



# OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

## Topic: SAFETY (SAFE)

## Grade Band: K-2

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

<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K 1.1.SAFE.2.K 1.1.SAFE.3.K	1.1.SAFE.1.1 1.1.SAFE.2.1 1.1.SAFE.3.1 1.1.SAFE.4.1 1.1.SAFE.5.1	1.1.SAFE.1.2 1.1.SAFE.2.2 1.1.SAFE.3.2 1.1.SAFE.4.2 1.1.SAFE.5.2 1.1.SAFE.6.2
<b>Standard 2: Analyzing Influences</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K	2.1.SAFE.1.1	2.1.SAFE.1.2
S2.2.2. Identify relevant influences of school on health practices and behaviors	2.2.SAFE.2.K	2.2.SAFE.2.1	2.2.SAFE.2.2
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	2.3.SAFE.3.K	2.3.SAFE.3.1	2.3.SAFE.3.2
S2.4.2. Describe positive influences on personal health practices and behaviors.	2.4.SAFE.4.K	2.4.SAFE.4.1	
S2.5.2. Describe negative influences on personal health practices and behaviors.	2.5.SAFE.5.K	2.5.SAFE.5.1	
<b>Standard 3: Accessing Resources</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K		3.1.SAFE.1.2
3.2.2 Identify trusted adults and professionals in school who can help promote health.			3.2.SAFE.2.2
3.3.2 Identify trusted adults and professionals in the community who can help promote health.			3.3.SAFE.3.2
3.4.2 Explain how to locate school health helpers.			3.4.SAFE.4.2
3.5.2 Explain how to locate community health helpers.			3.5.SAFE.5.2
3.6.2 Demonstrate how to locate school or community health helpers to enhance health.		3.6.SAFE.1.1	3.6.SAFE.6.2
<b>Standard 4: Interpersonal Communication Skills</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		



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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.SAFE.1.K	4.1.SAFE.1.1 4.1.SAFE.2.1	4.1.SAFE.1.2
S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	4.2.SAFE.2.K		4.2.SAFE.2.2
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	4.3.SAFE.3.K		4.3.SAFE.3.2
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	4.4.SAFE.4.K		4.4.SAFE.4.2
S4.5.2. Identify how to communicate care and concern for others.			
<b>Standard 5: Decision-Making Skills</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K	5.1.SAFE.1.1	5.1.SAFE.1.2
S5.2.2. Identify how family, peers or media influence a health-related decision.	5.2.SAFE.2.K	5.2.SAFE.2.1	
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	5.3.SAFE.3.K	5.3.SAFE.3.1	5.3.SAFE.2.2
S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	5.4.SAFE.4.K	5.4.SAFE.4.1	5.4.SAFE.3.2
<b>Standard 6: Goal Setting Skills</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K	6.1.SAFE.1.1	6.1.SAFE.1.2
S6.2.2. Take steps to achieve the personal health goal.	6.2.SAFE.2.K	6.2.SAFE.2.1	6.2.SAFE.2.2
S6.3.2. Identify people who can help achieve a personal health goal.	6.3.SAFE.3.K	6.3.SAFE.3.1	6.3.SAFE.3.2
<b>Standard 7: Practicing Healthy Behaviors</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K	7.1.SAFE.1.1	7.1.SAFE.1.2
S7.2.2. Demonstrate healthy practices.			
S7.3.2. Make a commitment to practice healthy behaviors.	7.3.SAFE.2.K	7.3.SAFE.2.1	7.3.SAFE.2.2
<b>Standard 8: Advocacy Skills</b> Students will demonstrate the ability to advocate for personal, family, and community health.	<b>Grade Level INDICATORS</b>		
<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.SAFE.1.K	8.1.SAFE.1.1	8.1.SAFE.1.2
S8.2.2. Demonstrate how to encourage peers to make healthy choices.	8.1.SAFE.2.K	8.1.SAFE.2.1	8.1.SAFE.2.2

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## CONTENT ELABORATION

**Content Elaboration for K-2 Grade Band:** 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 3-5) Progression Statement:** 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 four-step process to a variety of safety-related situations.

## FUNCTIONAL KNOWLEDGE AND SKILLS

### Essential Understandings

- Being safe means that you protect yourself from harm by staying away from dangerous places, people, and things.
- When hurt, ask a trusted adult for help or have a friend go get a trusted adult to help you.
- Household products can be dangerous poisons if they are smelled, tasted, swallowed, touched or used in the wrong way.
- Get help if you or someone else may have been poisoned.
- When walking on the sidewalk, be alert to your surroundings; avoid distractions such as looking at a friend, looking down at a game device, watching something that is happening on the other side of the street or in a yard; running after a ball or other object.
- Know and follow all street crossing rules, including when to cross the street, where to cross the street, etc.
- Know and follow all playground rules.
- Know and follow all bus riding rules.
- It is not safe for kids to touch a gun or bullets; tell a trusted adult if you see these things.
- Follow the rules for being safe around guns, poisons, unknown substances, etc.

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## SKILL MASTERY

### Essential Skills

- Recognizing risk factors and applying risk-reducing strategies can prevent negative health consequences.
- Being able to recite first and last name, names of parents/guardian, address, and telephone number is essential for students in this grade band.

### *Mastery of **Analyzing Influences**, Grade Band K-2*

K-2 students (*2<sup>nd</sup> grade focus*) will have mastered analyzing influences when they are able to do the following:

- Identify 2 ways each of the following could influence (affect) your safety-related choices/ behaviors: your family, your friends, and the tv and internet.
- Explain which of these influences are healthy (positive influences) and which are/ could be unhealthy (negative influences) and tell why.

### *Mastery of **Accessing Valid Resources**, Grade Band K-2*

K-2 students (*K & 1<sup>st</sup> grade focus*) will have mastered accessing resources when they can:

- Explain how and where to locate community health helpers who could help a safety problem (*e.g., police officer, firefighter, etc.*) [*K & 1<sup>st</sup> focus*]
- Demonstrate who to call for help with an emergency (9-1-1). [*1<sup>st</sup> grade focus*]
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### *Mastery of **Interpersonal Communication**, K-2*

Mastery of general communication at K-2 (*1<sup>st</sup> grade focus*) is achieved when students are able to demonstrate both of the following using basic communication skills:

- Demonstrate what to say when calling 9-1-1:
  - Say "I need help."
  - Describe what has happened
  - Listen carefully to the 9-1-1 operator
  - Do what operator tells you
  - Do NOT hang up until operator tells you to do so.
- Demonstrate how to ask a trusted adult for help with an injury or illness:
- Find a trusted adult
- Say, "I need help."
- Tell them what has happened and signs of injury (or illness) you can see.

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

K-2 students (*2<sup>nd</sup> grade focus*) will have mastered decision-making skills when they are able to apply the following steps to a given safety situation (e.g., see a child playing with matches; find a gun, etc.):

- Identify situations where a safety decision needs to be made.
- Identify whether or not they need the assistance of a responsible (trusted) adult.
- Identify two possible choices they could make about the situation
- Determine which choice is healthy and safe.

## ***Mastery of Practicing Healthy Behaviors, K-2***

Mastery of this skill (*K focus*) is demonstrated when students are able to:

- Identify safe behaviors/practices from unsafe behaviors/ practices when given pictures of both.
- Make a verbal commitment to practice specific safety and injury prevention behaviors.

## ***Mastery of Advocacy, Grade Band, K-2***

K-2 students (*1<sup>st</sup> grade focus*) will be proficient in advocacy when they are able to:

- Students are able to make a request to promote a personal safety health behavior.
- Students are able to appropriately encourage their friends to make safe health choice.

## **Critical Cues for Supportive Skills**

### **Goal Setting**

- State or write a realistic short-term safety goal.
- State or write 2 people who could help you achieve this goal.
- List the resources need to achieve this goal.

## INSTRUCTIONAL RESOURCES

### **Books**

- Cleckner, R. ***There's Only One You*** (Gun Safety). North Shadow Press, 2018.
- Golob, J. ***Toys, Tools, Gun and Rules***. North Shadow Press, 2018.
- Cuyler, Margery. ***Please Play Safe! Penguin's Guide to Playground Safety***. Scholastic Press, 2006
- Cuyler, Margery. ***Stop, Drop and Roll: A Book About Fire Safety***. Simon & Schuster, 2001
- Duncan, D. ***Dude, Where's Your Helmet?*** Rocky Mountain Books, 2009
- Kurtz, Jane. ***Do Kangaroos Wear Seatbelts?*** Dutton Children's Books, 2005.
- Moore, Eva. ***Franklin's Bicycle Helmet***. Scholastic, 2000.
- Francis, T. ***Safety First*** (JoJo Bear). Annie Jean Publishing, 2019.

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- Pendziwol, Jean. *Once Upon a Dragon: Stranger Safety for Kids*. Kids Can Press, Ltd., 2007
- Brown, M. *Arthur's Fire Drill*. Random Books, 2000.
- Yordanna, *Playing With Fire*. CrateSpace, 2016.
- Giddens, S. *Kids Don't Float: Water Safety*. Independently published, 2019.
- Dean, J. *Pete the Cat: Firefighter Pete*.

### Classic Books

- Rathman, Peggy. *Officer Buckle and Gloria*. Putnam & Grosser, 1995

### Electronic Resources

- **Safe Kids worldwide - K-3 Pedestrian safety lesson plan:** [https://www.safekids.org/safetytips/field\\_type/curriculum](https://www.safekids.org/safetytips/field_type/curriculum)
- **Summer safety lesson plans:** <https://www.scholastic.com/teachers/blog-posts/meghan-everette/17-18/Fun-and-Functional-Safety-Lessons-for-Summer/>
- **National Child Safety Council:** <https://www.nationalchildsafetycouncil.org/materials/materials-by-age/kids>
- **Kids Health:** [www.kidshealth.org](http://www.kidshealth.org)
- **9-1-1:** <https://kidshealth.org/en/kids/911.html?WT.ac=ctg#cater>
- **A Teacher's Guide to Poison Prevention:** [http://www.wapc.org/wp-content/uploads/Edu\\_TeachersGuide-2012.pdf](http://www.wapc.org/wp-content/uploads/Edu_TeachersGuide-2012.pdf)
- **Ohio Department of Transportation:**  
<http://www.dot.state.oh.us/Divisions/Planning/ProgramManagement/HighwaySafety/ActiveTransportation/Pages/Education.aspx>  
  
<http://www.dot.state.oh.us/Divisions/Planning/ProgramManagement/HighwaySafety/ActiveTransportation/Documents/SRTS/EMYM/SafetyPledgeCard/MS%20Safety%20Pledge.pdf> (Safety pledge)
- **Virginia Department of Health:** [www.vdh.virginia.gov/ofhs/prevention/injury/resources.htm](http://www.vdh.virginia.gov/ofhs/prevention/injury/resources.htm)
- **Safe Kids Worldwide Campaign:** [www.safekids.org](http://www.safekids.org)
- **Children's Safety Network:** [www.childrenssafetynetwork.org](http://www.childrenssafetynetwork.org)
- **McGruff (National Crime Prevention Council):** <https://www.ncpc.org/about-ncpc/mcgruff/>
- **National Fire Protection Association:** [www.nfpa.org](http://www.nfpa.org)
- **Smokey the Bear Smokey Kids:** [www.smokeybear.com/kids](http://www.smokeybear.com/kids)
- **National Highway Traffic Safety Association:** <http://www.saferoutesinfo.org/>
- **Centers for Disease Control and Prevention:** [www.cdc.gov/injury/index.html](http://www.cdc.gov/injury/index.html)
- **Strangers and 911:** [http://kidshealth.org/classroom/prekto2/personal/safety/strangers\\_911.pdf](http://kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf)
- **Is it an Emergency? Booklet:** [http://www.healthyschools.ms.org/health\\_education/documents/emergency.pdf](http://www.healthyschools.ms.org/health_education/documents/emergency.pdf)
- **Firemen Coloring Pages:** <http://www.coloring.ws/firemen1.htm>
- **Open Wide and Trek Inside:** <http://science.education.nih.gov/customers.nsf/ESDental.htm> (Grades 1-2)



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- **BAM! (Body and Mind):** [www.bam.gov/teachers/index.htm](http://www.bam.gov/teachers/index.htm)
- **Personal Hygiene Activity Sheets:** [www.mypersonalhygiene.com/personal-hygiene-worksheets-for-kids-collection-1-8/](http://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, Grades K-2:** [www.epa.gov/sunwise](http://www.epa.gov/sunwise)

### CONNECTIONS

#### Skill Connections

The Essential Skills of Safety also are taught in these K-2 health content areas:

- **Analyzing Influences:** Healthy Eating, Mental and Emotional Health, Personal Health and Wellness
- **Accessing Resources:** ATOD, Violence Prevention
- **Interpersonal Communications:** Mental and Emotional Health, Violence Prevention
- **Decision-making:** ATOD, Mental and Emotional Health, Safety, Violence Prevention
- **Practicing Healthy Behaviors:** Healthy Eating, Mental and Emotional Health, Personal Health and Wellness
- **Advocacy:** Healthy Eating, Personal Health and Wellness

#### Family Connections

- Encourage families to have a safety plan for various emergencies. Safety plans should include home escape route, designated meeting place and any other necessary procedures specific to each family. These procedures should be reviewed and practiced regularly.

#### Interdisciplinary Connections:

##### English Language Arts

- Write and illustrate a story about bus safety.
- Write a poem about school safety rules.

##### Social Studies

- Look at a map of the community around the school. Identify locations where they could find a trusted adult who help them with a safety issue.

##### Music

- Create a song about safety such as fire safety, playground safety, seatbelt safety, etc.

##### Math

- Teach the purpose of 911 when learning numbers.