

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Kindergarten (ATOD) - Ess	sential		
Standard 1: Functional Knowledge Students will comprehend concents related to health or	omotion and disease prevention to enhance health		
Students will comprehend concepts related to health promotion and disease prevention to enhance health. Benchmark Indicators			
S1.1.2. 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, Safety, Violence Prevention.	S1.1.ATOD.1.K Identify family rules about medicine use. S1.1.ATOD.2.K Describe how to use medicines correctly.		
Standard 3: Accessing Resources			
Students will demonstrate the ability to access valid info	ormation, products, and services to enhance health.		
Benchmark	Indicators		
S3.1.2. Identify trusted adults at home who can help promote health.S3.2.2 Identify trusted adults and professionals in school who can help promote health.	S3.1.ATOD.1.K. Identify trusted adults at home who can help with taking medicines. S3.2.ATOD.2.K. Identify trusted adults at school who can help with medicines.		
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.			
Benchmark	Indicators		
S5.1.2. Identify situations which need a health- related decision.	S5.1.ATOD.1.K. Identify healthy, safe choices involving medicine.		
<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.			
Kindergarten (ATOD) - Supportive			
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
Benchmark	Indicators		
S2.1.2. Identify relevant influences of family on health practices and behaviors.	S2.1.ATOD.1.K. Identify relevant influences of family on taking medicines safely.		



The Ohio Association for Health, hysical Education, Recreation, and Dance			
Standard 4: Interpersonal Communication Skills			
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or			
reduce health risks.			
Benchmark	Indicators		
S4.1.2. 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.	S4.1.ATOD.1.K. Demonstrate effective refusal skills, including firmly saying "no" and getting away, when offered medicine by someone other than a trusted adult. S4.4.ATOD.2.K. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.		
8: Advocacy Skills			
Students will demonstrate the ability to advocate for personal control of the con			
Benchmark	Indicators		
S8.1.2. Make requests to others to promote personal	S8.1.ATOD.1.K. Make requests of others to ask trusted		
health practices.	adults for help with taking medicine.		
Standard 1: Functional Knowledge			
Students will comprehend concepts related to health pror Benchmark	motion and disease prevention to enhance health. Indicators		
Students will comprehend concepts related to health pror Benchmark S1.1.2. Students will comprehend developmentally			
Students will comprehend concepts related to health pror Benchmark S1.1.2. Students will comprehend developmentally appropriate, functional health information to	Indicators		
Students will comprehend concepts related to health pror Benchmark S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the	Indicators S1.1.ATOD.1.1. Describe family rules about medicine use. S1.1.ATOD.2.1. Explain the harmful effects of		
Students will comprehend concepts related to health pror Benchmark S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol,	Indicators S1.1.ATOD.1.1. Describe family rules about medicine use. S1.1.ATOD.2.1. Explain the harmful effects of medicines when used incorrectly.		
Students will comprehend concepts related to health pror Benchmark S1.1.2. 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,	Indicators S1.1.ATOD.1.1. Describe family rules about medicine use. S1.1.ATOD.2.1. Explain the harmful effects of		
Students will comprehend concepts related to health pror Benchmark S1.1.2. 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	Indicators S1.1.ATOD.1.1. Describe family rules about medicine use. S1.1.ATOD.2.1. Explain the harmful effects of medicines when used incorrectly.		
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Students will comprehend concepts related to health pror Benchmark S1.1.2. 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, Safety, Violence Prevention. 3: Accessing Resources Students will demonstrate the ability to access valid inform Benchmark	Indicators S1.1.ATOD.1.1. Describe family rules about medicine use. S1.1.ATOD.2.1. Explain the harmful effects of medicines when used incorrectly. S1.1.ATOD.3.1. Identify school rules about medicine use. mation, products, and services to enhance health. Indicators		
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Grades K-2: Learning Outcomes

(ATOD) - Supportive **Grade 1**

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health

Deflaviors.			
Benchmark	Indicators		
S2.1.2. Identify relevant influences of family on	S2.1.ATOD.1.1. Identify relevant influences of family		
health practices and behaviors.	on taking medicines safely.		
S2.2.2. Identify relevant influences of school on	S2.2.ATOD.2.1. Identify relevant influences of school		
health practices and behaviors.	peers/ friends on taking medicines safely.		

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchm	ark	Indicators		
S4.3.2. Demonstrate effective refusal skills		S4.3.ATOD.1.1. Demonstrate effective refusal skills,		
	including firmly saying "no" and getting	including firmly saying "no" and getting away, when		
away.		offered medicine by someone other than a trusted		
S4.4.2. Demonstrate how to effectively tell a		adult.		
	trusted adult when feeling threatened or	S4.4.ATOD.2.1. Demonstrate how to effectively tell a		
	harmed.	trusted adult when feeling threatened or harmed		
		when offered medicine by someone other than a		
		trusted adult.		
Standard 8: Advocacy Skills				
Students will demonstrate the ability to advocate for personal, family, and community health.				
Benchmark		Indicators		
S8.1.2. Make requests to others to promote personal		S8.1.ATOD.1.1. Make requests of others to ask trusted		
health practices.		adults for help with taking medicine.		

Grade 2 (ATOD) - Essential
Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Benchmark	Indicators		
S1.1.2. Students will comprehend developmentally	S1.1.ATOD.1.2. Explain the harmful effects of		
appropriate, functional health information to	medicines when used incorrectly.		
help them adopt healthy behaviors in the	S1.1.ATOD.2.2. Identify school rules about the use of		
following health content areas: Alcohol,	medicine.		
Tobacco, and other Drugs, Healthy Eating,			
Mental and Emotional Health, Personal Health			
and Wellness, Safety, Violence Prevention.			



Physical Education, Recreation, and Dance				
Standard 3: Accessing Resources				
Students will demonstrate the ability to access valid in	formation, products, and services to enhance health.			
Benchmark	Indicators			
S3.2.2. Identify trusted adults and professionals in	S3.2.ATOD.1.2. Identify trusted adults and			
school who can help promote health.	professionals in school who can help with taking			
S3.4.2. Explain how to locate school health helpers.	prescription and over-the-counter medicines.			
	S3.4.ATOD.2.2.Explain how to locate trusted adults			
	and professionals in school who can help with			
	information about prescriptions and over-the-counter			
	medicines.			
Standard 5: Decision-Making Skills	medicines.			
——————————————————————————————————————	salving skills to anhance hoolth			
Students will demonstrate the ability to use decision-m				
Benchmark	Indicators			
S5.3.2. Explain the potential positive and negative	S5.3.ATOD.1.2. Identify healthy, safe choices involving			
outcomes from health-related decisions.	medicines or other substances.			
	ance their health education curriculum, these supportive			
skills and their performance indicators are recommended	d additions to the essential standards.			
Crade 2 (ATOD) Current				
Grade 2 (ATOD) - Support	live			
Standard 2: Analyzing Influences				
Students will analyze the influence of family, peers, culti	ire media technology and other factors on health			
behaviors.	are, media, teermology and other factors on health			
Benchmark Indicators				
S2.1.2. Identify relevant influences of family on	S2.1.ATOD.1.2. Identify relevant influences of family			
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health practices and behaviors.	on taking medicines safely.			
S2.2.2. Identify relevant influences of school on	S2.2.ATOD.2.2. Identify relevant influences of school			
health practices and behaviors.	professionals, rules, and peers on taking medicines			
S2.4.2. Describe positive influences on personal	safely.			
health practices and behaviors.	S2.4.ATOD.3.2. Describe positive influences on			
S2.5.2. Describe negative influences on personal	choices about medicines.			
health practices and behaviors.	S2.5.ATOD.4.2. Describe negative influences on			
	choices about medicines.			
Standard 4: Interpersonal Communication Skills				
Students will demonstrate the ability to use interperson	al communication skills to enhance health and avoid or			
reduce health risks.				
Benchmark	Indicators			
S4.3.2. Demonstrate effective refusal skills including	S4.3.ATOD.1.2. Demonstrate effective refusal skills,			
firmly saying "no" and getting away.	including firmly saying "no" and getting away, when			
S4.4.2. Demonstrate how to effectively tell a trusted	offered medicine by someone other than a trusted			
•	adult.			
adult when feeling threatened or harmed.				
	S4.4.ATOD.2.2. Demonstrate how to effectively tell a			
	trusted adult when feeling threatened or harmed			
	when offered medicine by someone other than a			
	trusted adult.			



Grades K-2: Learning Outcomes

Filysical Education, Recreation, and Dance		
Standard 8: Advocacy Skills		
Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchmark	Indicators	
S8.1.2. Make requests to others to promote personal	S8.1.ATOD.1.2. Make requests of others to ask trusted	
health practices.	adults for help with taking medicine.	

Healthy Fating (HF)

nealthy Eating (HE)				
Kindergarten (HE) - Essential				
Standard 1: Functional Knowledge				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Benchmark Indicators				
S1.1.2. Students will comprehend developmentally	S1.1.HE.1.K. Name a variety of healthy foods.			
appropriate, functional health information to	S1.1.HE.2.K. Explain the importance of trying new			
help them adopt healthy behaviors in the	foods.			
following health content areas: Alcohol,	S1.1.HE.3.K. Identify healthy foods.			
Tobacco, and other Drugs, Healthy Eating,	S1.1.HE.4.K. Identify the benefits of drinking plenty of			
Mental and Emotional Health, Personal Health	water.			
and Wellness, Safety, Violence Prevention.				
Standard 7: Practicing Healthy Behaviors				
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Benchmark	Indicators			
S7.3.2. Make a commitment to practice healthy	S7.3.HE.1.K. Express intention to drink plenty of			
behaviors.	water.			
Standard 8: Advocacy Skills				
Students will demonstrate the ability to advocate for personal, family, and community health.				
Benchmark	Indicators			
S8.1.2. Make requests to others to promote personal	S8.1.HE.1.K. Make requests to others about			
health practices.	preferences for healthy eating.			
<u>SUPPORTIVE SKILLS</u> - If a school district would like to enha	nce their health education curriculum, these supportive			

skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (HE) - Supportive

Standard	2.	Anal	vzing	Influences
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.HE.1.K. Identify relevant influences of family on
health practices and behaviors.	food choices and other eating practices and behaviors.
S2.2.2. Identify relevant influences of school on	S2.2.HE.2.K. Identify relevant influences of school
health practices and behaviors.	personnel, rules, and peers on food choices and other
S2.3.2. Identify relevant influences of media and	eating practices and behaviors.
technology on health practices and behaviors.	S2.3.HE.3.K. Identify relevant influences of media and
	technology on food choices and other eating practices
	and behaviors.



Standard 3: Accessing Resources				
Students will demonstrate the ability to access valid information, products, and services to enhance health.				
Benchmark Indicators				
S3.1.2. Identify trusted adults at home who can help	S3.1.HE.1.K. Identify trusted adults at home who can			
promote health.	help promote healthy eating.			
S3.2.2. Identify trusted adults and professionals in	S3.2.HE.2.K. Identify trusted adults and professionals			
school who can help promote health.	in school who can help promote healthy eating.			
Standard 4: Interpersonal Communication Skills				
Students will demonstrate the ability to use interperson	al communication skills to enhance health and avoid or			
reduce health risks.				
Benchmark	Indicators			
S4.3.2. Demonstrate effective refusal skills including	S4.3.HE.1.K. Demonstrate effective refusal skills to			
firmly saying "no" and getting away.	avoid unhealthy food choices and promote healthy			
	eating.			
Standard 6: Goal Setting Skills				
Students will demonstrate the ability to use goal-setting skills to enhance health.				
Benchmark	Indicators			
S6.1.2. Identify a realistic personal short-term health	S6.1.HE.1.K. Identify a realistic personal short-term			
goal.	goal to improve healthy eating.			
S6.2.2. Take steps to achieve the personal health	S6.2.HE.2.K. Take steps to achieve a personal goal to			
goal.	improve healthy eating.			
S6.3.2. Identify people who can help achieve a	S6.3.HE.3.K. Identify people who can help achieve a			
personal health goal.	personal goal to improve healthy eating.			

Grade 1 (HE) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health prepared by Benchmark	Indicators
S1.1.2. Students will comprehend developmentally	S1.1.HE.1.1. Explain the importance/ benefits of
appropriate, functional health information to	choosing healthy foods and beverages.
help them adopt healthy behaviors in the	S1.1.HE.2.1. Identify a healthy food from each food
following health content areas: Alcohol,	group.
Tobacco, and other Drugs, Healthy Eating,	S1.1.HE.3.1. Identify a variety of healthy snacks.
Mental and Emotional Health, Personal Health	S1.1.HE.4.1. Describe the benefits of eating breakfast
and Wellness, Safety, Violence Prevention.	every day.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting	g skills to enhance health.
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health	S6.1.HE.1.1. Identify a realistic personal short-term
goal.	goal to improve healthy eating.
S6.2.2. Take steps to achieve the personal health	S6.2.HE.2.1. Take steps to achieve a personal goal to
goal.	improve healthy eating.
S6.3.2. Identify people who can help achieve a	S6.3.HE.3.1. Identify people who can help achieve a
personal health goal.	personal goal to improve healthy eating.



The Ohio Association for Health, Physical Education, Recreation, and Dance	
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health Benchmark	Indicators
S7.3.2. Make a commitment to practice healthy	S7.3.HE.1.1. Express the intention of eating a healthy
behaviors.	breakfast daily.
SUPPORTIVE SKILLS - If a school district would like to enh	,
skills and their performance indicators are recommended	• • • • • • • • • • • • • • • • • • • •
Grade 1 (HE) - Supportive	
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, cult	ture, media, technology and other factors on health
behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.HE.1.1. Identify relevant influences of family on
health practices and behaviors.	food choices and other eating practices and behaviors.
S2.2.2. Identify relevant influences of school on	S2.2.HE.2.1. Identify relevant influences of <u>school</u>
health practices and behaviors.	personnel and peers on food choices and other eating
S2.3.2. Identify relevant influences of media and	practices and behaviors.
technology on health practices and behaviors.	S2.3.HE.3.1. Identify relevant influences of media and
S2.4.2. Describe positive influences on personal	technology on food choices and other eating practices
health practices and behaviors.	and behaviors.
S2.5.2. Describe negative influences on personal	S2.4.HE.4.1. Describe positive influences on personal
health practices and behaviors.	food choices and other eating practices and behaviors.
	S2.5.HE.5.1. Describe negative influences on personal
	food choices and other eating practices and behaviors.
Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid inf Benchmark	
	Indicators
S3.1.2. Identify trusted adults at home who can help	S3.1.HE.1.1. Identify trusted adults at home who can
promote health.	help promote healthy eating.
S3.2.2. Identify trusted adults and professionals in	S3.2.HE.2.1. Identify trusted adults and professionals
school who can help promote health.	in school who can help promote healthy eating.
Standard 4: Interpersonal Communication Skills	and an amount of the combana and an aid on
students will demonstrate the ability to use interpersor reduce health risks.	nal communication skills to enhance health and avoid or
Benchmark	Indicators
S4.3.2. Demonstrate effective refusal skills including	S4.3.HE.1.1. Demonstrate effective refusal skills to
firmly saying "no" and getting away.	avoid unhealthy food choices and promote healthy
minny saying no and getting away.	eating.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for pe	ersonal, family, and community health.
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal	S8.1.HE.1.1. Make requests to others about
health practices.	preferences for healthy eating.
S8.2.2. Demonstrate how to encourage peers to	S8.2.HE.2.1. Demonstrate how to encourage peers to
make healthy choices.	make healthy food and beverage choices.



Grades K-2: Learning Outcomes

Grade 2 (HE) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health pro	
Benchmark	Indicators
S1.1.2. Students will comprehend developmentally	S1.1.HE.1.2. Describe the types of foods and
appropriate, functional health information to	beverages that should be limited.
help them adopt healthy behaviors in the	S1.1.HE.2.2. Identify healthy eating patterns that
following health content areas: Alcohol,	provide energy and help the body grow and develop.
Tobacco, and other Drugs, Healthy Eating,	S1.1.HE.3.2. Explain how to use MyPlate to create a
Mental and Emotional Health, Personal Health	healthy meal.
and Wellness, Safety, Violence Prevention.	
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, cultu	re, media, technology and other factors on health
behaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on health	S2.1.HE.1.2. Identify relevant influences of family on
practices and behaviors.	food choices and other eating practices and
S2.3.2. Identify relevant influences of media and	behaviors.
technology on health practices and behaviors.	S2.2.HE.2.2. Describe how advertising influences food
	choices.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting	skills to enhance health.
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health	S6.1.HE.1.2. Identify a realistic personal short-term
goal.	goal to improve healthy eating.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.HE.2.2. Take steps to achieve a personal goal to
S6.3.2. Identify people who can help achieve a	improve healthy eating.
personal health goal.	S6.3.HE.3.2. Identify people who can help achieve a

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 2 (HE) - Supportive

3: Accessing Resources		
Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchmark Indicators		
 S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health. S3.3.2. Identify trusted adults and professionals in the community who can help promote health. 	S3.1.HE.1.2. Identify trusted adults at home who can help promote healthy eating. S3.2.HE.2.2. Identify trusted adults and professionals in who can help promote healthy eating. S3.3.HE.3.2. Identify trusted adults and professionals in the community who can help promote healthy eating.	



Grad	es k	(-2: 1	Learr	ning	Outo	comes

Standard 4: Interpersonal Communication Skills			
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or			
reduce health risks.			
Benchmark Indicators			
S4.3.2. Demonstrate effective refusal skills including	S4.3.HE.1.2. Demonstrate effective refusal skills to		
firmly saying "no" and getting away.	avoid unhealthy food choices and promote healthy		
	eating.		
Standard 7: Practicing Heathy Behaviors			
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Benchmark Indicators			
S7.1.2. Identify practices that reduce or prevent health	S7.1.HE.1.2. Identify practices that reduce or prevent		
risks.	unhealthy eating behaviors.		
S7.2.2. Demonstrate healthy practices.	S7.2.HE.2.2. Demonstrate healthy eating practices.		
S7.3.2. Make a commitment to practice healthy	S7.3.HE.3.2. Make a commitment to practice healthy		
behaviors.	eating behaviors.		
Standard 8: Advocacy Skills			
Students will demonstrate the ability to advocate for personal, family, and community health.			
Benchmark	Indicators		
S8.1.2. Make requests to others to promote personal	S8.1.HE.1.2. Make requests to others about		
health practices.	preferences for healthy eating.		
S8.2.2. Demonstrate how to encourage peers to make	S8.2.HE.2.2. Demonstrate how to encourage peers to		
healthy choices.	make healthy food and beverage choices.		

- Human Growth and Development (HGD) Indicators are not present in the K-2 grade band.
- Healthy Relationship (HR) Indicators for K-2 are included in the content area of Mental and Emotional Health (MEH).



Mental and Emotional Health (MEH)

Kindergarten (MEH) - Essential		
Standard 1: Functional Knowledge		
Students will comprehend concepts related to health	promotion and disease prevention to enhance health.	
Benchmark	Indicators	
S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Mental & Emotional Health.	S1.1.MEH.1.K. Identify a variety of feelings. S1.1.MEH.2.K. Explain the importance of talking with parents and other trusted adults about feelings. S1.1.MEH.3.K. Identify appropriate ways to express and deal with feelings.	
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, control behaviors.	-	
Benchmark	Indicators	
S2.1.2. Identify relevant influences of family on health practices and behaviors.S2.4.2. Describe positive influences on personal health practices and behaviors.	S2.1.MEH.1.K. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health. S2.4,5.MEH.2.K. Describe how your friends	
S2.5.2. Describe negative influences on personal health practices and behaviors	influence your thoughts, feelings, and behaviors related to mental and emotional health.	
Standard 4: Interpersonal Communication Skills		
Students will demonstrate the ability to use interpers	onal communication skills to enhance health and	
avoid or reduce health risks.		
Benchmark	Indicators	
S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	S4.2.MEH.1.K. Demonstrate how to listen attentively. S4.4.MEH.2.K. Demonstrate how to effectively tell a	
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	trusted adult when feeling strong emotions or when being threatened/ harmed.	



Grades K-2: Learning Outcomes

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (MFH) - Sunnortive

KIII	dergarten (MEH) - Sup	portive
Standar	rd 3: Accessing Resources	
Student	ts will demonstrate the ability to access valid inf	ormation, products, and services to enhance health.
Benchm	nark	Indicators
S3.1.2. S3.2.2.	Identify trusted adults at home who can help promote health. Identify trusted adults and professionals in	S3.1.MEH.1.K. Identify trusted adults at home who can help promote mental and emotional health. S3.2.MEH.2.K. Identify trusted adults and
	school who can help promote health.	professionals in school who can help promote
S3.4.2.	Explain how to locate school health helpers.	mental and emotional health.
S3.6.2.	Demonstrate how to locate school or community health helpers to enhance health.	S3.4.MEH.3.K. Explain how to locate school health helpers who can help with mental and emotional health.
		S3.6.MEH.4.K. Demonstrate how to locate school health helpers to enhance mental and emotional health.
	rd 5: Decision-Making Skills	
	ts will demonstrate the ability to use decision-m	_
Benchm		Indicators
S5.3.2.	Identify situations which need a health- related decision. Explain the potential positive and negative outcomes from health-related decisions.	S5.1.MEH.1.K. Identify situations which need a decision related to mental and emotional health. S5.3.MEH.2.K. Explain the potential positive and negative outcomes from decisions related to mental
S5.4.2.	Describe when help is needed and when it is not needed to make a healthy decision.	and emotional health. S5.4.MEH.3.K. Describe when help is needed and when it is not needed to make a mentally- and emotionally-healthy decision.
Standar	rd 6: Goal Setting Skills	
Student	ts will demonstrate the ability to use goal-setting	g skills to enhance health.
Benchmark		Indicators
	Identify a realistic personal short-term health goal.	S6.1.MEH.1.K. Identify a realistic personal short- term goal to improve or maintain positive mental
	Take steps to achieve the personal health goal.	and emotional health. S6.2MEH.2.K. Take steps to achieve the goal to
	Identify people who can help achieve a personal health goal.	improve or maintain positive mental and emotional health. S6.3.MEH.3.K. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.



cal Education, Recreation, and Dance		
Standard 7: Practicing Heathy Behaviors		
Students will demonstrate the ability to practice healt	th-enhancing behaviors and avoid or reduce health	
risks.		
Benchmark	Indicators	
S7.1.2. Identify practices that reduce or prevent	S7.1.MEH.1.K. Identify mental and emotional health	
health risks.	practices that reduce or prevent health risks.	
S7.2.2. Demonstrate healthy practices.	S7.2.MEH.2.K. Demonstrate healthy mental and	
S7.3.2. Make a commitment to practice healthy	emotional health practices.	
behaviors.	S7.3.MEH.3.K. Make a commitment to practice	
	healthy mental and emotional health behaviors.	
Standard 8: Advocacy Skills		
Students will demonstrate the ability to advocate for	personal, family, and community health.	
Benchmark	Indicators	
S8.1.2. Make requests to others to promote	S8.1.MEH.1.K. Make requests to others to promote	
personal health practices.	personal mental and emotional health practices.	
	•	
Grade 1 (MEH) - Essentia	I	
Standard 1: Functional Knowledge		
	promotion and disease prevention to enhance health.	
Benchmark	Indicators	
S1.1.2. Students will comprehend developmentally	S1.1.MEH.1.1. Explain the relationship between	
appropriate, functional health information	feelings and behavior.	
to help them adopt healthy behaviors in the	S1.1.MEH.2.1. Identify characteristics of a	
following health content areas: Alcohol,	responsible friend.	
Tobacco, and other Drugs, Healthy Eating,	S1.1.MEH.3.1. Describe the difference between	
Mental and Emotional Health, Personal	bullying and teasing.	
Health and Wellness, Safety, Violence	S1.1.MEH.4.1. Explain why it is wrong to bully or	
Prevention.	tease others.	
Standard 4: Interpersonal Communication Skills	100000000000000000000000000000000000000	
Students will demonstrate the ability to use interpers	onal communication skills to enhance health and	
avoid or reduce health risks.		
Benchmark Indicators		
S4.1.2. Demonstrate how to effectively	S4.1.MEH.1.1. Demonstrate how to effectively	
communicate needs, wants, and feelings in	communicate needs, wants, and feelings in healthy	
healthy ways.	ways.	
Standard 7: Practicing Healthy Behaviors		
Students will demonstrate the ability to practice healt	th-enhancing behaviors and avoid or reduce health	
risks.	and a sendence of a sendence incarting	
Benchmark	Indicators	
S7.2.2. Demonstrate healthy practices.	S7.2.MEH.1.1. Demonstrate healthy coping skills to	
57.2.2. Demonstrate healthy practices.	manage strong feelings.	
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Benchmark

OAHPERD Health Education Model Curriculum

Grades K-2: Learning Outcomes

Indicators

S2.1.MEH.1.1. Identify relevant influences of family

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

(MEH) - Supportive

Standard 2: Analyzing Influences

S2.1.2. Identify relevant influences of family on

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

health practice S2.2.2. Identify relevation health practice S2.3.2. Identify relevation technology or behaviors. S2.4.2. Describe positive health practice S2.5.2. Describe negative negative services.	tive influences on personal ses and behaviors.	on mental and emotional health practices and behaviors. S2.2.MEH.2.1. Identify relevant influences of school rules and peers on mental and emotional health practices and behaviors. S2.3.MEH.3.1. Identify relevant influences of media and technology on mental and emotional health practices and behaviors. S2.4.MEH.4.1. Describe positive influences on mental and emotional health practices and behaviors. S2.5.MEH.5.1. Describe negative influences on mental and emotional health practices and
		behaviors.
Standard 3: Accessing	_	ormation, products, and services to enhance health.
Benchmark	strate the asinty to access valid lill	Indicators
	ed adults at home who can	S3.1.MEH.1.1. Identify trusted adults at home who
help promote		can help promote mental and emotional health.
	ed adults and professionals in	S3.2.MEH.2.1. Identify trusted adults and
-	an help promote health.	professionals in school who can help promote
	ed adults and professionals in	mental and emotional health.
the communi	ty who can help promote	S3.3.MEH.3.1. Identify trusted adults and
health.		professionals in the community who can help
-	o locate school health helpers.	promote mental and emotional health.
S3.5.2. Explain how the helpers.	o locate community health	S3.4.MEH.4.1. Explain how to locate school health helpers who can help with mental and emotional
S3.6.2. Demonstrate	how to locate school or	health.
community he	ealth helpers to enhance	S3.5.MEH.5.1. Explain how to locate community
health.		health helpers who can help promote mental and emotional health.
		S3.6.MEH.6.1. Demonstrate how to locate school
		health helpers to enhance mental and emotional
		health.
Standard 5: Decision-	-Making Skills	
	trate the ability to use decision-ma	king skills to enhance health.
	ential positive and negative	S5.3.MEH.1.1. Explain the potential positive and negative
outcomes from	health-related decisions.	outcomes related to mental and emotional health.



Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setti	ng skills to enhance health.
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term	S6.1.MEH.1.1. Identify a realistic personal short-
health goal.	term goal to improve or maintain positive mental
S6.2.2. Take steps to achieve the personal health	and emotional health.
goal.	S6.2.MEH.2.1. Take steps to achieve the goal to
S6.3.2. Identify people who can help achieve a	improve or maintain positive mental and emotional
personal health goal.	health.
	S6.3.MEH.3.1. Identify people who can help achieve
	a goal to improve or maintain positive mental and
	emotional health.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for	
Benchmark	Indicators
S8.1.2. Make requests to others to promote	S8.1.MEH.1.1. Make requests to others to promote
personal health practices.	personal mental and emotional health practices.
Standard 1: Functional Knowledge Students will comprehend concents related to health	promotion and disease prevention to enhance health
Students will comprehend concepts related to health Benchmark	promotion and disease prevention to enhance health. Indicators
Students will comprehend concepts related to health	
Students will comprehend concepts related to health Benchmark	Indicators
Students will comprehend concepts related to health Benchmark S1.1.2. Students will comprehend developmentally	Indicators S1.1.MEH.1.2. Explain the importance of respecting
Students will comprehend concepts related to health Benchmark S1.1.2. Students will comprehend developmentally appropriate, functional health information	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others.
Students will comprehend concepts related to health Benchmark S1.1.2. 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,	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family
Students will comprehend concepts related to health Benchmark S1.1.2. 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	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention.	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal or reduce health risks.	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal or reduce health risks. Benchmark	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.3.2. Explain the importance of self-control and anger management.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal or reduce health risks. Benchmark S4.1.2. Demonstrate how to effectively	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management. Conal communication skills to enhance health and Indicators S4.1.MEH.1.2. Demonstrate how to effectively
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonate avoid or reduce health risks. Benchmark S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management. Conal communication skills to enhance health and Indicators S4.1.MEH.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal or reduce health risks. Benchmark S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management. Conal communication skills to enhance health and Indicators S4.1.MEH.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interperse avoid or reduce health risks. Benchmark S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.3.2. Explain the importance of self-control and anger management. Conal communication skills to enhance health and Indicators S4.1.MEH.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.1,2.MEH.2.2. Demonstrate healthy ways to
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal or reduce health risks. Benchmark S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management. Conal communication skills to enhance health and Indicators S4.1.MEH.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.1,2.MEH.2.2. Demonstrate healthy ways to manage or resolve interpersonal conflict.
Students will comprehend concepts related to health Benchmark S1.1.2. 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, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interperse avoid or reduce health risks. Benchmark S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills	Indicators S1.1.MEH.1.2. Explain the importance of respecting the personal space and boundaries of others. S1.1.MEH.2.2. Identify the benefits of healthy family relationships. S1.1.MEH.3.2. Identify the benefits of healthy peer relationships. S1.1.MEH.4.2. Explain the importance of self-control and anger management. Conal communication skills to enhance health and Indicators S4.1.MEH.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.1,2.MEH.2.2. Demonstrate healthy ways to



-making skills to enhance health.
Indicators
S5.1.MEH.1.2. Identify mental and emotional health situations that need a decision to be made. S5.1.MEH.2.2. List 2-3 possible ways to handle the situation.
S5.3.MEH.3.2. Explain the possible positive and negative outcomes for each of these 2-3 ways. S5.4.MEH.4.2. Describe when help is needed and when it is not needed to make a decision related to mental and emotional health.
lth-enhancing behaviors and avoid or reduce health
Indicators
S7.2.MEH.1.2. Demonstrate healthy mental and emotional health practices.
nhance their health education curriculum, these recommended additions to the essential standards.
culture, media, technology and other factors on health
Indicators
S2.1.MEH.1.2. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health. S2.2.MEH.2.2. Identify relevant influences of school peers and professionals on mental and emotional health practices and behaviors. S2.3.MEH.3.2. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.



Standard 3: Accessing Resources		
Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchmark	Indicators	
S3.1.2. Identify trusted adults at home who can	S3.1.MEH.1.2. Identify trusted adults at home who	
help promote health.	can help promote mental and emotional health.	
S3.2.2. Identify trusted adults and professionals in	S3.2.MEH.2.2. Identify trusted adults and	
school who can help promote health.	professionals in school who can help promote	
S3.3.2. Identify trusted adults and professionals in	mental and emotional health.	
the community who can help promote	S3.3.MEH.3.2. Identify trusted adults and	
health.	professionals in the community who can help	
S3.4.2. Explain how to locate school health helpers.	promote mental and emotional health.	
S3.5.2. Explain how to locate community health	S3.4.MEH.4.2. Explain how to locate school health	
helpers.	helpers who can help with mental and emotional	
S3.6.2. Demonstrate how to locate school or	health.	
community health helpers to enhance	S3.5.MEH.5.2. Explain how to locate community	
health.	health helpers who can help promote mental and	
	emotional health.	
	S3.6.MEH.6.2. Demonstrate how to locate school	
	health helpers to enhance mental and emotional	
	health.	
Standard 6: Goal Setting Skills		
Students will demonstrate the ability to use goal-setting		
Benchmark	Indicators	
S6.1.2. Identify a realistic personal short-term	S6.1.MEH.1.2. Identify a realistic personal short-	
health goal.	term goal to improve or maintain positive mental	
S6.2.2. Take steps to achieve the personal health	and emotional health.	
goal.	S6.2.MEH.2.2. Take steps to achieve the goal to	
S6.3.2. Identify people who can help achieve a	improve or maintain positive mental and emotional	
personal health goal.	health.	
	S6.3.MEH.3.2. Identify people who can help achieve	
	a goal to improve or maintain positive mental and	
	emotional health.	
Standard 8: Advocacy Skills		
Students will demonstrate the ability to advocate for po		
Benchmark	Indicators	
S8.1.2. Make requests to others to promote	S8.1.MEH.1.2. Make requests to others to promote	
personal health practices.	personal mental and emotional health practices.	



Personal Health and Wellness (PHW)

Kindergarten (PHW) - Es	
Standard 1: Functional Knowledge	nuomatian and disease nuovantian to anhance health
Benchmark	promotion and disease prevention to enhance health. Indicators
S1.1.2. Students will comprehend developmentally appropriate, functional health information	S1.1.PHW.1.K. Identify the benefits of personal health care practices such as washing hair and
to help them adopt healthy behaviors in Personal Health and Wellness.	bathing regularly. S1.1.PHW.2.K. State the steps for proper hand washing.
Standard 6: Goal Setting Skills	<u> </u>
Students will demonstrate the ability to use goal-set	ting skills to enhance health.
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal.	S6.1.PHW.1.K. Identify a goal to improve dental care.
S6.2.2. Take steps to achieve the personal health goal.	S6.2.PHW.2.K. Identify resources needed to achieve goal.
S6.3.2. Identify people who can help achieve a personal health goal.	S6.3.PHW.3.K. Identify people who can help achieve the goal.
Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice hea risks.	lth-enhancing behaviors and avoid or reduce health
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks.	S7.1.PHW.1.K. Identify personal health and wellness-related practices that reduce or prevent
S7.2.2. Demonstrate healthy practices.	health risks. S7.2.PHW.2.K. Demonstrate positive personal
	health and wellness practices.



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (PHW) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, cu	ulture, media, technology and other factors on health
behaviors. Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.PHW.1.K. Identify relevant influences of family
health practices and behaviors.	on personal health and wellness practices and
S2.2.2. Identify relevant influences of school on	behaviors.
health practices and behaviors.	S2.2.PHW.2.K. Identify relevant influences of school
S2.3.2. Identify relevant influences of media and	rules, peers, ad professionals on personal health
technology on health practices and	and wellness practices and behaviors.
behaviors.	S2.3.PHW.3.K. Identify relevant influences of media
S2.4.2. Describe positive influences on personal	and technology on personal health and wellness
health practices and behaviors.	practices and behaviors.
S2.5.2. Describe negative influences on personal	S2.4.PHW.4.K. Describe positive influences on
health practices and behaviors.	personal health and wellness practices and
•	behaviors.
	S2.5.PHW.5.K. Describe negative influences on
	personal health and wellness practices and
	behaviors.
Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid in	nformation, products, and services to enhance health.
Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can	S3.1.PHW.1.K. Identify trusted adults at home who
help promote health.	can help promote personal health and wellness.
S3.2.2. Identify trusted adults and professionals in	S3.2.PHW.2.K. Identify trusted adults and
school who can help promote health.	professionals in school who can help promote
S3.3.2. Identify trusted adults and professionals in	personal health and wellness.
the community who can help promote	S3.3.PHW.3.K. Identify trusted adults and
health.	professionals in the community who can help
S3.4.2. Explain how to locate school health helpers.	promote personal health and wellness.
S3.5.2. Explain how to locate community health	S3.4.PHW.4.K. Explain how to locate school health
helpers.	helpers who can help promote personal health and
S3.6.2. Demonstrate how to locate school or	wellness.
community health helpers to enhance	S3.5.PHW.5.K. Explain how to locate community
health.	health helpers who can help promote personal
	health and wellness.
	S3.6.PHW.6.K. Demonstrate how to locate school or
	community health helpers to enhance personal
	health and wellness.



Standard 4: Interpersonal Communication Skills		
Students will demonstrate the ability to use interperso	nal communication skills to enhance health and	
avoid or reduce health risks.		
Benchmark	Indicators	
 S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. S4.3.2. Demonstrate effective refusal skills including firmly saying "no" and getting away. S4.5.2. Identify how to communicate care and 	S4.1.PHW.1.K. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness. S4.2.PHW.2.K. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness. S4.3.PHW.3.K. Demonstrate effective refusal skills, including verbally saying "no", to avoid participating in behaviors that negatively affect personal health	
concern for others.	and wellness. S4.5.PHW.4.K. Identify how to communicate care and concern for others to enhance their personal health and wellness.	
Standard 5: Decision-Making Skills		
Students will demonstrate the ability to use decision-m	aking skills to enhance health.	
Benchmark	Indicators	
S5.1.2. Identify situations which need a health-related decision. 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. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.1.PHW.1.K. Identify situations which need a decision related to personal health and wellness. S5.2.PHW.2.K. Identify how family, peers or media influence a personal health or wellness-related decision. S5.3.PHW.3.K. Explain the potential positive and negative outcomes from personal health or wellness-related decisions. S5.4.PHW.4.K. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.	
Standard 8: Advocacy Skills		
Students will demonstrate the ability to advocate for p		
Benchmark	Indicators	
S8.1.2. Make requests to others to promote personal health practices.S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.PHW.1.K. Make requests to others to promote positive personal health and wellness-related practices. S8.2.PHW.2.K. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.	



Gra	de 1 (PHW) - Essentia	
	rd 1: Functional Knowledge	
	· · · · · · · · · · · · · · · · · · ·	promotion and disease prevention to enhance health.
Benchm	nark	Indicators
S1.1.2. S	Students will comprehend developmentally	S1.1.PHW.1.1. Identify the proper steps for daily
appropriate, functional health information		brushing and flossing of teeth.
	to help them adopt healthy behaviors in	S1.1.PHW.2.1. Describe what it means to be
	Personal Health and Wellness.	healthy.
		S1.1.PHW.3.1. State why hygiene is important to
		good health.
		S1.1.PHW.4.1. Explain importance of regular visits
		to doctor and dentist.
Standar	rd 2: Analyzing Influences	
Student	ts will analyze the influence of family, peers, cu	ulture, media, technology and other factors on health
behavio	ors.	
Benchm	nark	Indicators
S2.1.2.	Identify relevant influences of family on	S2.1.PHW.1.1. Identify how family and friends
	health practices and behaviors.	influence personal health and wellness.
Standar	rd 6: Goal Setting Skills	
Student	ts will demonstrate the ability to use goal-setti	ng skills to anhanca haalth
	is thin demonstrate the ability to use goal setti	ing skills to elillatice fleattii.
Benchm		Indicators
Benchm		
Benchm S6.1.2.	nark	Indicators
Benchm S6.1.2.	nark Identify a realistic personal short-term	Indicators S6.1.PHW.1.1. Identify a goal to improve disease
Benchm S6.1.2.	nark Identify a realistic personal short-term health goal.	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention.
Benchm S6.1.2. S6.2.2.	nark Identify a realistic personal short-term health goal. Take steps to achieve the personal health	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve
Benchm S6.1.2. S6.2.2. S6.3.2.	nark Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal.	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal.
Benchm S6.1.2. S6.2.2. S6.3.2.	Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve
Benchm S6.1.2. S6.2.2. S6.3.2.	hark Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. To 7: Practicing Healthy Behaviors	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve
Benchm S6.1.2. S6.2.2. S6.3.2. Standar Student	hark Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. To 7: Practicing Healthy Behaviors	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve the goal.
Senchm S6.1.2. S6.2.2. S6.3.2. Standar Student risks.	Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. rd 7: Practicing Healthy Behaviors ts will demonstrate the ability to practice healt	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve the goal.
S6.2.2. S6.3.2. Standar Student risks. Benchm	Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. rd 7: Practicing Healthy Behaviors ts will demonstrate the ability to practice healt	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve the goal. Ch-enhancing behaviors and avoid or reduce health
S6.2.2. S6.3.2. Standar Student risks. Benchm S7.2.2.	nark Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. rd 7: Practicing Healthy Behaviors ts will demonstrate the ability to practice healt	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve the goal. th-enhancing behaviors and avoid or reduce health Indicators
S6.1.2. S6.2.2. S6.3.2. Standar Student risks. Benchm S7.2.2.1 S7.3.2.1	nark Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. Id 7: Practicing Healthy Behaviors ts will demonstrate the ability to practice healt mark Demonstrate healthy practices.	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve the goal. ch-enhancing behaviors and avoid or reduce health Indicators S7.2.PHW.1.1. Demonstrate positive personal
S6.1.2. S6.2.2. S6.3.2. Standar Student risks. Benchm S7.2.2.1 S7.3.2.1	Identify a realistic personal short-term health goal. Take steps to achieve the personal health goal. Identify people who can help achieve a personal health goal. Id 7: Practicing Healthy Behaviors ts will demonstrate the ability to practice healthark Demonstrate healthy practices. Make a commitment to practice healthy	Indicators S6.1.PHW.1.1. Identify a goal to improve disease prevention. S6.2.PHW.2.1. Identify resources needed to achieve goal. S6.3.PHW.3.1. Identify people who can help achieve the goal. Ch-enhancing behaviors and avoid or reduce health Indicators S7.2.PHW.1.1. Demonstrate positive personal health and wellness practices.



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 1 (PHW) - Supportive

Standard 3:	Accessing	Resources
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Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchn	nark	Indicators
S3.1.2.	Identify trusted adults at home who can	S3.1.PHW.1.1. Identify trusted adults at home who
	help promote health.	can help promote personal health and wellness.
S3.2.2.	Identify trusted adults and professionals in	S3.2.PHW.2.1. Identify trusted adults and
	school who can help promote health.	professionals in school who can help promote
S3.3.2.	Identify trusted adults and professionals in	personal health and wellness.
	the community who can help promote	S3.3.PHW.3.1. Identify trusted adults and
	health.	professionals in the community who can help
S3.4.2.	Explain how to locate school health helpers.	promote personal health and wellness.
S3.5.2.	Explain how to locate community health	S3.4.PHW.4.1. Explain how to locate school health
	helpers.	helpers who can help promote personal health and
S3.6.2.	Demonstrate how to locate school or	wellness.
	community health helpers to enhance	S3.5.PHW.5.1. Explain how to locate community
	health.	health helpers who can help promote personal
		health and wellness.
		S3.6.PHW.6.1. Demonstrate how to locate school or
		community health helpers to enhance personal
		health and wellness.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively	S4.1.PHW.1.1. Demonstrate how to effectively
communicate needs, wants, and feelings in	communicate needs, wants, and feelings in healthy
healthy ways.	ways to enhance personal health and wellness.
S4.2.2. Demonstrate effective active listening skills	S4.2.PHW.2.1. Demonstrate effective active
including paying attention, and verbal and	listening skills including paying attention, and verbal
nonverbal feedback.	and nonverbal feedback to enhance personal health
S4.3.2. Demonstrate effective refusal skills	and wellness.
including firmly saying "no" and getting	S4.3.PHW.3.1. Demonstrate effective refusal skills,
away.	including verbally saying "no", to avoid participating
S4.5.2. Identify how to communicate care and	in behaviors that negatively affect personal health
concern for others.	and wellness.
	S4.5.PHW.4.1. Identify how to communicate care
	and concern for others to enhance their personal
	health and wellness.



Standard 5: Decision-Making Skills		
Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark	Indicators	
 S5.1.2. Identify situations which need a health-related decision. S5.2.2. Identify how family, peers or media influence a health-related decision. S5.3.2. Explain the potential positive and negative 	S5.1.PHW.1.1. Identify situations which need a decision related to personal health and wellness. S5. 2.PHW.2.1. Identify how family, peers or media influence a personal health or wellness-related decision.	
outcomes from health-related decisions. S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	S5.3.PHW.3.1. Explain the potential positive and negative outcomes from personal health or wellness-related decisions. S5.4.PHW.4.1. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.	
Standard 8: Advocacy Skills		
Students will demonstrate the ability to advocate for p		
Benchmark	Indicators	
S8.1.2. Make requests to others to promote personal health practices.S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.PHW.1.1. Make requests to others to promote positive personal health and wellness-related practices. S8.2.PHW.2.1. Demonstrate how to encourage peers to make positive personal health and	
	wellness-related choices.	
Grade 2 (PHW) - Essentia		
Standard 1: Functional Knowledge Students will comprehend concepts related to health p		
Benchmark	Indicators	
S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Personal Health and Wellness.	S1.1.PHW.1.2. State why hygiene is important to good health. S1.1.PHW.2.2. Identify different ways that disease-causing germs are transmitted. S1.1.PHW.3.2. Identify ways to prevent the spread of germs that cause common infectious diseases. S1.1.PHW.4.2. Explain why sleep and rest are important for proper growth and good health. S1.1.PHW.5.2. List ways to prevent the harmful effects of the sun.	
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting		
Benchmark	Indicators	
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health	S6.1.PHW.1.2. Identify a goal to improve disease prevention. S6.2.PHW.2.2. Identify resources needed to achieve	
goal.	goal.	



he Ohio Association for Health, al Education, Recreation, and Dance	
S6.3.2. Identify people who can help achieve a	S6.3.PHW.3.2. Identify people who can help
personal health goal.	achieve the goal.
Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice healt	h-enhancing behaviors and avoid or reduce health
risks.	
Benchmark	Indicators
S7.3.2. Make a commitment to practice healthy	S7.3.PHW.1.2. Make a commitment to practice
behaviors.	positive personal health and wellness-related behaviors.
Standard 8: Advocacy Skills	Dellaviors.
Students will demonstrate the ability to advocate for	nersonal family and community health.
Benchmark	Indicators
S8.1.2. Make requests to others to promote	S8.1.PHW.1.2. Make requests of others to promote
personal health practices.	personal health and wellness related behaviors.
SUPPORTIVE SKILLS - If a school district would like to en	
supportive skills and their performance indicators are re	
Grade 2 (PHW) - Support Standard 2: Analyzing Influences Students will analyze the influence of family, peers, cubehaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.PHW.1.2. Identify relevant influences of family
health practices and behaviors.	on personal health and wellness practices and
S2.2.2. Identify relevant influences of school on	behaviors.
health practices and behaviors.	S2.2.PHW.2.2. Identify relevant influences of school
S2.3.2. Identify relevant influences of media and	on personal health and wellness practices and
technology on health practices and	behaviors.
behaviors.	S2.3.PHW.3.2. Identify relevant influences of media
S2.4.2. Describe positive influences on personal	and technology on personal health and wellness
health practices and behaviors.	practices and behaviors.
S2.5.2. Describe negative influences on personal health practices and behaviors.	S2.4.PHW.4.2. Describe positive influences on personal health and wellness practices and
nearth practices and benaviors.	behaviors.
	S2.5.PHW.5.2. Describe negative influences on
	personal health and wellness practices and
	behaviors.
Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid in	
Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can help	S3.1.PHW.1.2. Identify trusted adults at home who
promote health.	can help promote personal health and wellness.
S3.2.2. Identify trusted adults and professionals in	S3.2.PHW.2.2. Identify trusted adults and
school who can help promote health.	professionals in school who can help promote
S3.3.2. Identify trusted adults and professionals in	personal health and wellness.
the community who can help promote	
health.	



Grades K-2: Learning Outcomes

OAHPERD	Grades K-2:	Learning Outcomes
The Ohio Association for Health,		
S3.4.2. Explain hor S3.5.2. Explain hor helpers. S3.6.2. Demonstration community health.	w to locate school health helpers. w to locate community health ate how to locate school or y health helpers to enhance	S3.3.PHW.3.2. Identify trusted adults and professionals in the community who can help promote personal health and wellness. S3.4.PHW.4.2. Explain how to locate school health helpers who can help promote personal health and wellness. S3.5.PHW.5.2. Explain how to locate community health helpers who can help promote personal health and wellness. S3.6.PHW.6.2. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.
•	ersonal Communication Skills	
Students will dem		onal communication skills to enhance health and
Benchmark	Earth 113N3.	Indicators
S4.1.2. Demonstration communic healthy was S4.2.2. Demonstration including properties of the second properties of the sec	ate effective active listening skills baying attention, and verbal and feedback. ate effective refusal skills including mg "no" and getting away. bow to communicate care and r others.	S4.1.PHW.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness. S4.2.PHW.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness. S4.3.PHW.3.2. Demonstrate effective refusal skills, including verbally saying "no", to avoid participating in behaviors that negatively affect personal health and wellness. S4.5.PHW.4.2. Identify how to communicate care and concern for others to enhance their personal health and wellness.
Standard 5: Decisi	on-Making Skills	making skills to onbance health
Benchmark	onstrate the ability to use decision-r	Indicators
	uations which need a health- cision.	S5.1.PHW.1.2. Identify situations which need a decision related to personal health and wellness.
influence a	w family, peers or media health-related decision.	S5.2.PHW.2.2. Identify how family, peers or media influence a personal health or wellness-related
outcomes	e potential positive and negative from health-related decisions. Then help is needed and when it is	decision. S5.3.PHW.3.2. Explain the potential positive and negative outcomes from personal health or
	d to make a healthy decision.	wellness-related decisions. S5.4.PHW.4.2. Describe when help is needed and when it is not needed to make a personal health or

wellness-related decision.



Safety – (SAFE)

Kindergarten (SAFE) – Essential		
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchmark	Indicators	
S1.1.2. Students will comprehend developmentally	S1.1.SAFE.1.K. Describe how to be a safe	
appropriate, functional health information	pedestrian.	
to help them adopt healthy behaviors in	S1.1.SAFE.2.K. Describe how to be a responsible	
Safety.	bus rider.	
	S1.1.SAFE.3.K. Identify safety rules for playing on	
	playground.	
health. Benchmark	Indicators	
S3.5.2. Explain how to locate community health	S3.1.SAFE.1.K. Explain how to locate community	
helpers.	health helpers who can help promote safety and	
	injury prevention.	
Standard 7: Practicing Heathy Behaviors		
Students will demonstrate the ability to practice hea	lth-enhancing behaviors and avoid or reduce health	
risks.		
Benchmark	Indicators	
S7.1.2. Identify practices that reduce or prevent	S7.1.SAFE.1.K. Identify practices that promote	
health risks.	safety and reduce or prevent injuries.	
S7.3.2. Make a commitment to practice healthy	S7.3.SAFE.2.K. Make a commitment to practice	
behaviors.	safety and injury prevention behaviors.	



Grades K-2: Learning Outcomes

<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (SAFE) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.SAFE.1.K. Identify relevant influences of family
health practices and behaviors.	on safety and injury prevention practices and
S2.2.2. Identify relevant influences of school on	behaviors.
health practices and behaviors.	S2.2.SAFE.2.K. Identify relevant influences of school
S2.4.2. Describe positive influences on personal	rules, peers, professionals on safety and injury
health practices and behaviors.	prevention practices and behaviors.
S2.5.2. Describe negative influences on personal	S2.4.SAFE.3.K. Describe positive influences on
health practices and behaviors.	safety and injury prevention practices and
	behaviors.
	S2.5.SAFE.4.K. Describe negative influences on
	safety and injury prevention practices and
	behaviors.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively communicate	S4.1.SAFE.1.K. Demonstrate how to effectively
needs, wants, and feelings in healthy ways.	communicate needs, wants, and feelings in healthy
S4.2.2. Demonstrate effective active listening skills	ways to promote safety and prevent injury.
including paying attention, and verbal and	S4.2.SAFE.2.K. Demonstrate effective active listening
nonverbal feedback.	skills including paying attention, and verbal and
S4.3.2. Demonstrate effective refusal skills including	nonverbal feedback to promote safety and avoid or
firmly saying "no" and getting away.	reduce injury.
S4.4.2. Demonstrate how to effectively tell a trusted	S4.3.SAFE.3.K. Demonstrate effective refusal skills to
adult when feeling threatened or harmed.	avoid or reduce injury.
	S4.4.SAFE.4.K. Demonstrate how to effectively tell a
	trusted adult when feeling threatened or harmed.



e Ohio Association for Health, I Education, Recreation, and Dance Standard 5: Decision-Making Skills	
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision	making skills to enhance health
Benchmark	Indicators
S5.1.2. Identify situations which need a health-	S5.1.SAFE.1.K. Identify situations which need a
related decision.	•
	decision related to safety and injury prevention.
S5.2.2. Identify how family, peers or media influence a health-related decision.	S5.2.SAFE.2.K. Identify how family, peers or media
	influence a decision related to safety and injury
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	prevention. S5.3.SAFE.3.K. Explain the potential positive and
S5.4.2. Describe when help is needed and when it is	negative outcomes from a decision related to
not needed to make a healthy decision.	safety and injury prevention.
not needed to make a healthy decision.	S5.4.SAFE.4.K. Describe when help is needed and
	when it is not needed to make a decision related to
Standard 6: Goal Sotting Skills	safety and injury prevention.
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-set	ting skills to enhance health
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term	S6.1.SAFE.1.K. Identify a realistic personal short-
health goal.	term goal to avoid or reduce injury.
S6.2.2. Take steps to achieve the personal health	S6.2.SAFE.2.K. Take steps to achieve a personal
goal.	goal to avoid or reduce injury.
	S6.3.SAFE.3.K. Identify people who can help
S6.3.2. Identify people who can help achieve a personal health goal.	achieve a personal goal to avoid or reduce injury.
personal health goal.	achieve a personal goal to avoid of reduce injury.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for	personal, family, and community health.
Benchmark	Indicators
S8.1.2. Make requests to others to promote	S8.1.SAFE.1.K. Make requests to others to promote
personal health practices.	safety and avoid or reduce injury.
S8.2.2. Demonstrate how to encourage peers to	S8.2.SAFE.2.K. Demonstrate how to encourage
make healthy choices.	peers to be safe and avoid or reduce injury.
Grade 1 (SAFE) - Essentia	al
Standard 1: Functional Knowledge	A 1
Students will comprehend concepts related to health	n promotion and disease prevention to enhance
health.	
Benchmark	Indicators
S1.1.2. Students will comprehend developmentally	S1.1.SAFE.1.1. Identify safety hazards in the home.
appropriate, functional health information	S1.1.SAFE.2.1. Identify how household products are
to help them adopt healthy behaviors in	harmful if ingested, inhaled, or used improperly.
Safety.	S1.1.SAFE.3.1. Identify safety rules for swimming
	and playing sports.
	S1.1.SAFE.4.1. Identify safety rules around fire.
	S1.1.SAFE.5.1. Identify people who can help when
	someone is injured or suddenly ill.



Grades K-2: Learning Outcomes

Indicators S3.6.SAFE.1.1. Demonstrate how to locate school
1 S2 6 SAEE 1.1 Demonstrate how to locate school
or community health helpers to enhance safety
and injury prevention.
rsonal communication skills to enhance health and
Indicators
S4.1.SAFE.1.1. Demonstrate what to say and how
to respond when calling 911.
S4.1.SAFE.2.1. Demonstrate how to ask a trusted
adult for help with an injury or illness.
r personal, family, and community health.
Indicators
S8.1.SAFE.1.1. Make requests of others to promote
safety and reduce or prevent injuries.
S8.2.SAFE.2.1. Demonstrate how to encourage
peers to be safe and avoid or reduce injury.

Grade 1 (SAFE) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health

benaviors.	
Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.SAFE.1.1. Identify relevant influences of family
health practices and behaviors.	on safety and injury prevention practices and
S2.2.2. Identify relevant influences of school on	behaviors.
health practices and behaviors.	S2.2.SAFE.2.1. Identify relevant influences of school
S2.3.2. Identify relevant influences of media and	rules, peers, and professionals on safety and injury
technology on health practices and	prevention practices and behaviors.
behaviors.	S2.3.SAFE.3.1. Identify relevant influences of media
S2.4.2. Describe positive influences on personal	and technology on safety and injury prevention
health practices and behaviors.	practices and behaviors.
S2.5.2. Describe negative influences on personal	S2.4.SAFE.4.1. Describe positive influences on
health practices and behaviors.	safety and injury prevention practices and
	behaviors.
	S2.5.SAFE.5.1. Describe negative influences on
	safety and injury prevention practices and
	behaviors.



ical Education, Recreation, and Dance	
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
S5.1.2. Identify situations which need a health-	S5.1.SAFE.1.1. Identify situations which need a
related decision.	decision related to safety and injury prevention.
S5.2.2. Identify how family, peers or media	S5.2.SAFE.2.1. Identify how family, peers or media
influence a health-related decision.	influence a decision related to safety and injury
S5.3.2. Explain the potential positive and negative	prevention.
outcomes from health-related decisions.	S5.3.SAFE.3.1. Explain the potential positive and
S5.4.2. Describe when help is needed and when it	negative outcomes from a decision related to
is not needed to make a healthy decision.	safety and injury prevention.
,	S5.4.SAFE.4.1. Describe when help is needed and
	when it is not needed to make a decision related to
	safety and injury prevention.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting	ng skills to enhance health.
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term	S6.1.SAFE.1.1. Identify a realistic personal short-
health goal.	term goal to avoid or reduce injury.
S6.2.2. Take steps to achieve the personal health	S6.2.SAFE.2.1. Take steps to achieve a personal
goal.	goal to avoid or reduce injury.
S6.3.2. Identify people who can help achieve a	S6.3.SAFE.3.1. Identify people who can help
personal health goal.	achieve a personal goal to avoid or reduce injury.
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Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice health	n-enhancing behaviors and avoid or reduce health
risks.	Ü
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent	S7.1.SAFE.1.1. Identify practices that promote safety
health risks.	and reduce or prevent injuries
S7.3.2. Make a commitment to practice healthy	S7.3.SAFE.2.1. Make a commitment to practice
behaviors.	safety and injury prevention behaviors.
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Grades K-2: Learning Outcomes

Grade 2 (SAI	E) - Essential
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Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
S1.1.2. Students will comprehend developmentally	S1.1.SAFE.1.2. Identify safety hazards in the home.
appropriate, functional health information	S1.1.SAFE.2.2. Describe how injuries can be
to help them adopt healthy behaviors in the	prevented.
following health content areas: Alcohol,	S1.1.SAFE.3.2. Describe what to do if an unsafe
Tobacco, and other Drugs, Healthy Eating,	object or substance is found.
Mental and Emotional Health, Personal	S1.1.SAFE.4.2. Identify safety hazards in the
Health and Wellness, Safety, Violence	community.
Prevention.	S1.1.SAFE.5.2. Identify people who can help when
	someone is injured or suddenly ill.
	S1.1.SAFE.6.2. Describe internet safety rules.

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
S2.1.2. Identify relevant influences of family on	S2.1.SAFE.1.2. Describe how family influences
health practices and behaviors.	safety choices.
S2.2.2. Identify relevant influences of school on	S2.2.SAFE.2.2. Describe how peers can influence
health practices and behaviors.	safety choices.
S2.3.2. Identify relevant influences of media and	S2.3.SAFE.3.2. Describe how the internet
technology on health practices and	influences safety choices.
behaviors.	

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
S5.1.2. Identify situations which need a health-	S5.1.SAFE.1.2. Identify situations which need a
related decision.	decision related to safety and injury prevention.
S5.3.2. Explain the potential positive and negative	S5.3.SAFE.2.2. Explain the potential positive and
outcomes from health-related decisions.	negative outcomes from a decision related to
S5.4.2. Describe when help is needed and when it is	safety and injury prevention.
not needed to make a healthy decision.	S5.4.SAFE.3.2. Describe when help is needed and
	when it is not needed to make a decision related
	to safety and injury prevention.



Grades K-2: Learning Outcomes

<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 2 (SAFE) - Supportive

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchmark	Indicators
S3.1.2. Identify trusted adults at home who can	S3.1.SAFE.1.2. Identify trusted adults at home who
help promote health.	can help promote safety and injury prevention.
S3.2.2. Identify trusted adults and professionals in	S3.2.SAFE.2.2.Identify trusted adults and
school who can help promote health.	professionals in school who can help promote
S3.3.2. Identify trusted adults and professionals in	safety and injury prevention.
the community who can help promote	S3.3.SAFE.3.2.Identify trusted adults and
health.	professionals in the community who can help
S3.4.2. Explain how to locate school health helpers.	promote safety and injury prevention.
S3.5.2. Explain how to locate community health	S3.4.SAFE.4.2.Explain how to locate school health
helpers.	helpers who can help promote safety and injury
S3.6.2. Demonstrate how to locate school or	prevention.
community health helpers to enhance	S3.5.SAFE.5.2.Explain how to locate community
health.	health helpers who can help promote safety and
	injury prevention.
	S3.6.SAFE.6.2.Demonstrate how to locate school
	or community health helpers to enhance safety
	and injury prevention.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
S4.1.2. Demonstrate how to effectively	S4.1.SAFE.1.2.Demonstrate how to effectively
communicate needs, wants, and feelings in	communicate needs, wants, and feelings in healthy
healthy ways.	ways to promote safety and prevent injury.
S4.2.2. Demonstrate effective active listening skills	S4.2.SAFE.2.2.Demonstrate effective active
including paying attention, and verbal and	listening skills including paying attention, and
nonverbal feedback.	verbal and nonverbal feedback to promote safety
S4.3.2. Demonstrate effective refusal skills including	and avoid or reduce injury.
firmly saying "no" and getting away.	S4.3.SAFE.3.2.Demonstrate effective refusal skills
S4.4.2. Demonstrate how to effectively tell a	to avoid or reduce injury.
trusted adult when feeling threatened or	S4.4.SAFE.4.2.Demonstrate how to effectively tell
harmed.	a trusted adult when feeling threatened or
	harmed.



Standard 6: Goal Setting Skills		
Students will demonstrate the ability to use goal-setting skills to enhance health.		
Benchmark	Indicators	
S6.1.2. Identify a realistic personal short-term	S6.1.SAFE.1.2. Identify a realistic personal short-	
health goal.	term goal to avoid or reduce injury.	
S6.2.2. Take steps to achieve the personal health	S6.2.SAFE.2.2. Take steps to achieve a personal	
goal.	goal to avoid or reduce injury.	
S6.3.2. Identify people who can help achieve a	S6.3.SAFE.3.2. Identify people who can help	
personal health goal.	achieve a personal goal to avoid or reduce injury.	
Standard 7: Practicing Heathy Behaviors		
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health		
risks.		
Benchmark	Indicators	
S7.1.2. Identify practices that reduce or prevent	S7.1.SAFE.1.2. Identify practices that promote	
health risks.	safety and reduce or prevent injuries.	
S7.3.2. Make a commitment to practice healthy	S7.3.SAFE.2.2. Make a commitment to practice	
behaviors.	safety and injury prevention behaviors.	
Standard 8: Advocacy Skills		
Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchmark	Indicators	
S8.1.2. Make requests to others to promote	S8.1.SAFE.1.2. Make requests to others to	
personal health practices.	promote safety and avoid or reduce injury.	
S8.2.2. Demonstrate how to encourage peers to	S8.2.SAFE.2.2. Demonstrate how to encourage	
make healthy choices.	peers to be safe and avoid or reduce injury.	



Violence Prevention (VP)

Kindergarten (VP) - Essential		
Standard 1: Functional Knowledge		
Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
		Benchmark
S1.1.2. Students will comprehend developmentally	S1.1.VP.1.K. Identify "appropriate/safe" and	
appropriate, functional health information	"inappropriate/ unsafe" touches.	
to help them adopt healthy behaviors in the	S1.1.VP.2.K. Explain why inappropriate touches	
following health content areas: Alcohol,	should be reported to a trusted adult.	
Tobacco, and other Drugs, Healthy Eating,	S1.1.VP.3.K. Explain that a child is not at fault if	
Mental and Emotional Health, Personal	someone touches him or her in an inappropriate	
Health and Wellness, Safety, Violence	way.	
Prevention.		
Standard 3: Accessing Resources		
Students will demonstrate the ability to access valid information, products, and services to enhance		
health.		
Benchmark	Indicators	
S3.1.2. Identify trusted adults at home who can	S3.1.VP.1.K. Identify trusted adults at home who	
help promote health.	can help prevent violence.	
S3.2.2. Identify trusted adults and professionals in	S3.2.VP.2.K. Identify trusted adults and	
school who can help promote health.	professionals in school who can help prevent	
S3.4.2. Explain how to locate school health helpers.	violence.	
S3.6.2. Demonstrate how to locate school or	S3.4.VP.3.K. Explain how to locate school health	
community health helpers to enhance	helpers who can help reduce or avoid violence.	
health.	S3.6.VP.4.K. Demonstrate how to locate school or	
	community health helpers who can help reduce or	

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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Benchmark	Indicators
S4.1.2. Demonstrate how to effectively	S4.1.VP.1.K. Demonstrate how to effectively
communicate needs, wants, and feelings in	communicate needs, wants, and feelings in healthy
healthy ways.	ways to prevent violence.
S4.3.2. Demonstrate effective refusal skills	S4.3.VP.2.K. Demonstrate effective refusal skills,
including firmly saying "no" and getting	including firmly saying "no" and getting away, to
away.	avoid or prevent violence.
S4.4.2. Demonstrate how to effectively tell a	S4.4.VP.3.K. Demonstrate how to effectively tell a
trusted adult when feeling threatened or	trusted adult when feeling threatened or harmed.
harmed.	

avoid violence.



Grades K-2: Learning Outcomes

<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Kindergarten (VP) - Supportive

Students will analyze the influence of family, peers, culture, media, technology and other factors on health

behaviors.		
Benchmark	Indicators	
S2.1.2. Identify relevant influences of family on	S2.1.VP.1.K. Identify relevant influences of family	
health practices and behaviors.	on violence prevention practices and behaviors.	
S2.2.2. Identify relevant influences of school on	S2.2.VP.2.K. Identify relevant influences of school	
health practices and behaviors.	on violence prevention practices and behaviors.	
S2.3.2. Identify relevant influences of media and	S2.3.VP.3.K. Identify relevant influences of media	
technology on health practices and	and technology on violence prevention practices	
behaviors.	and behaviors.	
S2.4.2. Describe positive influences on personal	S2.4.VP.4.K. Describe positive influences on	
health practices and behaviors.	violence prevention practices and behaviors.	
S2.5.2. Describe negative influences on personal	S2.5.VP.5.K. Describe negative influences on	
health practices and behaviors.	violence prevention practices and behavior.	
Standard 5: Decision-Making Skills		
Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark	Indicators	
S5.1.2. Identify situations which need a health-	S5.1.VP.1.K. Identify situations which need a	

Benchmark	indicators
S5.1.2. Identify situations which need a health-	S5.1.VP.1.K. Identify situations which need a
related decision.	decision that could lead to violence.
S5.2.2. Identify how family, peers or media	S5.2.VP.2.K. Describe how family, peers or media
influence a health-related decision.	influence a decision that could lead to violence.
S5.3.2. Explain the potential positive and negative	S5.3.VP.3.K. Explain the potential positive and
outcomes from health-related decisions.	negative outcomes from a decision that could lead
S5.4.2. Describe when help is needed and when it	to violence.
is not needed to make a healthy decision.	S5.4.VP.4.K. Describe when help is needed and
	when it is not needed to make a decision related to
	violence prevention.

Standard 6: Goal Setting Skills

Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term	S6.1.VP.1.K. Identify a realistic personal short-term
health goal.	goal to prevent violence.
S6.2.2. Take steps to achieve the personal health	S6.2.VP.2.K. Take steps to achieve the personal
goal.	goal to prevent violence.
S6.3.2. Identify people who can help achieve a	S6.3.VP.3.K. Identify people who can help achieve a
personal health goal.	personal goal to prevent violence.



harmed.

OAHPERD Health Education Model Curriculum

ducation, Recreation, and Dance	
Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice heal	th-enhancing behaviors and avoid or reduce health
risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent	S7.1.VP.1.K. Identify practices that reduce or
health risks.	prevent violence.
S7.2.2. Demonstrate healthy practices.	S7.2.VP.2.K. Demonstrate violence prevention
S7.3.2. Make a commitment to practice healthy	practices.
behaviors.	S7.3.VP.3.K. Make a commitment to practice
	violence prevention behaviors.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for	personal, family, and community health.
Benchmark	Indicators
S8.1.2. Make requests to others to promote	S8.1.VP.1.K. Make requests to others to prevent
personal health practices.	violence.
S8.2.2. Demonstrate how to encourage peers to	S8.2.VP.2.K. Demonstrate how to encourage peers
make healthy choices.	to prevent violence.
health. Benchmark	Indicators
S1.1.2. Students will comprehend developmentally	S1.1.VP.1.1. Distinguish "appropriate" and
appropriate, functional health information	
	"inappropriate" or "safe" and "unsafe" touches or
to help them adopt healthy behaviors in the	"inappropriate" or "safe" and "unsafe" touches or interactions.
to help them adopt healthy behaviors in the following health content areas: Alcohol,	
· · · · · · · · · · · · · · · · · · ·	interactions.
following health content areas: Alcohol,	interactions. S1.1.VP.2.1. Explain why inappropriate touches
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating,	interactions. S1.1.VP.2.1. Explain why inappropriate touches
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal	interactions. S1.1.VP.2.1. Explain why inappropriate touches
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult.
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult.
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks.	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks. Benchmark	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and Indicators
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks. Benchmark S4.3.2. Demonstrate effective refusal skills	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and Indicators S4.3.VP.1.1. Demonstrate how to use effective
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks. Benchmark	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and Indicators S4.3.VP.1.1. Demonstrate how to use effective refusal skills when feeling threatened or harmed.
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks. Benchmark S4.3.2. Demonstrate effective refusal skills including firmly saying "no" and getting away.	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and Indicators S4.3.VP.1.1. Demonstrate how to use effective refusal skills when feeling threatened or harmed. S4.4.VP.2.1. Demonstrate how to effectively tell a
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks. Benchmark S4.3.2. Demonstrate effective refusal skills including firmly saying "no" and getting away. S4.4.2. Demonstrate how to effectively tell a	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and Indicators S4.3.VP.1.1. Demonstrate how to use effective refusal skills when feeling threatened or harmed. S4.4.VP.2.1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed
following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpers avoid or reduce health risks. Benchmark S4.3.2. Demonstrate effective refusal skills including firmly saying "no" and getting away.	interactions. S1.1.VP.2.1. Explain why inappropriate touches should be reported to a trusted adult. onal communication skills to enhance health and Indicators S4.3.VP.1.1. Demonstrate how to use effective refusal skills when feeling threatened or harmed. S4.4.VP.2.1. Demonstrate how to effectively tell a



a	Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-	1	
Benchmark	Indicators	
S5.1.2. Identify situations which need a health-	S5.1.VP.1.1. Identify situations which need a	
related decision.	decision that could lead to violence.	
S5.2.2. Identify how family, peers or media	S5.2.VP.2.1. Describe how family, peers or media	
influence a health-related decision.	influence a decision that could lead to violence.	
S5.3.2. Explain the potential positive and negative	S5.3.VP.3.1. Explain the potential positive and	
outcomes from health-related decisions.	negative outcomes from a decision that could lead	
S5.4.2. Describe when help is needed and when it	to violence.	
is not needed to make a healthy decision.	S5.4.VP.4.1. Describe when help is needed and	
	when it is not needed to make a decision related to	
CLIDDODTIVE CVILLE. If a cobool district would like to or	violence prevention.	
SUPPORTIVE SKILLS - If a school district would like to er		
supportive skills and their performance indicators are r		
Grade 1 (VP) - Supportive	2	
Standard 2: Analyzing Influences	olting and to took only on a story forting on brought	
Students will analyze the influence of family, peers, conservations.	ulture, media, technology and other factors on health	
Benchmark	Indicators	
S2.1.2. Identify relevant influences of family on	S2.1.VP.1.1. Identify relevant influences of family	
health practices and behaviors.	on violence prevention practices and behaviors.	
S2.2.2. Identify relevant influences of school on	S2.2.VP.2.1. Identify relevant influences of school	
health practices and behaviors.	on violence prevention practices and behaviors.	
S2.3.2. Identify relevant influences of media and	S2.3.VP.3.1. Identify relevant influences of media	
technology on health practices and	and technology on violence prevention practices	
behaviors.	and behaviors.	
S2.4.2. Describe positive influences on personal	S2.4.VP.4.1. Describe positive influences on	
health practices and behaviors.	violence prevention practices and behaviors.	
S2.5.2. Describe negative influences on personal	S2.5.VP.5.1. Describe negative influences on	
health practices and behaviors.	violence prevention practices and behavior.	
	violence prevention practices and benavior.	
Standard 3: Accessing Resources		
	oformation products and services to enhance	
Students will demonstrate the ability to access valid in	nformation, products, and services to enhance	
Students will demonstrate the ability to access valid in health.	nformation, products, and services to enhance	
Students will demonstrate the ability to access valid in health. Benchmark		
Students will demonstrate the ability to access valid in health. Benchmark	Indicators	
Students will demonstrate the ability to access valid in health. Benchmark S3.1.2. Identify trusted adults at home who can help promote health.	Indicators S3.1.VP.1.1. Identify trusted adults at home who	
Students will demonstrate the ability to access valid in health. Benchmark S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in	Indicators S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence. S3.2.VP.2.1. Identify trusted adults and	
Students will demonstrate the ability to access valid in health. Benchmark S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health	Indicators S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence.	
Students will demonstrate the ability to access valid in health. Benchmark S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health S3.4.2. Explain how to locate school health helpers.	Indicators S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence. S3.2.VP.2.1. Identify trusted adults and professionals in school who can help prevent violence.	
Students will demonstrate the ability to access valid in health. Benchmark S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health S3.4.2. Explain how to locate school health helpers. S3.6.2. Demonstrate how to locate school or	Indicators S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence. S3.2.VP.2.1. Identify trusted adults and professionals in school who can help prevent violence. S3.4.VP.3.1. Explain how to locate school health	
S3.2.2. Identify trusted adults and professionals in school who can help promote health S3.4.2. Explain how to locate school health helpers. S3.6.2. Demonstrate how to locate school or community health helpers to enhance	Indicators S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence. S3.2.VP.2.1. Identify trusted adults and professionals in school who can help prevent violence. S3.4.VP.3.1. Explain how to locate school health helpers who can help reduce or avoid violence.	
Students will demonstrate the ability to access valid in health. Benchmark S3.1.2. Identify trusted adults at home who can help promote health. S3.2.2. Identify trusted adults and professionals in school who can help promote health S3.4.2. Explain how to locate school health helpers. S3.6.2. Demonstrate how to locate school or	Indicators S3.1.VP.1.1. Identify trusted adults at home who can help prevent violence. S3.2.VP.2.1. Identify trusted adults and professionals in school who can help prevent violence. S3.4.VP.3.1. Explain how to locate school health	



e Ohio Association for Health, I Education, Recreation, and Dance	
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-sett	ing skills to enhance health.
Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term health goal. S6.2.2. Take steps to achieve the personal health	S6.1.VP.1.1. Identify a realistic personal short-term goal to prevent violence. S6.2.VP.2.1. Take steps to achieve the personal
goal. S6.3.2. Identify people who can help achieve a personal health goal.	goal to prevent violence. S6.3.VP.3.1. Identify people who can help achieve a personal goal to prevent violence.
Standard 7: Practicing Heathy Behaviors Students will demonstrate the ability to practice heal risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent health risks. S7.2.2. Demonstrate healthy practices. S7.3.2. Make a commitment to practice healthy behaviors.	S7.1.VP.1.1. Identify practices that reduce or prevent violence. S7.2.VP.2.1. Demonstrate violence prevention practices. S7.3.VP.3.1. Make a commitment to practice violence prevention behaviors.
Standard 8: Advocacy Skills	violence prevention behaviors.
Students will demonstrate the ability to advocate for	nersonal, family, and community health.
Benchmark	Indicators
S8.1.2. Make requests to others to promote personal health practices. S8.2.2. Demonstrate how to encourage peers to make healthy choices.	S8.1.VP.1.1. Make requests to others to prevent violence. S8.2.VP.2.1. Demonstrate how to encourage peers to prevent violence.
Grade 2 (VP) - Essential	
Standard 1: Functional Knowledge Students will comprehend concepts related to health health.	promotion and disease prevention to enhance
Benchmark	Indicators
S1.1.2. Students will comprehend developmentally	S1.1.VP.1.2. Explain why everyone has the right to
appropriate, functional health information to	tell others not to touch his or her body.
help them adopt healthy behaviors in the	S1.1.VP.2.2. Explain that a child is not at fault if
following health content areas: Alcohol,	someone touches him or her in an inappropriate
Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence	way. S1.1.VP.3.2. Explain what to do if you and a friend have a strong disagreement.
Prevention.	



Benchmark	Indicators
S3.4.2. Explain how to locate school health he	
S3.5.2. Explain how to locate community heal	·
helpers.	S3.5.VP.2.2. Explain how to locate community
S3.6.2. Demonstrate how to locate school or	health helpers who can help reduce or avoid
community health helpers to enhance	·
health.	S3.6.VP.3.2. Demonstrate how to locate school or
	community health helpers who can help reduce
	or avoid violence.
Standard 4: Interpersonal Communication Ski	ills
•	nterpersonal communication skills to enhance health and
avoid or reduce health risks.	
Benchmark	Indicators
S4.1.2. Demonstrate how to effectively	S4.1.VP.1.2. Demonstrate healthy ways to
communicate needs, wants, and feelin	ngs in manage or resolve conflict to prevent violence.
healthy ways.	S4.3.VP.2.2. Demonstrate effective refusal skills,
S4.3.2. Demonstrate effective refusal skills inc	cluding including firmly saying "no" and getting away, to
firmly saying "no" and getting away.	avoid or prevent violence.
	like to enhance their health education curriculum, these
supportive skills and their performance indicate	ors are recommended additions to the essential standards.
Grade 2 (VP) - Suppo	rtivo
	TUVE
Standard 2: Analyzing Influences	
	peers, culture, media, technology and other factors on health
behaviors.	
	Indicators
	62.4.1/2.4.2.1/1
S2.1.2. Identify relevant influences of family o	·
S2.1.2. Identify relevant influences of family o health practices and behaviors.	on violence prevention practices and behaviors.
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school of the school	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school
S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school of health practices and behaviors.	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors.
 S2.1.2. Identify relevant influences of family on health practices and behaviors. S2.2.2. Identify relevant influences of school of health practices and behaviors. S2.3.2. Identify relevant influences of media a 	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media
 S2.2.2. Identify relevant influences of school of health practices and behaviors. S2.3.2. Identify relevant influences of media a technology on health practices and 	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media and technology on violence prevention practices
 S2.1.2. Identify relevant influences of family of health practices and behaviors. S2.2.2. Identify relevant influences of school of health practices and behaviors. S2.3.2. Identify relevant influences of media a technology on health practices and behaviors. 	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media and technology on violence prevention practices and behaviors.
 S2.1.2. Identify relevant influences of family of health practices and behaviors. S2.2.2. Identify relevant influences of school of health practices and behaviors. S2.3.2. Identify relevant influences of media a technology on health practices and behaviors. S2.4.2. Describe positive influences on person 	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media and technology on violence prevention practices and behaviors. S2.4.VP.4.2. Describe positive influences on
 S2.1.2. Identify relevant influences of family of health practices and behaviors. S2.2.2. Identify relevant influences of school of health practices and behaviors. S2.3.2. Identify relevant influences of media atechnology on health practices and behaviors. S2.4.2. Describe positive influences on person health practices and behaviors. 	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media and technology on violence prevention practices and behaviors. S2.4.VP.4.2. Describe positive influences on violence prevention practices and behaviors.
 S2.1.2. Identify relevant influences of family of health practices and behaviors. S2.2.2. Identify relevant influences of school of health practices and behaviors. S2.3.2. Identify relevant influences of media a technology on health practices and behaviors. S2.4.2. Describe positive influences on person 	on violence prevention practices and behaviors. S2.3.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors. S2.3.VP.3.2. Identify relevant influences of media and technology on violence prevention practices and behaviors. S2.4.VP.4.2. Describe positive influences on violence prevention practices and behaviors.



Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-m Benchmark	aking skills to enhance health. Indicators
S5.1.2. Identify situations which need a health-	S5.1.VP.1.2. Identify situations which need a
related decision.	decision that could lead to violence.
S5.2.2. Identify how family, peers or media	S5.2.VP.2.2. Describe how family, peers or media
influence a health-related decision.	influence a decision that could lead to violence.
S5.3.2. Explain the potential positive and negative	S5.3.VP.3.2. Explain the potential positive and
outcomes from health-related decisions.	negative outcomes from a decision that could
S5.4.2. Describe when help is needed and when it is	lead to violence.
not needed to make a healthy decision.	S5.4.VP.4.2. Describe when help is needed and
	when it is not needed to make a decision related
	to violence prevention.
Standard 6: Goal Setting Skills	a della da cultare a la calda
Students will demonstrate the ability to use goal-setting Benchmark	Indicators
S6.1.2. Identify a realistic personal short-term	S6.1.VP.1.2. Identify a realistic personal short-
health goal.	term goal to prevent violence.
S6.2.2. Take steps to achieve the personal health	S6.2.VP.2.2. Take steps to achieve the personal
goal.	goal to prevent violence.
S6.3.2. Identify people who can help achieve a	S6.3.VP.3.2. Identify people who can help achieve
personal health goal.	a personal goal to prevent violence.
Standard 7: Practicing Heathy Behaviors	
Students will demonstrate the ability to practice health	-enhancing behaviors and avoid or reduce health
risks.	
Benchmark	Indicators
S7.1.2. Identify practices that reduce or prevent	S7.1.VP.1.2. Identify practices that reduce or
health risks.	prevent violence.
S7.2.2. Demonstrate healthy practices.	S7.2.VP.2.2. Demonstrate violence prevention
S7.3.2. Make a commitment to practice healthy	practices.
behaviors.	S7.3.VP.3.2. Make a commitment to practice
	violence prevention behaviors.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for pe	
Benchmark	Indicators
S8.1.2. Make requests to others to promote	S8.1.VP.1.2. Make requests to others to prevent
personal health practices.	violence.
S8.2.2. Demonstrate how to encourage peers to	S8.2.VP.2.2. Demonstrate how to encourage
make healthy choices.	peers to prevent violence.