



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: Mental & Emotional Health (MEH)

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.MEH.1.3 1.1.MEH.2.3 1.1.MEH.3.3 1.1.MEH.4.3 1.1.MEH.5.3	1.1.MEH.1.4 1.1.MEH.2.4 1.1.MEH.3.4 1.1.MEH.4.4 1.1.MEH.5.4	1.1.MEH.1.5 1.1.MEH.2.5 1.1.MEH.3.5 1.1.MEH.4.5
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.			
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	2.2.MEH.1.3		
S2.3.5. Identify relevant influences of community on health practices and behaviors.	2.3.MEH.2.3		
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.		2.4.MEH.1.4	2.4.MEH.1.5
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.		2.5.MEH.2.4	2.5.MEH.2.5
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.		2.6.MEH.3.4	2.6.MEH.3.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.		2.7.MEH.4.4	2.7.MEH.4.5
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.MEH.1.3	3.1.MEH.1.4	3.1.MEH.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.MEH.2.3		3.3.MEH.2.5

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S3.4.5. Demonstrate how to locate sources of accurate health information.	3.4.MEH.3.3	3.4.MEH.3.4	3.4.MEH.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.MEH.1.3	4.1.MEH.1.3	4.1.MEH.1.5
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.MEH.2.3	
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.		4.4.MEH.3.3	
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.	4.5.MEH.2.3	4.5.MEH.4.3	
S4.6.5. Demonstrate how to effectively communicate support for others.			4.6.MEH.2.6
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.MEH.1.3	5.1.MEH.1.4	5.1.MEH.1.5
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	5.2.MEH.2.3	5.2.MEH.2.4	5.2.MEH.2.5
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	5.3.MEH.3.3	5.3.MEH.3.4	5.3.MEH.3.5
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	5.4.MEH.4.3	5.4.MEH.4.4	5.4.MEH.4.5
S5.5.5. Choose a healthy option when making a decision.	5.5.MEH.5.3	5.5.MEH.5.4	5.5.MEH.5.5
S5.6.5. Describe the final outcome of a health-related decision.	5.6.MEH.6.3		5.6.MEH.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.MEH.1.3	6.1.MEH.1.4	6.1.MEH.1.5
S6.2.5. Track progress toward achieving a personal health goal.	6.2.MEH.2.3	6.2.MEH.2.4	6.2.MEH.2.5
S6.3.5. Identify resources that can help achieve a personal health goal.	6.3.MEH.3.3	6.3.MEH.3.4	6.3.MEH.3.5
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.MEH.1.3		7.1.MEH.1.5
S7.2.5. Demonstrate healthy practices and behaviors.	7.2.MEH.2.3	7.2.MEH.1.4	7.2.MEH.2.5
S7.3.5. Make a commitment to practice healthy behaviors.	7.3.MEH.3.3		7.3.MEH.3.5

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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.MEH.1.3	8.1.MEH.1.4	8.1.MEH.1.5
S8.2.5. State personal beliefs to improve the health of others.	8.2.MEH.2.3	8.2.MEH.2.4	8.2.MEH.2.5
S8.3.5. Demonstrate how to persuade others to make positive health choices.	8.3.MEH.3.3	8.3.MEH.3.4	8.3.MEH.3.5

CONTENT ELABORATION

Content Elaboration for 3-5 Grade Band: In grades 3-5 students continue to investigate feelings and emotions, particularly those related to stress, loss/ grief, as well as feelings of sadness and depressed thoughts. After exploring personal stressors and the effects of stress, students learn and practice healthy stress management skills. In addition to demonstrating how to be empathetic and compassionate, students re-visit how to effectively ask trusted adults for help, especially when they are feeling threatened or harmed. Throughout the grade band student progressively hone the skill of accessing valid resources, including becoming proficient in describing the characteristics of accurate, trustworthy MEH information and services as well as demonstrating how to locate these resources.

Previous Grade Band (K-2) Progression Statement: Kindergarten students learn to identify a variety of feelings (emotions) and how to express and manage those feelings in appropriate ways. First and second grade students expand their MEH functional knowledge by exploring bullying (first grade) and the benefits of healthy relationships as well as the importance of self-control and anger management (second grade). Students in the 3-5 grade band expand their interpersonal communication skills to include demonstrating active listening, asking for help with bullying situations, using I-messages (first grade), and learning basic conflict resolution (second grade). While kindergartners examine possible ways their families can influence their thoughts, feelings, and behaviors related to MEH, first and second graders practice the healthy behaviors of coping skills, self-control strategies, and angry management skills.

Next Grade Band (Grades 6-8) Progression Statement: Students in grades 6-8 focus on the functional knowledge that would assist with analyzing influences, accessing valid and reliable resources, effective interpersonal communication skills, and practicing healthy behaviors to enhance mental emotional health. 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 to identify factors that impact their mental/emotional health. Because information will change from year to year, students will learn to access valid and reliable mental/emotional health resources when needed. Additionally, when students need help with their mental/emotional health, it is important they feel comfortable and confident to talk to a trusted adult. Interpersonal communication skills help students in challenging situations and build confidence with what to say if the need should arise. Lastly, practicing healthy behaviors at home to enhance mental/emotional health are essential. Students can identify family bonding activities that can provide opportunities to talk with one another.

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FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Your feelings influence your behavior.
- It is important to be aware of your feelings as well as be sensitive to the feelings of others.
- Pro-social behaviors are those that help us show respect for and get along with others. Examples are cooperating with others (give and take) and considering how another person feels.
- Look for adults who seem to practice positive mental and emotional health and learn from how they handle stress.
- Always get help and support when you have strong or troublesome feelings.
- Depending on how you view or look at a stress-related situation, that situation could lead to negative stress or it could lead to positive stress.
- Becoming angry/upset can be a natural reaction to stress, but it doesn't usually help take care of the stress and could even make things worse.
- Sadness and anger, both strong, uncomfortable feelings, are often a reaction to losing something or someone you care about.
- Everyone needs a group of friends and family members who will support them, especially when they are feeling troubled.
- You are more likely to make healthy choices when you feel in control of the situation.
- Stress is a reaction to something that happens to you. It includes your thoughts about what is happening, what goes on in your body (*your physical responses*) and how you feel about what is happening (*your emotions*).
- Stress is not something that should be entirely avoided. Some stress is positive and motivates us to work hard and get things done.

SKILL MASTERY

Essential Skills

- Learn how to express your feelings in healthy and safe ways so that you don't try to hurt yourself or someone else.
- When you are feeling strong, troublesome feelings, you need to get personal support from a trusted adult, sometimes including a healthcare professional.
- If you notice that a friend or family member needs help with troublesome feelings, tell a trusted adult.
- Being there for someone means you are willing to support them by offering them help, listening to them, providing comfort or advice that helps them feel cared about and supported.
- Using a stress management skill, such as deep breathing, picturing a calm place, talking things out with someone, and/or asking for help can help you feel more in control of yourself.
- Knowing how to practice self-control can help you keep more problems from happening.
- Self-control strategies can help you deal with troublesome feelings (such as anger) in healthy ways.
- You can persuade others to show care and concern for others through a kindness campaign or other school-wide effort to promote positive mental & emotional health practices.

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Mastery of Accessing Resources, Grade Band 3-5

Students in grade band 3-5 will demonstrate mastery of this skill when they can:

1. Identify specific MEH information, product, or services that need to be examined.
2. Locate accessible MEH resources.
3. Analyze MEH 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?
4. Determine which resources are valid resource.
5. Locate accessible MEH resources.
6. Analyze MEH 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?
7. Determine which resources are valid resource.

Mastery of Interpersonal Communication Skills, 3-5

In grades 3-5 (*3rd & 5th grade focus*), students will show mastery of basic communication skills when they are able to demonstrate empathy for others by using active listening skills:

- Stop what you are doing
- Look at the person who is speaking
- Stay quiet while the other person speaks
- Use attentive body language (nod, engage)
- Ask clarifying questions or make comments
- Summarize what you heard

The 3-5 students (*3rd grade focus*) will demonstrate a mastery of telling or asking a trusted adult for help with troublesome feelings and situations when they can:

- Choose someone you trust to talk to about the need, issue, problem
- Describe what is happening
- Say what you are feeling (*e.g., I am scared or I am concerned.*)
- Ask for help (*e.g., Could you please help me?*)

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

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

- 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.
- How to use 2-3 stress management techniques.

*Mastery of **Advocacy Skills**, Grade Band 3-5*

Students in *grade 4* will have achieved mastery when they can design a Kindness Week Campaign (*or similar mental and emotional health campaign*) by following these steps proficiently:

- Read factual information about the positive effects of showing kindness to others.
- Explain 3-4 positive effects/ reasons for being kind to others
- Design a Kindness Week Campaign that persuades others to be kind.

Critical Cues for Supportive Skills

Analyzing Influences

- *identify and describe how family, peers, culture, social media/technology could influence (affect) their mental and emotional health thoughts, feelings, and health behaviors*
- *include 2 negative influences as well as 2-3 positive influences in your description*
- *briefly explain how the positive influences would be helpful to positive mental and emotional health.*

Decision-making Skills

- *Identify the situation/ that needs a decision.*
- *Determine whether or not they need the assistance of a trusted adult.*
- *Brainstorm 2-3 healthy options.*
- *List 2-3 positive and 2-3 negative outcomes of each option.*
- *Select the healthiest, safest choice and describe why this is the best choice.*

Goal Setting

- *Write a specific, attainable 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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INSTRUCTIONAL RESOURCES

Books

- Tummers, N. *Teaching Stress Management: Activities for Children and Young Adults*. Human Kinetics, 2013 (Teacher Resource K-12)
- Saltzman, A. *A Still Quiet Place: A Mindfulness Program for teaching Children and Adolescents to Ease Stress and Difficult Emotions*. New Harbinger Publications, 2014. (Teacher Resources K-12)
- Blume, J. *Tales of a Fourth Grade Nothing*. Penguin Putnam Books for Young Readers, 2003.
- Boynton, S. *Yay, You! Moving Out, Moving Up, Moving On*. Simon & Schuster Children's Books, 2001.
- Huebner, D. *What to do When Your Temper Flares: A Kids' Guide to Overcoming Problems*. Magination Pr., 2007
- Rath, T. *How Full is Your Bucket for Kids*. Gallup Press, 2009.
- Sornson, B. *Stand in my Shoes: Kids Learning About Empathy*. Love and Logic Press, 2013
- Simmonds, J. *Seeing Red: An Anger Management and Anti-Bullying Curriculum for Kids*. New Society Publishers, 2014
- Beane, A. *Together We Can be Bully Free* May download for free from: http://www.freespirit.com/catalog/item_detail.cfm?item_id=259
**Also have A Mini Guide for Educators, free as well
- Whitehouse, E. *A Volcano in my Tummy: Helping Children to Handle Anger*. New Society Publishers, 1998.
- Espeland, P. *Dude, That's Rude! (Get Some Manners)*. Free Spirit Publishers, 2007.
- Huebner, D. *What to do When Your Temper Flairs: A Kid's Guide to Overcoming Problems With Anger*. Magination, 2007.
- Huebner, D. *What to do When You Grumble Too Much*. Magination, 2006.
- Burns Flanagan, E. *Nobody's Perfect: A Story for Children About Perfectionism*. Magination, 2008.
- Lamia, M. *Understanding Myself: A Kid's Guide to Intense Emotions and Strong Feelings*. Magination, 2010.
- Kaufman, G. *Stick Up for Yourself: Every Kid's Guide to Personal Power & Positive Self-Esteem*. Free Spirit Publishers, 1999.
- Briggs, N. *Speak Up and Get Along!: Learn the Mighty Might, Thought Chop, and More Tools to Make Friends, Stop Teasing, and Feel Good About Yourself*. Create Space Independent Publishers, 2005.
- Espeland, Pamela and E. Verdick. *Dude, That's Rude! (Get Some Manners)*. Free Spirit Publishers, 2007.
- Espeland, Pamela and E. Verdick. *Making Choices and Making Friends: The Social Competencies Assets*. Free Spirit Publishers,
- Simmonds, Jennifer. *Seeing Red: An Anger Management and Peacemaking Curriculum for Kids*. New Society Publishers, 2003.
- Depino, Catherine. *Real Life Bully Prevention for Real Kids: 50 Ways to Help Elementary and Middle School Students*. Rowman and Littlefield Education, 2009.
- Hunt, Lynda Mullaly. *Fish in a Tree*. Paulsen Books, 2015. (About fitting in when you do not think you belong)
- Chandler, Vicki. *Heart Eyes: Beth and the Bullies*. Ryan Jackson, 2013 (Bystanders of bullying)
- Ludwig, Trudy. *The Invisible Boy*. Random House, 2013
- Ludwig, Trudy. *My Secret Bully*. Random House, 2015.
- Fallavollita, Levia. *The Good, The Bad and The Bullies*. Steuben Press, 2012
- Shapiro, Lawrence. *The Relaxation and Stress Reduction Workbook for Kids: Help Children to Cope with Stress, Anxiety and Transitions*, Instant Help, 2009 (K-5)



The Ohio Association for Health,
Physical Education, Recreation, and Dance

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- Greenland, Susan K. *The Mindful child: How to Help Your Kid Manage Stress and Become Happier, Kinder and More Compassionate*. Atria Books, 2010.
- Romain, T. *What on Earth Do You Do When Someone Dies?* Free Spirit Publishing, 2014.

Classic Books

- Buscaglia, Leo. *The Fall of Freddie the Leaf: A Story for All Ages*. Slack, 1982. (A timeless children's book about loss and death)
- Silverstein, S. *The Giving Tree*. HarperCollins, 1964.
- Brooks, B. *The Moves Make the Man*. Harper & Row, 1984 (Newberry Honor Book)
- Choldenko, G. *Al Capone Does My Shirts*. Penquin Group, 2004 (Newberry Honor Book)
- Avi. *Nothing But the Truth*. Orchard Books, 1991. (Newberry Honor Book)

Electronic Resources

- National Institute of Mental Health: www.nimh.nih.gov
- American Psychological Association: www.apa.org
- BAM! Body and Mind: www.bam.gov
- Mental Health America: www.mentalhealthamerica.net
- National Center for Kids Overcoming Crisis: www.kidspeace.org
- National Education Association Health Information Network: www.neahin.org/programs/mentalhealth
- National Institutes of Health, National Institute of Mental Health: www.nimh.nih.gov
- Southern Poverty Law Center: Tolerance.Org: www.tolerance.org
- Substance Abuse and Mental Health Services: www.SAMHSA.gov
- PBS Teachers: <http://www.pbs.org/teachers/healthfitness/inventory/mentalemotionalhealth-k2.html?type=lessonplan>
- Tolerance: http://www.tolerance.org/search/apachesolr_search/bullying (Lots of bullying resources)
- Kids Health: www.kidshealth.org
- Learn to be Healthy: <http://www.learntobehealthy.org/parents-teachers/educational-materials/mental-health/>
- How to Teach Active Listening Skills (5th grade): <http://www.uen.org/Lessonplan/preview.cgi?LPid=28907>
- Downloadable Bullying Prevention Bookmark and Pledge Form: http://www.pacer.org/bullying/pdf/KAB_Bookmark_Image10.pdf
- Kids Against Bullying: <http://www.pacer.org/bullying/resources/sites-for-kids-and-teens.asp>
- Walk in our Shoes: <https://walkinourshoes.org/>
- Random Acts of Kindness: <https://www.randomactsofkindness.org/kindergarten-grade-5-lesson-plans>

Other

- Collaborative for Academic, Social and Emotional Learning: <https://casel.org/>
- Committee for Children: <https://www.cfchildren.org/>

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CONNECTIONS

Skill Connections within 3-5 Grade Band

The Essential Skills of Mental and Emotional Health also are taught in these 3-5 Health Content Areas:

- **Accessing Valid and Reliable Resources:** Healthy Eating, Human Growth and Development, Violence Prevention
- **Interpersonal Communications:** ATOD, Human Growth and Development, Violence Prevention
- **Practicing Healthy Behaviors:** Healthy Eating, Human Growth and Development, Healthy Relationships, Violence Prevention
- **Advocacy:** ATOD, Healthy Relationships, Personal Health and Wellness

Interdisciplinary Connections:

ELA

- Write a story about a stressful situation and how you used a healthy stress management technique to address it.
- Write a poem, song, or rap about the ways stress affects your body and your emotions.

Social Studies

- Identify the possible stressors that Americans experienced during World War I.
- Differentiate between the positive stressors and the negative stressors.
- Examine origins of many stress management techniques we use today, such as yoga, meditation/prayer, t'ai chi, etc.

Science

- Discuss how both eustress & distress affect body systems such as cardiovascular, respiratory, and nervous systems.
- Use the scientific method to make a hypothesis about how other students will change behavior based on advocacy campaign.
- Create a simple likert-scale survey to evaluate the outcome of the campaign on behavior, and then analyze results.

Math

- Use mental and emotional-health related polls such as popularity of stress management/self-control techniques used by class and graph data.
- Convert likert-scale stress management survey responses to numerical format and examine measures of central tendency for responses.