

Topic Categories (Key)	Color & Abbr. Code
<u>Affirming Identities and Anti-Oppression</u> *	AIAO
<u>Wellness and Health Promotion</u>	WHP
<u>Alcohol, Tobacco, and Other Drug Use Prevention</u>	ATOD
<u>Social, Emotional, and Mental Health</u> *	SEM
<u>Healthy Relationships and Violence Prevention</u> *	HRVP
<u>Growth and Development</u> *	GD
<u>Sexual Health Promotion</u> *	SHP
<u>Safety and First Aid</u>	SFA
<u>Nutrition and Physical Activity</u>	NPA

* Denotes Comprehensive Sexuality Education (CSE) Category

Corresponding documents:

Please see [Oregon Health Education Standards and Performance Indicators Color Coded by Topic Categories - Table](#) document for individual color-coded standards.

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Overarching K-12 Health Education Essential Questions

Based on Oregon Health Education Anchor Standards

1. What do I need to know, and what are the skills I need to stay healthy? (*Standard 1: Concept Comprehension*)
2. What influences my health behaviors and decisions? (*Standard 2: Analyzing Influences*)
3. How and where do I find health-related, medically accurate information and resources? (*Standard 3: Accessing Information*)
4. How can communication enhance my personal health? (*Standard 4: Communication*)
5. How do I make good decisions to keep myself healthy? (*Standard 5: Decision Making*)
6. How do I use the goal-setting process to improve my health? (*Standard 6: Goal-Setting*)
7. What can I do to maintain and promote my own health and the health of my community? (*Standard 7: Practicing Self-Management*)
8. How can I help advance accurate, affirming health information and healthy behaviors and environments for myself, my family and my community? (*Standard 7: Advocacy*)

Affirming Identities and Anti-Oppression (AIAO)

Description of Affirming Identities and Anti-Oppression

Affirming Identities and Anti-Oppression (AIAO) outlines the knowledge and essential skills students need to address and affirm fundamental aspects of the identities of self and peers as it relates to gender, race, ethnicity, family structure, and culture; how peers, media, family, society, culture, systemic oppression, and a person's intersecting identities can influence attitudes, beliefs, expectations, and behaviors that individuals maintain; and the importance of respecting differences in others.

Affirming Identities and Anti-Oppression Sub-topics

- Advocacy for self, others, and safe environments
- Understanding of systemic oppression that negatively impacts health and wellbeing (e.g. harm from racism, sexism, classism, ableism, heterosexism, cissexism, sizeism, ageism, antisemitism, colonization, xenophobia, etc.)
- Recognizing, respecting, and affirming personal and cultural identities (race, ethnicity, gender identity, sexual orientation, socio-economic class, body size, age, physical and intellectual ability, citizenship status, spiritual and religious beliefs, etc.)

Possible Essential Questions for Affirming Identities and Anti-Oppression

Lower Elementary (Grades K-2)

- What are ways that you express yourself? Do you use art, words, clothing, or something else to share who you are and what you feel?
- What do you like about yourself? How do you take care of yourself?
- How can we show respect to others? How can we show others that we appreciate them?
- What groups do I belong to?
- How do I know when people are being treated unfairly?

Upper Elementary (Grades 3-5)

- What do we mean when we talk about someone's 'identity'?
- How would you describe your identity? What identities do people have that are different from yours?
- How do you express who you are and how you feel?
- How can we contribute to and create a safe and respectful environment for people of all identities and backgrounds?
- How is my life easier or more difficult based on who I am and where I was born?
- What is oppression?

Middle School (Grades 6-8)

- How can power differences affect relationships?
- What are some ways that people's identities play a role in bullying or violence?
- How can we contribute to and create safe and respectful environments for people of all identities and backgrounds?
- How does oppression impact personal and community health?
- How do different parts of our identities combine to make us who we are?

High School (Grades 9-12)

- How do our intersecting identities shape our perspectives and the way we experience the world?
- How can you promote dignity and respect for people of all identities and experiences?
- What are some of the consequences of prejudice and oppression, power imbalance, discrimination, racism, and sexism?
- What are ways you can work with others to create healthier and safer communities for all people?

Health Education Standards and Performance Indicators

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Wellness and Health Promotion (WHP)

Description of Wellness and Health Promotion

Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to establish and maintain a healthy life for themselves, their families, and their communities. The development of health literacy skills serve students both now and in the future as their needs change throughout their lives.

Wellness and Health Promotion Sub-topics

- Understanding the dimensions of health and wellbeing
- Developing health literacy
- Promoting access to health services, resources, and information
- Communicable disease prevention

Possible Essential Questions for Wellness and Health Promotion

Lower Elementary (Grades K-2)

- Why is it important to take care of all dimensions of our health?(physical, emotional, intellectual, social and environmental)
- What are germs, where can they be found, and what can they do to our bodies?
- How do germs spread? Is there anything we can do to protect ourselves from germs?
- Why should we wash our hands and brush our teeth?
- How and when do I dial 911?

Upper Elementary (Grades 3-5)

- What are the factors that may influence my health & wellness?
- What are ways to improve or maintain all dimensions of my health?
- How do I protect my health and the health of others?
- What is wellness?
- What is health promotion?
- Where are the places in my school and my community that I can go to for help with my health and wellness?

Middle School (Grades 6-8)

- What are the factors that may influence wellness?
- What skills will help me maintain personal wellness?
- How can I make good decisions concerning my health?
- Where are the places in my school and my community that I can go to for help with my health and wellness?

High School (Grades 9-12)

- How can I set personal wellness goals to improve my overall health & wellness?
- What are concrete ways and practices that I can do to prioritize my health and well-being?
- How can I advocate for the health and well-being of myself, my family and my community?
- Where are the places in my school and my community that I can go to for help with my health and wellness?

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Alcohol, Tobacco, and Other Drug Use Prevention (ATOD)

Description of Alcohol, Tobacco, and Other Drug Use Prevention

Alcohol, Tobacco, and Other Drug Use Prevention (ATOD) focuses on equipping students with knowledge and skills to make healthy choices when faced with the pressures of using, misusing and abusing alcohol, tobacco, and other drugs. Students learn about analyzing influences, how to cope in stressful situations, how to set goals, and how to access community resources for assistance.

Alcohol, Tobacco, and Other Drug Use Prevention Sub-topics

All must be LGBTQ2SIA+ inclusive, per OAR 581-022-2050

- Substance use and abuse prevention and harm reduction
- Accessing information and health services about addiction

Possible Essential Questions for Alcohol, Tobacco, and Other Drug Use (ATOD) Prevention

Lower Elementary (Grades K-2)

- What are some drugs that are good for your body and help you when you are sick?
- How do you use medicines safely?
- What are some drugs that are bad for your body and can make you very sick?
- Who can I talk to about ATOD?

Upper Elementary (Grades 3-5)

- What is a drug?
- What is the difference between different types of drugs?
- Why do people use/misuse ATOD?
- What does ATOD do to your body?
- How do I make healthy decisions about ATOD?
- Where in my school or community can I go for help with ATOD?

Middle School (Grades 6-8)

- How can I recognize the difference between drug use, misuse and abuse?
- Why do some people choose to begin using tobacco, alcohol and other drugs?
- How can I utilize my knowledge and skills to make ATOD healthy decisions for myself?
- How can I evaluate the validity and reliability of ATOD information?
- What are the symptoms and stages of dependency?
- What are the dangers associated with the use of legal and illegal and designer drugs?

- How do I deal with peer and societal pressure around ATOD?
- Where in my school or community can I go for help with ATOD?

High School (Grades 9-12)

- How can I utilize my knowledge and skills to make healthy ATOD decisions for myself?
- How do I deal with peer and societal pressure around ATOD?
- How can I access information about ATOD, and evaluate its validity?
- Where in my school or community can I go for help with ATOD?

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Social, Emotional, and Mental Health (SEM)

Description of Social, Emotional, and Mental Health

Social, Emotional, and Mental Health (SEM) outlines the knowledge and skills students need to process and express feelings, thoughts, and emotions; to build healthy relationships with self and others; to practice healthy decision-making skills; and to support kindness, care, connection, equity, diversity, and inclusion.

Social, Emotional, and Mental Health Sub-topics

All must be LGBTQ2SIA+ inclusive, per OAR 581-022-2050

- Processing thoughts, feelings, and emotions
- Mental health promotion and support (e.g. stress, anxiety)
- Developing social skills

Possible Essential Questions for Social, Emotional, and Mental Health

Lower Elementary (Grades K-2)

- Why is it important to take care of our bodies?
- Why is it important to listen to our feelings?
- What makes you feel healthy and happy?
- What about your friendships make you feel good?
- How do you tell someone if something bothers you?

Upper Elementary (Grades 3-5)

- Why is it important to care for your mental and emotional health?
- What activities help you be mentally and emotionally healthy?
- What does it feel like to be told ‘no’?
- How do you tell someone if something bothers you?

Middle School (Grades 6-8)

- How does your mental and emotional health play a role in your physical health and well-being?
- What are important qualities in a friend? Why?
- What is peer pressure? How can you communicate your feelings and boundaries to friends and peers?
- What are the causes, effects, and symptoms of depression and anxiety?
- Who can you talk to about anxiety or depression?
- How do you tell someone if something bothers you?

High School (Grades 9-12)

- How are you applying what you know about the interrelatedness of physical, mental, social, and emotional health into your own self-care?
- How does the media influence your own mental, social, and emotional health?
- What are the causes, effects, and symptoms of depression and anxiety?
- Who can you talk to about anxiety or depression?
- How do you tell someone if something bothers you?
- What are important qualities in a friend? Why?

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Healthy Relationships and Violence Prevention (HRVP)

Description of Healthy Relationships and Violence Prevention

Healthy Relationships and Violence Prevention (HRVP) outlines the knowledge and skills students need to understand the root causes of violence; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; characteristics of

healthy and affirming interpersonal relationships; communicate about threats of harm and reporting experienced harm to trusted adults; collaborate with the larger community to provide safety, trust, respect, sharing of power, identity-specific supports; and create affirming environments where students, families, and school staff can thrive.

Healthy Relationships and Violence Prevention Sub-topics

All must be LGBTQ2SIA+ inclusive, per OAR 581-022-2050

- Bullying prevention and bystander advocacy
- Healthy and unhealthy friendships
- Healthy and unhealthy romantic and sexual relationships
- Healthy and unhealthy family relationships
- Communication strategies within relationships
- Setting boundaries and understanding consent
- Child abuse prevention
- Communication with and reporting violence or abuse to trusted adults

Possible Essential Questions for Healthy Relationships and Violence Prevention

Lower Elementary (Grades K-2)

- What are some ways you practice “consent” (or ask someone permission for something that you want)?
- What does a good friendship feel like?
- What does a healthy relationship with an older kid or adult feel like?
- What are some rules that older kids and adults follow to keep younger kids safe?
- What can you do if an older kid or adult breaks the rules about safety?
- How do you tell someone if something bothers you or just doesn’t feel ‘right’?

Upper Elementary (Grades 3-5)

- How are good friendships and healthy relationships with adults similar and different?
- What do you do when you don't agree with a friend?
- How does culture, media, and technology influence our ideas about healthy relationships?

Middle School (Grades 6-8)

- How do healthy relationships look different depending on the type of relationship? (e.g. parent to child, teacher to child, peer to peer, friends of the same age, friends of significantly different ages, romantic partners, etc.)
- What are ways that culture, media, and technology affect our ideas about healthy relationships and sexuality?
- How can people recognize, clearly communicate, and respect their own boundaries and the boundaries of others?
- How does power affect how relationship boundaries may be manipulated?

- Why is it important that young people model healthy relationships with kids for whom they may be responsible? (babysitting, younger siblings, etc.)
- What sources of support are available for young people needing more information about sexuality and/or reporting bullying, harassment, abuse, sexual thoughts about children, or dating violence and how can those sources be accessed?

High School (Grades 9-12)

- How can you tell if a relationship is healthy or unhealthy?
- How could a person avoid or end an unhealthy relationship?
- What are ways that culture, media, and technology affect our ideas about healthy relationships and sexuality?
- What makes communication skills “effective” and “ineffective” in romantic and/or sexual relationships?
- How does practicing affirmative consent work to prevent sexual assault and violence?
- What sources of support are available for young people needing more information about sexuality and/or reporting bullying, harassment, abuse, or dating violence?
- How do the ideas of consent, power, and manipulation connect to sexual violence, such as sexual assault and child sexual abuse?

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Growth and Development (GD)

Description of Growth and Development

Growth and Development (GD) outlines the knowledge and skills students need to understand the changes that people experience during puberty and adolescence that impact physical, social, and emotional development; understanding that sexuality is a normal and positive aspect of development; identifying medically accurate, inclusive reproductive anatomy and physiology; and supporting students in developing positive identities and self-esteem.

Growth and Development Sub-topics

All must be LGBTQ2SIA+ inclusive, per OAR 581-022-2050

- Developing body literacy
- Physical, social, and emotional changes of puberty
- Medically accurate, inclusive reproductive anatomy and physiology
- Sexual response cycle and definitions of sexual activity
- Signs, symptoms, and stages of pregnancy
- Positive identity development (race, ethnicity, gender identity, sexual orientation, socio-economic class, body size, age, physical and intellectual ability, citizenship status, spiritual and religious beliefs, etc.)
- Body image and sense of self
- Identifying personal values & beliefs

Possible Essential Questions for Growth and Development

Lower Elementary (Grades K-2)

- Who makes a family? How are families made?
- What do you like most about yourself?
- In what ways are you different or unique from other people?
- What do we call the different parts of our bodies? (Head, arms, penis, vulva, anus, legs, feet, etc.)
- Colors, toys, clothes, etc. can be for everyone, not just boys or girls. Which colors, toys, or clothes are your favorite?
- Who can I go to when I have questions about my body or feelings?

Upper Elementary (Grades 3-5)

- What ways are you changing as you grow older, and how do you feel about these changes?
- What are common things that bodies do?
- What jobs do different parts of our bodies do? (Head, arms, penis, vulva, anus, legs, feet, etc.)
- What makes a baby?
- Colors, toys, clothes, etc. can be for everyone, not just boys or girls. Which colors, toys, or clothes are your favorite?
- How do we know when we love someone? What are some ways to describe this? Are all kinds of love the same?
- What makes you feel good about yourself and your body? How do family and friends influence how you feel about yourself and your body?
- Which adults can I go to for help or information when I have questions about the changes my body is going through or feelings I have?

Middle School (Grades 6-8)

- What ways are you changing as you grow older (physically, socially, and emotionally)? How do you feel about these changes?

- What does it look like to form an identity that remains true and authentic for oneself? Why is it important for all people to feel respected and affirmed while being true to themselves?
- What are the values and beliefs that guide your decisions about becoming sexually active? Where are these values and beliefs from?
- What parts of our bodies are considered sexual and why? What are some things that these body parts do?
- What is sex? Is sex always the same thing, or does it look different for different people? How do people decide to have or not have sex? How might having sex impact someone's life?
- What sorts of messages have you gotten about how someone should look or act, based on their gender? How do they play out in your life? Do you agree with them?
- What makes you feel good about yourself and your body? What else around you influences how you feel about yourself and your body (family, friends, media, etc.)?
- How do we know we are attracted to someone? How do we describe this?
- What are the personal values and beliefs that guide your decisions about your health and wellbeing? Where do these values and beliefs come from?
- Which adults can I go to for help or information when I have questions about the changes my body is going through or feelings I have?

High School (Grades 9-12)

- What ways are you changing as you grow older, and how do you feel about these changes?
- Which of your personal social identities are most important to you (e.g. gender identity, sexual orientation, race, ethnicity, citizenship status, socio-economic class, body size, physical and intellectual ability, religious or spiritual beliefs, etc.)? Why is it important for all people to feel respected and affirmed while being true to themselves?
- What are the values and beliefs that guide your decisions about becoming sexually active? Where are these values and beliefs from?
- Where do you find accurate information about your sexual health?
- How do you schedule a doctor's visit? How does it feel to seek medical care? What barriers exist for accessing health care?
- What sorts of messages have you gotten about how someone should look or act, based on their gender? How do they play out in your life? Do you agree with them?

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Sexual Health Promotion (SHP)

Description of Sexual Health Promotion

Sexual Health Promotion (SHP) outlines the knowledge and skills students need to take care of their physical bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STDs and HIV, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making to avoid a pregnancy, and pregnancy prevention and options; and the personal and societal factors that influence sexual health decision-making and outcomes.

Sexual Health Promotion Sub-topics

All must be LGBTQ2SIA+ inclusive, per OAR 581-022-2050

- Personal Hygiene Strategies
- Communicable disease, STI, and HIV/AIDS Prevention
- Methods for preventing unwanted pregnancy
- Pregnancy and parenting healthcare
- Sexual decision making
- Access and information about sexual healthcare services

Possible Essential Questions for Sexual Health Promotion

Lower Elementary (Grades K-2)

- How do we keep our bodies healthy and safe?
- When should I talk to someone about my health or safety?
- What are some things you love to do with your body (e.g. run, jump, color, hug)?
- Who can I go to for help if I do not feel safe in my body?
- What are some things we can do to protect ourselves from getting sick?

Upper Elementary (Grades 3-5)

- How do we keep our bodies healthy and safe?
- What are some things you love about your body?
- When should I talk to someone about my health or safety?
- What are some ways to prevent diseases, including HIV and other STDs?
- Which adults can I go to for help or information?

Middle School (Grades 6-8)

- Where can you go to receive healthcare services?

- How will you know when you are healthy? What does being sexually healthy mean to you?
- What matters most to you, as it pertains to your sexual health?
- What information do you need to make a decision that is best for you?
- What are the values and beliefs that guide your decisions about becoming sexually active?
- Who are three people I can go to for help or information?
- What are barrier methods, and how do different people use them?
- What are three effective methods for preventing pregnancy?
- What are three effective ways to prevent STD transmission?

High School (Grades 9-12)

- How do you identify an accurate source of sexual health information?
- What information do you need to make a decision that is best for you?
- What are the values and beliefs that guide your decisions about becoming sexually active?
- How do you make an appointment for sexual healthcare?
- What are my rights when it comes to my sexual and reproductive health?
- What matters most to you, as it pertains to your sexual health?
- What information do you need to make a decision that is best for you?

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Safety and First Aid (SFA)

Description of Safety and First Aid

Safety and First Aid (SFA) focuses on knowledge and skill development for students to feel more secure and confident to prevent and address safety and emergency situations for themselves, their families, and their communities.

Safety and First Aid Sub-topics

- Environmental health (transportation, unsafe objects, sun exposure, natural disasters, etc.)
- All risks to personal health and safety, unrelated to interpersonal violence

Possible Essential Questions for Safety and First Aid

Lower Elementary (Grades K-2)

- What do I need to know to keep myself safe?

- Why must medicines be used correctly?
- What are the risks of confusing medicine with candy?
- Who can give me medicine?
- What is the symbol for poison?
- What rules should we follow when walking or using transportation?
- What precautions should we take to keep ourselves safe in a variety of situations?

Upper Elementary (Grades 3-5)

- How can we help others stay safe and healthy?
- What would you do to take care of a minor cut on yourself or someone else?
- How can safe and healthy school and community environments affect my health?
- What types of situations are appropriate for using first aid procedures?
- What are the steps to follow for an emergency situation?
- How can you be safe at school, home (where you live), or on the street?
- What steps can you take when someone is hurt, or not breathing?

Middle School (Grades 6-8)

- What are the ways I can keep myself safe in a variety of situations?
- What do I do if I, or someone else needs medical help?
- How do I apply first aid skills?
- Why is it important to limit our exposure to the sun?
- What is a safety plan?

High School (Grades 9-12)

- How can we prevent injuries to ourselves and others?
- What are first aid skills that I need to know?
- How do I perform CPR?
- How do I use an AED?
- What can I do if someone has overdosed?
- How can I advocate for safe and healthy school and community environments?

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Nutrition and Physical Activity (NPA)

Description of Nutrition and Physical Activity

Nutrition and Physical Activity (NPA) strives to develop students' knowledge and skills for healthy eating and physical activity that are realistic and relevant to their daily lives and experiences.

Nutrition and Physical Activity Sub-topics

- Understanding physical health and maintaining an active lifestyle
- Relationship between nutrition and health
- Accessing information and health services about disordered eating

Possible Essential Questions for Nutrition and Physical Activity

Lower Elementary (Grades K-2)

- Why is it important to be physically active?
- How can I make healthy choices?
- Why do I choose to eat what I do?
- How often should I be physically active during each day?

Upper Elementary (Grades 3-5)

- What are the benefits of being physically active?
- What are the key nutrients I need for a healthy diet?
- What are the characteristics of a healthy snack?
- How do I know if I am eating well?
- How does being physically active affect my health?
- How can I understand a Food Label?

Middle School (Grades 6-8)

- Why should I care about what I eat?
- What is the FITT Principle?
- Why do I choose the foods I eat?
- How can I eat healthy?
- How can I incorporate physical activity & fitness into my life?

High School (Grades 9-12)

- How can I incorporate physical activity & fitness into my life?
- How do you eat healthy on a limited budget?
- What is the connection between food and energy?

- What are the connections between the environment and the foods we have access to?
- How does physical activity and nutrition affect my overall health and well-being?

Health & Physical Education Standards and Performance Indicators

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Please see also [Physical Education Standards and Performance Indicators and Essential Questions](#)

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For more information, please contact:

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Corresponding documents:

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Additional sources:

[Toolkit for "Teaching at the Intersections"](#), Learning for Justice, ISSUE 53, SUMMER 2016