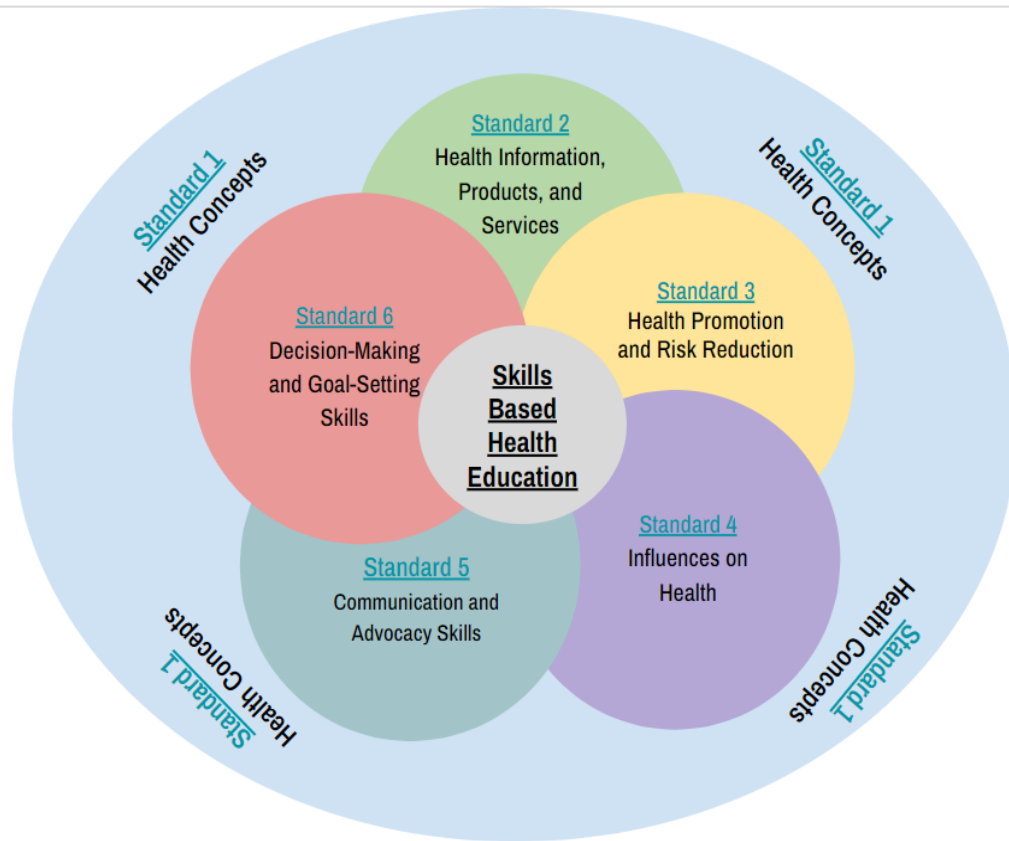


Standard 5 Resource Document by Grade Span



The Maine Department of Education emphasizes a skills-based approach to health education instruction. A [skills-based approach](#) braids together the skills, and content knowledge. This approach aims to develop health literacy, and empower students to maintain and enhance their health and wellness.

Health education content knowledge is most impactful when used to apply a skill in a meaningful way. It is important to select topics that are relevant to your students and provide them with the functional knowledge they need to know in order to develop and apply the health skills. Thus, health content is taught through skills development.

Grade K-2

Standard 5

Communication and Advocacy Skills: [Health literate](#) students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

Suggestions & Resources

Below are resources that can help you with planning your lessons and curriculum.

Standard 5 Resource Document by Grade Span

<p>5.1 Interpersonal Communication Skills</p>	<p style="text-align: center;">K</p> <p>Students name healthy and unhealthy ways to communicate.</p>	<p style="text-align: center;">Grade 1</p> <p>Students demonstrate healthy ways to communicate.</p>	<p style="text-align: center;">Grade 2</p> <p>Students describe verbal and non-verbal ways to communicate.</p>	<p>Communication Skills https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/interpersonal-communication/</p> <p>https://www.edutopia.org/article/teaching-consent-elementary-students</p> <p>Conflict Resolution Literacy - list of books https://www.civiced.org/lesson-plans/literature-for-children-and-young-adults</p>
<p>5.2 Advocacy Skills</p>	<p style="text-align: center;">K</p> <p>Students name healthy ways to express their needs, wants, and feelings.</p>	<p style="text-align: center;">Grade 1</p> <p>Students recognize ways to ask for help to promote health for self and others.</p>	<p style="text-align: center;">Grade 2</p> <p>Students demonstrate ways to promote health for self and/or others.</p>	<p>Advocacy Skills https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/advocacy/</p>
<p>Samples of Curriculum Lessons & Materials</p> <p>Communication - various lessons https://sel4me.maine.gov/</p> <p>Communication https://learnwithmoose.maine.gov/module/281/communication/overview</p> <p>Communication and Advocacy Lessons - SEL4ME landing page</p>				

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<https://sel4me.maine.gov/>

May Include:

- Healthy ways to express needs, wants, and feelings.
- Between verbal and nonverbal communication.
- Requests to promote personal health.
- Listening skills to enhance health.
- Ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.

Grade 3-5

Standard 5

Communication and Advocacy Skills: [Health literate](#) students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

Suggestions & Resources

Below are resources that can help you with planning your lessons and curriculum.

5.1 [Interpersonal Communication Skills](#)

Grade 3	Grade 4	Grade 5
Students demonstrate effective communication skills to enhance personal health including written, face-to-face and	Students demonstrate effective communication skills to enhance personal and family health including written,	Students demonstrate effective communication skills to enhance personal, family, and community health including

Communication Skills <https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/interpersonal-communication/>

<https://www.edutopia.org/article/teaching-consent-elementary-students>

Conflict Resolution Literacy - list of books

<https://www.civiced.org/lesson-plans/literature-for-children-and-young-adults>

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	safe use of technology.	face-to-face, and safe use of technology.	written, face-to-face, and safe use of technology.	
5.2 Advocacy Skills	Grade 3	Grade 4	Grade 5	Advocacy Skills https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/advocacy/
	Students explore ways to promote health for self, others, and school.	Students demonstrate ways to promote health for self, others, and school.	Students demonstrate ways to share informed opinions to promote health for self and others.	

Samples of Curriculum Lessons & Materials

Advocacy

<https://learnwithmoose.maine.gov/module/1986/healthy-me-become-health-or-wellness-influencer/overview>

Conflict Resolution

https://classroom.kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf

Communication Lessons - Landing Page from SEL4ME

<https://sel4me.maine.gov/>

May Include:

- Appropriate listening skills to enhance health.
- Effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
- How to ask for assistance to enhance personal health.

Standard 5 Resource Document by Grade Span

- Refusal skills to avoid or reduce health risks.
- Non-violent strategies to manage or resolve conflict.

Grade 6-8

Standard 5		
<p>Communication and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.</p>		<p>Suggestions & Resources Below are resources that can help you with planning your lessons and curriculum.</p>
<p>5.1 Interpersonal Communication Skills</p>	<p>Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology.</p>	<p>Communication Skills https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/interpersonal-communication/</p> <p>Advocacy Skills https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/advocacy/</p>
<p>5.2 Advocacy Skills</p>	<p>Students utilize advocacy skills for self and others to make positive health choices.</p>	
<p>Samples of Curriculum Lessons & Materials</p> <p>Advocacy https://learnwithmoose.maine.gov/module/30/learning-how-self-advocate/step/29.0.0/get-started!</p> <p>Communication and Advocacy Lessons - SEL4ME landing page https://sel4me.maine.gov/</p>		

Standard 5 Resource Document by Grade Span

May Include:

- Communication skills to build and maintain healthy relationships.
- Effective communication skills including asking for assistance to enhance the health of self and others.
- Refusal and negotiation skills to avoid or reduce health risks.
- Effective conflict management or conflict resolution strategies.
- Health-enhancing position on a topic and supporting it with information.
- Develop health-enhancing messages using communication techniques that target a specific audience.
- Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.

Grade 9-Diploma

Standard 5		
Communication and Advocacy Skills: <u>Health literate</u> students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.		Suggestions & Resources Below are resources that can help you with planning your lessons and curriculum.
5.1 <u>Interpersonal Communication Skills</u>	Students analyze effective communication skills for self and others to enhance health and build relationships including <u>affirmative consent</u> , <u>refusal</u> , and <u>negotiation</u> skills.	https://www.rmc.org/wp-content/uploads/2020/10/Interpersonal-Communication_9-12_Stage-1.pdf https://www.rmc.org/wp-content/uploads/2020/10/Interpersonal-Communication_9-12_Stage-2.pdf
5.2 Advocacy Skills	Students analyze advocacy skills for self and others to make positive health choices.	https://www.rmc.org/wp-content/uploads/2020/09/Advocacy_9-12.pdf

Standard 5 Resource Document by Grade Span

Samples of Curriculum Lessons & Materials

[Practicing Assertive Communication](#) [Advocacy Letter](#) [Fake Text Message](#)

May Include:

- Communication skills to build and maintain healthy relationships.
- Effective communication skills including asking for assistance to enhance the health of self and others.
- Refusal and negotiation skills to avoid or reduce health risks.
- Effective conflict management or conflict resolution strategies.
- Peer and societal norms to formulate a health-enhancing message.
- Health messages and communication techniques for different audiences.
- Ability to work cooperatively as an advocate for improving personal, family, and community health.