

OAHPERD Model Health Education Curriculum

Grades K-2: Learning Outcomes

Content Area Key

ATOD	Alcohol, Tobacco, and Other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Identify family rules about medicine use. 2. Describe how to use medicines correctly.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1. Identify trusted adults at home who can help with taking medicines.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health	8: Advocacy Skills 1. Make requests of others to ask trusted adults for help with taking medicine. <i>(e.g., a sibling or friend wants to take medicine without a trusted adult's help and you encourage them to get a trusted adult's help.)</i>

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Describe family rules about medicine use. 2. Explain the harmful effects of medicines when used incorrectly. 3. Identify school rules about medicine use.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1. Identify trusted adults at home and at school <i>(e.g., school nurse)</i> who can help with taking medicines.
	5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-Making Skills 1. Identify healthy, safe choices involving medicine. <i>(e.g., What help do you need with making a decision to take medicine/other substances? Give scenarios let students distinguish a safe choice from an unsafe choice. Ask them to defend their safe choice.)</i>

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> <p style="font-size: 1.5em; font-weight: bold;">ATOD</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain the harmful effects of medicines when used incorrectly. 2. Identify school rules about the use of medicine.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Identify trusted adults and professionals in school who can help with taking prescription and over-the-counter medicines. <i>(e.g., school nurse, secretary, teacher, etc.)</i> 2. Explain how to locate trusted adults and professionals in school who can help with information about prescriptions and over-the-counter medicines. <i>(i.e., Students know where and how to locate these trusted adults.)</i>
	<p>5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skills</p> <ol style="list-style-type: none"> 1. Identify healthy, safe choices involving medicines or other substances. <i>(e.g., Use STOP, THINK, CHOOSE method [What help do you need with making a decision to take medicine/other substances? What is the safe, healthy choice? Make and act on that choice.]</i>)

Healthy Eating (HE)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> Name a variety of healthy foods. Explain the importance of trying new foods. Identify healthy foods (e.g. <i>Whoa, Slow, Go foods</i>) Identify the benefits of drinking plenty of water.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> Express intention to drink plenty of water.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> Make requests to others (e.g., family members) about preferences for healthy eating. (e.g., <i>“Could we please have (insert name of a healthy food)? It is a healthy food.”</i>) Demonstrate how to encourage peers to make healthy food and beverage choices. (e.g., <i>“Would you like to have an orange instead of candy?”</i>, etc.)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> Explain the importance/ benefits of choosing healthy foods and beverages. Identify a healthy food from each food group (e.g., <i>My Plate</i>). Identify a variety of healthy snacks. Describe the benefits of eating breakfast every day.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> Identify a realistic personal short-term goal to improve healthy eating. Take steps to achieve a personal goal to improve healthy eating. Identify people who can help achieve a personal goal to improve healthy eating.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> Express the intention of eating a healthy breakfast daily.

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 48pt; margin: 0;">2</p> <p style="font-size: 48pt; margin: 0;">HE</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Describe the types of foods and beverages that should be limited (<i>e.g., greasy, salty, sugary foods</i>). 2. Identify healthy eating patterns that provide energy and help the body grow and develop (e.g. My Plate). 3. Explain how to use MyPlate to create a healthy meal. ()
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Describe how advertising influences food choices (<i>e.g., toys inside package, cartoon characters, colorful packaging or product, happy kids in ad, fun, etc.</i>). 2. Identify relevant influences of family on food choices and other eating practices and behaviors.
	<p>6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>6: Goal Setting Skills</p> <ol style="list-style-type: none"> 1. Identify a realistic personal short-term goal to improve healthy eating. 2. Take steps to achieve a personal goal to improve healthy eating. 3. Identify people who can help achieve a personal goal to improve healthy eating.

- **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)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> 1. Identify a variety of feelings. 2. Explain the importance of talking with parents and other trusted adults about feelings. 3. Identify appropriate ways to express and deal with feelings.
	2: Analyzing Influences Students will analyze the influence of family , peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively tell a trusted adult when feeling strong emotions or when being threatened/ harmed. (Ex.: <i>I need help with _____ . Could you please help me?</i>) [e.g., Use a respectful, polite tone; and eye contact; body language and words match; explaining why they feel the way they do] 2. Demonstrate how to listen attentively. (e.g., eye contact, lips closed, body still, brain focused, no interrupting)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> 1. Explain the relationship between feelings and behavior. 2. Identify characteristics of a responsible friend. (e.g., <i>polite, sharing, caring, etc.</i>) 3. Describe the difference between bullying and teasing. 4. Explain why it is wrong to bully or tease others.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. (e.g., <i>asking for help with a bullying situation, responding to teasing and bullying in healthy ways, using "I" statements</i>).
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Demonstrate healthy coping skills to manage strong feelings (e.g., <i>drawing, writing, exercising, breathing exercises, talking to a trusted adult, etc.</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<h1 style="font-size: 48px; margin: 0;">2</h1> <h2 style="font-size: 36px; margin: 0;">MEH</h2>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain the importance of respecting the personal space and boundaries of others. 2. Identify the benefits of healthy family relationships. 3. Identify the benefits of healthy peer relationships. 4. Explain the importance of self-control and anger management.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. <i>(e.g., effective asking a peer to stop standing too close or to stop touching you.)</i> 2. Describe how to effectively communicate respect for others. <i>(e.g., respect for feelings, rights, and property of others).</i> 3. Demonstrate healthy ways to manage or resolve interpersonal conflict. <i>(e.g., possible steps: what is the conflict; who is involved; remain calm and use respectful tone of voice to suggest 'win-win' solution to conflict, etc.)</i>
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify mental and emotional health situations that need a decision to be made. <i>(e.g., your friend took your soccer ball, you feel very angry, and need to decide what to do; your friend always stands very close to you when talking, you feel very uncomfortable about this, and need to decide what to do; etc.- use scenarios or case studies)</i> 2. List 2-3 possible ways to handle the situation. 3. Explain the possible positive and negative outcomes for each of these 2-3 ways. 4. Describe when help is needed and when it is not needed to make a decision related to mental and emotional health.
	<p>7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>7: Practicing Healthy Behaviors</p> <ol style="list-style-type: none"> 1. Demonstrate healthy mental and emotional health practices. <i>(e.g., self-control strategies or anger management strategies)</i>

Personal Health and Wellness (PHW)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Identify the benefits of personal health care practices such as washing hair and bathing regularly. 2. State the steps for proper hand washing.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills 1. Identify a goal to improve dental care. (<i>e.g., I will brush my teeth twice a day.</i>) 2. Identify resources needed to achieve goal. (<i>e.g., tooth brush, toothpaste, etc.</i>) 3. Identify people who can help achieve the goal. (<i>e.g., parent/guardian, etc.</i>)
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors 1. Identify personal health and wellness-related practices that reduce or prevent health risks. (<i>e.g., personal health care practices such as washing hair, bathing regularly</i>) 2. Demonstrate positive personal health and wellness practices. (<i>e.g., proper hand washing steps, coughing/sneezing into elbow</i>)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Identify the proper steps for daily brushing and flossing of teeth. 2. Describe what it means to be healthy. 3. State why hygiene is important to good health. 4. Explain importance of regular visits to doctor and dentist.
	2: Analyzing Influences Students will analyze the influence of family, peers , culture, media, technology and other factors on health behaviors.	2: Analyzing Influences 1. Identify how family and friends influence personal health and wellness.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors 1. Demonstrate positive personal health and wellness practices. (<i>Focus: hygiene including brushing and flossing teeth</i>) 2. Make a commitment to practice positive personal health and wellness-related behaviors. (<i>e.g., make a pledge to brush and floss teeth two times a day</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. State why hygiene is important to good health. 2. Identify different ways that disease-causing germs are transmitted. 3. Identify ways to prevent the spread of germs that cause common infectious diseases. 4. Explain why sleep and rest are important for proper growth and good health. 5. List ways to prevent the harmful effects of the sun. (<i>e.g., sunscreen, cover exposed areas; wear sunglasses</i>)
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behavior 1. Make a commitment to practice positive personal health and wellness-related behaviors. (<i>e.g., pledge to sleep 9-10 hours per night</i>)
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills 1. Make requests of others to promote personal health and wellness related behaviors. (<i>e.g., advocate for proper amount of sleep and/ or sun protection</i>)

Safety (S)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Describe how to be a safe pedestrian. (<i>e.g., crossing streets properly, standing away from curb, never crossing street between two parked cars, etc.</i>) 2. Describe how to be a responsible bus rider. (<i>e.g., when riding bus, loading and unloading bus, etc.</i>) 3. Identify safety rules for playing on playground.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1. Explain how to locate community health helpers who can help promote safety and injury prevention (<i>e.g., police officer, firefighter, doctor, school nurse</i>).
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors 1. Identify practices that promote safety and reduce or prevent injuries (<i>e.g., wearing seatbelts, fire escape plan, sports helmets and pads</i>). 2. Make a commitment to practice safety and injury prevention behaviors (<i>e.g., develop a class pledge for a specific safety practice</i>).

1 S

Grade 1	Standard (NHES #/ description)	Content Area Indicator
	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Identify safety hazards in the home. (<i>e.g., poisons, guns, fires, etc.</i>) 2. Identify how household products are harmful if ingested, inhaled, or used improperly. 3. Identify safety rules for swimming and playing sports. 4. Identify safety rules around fire. 5. Identify people who can help when someone is injured or suddenly ill.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (<i>e.g., how to call 911 or locate police, etc. to help with an emergency</i>).
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate what to say and how to respond when calling 911. (<i>"I need help"; describe what happened; listen attentively to instructions from 911 operator; do not hang up until told to do so</i>) 2. Demonstrate how to ask a trusted adult for help with an injury or illness. (<i>e.g., find trusted adult; state, "I need help"; describe the situation and share the body signs of the injury or illness</i>)
	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. Make requests of others to promote safety and reduce or prevent injuries. (<i>e.g., preventing injuries while swimming or playing sports; staying away from strangers, etc.</i>) 2. Demonstrate how to encourage peers to be safe and avoid or reduce injury. (<i>e.g., fire safety advocacy: Encourage peers to practice a fire safety strategies such as crawling low to floor and stop, drop, roll</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<h1>2 S</h1>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Identify safety hazards in the home (<i>e.g., matches, internet, weapons, unknown or dangerous substance, gun, etc.</i>). 2. Describe how injuries can be prevented. 3. Describe what to do if an unsafe object or substance is found (<i>e.g., matches, weapons, unknown or dangerous substance, gun, etc.</i>). 4. Identify safety hazards in the community (including stranger safety). 5. Identify people who can help when someone is injured or suddenly ill.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Describe how family influences safety choices (<i>e.g., practicing home fire drills, designing a family fire escape plan, locking up dangerous items, etc.</i>) 2. Describe how peers can influence safety choices. (<i>e.g., pressure to try risky behaviors, positive pressure to avoid risky behaviors, etc.</i>) 3. Describe how the internet influences safety choices (<i>e.g., internet safety</i>)
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 5. Identify situations which need a decision related to safety and injury prevention. (<i>e.g., fire; gun and/or unknown substance found; unsafe playground behavior, stranger approaches them, etc. - use scenarios or case studies</i>) 6. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. 7. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

Violence Prevention (VP)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> 1. Identify “appropriate/safe” and “inappropriate/ unsafe” touches. 2. Explain why inappropriate touches should be reported to a trusted adult. 3. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Identify trusted adults at home who can help prevent violence. (<i>e.g., trusted adults who can help keep them safe</i>) 2. Identify trusted adults and professionals in school who can help prevent violence (<i>e.g., school counselor, teacher, principal</i>). 3. Explain how to locate school health helpers who can help reduce or avoid violence (<i>e.g., school counselor, teacher, principal</i>). 4. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (<i>e.g., police officer, 911</i>)
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence. (<i>e.g., how to communicate personal boundaries</i>) 2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence. 3. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (<i>e.g., how to ask for help when feeling unsafe</i>)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> 1. Distinguish “appropriate” and “inappropriate” or “safe” and “unsafe” touches or interactions. 2. Explain why inappropriate touches should be reported to a trusted adult.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to use effective refusal skills when feeling threatened or harmed. (<i>e.g., use assertive tone [clear, respectful, confident tone] and I-message [“I do not like when you do that. Please stop.”]</i>). 2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed or when a peer is feeling threatened or harmed.

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> 1. Explain why everyone has the right to tell others not to touch his or her body. 2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. 3. Explain what to do if you and a friend have a strong disagreement.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Explain how to locate school health helpers who can help reduce or avoid violence (<i>e.g., teacher, school counselor, principal, school nurse</i>). 2. Explain how to locate community health helpers who can help reduce or avoid violence (<i>e.g., police officer, mall security, 911, doctor</i>). 3. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (<i>e.g., police officer, 911, doctor</i>)
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate healthy ways to manage or resolve conflict to prevent violence. (<i>e.g., 1. Identify conflict; 2. defuse [use respectful tone and I-message] or walk away or ignore by not responding to situation</i>) 2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence. (<i>e.g., say “No” and repeat OR give reason, excuse, state consequences OR change subject, suggest alternative; and tell trusted adult, if need help.</i>)