



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: SAFETY (SAFE)

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.SAFE.1.3 1.1.SAFE.2.3 1.1.SAFE.3.3 1.1.SAFE.4.3 1.1.SAFE.5.3 | 1.1.SAFE.1.4 1.1.SAFE.2.4 1.1.SAFE.3.4 | 1.1.SAFE.1.5 1.1.SAFE.2.5 1.1.SAFE.3.5 |
| 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. | 2.1.SAFE.1.3 | 2.1.SAFE.1.4 | 2.1.SAFE.1.5 |
| S2.2.5. Identify relevant influences of peers on health practices and behaviors. | 2.2.SAFE.2.3 | 2.2.SAFE.2.4 | |
| S2.3.5. Identify relevant influences of community on health practices and behaviors. | | | |
| S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors. | 2.4.SAFE.3.3 | | |
| S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors. | | 2.5.SAFE.3.4 | |
| S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors. | | 2.6.SAFE.4.4 | 2.6.SAFE.4.5 |
| S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors. | 2.7.SAFE.4.3 | 2.7.SAFE.5.4 | 2.7.SAFE.5.5 |
| 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.SAFE.1.3 | 3.1.SAFE.1.4 | 3.1.SAFE.1.5 |
| S3.2.5. Describe characteristics of appropriate and reliable health products. | 3.2.SAFE.2.3 | 3.2.SAFE.2.4 | 3.2.SAFE.2.5 |
| S3.3.5. Describe characteristics of appropriate and trustworthy health services. | 3.3.SAFE.3.3 | 3.3.SAFE.3.4 | 3.3.SAFE.3.5 |
| S3.4.5. Demonstrate how to locate sources of accurate health information. | 3.4.SAFE.4.3 | 3.4.SAFE.4.4 | 3.4.SAFE.4.5 |

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

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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 3</i> | <i>GRADE 4</i> | <i>GRADE 5</i> |
| S4.1.5. Demonstrate effective verbal and nonverbal communication skills. | 4.1.SAFE.1.3 | 4.1.SAFE.1.4 | 4.1.SAFE.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.SAFE.2.3 | 4.3.SAFE.2.4 | 4.3.SAFE.2.5 |
| S4.4.5. Demonstrate healthy ways to manage or resolve conflict. | 4.4.SAFE.3.3 | 4.4.SAFE.3.4 | 4.4.SAFE.3.5 |
| S4.5.5. Demonstrate how to effectively ask for help to improve personal health. | 4.5.SAFE.4.3 | 4.5.SAFE.4.4 | 4.5.SAFE.4.5 |
| S4.6.5. Demonstrate how to effectively communicate support 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 3</i> | <i>GRADE 4</i> | <i>GRADE 5</i> |
| S5.1.5. Identify situations which need a health-related decision. | 5.1.SAFE.1.3 | 5.1.SAFE.1.4 | 5.1.SAFE.1.5 |
| S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision. | 5.2.SAFE.2.3 | 5.2.SAFE.2.4 | 5.2.SAFE.2.5 |
| S5.3.5. Explain how family, culture, peers or media influence a health-related decision. | | | |
| S5.4.5. Identify options and their potential outcomes when making a health-related decision. | 5.4.SAFE.3.3 | 5.4.SAFE.3.4 | 5.4.SAFE.3.5 |
| S5.5.5. Choose a healthy option when making a decision. | 5.5.SAFE.4.3 | 5.5.SAFE.4.4 | 5.5.SAFE.4.5 |
| S5.6.5. Describe the final outcome of a health-related decision. | | 5.6.SAFE.5.4 | 5.6.SAFE.5.5 |
| 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.SAFE.1.3 | 6.1.SAFE.1.4 | 6.1.SAFE.1.5 |
| S6.2.5. Track progress toward achieving a personal health goal. | 6.2.SAFE.2.3 | 6.2.SAFE.2.4 | 6.2.SAFE.2.5 |
| S6.3.5. Identify resources that can help achieve a personal health goal. | 6.3.SAFE.3.3 | 6.3.SAFE.3.4 | 6.3.SAFE.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.SAFE.1.3 | 7.1.SAFE.1.4 | 7.1.SAFE.1.5 |
| S7.2.5. Demonstrate healthy practices and behaviors. | 7.2.SAFE.2.3 | 7.2.SAFE.2.4 | 7.2.SAFE.2.5 |
| S7.3.5. Make a commitment to practice healthy behaviors. | 7.3.SAFE.3.3 | 7.3.SAFE.3.4 | 7.3.SAFE.3.5 |



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

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

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

CONTENT ELABORATION

Content Elaboration for 3-5 Grade Band: Using functional health knowledge of basic safety guidelines, students describe ways to increase safety and decrease risk of injury in a wide range of situations, including fire, accidental poisoning, water and sports safety, internet safety, and dangerous, risky behaviors. After examining how relevant influences of family, peers, and media could affect their thoughts, feelings and behaviors related to safety, students hone their decision-making skills by applying a five-step process to a variety of safety-related situations.

Previous Grade Band (K-2) Progression Statement: In grades K-2 students not only differentiate between safe and unsafe situations safety issues including; pedestrian and school bus safety; home safety, internet safety, and community safety; including safety rules for swimming, fire, strangers, dangerous objects/weapons and substances. Students learn and practice procedures related to calling 9-1-1 and strategies for how to ask a trusted adult for assistance with a safety situation or emergency. After identifying behaviors that promote safety such as wearing seatbelts and sports equipment, kindergarten students make a commitment to practice a variety of specific safety and injury prevention strategies. Similarly, first and second graders practice applying decision-making skills to make healthy choices about safety and injury prevention scenarios.

Next Grade Band (Grade 6-8) Progression Statement: Students in grades 6-8 focus on the functional knowledge that would align with the skills of practicing healthy behaviors and advocating for safety behaviors. 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 learned about the importance of being responsible for personal health behaviors, and how to analyze their personal practices to reduce or prevent injuries. When students make a commitment to practice safety related behaviors, they increase their awareness about safety. Additionally, advocating for safe choices makes students more likely to practice these behaviors.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Being safe means feeling secure, protected, and free from danger, harm or injury.
- Make a choice to be safe by following safety rules, using required safety gear, hanging out with friends who also follow safety rules.
- Encourage others to be safe, too.
- Walking safety: look where you are walking; Be certain others see you; Cross only at the corner; Never cross between parked cars
- Bike safety: wear a helmet; follow traffic rules; walk bike across street; do not ride at night.
- Vehicle safety: ride in back seat; buckle up correctly; do not bother the driver.
- Water safety: learn to swim; Do not jump or push someone else into the water; Do not swim or play in water alone; Stay back from the edge of rivers, canals, ditches.
- Fire safety: do not play with or around fire; practice fire escape drills at home; get out fast if fire starts; stay low as you go; do not go back; call 9-1-1.
- Gun safety: never touch a gun; move away; tell a trusted adult.
- Taking a risk is doing something without knowing what is going to happen.
- Some risks are unhealthy or dangerous such as riding a bike without a helmet, playing with fire, or taking a dare to jump in a deep river.



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

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

- Some risks are healthy or positive such as trying out for cheerleading or the basketball team.
- You can choose whether or not to take a risk based on whether it could hurt you or someone else – whether it is dangerous.

SKILL MASTERY

Essential Skills

Mastery of Analyzing Influences, 3-5 grade band

At the 3-5 grade band students demonstrate mastery of this standard when they are able to do the following:

- Identify and describe 2 ways their family and culture may influence (affect) their safety-related choices (*Grade 3*).
- Identify and describe 2 ways their friends (peers) may influence (affect) their safety-related choices (*Grades 3, 4, 5*).
- Identify and describe 2 ways media and technology may influence (affect) their safety-related choices (*Grades 4, 5*).
- Tell which of these family, friend, and community influences can help them make healthy, safe choices about safety and injury prevention (positive influences), and which influences may *get in the way* of their making these healthy, safe choices (negative influences).
- Explain how positive family, friend, and media/technology influences help them make healthy, safe choices about medicine use.

Mastery of Decision-making Skills, 3-5 grade band

Students in grade 3-5 will have mastered the skill of decision making when, given a specific safety scenario, they can demonstrate the following, sequentially and comprehensively:

- Identify the safety-related 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.

Critical Cues for Supportive Skills

Accessing Resources

1. Identify specific safety and injury prevention information, products, or services that need to be examined.
2. Locate accessible safety and injury prevention resources.
3. Analyze these 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?
 - Is the site focused on educating about safety and injury prevention, not selling products or services?

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

- Determine which resource(s) are valid resources. (“Yes” to all of above questions)

Interpersonal Communications

Refusal Skills

- Demonstrate 1-2 effective peer resistance skills using assertiveness: direct eye contact; a clear, confident voice while using a “stand tall” posture.

Conflict with safety and injury prevention:

- identify reason for the conflict; defuse the conflict
- Defuse the conflict (remain calm; use respectful tone of voice to delivery an I- message “I feel ___(emotion word) when you ___(objective description of what happened). Ask: ***Could we please talk about this to find a fair solution?***”
- Respectfully talk to find common ground and a fair solution;
- If conflict is resolved, thank the other person. If conflict is not resolved, ask a trusted adult for help.

Goal Setting

- Write a specific, attainable safety/ injury prevention 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.

Practicing Healthy Behaviors

- Identify two safety/ injury prevention practices
- State or write an intention to make at least one of these two safety/ injury prevention practices part of their everyday life.

Advocacy

- Locate 2 valid reliable safety/injury prevention resources
- Based upon factual information from their resources, state/ write 2-3 ways to improve or maintain an injury prevention practice/ behavior.
- Demonstrate how to persuade others to improve or maintain this injury prevention practice/ behavior.

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

INSTRUCTIONAL RESOURCES

Electronic Resources

- **Kids Health:** <http://www.kidshealth.org>
<https://kidshealth.org/en/kids/gun-safety.html?ref=search>
<https://kidshealth.org/en/kids/rock-music.html?ref=search>
- **Ohio Department of Transportation:**
<http://www.dot.state.oh.us/Divisions/Planning/ProgramManagement/HighwaySafety/ActiveTransportation/Pages/Education.aspx>
- **Ohio Department of Transportation (safety pledge):**
<http://www.dot.state.oh.us/Divisions/Planning/ProgramManagement/HighwaySafety/ActiveTransportation/Documents/SRTS/EMYM/SafetyPledgeCard/MS%20Safety%20Pledge.pdf>
- **National Child Safety Council:** <https://www.nationalchildsafetycouncil.org/materials/materials-by-age/kids>
- **Virginia Department of Health:** www.vdh.virginia.gov/ofhs/prevention/injury/resources.htm
- **Injury Prevention and Safety Activity Book:**
<http://media.chop.edu/data/files/pdfs/injury-prevention-kohls-injury-prevention-book.pdf>
- **Safety Teaching Resources from Prevention First:** <http://prevention1st.org/safety-resources/>
- **Safe Kids Worldwide Campaign:** www.safekids.org
Educator Link: <http://www.safekids.org/educators/>
- **Children’s Safety Network:** www.childrendefensafetynetwork.org
- **McGruff (National Crime Prevention Council):** <https://www.ncpc.org/about-ncpc/mcgruff/>
- **National Fire Protection Association:** www.nfpa.org
- **Centers for Disease Control and Prevention:** www.cdc.gov/injury/index.html
- **Protect the Ones You Love: Childhood Injuries Are Preventable:** www.cdc.gov/safekid/index
- **Online Safety:** <https://kidshealth.org/en/kids/online-id.html?ref=search>
- **Kids Health Internet Safety:** http://kidshealth.org/parent/positive/family/net_safety.html
- **Hector’s World of Cybersafety:** <http://hectorsworld.netsafe.org.nz/teachers/>
- **Net Smartz:** <http://www.netsmartzkids.org/internetsafety>
- **First Aid Lesson Plans:** http://www.ece.gov.nt.ca/files/K-12/Curriculum/health/health-K-9-single-files/G3/12Gr3_SAF.pdf
- **Summer Safety Lesson Plans:** <https://www.scholastic.com/teachers/blog-posts/meghan-everette/17-18/Fun-and-Functional-Safety-Lessons-for-Summer/>

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

CONNECTIONS

Skill Connections within 3-5 Grade Band

The Essential Skills of Safety and Injury Prevention also are taught/ reinforced in these health content areas:

- **Analyzing Influences:** ATOD, Healthy Eating, Healthy Relationships, Personal Health and Wellness.
- **Decision-making:** ATOD, Healthy Relationships, Violence Prevention.

Interdisciplinary Connections:

Note: *It could be helpful for the school staff to use a common language to discuss student choices/ the decision-making process.*

ELA

- Put yourself in the “shoes” of a character from the book you are reading. Use the decision-making steps to make a healthy decision for the character. Would you make the same decisions for yourself as the character did? Why or why not? (*Decision-making*)

Social Studies

- Identify and describe the influences in significant historical events. For example, why settlers go west and what influenced them to do so? What factors influenced their decision to settle in a specific geographic area? (*Analyzing Influences*)
- Pretend you are a pioneer in the 1820’s. Use the decision-making steps to decide where your family will settle. (*Decision-making*)

Math

- Find and interpret injury statistics (*i.e., motor vehicle and bike injuries*). For example, in Stark county in 2014, 66% of wheeled sports injuries occurred on bikes. Of those injured in wheeled sports (*bikes, scooters, etc.*) 66% were male. What does that mean? How could knowing this information influence your safety behavior and/or help you make a healthy safety/ injury prevention choice? (*Analyzing Influences*)

Physical Education

- Coordinate with Physical Education teacher a bike rodeo that would include bike safety.

Community Connections

- Collaborate with Local Fire Department for internet safety visit
- Collaborate with local Police Department (e.g., bike helmets)