



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 4		
Topics	Health Standards <i>As a result of the learning experiences provided, the learners will:</i>	Resources
Unit A: Positive School Habits/Mindsets (Coping Skills)	<ol style="list-style-type: none"> 1. Identify situations that cause stress in students' lives. 2. Identify the strategies used to reduce stress (e.g., test taking, friendship). 3. Recognize the relationship between thoughts, feelings, and behaviors that affect others in different ways. 4. Use organizational skills to assist in completing tasks in groups and as an individual to promote positive school habits. 5. Demonstrate strategies for handling anger and anxiety. 6. Articulate why a positive mindset assists in coping with school stress. 	Literature <u><i>Children and Stress: 100+ Creative Activities</i></u> by Marti Loy, PhD <u>Impulse Control Activities and Worksheets for Elementary Students</u> District created resources
Unit B: Healthy Choices	<ol style="list-style-type: none"> 1. Define legal and illegal drugs and their effects on the body (positive and negative). 2. Recognize the potential of influence from society (e.g., friends, media) on drug use that may lead to an epidemic. 3. Identify reasons not to use or share drugs. (e.g., ADHD medication). 4. Identify saying "no" to peers is necessary at times in order to make healthy choices . 5. Understand how to read a prescription label. 6. Identify activities you do to stay healthy and feel good about yourself. 	District created resources <i>Heroin and Opioid Prevention Education (HOPE) Wright State University (elementary lessons)</i> 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>
Unit C: Friendship Skills and Peer Pressure	<ol style="list-style-type: none"> 1. Review and practice strategies to make and maintain friendships. 2. Understand that peer pressure can be positive and negative. 3. Describe strategies for handling negative peer pressure. 4. Demonstrate healthy ways to express needs, wants and feelings. 5. Distinguish the role empathy plays in decision making. 	Literature <u><i>Two</i></u> by Kathryn Otoshi District created resources



<p>Unit D:</p> <p>Bullying</p>	<ol style="list-style-type: none"> 1. Distinguish the types of bullying: physical, verbal, social, and cyber. 2. Identify ways to be a positive bystander to bullying. 3. Determine strategies to solve teasing, mean moments, and bullying. 4. Understand and use strategies for handling a bullying situation (e.g., using assertive words, joining a supportive group of peers, telling an adult). 	<p>Literature</p> <p><u>Teaching Children Empathy, the Social Emotion (lesson and activities)</u> by Tonia Caselman</p> <p><u>The Weird Series (Weird, Tough, Dare)</u> by Erin Frankel</p> <p><u>Just Kidding</u> by Trudy Ludwig</p> <p><u>Did You Hear?: A Story About Gossip</u> by Frank J. Sileo</p> <p>District Created Resources</p>
<p>Unit E:</p> <p>Personal Safety/ Internet Safety</p>	<ol style="list-style-type: none"> 1. Demonstrate 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 2. Differentiate between feeling comfortable and uncomfortable with words or touching. 3. Describe and demonstrate safe behaviors regarding internet safety. (i.e., dangers of interacting with strangers on the internet, giving personal information online without parental permission, never agreeing to meet someone in person who you met online). 4. Understand the importance of password creation and security 5. Describe and demonstrate ways to respond when something/ 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 6. Demonstrate ability to follow correct procedures/protocols for fire, tornado and safety drills. 7. Identify the safety rules for finding a gun and the rules regarding weapons on school property. 	<p>District created resources</p> <p>Website: Fightchildabuse.org</p>



<p>Unit F:</p> <p>Decision Making and Problem Solving</p>	<ol style="list-style-type: none"> 1. Use decision-making models to help students reach academic, social and career goals. 2. Recognize that interests and abilities influence decision-making. 3. Identify work habits that relate to the world of work (e.g., teamwork, distribution of responsibilities). 4. Recognize that the successful completion of responsible tasks develop a sense of self-confidence. 5. Use appropriate behaviors when working in a group, while listening/respecting ideas of everyone. 6. Identify qualities of a good leader. 7. Demonstrate leadership skills. 	<p>Literature <i>What Do You Do With a Problem?</i> by Kobi Yamada</p> <p>District created resources</p> <p>Websites: www.ohiomeansjobs.org</p>
<p>Grade 4 Classroom Teacher:</p> <p>Unit G: Wellness and Nutrition Body Systems</p>	<ol style="list-style-type: none"> 1. Identify the skeletal, muscular and digestive systems and describe how these systems work in the body to stay healthy. 2. Identify the function of the nervous system. 3. Identify medically agreed upon ways to prevent and treat various chronic diseases such as asthma, allergies, heart disease and cancer. 	<p>Science textbooks and resources from the Literacy Resource Room</p>
<p>Additional Grade 4 School Counseling Topics:</p>	<p>Positive School Habits/Mindsets <i>(This important component will be integrated within the 9 lessons or can be added as additional lessons.)</i></p>	