



### **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.

<b>Grade 2</b>		
<b>Topics</b>	<b>Health Standards Covered</b> <i>As a result of the learning experiences provided, the learners will:</i>	<b>Resources</b>
<b>Unit A: Feelings and Coping Skills</b>	<ol style="list-style-type: none"> <li>1. Define stress/anxiety.</li> <li>2. Understand how body gives cues when a person is stressed.</li> <li>3. Identify strategies for coping with stress and anxiety.</li> <li>4. Introduce fixed/growth mindset.</li> <li>5. Practice changing negative thoughts into positive thoughts.</li> <li>6. Understand how body gives cues when a person is angry.</li> <li>7. Identify what anger looks like in self and others.</li> <li>8. Understand that managing anger promotes positive/healthy decision-making.</li> <li>9. Practice strategies for handling anger.</li> <li>10. Develop healthy coping strategies builds resilience and perseverance.</li> </ol>	<p><b>Literature</b>  <u><i>Children and Stress: 100+ Creative Activities</i></u> by Marti Loy, PhD  <u><i>Wilma Jean and the Worry Machine</i></u> by Julia Cook  <u><i>Jonathan James and the What If Monster</i></u> by Michelle Nelson-Schmitt  <u><i>Impulse Control Activities and Worksheets for Elementary Students</i></u>  <u><i>I Can Handle It</i></u> by Laurie Wright  <u><i>Andrew's Angry Words</i></u> by Dorothea Lachner  <u><i>A Book of Mistakes</i></u> by Corinna Luyken.</p> <p><b>District created resources</b></p>
<b>Unit B: Self-Awareness/ Individual Differences</b>	<ol style="list-style-type: none"> <li>1. Appreciate and celebrate individual differences.</li> <li>2. Identify and share individual unique talents and qualities.</li> <li>3. Understand that friends accept each other's strengths and weaknesses.</li> </ol>	<p><b>Literature</b>  <u><i>No One Else Like You</i></u> by Siska Goemmine  <u><i>Stand Tall Molly Lou Mellon</i></u> by Patty LeVelle  <u><i>Being Wendy</i></u> by Fran Drescher</p> <p><b>District Created Resource</b></p>
<b>Unit C: Healthy Choices</b>	<ol style="list-style-type: none"> <li>1. Review that a medicine as anything other than food or water that changes the way your body works.</li> <li>2. Identify safe adults who kids can trust to give them medicine.</li> <li>3. Identify alcohol, caffeine, tobacco and medicine as drugs and discuss the effects of each.</li> <li>4. Demonstrate how to say "no."</li> </ol>	<p><b><i>Heroin and Opioid Prevention Education (HOPE) Wright State University (elementary lessons)</i></b></p> <p><b>District created resources</b>  <b>Websites:</b></p>

		<p><a href="http://www.medicinesoverthecountermedicine.com/safety">Medicines.overthecounter.medicine safety</a></p> <p><a href="http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf">http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</a></p> <p><a href="http://www.cdc.gov/medicationsafety/">http://www.cdc.gov/medicationsafety/</a></p>
<p><b>Unit D:</b></p> <p><b>Friendship Skills/ Conflict Management</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate actively listening to peers.</li> <li>2. Identify the process for making and keeping friends.</li> <li>3. Recognize that words have impact in both a positive and negative way in building self-confidence and support friendship skills.</li> <li>4. Use appropriate decision-making skills that will support cooperation and responsibility.             <ol style="list-style-type: none"> <li>a. Sharing</li> <li>b. Taking turns</li> <li>c. Patience</li> <li>d. Compromise</li> <li>e. Positive attitude</li> <li>f. Doing your part</li> </ol> </li> <li>5. Use empathy when solving a conflict with a peer.</li> </ol>	<p><b>Literature</b></p> <p><i>Enemy Pie by Derek Munson</i></p> <p><b>District Created Resources</b></p>
<p><b>Unit E:</b></p> <p><b>Bullying</b></p>	<ol style="list-style-type: none"> <li>1. Distinguish the difference between normal peer conflict versus bullying.</li> <li>2. Define bullying.</li> <li>3. Identify what to do if they are being bullied.</li> <li>4. Name trusted adults that can help in situations that feel like bullying.</li> <li>5. Identify how to be a positive bystander.</li> </ol>	<p><b>Literature</b></p> <p><i>Real Life Bully Prevention for Real Kids by C. DePino &amp; L. Evans</i></p> <p><i>Bully Beans book/Bully Beans Activity and Idea Book by Julia Cook</i></p> <p><i>The Invisible Boy by Trudy Ludwig</i></p> <p><i>Say Something by Peggy Moss</i></p> <p><b>District created resources</b></p>

<p><b>Unit F:</b></p> <p><b>Personal Safety/ Internet Safety</b></p>	<ol style="list-style-type: none"> <li>1. Review the definition of a stranger.</li> <li>2. Understand to never go with a stranger.</li> <li>3. Differentiate between feeling comfortable and uncomfortable with words or touching.</li> <li>4. Acquire personal safety strategies.             <ol style="list-style-type: none"> <li>a. Walk away from strangers</li> <li>b. Avoid playing in deserted areas</li> <li>c. Inform parents of whereabouts</li> </ol> </li> <li>5. Understand how strangers can interact with kids through the internet.</li> <li>6. Identify safe behaviors regarding internet safety (i.e. never give personal information online without parental permission, never agree to meet someone in person who you met online).</li> <li>7. Discuss the importance of knowing their personal address/phone number and making an emergency phone call.</li> <li>8. Demonstrate ability to follow correct procedures/protocols for fire, tornado and safety drills.</li> <li>9. Identify safety rules for finding a gun.</li> </ol>	<p><b>Literature</b></p> <p><i><u>My Body Belongs to Me From My Head to My Toes</u> by D. Geisler</i></p> <p><i><u>I Said No</u> by K. King</i></p> <p><i>Protect yourself Rules by FightChildabuse.org</i></p> <p><i><u>Some Secrets Should Never Be Kept</u> by J. Sanders</i></p>
<p>Grade 2 Classroom Teacher:</p> <p><b>Unit G:</b></p> <p><b>My Growing Body</b> Wellness Physical Health Nutrition Dental Health</p>	<ol style="list-style-type: none"> <li>1. Identify that choices aligned with “choose my plate” help to maintain or improve personal health.</li> <li>2. Examine the effect of exercise on the growth and development of body structures such as muscles and bones.</li> <li>3. Distinguish between primary and permanent teeth.</li> <li>4. Describe the functions of the four different types of teeth.</li> <li>5. Explain how cavities develop and how they can be prevented. Describe the benefits of tooth brushing and flossing.</li> </ol>	<p><b>Websites:</b> Choosemyplate.gov</p> <p><b>Community resources</b></p> <p><b>District created resources</b></p> <p><b>Science textbooks and resources from the Literacy Resource Room</b></p>
<p>Additional Grade 2 School Counseling Topics:</p>	<p><b>Resilience/Perseverance:</b> (This important component will be integrated within the units or can be added as additional lessons)</p> <p><b>Perseverance/Growth Mindset:</b> <i><u>Ada Twist Scientist</u></i> by Andrea Beaty <i><u>Rosie Revere Engineer</u></i> by Andrea Beaty <i><u>Sink or Swim</u></i> by Valerie Coulman <i><u>When Pigs Fly</u></i> by Valerie Coulman</p> <p><b>Career Exploration</b></p>	