

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Kindergarten (ATOD) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.ATOD.1.K Identify family rules about medicine use. S1.1.ATOD.2.K Describe how to use medicines correctly.

Standard 3: Accessing Resources

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

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health.	S3.1.ATOD.1.K. Identify trusted adults at home who can help with taking medicines.
S3.2.2 Identify trusted adults and professionals in school who can help promote health.	S3.2.ATOD.2.K. Identify trusted adults at school who can help with medicines.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision.	S5.1.ATOD.1.K. Identify healthy, safe choices involving medicine.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (ATOD) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors.	S2.1.ATOD.1.K. Identify relevant influences of family on taking medicines safely.



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Grades K-2: Learning Outcomes

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate effective refusal skills including firmly saying “no” and getting away. S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	S4.1.ATOD.1.K. Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult. S4.4.ATOD.2.K. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.

8: Advocacy Skills

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

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.ATOD.1.K. Make requests of others to ask trusted adults for help with taking medicine.

Grade 1 (ATOD) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.ATOD.1.1. Describe family rules about medicine use. S1.1.ATOD.2.1. Explain the harmful effects of medicines when used incorrectly. S1.1.ATOD.3.1. Identify school rules about medicine use.

3: Accessing Resources

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

Benchmark	Indicators
S3.2.2. Identify trusted adults and professionals in school who can help promote health.	S3.2.ATOD.1.1. Identify trusted adults and professionals at school who can help with taking medicines.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	S5.3.ATOD.1.1. Identify healthy, safe choices involving medicine and unknown substances.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.



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Grades K-2: Learning Outcomes

Grade 1 (ATOD) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors.	S2.1.ATOD.1.1. Identify relevant influences of family on taking medicines safely.
S2.2.2. Identify relevant influences of school on health practices and behaviors.	S2.2.ATOD.2.1. Identify relevant influences of <u>school</u> peers/ friends on taking medicines safely.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	S4.3.ATOD.1.1. Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult.
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	S4.4.ATOD.2.1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.

Standard 8: Advocacy Skills

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

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.ATOD.1.1. Make requests of others to ask trusted adults for help with taking medicine.

Grade 2 (ATOD) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.ATOD.1.2. Explain the harmful effects of medicines when used incorrectly. S1.1.ATOD.2.2. Identify school rules about the use of medicine.



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Grades K-2: Learning Outcomes

Standard 3: Accessing Resources
Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchmark	Indicators
S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.4.2. Explain how to locate school health helpers.	S3.2.ATOD.1.2. Identify trusted adults and professionals in school who can help with taking prescription and over-the-counter medicines. S3.4.ATOD.2.2. Explain how to locate trusted adults and professionals in school who can help with information about prescriptions and over-the-counter medicines.

Standard 5: Decision-Making Skills
Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	S5.3.ATOD.1.2. Identify healthy, safe choices involving medicines or other substances.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 2 (ATOD) - Supportive

Standard 2: Analyzing Influences
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.ATOD.1.2. Identify relevant influences of family on taking medicines safely. S2.2.ATOD.2.2. Identify relevant influences of school professionals, rules, and peers on taking medicines safely. S2.4.ATOD.3.2. Describe positive influences on choices about medicines. S2.5.ATOD.4.2. Describe negative influences on choices about medicines.

Standard 4: Interpersonal Communication Skills
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away. S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	S4.3.ATOD.1.2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult. S4.4.ATOD.2.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.



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Grades K-2: Learning Outcomes

Standard 8: Advocacy Skills

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

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.ATOD.1.2. Make requests of others to ask trusted adults for help with taking medicine.

Healthy Eating (HE)

Kindergarten (HE) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.HE.1.K. Name a variety of healthy foods. S1.1.HE.2.K. Explain the importance of trying new foods. S1.1.HE.3.K. Identify healthy foods. S1.1.HE.4.K. Identify the benefits of drinking plenty of water.

Standard 7: Practicing Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark	Indicators
S7.3.2. Make a commitment to practice healthy behaviors.	S7.3.HE.1.K. Express intention to drink plenty of water.

Standard 8: Advocacy Skills

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

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.HE.1.K. Make requests to others about preferences for healthy eating.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (HE) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	S2.1.HE.1.K. Identify relevant influences of family on food choices and other eating practices and behaviors. S2.2.HE.2.K. Identify relevant influences of <u>school</u> personnel, rules, and peers on food choices and other eating practices and behaviors. S2.3.HE.3.K. Identify relevant influences of media and technology on food choices and other eating practices and behaviors.



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Grades K-2: Learning Outcomes

Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health.	S3.1.HE.1.K. Identify trusted adults at home who can help promote healthy eating.
S3.2.2. Identify trusted adults and professionals in school who can help promote health.	S3.2.HE.2.K. Identify trusted adults and professionals in school who can help promote healthy eating.
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	S4.3.HE.1.K. Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.HE.1.K. Identify a realistic personal short-term goal to improve healthy eating.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.HE.2.K. Take steps to achieve a personal goal to improve healthy eating.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.HE.3.K. Identify people who can help achieve a personal goal to improve healthy eating.

Grade 1 (HE) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.HE.1.1. Explain the importance/ benefits of choosing healthy foods and beverages. S1.1.HE.2.1. Identify a healthy food from each food group. S1.1.HE.3.1. Identify a variety of healthy snacks. S1.1.HE.4.1. Describe the benefits of eating breakfast every day.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.HE.1.1. Identify a realistic personal short-term goal to improve healthy eating.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.HE.2.1. Take steps to achieve a personal goal to improve healthy eating.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.HE.3.1. Identify people who can help achieve a personal goal to improve healthy eating.



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Grades K-2: Learning Outcomes

Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.3.2. Make a commitment to practice healthy behaviors.	S7.3.HE.1.1. Express the intention of eating a healthy breakfast daily.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
<h2>Grade 1 (HE) - Supportive</h2>	
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.HE.1.1. Identify relevant influences of family on food choices and other eating practices and behaviors. S2.2.HE.2.1. Identify relevant influences of <u>school</u> personnel and peers on food choices and other eating practices and behaviors. S2.3.HE.3.1. Identify relevant influences of media and technology on food choices and other eating practices and behaviors. S2.4.HE.4.1. Describe positive influences on personal food choices and other eating practices and behaviors. S2.5.HE.5.1. Describe negative influences on personal food choices and other eating practices and behaviors.
Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health.	S3.1.HE.1.1. Identify trusted adults at home who can help promote healthy eating. S3.2.HE.2.1. Identify trusted adults and professionals in school who can help promote healthy eating.
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	S4.3.HE.1.1. Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices. S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.HE.1.1. Make requests to others about preferences for healthy eating. S8.2.HE.2.1. Demonstrate how to encourage peers to make healthy food and beverage choices.



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Grades K-2: Learning Outcomes

Grade 2 (HE) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.HE.1.2. Describe the types of foods and beverages that should be limited. S1.1.HE.2.2. Identify healthy eating patterns that provide energy and help the body grow and develop. S1.1.HE.3.2. Explain how to use MyPlate to create a healthy meal.

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	S2.1.HE.1.2. Identify relevant influences of family on food choices and other eating practices and behaviors. S2.2.HE.2.2. Describe how advertising influences food choices.

Standard 6: Goal Setting Skills

Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health goal. S6.3.2. Identify people who can help achieve a personal health goal.	S6.1.HE.1.2. Identify a realistic personal short-term goal to improve healthy eating. S6.2.HE.2.2. Take steps to achieve a personal goal to improve healthy eating. S6.3.HE.3.2. Identify people who can help achieve a personal goal to improve healthy eating.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 2 (HE) - Supportive

3: Accessing Resources

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

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.3.2. Identify trusted adults and professionals in the community who can help promote health.	S3.1.HE.1.2. Identify trusted adults at home who can help promote healthy eating. S3.2.HE.2.2. Identify trusted adults and professionals in who can help promote healthy eating. S3.3.HE.3.2. Identify trusted adults and professionals in the community who can help promote healthy eating.



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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.	
Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	S4.3.HE.1.2. Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks.	S7.1.HE.1.2. Identify practices that reduce or prevent unhealthy eating behaviors.
S7.2.2. Demonstrate healthy practices.	S7.2.HE.2.2. Demonstrate healthy eating practices.
S7.3.2. Make a commitment to practice healthy behaviors.	S7.3.HE.3.2. Make a commitment to practice healthy eating behaviors.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.HE.1.2. Make requests to others about preferences for healthy eating.
S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.2.HE.2.2. Demonstrate how to encourage peers to make healthy food and beverage choices.

- **Human Growth and Development (HGD) Indicators are not present in the K-2 grade band.**
- **Healthy Relationship (HR) Indicators for K-2 are included in the content area of Mental and Emotional Health (MEH).**



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OAHPERD Health Education Model Curriculum *Grades K-2: Learning Outcomes*

Mental and Emotional Health (MEH)

Kindergarten (MEH) - Essential

Standard 1: Functional Knowledge

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

Benchmark

S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Mental & Emotional Health.

Indicators

S1.1.MEH.1.K. Identify a variety of feelings.
S1.1.MEH.2.K. Explain the importance of talking with parents and other trusted adults about feelings.
S1.1.MEH.3.K. Identify appropriate ways to express and deal with feelings.

Standard 2: Analyzing Influences

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

Benchmark

S2.1.2. Identify relevant influences of family on health practices and behaviors.
S2.4.2. Describe positive influences on personal health practices and behaviors.
S2.5.2. Describe negative influences on personal health practices and behaviors

Indicators

S2.1.MEH.1.K. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health.
S2.4,5.MEH.2.K. Describe how your friends influence your thoughts, feelings, and behaviors related to mental and emotional health.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark

S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

Indicators

S4.2.MEH.1.K. Demonstrate how to listen attentively.
S4.4.MEH.2.K. Demonstrate how to effectively tell a trusted adult when feeling strong emotions or when being threatened/ harmed.



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***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

Kindergarten (MEH) - Supportive

Standard 3: Accessing Resources

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

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health.	S3.1.MEH.1.K. Identify trusted adults at home who can help promote mental and emotional health.
S3.2.2. Identify trusted adults and professionals in school who can help promote health.	S3.2.MEH.2.K. Identify trusted adults and professionals in school who can help promote mental and emotional health.
S3.4.2. Explain how to locate school health helpers.	S3.4.MEH.3.K. Explain how to locate school health helpers who can help with mental and emotional health.
S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.6.MEH.4.K. Demonstrate how to locate school health helpers to enhance mental and emotional health.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision.	S5.1.MEH.1.K. Identify situations which need a decision related to mental and emotional health.
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	S5.3.MEH.2.K. Explain the potential positive and negative outcomes from decisions related to mental and emotional health.
S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.4.MEH.3.K. Describe when help is needed and when it is not needed to make a mentally- and emotionally-healthy decision.

Standard 6: Goal Setting Skills

Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.MEH.1.K. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.MEH.2.K. Take steps to achieve the goal to improve or maintain positive mental and emotional health.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.MEH.3.K. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.



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Grades K-2: Learning Outcomes

Standard 7: Practicing Healthy Behaviors
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks. S7.2.2. Demonstrate healthy practices. S7.3.2. Make a commitment to practice healthy behaviors.	S7.1.MEH.1.K. Identify mental and emotional health practices that reduce or prevent health risks. S7.2.MEH.2.K. Demonstrate healthy mental and emotional health practices. S7.3.MEH.3.K. Make a commitment to practice healthy mental and emotional health behaviors.

Standard 8: Advocacy Skills
Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.MEH.1.K. Make requests to others to promote personal mental and emotional health practices.

Grade 1 (MEH) - Essential

Standard 1: Functional Knowledge
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.MEH.1.1. Explain the relationship between feelings and behavior. S1.1.MEH.2.1. Identify characteristics of a responsible friend. S1.1.MEH.3.1. Describe the difference between bullying and teasing. S1.1.MEH.4.1. Explain why it is wrong to bully or tease others.

Standard 4: Interpersonal Communication Skills
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	S4.1.MEH.1.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 7: Practicing Healthy Behaviors
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark	Indicators
S7.2.2. Demonstrate healthy practices.	S7.2.MEH.1.1. Demonstrate healthy coping skills to manage strong feelings.



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SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 1 (MEH) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors.	S2.1.MEH.1.1. Identify relevant influences of family on mental and emotional health practices and behaviors.
S2.2.2. Identify relevant influences of school on health practices and behaviors.	S2.2.MEH.2.1. Identify relevant influences of <u>school</u> rules and peers on mental and emotional health practices and behaviors.
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	S2.3.MEH.3.1. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
S2.4.2. Describe positive influences on personal health practices and behaviors.	S2.4.MEH.4.1. Describe positive influences on mental and emotional health practices and behaviors.
S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.5.MEH.5.1. Describe negative influences on mental and emotional health practices and behaviors.

Standard 3: Accessing Resources

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

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health.	S3.1.MEH.1.1. Identify trusted adults at home who can help promote mental and emotional health.
S3.2.2. Identify trusted adults and professionals in school who can help promote health.	S3.2.MEH.2.1. Identify trusted adults and professionals in school who can help promote mental and emotional health.
S3.3.2. Identify trusted adults and professionals in the community who can help promote health.	S3.3.MEH.3.1. Identify trusted adults and professionals in the community who can help promote mental and emotional health.
S3.4.2. Explain how to locate school health helpers.	S3.4.MEH.4.1. Explain how to locate school health helpers who can help with mental and emotional health.
S3.5.2. Explain how to locate community health helpers.	S3.5.MEH.5.1. Explain how to locate community health helpers who can help promote mental and emotional health.
S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.6.MEH.6.1. Demonstrate how to locate school health helpers to enhance mental and emotional health.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	S5.3.MEH.1.1. Explain the potential positive and negative outcomes related to mental and emotional health.
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Grades K-2: Learning Outcomes

Standard 6: Goal Setting Skills
Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health goal. S6.3.2. Identify people who can help achieve a personal health goal.	S6.1.MEH.1.1. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health. S6.2.MEH.2.1. Take steps to achieve the goal to improve or maintain positive mental and emotional health. S6.3.MEH.3.1. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.

Standard 8: Advocacy Skills
Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.MEH.1.1. Make requests to others to promote personal mental and emotional health practices.

Grade 2 (MEH) - Essential

Standard 1: Functional Knowledge
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management.

Standard 4: Interpersonal Communication Skills
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	S4.1.MEH.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.1,2.MEH.2.2. Demonstrate healthy ways to manage or resolve interpersonal conflict. S4.2.MEH.3.2. Describe how to effectively communicate respect for others.

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Grades K-2: Learning Outcomes

Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision.	S5.1.MEH.1.2. Identify mental and emotional health situations that need a decision to be made.
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	S5.1.MEH.2.2. List 2-3 possible ways to handle the situation.
S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.3.MEH.3.2. Explain the possible positive and negative outcomes for each of these 2-3 ways.
	S5.4.MEH.4.2. Describe when help is needed and when it is not needed to make a decision related to mental and emotional health.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.2.2. Demonstrate healthy practices.	S7.2.MEH.1.2. Demonstrate healthy mental and emotional health practices.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
Grade 2 (MEH) - Supportive	
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors.	S2.1.MEH.1.2. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health.
S2.2.2. Identify relevant influences of school on health practices and behaviors.	S2.2.MEH.2.2. Identify relevant influences of <u>school</u> peers and professionals on mental and emotional health practices and behaviors.
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	S2.3.MEH.3.2. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
S2.4.2. Describe positive influences on personal health practices and behaviors.	S2.4.MEH.4.2. Describe positive influences on mental and emotional health practices and behaviors.
S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.5.MEH.5.2. Describe negative influences on mental and emotional health practices and behaviors.

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Grades K-2: Learning Outcomes

Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.3.2. Identify trusted adults and professionals in the community who can help promote health. S3.4.2. Explain how to locate school health helpers. S3.5.2. Explain how to locate community health helpers. S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.1.MEH.1.2. Identify trusted adults at home who can help promote mental and emotional health. S3.2.MEH.2.2. Identify trusted adults and professionals in school who can help promote mental and emotional health. S3.3.MEH.3.2. Identify trusted adults and professionals in the community who can help promote mental and emotional health. S3.4.MEH.4.2. Explain how to locate school health helpers who can help with mental and emotional health. S3.5.MEH.5.2. Explain how to locate community health helpers who can help promote mental and emotional health. S3.6.MEH.6.2. Demonstrate how to locate school health helpers to enhance mental and emotional health.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health goal. S6.3.2. Identify people who can help achieve a personal health goal.	S6.1.MEH.1.2. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health. S6.2.MEH.2.2. Take steps to achieve the goal to improve or maintain positive mental and emotional health. S6.3.MEH.3.2. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.MEH.1.2. Make requests to others to promote personal mental and emotional health practices.



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Grades K-2: Learning Outcomes

Personal Health and Wellness (PHW)

Kindergarten (PHW) - Essential

Standard 1: Functional Knowledge

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

Benchmark

S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Personal Health and Wellness.

Indicators

S1.1.PHW.1.K. Identify the benefits of personal health care practices such as washing hair and bathing regularly.
S1.1.PHW.2.K. State the steps for proper hand washing.

Standard 6: Goal Setting Skills

Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark

S6.1.2. Identify a realistic personal short-term health goal.
S6.2.2. Take steps to achieve the personal health goal.
S6.3.2. Identify people who can help achieve a personal health goal.

Indicators

S6.1.PHW.1.K. Identify a goal to improve dental care.
S6.2.PHW.2.K. Identify resources needed to achieve goal.
S6.3.PHW.3.K. Identify people who can help achieve the goal.

Standard 7: Practicing Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark

S7.1.2. Identify practices that reduce or prevent health risks.
S7.2.2. Demonstrate healthy practices.

Indicators

S7.1.PHW.1.K. Identify personal health and wellness-related practices that reduce or prevent health risks.
S7.2.PHW.2.K. Demonstrate positive personal health and wellness practices.



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Grades K-2: Learning Outcomes

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (PHW) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.PHW.1.K. Identify relevant influences of family on personal health and wellness practices and behaviors. S2.2.PHW.2.K. Identify relevant influences of <u>school</u> rules, peers, ad professionals on personal health and wellness practices and behaviors. S2.3.PHW.3.K. Identify relevant influences of media and technology on personal health and wellness practices and behaviors. S2.4.PHW.4.K. Describe positive influences on personal health and wellness practices and behaviors. S2.5.PHW.5.K. Describe negative influences on personal health and wellness practices and behaviors.

Standard 3: Accessing Resources

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

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.3.2. Identify trusted adults and professionals in the community who can help promote health. S3.4.2. Explain how to locate school health helpers. S3.5.2. Explain how to locate community health helpers. S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.1.PHW.1.K. Identify trusted adults at home who can help promote personal health and wellness. S3.2.PHW.2.K. Identify trusted adults and professionals in school who can help promote personal health and wellness. S3.3.PHW.3.K. Identify trusted adults and professionals in the community who can help promote personal health and wellness. S3.4.PHW.4.K. Explain how to locate school health helpers who can help promote personal health and wellness. S3.5.PHW.5.K. Explain how to locate community health helpers who can help promote personal health and wellness. S3.6.PHW.6.K. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.

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Grades K-2: Learning Outcomes

Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
<p>S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p> <p>S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.</p> <p>S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.</p> <p>S4.5.2. Identify how to communicate care and concern for others.</p>	<p>S4.1.PHW.1.K. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.</p> <p>S4.2.PHW.2.K. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.</p> <p>S4.3.PHW.3.K. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.</p> <p>S4.5.PHW.4.K. Identify how to communicate care and concern for others to enhance their personal health and wellness.</p>
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
<p>S5.1.2. Identify situations which need a health-related decision.</p> <p>S5.2.2. Identify how family, peers or media influence a health-related decision.</p> <p>S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.</p> <p>S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.</p>	<p>S5.1.PHW.1.K. Identify situations which need a decision related to personal health and wellness.</p> <p>S5.2.PHW.2.K. Identify how family, peers or media influence a personal health or wellness-related decision.</p> <p>S5.3.PHW.3.K. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.</p> <p>S5.4.PHW.4.K. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.</p>
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
<p>S8.1.2. Make requests to others to promote personal health practices.</p> <p>S8.2.2. Demonstrate how to encourage peers to make healthy choices.</p>	<p>S8.1.PHW.1.K. Make requests to others to promote positive personal health and wellness-related practices.</p> <p>S8.2.PHW.2.K. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.</p>

Grade 1 (PHW) - Essential

Standard 1: Functional Knowledge

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

Benchmark

S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Personal Health and Wellness.

Indicators

S1.1.PHW.1.1. Identify the proper steps for daily brushing and flossing of teeth.
S1.1.PHW.2.1. Describe what it means to be healthy.
S1.1.PHW.3.1. State why hygiene is important to good health.
S1.1.PHW.4.1. Explain importance of regular visits to doctor and dentist.

Standard 2: Analyzing Influences

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

Benchmark

S2.1.2. Identify relevant influences of family on health practices and behaviors.

Indicators

S2.1.PHW.1.1. Identify how family and friends influence personal health and wellness.

Standard 6: Goal Setting Skills

Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark

S6.1.2. Identify a realistic personal short-term health goal.
S6.2.2. Take steps to achieve the personal health goal.
S6.3.2. Identify people who can help achieve a personal health goal.

Indicators

S6.1.PHW.1.1. Identify a goal to improve disease prevention.
S6.2.PHW.2.1. Identify resources needed to achieve goal.
S6.3.PHW.3.1. Identify people who can help achieve the goal.

Standard 7: Practicing Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark

S7.2.2. Demonstrate healthy practices.
S7.3.2. Make a commitment to practice healthy behaviors.

Indicators

S7.2.PHW.1.1. Demonstrate positive personal health and wellness practices.
S7.3.PHW.2.1. Make a commitment to practice positive personal health and wellness-related behaviors.

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Grades K-2: Learning Outcomes

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 1 (PHW) - Supportive

Standard 3: Accessing Resources

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

Benchmark	Indicators
<p>S3.1.2. Identify trusted adults at home who can help promote health.</p> <p>S3.2.2. Identify trusted adults and professionals in school who can help promote health.</p> <p>S3.3.2. Identify trusted adults and professionals in the community who can help promote health.</p> <p>S3.4.2. Explain how to locate school health helpers.</p> <p>S3.5.2. Explain how to locate community health helpers.</p> <p>S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.</p>	<p>S3.1.PHW.1.1. Identify trusted adults at home who can help promote personal health and wellness.</p> <p>S3.2.PHW.2.1. Identify trusted adults and professionals in school who can help promote personal health and wellness.</p> <p>S3.3.PHW.3.1. Identify trusted adults and professionals in the community who can help promote personal health and wellness.</p> <p>S3.4.PHW.4.1. Explain how to locate school health helpers who can help promote personal health and wellness.</p> <p>S3.5.PHW.5.1. Explain how to locate community health helpers who can help promote personal health and wellness.</p> <p>S3.6.PHW.6.1. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.</p>

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
<p>S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p> <p>S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.</p> <p>S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.</p> <p>S4.5.2. Identify how to communicate care and concern for others.</p>	<p>S4.1.PHW.1.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.</p> <p>S4.2.PHW.2.1. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.</p> <p>S4.3.PHW.3.1. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.</p> <p>S4.5.PHW.4.1. Identify how to communicate care and concern for others to enhance their personal health and wellness.</p>

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Grades K-2: Learning Outcomes

Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
<p>S5.1.2. Identify situations which need a health-related decision.</p> <p>S5.2.2. Identify how family, peers or media influence a health-related decision.</p> <p>S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.</p> <p>S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.</p>	<p>S5.1.PHW.1.1. Identify situations which need a decision related to personal health and wellness.</p> <p>S5. 2.PHW.2.1. Identify how family, peers or media influence a personal health or wellness-related decision.</p> <p>S5.3.PHW.3.1. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.</p> <p>S5.4.PHW.4.1. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.</p>
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
<p>S8.1.2. Make requests to others to promote personal health practices.</p> <p>S8.2.2. Demonstrate how to encourage peers to make healthy choices.</p>	<p>S8.1.PHW.1.1. Make requests to others to promote positive personal health and wellness-related practices.</p> <p>S8.2.PHW.2.1. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.</p>
<h2>Grade 2 (PHW) - Essential</h2>	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
<p>S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Personal Health and Wellness.</p>	<p>S1.1.PHW.1.2. State why hygiene is important to good health.</p> <p>S1.1.PHW.2.2. Identify different ways that disease-causing germs are transmitted.</p> <p>S1.1.PHW.3.2. Identify ways to prevent the spread of germs that cause common infectious diseases.</p> <p>S1.1.PHW.4.2. Explain why sleep and rest are important for proper growth and good health.</p> <p>S1.1.PHW.5.2. List ways to prevent the harmful effects of the sun.</p>
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
<p>S6.1.2. Identify a realistic personal short-term health goal.</p> <p>S6.2.2. Take steps to achieve the personal health goal.</p>	<p>S6.1.PHW.1.2. Identify a goal to improve disease prevention.</p> <p>S6.2.PHW.2.2. Identify resources needed to achieve goal.</p>



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Grades K-2: Learning Outcomes

S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.PHW.3.2. Identify people who can help achieve the goal.
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.3.2. Make a commitment to practice healthy behaviors.	S7.3.PHW.1.2. Make a commitment to practice positive personal health and wellness-related behaviors.
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.PHW.1.2. Make requests of others to promote personal health and wellness related behaviors.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
<h2 style="margin: 0;">Grade 2 (PHW) - Supportive</h2>	
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.PHW.1.2. Identify relevant influences of family on personal health and wellness practices and behaviors. S2.2.PHW.2.2. Identify relevant influences of school on personal health and wellness practices and behaviors. S2.3.PHW.3.2. Identify relevant influences of media and technology on personal health and wellness practices and behaviors. S2.4.PHW.4.2. Describe positive influences on personal health and wellness practices and behaviors. S2.5.PHW.5.2. Describe negative influences on personal health and wellness practices and behaviors.
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.3.2. Identify trusted adults and professionals in the community who can help promote health.	S3.1.PHW.1.2. Identify trusted adults at home who can help promote personal health and wellness. S3.2.PHW.2.2. Identify trusted adults and professionals in school who can help promote personal health and wellness.



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Grades K-2: Learning Outcomes

<p>S3.4.2. Explain how to locate school health helpers.</p> <p>S3.5.2. Explain how to locate community health helpers.</p> <p>S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.</p>	<p>S3.3.PHW.3.2. Identify trusted adults and professionals in the community who can help promote personal health and wellness.</p> <p>S3.4.PHW.4.2. Explain how to locate school health helpers who can help promote personal health and wellness.</p> <p>S3.5.PHW.5.2. Explain how to locate community health helpers who can help promote personal health and wellness.</p> <p>S3.6.PHW.6.2. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.</p>
<p>Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
Benchmark	Indicators
<p>S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p> <p>S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.</p> <p>S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.</p> <p>S4.5.2. Identify how to communicate care and concern for others.</p>	<p>S4.1.PHW.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.</p> <p>S4.2.PHW.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.</p> <p>S4.3.PHW.3.2. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.</p> <p>S4.5.PHW.4.2. Identify how to communicate care and concern for others to enhance their personal health and wellness.</p>
<p>Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
Benchmark	Indicators
<p>S5.1.2. Identify situations which need a health-related decision.</p> <p>S5.2.2. Identify how family, peers or media influence a health-related decision.</p> <p>S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.</p> <p>S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.</p>	<p>S5.1.PHW.1.2. Identify situations which need a decision related to personal health and wellness.</p> <p>S5.2.PHW.2.2. Identify how family, peers or media influence a personal health or wellness-related decision.</p> <p>S5.3.PHW.3.2. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.</p> <p>S5.4.PHW.4.2. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.</p>



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Grades K-2: Learning Outcomes

Safety – (SAFE)

Kindergarten (SAFE) – Essential	
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Safety.	S1.1.SAFE.1.K. Describe how to be a safe pedestrian. S1.1.SAFE.2.K. Describe how to be a responsible bus rider. S1.1.SAFE.3.K. Identify safety rules for playing on playground.
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.5.2. Explain how to locate community health helpers.	S3.1.SAFE.1.K. Explain how to locate community health helpers who can help promote safety and injury prevention.
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks. S7.3.2. Make a commitment to practice healthy behaviors.	S7.1.SAFE.1.K. Identify practices that promote safety and reduce or prevent injuries. S7.3.SAFE.2.K. Make a commitment to practice safety and injury prevention behaviors.



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SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (SAFE) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.SAFE.1.K. Identify relevant influences of family on safety and injury prevention practices and behaviors. S2.2.SAFE.2.K. Identify relevant influences of <u>school</u> rules, peers, professionals on safety and injury prevention practices and behaviors. S2.4.SAFE.3.K. Describe positive influences on safety and injury prevention practices and behaviors. S2.5.SAFE.4.K. Describe negative influences on safety and injury prevention practices and behaviors.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away. S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	S4.1.SAFE.1.K. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury. S4.2.SAFE.2.K. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury. S4.3.SAFE.3.K. Demonstrate effective refusal skills to avoid or reduce injury. S4.4.SAFE.4.K. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.



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Grades K-2: Learning Outcomes

Standard 5: Decision-Making Skills
Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision. S5.2.2. Identify how family, peers or media influence a health-related decision. S5.3.2. Explain the potential positive and negative outcomes from health-related decisions. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.1.SAFE.1.K. Identify situations which need a decision related to safety and injury prevention. S5.2.SAFE.2.K. Identify how family, peers or media influence a decision related to safety and injury prevention. S5.3.SAFE.3.K. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. S5.4.SAFE.4.K. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

Standard 6: Goal Setting Skills
Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health goal. S6.3.2. Identify people who can help achieve a personal health goal.	S6.1.SAFE.1.K. Identify a realistic personal short-term goal to avoid or reduce injury. S6.2.SAFE.2.K. Take steps to achieve a personal goal to avoid or reduce injury. S6.3.SAFE.3.K. Identify people who can help achieve a personal goal to avoid or reduce injury.

Standard 8: Advocacy Skills
Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices. S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.SAFE.1.K. Make requests to others to promote safety and avoid or reduce injury. S8.2.SAFE.2.K. Demonstrate how to encourage peers to be safe and avoid or reduce injury.

Grade 1 (SAFE) - Essential

Standard 1: Functional Knowledge
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Safety.	S1.1.SAFE.1.1. Identify safety hazards in the home. S1.1.SAFE.2.1. Identify how household products are harmful if ingested, inhaled, or used improperly. S1.1.SAFE.3.1. Identify safety rules for swimming and playing sports. S1.1.SAFE.4.1. Identify safety rules around fire. S1.1.SAFE.5.1. Identify people who can help when someone is injured or suddenly ill.



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Grades K-2: Learning Outcomes

Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.6.SAFE.1.1. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention.
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	S4.1.SAFE.1.1. Demonstrate what to say and how to respond when calling 911. S4.1.SAFE.2.1. Demonstrate how to ask a trusted adult for help with an injury or illness.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices. S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.SAFE.1.1. Make requests of others to promote safety and reduce or prevent injuries. S8.2.SAFE.2.1. Demonstrate how to encourage peers to be safe and avoid or reduce injury.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
<h2 style="margin: 0;">Grade 1 (SAFE) - Supportive</h2>	
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.SAFE.1.1. Identify relevant influences of family on safety and injury prevention practices and behaviors. S2.2.SAFE.2.1. Identify relevant influences of school rules, peers, and professionals on safety and injury prevention practices and behaviors. S2.3.SAFE.3.1. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. S2.4.SAFE.4.1. Describe positive influences on safety and injury prevention practices and behaviors. S2.5.SAFE.5.1. Describe negative influences on safety and injury prevention practices and behaviors.



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Grades K-2: Learning Outcomes

Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision. S5.2.2. Identify how family, peers or media influence a health-related decision. S5.3.2. Explain the potential positive and negative outcomes from health-related decisions. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.1.SAFE.1.1. Identify situations which need a decision related to safety and injury prevention. S5.2.SAFE.2.1. Identify how family, peers or media influence a decision related to safety and injury prevention. S5.3.SAFE.3.1. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. S5.4.SAFE.4.1. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health goal. S6.3.2. Identify people who can help achieve a personal health goal.	S6.1.SAFE.1.1. Identify a realistic personal short-term goal to avoid or reduce injury. S6.2.SAFE.2.1. Take steps to achieve a personal goal to avoid or reduce injury. S6.3.SAFE.3.1. Identify people who can help achieve a personal goal to avoid or reduce injury.
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks. S7.3.2. Make a commitment to practice healthy behaviors.	S7.1.SAFE.1.1. Identify practices that promote safety and reduce or prevent injuries S7.3.SAFE.2.1. Make a commitment to practice safety and injury prevention behaviors.



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Grades K-2: Learning Outcomes

Grade 2 (SAFE) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
<p>S1.1.2. 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, Safety, Violence Prevention.</p>	<p>S1.1.SAFE.1.2. Identify safety hazards in the home. S1.1.SAFE.2.2. Describe how injuries can be prevented. S1.1.SAFE.3.2. Describe what to do if an unsafe object or substance is found. S1.1.SAFE.4.2. Identify safety hazards in the community. S1.1.SAFE.5.2. Identify people who can help when someone is injured or suddenly ill. S1.1.SAFE.6.2. Describe internet safety rules.</p>

Standard 2: Analyzing Influences

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

Benchmark	Indicators
<p>S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.</p>	<p>S2.1.SAFE.1.2. Describe how family influences safety choices. S2.2.SAFE.2.2. Describe how peers can influence safety choices. S2.3.SAFE.3.2. Describe how the internet influences safety choices.</p>

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
<p>S5.1.2. Identify situations which need a health-related decision. S5.3.2. Explain the potential positive and negative outcomes from health-related decisions. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.</p>	<p>S5.1.SAFE.1.2. Identify situations which need a decision related to safety and injury prevention. S5.3.SAFE.2.2. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. S5.4.SAFE.3.2. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.</p>



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Grades K-2: Learning Outcomes

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 2 (SAFE) - Supportive

Standard 3: Accessing Resources
Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.3.2. Identify trusted adults and professionals in the community who can help promote health. S3.4.2. Explain how to locate school health helpers. S3.5.2. Explain how to locate community health helpers. S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.1.SAFE.1.2. Identify trusted adults at home who can help promote safety and injury prevention. S3.2.SAFE.2.2. Identify trusted adults and professionals in school who can help promote safety and injury prevention. S3.3.SAFE.3.2. Identify trusted adults and professionals in the community who can help promote safety and injury prevention. S3.4.SAFE.4.2. Explain how to locate school health helpers who can help promote safety and injury prevention. S3.5.SAFE.5.2. Explain how to locate community health helpers who can help promote safety and injury prevention. S3.6.SAFE.6.2. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention.

Standard 4: Interpersonal Communication Skills
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away. S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	S4.1.SAFE.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury. S4.2.SAFE.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury. S4.3.SAFE.3.2. Demonstrate effective refusal skills to avoid or reduce injury. S4.4.SAFE.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.



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Grades K-2: Learning Outcomes

Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.SAFE.1.2. Identify a realistic personal short-term goal to avoid or reduce injury.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.SAFE.2.2. Take steps to achieve a personal goal to avoid or reduce injury.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.SAFE.3.2. Identify people who can help achieve a personal goal to avoid or reduce injury.
Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks.	S7.1.SAFE.1.2. Identify practices that promote safety and reduce or prevent injuries.
S7.3.2. Make a commitment to practice healthy behaviors.	S7.3.SAFE.2.2. Make a commitment to practice safety and injury prevention behaviors.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.SAFE.1.2. Make requests to others to promote safety and avoid or reduce injury.
S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.2.SAFE.2.2. Demonstrate how to encourage peers to be safe and avoid or reduce injury.



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Grades K-2: Learning Outcomes

Violence Prevention (VP)

Kindergarten (VP) - Essential

Standard 1: Functional Knowledge

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

Benchmark

S1.1.2. 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, Safety, Violence Prevention.

Indicators

S1.1.VP.1.K. Identify “appropriate/safe” and “inappropriate/ unsafe” touches.
S1.1.VP.2.K. Explain why inappropriate touches should be reported to a trusted adult.
S1.1.VP.3.K. Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 3: Accessing Resources

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

Benchmark

S3.1.2. Identify trusted adults at home who can help promote health.
S3.2.2. Identify trusted adults and professionals in school who can help promote health.
S3.4.2. Explain how to locate school health helpers.
S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.

Indicators

S3.1.VP.1.K. Identify trusted adults at home who can help prevent violence.
S3.2.VP.2.K. Identify trusted adults and professionals in school who can help prevent violence.
S3.4.VP.3.K. Explain how to locate school health helpers who can help reduce or avoid violence.
S3.6.VP.4.K. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark

S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

Indicators

S4.1.VP.1.K. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.
S4.3.VP.2.K. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.
S4.4.VP.3.K. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.



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***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

Kindergarten (VP) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors.	S2.1.VP.1.K. Identify relevant influences of family on violence prevention practices and behaviors.
S2.2.2. Identify relevant influences of school on health practices and behaviors.	S2.2.VP.2.K. Identify relevant influences of school on violence prevention practices and behaviors.
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	S2.3.VP.3.K. Identify relevant influences of media and technology on violence prevention practices and behaviors.
S2.4.2. Describe positive influences on personal health practices and behaviors.	S2.4.VP.4.K. Describe positive influences on violence prevention practices and behaviors.
S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.5.VP.5.K. Describe negative influences on violence prevention practices and behavior.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision.	S5.1.VP.1.K. Identify situations which need a decision that could lead to violence.
S5.2.2. Identify how family, peers or media influence a health-related decision.	S5.2.VP.2.K. Describe how family, peers or media influence a decision that could lead to violence.
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	S5.3.VP.3.K. Explain the potential positive and negative outcomes from a decision that could lead to violence.
S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.4.VP.4.K. Describe when help is needed and when it is not needed to make a decision related to violence prevention.

Standard 6: Goal Setting Skills

Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.VP.1.K. Identify a realistic personal short-term goal to prevent violence.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.VP.2.K. Take steps to achieve the personal goal to prevent violence.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.VP.3.K. Identify people who can help achieve a personal goal to prevent violence.



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Grades K-2: Learning Outcomes

Standard 7: Practicing Heathy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks. S7.2.2. Demonstrate healthy practices. S7.3.2. Make a commitment to practice healthy behaviors.	S7.1.VP.1.K. Identify practices that reduce or prevent violence. S7.2.VP.2.K. Demonstrate violence prevention practices. S7.3.VP.3.K. Make a commitment to practice violence prevention behaviors.
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices. S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.VP.1.K. Make requests to others to prevent violence. S8.2.VP.2.K. Demonstrate how to encourage peers to prevent violence.
<h2 style="margin: 0;">Grade 1 (VP) - Essential</h2>	
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.VP.1.1. Distinguish “appropriate” and “inappropriate” or “safe” and “unsafe” touches or interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult.
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away. S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	S4.3.VP.1.1. Demonstrate how to use effective refusal skills when feeling threatened or harmed. S4.4.VP.2.1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed or when a peer is feeling threatened or harmed.



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Grades K-2: Learning Outcomes

Standard 5: Decision-Making Skills
Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision. S5.2.2. Identify how family, peers or media influence a health-related decision. S5.3.2. Explain the potential positive and negative outcomes from health-related decisions. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.1.VP.1.1. Identify situations which need a decision that could lead to violence. S5.2.VP.2.1. Describe how family, peers or media influence a decision that could lead to violence. S5.3.VP.3.1. Explain the potential positive and negative outcomes from a decision that could lead to violence. S5.4.VP.4.1. Describe when help is needed and when it is not needed to make a decision related to violence prevention.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 1 (VP) - Supportive

Standard 2: Analyzing Influences
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.VP.1.1. Identify relevant influences of family on violence prevention practices and behaviors. S2.2.VP.2.1. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.1. Identify relevant influences of media and technology on violence prevention practices and behaviors. S2.4.VP.4.1. Describe positive influences on violence prevention practices and behaviors. S2.5.VP.5.1. Describe negative influences on violence prevention practices and behavior.

Standard 3: Accessing Resources
Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health.. S3.4.2. Explain how to locate school health helpers. S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence. S3.2.VP.2.1. Identify trusted adults and professionals in school who can help prevent violence. S3.4.VP.3.1. Explain how to locate school health helpers who can help reduce or avoid violence. S3.6.VP.4.1. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.



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Grades K-2: Learning Outcomes

Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.VP.1.1. Identify a realistic personal short-term goal to prevent violence.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.VP.2.1. Take steps to achieve the personal goal to prevent violence.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.VP.3.1. Identify people who can help achieve a personal goal to prevent violence.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks.	S7.1.VP.1.1. Identify practices that reduce or prevent violence.
S7.2.2. Demonstrate healthy practices.	S7.2.VP.2.1. Demonstrate violence prevention practices.
S7.3.2. Make a commitment to practice healthy behaviors.	S7.3.VP.3.1. Make a commitment to practice violence prevention behaviors.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices.	S8.1.VP.1.1. Make requests to others to prevent violence.
S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.2.VP.2.1. Demonstrate how to encourage peers to prevent violence.
<h2 style="margin: 0;">Grade 2 (VP) - Essential</h2>	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
S1.1.2. 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, Safety, Violence Prevention.	S1.1.VP.1.2. Explain why everyone has the right to tell others not to touch his or her body. S1.1.VP.2.2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. S1.1.VP.3.2. Explain what to do if you and a friend have a strong disagreement.



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Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.4.2. Explain how to locate school health helpers. S3.5.2. Explain how to locate community health helpers. S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.	S3.4.VP.1.2. Explain how to locate school health helpers who can help reduce or avoid violence. S3.5.VP.2.2. Explain how to locate community health helpers who can help reduce or avoid violence. S3.6.VP.3.2. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	S4.1.VP.1.2. Demonstrate healthy ways to manage or resolve conflict to prevent violence. S4.3.VP.2.2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
<h2 style="margin: 0;">Grade 2 (VP) - Supportive</h2>	
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school on health practices and behaviors. S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. S2.4.2. Describe positive influences on personal health practices and behaviors. S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.1.VP.1.2. Identify relevant influences of family on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media and technology on violence prevention practices and behaviors. S2.4.VP.4.2. Describe positive influences on violence prevention practices and behaviors. S2.5.VP.5.2. Describe negative influences on violence prevention practices and behavior.



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Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
S5.1.2. Identify situations which need a health-related decision. S5.2.2. Identify how family, peers or media influence a health-related decision. S5.3.2. Explain the potential positive and negative outcomes from health-related decisions. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.1.VP.1.2. Identify situations which need a decision that could lead to violence. S5.2.VP.2.2. Describe how family, peers or media influence a decision that could lead to violence. S5.3.VP.3.2. Explain the potential positive and negative outcomes from a decision that could lead to violence. S5.4.VP.4.2. Describe when help is needed and when it is not needed to make a decision related to violence prevention.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health goal. S6.3.2. Identify people who can help achieve a personal health goal.	S6.1.VP.1.2. Identify a realistic personal short-term goal to prevent violence. S6.2.VP.2.2. Take steps to achieve the personal goal to prevent violence. S6.3.VP.3.2. Identify people who can help achieve a personal goal to prevent violence.
Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks. S7.2.2. Demonstrate healthy practices. S7.3.2. Make a commitment to practice healthy behaviors.	S7.1.VP.1.2. Identify practices that reduce or prevent violence. S7.2.VP.2.2. Demonstrate violence prevention practices. S7.3.VP.3.2. Make a commitment to practice violence prevention behaviors.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices. S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.VP.1.2. Make requests to others to prevent violence. S8.2.VP.2.2. Demonstrate how to encourage peers to prevent violence.