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.PHW.1.3	3.1.PHW.1.4	3.1.PHW.1.5
S3.2.5. Describe characteristics of appropriate and reliable health products.	3.2.PHW.2.3	3.2.PHW.2.4	3.2.PHW.2.5



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S3.3.5. Describe characteristics of appropriate and trustworthy health services.	3.3.PHW.3.3	3.3.PHW.3.4	3.3.PHW.3.5
S3.4.5. Demonstrate how to locate sources of accurate health information.	3.4.PHW.4.3	3.4.PHW.4.4	3.4.PHW.4.5
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.PHW.1.3	4.1.PHW.1.4	4.1.PHW.1.5
S4.2.5. Explain how to be empathetic and compassionate toward others.	4.2.PHW.2.3	4.2.PHW.2.4	4.2.PHW.2.5
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.		4.3.PHW.3.4	4.3.PHW.3.5
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	4.4.PHW.3.3	4.4.PHW.4.4	4.4.PHW.4.5
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.	4.5.PHW.4.3		
S4.6.5. Demonstrate how to effectively communicate support for others.	4.6.PHW.5.3	4.6.PHW.5.4	4.6.PHW.5.5
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.PHW.1.3	5.1.PHW.1.4	5.1.PHW.1.5
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	5.2.PHW.2.3	5.2.PHW.2.4	5.2.PHW.2.5
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	5.3.PHW.3.3	5.3.PHW.3.4	5.3.PHW.3.5
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	5.4.PHW.4.3	5.4.PHW.4.4	5.4.PHW.4.5
S5.5.5. Choose a healthy option when making a decision.	5.5.PHW.5.3	5.5.PHW.5.4	5.5.PHW.5.5
S5.6.5. Describe the final outcome of a health-related decision.	5.6.PHW.6.3	5.6.PHW.6.4	5.6.PHW.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.PHW.1.3	6.1.PHW.1.4	6.1.PHW.1.5
S6.2.5. Track progress toward achieving a personal health goal.	6.2.PHW.2.3	6.2.PHW.2.4	6.2.PHW.2.5
S6.3.5. Identify resources that can help achieve a personal health goal.	6.3.PHW.3.3	6.3.PHW.3.4	6.3.PHW.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.PHW.1.3	7.1.PHW.1.4	7.1.PHW.1.5
S7.2.5. Demonstrate healthy practices and behaviors.	7.2.PHW.2.3	7.2.PHW.2.4	7.2.PHW.2.5
S7.3.5. Make a commitment to practice healthy behaviors.	7.3.PHW.3.3	7.3.PHW.3.4	7.3.PHW.3.5



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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.PHW.1.3	8.1.PHW.1.4	8.1.PHW.1.5
S8.2.5. State personal beliefs to improve the health of others.	8.2.PHW.2.3	8.2.PHW.2.4	8.2.PHW.2.5
S8.3.5. Demonstrate how to persuade others to make positive health choices.	8.3.PHW.3.3	8.3.PHW.3.4	8.3.PHW.3.5

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CONTENT ELABORATION

Content Elaboration for 3-5 Grade Band: In the Grade 3-5 band students acquire functional knowledge about infectious and non-infectious diseases, vision and hearing safety, and taking personal responsibility for individual health and wellness. Throughout the third and fourth grades, students practice the previously learned skills of goal setting and advocacy to improve or maintain their own personal health and wellness as well as that of others. In addition to gathering facts about infectious disease prevention and developing health-enhancing personal health beliefs, fifth graders design a school campaign that persuades others to make healthy PHW choices.

Previous Grade Band (K-2) Progression Statement: Students discover the importance of good hygiene, ranging from proper hand washing and body care to preventing the spread of germs. The K-2 grade band students apply their functional knowledge of physical health and wellness to the process of setting and tracking personal goals relevant to their developmental level. Moreover, they delve into the health value of both proper rest and sleep as well as sun protection. At the second-grade level, students expand their health skills by advocating for their own personal health and wellness behaviors such as sun protection and proper sleep.

Previous Grade Band (Grades 6-8) Progression Statement Students in grades 6-8 focus on the functional knowledge that would assist with accessing valid, reliable resources, effective interpersonal communication skills, decision-making, and setting goals to enhance personal health and wellness. Students in this grade band need experience accessing valid, reliable health information from credible resources and how to navigate through all the information technology provides. It is essential for students to know how to communicate with trusted adults and health care professionals about their personal health and wellness needs using effective interpersonal communication skills. It is also necessary to guide students with the decision-making steps that include identifying influences that impact decisions, distinguishing healthy and unhealthy alternatives, potential outcomes of the alternatives, choosing a healthy alternative, and analyzing the effectiveness of the health decision that was made. Students in this grade band also learn goal setting skills. Goal setting gives students the opportunity to assess personal health practices, set a realistic goal, identify barriers that would prevent achieving the goal, apply strategies to overcome the barriers, and use strategies and skills to achieve the personal health goal.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Colds and flu are infectious diseases that can be passed (transmitted) from person-to-person.
- Hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
- When you are around a sick person, you can protect yourself by wearing a mask over your mouth and nose as well as not touching things the sick person touched.
- The health-related choices you make today will play an important role in how healthy you will be in the future.
- You need 10-11 hours of sleep to re-charge your body so you can pleasantly interact with others, be attentive in school, and be able to focus on other life tasks.
- You make healthy behaviors a habit when you practice them every day.
- You must not only know how to protect your eyes, ears, and other body parts, BUT you must practice daily the ways to protect your body.



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- You must take individual responsibility for taking care of your personal health and wellness.
- Chronic diseases can develop when people make unhealthy choices over a long time; however, a few chronic diseases can either be inherited or caused by the environment.

SKILL MASTERY

Essential Skills

*Mastery of **Analyzing Influences**, Grade Band 3-5*

Students at the 3-5 level demonstrate mastery of this standard when they are able to:

- Identify and describe 2 ways media e.g., (advertising from tv, magazines, bill boards, etc.) may influence (affect) their personal health and wellness choices.
- Explain which of these advertising influences could help them make healthy, safe personal wellness and health choices (positive influences) and which may *get in the way* of their making these healthy, safe choices (negative influences).
- Explain how positive influences help them make healthy, safe personal health and wellness choices.

*Mastery of **Goal Setting**, Grade Band 3-5*

A student in grades 3-5 will have mastered this skill if they can:

- Write a specific, measurable, attainable personal health and wellness goal.
- Create an action plan, including specific steps for reaching the goal and dates for meeting each step and who will help you.
- Follow through with their plan.
- Write a reflection when they are finished (*Did you reach your goal? Why or why not?*). * A graph where students record their goal data on a regular basis, would help them not only measure, but also see their progress.

*Mastery of **Advocacy**, Grade Band 3-5*

Mastery has been achieved at **Grade 3** when students can do all of the following:

- Describe 3-4 facts about infectious disease prevention;
- Explain why infectious disease prevention is important;
- Convince others to use disease prevention strategies.

Mastery has been achieved at **Grade 4** when students can do all of the following:

- Describe 3-4 facts about one of these: vision protection or hearing protection or sun protection.
- Explain why this selected protection behavior is important to being healthy.
- Convince others to use this protection behavior or strategy.

Mastery has been achieved at **Grade 5** when students can do all of the following sequentially and comprehensively:

- Locate valid information about the flu and flu prevention from 2 “.gov” internet sources.
- State/ explain personal beliefs about the importance of flu prevention (*aligned with info found on the “.gov” sites*)



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- Design a flu prevention campaign that includes 3 important facts about the flu, and 2-3 flu prevention strategies, and a slogan that encourages people to practice flu prevention behaviors.

Critical Cues for Supportive Skills

Accessing Resources

- Describe 3 characteristics of accurate personal health and wellness information.
- Describe 2 characteristics of trustworthy personal health and wellness services.
- Demonstrate how to find at least 2 sources of accurate personal health and wellness information.

Interpersonal Communication Skills

Demonstrate empathy, support, caring for others who have personal health and wellness needs/ issues by:

- Stopping what you are doing to listen to the person.
- Looking at the person who is speaking.
- Staying quiet while the other person speaks.
- Using attentive body language (nod, engage) .
- Asking clarifying questions or make comments.
- Summarizing what you heard.

Demonstrate asking for help with a personal health and wellness need/ issue by:

- Choosing a trusted adult to talk to
- Stating how they their concern (e.g., I need to.....; I have a personal health and wellness issue about....., etc.)
- Asking for help (e.g., “Could you please help me by ____.” [by explaining what this means; by helping me to understand; by telling me what I need to do)

Demonstrate assertiveness skills to avoid or reduce participating in a behavior that could negatively affect your personal health and wellness. (e.g., modeling a healthy personal health and wellness behavior and/or assertively communicating that you will not participate in the unhealthy behavior, by clearly stating, “No, I will not ____.” ; do this with eye contact, firm tone of voice, body language that matches your words; if person keeps pressuring you, walk away without saying anything else or suggest an alternative to what person is proposing.)

Decision-making Skills

Given a personal health and wellness scenario, students can:

- 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.



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- Select the healthiest, safest choice and describe why this is the best choice.

Practicing Healthy Behaviors

Demonstrate the following healthy practices:

- Identify two personal health and wellness practices for each of the following:
 - Disease prevention (Grade 3 & 5)
 - Hearing safety (Grade 4)
 - Vision safety (Grade 4)
 - Sun safety (Grade 4)
- State or write their intention to make at least two personal health and wellness practices part of their everyday life.

INSTRUCTIONAL RESOURCES

Books

- Daniels, Patricia. **Ultimate Bodypedia: Amazing Inside-Out Tour of the Human Body**, National Geographic Children's Book, 2014.
- Bendell, Norm. **Care and Keeping of Me: The Body Book Journal**. Pleasant Company, 2001.
- Gogerly, Liz and Mike Gordon. **Looking After Me Book Set**, 2009 (Available from NASCO)
- Anderson, Karri. **I Have Diabetes**. Little Life Lessons Book, 2012. (Grades k-5)
- Kleiman, Deanna. **Jacob's Journey, Living With Type 1 Diabetes**. Kleiman, 2012.
- Deland, Maitland. **The Great Katie Kate Discusses Diabetes**. Book Group Press, 2010.
- Christensen, David. **Elephant on My Chest: A Children's Book About Asthma**. Peebles Publishing Unlimited, 2012.
- Amsel, Sheri. **The Everything KIDS' Human Body Book**. Adams Media, 2012
- Sallas, Riley. **Addie's Asthma**. Create Space Ind. Publishers Platform, 2015.

Electronic Resources

- American Cancer Society (Sun Basics for Kids) www.cancer.org
- Sunwise: <http://www2.epa.gov/sunwise/free-sun-safety-resources> (For grades k-2, **3-5**, and 6-8)
- Dangerous Decibels: <http://www.dangerousdecibels.org/education/resources/educator-resource-guide/>
- Hearing and Hearing Loss Prevention: <http://www.nidcd.nih.gov/health/education/Pages/default.aspx>
- Vision Loss Prevention: https://nei.nih.gov/sites/default/files/nei-pdfs/NEI_ChildrensActivityBook_2013.pdf
- National Eye Institute: <https://www.nei.nih.gov/kids/>
- American Diabetes Association: www.diabetes.org
- BAM ! (Body and Mind): www.bam.gov/teachers/index.htm
- Health, Fitness, and Safety for Kids: www.kids.gov/
- Healthy Youth: www.cdc.gov/HealthyYouth



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- **KidsHealth:** www.kidshealth.org
- **National Center for Chronic Disease Prevention and Health Promotion, CDC:** www.cdc.gov/chronicdisease/index.htm
- **National Diabetes Education Program:** www.ndep.nih.gov
- **National Heart, Lung, and Blood Institute:** www.nhlbi.nih.gov/health/public/sleep/index.htm
- **Personal Hygiene Worksheets:** <http://www.mypersonalhygiene.com/personal-hygiene-worksheets-for-kids-collection-1-8/>
- **National Bone Health Campaign:** www.girlshealth.gov/bones and www.girlshealth.gov/parents/bones
- **Disease Cards:** www.cdc.gov/global/cards.htm
- **EXCITE** <http://www.CDC.gov/excite/>
- **Healthy Children** powered by AAP (American Academy of Pediatrics, Fitness and Nutrition), <https://www.healthychildren.org/english/ages-stages/gradeschool/Pages/default.aspx>

CONNECTIONS

Skill Connections within 3-5 Grade Band

The Essential Skills of Personal Health and Wellness also are taught/ reinforced in these Health Content Areas:

- **Analyzing Influences:** ATOD, Healthy Eating, Healthy Relationships, Safety
- **Goal Setting:** Healthy Eating
- **Advocacy:** ATOD, Healthy Relationships, Mental and Emotional Health

Interdisciplinary Connections:

Note: Practice setting academic, behavioral, etc. goals in other classes/ subject areas.

ELA

- Examine how characters in a book or story were influenced when making a decision. How did various influences (family, friends, media, etc.) affect a character's thoughts, feelings, and choices. Which influences were positive? Negative? (*Analyzing Influences*)
- Examine a character in a book or story you are reading. Either identify and describe a goal the character set or set a specific health-related goal for a character. Be sure the goal is specific, measurable, and attainable. (*Goal Setting*)

Social Studies

- Identify and describe the influences in significant historical events; determine which were positive and which were negative and how these influences affected or may have affected historical decisions. (*Analyzing Influences*)

Physical Education:

- Set a specific goal for improving a physical education/ sports skill. Track the goal for several weeks or months. (*Goal Setting*)