



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: SAFETY (SAFE)

HIGH SCHOOL

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	
<i>BENCHMARK</i>	<i>ESSENTIAL INDICATORS</i>
S1.1.HS. 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.SAFE.1.HS 1.1.SAFE.2.HS 1.1.SAFE.3.HS 1.1.SAFE.4.HS 1.1.SAFE.5.HS 1.1.SAFE.6.HS
SUPPORTIVE INDICATORS	SUPPORTIVE INDICATORS
	1.1.SAFE.7.HS 1.1.SAFE.8.HS 1.1.SAFE.9.HS 1.1.SAFE.10.HS 1.1.SAFE.11.HS

Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S2.1.HS. Explain the influence of public health policies on health practices and behaviors.	
S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.	
S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	
S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	
S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	
S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.	2.6.SAFE.1.HS
S2.7.HS. Analyze how school and community affect personal health practices and behaviors.	2.7.SAFE.2.HS
S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.	
S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.	2.9.SAFE.3.HS
S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.	2.10.SAFE.4.HS



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Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S3.1.HS. Evaluate the validity and reliability of health information.	3.1,2.SAFE.1.HS
S3.2.HS. Evaluate the validity and reliability of health products.	
S3.3.HS. Evaluate the validity and reliability of health services.	
S3.4.HS. Determine the accessibility of valid and reliable health products.	
S3.5.HS. Determine when professional health services may be required.	
S3.6.HS. Determine the accessibility of valid and reliable health services.	
S3.7.HS. Use resources that provide valid and reliable health information.	3.7.SAFE.2.HS
S3.8.HS. Use valid and reliable health products.	3.8,9.SAFE.3.HS
S3.9.HS. Use valid and reliable health services.	
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S4.1.HS. Demonstrate effective communication skills to enhance health.	
S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.	4.2.SAFE.1.HS
S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	4.3.SAFE.2.HS
S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	4.5.SAFE.3.HS
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.	4.6.SAFE.4.HS
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S5.1.HS. Examine barriers to healthy decision making.	5.1.SAFE.1.HS
S5.2.HS. Determine the value of applying thoughtful decision making.	5.2.SAFE.2.HS
S5.3.HS. Justify when individual or collaborative decision making is appropriate.	5.3.SAFE.3.HS
S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.SAFE.4.HS
S5.5.HS. Generate alternatives when making a health-related decision.	5.5.SAFE.5.HS
S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.	5.6.SAFE.6.HS
S5.7.HS. Choose a healthy alternative when making a health-related decision.	5.7.SAFE.7.HS
S5.8.HS. Evaluate the effectiveness of health-related decisions.	5.8.SAFE.8.HS



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Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S6.1.HS. Assess personal health practices and behaviors.	6.1.SAFE.1.HS
S6.2.HS. Set a realistic personal health goal.	6.2.SAFE.2.HS
S6.3.HS. Assess the barriers to achieving a personal health goal.	6.3.SAFE.3.HS
S6.4.HS. Develop a plan to attain a personal health goal.	6.4.SAFE.4.HS
S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.	6.5.SAFE.5.HS
S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.	
S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health.	7.1.SAFE.1.HS
S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks.	
S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.SAFE.2.HS 7.3.SAFE.3.HS
S7.4.HS. Make a commitment to practice healthy behaviors.	7.4.SAFE.4.HS
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.	8.1.SAFE.1.HS
S8.2.HS. Persuade and support others to make positive health choices.	8.2.SAFE.2.HS
S8.3.HS. Collaborate with others to advocate for improving personal, family and community health.	
S8.4.HS. Encourage school and community environments to promote the health of others.	8.4.SAFE.3.HS
S8.5.HS. Adapt health messages and communication techniques for a specific target audience.	
S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	

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CONTENT ELABORATION

Content Elaboration for HS Grade Band: Students in high school focus on the functional knowledge that continues the development of practicing healthy behaviors, but includes additional skill development in communication, decision-making, and goal setting. Students at this developmental age have higher demands that require additional practice in these skills. The review of the skill to evaluate personal practices and behaviors that reduce or prevent health risks is essential at the high school level because there are additional safety concerns such as teen driving. Practice with communication and decision-making skills can be done through scenarios. For example, if a student was in a car and the friend was driving recklessly how are they going to communicate their concern? Will they say anything at all? What are the possible consequences if they say or do nothing? How will they handle this situation? This grade band also includes goal setting skills. This allows students to assess their safety behaviors and set goals to decrease their risk of injury. 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.

Previous Grade Band Progression Statement: Students in grades 6-8 focused on the functional knowledge that would align with the skills of practicing healthy behaviors and advocating for safety behaviors. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. Students learned about the importance of being responsible for personal health behaviors, and how to analyze their personal practices to reduce or prevent health risks. When students make a commitment to practice healthy behaviors, they increase their awareness about safety. Advocating for safe choices makes students more likely to practice positive safety behaviors as well.

Next Grade Band Progression Statement. Applying Health Behaviors:

Students will be able to determine how their choices lead to positive or negative outcomes. They will develop skills to promote a lifelong, healthy lifestyle.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings:

- Ways to reduce risk of injuries while riding in or driving a motor vehicle.
- Analyze the dangers of distracted driving.
- Ways to reduce risk of injuries around water, while playing sports, at home, in the community, or at school.
- Ways to reduce risk of injuries from firearms or injuries due to poisoning.
- Benefits of reducing the risks of injuries.
- Lifesaving and life-enhancing process of organ and tissue donation.
- Managing personal information in electronic communications and when using social media.
- Asking for assistance to improve personal safety and injury prevention.
- How to effectively offer assistance to improve the safety and injury prevention of others.
- Setting goals to avoid or reduce injury.
- Practicing healthy behaviors to avoid or reduce injury.

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- Supportive Understandings:
- Necessary protective gear for biking, motorcycling, ATV's (4-wheelers), snowmobiling, inline skating, riding a scooter, and/or skateboarding.
- Ways to reduce injury when using tools or machinery.
- The relationship between unintentional injuries and using alcohol and other drugs.
- Actions to prevent injuries during severe weather.
- Appropriate actions to take in case of mass trauma.
- How laws and rules influence safety and injury prevention behaviors.
- How influences impact injury prevention practices and behaviors.
- Valid and reliable safety and injury prevention information, products, and services.
- Advocacy messages to promote safety and injury prevention.

INSTRUCTIONAL RESOURCES

Electronic Resources

- Child Injury Prevention Topics: CDC
<https://www.cdc.gov/safechild/>
- Role play scenarios for safety: cars, bikes, skateboards, sex, etc.
<https://www.opheliaproject.org/teaching/Role%20Playing%20Packet.pdf>
- Organ donation educator kit:
http://donatelifeohio.org/wp-content/uploads/2017/07/Together_We_Can_Save_Lives_Educator_Resource_Kit.pdf
- Nationwide Children's
<https://www.nationwidechildrens.org/specialties/central-ohio-poison-center>
- Stanford Children's Health
<https://www.stanfordchildrens.org/en/topic/default?id=online-resources---safety-and-injury-prevention-90-P02991>

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CONNECTIONS

Skill Connections within Health Education

- Personal Health & Wellness – Discuss how immunizations, checkups, and examinations keep us safe from disease and sickness
- Mental Emotional Health – The relationship between mental emotional health and making positive health choices for safety
- ATOD – The increased risk of injury when under the influence of alcohol or other drugs
- Violence Prevention – Identifying warning signs in unhealthy relationships

Interdisciplinary Connections:

Government

- Gun safety and storage laws, alcohol and other drug use laws, governmental efforts to prevent injuries and deaths due to natural disasters, governmental roles in the aftermath of a natural disaster, driving laws and consequences, laws regarding information that cannot be shared over the internet/social media sites

Sports Medicine

- Injury prevention and treatment

Industrial arts

- Prevention of injuries while using machinery and tools.

Science

- Adrenaline rush, organ and tissue donation

Psychology

- Risk-taking behavior, peer pressure, decision-making, social norms