



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: SAFETY (SAFE)

Grade Band: 6-8

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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S1.1.8. 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.SAFE.1.6 1.1.SAFE.2.6 1.1.SAFE.3.6 1.1.SAFE.4.6 1.1.SAFE.5.6	1.1.SAFE.1.7 1.1.SAFE.2.7 1.1.SAFE.3.7 1.1.SAFE.4.7 1.1.SAFE.5.7 1.1.SAFE.6.7 1.1.SAFE.7.7 1.1.SAFE.8.7 1.1.SAFE.9.7 1.1.SAFE.10.7 1.1.SAFE.11.7 1.1.SAFE.12.7 1.1.SAFE.13.7 1.1.SAFE.14.7 1.1.SAFE.15.7 1.1.SAFE.16.7 1.1.SAFE.17.7 1.1.SAFE.18.7 1.1.SAFE.19.7 1.1.SAFE.20.7	1.1.SAFE.1.8 1.1.SAFE.2.8 1.1.SAFE.3.8 1.1.SAFE.4.8 1.1.SAFE.5.8
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade Level INDICATORS		

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<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.	2.1.SAFE.1.6	2.1.SAFE.1.7	2.1.SAFE.1.8
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	2.2.SAFE.2.6	2.2.SAFE.2.7	2.2.SAFE.2.8
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	2.3.SAFE.3.6	2.3.SAFE.3.7	2.3.SAFE.3.8
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	2.4.SAFE.4.6	2.4.SAFE.4.7	2.4.SAFE.4.8
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.SAFE.5.7	2.5.SAFE.5.7	2.5.SAFE.5.8
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	2.6.SAFE.6.6	2.6.SAFE.6.7	2.6.SAFE.6.8
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	2.7.SAFE.7.6	2.7.SAFE.7.7	2.7.SAFE.7.7
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	2.8.SAFE.8.6	2.8.SAFE.8.7	2.8.SAFE.8.7
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	2.9.SAFE.9.6	2.9.SAFE.9.7	2.9.SAFE.9.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S3.1.8. Analyze the validity and reliability of health information.	3.1.SAFE.1.6	3.1.SAFE.1.7	3.1.SAFE.1.8
S3.2.8. Analyze the validity and reliability of health products.	3.2.SAFE.2.6	3.2.SAFE.2.7	3.2.SAFE.2.8
S3.3.8. Analyze the validity and reliability of health services.	3.3.SAFE.3.6	3.3.SAFE.3.7	3.3.SAFE.3.8
S3.4.8. Describe situations that call for professional health services.	3.4.SAFE.4.6	3.4.SAFE.4.7	3.4.SAFE.4.8
S3.5.8. Determine the availability of valid and reliable health products.	3.5.SAFE.5.6	3.5.SAFE.5.7	3.5.SAFE.5.8
S3.6.8. Access valid and reliable health information from home, school or community.	3.6.SAFE.6.6	3.6.SAFE.6.7	3.6.SAFE.6.8
S3.7.8. Locate valid and reliable health products.	3.7.SAFE.7.6	3.7.SAFE.7.7	3.7.SAFE.8.8
S3.8.8. Locate valid and reliable health services.	3.8.SAFE.8.6	3.8.SAFE.8.7	3.8.SAFE.8.8
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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	4.1.SAFE.1.6	4.1.SAFE.1.7	4.1.SAFE.1.8
S4.2.8. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.	4.2.SAFE.2.6	4.2.SAFE.3.7	4.2.SAFE.2.8



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S4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks	4.3.SAFE.3.6	4.3.SAFE.3.7	4.3.SAFE.3.8
S4.4.2.	Demonstrate effective negotiation skills to avoid or reduce health risks.	4.4.SAFE.4.6	4.4.SAFE.4.7	4.4.SAFE.4.8
S4.5.8.	Demonstrate healthy ways to manage or resolve conflict.	4.5.SAFE.5.6	4.5.SAFE.5.7	4.5.SAFE.5.8
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	4.6.SAFE.6.6	4.6.SAFE.6.7	4.6.SAFE.6.8
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.			
Standard 5: Decision-Making Skills		Grade Level INDICATORS		
Students will demonstrate the ability to use decision-making skills to enhance health.				
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S5.1.8.	Identify circumstances that help or hinder healthy decision making.	5.1.SAFE.1.6	5.1.SAFE.1.7	5.1.SAFE.1.8
S5.2.8.	Determine when situations require a health-related decision.	5.2.SAFE.2.6	5.1.SAFE.2.7	5.2.SAFE.2.8
S5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	5.3.SAFE.3.6	5.3.SAFE.3.7	5.3.SAFE.3.8
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.SAFE.4.6	5.4.SAFE.4.7	5.4.SAFE.4.8
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	5.5.SAFE.5.6	5.5.SAFE.5.7	5.5.SAFE.5.8
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	5.6.SAFE.6.6	5.6.SAFE.6.7	5.6.SAFE.6.8
S5.7.8.	Choose a healthy alternative when making a health-related decision.	5.7.SAFE.7.6	5.7.SAFE.7.7	5.7.SAFE.7.8
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	5.8.SAFE.8.6	5.8.SAFE.8.7	5.8.SAFE.8.8
Standard 6: Goal Setting Skills		Grade Level INDICATORS		
Students will demonstrate the ability to use goal-setting skills to enhance health.				
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S6.1.8.	Assess personal health practices.	6.1.SAFE.1.6	6.1.SAFE.1.7	6.1.SAFE.1.8
S6.2.8.	Set a realistic personal health goal.	6.2.SAFE.2.6	6.1.SAFE.2.7	6.2.SAFE.2.8
S6.3.8.	Assess the barriers to achieving a personal health goal.	6.3.SAFE.3.6	6.3.SAFE.3.7	6.3.SAFE.3.8
S6.4.8.	Apply strategies to overcome barriers to achieving a personal health goal.	6.4.SAFE.4.6	6.4.SAFE.4.7	6.4.SAFE.4.8
S6.5.8.	Use strategies and skills to achieve a personal health goal.	6.5.SAFE.5.6	6.5.SAFE.5.7	6.5.SAFE.5.8
Standard 7: Practicing Healthy Behaviors		Grade Level INDICATORS		
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S7.1.8.	Explain the importance of being responsible for personal health behaviors.	7.1.SAFE.1.6	7.1.SAFE.1.7	7.1.SAFE.1.8
S7.2.8.	Analyze personal practices and behaviors that reduce or prevent health risks.	7.2.SAFE.2.6	7.1.SAFE.2.7	7.2.SAFE.2.8
S7.3.8.	Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.SAFE.3.6	7.3.SAFE.3.7	7.3.SAFE.3.8
S7.4.8.	Make a commitment to practice healthy behaviors.		7.4.SAFE.4.7	7.4.SAFE.4.8



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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 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others.	8.1.SAFE.1.6	8.1.SAFE.1.7	8.1.SAFE.1.8
S8.2.8. Persuade others to make positive health choices.	8.2.SAFE.2.6	8.2.SAFE.2.7	8.2.SAFE.2.8
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	8.3.SAFE.3.6	8.3.SAFE.4.7	
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	8.4.SAFE.4.6	8.4.SAFE.3.7	

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CONTENT ELABORATION

Content Elaboration for 6-8 Grade Band: 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.

Previous Grade Band (K-2) Progression Statement: In grades 3-5 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.

Next Grade Band (High School) Progression Statement: Students in high school focus on the functional knowledge that continues the development of practicing healthy behaviors, but includes additional skill development in communication, decision-making, and goal setting. Students at this developmental age have higher demands that require additional practice in these skills. The review of the skill to evaluate personal practices and behaviors that reduce or prevent health risks is essential at the high school level because there are additional safety concerns such as teen driving. Practice with communication and decision-making skills can be done through scenarios. For example, if a student was in a car and the friend was driving recklessly how are they going to communicate their concern? Will they say anything at all? What are the possible consequences if they say or do nothing? How will they handle this situation? This grade band also includes goal setting skills. This allows students to assess their safety behaviors and set goals to decrease their risk of injury.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Describe actions to reduce risk of injuries at home, school, in a car, or during sports.
- Explain the importance of being responsible for promoting safety and avoiding or reducing injury.
- Analyze practices and behaviors that reduce or prevent injuries.
- Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.
- State a health enhancing position, supported with accurate information, to improve the safety of others.
- Persuade others to make positive safety and injury prevention choices.

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INSTRUCTIONAL RESOURCES

Electronic Resources

- <https://www.cdc.gov/safechild/>
- <https://www.nhtsa.gov/road-safety>
- <https://www.nsc.org/>
- <https://www.safekids.org/>
- <https://poisonhelp.hrsa.gov/>

CONNECTIONS

Skill Connections within Health Education

- ATOD – Describing how ATOD use increases the chances of poor decision making around safety behaviors.
- Mental Emotional Health – Understanding that poor mental/emotional health can lead to increased risk taking and reduce safety.
- ATOD – The increased risk of injury when under the influence of alcohol or other drugs

Interdisciplinary Connections:

- Science – Discussion of force differences to the skull with a helmet and without.
- Math – Developing formulas for cost savings associated with injuries as prevention measures reduce the risky behavior.
- Physical Education – Discussion of safety equipment in reducing physical trauma.