



K-12 Health Education Philosophy

The purpose of the Dublin City Schools health education program is to empower students to succeed in an ever-changing society by gaining knowledge and developing resiliency using decision-making skills needed for maintaining optimum health. Total wellness - *finding balance of physical, social, mental, and emotional health* is at the foundation of educating a student for a lifetime of success. Students will be actively engaged in a safe, challenging learning environment, with content that is timely and appropriate and takes advantage of district and community resources. Our goal is to help students develop decision-making skills that will benefit their overall health as they progress through Dublin City Schools and beyond.

K-12 Health Overarching Goal

The overarching goal of the health course of study is to support students in healthy decision making through learning experiences within an engaging classroom environment. The health graded course of study is linked to the Profile of a Graduate as it directly addresses learning that links with building self-awareness and confidence, critical thinking, goal setting, time management, responsible decision making and helping students to choose happiness. The course content will help students to develop positive life skills as well as resiliency skills in order to apply in real world situations promoting total wellness.

Instructional Agreements for Health Learning within the Dublin City Schools

1. Learning goals will be communicated to guide students through the expectations of learning using a variety of instructional techniques.
2. Teachers will ensure a safe, challenging learning environment, with content that is timely and appropriate with differentiated student experiences focused on active collaborative learning within the units of study outlined
3. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals.
4. By the end of each unit, students will be able to explain why the topic of study is relevant to a healthy lifestyle.



| Grade 1 | | |
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| Topics | Health Standards <i>As a result of the learning experiences provided, the learners will:</i> | Resources |
| Unit A: Feelings and Coping Skills Managing Transitions | <ol style="list-style-type: none"> 1. Understand it is appropriate to feel unsure in new situations. 2. Be able to discuss personal feelings about being away from home and family. (e.g., in school all day) 3. Recognize that changes can be exciting. 4. Understand self-regulation and practice introductory coping strategies. 5. Identify strategies to deal with various feelings such as anger, sadness, anxiety. 6. Recognize that all feelings are normal to experience. 7. Developing healthy coping strategies builds resilience and perseverance. | Stress Management: <u><i>Children and Stress: 100+ Creative Activities</i></u> by Marti Loy, PhD [Grades K - 5: Feelings/Coping Skills] Feelings: <u><i>In My Heart: A Book of Feelings</i></u> by Jo Witek [Grades K - 1: Feelings/Coping Skills] Courage: <u><i>Courage</i></u> by Bernard Waber [Grades K - 5: Decision-Making/Problem-Solving] |
| Unit B: Healthy Choices | <ol style="list-style-type: none"> 1. Define a drug (ex. medicine) as anything other than food or water that changes your body. 2. Differentiate between medicines and non-medicines (candy, harmful substances/poisons, and unknown substances). 3. Explain that medicines can only be taken with the help of a trusted adult. 4. Identify healthy (safe) or unhealthy (unsafe) decisions involving medicines. 5. Demonstrate and practice basic refusal skills. 6. Identify a trusted adult and demonstrate how to ask for help from a trusted adult. | <i>Heroin and Opioid Prevention Education (HOPE) Wright State University (elementary lessons)</i> District created resources Websites: <u>Medicines.overthecounter.medicinesafety.org</u> <u>http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</u> <u>http://www.cdc.gov/medicationsafety/</u> |

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| <p>Unit C</p> <p>Friendship Skills</p> <p>Peer Pressure</p> | <ol style="list-style-type: none"> 1. Review how to be a friend and choose a friend. (e.g., smile and say “hi”, say your name and ask his/her name, ask a “what” question) 2. Describe personal qualities that make a good friend. 3. Understand self-awareness, how their actions affect others. 4. Describe, develop and practice cooperative skills. 5. Practice listening skills and how to communicate in a group. 6. Describe why it is important to tell the truth 7. Practice problem-solving strategies independent of adults. | <p>Literature</p> <p><i>Help!: A Story of Friendship</i> by Holly Keller</p> <p><i>Two</i> by Kathryn Otoshi</p> <p><i>The Day Crayons Quit</i> By Drew Daywalt & Oliver Jeffers</p> <p><i>Virgil and Owen</i> by Paulette Bogan</p> <p>District Created Resources</p> |
| <p>Unit D:</p> <p>Bullying</p> | <ol style="list-style-type: none"> 1. Recognize the difference between normal peer conflict versus bullying. 2. Develop strategies and coping skills to handle conflict in a healthy way. (e.g., ignore, ignore and walk away, use words “I statements”, go to a trusted adult for help, choose safe friends) 3. Understand that everyone becomes angry sometimes. 4. Discuss the difference between reporting and tattling. 5. Recognize that inclusion is a way to deter bullying. | <p>Literature</p> <p><i>Strictly No Elephants</i> by Lisa Mantchev & Taeun Yo</p> <p>District Created Resources</p> |
| <p>Unit E:</p> <p>Personal Safety/</p> <p>Internet Safety</p> | <ol style="list-style-type: none"> 1. Define “stranger” and the importance of never going with a person they don’t know. 2. Differentiate between feeling comfortable and uncomfortable with words, touching, and keeping secrets. 3. Discuss strategies to use when a person (stranger or someone they know) makes them feel uncomfortable. <ol style="list-style-type: none"> a. Walk away from strangers. b. Avoid playing in deserted areas. c. Inform parents of whereabouts . 4. Discuss the importance of knowing their personal address/phone number and making an emergency phone call. 5. Understand the internet is like a global playground and it is a place to interact with strangers from all over the world. 6. Identify ways to be safe online (e.g, never give any personal information online) | <p>Literature:</p> <p>Safety/Abuse Prevention:</p> <p><i>My Body Belongs to Me From My Head to My Toes</i> by D. Geisler</p> <p><i>I Said No</i> by K. King</p> <p><i>Some Secrets Should Never Be Kept</i> by J. Sanders</p> <p><i>Miles is the Boss of His Own Body</i> by Kurtzman</p> <p>Stranger Safety, Hot Tips to Keep Kids Safe by John Walsh (DVD)</p> <p>Website: FightChildabuse.org</p> <p>District created resources</p> |



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| <p>Unit F:</p> <p>Self-Awareness and Cultural Awareness/Acceptance</p> | <ol style="list-style-type: none"> 1. Identify and share individual unique talents and qualities. 2. Appreciate individual differences and talents of others. 3. Define “prejudice” as prejudging someone or something. 4. Avoid judging a person by his/her appearance, culture, religion, race, or gender. | <p>Literature</p> <p><i>We all Sing the same Song</i> by J. Phillip Miller</p> <p><i>Little Blue Little Yellow</i> by Leo Lionne</p> <p><i>Wild About Us</i> by Karen Beaumont</p> <p>District created resources</p> |
| <p>Grade 1 Classroom Teacher:</p> <p>Unit G:</p> <p>Wellness Disease Prevention Nutrition</p> | <ol style="list-style-type: none"> 1. Examine problems with unbalanced diet (e.g., too little calcium for bones, sugar and tooth decay) 2. Recognize the importance of water in the diet. 3. Examine the Food Pyramid/Healthy Plate guides to analyze food choices. 4. Recognize healthy snacks as compared to unhealthy snacks. 5. Explore food traditions related to cultures (e.g., through stories, media, grocery stores) | <p>Guest speakers</p> <p>Community resources</p> <p>Website: Choosemyplate.gov</p> |
| <p>Grade 1 Classroom Teacher:</p> <p>Unit H:</p> <p>Safety: (e.g., fire safety)</p> | <ol style="list-style-type: none"> 1. Role play fire safety procedures at home and school. 2. Identify causes for most fires in homes (e.g., matches, lighters, electrical appliances) 3. Follow proper procedures during fire, tornado and safety drills. 4. Demonstrate what to do if someone’s clothes catch on fire. 5. Identify safety rules for finding a gun. | <p>Community resources</p> <p>Science textbooks and resources from the Literacy Resource Room</p> |
| <p>Additional Grade 1 School Counseling topics</p> | <p>Career Exploration</p> <p>Resilience/Perseverance: (This important component will be integrated within the units or can be added as additional lessons)</p> <p>Perseverance/Growth Mindset:</p> <p><i>Ada Twist Scientist</i> by Andrea Beaty</p> <p><i>Rosie Revere Engineer</i> by Andrea Beaty</p> <p><i>Sink or Swim</i> by Valerie Coulman</p> <p><i>When Pigs Fly</i> by Valerie Coulman</p> | |