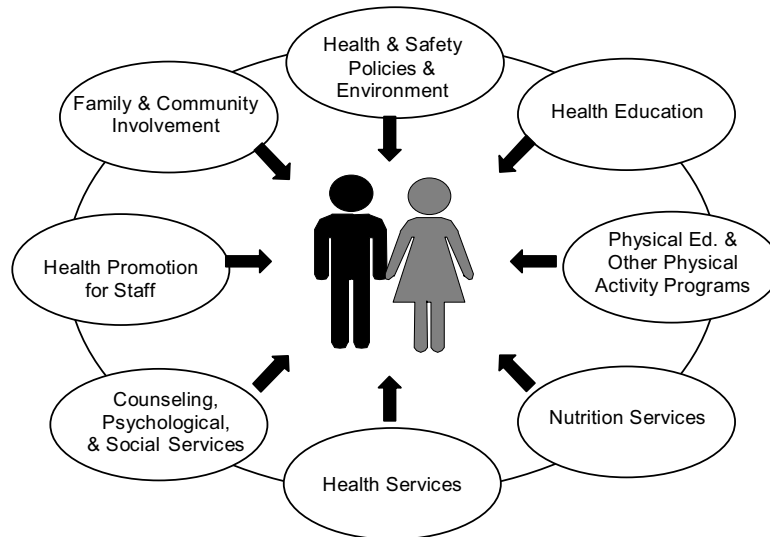


Module 2: Health Education

Instructions for Module Coordinator

Habits and practices related to health and safety are influenced by the entire school environment. That's why the School Health Index has eight different modules, which correspond to the eight components of a coordinated school health program in the figure below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members for the Module 2 team.

Health education teacher(s)	Parent(s)
Physical education teacher(s)	Student(s)
Other teacher(s)	School counselor
School food service manager	School custodial staff
School nurse	Health department representative
School security/resource officer(s)	Assistant principal

2. Make a photocopy of the module Discussion Questions (pages 5-14) for each Module 2 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 15-16).
3. Give each Module 2 team member a copy of the Module 2 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

4. At a Module 2 team meeting:
 - Discuss each of the Module 2 Discussion Questions and its scoring choices.
 - Decide how to collect any information you need to answer each question accurately.
 - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
 - Record the scores (0 to 3) for each question on the module Score Card and calculate the overall Module Score.
 - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
 - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
 - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

We wish you success in your efforts to improve the health and safety of young people!

Module 2: Health Education

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Required health education course	3	2	1	0
CC.2	Health education grading	3	2	1	0
CC.3	Sequential health education curriculum consistent with standards	3	2	1	0
CC.4	Active learning strategies	3	2	1	0
CC.5	Opportunities to practice skills	3	2	1	0
CC.6	Culturally appropriate examples and activities	3	2	1	0
CC.7	Assignments encourage student interaction with family and community	3	2	1	0
CC.8	Credentialed health education teachers	3	2	1	0
CC.9	Professional development in health education	3	2	1	0
CC.10	Professional development in delivering curriculum	3	2	1	0
CC.11	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (48) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 48) X 100			%

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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Module 2: Health Education

Discussion Questions

CC.1 Required health education course

Does the school require all students to take and pass at least one health education course?

NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: “Does the school require all students to take and pass at least two health education courses?,” and for answer response 2 below replace “*one course*” with “*two courses*.”

3 = Yes.

2 = Students are required to take one course, but they do not have to take it again if they fail it (see note above).

1 = No, but there is an elective health education course.

0 = No.

CC.2 Health education grading

Do students earn grades for required health education courses? Do the grades carry the same weight as grades for other subjects toward academic recognition (e.g., honor roll, class rank)?

3 = Yes. (**NOTE:** If the school does not give academic recognition but does give a grade, you can select 3.)

2 = Students earn grades, but the grades count less than grades for other subjects.

1 = Students earn grades, but the grades are not used in calculation of academic recognition.

0 = No, **or** there are no required health education courses.

CC.3 Sequential health education curriculum consistent with standards

Do all who teach health education use a sequential* health education curriculum that is consistent** with state or national standards for health education (see standards on page 6)?

***Sequential** means a curriculum that builds on concepts taught in preceding years.

****Consistent** means that the curriculum addresses the key learning objectives identified by the standards.

3 = Yes.

2 = Some teachers use a sequential health education curriculum, and it is consistent with state or national standards.

1 = Some teachers use a sequential health education curriculum, but it is not consistent with state or national standards.

0 = None do, **or** the curriculum is not sequential, **or** there is no health education curriculum.

National Health Education Standards
(For Question CC.3)

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Health Literacy*. Atlanta: American Cancer Society; 1995.

CC.4 Active learning strategies

Do all who teach health education use active learning strategies* and activities that students find enjoyable and personally relevant?

**Active learning strategies include interactive teaching methods to encourage student involvement rather than relying solely on a lecture format. Active learning strategies include*

- ✓ *supervised practice*
- ✓ *discussion*
- ✓ *cooperative learning*
- ✓ *simulations and learning games*
- ✓ *teacher and peer modeling*
- ✓ *role playing*
- ✓ *goal-setting*
- ✓ *rehearsal*
- ✓ *visualization*

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, **or** no one teaches health education.

CC.5 Opportunities to practice skills

Do all who teach health education train students on the skills needed to adopt healthy lifestyles,* by giving students opportunities to practice these skills rather than just having them learn facts?

**Examples of skills needed to adopt healthy lifestyles include*

- ✓ *reading food labels*
- ✓ *planning healthy meals*
- ✓ *developing a safe, individualized physical activity plan*
- ✓ *identifying and countering tobacco and alcohol industry marketing strategies*
- ✓ *coping with difficult personal situations such as peer pressure and family tobacco use*
- ✓ *managing anger*
- ✓ *basic emergency lifesaving (e.g., going to an adult for help, first aid, and cardiopulmonary resuscitation [CPR])*
- ✓ *wearing and correctly using protective equipment (e.g., bicycle helmet, seat belt, eye protection)*

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, **or** no one teaches health education.

CC.6 Culturally appropriate examples and activities

Do all who teach health education use a variety of culturally appropriate examples and activities* that reflect the community's cultural diversity?

**Examples of culturally appropriate activities include*

- ✓ *featuring people of various ethnic/racial backgrounds*
- ✓ *highlighting the contributions and skills of people from a variety of cultural, racial, and ethnic groups*
- ✓ *not stigmatizing or stereotyping any groups*
- ✓ *validating and building students' self-esteem and sense of culture and national background*
- ✓ *reflecting an acknowledgment of and excitement about student diversity*
- ✓ *respecting and appreciating individual differences (e.g., race, ethnicity, sex, sexual orientation, religion, physical or mental ability, appearance, other personal characteristics)*

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, **or** no one teaches health education.

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

CC.7 Assignments encourage student interaction with family and community

Do all who teach health education use assignments **and** projects that encourage students to interact with family members* and community organizations**?

Examples of ways to **interact with family members include*

- ✓ *doing homework assignments with parents, guardians, or other family members*
- ✓ *conducting surveys of family members*
- ✓ *sharing information with family members*
- ✓ *exhibiting student projects at school for family viewing*
- ✓ *participating in fun family activities related to safe physical activity and healthy eating*
- ✓ *encouraging family discussion of the negative aspects of tobacco use, bullying, and violence*
- ✓ *preparing and practicing a home fire escape plan with the family*

***Examples of ways to **interact with community organizations** include*

- ✓ *gathering information about existing community-based services*
- ✓ *having students volunteer to help deliver services through community-based organizations, service learning, and community development projects*
- ✓ *participating in community-based special events and attending community-based organizations after school*
- ✓ *participating in community actions such as supporting tobacco-free environments*
- ✓ *participating in community advocacy groups (e.g. Students Against Drunk Driving, 4-H, and Family, Career, and Community Leaders of America)*

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, **or** no one teaches health education.

CC.8 Credentialed health education teachers

Are all health education classes taught by credentialed* health education teachers?

****Credentialed** means teachers who have been awarded a credential, by the state, permitting them to teach health education.*

3 = Yes, all are.

2 = Most classes are.

1 = Some classes are.

0 = No classes are, **or** there are no health education courses.

CC.9 Professional development in health education

Do all who teach health education participate at least once a year in professional development/continuing education* in health education?

**Professional development/continuing education means on-site (e.g., school, district) and off-site (e.g., city, state, national) training opportunities.*

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, **or** no one teaches health education.

CC.10 Professional development in delivering curriculum

Have all who teach health education received professional development in delivering the health and safety curriculum*?

**This would include topics such as the following:*

- ✓ *discussion of the curriculum's underlying theory and conceptual framework*
- ✓ *demonstration of program activities by a skilled trainer*
- ✓ *opportunities to practice curricular activities during training*

3 = Yes, all have.

2 = Most have.

1 = Some have.

0 = None have.

CC.11 Professional development in classroom management techniques

Have all teachers received professional development in management techniques, such as the following, to create calm, orderly classrooms?

- ✓ cooperative learning methods
- ✓ social skills training
- ✓ promoting interactive learning
- ✓ classroom and environmental modification
- ✓ conflict resolution and mediation
- ✓ behavior management

3 = Yes, all have.

2 = Most have.

1 = Some have.

0 = None have.

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

S.1 Essential topics on preventing unintentional injuries, violence, and suicide

Does the health education curriculum address all of these topics on preventing unintentional injuries,* violence,** and suicide?

- ✓ safety hazards in the home, school, and community
- ✓ the interaction of individual behaviors, the environment, and characteristics of products to cause or prevent injuries or violence
- ✓ ways to reduce risk of injuries in case of fire, around water, while riding in a motor vehicle, as a pedestrian, from falls, while participating in sports or other physical activities, and from firearms
- ✓ necessary protective gear for biking, motorcycling, snowmobiling, inline skating, and/or skateboarding
- ✓ actions to take to prevent injuries during severe weather
- ✓ procedures for safe storage of firearms and ammunition in the home.
- ✓ basic first aid procedures for common injuries
- ✓ accepted procedures for emergency care and lifesaving
- ✓ social influences on safety-related behaviors, including media, family, peers, and culture
- ✓ relationship between alcohol and other drugs and unintentional injuries, violence, and suicide
- ✓ communication skills for avoiding unintentional injuries and violence
- ✓ prosocial behaviors (e.g., helping others, being respectful of others, cooperating, being considerate)
- ✓ multiple forms of violence (e.g., assaultive violence, self-directed violence, dating violence, family violence, sexual harassment, and child abuse)
- ✓ short- and long-term consequences of bullying and violence to perpetrators, victims, and bystanders
- ✓ role of bystanders in preventing and stopping bullying and violence
- ✓ characteristics of the school or community that can affect the likelihood of violence
- ✓ signs and symptoms of people who are in danger of hurting themselves or others

**Unintentional injuries may result from motor vehicle crashes, drownings, poisonings, fires, falls, sports- and recreation-related events, and unintentional firearm-related events.*

***Violence is the threatened or actual use of force against oneself, another person, or a group; it includes aggression, bullying, assault, homicide, suicide, child maltreatment, rape, and dating and intimate partner violence.*

3 = Yes, addresses all of these topics.

2 = Addresses most of these topics.

1 = Addresses some of these topics.

0 = Addresses one or none of these topics, **or** there is no health education curriculum.

PA.1 Essential topics on physical activity

Does the health education curriculum address all of these essential topics on physical activity?

- ✓ meaning of physical activity, exercise, and health-related fitness
- ✓ physical, mental, and social benefits of physical activity
- ✓ role of physical activity in controlling body weight
- ✓ recommended amounts and types of physical activity for adolescents and adults
- ✓ role of a sedentary lifestyle in development of chronic diseases
- ✓ ways to increase daily physical activity
- ✓ physical activities that contribute to maintaining or improving the components of health-related fitness
- ✓ influence of culture and media on physical activity
- ✓ finding valid information and services related to physical activity and fitness
- ✓ interpersonal communication skills related to physical activity
- ✓ behavioral skills related to physical activity (e.g., goal-setting, decision-making, self-monitoring)
- ✓ planning a personal physical activity program
- ✓ effects of tobacco use on fitness and physical performance (e.g., impaired lung function, reduced stamina)
- ✓ methods for avoiding and responding to physical conditions such as physical exhaustion, sunburn, heat stroke, and hypothermia
- ✓ proper wear and use of safety equipment for specific physical activities
- ✓ importance of hydration in physical activity
- ✓ effects of and legal issues related to using performance-enhancing drugs

3 = Yes, addresses all of these topics.

2 = Addresses most of these topics.

1 = Addresses some of these topics.

0 = Addresses one or none of these topics, **or** there is no health education curriculum.

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

N.1 Essential topics on healthy eating

Does the health education curriculum address all of these essential healthy eating topics?

- ✓ benefits of healthy eating
- ✓ importance of eating a healthy breakfast
- ✓ importance of making healthy choices when eating out
- ✓ importance of making healthy choices when snacking
- ✓ the relationship of unhealthy eating to chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis
- ✓ the Dietary Guidelines for Americans
- ✓ the Food Guide Pyramid and nutritious choices for each group
- ✓ using food labels
- ✓ importance of moderation in a person's eating habits
- ✓ identifying key nutrients (e.g., water, vitamins, minerals, protein, carbohydrates, and fiber) and major food sources of each
- ✓ identifying foods that are low in fat, saturated fat, cholesterol, sodium, and added sugars
- ✓ preparing a variety of healthy meals and snacks
- ✓ influence of personal preferences, family, peers, culture, and media on dietary behavior
- ✓ finding valid information and services related to healthy eating
- ✓ goal-setting and decision-making skills for healthy eating
- ✓ how students can influence and support others to engage in healthy eating
- ✓ balancing food intake and physical activity
- ✓ healthy weight management
- ✓ accepting body size differences
- ✓ risks of unhealthy weight control practices, such as crash or fad diets, purging, diet pills, and tobacco use
- ✓ eating disorders (e.g., anorexia, bulimia)
- ✓ food safety, including handwashing and safe food purchasing, preparation, and storage

3 = Yes, addresses all of these topics.

2 = Addresses most of these topics.

1 = Addresses some of these topics.

0 = Addresses one or none of these topics, **or** there is no health education curriculum.

T.1 Essential topics on preventing tobacco use

Does the health education curriculum address all of these essential topics on preventing tobacco use?

- ✓ identification of tobacco products and the harmful substances they contain
- ✓ short- and long-term health consequences of tobacco use
- ✓ legal, social, economic, and cosmetic consequences of tobacco use
- ✓ addictive nature of nicotine
- ✓ effects of tobacco use on athletic performance
- ✓ health effects of second-hand smoke and benefits of a smoke-free environment
- ✓ health benefits of abstaining from tobacco use
- ✓ social influences on tobacco use, including media, family, peers, and culture
- ✓ the effects of tobacco use on social relationships
- ✓ reasons why students do and do not use tobacco
- ✓ student overestimates of how many of their peers use tobacco
- ✓ interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)
- ✓ goal-setting and decision-making skills related to not using tobacco
- ✓ finding valid information and services related to tobacco-use prevention and cessation
- ✓ how students can support others who abstain from or want to quit using tobacco
- ✓ school and community action to support a tobacco-free environment
- ✓ harmful effects of tobacco use on fetal development

3 = Yes, addresses all of these topics.

2 = Addresses most of these topics.

1 = Addresses some of these topics.

0 = Addresses one or none of these topics, **or** there is no health education curriculum.

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

A.1 Essential topics on asthma awareness

Does the health education curriculum address all of these essential topics on asthma awareness?

- ✓ Basic facts and triggers of asthma
- ✓ Accessing a trusted adult who can help someone experiencing an asthma episode
- ✓ Ways to support classmates with asthma
- ✓ Demonstrating empathy for people with asthma

3 = Yes, addresses all four of these topics.

2 = Addresses three of these topics.

1 = Addresses two of these topics.

0 = Addresses one or none of these topics, **or** there is no health education curriculum.

Module 2: Health Education

Planning Questions ***(photocopy before using)***

The Module 2 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs to improve students' health and safety.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's health education program related to students' health and safety?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., require all students to take and pass at least one health education course).