



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: VIOLENCE PREVENTION (VP)

Grade Band: 6-8

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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S1.1.8. 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.1.6 1.1.VP.2.6 1.1.VP.3.6 1.1.VP.4.6 1.1.VP.5.6	1.1.VP.1.7 1.1.VP.2.7 1.1.VP.3.7 1.1.VP.4.7 1.1.VP.5.7 1.1.VP.6.7	1.1.VP.1.8 1.1.VP.2.8 1.1.VP.3.8 1.1.VP.4.8 1.1.VP.5.8 1.1.VP.6.8 1.1.VP.7.8 1.1.VP.8.8 1.1.VP.9.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.	2.1.VP.1.6	2.1.VP.1.7	2.1.VP.1.8
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	2.2.VP.2.6	2.2.VP.2.7	2.2.VP.2.8
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	2.3.VP.3.6	2.3.VP.3.7	2.3.VP.3.8
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	2.4.VP.4.6	2.4.VP.4.7	2.4.VP.4.8
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.VP.5.7	2.5.VP.5.7	2.5.VP.5.8
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	2.6.VP.6.6	2.6.VP.6.7	2.6.VP.6.8
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	2.7.VP.7.6	2.7.VP.7.7	2.7.VP.7.8
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	2.8.VP.8.6		2.8.VP.8.8
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	2.9.VP.9.6	2.9.VP.9.7	2.9.VP.9.8



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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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S3.1.8. Analyze the validity and reliability of health information.	3.1.VP.1.6	3.1.VP.1.7	3.1.VP.1.8
S3.2.8. Analyze the validity and reliability of health products.			3.2.VP.2.8
S3.3.8. Analyze the validity and reliability of health services.	3.3.VP.2.6	3.3.VP.2.7	3.3.VP.3.8
S3.4.8. Describe situations that call for professional health services.	3.4.VP.3.6	3.4.VP.3.7	3.4.VP.4.8
S3.5.8. Determine the availability of valid and reliable health products.	3.5.VP.4.6		3.5.VP.5.8
S3.6.8. Access valid and reliable health information from home, school or community.	3.6.VP.5.6	3.6.VP.4.7	3.6.VP.6.8
S3.7.8. Locate valid and reliable health products.			3.7.VP.7.8
S3.8.8. Locate valid and reliable health services.	3.8.VP.6.6	3.8.VP.5.7	3.8.VP.8.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	4.1.VP.1.6	4.1.VP.1.7	4.1.VP.1.8
S4.2.8. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.			
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks		4.3.VP.2.7	
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.			4.4.VP.2.8
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.		4.5.VP.3.7	4.5.VP.3.8
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	4.6.VP.2.6 4.6.VP.3.6	4.6.VP.4.7	4.6.VP.4.8
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	4.7.VP.4.6	4.7.VP.5.7	
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S5.1.8. Identify circumstances that help or hinder healthy decision making.	5.1.VP.1.6	5.1.VP.1.7	5.1.VP.1.8
S5.2.8. Determine when situations require a health-related decision.	5.2.VP.2.6	5.1.VP.2.7	5.2.VP.2.8
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	5.3.VP.3.6	5.3.VP.3.7	5.3.VP.3.8
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.VP.4.6	5.4.VP.4.7	5.4.VP.4.8
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	5.5.VP.5.6	5.5.VP.5.7	5.5.VP.5.8
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	5.6.VP.6.6	5.6.VP.6.7	5.6.VP.6.8
S5.7.8. Choose a healthy alternative when making a health-related decision.	5.7.VP.7.6	5.7.VP.7.7	5.7.VP.7.8



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S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	5.8.VP.8.6	5.8.VP.8.7	5.8.VP.8.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S6.1.8. Assess personal health practices.	6.1.VP.1.6	6.1.VP.1.7	6.1.VP.1.8
S6.2.8. Set a realistic personal health goal.	6.2.VP.2.6	6.1.VP.2.7	6.2.VP.2.8
S6.3.8. Assess the barriers to achieving a personal health goal.	6.3.VP.3.6	6.3.VP.3.7	6.3.VP.3.8
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	6.4.VP.4.6	6.4.VP.4.7	6.4.VP.4.8
S6.5.8. Use strategies and skills to achieve a personal health goal.	6.5.VP.5.6	6.5.VP.5.7	6.5.VP.5.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S7.1.8. Explain the importance of being responsible for personal health behaviors.	7.1.VP.1.6	7.1.VP.1.7	7.1.VP.1.8
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	7.2.VP.2.6	7.1.VP.2.7	7.2.VP.2.8
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.VP.3.6	7.3.VP.3.7	7.3.VP.3.8
S7.4.8. Make a commitment to practice healthy behaviors.	7.4.VP.4.6	7.4.VP.4.7	7.4.VP.4.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others.	8.1.VP.1.6	8.1.VP.1.7	8.1.VP.1.8
S8.2.8. Persuade others to make positive health choices.	8.2.VP.2.6	8.2.VP.2.7	8.2.VP.2.8
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	8.3.VP.3.6	8.3.VP.3.7	8.3.VP.3.8
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	8.4.VP.4.6		8.4.VP.4.8

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CONTENT ELABORATION

Content Elaboration for 6-8 Grade Band: 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.

Previous Grade Band (Grades 3-5) Progression Statement: Using their functional knowledge of basic violence prevention guidelines, students in grades 3-5 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.

Next Grade Band (High School) Progression Statement: 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.

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FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Understand types of bullying, why it is wrong, and the associated negative consequences.
- Explain the important role of bystanders in escalating or preventing bullying, fighting, or other violence.
- Describe strategies and behaviors to avoid or prevent physical fighting and violence.
- Describe the long-term and short-term consequences associated with acts of violence.
- Analyze how impulsive behaviors can lead to violence.
- Summarize how participation in gangs can lead to violence.
- Describe how prejudice, discrimination, intolerance, and bias can lead to violence.
- Explain the benefits of living in a diverse society.
- Explain why it is important to understand the perspectives of others in resolving conflict situations nonviolently.
- Describe the signs and symptoms of people who are in danger of hurting themselves or others.
- Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
- Analyze how influences of personal values, family, peers, culture, media, technology, and social expectations affect the likelihood of violence.
- Locate and analyze the validity and reliability of violence prevention information or services.
- Demonstrate effective verbal and nonverbal communication skills to help prevent violence.
- Demonstrate how to seek help from a trusted adult when some is displaying risk factors for violence towards themselves or others.
- Analyze situations, important personal factors, and likely outcomes to assist with healthy decision-making pertaining to the violence prevention.
- Advocate to individuals, families, schools, or the community to reduce violence.

INSTRUCTIONAL RESOURCES

Electronic Resources

- <https://www.cdc.gov/violenceprevention/index.html>
- <https://www.samhsa.gov/safe-schools-healthy-students/resources/violence-prevention>
- <http://www.ncsl.org/research/health/injury-and-violence-prevention-resources.aspx>
- <https://www.childrenssafetynetwork.org/injury-topics/youth-violence-prevention>
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/school-violence-resources/school-violence-prevention>

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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

Interdisciplinary Connections:

- ELA: Analyses of style in which the author frames the perpetrator versus the victim.
- Social Studies – historical analysis of non-violent strategies that have changed the course of US history.