



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: VIOLENCE PREVENTION (VP)

HIGH SCHOOL

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.		
<i>BENCHMARK</i>	<i>ESSENTIAL INDICATORS</i>	
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.VP.1.HS 1.1.VP.2.HS 1.1.VP.3.HS 1.1.VP.4.HS 1.1.VP.5.HS 1.1.VP.6.HS 1.1.VP.7.HS	1.1.VP.8.HS 1.1.VP.9.HS 1.1.VP.10.HS 1.1.VP.11.HS 1.1.VP.12.HS 1.1.VP.13.HS 1.1.VP.14.HS
SUPPORTIVE INDICATORS	SUPPORTIVE INDICATORS	
<i>*Additional functional knowledge is needed to develop the identified supportive standards.</i>	1.1.VP.15.HS 1.1.VP.16.HS 1.1.VP.17.HS	1.1.VP.18.HS 1.1.VP.19.HS 1.1.VP.20.HS 1.1.VP.21.HS

Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S2.1.HS. Explain the influence of public health policies on health practices and behaviors.	
S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.	2.2.VP.1.HS
S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	2.3.VP.2.HS
S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	2.4.VP.3.HS
S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.VP.4.HS
S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.	
S2.7.HS. Analyze how school and community affect personal health practices and behaviors.	
S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.	2.8.VP.5.HS
S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.	
S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.	



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Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S3.1.HS. Evaluate the validity and reliability of health information.	3.1.VP.1.HS
S3.2.HS. Evaluate the validity and reliability of health products.	
S3.3.HS. Evaluate the validity and reliability of health services.	3.3.VP.2.HS
S3.4.HS. Determine the accessibility of valid and reliable health products.	
S3.5.HS. Determine when professional health services may be required.	
S3.6.HS. Determine the accessibility of valid and reliable health services.	
S3.7.HS. Use resources that provide valid and reliable health information.	3.7.VP.3.HS
S3.8.HS. Use valid and reliable health products.	
S3.9.HS. Use valid and reliable health services.	3.9.VP.4.HS
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S4.1.HS. Demonstrate effective communication skills to enhance health.	4.1.VP.1.HS
S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.	
S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	4.3.VP.2.HS
S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	4.4.VP.3.HS
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	4.5.VP.4.HS
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.	4.6.VP.5.HS
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S5.1.HS. Examine barriers to healthy decision making.	5.1.VP.1.HS
S5.2.HS. Determine the value of applying thoughtful decision making.	
S5.3.HS. Justify when individual or collaborative decision making is appropriate.	5.3.VP.2.HS
S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	
S5.5.HS. Generate alternatives when making a health-related decision.	
S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.	
S5.7.HS. Choose a healthy alternative when making a health-related decision.	
S5.8.HS. Evaluate the effectiveness of health-related decisions.	



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Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S6.1.HS. Assess personal health practices and behaviors.	6.1.VP.1.HS
S6.2.HS. Set a realistic personal health goal.	
S6.3.HS. Assess the barriers to achieving a personal health goal.	
S6.4.HS. Develop a plan to attain a personal health goal.	
S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.	
S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.	
S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	6.7.VP.2.HS
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health.	
S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks.	7.2.VP.1.HS
S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.VP.2.HS
S7.4.HS. Make a commitment to practice healthy behaviors.	
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.	
S8.2.HS. Persuade and support others to make positive health choices.	8.2.VP.1.HS
S8.3.HS. Collaborate with others to advocate for improving personal, family and community health.	8.3.VP.2.HS
S8.4.HS. Encourage school and community environments to promote the health of others.	8.4.VP.3.HS
S8.5.HS. Adapt health messages and communication techniques for a specific target audience.	
S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	8.6.VP.4.HS

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CONTENT ELABORATION

Content Elaboration for High School Grade Band: Students in high school focus on the functional knowledge that continues the development of analyzing influences and interpersonal communication skills. Students at this developmental age have higher demands that require additional practice in the analysis of influences and communication skills. Students take a closer look at how the influence of culture supports and challenges violence prevention beliefs, practices, and behaviors. Other influences include, peers and perceptions of norms; personal attitudes, values, and beliefs; alcohol and other drug use; and media and technology. Students also enhance their interpersonal communication skills by practicing strategies to prevent, manage, or resolve interpersonal conflict to prevent violence. They will also demonstrate how to effectively ask for assistance to prevent violence; and effectively offer assistance to help others prevent violence.

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

Previous Grade Band Progression Statement for Grades 6-8: Grades 6-8 focus on the functional knowledge that helps students to analyze influences, access valid, reliable resources, practice effective interpersonal communication, decision-making, and advocacy skills regarding violence prevention. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students navigate decisions associated with violence prevention. In addition, students in this grade band have learned how to access valid, reliable violence prevention resources. Practicing effective communication skills can be done through various scenarios where students diffuse a situation in a conversation to prevent violence. Providing scenarios or situations where students have the opportunity to make healthy decisions to avoid violence is an effective strategy to enhance this skill. Advocacy is another essential skill because when students advocate for others to make positive health choices regarding violence, it increases the likelihood of them practicing the healthy behavior too.

Next Grade Band Progression Statement: Applying Health Behaviors: Students will be able to determine how their choices lead to positive or negative outcomes. They will develop skills to promote a lifelong, healthy lifestyle.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Ways to express anger non-violently.
- Conflict resolution strategies.
- Ways to prevent violence.
- Consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- The relationship between using alcohol and other drugs and violence.
- The importance of reporting rape and sexual assault to a trusted adult.
- Talk to trusted adults if there is a person in danger of hurting themselves or others.

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- Get help for mental health problems that result from and contribute to violence.
- Warning signs of sex trafficking and resources to prevent sex trafficking.
- How personal attitudes, values, and beliefs influence healthy and unhealthy violence and violence prevention practices and behaviors.
- Effective communication to prevent violence.

Supportive Understandings

- How pro-social behaviors can help prevent violence.
- How power and control differences in relationships can contribute to aggression and violence.
- Situations that can lead to violence.
- Emergency procedure practice.
- Violence as the result of the accumulation of multiple problems rather than just one incident.
- Valid and reliable resources for violence prevention information and services.
- Examination of barriers to making a decision that could lead to violence.
- Personal health plan to achieve a goal to prevent violence.
- Violence prevention practices and behaviors to improve the health of self and others.
- Advocacy efforts for violence prevention practices.

INSTRUCTIONAL RESOURCES

Electronic Resources

- Injury Prevention & Control: CDC: <https://www.cdc.gov/Injury/>
- Violence Prevention: CDC: <https://www.cdc.gov/violenceprevention/>
- Youth Violence: CDC: <https://www.cdc.gov/violenceprevention/youthviolence/>
- Role play scenarios for violence, bystander intervention, risky situations:
<https://www.opheliaproject.org/teaching/Role%20Playing%20Packet.pdf>
https://classroom.kidshealth.org/classroom/9to12/personal/growing/conflict_resolution.pdf
- Dealing with Anger: <https://TeensHealth.org/en/teens/deal-with-anger.html>
- Managing Your Emotional Reactions: <https://TeensHealth.org/en/teens/emotional-reactions.html>
- 5 Ways to (Respectfully) Disagree: <https://TeensHealth.org/en/teens/tips-disagree.html>
- Talking to Your Parents—or Other Adults: <https://TeensHealth.org/en/teens/talk-to-parents.html>

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CONNECTIONS

Skill Connections within Health Education

Mental Emotional Health

- Discuss how uncontrolled emotions can increase the risk of violence.

ATOD

- Discuss the correlation between drug use and risk of violence.

Healthy Relationships & Sexuality

- Warning signs of abusive relationships; resources for domestic violence.

Safety

- Identify safety guidelines to decrease the risk of violence.

ELA

- Analyze books or current articles about youth violence; access valid and reliable internet safety resources.

Interdisciplinary Connections:

Government

- Impact of crimes and potential legal consequences of violent acts, including rape and sex trafficking.

Psychology

- Discuss gender roles and violence, victimization roles, bullying/aggressive behaviors, social norms, discrimination.