



# OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

## Topic: VIOLENCE PREVENTION (VP)

## Grade Band: K-2

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

<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
1.1.2 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors regarding alcohol, tobacco, and other drugs.	1.1.VP.1.K 1.1.VP.2.K 1.1.VP.3.K	1.1.VP.1.1 1.1.VP.2.1	1.1.VP.1.2 1.1.VP.2.2 1.1.VP.3.2
<b>Standard 2: Analyzing Influences</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S2.1.2. Identify relevant influences of family on health practices and behaviors.	2.1.VP.1.K	2.1.VP.1.1	2.1.VP.1.2
S2.2.2. Identify relevant influences of school on health practices and behaviors	2.2.VP.2.K	2.2.VP.2.1	2.2.VP.2.2
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	2.3.VP.3.K	2.3.VP.3.1	2.3.VP.3.2
S2.4.2. Describe positive influences on personal health practices and behaviors.	2.4.VP.4.K	2.4.VP.4.1	2.4.VP.4.2
S2.5.2. Describe negative influences on personal health practices and behaviors.	2.5.VP.5.K	2.5.VP.5.1	2.5.VP.5.2
<b>Standard 3: Accessing Resources</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
3.1.2 Identify trusted adults at home who can help promote health.	3.1.VP.1.K	3.1.VP.1.1	
3.2.2 Identify trusted adults and professionals in school who can help promote health.	3.2.VP.2.K	3.2.VP.2.1	
3.3.2 Identify trusted adults and professionals in the community who can help promote health.			
3.4.2 Explain how to locate school health helpers.	3.4.VP.3.K	3.4.VP.3.1	3.4.VP.1.2
3.5.2 Explain how to locate community health helpers.			3.5.VP.2.2
3.6.2 Demonstrate how to locate school or community health helpers to enhance health.	3.6.VP.4.K	3.6.VP.4.1	3.6.VP.3.2



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<b>Standard 4: Interpersonal Communication Skills</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	4.1.VP.1.K		4.1.VP.1.2
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.	4.3.VP.2.K	4.3.VP.1.1	4.3.VP.2.2
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	4.4.VP.3.K	4.4.VP.2.1	
S4.5.2. Identify how to communicate care and concern for others.			
<b>Standard 5: Decision-Making Skills</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S5.1.2. Identify situations which need a health-related decision.	5.1.VP.1.K	5.1.VP.1.1	5.1.VP.1.1
S5.2.2. Identify how family, peers or media influence a health-related decision.	5.2.VP.2.K	5.2.VP.2.1	5.2.VP.2.2
S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.	5.3.VP.3.K	5.3.VP.3.1	5.3.VP.3.3
S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.	5.4.VP.4.K	5.4.VP.4.1	5.4.VP.4.4
<b>Standard 6: Goal Setting Skills</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S6.1.2. Identify a realistic personal short-term health goal.	6.1.VP.1.K	6.1.VP.1.1	6.1.VP.1.2
S6.2.2. Take steps to achieve the personal health goal.	6.2.VP.2.K	6.2.VP.2.1	6.2.VP.2.2
S6.3.2. Identify people who can help achieve a personal health goal.	6.3.VP.3.K	6.3.VP.3.1	6.3.VP.3.2
<b>Standard 7: Practicing Healthy Behaviors</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S7.1.2. Identify practices that reduce or prevent health risks.	7.1.VP.1.K	7.1.VP.1.1	7.1.VP.1.2
S7.2.2. Demonstrate healthy practices.	7.2.VP.2.K	7.2.VP.2.1	7.2.VP.2.2
S7.3.2. Make a commitment to practice healthy behaviors.	7.3.VP.3.K	7.3.VP.3.1	7.3.VP.3.2
<b>Standard 8: Advocacy Skills</b> Students will demonstrate the ability to advocate for personal, family, and community health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S8.1.2. Make requests to others to promote personal health practices.	8.1.VP.1.K	8.1.VP.1.1	8.1.VP.1.2
S8.2.2. Demonstrate how to encourage peers to make healthy choices.	8.2.VP.2.K	8.2.VP.2.1	8.2.VP.2.2

## OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

### CONTENT ELABORATION

**Content Elaboration for K-2 Grade Band:** Students in the K-2 grade band examine the differences between safe/ appropriate and unsafe/ inappropriate touches, identify trusted adults who can help them in unsafe situations, and practice how to tell a trusted adult when they are threatened or harmed. In addition to understanding why inappropriate/ unsafe touches need to be reported to a trusted adult, students learn how to manage strong disagreements with peers. K-2 students have opportunities to practice specific refusal skills to avoid or prevent violence as well as demonstrate how to communicate personal boundaries to others.

**Next Grade Band (Grades 3-5) Progression Statement:** Using their functional knowledge of basic violence prevention guidelines, students describe ways to express anger appropriately, distinguish between safe and unsafe touches, identify bullying, and describe general methods to prevent violence. They progress from identifying examples of self-control to explaining the probable consequences of violence to perpetrators, victims, and bystanders. Along with practicing developmentally appropriately assertiveness skills and resistance skills, student learn and demonstrate healthy ways to manage/ resolve conflict to avoid violence and make a commitment to practice these communication strategies, when needed. Subsequently, fifth graders reinforce their decision-making skills, including comprehensively examining the probable legal, safety, respect/ non-respect factors of relevant violence-related incidents.

### FUNCTIONAL KNOWLEDGE AND SKILLS

#### Essential Understandings

- Feeling safe means that you feel cared for and calm, not worried or scared or uncomfortable that something is wrong.
- There different kinds of touch: safe touches and unsafe/secret touches, which are scary and uncomfortable.
- It is important to learn and practice how to respond to secret touches.
- If someone talks to you or touches you in a way in which you feel uncomfortable, tell a trusted adult.
- Speak up when you are feeling threatened or harmed
- You always have the right to say “No” to any kind of touch that makes you uncomfortable or that someone wants you to keep secret.
- If someone touches you inappropriately, say, “No!” firmly and get away from them.
- It is healthy to talk with trusted adults about how you feel.
- If someone touches you in an inappropriate way, it is not your fault.
- If you and a friend have a strong disagreement, try to resolve it by using conflict management (resolution).

# OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

## SKILL MASTERY

### **Essential Skills**

#### **Mastery of *Accessing Resources*, K-2 (K and 2<sup>nd</sup> grade focus)**

K-2 students will have mastered accessing resources when they can:

- identify two trusted adults at home, two at school, and two in the community who could help them to prevent or address violence.
- locate at least one trusted adult at school and one in their community who could help them with prevent or address violence.

#### **Mastery of *Interpersonal Communications*, K-2**

K-2 students will have mastered the **skill of asking for help** (*grade K focus*) with a violent or potentially violent situation when they can do both of the following:

- Find a trusted adult
- Say, "I need help."
- Tell them clearly what has happened and listen to their response.

K-2 students will have mastered **refusal skills** (*grade K and 2<sup>nd</sup> grade focus*) when, given a violence-related scenario, they can demonstrate at least two refusal skills, using both effective non-verbal and verbal communication skills. (i.e., *at minimum, student must be able to demonstrate saying, "No" firmly, using eye contact and body language that matches their words and walking away from a situation that is potentially violent.*)

K-2 students have mastered **conflict management skills** (*grade 2 focus*) when, given a violence-related situation, they can demonstrate the following sequential steps:

- identify the conflict
- defuse the conflict (e.g., *remain calm; use respectful voice and words; use an I-statement {I feel \_\_\_ (an emotion) because\_\_.*})
- ask other person if, together, you could try to solve the problem fairly {Could we try to fix this together?}
- IF the two of you cannot solve problem fairly, ask a trusted adult to help.

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

K-2 students will have mastered decision-making skills when, given a violence-related situation, they are able to demonstrate the following steps sequentially:

- Describe the violence-related issue that needs a decision.
- Decide whether or not they need the assistance of a responsible (trusted) adult.
- Identify two possible choices they could make about the situation.
- Determine which choice is healthy and safe.

## OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

### **Critical Cues for Supportive Skills**

#### **Analyzing Influences**

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

#### **Goal Setting**

- *identify an attainable violence prevention goal*
- *name a person who can help them with their goal*
- *list the resources needed to achieve the goal*

#### **Practicing Healthy Behaviors**

- *Identify violence prevention behaviors/practices.*
- *Make a verbal commitment to practice specific violence prevention behaviors/ practices.*

#### **Advocacy**

- Make a request to promote a violence prevention health behavior.
- Appropriately encourage their friends to make a safe, non-violent health choice.
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## SKILL MASTERY

### **Essential Skills**

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

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

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

- identify 2 ways each of the following could influence (affect) your safety-related choices/ behaviors: your family, your friends, and the tv and internet
  - (e.g., FAMILY - *having a family fire escape plan vs. no plan; practicing home fire drills vs. never practicing; locking up dangerous items vs. leaving them lay around; having rules about never playing with matches vs. no rules, etc.* FRIENDS – *pressuring you to hold a gun or jump into a deep pond vs. encouraging you to NOT try the risky behavior, etc.*)
- Explain which of these influences are healthy (positive influences) and which are/ could be unhealthy (negative influences) and tell why.

## OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

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

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

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

### **Mastery of *Interpersonal Communication*, K-2**

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

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

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

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

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

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

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

- Identify safe behaviors/practices from unsafe behaviors/ practices when given pictures of both. (e.g., *can identify wearing seatbelts, practicing fire escape plans, properly crossing the street, wearing sports safety equipment, keeping hands inside a bus or car; staying seated when riding bus, following a specific playground rule, etc. as safe behaviors/ practices*)
- Make a verbal commitment to practice specific safety and injury prevention behaviors. (e.g., wearing a seatbelt; being a safe bus rider; following the safety rules of the school playground, etc.)

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

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

- Students are able to make a request to promote a personal safety health behavior. (e.g., *give students a specific safety-related situation* such as “Your friend dares you to jump from the top of the big slide on the playground. What could you say to your friend to show him you want to be safe?”) [*“Jumping from the slide is unsafe. I could get hurt.” Or similar statement*]
- Students are able to appropriately encourage their friends to make safe health choice. (e.g., *give students a specific safety situation* such as “You are in a neighbor’s garage with several friends. One of your friends thinks it would be fun to open a few of the cans on the work bench and mix them together. What could you say to your friend to encourage her to be safe?”) [*“You do not know what is in those cans. It is unsafe to touch them.”*]

### Critical Cues for Supportive Skills

#### Goal Setting

- State or write a realistic short-term safety goal. (e.g., “I will wear my bike helmet every time I ride my bike.”)
- State or write 2 people who could help you achieve this goal.

List the resources need to achieve this goal.

## INSTRUCTIONAL RESOURCES

### Books

- Meiners, Cheri J. *Cool Down and Work Through Anger*. Free Spirit Publishing, 2017
- Meiners, Cheri J. *Talk and Work It Out*. Free Spirit Publishing, 2015.
- Meiners, Cheri J. *Forgive and Let Go!* Free Spirit Publishing, 2015.
- Herman, Steve. *Fix Your Dragon’s Attitude: Help Your Dragon to Adjust His Attitude*. DG Books Publishing, 2018
- Driscoll, Laura. *Lila the Fair: Conflict Resolution*. Kane Press, 2006.
- Gainer, C. *I’m Like You, You’re Like Me*. Free Spirit Publishing, 2011.
- Drew, M. *The Kids’ Guide to Working Out Conflicts*. Free Spirit Publishing, 2004.

### Books About Inappropriate Touch

- King, Kimberly. *I Said No! A Kid-to-Kid Guide to Keeping Private Parts Private*. Bolden Publishing, 2016.
- Kahn, R. *Bobby and Mande’s Good Touch/ Bad Touch: Children’s Safety Book*. Future Horizons, 2011.
- Nunnery, J. *Baby J Says No: A Book That Teaches Kids How to Recognize and Say “No” to Sexual Abuse*. Independently Published, 2019.
- Fitzgerald, Patti. *No Trespassing – This is MY Body!* Safely Ever After Media, 2011.
- Sanders, J. *Some Secrets Should Never Be Kept*. Educate2 Empower, 2015.

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### Electronic Resources

- **Conflict Resolution Education:** <http://www.schooltools.info/conflict-resolution-resources>
- **Kids Health:** [https://classroom.kidshealth.org/prekto2/personal/growing/conflict\\_resolution.pdf](https://classroom.kidshealth.org/prekto2/personal/growing/conflict_resolution.pdf)
- **Safer Smarter Kids:** <https://safersmarterkids.org/teachers/curriculum/>
- **The Underwear Rule:** [http://www.underwearrule.org/source/text\\_en.pdf](http://www.underwearrule.org/source/text_en.pdf)

*“The Underwear Rule” is a simple guide to help parents explain to children where others should not try to touch them, how to react and where to seek help. “The Underwear Rule?” is simple: a child should not be touched by others on parts of the body usually covered by their underwear. And they should not touch others in those areas. It also helps explain to children that their body belongs to them, that there are good and bad secrets and good and bad touches.*

### Teacher Resources

- **Facts About Children and Violence:** <https://www.justice.gov/archives/defendingchildhood/facts-about-children-and-violence>
- **Violence Against Children Surveys: Resources:** <https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/resources.html>
- **Preventing Child Abuse and Neglect:** <https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html>
- **Children’s Safety Network: Youth Violence Prevention:** <https://www.childrenssafetynetwork.org/injury-topics/youth-violence-prevention>
- **Ohio Department of Education:** <https://www.rpesd.org/SafetyandViolencePrevention.aspx>  
<https://education.ohio.gov/Topics/Student-Supports/Anti-Harassment-Intimidation-and-Bullying-Resource>

## CONNECTIONS

### Skill Connections within K-2 Grade Band

The Essential Skills of mental and emotional health also are taught/ reinforced in these health content areas:

- **Accessing Resources:** ATOD, Safety
- **Interpersonal Communication Skills:** Mental and Emotional Health, Safety
- **Decision-making Skills:** ATOD, Mental and Emotional Health, Safety

### Interdisciplinary Connections:

#### ELA

- Read stories about how individuals, especially those in a violence-related situation, used/ or could have benefited from using basic communication skills such as assertiveness, refusal skills, and/or conflict management skills to address the situation. (*Interpersonal Communication skills*)

#### Music, Art

- Create songs/raps or posters/other pieces of art to depict specific interpersonal communication skills. (*could do this as a whole class activity*)

#### Social Studies

- Explore how following classroom rules can help prevent conflict in the classroom. (*Interpersonal communications, conflict management*)