



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 Level 5		
Topics	Health Standards <i>As a result of the learning experiences provided, the learners will:</i>	Resources
Unit A: Goal Setting	<ol style="list-style-type: none"> 1. Articulate realistic expectations for setting and evaluating goals. 2. Comprehend the benefits of short term and long term goal setting. 3. Demonstrate work habits that relate to the world of work (e.g., teamwork, distribution of responsibilities, organization, time management). 4. Identify the thinking habits that promote a growth mindset. 	District created resources Website www.ohiomeansjobs.org
Unit B: Healthy Choices	<ol style="list-style-type: none"> 1. Identify the effects and consequences of using tobacco, alcohol, harmful drugs, and opioids. 2. Recognize the potential of influence from society (e.g., friends, media) on drug use that may lead to an epidemic. 3. Recognize safe and unsafe behavior when around others that are using medications. 4. Demonstrate an understanding about the proper use of prescription drugs and dangers of sharing medications. 5. Identify healthy activities and alternatives to drug use that affect personal health. 	<i>Heroin and Opioid Prevention Education (HOPE) Wright State University (elementary lessons)</i> Websites: Medicines.overthecounter.medicinesafely.com http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf http://www.cdc.gov/medicationsafety/
Unit C: Friendship Skills and Peer Pressure	<ol style="list-style-type: none"> 1. Identify healthy ways to show empathy to peers and develop healthy relationships 2. Demonstrate steps for resolving conflicts. 3. Identify examples of positive and negative peer pressure. 4. Demonstrate effective ways to say no to negative peer pressure. 5. Identify exit strategies for unsafe situations. 	Literature Nerdy Birdy by Aaron Reynolds District created resources

<p>Unit D: Bullying</p>	<ol style="list-style-type: none"> 1. Review the definition of bullying. 2. Differentiate between teasing, normal peer conflict, and bullying. 3. Review of the 4 types of bullying. 4. Identify the best strategies to react to each of the 4 types of bullying. 5. Identify strategies to be a positive bystander. 6. Describe how and when to get help from a trusted adult. 	<p><u><i>Teaching Children Empathy, the Social Emotion (Lessons and Activities)</i></u> by Tonia Caselman</p>
<p>Unit E: Personal Safety/ Internet Safety</p>	<ol style="list-style-type: none"> 1. Learn about the four types of abuse (physical, emotional, neglect, and sexual). 2. Identify how to communicate to a trusted adult. 3. Describe ways to be a responsible digital citizen. 4. Review safety practices with social media. 5. State the ramifications of misuse. 6. Discuss online predatory tactics when used in social media. 7. Review importance of never sharing personal information online without parent permission. 8. Identify the safety rules for finding a gun and the rules regarding weapons on school property. 	<p>Literature <u><i>Nerdy Birdy Tweets</i></u> by Aaron Reynolds</p> <p>District created resources</p>
<p>Unit F: Adolescent Changes</p>	<ol style="list-style-type: none"> 1. Discuss the physical, social, and emotional changes occurring during adolescence. 2. Acquire information regarding human growth and development in order to make healthy decisions for their bodies. 3. Girls/Boys: <ol style="list-style-type: none"> a. Identify physical body changes during puberty (gender specific). b. Understand the increased responsibility that comes with maturity. c. Recognized increased hygiene required in response to growth and development. d. Become aware of menstruation process (Girls) e. Identify female reproductive organs from a diagram (Girls) f. Become aware of sperm production (Boys) g. Identify male reproductive organs from a diagram (Boys) 	<p>District created resources</p> <p>“Just Around the Corner for Boys” (DVD)</p> <p>“Just Around the Corner for Girls” (DVD)</p> <p>Websites: http://www.pgschoolprograms.com</p>



<p>Unit G:</p> <p>Transitions</p>	<ol style="list-style-type: none"> 1. Recognize that change can result in feelings of anxiety, fear and anger. 2. Use strategies to handle anxiety, anger and stress. 3. Identify potential issues in new school environment and strategies to assist in the transition to middle school. <ol style="list-style-type: none"> a. Feeling left out/rumors/drama b. Friendships c. Peer Pressure d. Who to go to for help/Resources e. Activities/Clubs/Sports 	<p>Literature</p> <p><i>Children and Stress: 100+ Creative Activities</i> by Marti Loy, PhD</p>
<p>Grade 5 Classroom Teacher:</p> <p>Unit H:</p> <p>Wellness</p> <p>Nutrition</p> <p>Body Systems</p>	<p>Grade 5 Classroom Teacher</p> <ul style="list-style-type: none"> ● Identify the functions of the circulatory and respiratory systems. ● Recognize the benefits of physical activity. ● Explain how aerobic exercises help the heart, blood pressure, and blood vessels. (e.g., jumping rope, running, walking, biking) ● Determine the importance of getting enough sleep and why people need sleep ● Demonstrate ability to follow correct procedures/protocols for fire, tornado and safety drills. 	<p>District Created Resources</p>
<p>Additional Grade 5 School Counseling Topics</p>	<p>Career Exploration (<i>This important component will be integrated within the 9 lessons or can be added as additional lessons.</i>)</p>	