



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: Mental & Emotional Health (MEH)

Grade Band: K-2

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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
1.1.2 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors regarding alcohol, tobacco, and other drugs.	1.1.MEH.1.K 1.1.MEH.2.K 1.1.MEH.3.K	1.1.MEH.1.1 1.1.MEH.2.1 1.1.MEH.3.1 1.1.MEH.4.1	1.1.MEH.1.2 1.1.MEH.2.2 1.1.MEH.3.2 1.1.MEH.4.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S2.1.2. Identify relevant influences of family on health practices and behaviors.	2.1.MEH.1.K	2.1.MEH.1.1	2.1.MEH.1.2
S2.2.2. Identify relevant influences of school on health practices and behaviors		2.2.MEH.2.1	2.2.MEH.2.2
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.		2.3.MEH.3.1	2.3.MEH.3.2
S2.4.2. Describe positive influences on personal health practices and behaviors.	2.4,5.MEH.2.K	2.4.MEH.4.1	2.4.MEH.4.2
S2.5.2. Describe negative influences on personal health practices and behaviors.		2.5.MEH.5.1	2.5.MEH.5.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
3.1.2 Identify trusted adults at home who can help promote health.	3.1.MEH.1.K	3.1.MEH.1.1	3.1.MEH.1.2
3.2.2 Identify trusted adults and professionals in school who can help promote health.	3.2.MEH.2.K	3.2.MEH.2.1	3.2.MEH.2.2
3.3.2 Identify trusted adults and professionals in the community who can help promote health.		3.3.MEH.3.1	3.3.MEH.3.2
3.4.2 Explain how to locate school health helpers.	3.4.MEH.3.K	3.4.MEH.4.1	3.4.MEH.4.2
3.5.2 Explain how to locate community health helpers.		3.5.MEH.5.1	3.5.MEH.5.2
3.6.2 Demonstrate how to locate school or community health helpers to enhance health.	3.6.MEH.4.K	3.6.MEH.6.1	3.6.MEH.6.2
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		



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<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.		4.1.MEH.1.1	4.1.MEH.1.2 4.1,2.MEH.2.2
S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	4.2.MEH.1.K		4.2.MEH.3.2
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.			
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	4.4.MEH.2.K		
S4.5.2. Identify how to communicate care and concern for others.			
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S5.1.2. Identify situations which need a health-related decision.	5.1.MEH.1.K		5.1.MEH.1.2 5.1.MEH.2.2
S5.2.2. Identify how family, peers or media influence a health-related decision.			
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	5.3.MEH.2.K	5.3.MEH.1.1	5.3.MEH.3.2
S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	5.4.MEH.3.K		5.4.MEH.4.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S6.1.2. Identify a realistic personal short-term health goal.	6.1.MEH.1.K	6.1.MEH.1.1	6.1.MEH.1.2
S6.2.2. Take steps to achieve the personal health goal.	6.2.MEH.2.K	6.2.MEH.2.1	6.2.MEH.2.2
S6.3.2. Identify people who can help achieve a personal health goal.	6.3.MEH.3.K	6.3.MEH.3.1	6.3.MEH.3.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S7.1.2. Identify practices that reduce or prevent health risks.	7.1.MEH.1.K		
S7.2.2. Demonstrate healthy practices.	7.2.MEH.2.K	7.2.MEH.1.1	7.2.MEH.1.2
S7.3.2. Make a commitment to practice healthy behaviors.	7.3.MEH.3.K		
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S8.1.2. Make requests to others to promote personal health practices.	8.1.MEH.1.K	8.1.MEH.1.1	8.1.MEH.1.2
S8.2.2. Demonstrate how to encourage peers to make healthy choices.			

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CONTENT ELABORATION

Content Elaboration for K-2 Grade Band: 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 K-2 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 3-5) Progression Statement: In grades 3-5 students continue to investigate feelings (emotions), particularly those related to stress and loss/ grief as well as sadness and depression. 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.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Feelings, also called emotions, include happy, sad, angry, afraid, etc.
- Everyone has and shows feelings. It is OK to have all kinds of feelings.
- Showing feelings in ways that help yourself and don't hurt others is part of being healthy.
- Sometimes people hurt others' feelings on purpose and are not sorry. When they do this again and again, it is called bullying, which can lead to your feeling unsafe.
- Feeling trust is part of feeling safe.
- When you trust someone: 1) you can depend on that person to care about you; 2) you know that person will not hurt you or let anyone else hurt you; 3) you know you can always ask a person you trust for help.
- Feeling trust and being trusted by others are important parts of belonging.
- Showing respect and being respected by others are important parts of belonging.
- Belonging with family and friends can help you feel good, safe, comfortable, cared for and even protected.
- Feelings are not good or bad, but how we express those feelings can be viewed as healthy or unhealthy.
- Troublesome feelings (ones people usually do not like to feel) can include frustration, disappointment, sadness, and anger.
- Troublesome feelings *can* be signals that you need to get help from a trusted adult.
- Managing troublesome feelings in a healthy way can help you feel better.

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- There are many benefits to having healthy family and friend relationships. It is good for us and for them because it helps us give and receive trust, respect, and care.
- Everyone has a right to have personal space respected.

SKILL MASTERY

Essential Skills

- Families have a big influence on how you feel about yourself and how you relate to other people.
- When you are having strong feelings, it is important to ask a friend or trusted adult to help you find healthy ways to show your feelings.
- Listening skills are important to being trusted and respected. Good listening skills include looking at the speaker's eyes, keeping your lips closed while they speak, and your brain focused on their words.
- If hurtful teasing or bullying is happening to you or some else, tell a trusted adult.
- Learning several coping skills can help you manage your strong feelings.
- You can ask your parents, your teacher or another adult who cares about you for help with strong or troublesome feelings

*Mastery of **Analyzing Influences**, K-2*

K-2 students (2nd grade focus) will have mastered analyzing mental and emotional health-related influences when they are able to:

- Identify two ways family could influence their mental and emotional health behaviors

*Mastery of **Interpersonal Communication Skills**, K-2*

Mastery of general communication at K-2 is achieved when students are able to demonstrate the following skills proficiently:

- politely asking a trusted adult for help
- active listening strategies (*eyes on speaker, lips closed, body still, ears listening, brain focused*)
- 'no blame/ no shame' I statements "I feel ___ when ___." e.g., *I feel sad when you tease me.* (1st grade)
- communicating respect for others' feelings, rights, and property. (2nd grade)
- managing / resolving interpersonal conflicts (2nd grade)

*Mastery of **Decision-making Skills**, K-2*

Students (2nd grade focus) have mastered decision-making skills when, given a mental/ emotion situation (e.g., *a friend who will not share the swings on the playground, a friend or sibling who is teasing in a hurtful way, feeling very angry about something, etc.*), they are able to demonstrate the following steps:

1. Describe the mental/ emotional- related issue that needs a decision.
2. Decide whether or not they need the assistance of a responsible (trusted) adult.
3. Identify two possible choices they could make about the situation



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4. Determine which choice is healthy, safe, respectful.

*Mastery of **Practicing Healthy Behaviors (Self-Management)**, K-2*

Mastery of this skill is demonstrated when students (1st & 2nd grade focus) are able to perform these health-enhancing skills independently:

- Two healthy coping skills to manage strong emotions
- Two healthy anger management skills.

Critical Cues for Supportive Skills

Accessing Resources

- Explain and locate (*on a map or diagram of the school*) where they could find the nurse, a school counselor, or teacher who could help them with a mental/ emotional issue or need.
- Explain and locate (*on a map or diagram of the community*) where they could find a police officer or other trusted adult who could help them with a mental/emotional issue or need.

Goal Setting

- State or write a realistic short-term goal.
- State or write two people who could help them achieve this goal.

Advocacy

- Demonstrate one respectful way to encourage a friend to be kind to someone else.

INSTRUCTIONAL RESOURCES

Books

- Parr, T. *It's OK to be Different*. Little, Brown, 2001.
- Tyler, M. *The Skin You Live In*. Chicago Children's Museum, 2005
- Beaumont, K. *Being Friends*. Dial Books for Young Readers, 2002
- Carlson, . *My Best Friend Moved Away*. Penquin Putnam Books for Young Readers, 2001
- Downey, R. *Love is a Family*. Regan Books, 2001.
- O'Neill, Alexis. *The Worst Best Friend*. Scholastic, 2008.
- Prelutsky, J. *Me I Am!* Farrar, Straus & Giroux, 2007
- Bluthenthal, D. *I'm Not Invited?* Atheneum Books for Young Readers, 2003.
- Curtis, J. *It's Hard to be 5: Learning to Work My Control Panel*. Joanna Cotler Books, 2004
- Curtis, J. *I'm Gonna' Like Me: Letting Off a Little Self-Esteem*. Joanna Cotler Books, 2002
- Munsch, R. *We Share Everything!* Scholastic, 1999



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- Herman, S. ***Teach Your Drago Empathy***. DG Books, 2019.
- Whitehouse, E. ***A Volcano in my Tummy: Helping Children to Handle Anger***. New Society Publishers, 1998
- Verdick, E. ***How to Take the Grrr Out of Anger***. Free Spirit Publishing, 2002.
- Huebner, D. ***What to do When you Worry Too Much: A Kid's Guide to Overwhelming Negativity***. Magination, 2005
- Cook, J. ***I Forgot to Ask: My Story About Asking Permission and Making an Apology***. Boys Town Press, 2012
- Bang, M. ***When Sophie Gets Angry - Really, Really, Angry***. Scholastic, 2004.
- Verdick, E. ***Worries Are Not Forever***. Free Spirit Publishing, 2019.
- Britain, L. ***I'm Happy-Sad Today***. Free Spirit Publishing, 2019.
- Barnham, K. ***Feeling Jealous***. Free Spirit Publishing, 2017
- Graves, Sue. ***Why Should I? Respect***. Free Spirit Publishing, 2018
- Williams, M. ***The Velveteen Rabbit***. Maurice Bassett, 2015.
- Hasson, G. ***Put Your Worries Away***. Free Spirit Publishing, 2019.
- Hasson, G. ***Take Charge Of Anger***. Free Spirit Publishing, 2019.
- Rogers, F. ***A Beautiful Day in the Neighborhood: The Poetry of Mister Rogers***, Quirk Books, 2019.
- Tummers, N. ***Teaching Stress Management: Activities for Children and Young Adults, 2013*** (Teacher Resource: For use with K-12).
- Wheeler, V. ***Yes, Please! No, Thank You!*** Sterling, 2005
- Willems, M. ***Time to Say, Please***. Hyperion Books for Children, 2005.
- McCloud, C. ***Fill a Bucket: A Guide to Happiness for Young Children***. Nelson Publishing and Marketing, 2008.
- Couric, K. ***The Brand New Kid***. Doubleday. 2000.
- Tyler, M. ***The Skin You Live In***. Chicago Children's Museum, 2005

Classic Books

- Suess, Dr. ***Oh, The Places You'll Go***. Random House, 1990.
- Viorst, J. ***Alexander and the Terrible, Horrible, No Good, Very Bad Day***. Atheneum Books for Young Readers, 1972.
- Curtis, J. ***Today I Feel Silly and Other Moods That Make My Day***. Joanna Cotler Books, 1998.
- Seuss, Dr. , S. ***My Many Colored Days***. Knopf, 1998.
- Viorst, J. ***If I Were in Charge of the World and Other Worries: Poems for Children and Their Parents***. Aladdin, 1982
- Pfister, M. ***The Rainbow Fish***. North-South Books, 1992.
- Buscaglia, Leo. ***The Fall of Freddie the Leaf: A Story for All Ages***. Slack, 1982. (A timeless book about loss)

Electronic Resources

- Health Powered Kids: <http://healthpoweredkids.org/lessons/>
- BAM! Body and Mind: www.bam.gov
- Get Your Angries Out: <https://www.figur8.net/2015/10/28/get-your-angries-out/>



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- 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 www.tolerance.org, http://www.tolerance.org/search/apachesolr_search/bullying (Gr. 1 & 2)
- Substance Abuse and Mental Health Services: www.SAMHSA.gov
- PBS Teachers: <http://www.pbs.org/teachers/healthfitness/inventory/mentalemotionalhealth-k2.html?type=lessonplan>
- Kids Health: www.kidshealth.org
- Learn to be Healthy: <http://www.learntobehealthy.org/parents-teachers/educational-materials/mental-health/>
- Teaching Empathy: <https://proudtobeprimary.com/teaching-empathy/>

CONNECTIONS

Skill Connections within K-2 Grade Band

The Essential Skills of mental and emotional health also are taught/ reinforced in these health content areas:

- **Analyzing Influences:** Healthy Eating, Personal Health and Wellness, Safety
- **Interpersonal Communication Skills:** Safety, Violence Prevention
Note: Teaching students how to listen and follow directions is essential to academic success in every classroom and subject area.
- **Decision-Making Skills:** ATOD, Safety, Violence Prevention
- **Practicing Healthy Behaviors:** Healthy Eating, Personal Health and Wellness, Safety

Interdisciplinary Connections:

ELA

- Reading stories about others who use effective communication skills to express their feelings.
- Have students keep a daily “emotions” journal to track when they practice effective coping skills.

Math

- Take classroom polls of how families influence behaviors and then chart/graph student responses.
- Practice counting as a strategy to self-manage strong feelings.

Music, Art

- Emphasis how music and art can be used to manage feelings and stress.

Physical Education

- Encourage students to use a respectful tone and self-control during games.

Social Studies

- Discuss how different cultures express feelings of love and caring for each other. Include cultural practices that show respect for others.
- Examine historical similarities and differences of what was needed to feel safe and secure in different historical periods.