



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 3		
Topics	Health Standards <i>As a result of the learning experiences provided, the learners will:</i>	Resources
Unit A: Stress and Coping Skills	<ol style="list-style-type: none"> 1. Identify situations that cause stress in students' lives. 2. Recognize brain and body signals when feeling stressed or angry. 3. Introduce anxiety and the brain. 4. Discuss how the brain functions when stressed. 5. Understand that stress can be harmful and helpful. 6. Identify strategies for handling stress or anger. 7. Define strategies for maintaining balance in life (e.g., talk out problems, have fun, relax, exercise, eat healthy foods, organize). 8. Demonstrate strategies to build resilience, perseverance, and a growth mindset. 	<p>Literature</p> <p><u><i>Children and Stress: 100+ Creative Activities</i></u> by Marti Loy, PhD</p> <p><u><i>Impulse Control Activities and Worksheets for Elementary Students</i></u></p> <p><u><i>My Day is Ruined!: A Story Teaching Flexible Thinking</i></u> By Bryan Smith</p> <p><u><i>Of Course It's a Big Deal!</i></u> By Bryan Smith and Lisa Griffen</p> <p><u><i>What Were You Thinking?</i></u> By Bryan Smith and Lisa Griffen</p> <p>District Created Resources</p>
Unit B: Healthy Choices	<ol style="list-style-type: none"> 1. Understand self and the consequences of choices made. 2. Distinguish between helpful and harmful drugs. 3. Describe the effect of harmful drugs. 4. Identify proper use of helpful drugs. 5. Develop strategies for saying NO to harmful drugs. 6. Identify healthy activities you enjoy doing to feel good about yourself. 	<p><i>Heroin and Opioid Prevention Education (HOPE) Wright State University (elementary lessons)</i></p> <p>District created resources Websites:</p> <p>Medicines.overthecounter.medicine.safety</p> <p>http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</p> <p>http://www.cdc.gov/medicationsafety/</p>

<p>Unit C:</p> <p>Friendship Skills/ Peer Pressure</p>	<ol style="list-style-type: none"> 1. Define the responsibilities of friendship. (e.g., empathy, ability to compromise and patience). 2. Understand the benefits of different friendships. 3. Practice following steps to solve a conflict with a peer. (i.e. cool down strategies: one person talks at a time, no interruptions, brainstorm solutions, implement a compromise, talk again to find another solution if needed). 4. Introduce effective collaboration and cooperation skills. 	<p>Literature</p> <p><i>English Roses</i> by Madonna</p> <p><i>Mr. Peabody's Apples</i> by Madonna</p> <p>District Created Resources</p>
<p>Unit D:</p> <p>Bullying</p>	<ol style="list-style-type: none"> 1. Define bullying, teasing, difference between bullying and peer conflicts. 2. Define what bullying is. 3. Identify the types of bullying: physical, verbal, social, cyber 4. Name conflict management strategies or strategies on how to handle a bully: (i.e., Ignore, Ignore and walk away, use words ie: " I-message", Go to a trusted adult for help). 	<p>Literature</p> <p><i>Real Life Bully Prevention for Real Kids</i> by C. DePino & L. Evans</p> <p><i>Bully Beans book/Bully Beans Activity and Idea Book</i> by Julia Cook</p> <p><i>Teaching Children Empathy, the Social Emotion (lesson and activities)</i> by Tonia Caselman</p> <p><i>Stand in My Shoes: Kids Learning About Empathy</i> by Bob Sornson Ph.D.</p> <p><i>How Do I Stand in Your Shoes? By Susan DeBell.</i></p> <p>District created resources</p>
<p>Unit E:</p> <p>Personal Safety/ Internet Safety</p>	<ol style="list-style-type: none"> 1. Review the definition of a stranger. 2. Understand to never go with a stranger. 3. Differentiate between feeling comfortable and uncomfortable with words or touching. 4. Acquire personal safety strategies. <ol style="list-style-type: none"> a. Walk away from strangers b. Avoid playing in deserted areas c. Inform parents of whereabouts 	<p>Literature</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>

	<ol style="list-style-type: none"> 5. Understand how strangers can interact with kids through the internet. <ol style="list-style-type: none"> a. Identify safe behaviors regarding internet safety b. Never give personal information online without parental permission c. Never agree to meet someone in person who you met online) 6. Understand the importance of password creation and security 7. Identify safety steps if something or someone online makes you feel uncomfortable: <ol style="list-style-type: none"> a. Tell a trusted adult b. Don't respond c. Log off d. Privacy settings 8. Know personal address/phone number and how to make an emergency phone call. 9. Demonstrate ability to follow correct procedures/protocols for fire, tornado and safety drills. 10. Describe the safety rules for finding a gun. 	<p><u><i>Some Secrets Should Never Be Kept</i></u> by J. Sanders</p> <p>District created resources</p>
<p>Unit F:</p> <p>Decision Making/ Problem Solving</p>	<ol style="list-style-type: none"> 1. Demonstrate decision making skills. (e.g., PACCE: problem, alternatives, consequences, choose, evaluate) 2. Define responsibility. 3. Identify responsible behavior. 4. Recognize the effect of responsible decision making. 5. Define how to work effectively with others in a group in order to achieve a goal. 	<p>District created resources</p> <p>Website www.ohiomeansjobs.org</p> <p><u>Someday</u> by Eileen Spinelli</p>
<p>Grade 3 Classroom Teacher:</p> <ul style="list-style-type: none"> ● Wellness and Nutrition ● Disease Prevention 	<ol style="list-style-type: none"> 1. Identify the function of the digestive system and ways to keep it safe and healthy. 2. Identify the function of the skeletal system and muscular system and ways to keep it safe and well. 3. Explain what food companies do to encourage people to purchase their products. 4. Describe how to follow dietary guidelines for eating healthy. 5. Explain the benefits of being physically fit. 6. Understand that germs cause disease. 7. Describe how germs are spread. 8. Recognize ways to keep germs from entering the body. 	<p>Community resources</p> <p>District created resources</p> <p>Science textbooks and resources from the Literacy Resource Room</p>



	<p>9. Explain the function of “body defenses”.</p> <p>10. List habits that prevent the spread of germs.</p> <p>11. Recognize the symptoms and know the treatment for communicable diseases.</p> <ul style="list-style-type: none"> a. Discuss treatments for a cold or flu b. Discuss treatments for a sore throat c. Awareness of how head lice is spread and treated. 	
<p>Additional Grade 3 School Counseling Topics can be integrated into the unit topics:</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: <i>Ada Twist Scientist</i> by Andrea Beaty <i>Rosie Revere Engineer</i> by Andrea Beaty <i>Sink or Swim</i> by Valerie Coulman <i>When Pigs Fly</i> by Valerie Coulman</p> <p>Career Exploration</p>	