Please take a moment to rename yourself with your First and Last name and choose a grade level span.

Grade Spans: TK-3, 4-6, 7-8, 9-12

For Example: 4-6 Carrie Ferrero
California Health Education
Professional Learning Series

Synchronous Session I / Asynchronous Module I
Sharyn Turner
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Marlene Mahurin
Tobacco Use Prevention (TUPE) Coordinator
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Learning Objectives

▷ Content relevant to your local context
▷ **Apply to your current work**
▷ Share resources
▷ Connect and collaborate
Nevada County Educators believe that Health Education strengthens our students!

Health Education takes a team, and we are honored to be part of your learning team!
Welcoming Activity

● Introduce yourself

● Share one thing you remember from your own health education class.
Students need to **be healthy** to learn and Students need to **learn to be healthy**.
The Shift in Health Education

From a focus on **Knowledge** to a focus on **Knowledge AND Skills** that develop health literate students
The Health Standards describe “WHAT” our students need to know and be able to do in health education (knowledge and skills). The framework describes “HOW” to implement the standards.
Critical Thinkers and Problem Solvers

Self-Directed

Effective Communicators

Responsible and Productive Citizens
Health Education Content Areas

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health
California Health Education Standards

- Health Promotion
- Practicing Health-Enhancing Behaviors
- Goal Setting
- Decision Making
- Interpersonal Communication
- Accessing Valid Information
- Analyzing Influences
- Essential Concepts

Nutrition and Physical Activity
Growth, Development, and Sexual Health
Injury Prevention and Safety
Alcohol, Tobacco, and Other Drugs
Mental, Emotional, and Social Health
Personal and Community Health
Health Education Mandates & Initiatives

Healthy Hunger Free Kids Act, 2010

CA Healthy Youth Act

Human Trafficking

Tobacco Use Prevention (TUPE)

Suicide Prevention

Social Emotional learning

Environmental Principals

Nutrition and Physical Activity

Growth, Development, and Sexual Health

Injury Prevention and Safety

Alcohol, Tobacco, and Other Drugs

Mental, Emotional, and Social Health

Personal and Community Health
What is High-Quality Health Education?
Standards are ...

Clear descriptions of **WHAT** students should **KNOW** and **BE ABLE TO DO** at the end of each grade level.
Middle School
Alcohol, Tobacco and Other Drugs

Standards 2 and 3: Accessing Valid Information Analyzing Influences

Advertising
Students analyze cigarette and vaping ads and determine what marketing strategies are being used.

Students create their own anti-tobacco/nicotine ads
Nutrition Example:

Knowledge

Skill

Healthy Lunch Menus

Menu 1
- Spaghetti
- Ground meat sauce
- Salad (watermelon + cucumber + lettuce + tomatoes + feta cheese)
- Bread + butter
- Milk
- Strawberries with chocolate sauce

Menu 2:
- Baked sausage
- Mashed potatoes
- grated carrots
- Cottage cheese
- Corn
- Bread + margarine
- Milk
- Quark and berries


By classes 1a and 5a
## Content Area by Grade Level

<table>
<thead>
<tr>
<th>Grade-Level Emphasis</th>
<th>Nutrition and Physical Activity</th>
<th>Growth, Development, and Sexual Health</th>
<th>Injury Prevention and Safety</th>
<th>Alcohol, Tobacco, and Other Drugs</th>
<th>Mental, Emotional, and Social Health</th>
<th>Personal and Community Health</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
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</table>
Framework Highlights

Grade level introduction describes:

**Learner Attributes:** Description of who learners are and how they learn at a specific grade level

Content areas by grade level includes:

**Background Information/Research:** Overview of data from research surrounding the content area

**Learning Activities:** Short descriptions of standards-based activities that can be used to build a lesson(s)

**Classroom Examples:** A narrative of an actual health education lesson (also includes the purpose of the lesson, standards, materials needed)
Framework Highlights

▷ **Partnering with your school**
  ○ Red Ribbon week, Kick Butts Day,
  ○ Presenting to younger grades

▷ **Partnering with your community**
  ○ Advocacy work, policies, community education

▷ **Partnering with the family**
  ○ Discussion guides, interview questions, family challenges
Connecting to Other Content Areas

Grade 7: The impact of vaping

Health: Health Risks-Brochure

Math: Cost-Graph/Chart

Science: Environmental Impact: Poster

(Knowledge/Skill)
Stretch Break

30 seconds
New Resources

Supports for learning health education skills and knowledge:

▷ Standard Guides
▷ Skill Posters
▷ Learning Activities
Standard Guides

▷ Why the skill is important
▷ Model skill cues/steps
▷ Practice the skill
▷ Connect to different content
  ○ Framework examples for each Health Education content area

Organized by grade spans
K-3; 4-6; 7-8; 9-12
Standard 2
All students will demonstrate the ability to analyze internal and external influences that affect health.

Why is Analyzing Influences important?
Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Model Skill Cues
- Recognize a variety of pressures
- Outside pressures influence health
- Inside pressures influence health
- Analyze the effects of pressures
- Make a conclusion about influences on health
**Practice the Skill**
Provide opportunity for students to practice the skill on their own or with others.

**Connect to Different Content**
Activity ideas from the 2019 *California Health Education Framework* that will allow students to practice Accessing Valid Information.

<table>
<thead>
<tr>
<th>Nutrition and Physical Activity</th>
<th>Growth and Development</th>
<th>Injury Prevention and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Our Influences (food choices)</em></td>
<td><em>Picture Perfect</em></td>
<td><em>Photovoice</em></td>
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<tr>
<td><em>Food Deserts and Community Food Advocates</em></td>
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<td><em>Cardiac Risk Assessment</em></td>
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<td>Alcohol, Tobacco, and Other Drugs</td>
<td>Mental, Emotional, and Social Health</td>
<td>Personal and Community Health</td>
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<tr>
<td><em>Truth-in-Advertising</em></td>
<td></td>
<td><em>Is That in Our Air and Water?</em></td>
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<td></td>
<td><em>My Environmental Health Footprint</em></td>
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</tbody>
</table>
Lesson Implementation Support

Connect Framework & Standards Guides

Framework

Revised Draft Health Education Framework (May 2019 Revision)

The chapters posted below reflect the content adopted by the State Board of Education. The 2019 Health Framework is currently being edited for publication and will be available in early 2020. Contact the Curriculum Frameworks and Instructional Resources Division with questions.

- Chapter 1: Introduction (DOCX)
- Chapter 2: Supporting Health Education (DOCX)
- Chapter 3: Transitional Kindergarten Through Grade Three (DOCX)
- Chapter 4: Grades Four Through Six (DOCX)
- Chapter 5: Grades Seven and Eight (DOCX)
- Chapter 6: Grades Nine Through Twelve (DOCX)
- Chapter 7: Access and Equity (DOCX)
- Chapter 8: Assessment (DOCX)
- Chapter 9: Instructional Materials for Health Education (DOCX)
- Appendix: Sex Trafficking (DOCX)
- Appendix: Examples of Standards-Based Instruction (DOCX)
- Long Descriptions for Complex Figures and Tables in the Health Education Framework

Health Ed Framework Link: https://www.cde.ca.gov/ci/he/cf/
Classroom Example: Healthy Change Agents: Nutrition and Physical Activity School Campaign

Nutrition and Physical Activity Learning Activities

Analyzing Influences: 7–8.2.2.N Evaluate internal and external influences on food choices.

Our Influences
In small discussion groups, students reflect and analyze how and by whom their nutrition choices are influenced and consider healthy strategies for these influences. The discussion can begin by students sharing any traditions related to food their parents, family, guardians, and caretakers have (for example foods eaten on holidays or other special occasions). Students also discuss what criteria they use to determine whether a food is healthy. Through teacher-led prompts, students discover how media, social media, marketing, advertisements, peers, and family influence nutrition. Working individually students then consider and research various influences on their own.

Chapter 5: Grades Seven and Eight, May 2019 Revision, Page 19 of 115

nutrition and provide their findings in a detailed written report or technology-based presentation.
Standard 4 - Interpersonal Communication

Progression
Reflect & Discuss

▷ Take a moment to review the **Standard Guides** for each grade band (TK-3; 4-6; 7-8; 9-12)

▷ Reflect on how the Standard Guides support skill based health education instruction

▷ Draft of Health Education Framework [https://www.cde.ca.gov/ci/he/cf/](https://www.cde.ca.gov/ci/he/cf/)

▷ Prepare to discuss the following in your breakout room:
  ○ How would you use these guides?
  ○ Who can you share these with?
  ○ Who else could use these resources?
Instructions for the Breakout Rooms

1. Choose a **facilitator** and **recorder** for the group
2. Open **Google Slide deck**
3. Use the slide that corresponds with your team’s breakout room number (IGNORE the slide #)
4. You will have **15 minutes** to discuss and respond to the questions:
   a. How would you use these guides?
   b. Who can you share these with?
   c. Who else could use these resources?
Skill Posters

- Organized by grade spans
  - K-3; 4-6; 7-8; 9-12
- Step by Step guidance for each skill
Model Learning Activities (MLA)

▷ Learning activities provide guidance for standards-based instructional design

▷ All learning activities are universally designed (UDL)

▷ All learning activities highlight Social Emotional Learning (SEL) competencies

▷ Connect to relevant content areas outside health
What is a CA Health Education Model Learning Activity?

The California Health Education Framework Project has developed Model Learning Activities (MLAs) that build upon activities mentioned in the Framework to model the shift to skill building in health education. The MLAs use tools that include standards-based skill building steps (Why, Model, Practice, and Connect) and Social Emotional Learning (SEL) Competencies, while demonstrating how to integrate health into other content areas. English Language Development (ELD) strategies are also used throughout.

Intentionally designed, the MLAs offer support for teachers to build their capacity in Universal Design for Learning (UDL). Labels with explanations are used where UDL guidelines are integrated, demonstrating how the activity has multiple means of learning for every student. Using the following scaffolding in planning, the MLAs provide diverse opportunities for students to engage, represent and show action and expression before, during and after learning. Notice how each MLA is divided into the following sections:

- Why Do I Need to Know This?
- What Do I Need to Know and Be able to Do?
- Let Me Show You What I Know and Can Do

Social Emotional learning has explicit connections to health education and can easily be supported in the health classroom. Throughout the MLAs, notice the connections to SEL competencies that are being cultivated and consider the array of opportunities educators are given to discuss self-awareness, self-management, social awareness, responsible decision making and relationship skills.

The California Health Education MLAs are not meant to be stand-alone lessons, however, a fully developed example that spells out what high quality health education can look like in classroom.

Mental, Emotional, and Social Health
Finding Help for Mental Health MLA Overview

This Model Learning Activity (MLA) demonstrates the steps needed for students to know the signs of depression, suicide risk, potential self-destructive behaviors, and how to use the skill of accessing valid information. Students research a mental illness of their choice. They use a checklist to assure they are accessing valid information and relying on trusted adults. Then, students design a creative way to present what they have learned to the class (infographic, presentation, PSA, etc). During presentations, the rest of the class views information to develop a "Friend Card" with reliable resources to be shared with their friends and family.

Supporting Social and Emotional learning, students discuss the stigma associated with mental health and while learning the standard of accessing valid information, students learn responsible decision making and social awareness.

Finding Help for Mental Health

This lesson supports the following standards:

- California Model School Library Standards
  Library Standards 7-8.1.d

Preparation

Partner with your school
Be sensitive. Before teaching this class, be prepared that there may be students with pre-existing issues. Identify the school and community-based resources. Prepare student support team (Counselor, School Psychologist, Administration, Nurse, etc.) for immediate support if the upcoming lessons trigger any student. Also recognize that some cultures do not recognize mental illness.

Review

Teacher Background Information—Depression Awareness and Suicide Risk
- Review the websites for the projects identified so that you are familiar with what they provide.
- Resource on Mental Health Stigma
Grades 7–8  Mental, Emotional, and Social Health

Prepare

- Word Cloud App (i.e., Wordle, WordItOut, WordClouds) to collect student’s words to describe mental illness
- Poll App (i.e., Polldaddy, Kahoot, Google Forms) to collect students’ opinions if they agree or disagree about statements related to mental illness

Provide (hard and digital copies)

- Teacher Resource—Accessing Valid Information Skill Steps poster
- Student Worksheet—Accessing Valid Information Evaluation Checklist
- Student Worksheet—Research Project Criteria
- Student Worksheet—Student Rubrics for Self-Assessment
- Student Worksheet—Friend Card

For Student: Sample List of Resources

- Walk in Our Shoes - walkinourshoes.org
- National Suicide Prevention Lifeline - suicideline.org
- Crisis Text Line 74175 - crisisstxt.org
- KidsHealth - kidshealth.org
- The Anxiety and Depression Association of America - adaa.org
- The Trevor Project - thetrevorproject.org
- National Alliance on Mental Health - nami.org

Why Do I Need to Know This?

Rationale

Read or explain the following to students:

This lesson contains difficult content about mental health, depression, and suicide. We may have or know someone who has a mental illness. We all have different comfort levels talking about this topic. It is important to know the signs and symptoms for mental health issues and where to get help if we or someone close to us needs it. If you feel uncomfortable with parts or all of this discussion and need to talk with someone, please let the teacher know so they can help you.

Engagement Ideas

LOL Guideline: Engagement. Optimize relevance, value, and authenticity.

Engagement ideas for this lesson optimize relevance, value, and authenticity for the learner by providing opportunities for students to give personal responses and self-reflection of thoughts and opinions about mental health and stigma. Class polling and anonymous digital contributions give students the ability to share their thoughts in a safe, non-threatening way.

Choose one or two of the following ideas to engage students.

1. Ask students, “What words come to mind when you think about mental illness?” Have students add their words to a word cloud (digital, board, poster, post it notes, etc).
2. Show TED Talk Video Toles from a Teenage Mental Health Advocate, Amanda Southworth (6 minutes): youtube.com/watch?v=pL0gzm7FwM
3. Define stigma. Explain that there is still a lot of stigma around mental health. Use a Likert scale survey app to gather students’ opinions about a statement.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

The following statements are the statements for the survey. Process opinions about the statements using the information below each statement.

1. Mental illness not very common.
   - According to NAMI (National Alliance on Mental Illness), 1 in 5 U.S. adults experience mental illness each year; 1 in 25 U.S. adults experience serious mental illness each year; 1 in 6 U.S. youth aged 6-17 experience a mental health disorder each year.
2. People who have mental illness are dangerous.
   - According to MentalHealth.gov, the vast majority of people with mental health problems are no more likely to be violent than anyone else. Most
What Do I Need to Know?

1. Select Mental-Health Topics for Research

UDL Guideline: Engagement [Optimize individual choice and autonomy]

Students are given the opportunity to choose the mental health topic that they want to research for their final project. Students choose how to research their topic, what resources to use, and which ways to use to collect information.

Introduce the research project. Explain that students will research signs of depression, potential suicide and other self-destructive behaviors. While researching, students will learn the skill of being able to identify a trusted adult by accessing valid health information. Students can work in groups, pairs, and individually to complete their research. Choose a mental-health topic to research.

Topics:
- depression
- anxiety
- suicide
- self-harm
- choose your own (must be okayed by teacher first)

2. Discuss the Accessing Valid Information Skill Steps

Display the Accessing Valid Information Skill Steps teacher resource. Students will use the skill steps to evaluate whether new information, products, and services are valid and reliable, and will enhance their health.

3. Model the Skill of Accessing Valid Information

Use the Accessing Valid Information Skill Steps and the Accessing Valid Information Evaluation Checklist to model valid website examples from the Sample List of Resources.

Go through the steps:
1. Identify the question (mental health topic).
2. Locate resources (websites, brochures, Ted Talks, videos, articles, etc.).
3. Analyze resources using Accessing Valid Information Checklist.
4. Determine if this information is valid and reliable.

Explain that reading the “About Us” section of the websites will often give good insight about the source.

Now practice, have the students choose a website to model the process again.

4. Practice Using the Accessing Valid Information Skill for Research Project

Provide the Research Project Criteria student worksheet (provide hard copies, digital copies, and or list on the board). Students will complete the research on their project.

Let Me Show You What I Know and Can Do

1. Choose Assessment Project

UDL Guideline: Action and Expression [Support planning and strategic development]

The lesson provides students a research criteria checklist to guide their research and planning. Students are also given a student rubric to self-assess their work and make changes based on the rubric.
The Professional Learning Series will continue in 2020-21. Participants will review key topics and resources for each of the six health education content areas, as well as explore tools for teaching content knowledge through the skills.
California Health Education

An effective school health program can be one of the single most cost-effective investments a nation can make to simultaneously improve education and health. -World Health Organization
Model Learning Activities

Model Learning Activities are CA Health Education Standards-based Lessons that apply Universal Design for Learning (UDL) principles and address Social Emotional Learning (SEL) competencies.

K-3
Let's Go on a Germ Busting Quest!

4-6
Vaccines: Germs Don't Stand a Chance

Middle School
Talking About Your Health
Introduction to the California Health Education Framework Online Course
Meeting Survey:

https://ocde.co1.qualtrics.com/jfe/form/SV_ebOW0itFDfSdfsp

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