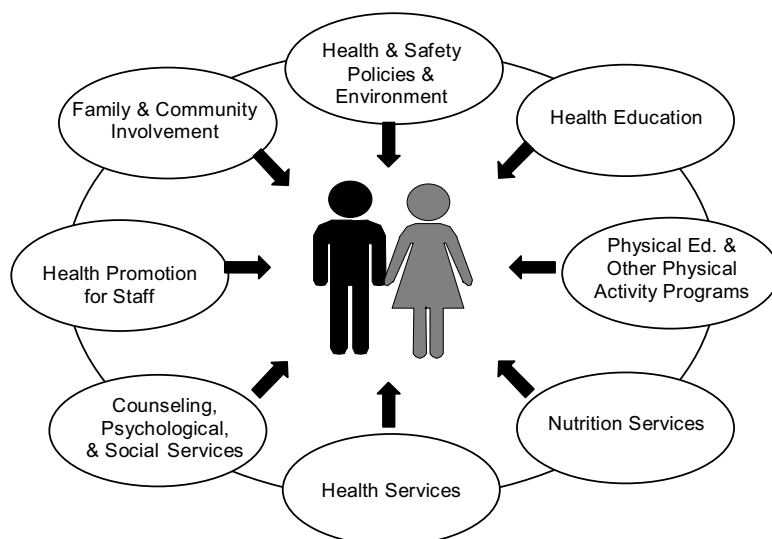


## Module 2: Health Education

### *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 5-13) 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.

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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 5-13), 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	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate examples and activities	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	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 (42) by subtracting 3 for each question eliminated).

<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
<b>MODULE SCORE =</b> (Total Points / 42) X 100			%

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## Module 2: Health Education

### *Discussion Questions*

#### **CC.1 Health education taught in all grades**

Do students receive health education instruction in all grades?

3 = Yes, in all grades.

2 = In most grades.

1 = In some grades.

0 = In no grades.

#### **CC.2 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.2)***

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.3 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.

## SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

### **CC.4 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 snacks*
- ✓ *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, 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.5 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 – ELEMENTARY SCHOOL**

**CC.6 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 (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.7 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.8 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.9 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 – ELEMENTARY 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 difference between an accident and an injury
- ✓ dangerous or risky behaviors that might lead to injuries or violence
- ✓ ways to reduce risk of injuries in case of fire, around water, while riding in a motor vehicle, as a pedestrian, on the playground, and from firearms
- ✓ how to use important safety equipment (e.g., safety belts, motor vehicle booster seats, bicycle helmets, smoke alarms)
- ✓ what to do if someone is injured and needs help (e.g., calling 911, poison control center, or some other local emergency number)
- ✓ basic first aid procedures for common injuries
- ✓ social influences on safety-related behaviors, including media, family, peers, and culture
- ✓ respecting and appreciating differences (e.g., racial, ethnicity, sex, sexual orientation, religious, physical or mental ability, appearance, or other personal characteristics)
- ✓ relationship between alcohol and other drugs and unintentional injuries, violence, and suicide
- ✓ communication skills for avoiding unintentional injuries and violence
- ✓ inappropriate touching and what to do if it happens
- ✓ bullying and teasing
- ✓ prosocial behaviors (e.g., helping others, being respectful of others, cooperating, being considerate)
- ✓ recognizing that others have different opinions and beliefs
- ✓ importance of going to safe people or places if a person feels threatened
- ✓ personal space and boundaries
- ✓ depression and sadness conditions for which someone should seek help

*\*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.

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**PA.1 Essential topics on physical activity**

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

- ✓ examples of physical activity and physical inactivity
- ✓ benefits of physical activity
- ✓ ways to increase daily physical activity
- ✓ opportunities for physical activity at school and in the community
- ✓ role of physical activity in maintaining a healthy weight
- ✓ influence of culture and media on physical activity
- ✓ interpersonal communication skills related to physical activity
- ✓ goal-setting and decision-making skills for physical activity
- ✓ basic safety precautions during physical activity (injury prevention, safety equipment, climate-related precautions)
- ✓ the importance of drinking water before, during, and after physical activity

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 – ELEMENTARY 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
- ✓ the Food Guide Pyramid and nutritious choices for each food group
- ✓ importance of moderation in a person's eating habits
- ✓ using food labels
- ✓ importance of and ways to eat plenty of fruits and vegetables
- ✓ importance of and ways to drink plenty of water and other nutritious beverages
- ✓ importance of and ways to consume foods and beverages that are low in fat
- ✓ importance of and ways to consume foods and beverages that are low in added sugars
- ✓ preparation of a variety of healthy snacks
- ✓ influence of personal preferences, family, media, and culture 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
- ✓ accepting body size differences
- ✓ recognizing hunger and satiety cues
- ✓ 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.

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**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
- ✓ 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

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 – ELEMENTARY 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 students to receive health education instruction in all grades).

*Continued on next page*

