



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: Kindergarten		
Topics	Health Standards <i>As a result of the learning experiences provided, the learners will:</i>	Resources
Unit A: Feelings and Coping Skills	<ol style="list-style-type: none"> 1. Name and describe the feelings experienced in various situations, such as mad, sad, worried, happy. 2. Identify developmentally appropriate ways to manage feelings. (anger/anxiety) 3. Identify trusted adults to share feelings with. 4. Recognize that people do not have the same feelings for the same life events and all feelings are normal. 5. Define positive coping strategies. 6. Identify the importance of not giving up on a task. 	Stress Management: <u><i>Children and Stress: 100+ Creative Activities</i></u> Marti Loy, PhD [Grades K - 5: Feelings/Coping Skills] Feelings: <u><i>In My Heart: A Book of Feelings</i></u> Jo Witek [Grades K - 1: Feelings/Coping Skills]
Unit B: Social Skills and Friendship Skills	<ol style="list-style-type: none"> 1. Discuss how to be a friend and how to choose a friend. 2. Understand self-awareness, how actions affect others. 3. Describe and develop cooperative skills. 4. Practice listening skills. 5. Become aware of the importance of honesty. 6. Define tattling vs. reporting to help empower students to manage peer conflict. 	Literature <u><i>The Recess Queen</i></u> Alexis O'Neill and Laura Huliska-Beith <u><i>Friendship is An Art!</i></u> Julia Cook District created resources
Unit C: Bullying/Conflict Resolution	<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. 3. Identify trusted adults who you can go to for help if you feel you are treated unfairly/bullied or harassed. 	Literature <u><i>Nobody Knew What to Do: A Story About Bullying</i></u> Becky Ray McCain and Todd Leonardo <u><i>Giraffes Can't Dance</i></u> Giles Andreae and Guy Parker-Rees District created resources



<p>Unit D:</p> <p>Personal Safety/ Internet Safety</p>	<ol style="list-style-type: none"> 1. Define “stranger” and the importance of never going with a person you 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. (e.g., No, Go, Tell) . 4. Identify trusted adults that you can go to for help. 5. Know personal address/phone number and how to make an emergency phone call. 6. Understand the internet is like a global playground and it is a place to interact with strangers from all over the world. 7. Learn ways to be safe online (e.g, never give any personal information online). 	<p>Safety/Abuse Prevention: Literature</p> <p><u><i>My Body Belongs to Me From My Head to My Toes</i></u> by D. Geisler</p> <p><u><i>I Said No</i></u> by K. King</p> <p><u><i>Some Secrets Should Never Be Kept</i></u> by J. Sanders</p> <p><u><i>Miles is the Boss of His Body</i></u> by Samantha Kurtzman-Counter and Abbie Schiller</p> <p><u><i>Not Everyone is Nice: Helping Children Learn Caution with Strangers</i></u> By Frederick Alimonti & Ann Tedesco, Ph.D.</p> <p>District created resources</p>
<p>Unit E:</p> <p>Healthy Choices</p>	<ol style="list-style-type: none"> 1. Differentiate between medicines and non-medicines (candy, harmful substances/poisons, and unknown substances). 2. Explain that medicine can only be taken with the help of a trusted adult. 3. Identify healthy (safe) or unhealthy (unsafe) decisions involving medicines. 4. Identify a trusted adult and demonstrate how to ask for help from a trusted adult. 	<p>Heroin and Opioid Prevention Education (HOPE) Wright State University (elementary lessons)</p> <p>District created resources</p> <p>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 F:</p> <p>Self-Awareness and Cultural Awareness/ Acceptance</p>	<ol style="list-style-type: none"> 1. Appreciate individual differences. 2. Identify and share individual unique talents and qualities. 	<p>Literature</p> <p><i>Oliver Onion The Onion Who Learns to Accept and Be Himself</i> By Diane Murrell.</p> <p><i>Elmer</i> by David McKee</p>
<p>Kindergarten Classroom Teacher:</p> <p>Unit G:</p> <p>Wellness Nutrition Disease Prevention Safety</p>	<ol style="list-style-type: none"> 1. Recognize the importance of being neat and clean. 2. Demonstrate how to wash hands properly. 3. Use first aid for minor injuries (e.g., bleeding from lost tooth, wash small cuts/abrasions and use bandaids). 4. Understand the importance of rest and sleep. 5. Recognize how to prevent the spread of germs. 6. Demonstrate ability to follow correct procedures/protocols for fire, tornado and safety drills. 7. Identify safety rules for finding a gun. 	<p>District created resources</p> <p>Websites: Choosemyplate.gov</p> <p>Community resources</p> <p>Resources from the Literacy Resource Room</p>
<p>Additional Kindergarten School Counseling 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>	