



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: HEALTHY RELATIONSHIPS (HR)

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.HR.1.HS 1.1.HR.2.HS 1.1.HR.3.HS 1.1.HR.4.HS 1.1.HR.5.HS 1.1.HR.6.HS 1.1.HR.7.HS	1.1.HR.8.HS 1.1.HR.9.HS 1.1.HR.10.HS 1.1.HR.11.HS 1.1.HR.12.HS 1.1.HR.13.HS 1.1.HR.14.HS 1.1.HR.15.HS
SUPPORTIVE INDICATORS		SUPPORTIVE INDICATORS	
		1.1.HR.16.HS 1.1.HR.17.HS 1.1.HR.18.HS	1.1.HR.19.HS 1.1.HR.20.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.HR.1.HS
S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	2.3.HR.2.HS
S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	2.4.HR.3.HS
S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.HR.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.HR.5.HS



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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.	
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.	
S3.2.HS.	Evaluate the validity and reliability of health products.	
S3.3.HS.	Evaluate the validity and reliability of health services.	
S3.4.HS.	Determine the accessibility of valid and reliable health products.	3.4.HR.1.HS
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.HR.2.HS
S3.8.HS.	Use valid and reliable health products.	3.8.HR.3.HS
S3.9.HS.	Use valid and reliable health services.	3.9.HR.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.HR.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.HR.2.HS 4.3.HR.3.HS
S4.4.HS.	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	4.4.HR.4.HS
S4.5.HS.	Demonstrate how to effectively ask for assistance to improve personal health.	
S4.6.HS.	Demonstrate how to effectively offer assistance to improve the health of others.	
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.HR.1.HS
S5.2.HS.	Determine the value of applying thoughtful decision making.	5.2.HR.2.HS
S5.3.HS.	Justify when individual or collaborative decision making is appropriate.	5.3.HR.3.HS



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S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.HR.4.HS
S5.5.HS. Generate alternatives when making a health-related decision.	5.5.HR.5.HS
S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.	5.6.HR.6.HS
S5.7.HS. Choose a healthy alternative when making a health-related decision.	5.7.HR.7.HS
S5.8.HS. Evaluate the effectiveness of health-related decisions.	
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.HR.1.HS
S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.HR.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.	8.1.HR.1.HS
S8.2.HS. Persuade and support others to make positive health choices.	8.2.HR.2.HS
S8.3.HS. Collaborate with others to advocate for improving personal, family and community health.	
S8.4.HS. Encourage school and community environments to promote the health of others.	
S8.5.HS. Adapt health messages and communication techniques for a specific target audience.	
S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	

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CONTENT ELABORATION

Content Elaboration for HS Grade Band: Students in high school focus on the functional knowledge that continues the development of skills around analyzing influences and interpersonal communication, but also includes decision-making skills. Students at this developmental age have higher demands when developing relationships and additional practice analyzing influences and communication skills will increase student confidence. High school students also have more decisions to make in their relationships. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. For example, students can be given the opportunity to think about healthy boundaries for teen dating relationships. The skill can then be enhanced with how to communicate healthy boundaries in a teen dating relationship and how to combat influences from peers and social media.

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.

The skill of goal setting (Standard 6) is not focused upon in the healthy relationships unit because goal setting around negative behaviors is not good practice in health education. Students would not be asked to make a goal to avoid unhealthy relationships. To help students develop healthy relationships, they would focus on the impact of influences on health behavior, interpersonal communication, and healthy decision-making skills.

Previous Grade Band (Grade 6-8) Progression Statement: Students in grades 6-8 focused on the functional knowledge that would assist with analyzing influences, and effective interpersonal communication skills to facilitate healthy relationships. 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 are all potential influences on students as they are developing relationships. In addition, students in this grade band have learned effective communication skills to help develop and maintain healthy relationships.

The skill of goal setting (Standard 6) is not focused upon in the healthy relationships unit because goal setting around negative behaviors is not good practice in health education. For example, students would not make goals to avoid unhealthy relationships. In order to foster healthy relationships, the skill of interpersonal communication (Standard 4) is focused upon in this grade band.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Characteristics of healthy relationships.
- Positive ways to express emotions and maintain healthy relationships.
- Warning signs of dating violence, and where to get help.
- How to set personal limits to avoid risky sexual behavior.
- Respect for other's sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, and gender identity.

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- Impact of a teen sexual relationship on mental and emotional health.
- Risks associated with multiple sex partners.
- Barriers to decision-making related to sexual health.
- Understand influences that can lead to risky behaviors.
- Demonstrate effective communication and decision-making skills related to relationships and sexual health.
- Use communication skills to abstain from sexual activity.

Supportive Understandings

- Effective strategies for dealing with difficult relationships with family members, peers, and significant others.
- Responsibilities for preventing sexual risk behaviors.
- Impact of intolerance of differences in sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity on others.
- Accessibility of valid and reliable sexual healthcare products and resources for information.
- Use of valid and reliable sexual healthcare products and services.
- Personal practices and behaviors that reduce or prevent sexual risk behaviors.
- How to formulate accurate health-enhancing messages about avoiding or reducing risky sexual behaviors.
- Persuading and supporting others to avoid or reduce risky sexual behaviors.
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INSTRUCTIONAL RESOURCES

Electronic Resources

- CDC, Healthy Relationships, https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fdatingmatters%2Findex.htm
- Love is Respect, Teen Relationships, <https://www.loveisrespect.org/>
- Love Without Hurt, Healthy Relationships, <http://www.lovethehurt.org/>
- Info About Kids, Body, Mind, Emotions, Relationships, <https://infoaboutkids.org/>
- Kids Health, STIs, <https://www.cdc.gov/std/default.htm>
- CDC, Get Tested. FAQ, <https://gettested.cdc.gov/faq-page>
- HIV RRT w/CDC, abstinence and HIV reduction, https://wwwn.cdc.gov/hivrisk/decreased_risk/abstinence.html
- Kids Health, Abstinence, <https://kidshealth.org/en/teens/abstinence.html#cattake-care>
- CDC, Health Checkups, <https://www.cdc.gov/family/checkup/index.htm>
- HHS Office of Adolescent Health, Reproductive Health, <https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/index.html>

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CONNECTIONS

Skill Connections within Health Education

- Mental Health – The relationships we have with others impact our mental health in positive and negative ways.
- ATOD- Having positive relationships that value staying drug free can enhance the health of self and others.
- Healthy Eating – Food choices at gatherings with others.
- Safety – Knowing what to do if in a troublesome relationship.
- Violence – Identifying characteristics of healthy and unhealthy relationships.

Interdisciplinary Connections:

- ELA – Literature about relationships; the analysis of a relationship in a story.