

# THE GREAT BODY SHOP

Come in and learn about your body!

## THE GREAT BODY SHOP Elementary–Middle School Comprehensive Health Education

### Program Description:

THE GREAT BODY SHOP is a comprehensive health education curricular resource that is sequential, developmentally appropriate, culturally sensitive, and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, the National Sexuality Education Standards, many state standards, and the core concepts recommended by CDC's HECAT.

THE GREAT BODY SHOP's primary purpose is to provide families and students with the knowledge and skills they need to make healthy choices throughout their lives. To this end, THE GREAT BODY SHOP provides evidence-based health education for preschool through middle school, which is annually reviewed to ensure that students have the most current and up-to-date health information available. The program promotes wellness through the integration of ten health content strands (middle level-9 strands) including Injury Prevention and Personal Safety, Nutrition and Physical Fitness, Functions of the Body, Growth & Development, Disease and Illness Prevention, Substance Abuse and Violence Prevention, Social and Emotional Health, and Environmental and Consumer Health. Social and emotional learning, as well as substance abuse and violence prevention concepts and skills are integrated into every unit.

### Thematic Approach:

By design, THE GREAT BODY SHOP uses a cross-curricular, thematic approach that systematically develops functional health knowledge, health values, life skills, and critical thinking skills. Core concepts and skills are integrated into ten monthly instructional units (PreK–6) or nine strands of study (middle level). Each thematic unit introduces core concepts and skills which are continually reinforced in other units, thus providing multiple and varied opportunities for students to develop content knowledge and demonstrate skill proficiency. For example, at the elementary level, decision-making, predicting consequences, goal-setting, and compare and contrast skills are among the critical thinking skills taught prior to introducing health content (taught in unit one for both middle school levels). These skills are then practiced and assessed in the remaining units. Health content is reinforced in the same manner. One instructional unit is devoted to substance abuse prevention education, but you will also find these prevention messages in the Nutrition Unit where students learn about the effects of alcohol on the digestive system, in the Social and Emotional Unit where students evaluate the effects of substance use and abuse on social and emotional well-being, and in

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the Human Growth and Development Unit (when developmentally appropriate) where students evaluate the consequences of risk-taking behavior while under the influences of substances. This thematic approach fosters a deeper comprehension of essential health concepts, and ensures that critical thinking skills are fully developed and practiced in an age-appropriate and authentic manner.

## **Program Materials:**

The curriculum is highly regarded for its up-to-date, motivating, and engaging instructional materials, as well as for an active family involvement component. Program materials include a grade level Teacher's Guide for every teacher and a subscription to THE GREAT BODY SHOP for every student. Teacher's Guides include developmentally appropriate lessons, pre/post tests, homework and portfolio activities, parent/child activities, varied formative and summative assessments, constructed response questions, and reinforcement activities. The middle level Teacher's Guides include alternative teaching strategies, family/student worksheets, guided notes, targeted extension activities, and performance assessment tasks.

Each student receives their own personal subscription to THE GREAT BODY SHOP which provides ten, theme-based Student Issues (9 for the middle level). The Student Issues look like a health magazine and are read like a periodical or informational text. Teachers and students work with the material to provide a solid understanding of the health issues found in the magazine. At the end of instruction, students take the Student Issue home and use them for family activities and discussions. In this way, one Student Issue is able to educate not only the student but support the family as well.

## **How the Program Works:**

### ***K–6 Elementary Program***

Once teacher training has been completed, teacher and student materials arrive on a monthly basis for elementary teachers. This allows K–6 teachers to work with the material one unit at a time, ensuring a higher rate of implementation. Teachers send home the introductory family letter and give students the pre/post test. The very first lessons to be taught in the program are the critical thinking lessons, which have posters to display in the classroom. From there, a monthly routine is established. This routine includes teaching four core lessons with targeted performance objectives, and utilizing the Student Issue. After instruction, the Student Issue and Family Bulletin are sent home to be used as a family resource. Lessons are scripted for ease of use. Teachers are encouraged to use the digital Instructional Log to document their lessons. Homework and a substance abuse/violence prevention portfolio accompany each lesson, which is the primary way that these critical topics are applied to other health topics. Teachers can reinforce or extend each lesson by using the cross-curricular reinforcement

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activities. At the Kindergarten level, all health concepts are taught to music and each child gets their own copy of THE GREAT BODY SHOP songs.

## ***Middle School***

The middle school is a flexible program with a flexible approach, allowing teachers to complete the program in one quarter, one semester, or extend the learning throughout the year. Teachers organize the curriculum based on their scheduled time to teach health. The materials arrive all at once and teachers give students a pre/post test. Students take home the Family Bulletin and family activity called “The Home Connection” for each unit. Teachers provide three lessons per unit (per level) using the Student Issue. At the end of a unit, the Student Issue is sent home as a family resource. Optional targeted extension activities and performance-based learning tasks are provided to reinforce, extend, and/or assess student’s content knowledge and skill proficiency.

## **Technology:**

Within our public website, we have a secure Current Customer section where teachers can access an array of web tools. These tools allow teachers to set up their students to take web-based assessments, including pre/post tests. This is also where a classroom teacher will view their digital Teacher Guides and Student Issues, upload blackline masters for interactive whiteboard use, view TGBS alignment to the National and State Standards, and log instruction for an alignment by unit/lesson. All instructional materials are provided to teachers and students in both print and digital formats.

THE GREAT BODY SHOP also provides a variety of administrative tools to help evaluate program implementation and monitor student growth. These tools include the Instructional Log, Standards Explorer, validated pre/post assessments, and a customizable teacher implementation survey. These digital tools allow administrators to easily follow instructional patterns, and review student growth data throughout the implementation cycle to ensure a successful implementation of THE GREAT BODY SHOP.