



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: PERSONAL HEALTH & WELLNESS (PHW)

Grade Band: K-2

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

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| 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.PHW.1.K 1.1.PHW.2.K | 1.1.PHW.1.1 1.1.PHW.2.1 1.1.PHW.3.K 1.1.PHW.4.K | 1.1.PHW.1.1 1.1.PHW.2.1 1.1.PHW.3.K 1.1.PHW.4.K 1.1.PHW.5.K |
| 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.PHW.1.K | 2.1.PHW.1.1 | 2.1.PHW.1.2 |
| S2.2.2. Identify relevant influences of school on health practices and behaviors | 2.2.PHW.2.K | | 2.2.PHW.2.2 |
| S2.3.2. Identify relevant influences of media and technology on health practices and behaviors. | 2.3.PHW.3.K | | 2.3.PHW.3.2 |
| S2.4.2. Describe positive influences on personal health practices and behaviors. | 2.4.PHW.4.K | | 2.4.PHW.4.2 |
| S2.5.2. Describe negative influences on personal health practices and behaviors. | 2.5.PHW.5.K | | 2.5.PHW.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.PHW.1.K | 3.1.PHW.1.1 | 3.1.PHW.1.2 |
| 3.2.2 Identify trusted adults and professionals in school who can help promote health. | 3.2.PHW.2.K | 3.2.PHW.2.1 | 3.2.PHW.2.2 |
| 3.3.2 Identify trusted adults and professionals in the community who can help promote health. | 3.3.PHW.3.K | 3.3.PHW.3.1 | 3.3.PHW.3.2 |
| 3.4.2 Explain how to locate school health helpers. | 3.4.PHW.4.K | 3.4.PHW.4.1 | 3.4.PHW.4.2 |
| 3.5.2 Explain how to locate community health helpers. | 3.5.PHW.5.K | 3.5.PHW.5.1 | 3.5.PHW.5.2 |
| 3.6.2 Demonstrate how to locate school or community health helpers to enhance health. | 3.6.PHW.6.K | 3.6.PHW.6.1 | 3.6.PHW.6.2 |



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| 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 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.PHW.1.K | 4.1.PHW.1.1 | 4.1.PHW.1.2 |
| S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. | 4.2.PHW.2.K | 4.2.PHW.2.1 | 4.2.PHW.2.2 |
| S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away. | 4.3.PHW.3.K | 4.3.PHW.3.1 | 4.3.PHW.3.2 |
| S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. | 4.4.PHW.4.K | 4.4.PHW.4.1 | 4.4.PHW.4.2 |
| S4.5.2. Identify how to communicate care and concern for others. | 4.5.PHW.5.K | 4.5.PHW.5.1 | 4.5.PHW.5.2 |
| 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.PHW.1.K | 5.1.PHW.1.1 | 5.1.PHW.1.2 |
| S5.2.2. Identify how family, peers or media influence a health-related decision. | 5.2.PHW.2.K | 5.2.PHW.2.1 | 5.2.PHW.2.2 |
| S5.3.2. Explain the potential positive and negative outcomes from health-related decisions. | 5.3.PHW.3.K | 5.3.PHW.3.1 | 5.3.PHW.3.2 |
| S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision. | 5.4.PHW.4.K | 5.4.PHW.4.1 | 5.4.PHW.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.PHW.1.K | 6.1.PHW.1.1 | 6.1.PHW.1.2 |
| S6.2.2. Take steps to achieve the personal health goal. | 6.2.PHW.2.K | 6.2.PHW.2.1 | 6.2.PHW.2.2 |
| S6.3.2. Identify people who can help achieve a personal health goal. | 6.3.PHW.3.K | 6.3.PHW.3.1 | 6.3.PHW.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.PHW.1.K | | |
| S7.2.2. Demonstrate healthy practices. | 7.2.PHW.2.K | 7.2.PHW.1.1 | |
| S7.3.2. Make a commitment to practice healthy behaviors. | | 7.3.PHW.2.1 | 7.3.PHW.1.2 |
| 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.PHW.1.K | 8.1.PHW.1.1 | 8.1.PHW.1.2 |
| S8.2.2. Demonstrate how to encourage peers to make healthy choices. | 8.2.PHW.2.K | 8.2.PHW.2.1 | |

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

CONTENT ELABORATION

Content Elaboration for K-2 Grade Band: Students discover the importance of good hygiene, ranging from proper hand washing and body care to preventing the spread of germs. The K-2 grade band students apply their functional knowledge of physical health and wellness to the process of setting and tracking personal goals relevant to their developmental level. Moreover, they delve into the health value of both proper rest and sleep as well as sun protection. At the second-grade level, students expand their health skills by advocating for their own personal health and wellness behaviors such as sun protection and proper sleep.

Next Grade Band (Grades 3-5) Progression Statement: In the 3-5 grade band students acquire functional knowledge about infectious and non-infectious diseases, vision and hearing safety, and taking personal responsibility for individual health and wellness. Throughout the third and fourth grades, students practice the previously learned skills of goal setting and advocacy to improve or maintain their own personal health and wellness as well as that of others. In addition to gathering facts about infectious disease prevention and developing health-enhancing personal health beliefs, fifth graders design a school campaign that persuades others to make healthy PHW choices.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Brushing your teeth at least twice a day is one of the most important things you can do to keep your teeth healthy.
- Seeing a dentist two times a year can help keep your teeth healthy.
- Since germs often travel from person to person when people touch things or each other, you need to wash your hands throughout the day.
- Washing your hands with soap and water for about 20-30 seconds can get rid of germs and help keep you from getting sick.
- Protect your skin from the sun by: 1) Limiting time you spent in sun; 2) Wear a hat or clothing to cover your legs and arms; 3) Wearing sun screen on your skin.
- Protect your ears from loud noises by avoiding the noise, if possible, or wearing noise-reducing ear plugs.
- Protect your eyes from the sun's rays by wearing sun glasses.
- Since sleep helps the body grow and helps you be alert in school, you need to get 10-11 hours of sleep each night.

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SKILL MASTERY

Essential Skills

Mastery of Analyzing Influences, Grade Band K-2

K-2 students will have mastered analyzing influences when they are able to do the following:

- Identify 2 ways family members and friends could influence (affect) personal health and wellness behaviors (e.g., *brushing and flossing teeth, basic hygiene, visiting doctor and dentist regularly.*)
- Identify which of the above are healthy behaviors (positive influences) AND which are unhealthy (negative influences).

Mastery of Goal Setting, Grade Band K-2

K-2 students will have mastered goal setting when they can demonstrate the following:

- Identify an attainable personal health and wellness goal (e.g., *I will take a bath/shower every day OR I will brush my teeth in the morning and before bed time.*)
- Name a person who can help them with their goal.
- List the resources need to achieve this goal.

Mastery of Practicing Healthy Behaviors, Grades K-2

K-2 students will have mastered this skill when they can do all of the following:

- Identify 2-3 personal health and wellness behaviors (e.g., *washing hair; taking daily bath/shower; brushing teeth, washing hands frequently, sneezing into elbow, etc.*).
- Demonstrate proper hand washing steps and sneezing into elbow.
- State or write a 1-sentence commitment to sleep 9-10 hours each night. (Grade 1).

Mastery of Advocacy, Grade Band K-2

K-2 students will be proficient in advocacy when they are able to advocate for others by:

- Designing a poster that encourages their peers to adopt a healthy personal health and wellness behavior (e.g., *getting 9-10 hours of sleep each night; sun safety/protection, etc.*). (Grade 1)

Critical Cues for Supportive Skills

Accessing Resources

Kindergarten: 1. Identify 2-3 trusted adults; 2. Explain how to locate or describe how to locate each of these trusted adults who could help with personal health and wellness needs, issues, problems

Grade 2: 1. Describe 2 trusted adults at school, 2 from the community, and 2 from home who could help with personal health and wellness needs, issues, problems. 2. Explain how to locate or describe how to locate each of these trusted adults

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Interpersonal Communication Skills

- ***Making a request about personal health and wellness:** Demonstrate clear communication skills by speaking assertively, using appropriate eye contact, body language that aligns with words and actions, asking clarifying questions, and actively listening to the response.*
And/ Or
- ***Refusal skills:** Firmly saying, “No” to an unhealthy personal health and wellness request or situation, using an assertive tone of voice and matching body language. (Recommendation: Ask students to demonstrate 2 specific refusal skill techniques.)*

Decision-making Skills

When given two different choices for a personal health and wellness situation, demonstrate all of these steps sequentially:

1. Tell how family, peers, or media could influence which of the personal health and wellness choices you make.
2. Answer these two questions about each choice: Is this choice healthy? Is this choice safe? (Answer needs to be “yes”) Tell when help would be needed and when help would not be needed to make this decision.

INSTRUCTIONAL RESOURCES

Books

- Krosoczka, Jarrett J. ***Bubble Bath Pirates.*** Viking, 2003.
- Puttock, Simon. ***Squeaky Clean.*** Little, Brown, 2002.
- Barber, T. ***Open Wide!*** Chrysalis Children’s Books, 2004.
- Mayer, Mercer. ***Just Going to the Dentist.*** Western, 1990
- Sweeney, Joan. ***Me and My Amazing Body.*** Crown, 1999
- London, Jonathon. ***Froggy Goes to the Doctor.***
- Rabe, Tish. ***Inside Your Outside: All About the Human Body (Cat in the Hat’s Learning Library.*** Random House Books for Young Readers, 2003.
- Smallman, Claire. ***Outside In: A Lift-the-Flaps Body Book.*** Barron’s Educational Series, 2010.
- Daynes, Katie. ***See Inside Your Body.*** Usborne Pub Ltd. , 2006.
- Gogerly, Liz and M. Gordon. ***Looking After Me Book Set.*** 2009.
- Rabe, Tish. ***Inside Your Outside: About the Human Body.*** Random Book for Young Readers, 2003.
- DK. ***How to be a Big Kid.*** DK Children, 2018 (Kindergarten)
- Densley, Tony. ***Smelly Melly.*** Beanz, 2017.
- Frost, I. ***Hygiene Heroes! My Personal Hygiene Book.*** Independently, 2018.
- Cook., J. ***Hygiene, You Stink.*** Boys Town Press, 2013.
- Melton, K. ***Cutie Sue Fights the Germs.*** Create A Space, 2013.
- Diggle, D. ***Samantha One Finger, One Nose, A Whole Lot of Bugs.*** Diggley Doo, 2011.
- Verdick, E. ***Germs Are Not for Sharing.*** Create A Space, 2017. (Kindergarten)

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- Rooke, T. *A Germ's Journey*. Picture Willow Books, 2011.
- Berger, M. *Germs Make Me Sick*. Self-Published, 2014.
- Martin, A. *Max and Mila at the Beach*. 2013.
- Kennedy, K. *Hey! Don't Forget the Sunscreen*. CreateSpace, 2017.
- Jones, Amanda. *Children, It's Time to Meet Your Teeth*. Amazel Enterprise, 2017.
- Jones, J. *The Teeth That Looked for a New Mouth*. Kohn, 2014.
- Magleby, D. *Sugarbug Doug*. BookSurge, 2009.
- Huss, S. *Why Wash Your Hands*. Sally Huss, Inc., 2018.

Electronic Resources

- **It's a Snap" Toolkit:** www.itsasnap.org
- **Sunbeatables:** <https://sunbeatables.org/>
- **Scrub Club:** <http://www.scrubclub.org/home.aspx>
- **Children's Dental Health:** <https://www.dentalcare.com/en-us/patient-education/childrens-dental-health>
- **Bright Smiles, Bright Futures:** <https://www.colgate.com/en-us/bright-smiles-bright-futures>
- **Free Dental Hygiene Materials:** www.colgate.com/BrightSmilesBrightFutures/v3/US/EN/guides/Bright-Smiles-Bright-Futures-K-1.pdf
- **Kids Health, Taking Care of Your Teeth:** <https://classroom.kidshealth.org/classroom/prekto2/body/parts/teeth.pdf>
- **Kids Health:** https://classroom.kidshealth.org/?WT.ac=ms_tab
- **Kids Health in the Classroom:** https://classroom.kidshealth.org/?WT.ac=ms_tab
- **Netsmartz:** Trusted adults, refusal skills, technology safety www.netsmartz.org/ActivityCards#primary
- **Sid the Science, The Journey of a Germ Kid:** www.watchknowlearn.org/Video.aspx?VideoID=7279
- **Colorado Dept. Of Education instructional units:** www.watchknowlearn.org/Video.aspx?VideoID=7279
- **EPA, Sunwise:** www.epa.gov/sunsafety
- **Glo Germ:** <http://www.glogerm.com/worksheets.html>
- **Henry the Hand:** <https://www.henrythehand.com/programs/infection-prevention-partnership/>
- **Healthy Children powered by American Academy of Pediatrics:** <https://www.healthychildren.org/English/Pages/default.aspx>
- **OOA: Real Eyes, Eye:** <https://www.ooa.org/aws/OOA/pt/sp/realeyes>
- **NIH: Smart Sleep!** <https://www.nhlbi.nih.gov/health/educational/wecan/tools-resources/eatplaygrow-sleep.htm>
- **Stains on Teeth** <http://www.drugabuse.gov/eggstra-healthy-teeth>
- **American Cancer Society (Sun Basics for Kids):** www.cancer.org
- **American Dental Association:** www.ada.org/352.aspx
- **American Dental Association:** <http://www.mouthhealthy.org/en/>

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- **Open Wide and Trek Inside:** <http://science.education.nih.gov/customers.nsf/ESDental.htm> (Grades 1-2)
- **BAM! (Body and Mind):** www.bam.gov/teachers/index.htm
- **Share My Lessons:** <http://www.sharemylesson.com/early-elementary-health-teaching-resources/>
- **Personal Hygiene Activity Sheets:** www.mypersonalhygiene.com/personal-hygiene-worksheets-for-kids-collection-1-8/
- **Sid the Science Kid: *The Journey of a Germ* video:** <http://watchknowlearn.org/Video.aspx?VideoID=7279>
- **Handwashing for Kids: *Crawford the Cat* video:** <http://watchknowlearn.org/Video.aspx?VideoID=254>
- **Sunwise:** www.epa.gov/sunwise (good resources for teaching sun safety)

CONNECTIONS

Skill Connections within K-2 Grade Band

The Essential Skills of Personal Health and Wellness also are taught in these Health Content Areas:

- **Analyzing Influences:** Healthy Eating, Mental and Emotional Health, Safety
- **Goal Setting:** Healthy Eating
- **Practicing Healthy Behaviors:** Healthy Eating, Mental and Emotional Health, Safety
- **Advocacy:** Healthy Eating, Safety

School/ Community Connections:

- Consult with school nurse for availability of personal health and wellness resources.
- Consult with area health providers for availability of personal health and wellness resources.

Interdisciplinary Connections:

ELA

- Write a story about Sleepy Sue who only gets 5 hours of sleep on night. Talk about how this affects her the next day and what she needs to do the next night.
- Design a graphic organizer such as a concept map about sun safety (or another PHW concept).

Science

- Connect proper hand washing, hygiene, etc. to lessons about germs.

Art

- Draw a picture of “Harry/ Heidi Hand Germ,” and a picture of how hand washing can get rid of Harry/Heidi.

Physical Education

- Ask physical education teacher to encourage students to wash their hands after participating in physical education and briefly explain why.