



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: VIOLENCE PREVENTION (VP)

Grade Band: 3-5

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

Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	1.1.VP.1.3 1.1.VP.2.3 1.1.VP.3.3 1.1.VP.4.3 1.1.VP.5.3	1.1.VP.1.4 1.1.VP.2.4 1.1.VP.3.4 1.1.VP.4.4 1.1.VP.5.4	1.1.VP.1.5 1.1.VP.2.5 1.1.VP.3.5 1.1.VP.4.5 1.1.VP.5.5 1.1.VP.6.5
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S2.1.5. Identify relevant influences of culture on health practices and behaviors.		2.1.VP.1.4 2.1.VP.2.4	2.1.VP.1.5 2.1.VP.2.5
S2.2.5. Identify relevant influences of peers on health practices and behaviors.			
S2.3.5. Identify relevant influences of community on health practices and behaviors.			
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.	2.4.VP.1.3		2.4.VP.3.5
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.	2.5.VP.2.3		2.5.VP.4.5
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	2.6.VP.3.3	2.6.VP.3.4	2.6.VP.5.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	2.7.VP.4.3	2.7.VP.4.4	2.7.VP.6.5



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Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S3.1.5. Describe characteristics of accurate health information.	3.1.VP.1.3	3.1.VP.1.4	3.1.VP.1.5
S3.2.5. Describe characteristics of appropriate and reliable health products.			
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	3.3.VP.2.3	3.3.VP.2.4	3.3.VP.2.5
S3.4.5. Demonstrate how to locate sources of accurate health information.	3.4.VP.3.3	3.4.VP.3.4	3.4.VP.3.5
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S4.1.5. Demonstrate effective verbal and nonverbal communication skills.	4.1.VP.1.3	4.1.VP.1.4	
S4.2.5. Explain how to be empathetic and compassionate toward others.			
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.	4.3.VP.2.3	4.3.VP.2.4	
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.			4.4.VP.1.5
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.			
S4.6.5. Demonstrate how to effectively communicate support for others.		4.6.VP.3.4	
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S5.1.5. Identify situations which need a health-related decision.	5.1.VP.1.3	5.1.VP.1.4	5.1.VP.1.5
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	5.2.VP.2.3	5.2.VP.2.4	5.2.VP.2.5
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	5.3.VP.3.3	5.3.VP.3.4	5.3.VP.3.5
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	5.4.VP.4.3	5.4.VP.4.4	5.4.VP.4.5
S5.5.5. Choose a healthy option when making a decision.	5.5.VP.5.3	5.5.VP.5.4	5.5.VP.5.5
S5.6.5. Describe the final outcome of a health-related decision.	5.6.VP.6.3	5.6.VP.6.4	5.6.VP.6.5
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S6.1.5. Set a realistic personal health goal.	6.1.VP.1.3	6.1.VP.1.4	6.1.VP.1.5
S6.2.5. Track progress toward achieving a personal health goal.	6.2.VP.2.3	6.2.VP.2.4	6.2.VP.2.5
S6.3.5. Identify resources that can help achieve a personal health goal.	6.3.VP.3.3	6.3.VP.3.4	6.3.VP.3.5



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Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S7.1.5. Describe practices and behaviors that reduce or prevent health risks.	7.1.VP.1.3	7.1.VP.1.4	7.1.VP.1.5
S7.2.5. Demonstrate healthy practices and behaviors.	7.2.VP.2.3	7.2.VP.2.4	7.2.VP.2.5
S7.3.5. Make a commitment to practice healthy behaviors.	7.3.VP.3.3	7.3.VP.3.4	7.3.VP.3.5
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S8.1.5. Give factual information to improve the health of others.	8.1.VP.1.3	8.1.VP.1.4	8.1.VP.1.5
S8.2.5. State personal beliefs to improve the health of others.	8.2.VP.2.3	8.2.VP.2.4	8.2.VP.2.5
S8.3.5. Demonstrate how to persuade others to make positive health choices.	8.3.VP.3.3	8.3.VP.3.4	8.3.VP.3.5

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CONTENT ELABORATION

Content Elaboration for 3-5 Grade Band: Using their functional knowledge of basic violence prevention guidelines, students describe ways to express anger appropriately, distinguish between safe and unsafe touches, identify bullying, and describe general methods to prevent violence. They progress from identifying examples of self-control to explaining the probable consequences of violence to perpetrators, victims, and bystanders. Along with practicing developmentally appropriately assertiveness skills and resistance skills, student learn and demonstrate healthy ways to manage/ resolve conflict to avoid violence and make a commitment to practice these communication strategies, when needed. Subsequently, fifth graders reinforce their decision-making skills, including comprehensively examining the probable legal, safety, respect/ non-respect factors of relevant violence-related incidents.

Previous Grade Band (K-2) Progression Statement: Students in the K-2 grade band examine the differences between safe and unsafe touches, identify trusted adults who can help them in unsafe situations, and practice how to tell a trusted adult when they are threatened or harmed. In addition to understanding why inappropriate/ unsafe touches need to be reported to a trusted adult, students learn how to manage strong disagreements with peers. K-2 students have opportunities to practice specific refusal skills to avoid or prevent violence as well as demonstrate how to communicate personal boundaries to others.

Next Grade Band (Grades 6-8) Progression Statement:: 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 will learn how to access valid, reliable violence prevention resources. Practicing effective communication skills is 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. When students advocate for others to make positive health choices regarding violence, this also increases the likelihood of them practicing the healthy behavior.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

**Adjust language to literacy level of the class*

- Respecting yourself and others means you value what is unique and special about each person.
- An important part of being healthy is respecting yourself (self-respect) as well as others.
- People with self-respect: 1)take care of their bodies; 2) want to be healthy; 3) work hard at the things they care about; 4) stand up for what they think is right; 5. ask for help when they need it; 5)treat others the way they want to be treated.
- Bullying is hurtful, dangerous, mean, and unhealthy because it can hurt other’s bodies, feelings, and/or belongings.



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- You need to know our school's rules about: 1) what will happen to you if bully; 2) What to do if you are being bullied or you see someone being bullied.
- The biggest difference between tattling and reporting is that tattling involves getting someone in trouble while reporting means trying to help get someone out of trouble.
- Everyone, including you, has the right to be safe and respected.
- If you see someone being bullied, tell a trusted adult.

SKILL MASTERY

Essential Skills

Mastery of Accessing Valid Resources, 3-5

Students in the 3-5 grade band (3rd grade focus) will demonstrate proficiency in **Accessing Valid Resources** about bullying when they can:

1. Identify two specific bullying resources that need to be examined; Recommendation: Teacher provides a list of 3-5 valid bullying resources from which student may chose.
2. Locate accessible bullying resources;
3. Analyze these resources for validity (truthfulness, accuracy) by asking these questions:
 - Is the author(s) [and his/her credentials] listed?
 - Is the site or resource from a respected organization (.gov, .edu, .net, or .org)?
 - Is the information based on fact rather than opinion?
 - Is the site or resource current?
 - Is the site or resource focused on educating about bullying prevention, not selling products or services?
4. Determine which resources are valid and reliable.
 - Valid and Reliable = "Yes" to all of above questions.

Mastery of Interpersonal Communication Skills, 3-5

Students in the 3-5 grade band will be proficient proficiency in interpersonal communication when:

1. **Given a bullying scenario**, they can demonstrate 1-2 effective peer resistance skills using assertiveness: direct eye contact; a clear, confident voice while using a "stand tall" posture. (3rd & 4th grade focus)
2. **Given a scenario in which someone is being bullied**, students can demonstrate support for the victim by using appropriate words and actions when they intervene. (4th grade focus)
3. **Given a scenario describing a conflict between a peer and themselves**, students can demonstrate effective conflict management step to resolve the conflict: (5th grade focus)
 - Identify reason for the conflict; defuse the conflict
 - Defuse the conflict (remain calm; use respectful tone of voice to delivery an I- message "I feel ___(emotion word) when you ___(objective description of what happened). Ask: **Could we please talk about this to find a fair solution?**"
 - Respectfully talk to find common ground and a fair solution;
 - If conflict is resolved, thank the other person. If conflict is not resolved, ask a trusted adult for help.

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*Mastery of **Decision-making Skills**, 3-5*

Students in grade 3-5 (*5th grade focus*) will have mastered the skill of decision making when, **given a specific violence-related scenario**, they can demonstrate the following, sequentially and comprehensively:

- Identify the violence-related situation that needs a decision
- Determine whether or not they need the assistance of a trusted adult to help with this decision
- Brainstorm 2-3 options/choices they could make about the situation
- List 2-3 positive and 2-3 negative outcomes of each option
- Select the healthiest, safest option/choice and describe why this is the best choice.

*Mastery of **Practicing Healthy Behaviors**, 3-5*

Students in grades 3-5 (*4th grade focus*) will have mastered practicing healthy behaviors when they consistently demonstrate these pros-social skills:

- How to respect personal space of others
- How to treat self and others with respect
- How to show empathy to others
- How to use self-control
- Make a written commitment to practice two of the above pro-social/ violence prevention behaviors.

Critical Cues for Supportive Skills

Analyzing Influences

- *Identify and describe how family, peers, culture, social media/technology could influence (affect) their thoughts, feelings, and health behaviors associated with violence and violence prevention.*
- *Include 2 negative influences as well as 2-3 positive influences in this description.*
- *Briefly explain how the positive influences would be helpful to violence prevention.*

Goal Setting

- Write a specific, attainable violence prevention goal.
- Create an action plan that includes why the goal is important to them, who can help/ support them to achieve this goal, what resources and materials they need to reach their goal, the target date for achieving their goal.
- Complete a chart that tracks daily progress on their goal.



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Advocacy

- Define issue, problem, or need related to violence prevention.
- Investigate by reading several valid, reliable resources related to the issue, problem, or need.
- Use information from their readings to develop a health-enhancing opinion about the issue, problem, or need.
- Demonstrate how to use all of the above to persuade others about ways to prevent violence.

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INSTRUCTIONAL RESOURCES

Books

- Lamia, Mary. *Understanding Myself: A Kid's Guide to Intense Emotions and Strong Feelings*. Magination Press, 201 (Laugh & Learn®) Paperback – April 13, 2015
- Verdick E., *How to Take the Grrrr Out of Anger*. Free Spirit Publishing, 2015.
- Sornson, B. *The Juice Box Bully: Empowering Kids to Stand...* Early Learning Foundation, 2010.
- Sullivan, Lake. *How to Get Unstuck From the Negative Muck: A Kid's Guide to Getting Rid of Negative Thinking. SOLNA Investments, 2013.*
- Laminack, L. *Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations*. Heinemann Publishing, 2012.
- Sanders, J. *You, Me and Empathy: Teaching children about empathy, feelings, kindness, compassion, tolerance and recognizing bullying behaviors*. Educate2Empower, 2017.
- Allen, V., *The No More Bullying Book for Kids: Become Strong, Happy, and Bully-Proof*. Rockridge Press, 2018.
- Nguyen, P. *Bully Busters and Beyond: 9 Treasures to Self-Confidence, Self-Esteem, and Strength of Character*. Morgan James Kids, 2014.
- Nhin, K. *How to Win Wimbledon in Pajamas: Mental Toughness for Kids (Grow Grit Series)*. Grow Grit Press, 2019.
- Cummings, B. *My Magical Words (The Magic of Me Series)*. Boundless Movement, 2019.
- Bradley, K. *The War that Saved My Life*. Dial Books, 2015.
- Frederico, J. *Anger Is Okay Violence Is NOT*. Tate Publishing, 2012.
- Cosmo, A. J. *The Book That Shouldn't Exist*. Thought Bubble, 2018.
- Levy, A., *What Should Danny Do? School Day (The Power to Choose Series)*. 2018

Article

- *What Dr. Seuss Taught Me About Conflict Management* <http://www.texasconflictcoach.com/2017/dr-seuss-taugh-conflict-resolution-childrens-literature/>

Electronic Resources

- **Kids Against Bullying:** <http://www.pacer.org/bullying/resources/sites-for-kids-and-teens.asp>
- **Stop Bullying:** <https://www.stopbullying.gov/kids/what-you-can-do/index.html>
- **Bullying Prevention Lesson Plans:**
 - <http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html>



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- <https://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp>
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/cruel-schools.cfm>
- **Kids Health:** www.kidshealth.org (information, resources, lesson plans)
- **Youth Violence Prevention | Children's Safety Network:** <https://www.childrendefensanetwork.org/injury-topics/youth-violence-prevention>
- **Veto Violence:** <https://vetoviolence.cdc.gov/violence-type-information/child-abuse-and-neglect>

CONNECTIONS

**Adjust language to literacy level of the class.*

Note: Developing and maintaining a respectful school culture will reinforce the functional knowledge and skills of violence prevention

Skill Connections within 3-5 Grade Band

The Essential Skills of Safety and Injury Prevention also are taught/ reinforced in these health content areas:

- **Accessing Resources:** Healthy Eating, Human Growth and Development, Mental and Emotional Health
- **Interpersonal Communication Skills:** ATOD, Human Growth and Development, Mental and Emotional Health
- **Decision-making Skills:** ATOD, Healthy Relationships, Safety
- **Practicing Healthy Behaviors:** Healthy Eating, Human Growth and Development, Healthy Relationships, Mental and Emotional Health

Interdisciplinary Connections:

ELA

- Have students create a flip book about bullying prevention strategies. (*Functional Knowledge, Practicing Healthy Behaviors*)
- After reading the *The Sneetches* by Dr. Seuss, review the process of conflict management, and ask student to relate the terms *conflict* and *conflict management* to the book.
- Explain how to prevent bullying in a letter to your best friend

Social Studies

- Explore historical figures who exhibited bullying characteristics. How did their bullying lead to their demise or to the demise of their country? How has conflict management lead to peace in certain parts of the world?
- Examine historical conflicts and propose how conflict management skills were or could have be used to resolve these conflicts.