Please take a moment to rename yourself with your First and Last name and choose a grade level span. Grade Level or Community Resources (CR) For Example: 5 Carrie Ferrero
California Health Education
Professional Learning Series: Session 3
Synchronous Learning
Welcome to the Professional Learning Series: **Session 3**

<table>
<thead>
<tr>
<th>Session 1</th>
<th><em>Introduction to the California Health Education Framework</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td><em>Nutrition &amp; Physical Activity and Mental Emotional &amp; Social Health</em></td>
</tr>
<tr>
<td>Session 3</td>
<td><em>Growth, Development, &amp; Sexual Health and Injury Prevention &amp; Safety</em></td>
</tr>
<tr>
<td>Session 4</td>
<td><em>Alcohol, Tobacco, &amp; Other Drugs and Personal &amp; Community Health</em></td>
</tr>
</tbody>
</table>
CA Health Education Framework - Growth, Development, and Sexual Health/Injury Prevention and Safety Online Course
Learning Objectives

▷ Reflect on health education information and resources for the focus content areas
▷ Apply the learning to your current work
▷ Practice designing skill-based health education lessons
▷ Connect with other educators through peer-to-peer sharing and discussion
A Quick Review
Standards are ...

Clear descriptions of **WHAT** students should **KNOW** and **BE ABLE TO DO** at the end of each grade level
Middle School
Injury Prevention and Safety

**Standard 3:**
Accessing Valid Information
7-8.3.1.S Analyze sources of information regarding injury and violence prevention.

---

**Safety Video Vignettes**

Using in-class technology, working in pairs or small groups, students film short video vignettes on an identified safety or injury topic. Students write the educational video vignette script after researching valid and medically accurate content online.
Consider ....
California Health Education Standards

- Health Promotion
- Practicing Health-Enhancing Behaviors
- Goal Setting
- Decision Making
- Interpersonal Communication
- Accessing Valid Information
- Analyzing Influences
- Essential Concepts
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
### 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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<tbody>
<tr>
<td>Kindergarten</td>
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</tr>
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<td>Grade 6</td>
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<td>Grades 7 and 8</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>High School (Grades 9 Through 12)</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Gentle reminder of our Shift in Health Education

From a focus on Knowledge to a focus on Knowledge **AND** Skills that develop health literate students
Review Standards Based Instructional Design Process

- Select a Standard
- Determine evidence of learning
- Move on or Reteach
- Select assessment tool
- Plan instruction
- Evaluate assessment data
- Create learning opportunities
- Assess student learning
- Deliver effective instruction
Example from Framework: Grade 7-8

**Standards**

Describe the differences between physical, verbal, and sexual violence. *(Essential Health Concepts)* 7–8.11.S

Use a decision making process to examine the characteristics of healthy relationships. *(Decision Making)* 7–8.5.2.G
Healthy and Unhealthy Relationships

Stars

Describe the differences between physical, verbal, and sexual violence. (Essential Health Concepts) 7-8.1.5.

Use a decision making process to examine the characteristics of healthy relationships. (Decision Making) 7-8.5.2.G

Assessment

Evidence of Learning

Essential Health Concepts: Student work product uses graphic organizers to describe the differences between physical, verbal, and sexual violence.

Decision Making: Student work is the form of realistic and dramatic scenarios that describe the decision-making steps used when examining characteristics of healthy relationships.

Preparation

Be sensitive and prepared

Healthy and Unhealthy relationships can occur with anyone. Many cultures have different beliefs, traditions and expectations before, during, and after relationships. To consider relationships in different cultural contexts, visit: https://www.lovesrespect.org/healthy-relationships/relationships-and-cultural-context/.

Why Do I Need to Know This?

Rationale

Read or paraphrase the following to students:

Understanding the components of both healthy and unhealthy relationships is critical. It provides individuals with information about what is healthy and what is unhealthy. This information can be useful for establishing and maintaining future relationships.

Optimize relevance, value and authenticity

Providing options for ways that a student can engage and explore new information is important because it adds personalized relevance and value to their learning. In this section students draw upon personal relationships that they have experienced to help guide their learning in making decisions about their future relationships.
Let’s design a middle school lesson that focuses on making informed decisions.

We will use the Healthy and Unhealthy Relationships Model Learning Activity (MLA)
Instructional Design Template

Use this template for Standards Based Instructional Design

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Select a standard(s)</th>
<th>Plan</th>
<th>Supportive Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ideally 1 or 2 Essential Concepts and 1 Skill standard.</td>
<td></td>
<td>• Health Education Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Standard Guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Health Education and SEL Crosswalk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Connect to other grade level content areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Determine the evidence of learning</th>
<th>Plan</th>
<th>Supportive Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student work product in the form of a (assessment tool) will (verb, matching standard)</td>
<td></td>
<td>• Framework - Chapter 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Select assessment</th>
<th>Plan</th>
<th>Supportive Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative, Summative and/or Performance Based</td>
<td></td>
<td>• MLA: Let me Show you What I know and Can Do Framework - Chapter 9 Sample</td>
</tr>
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</table>
Breakout Rooms
Lesson Design by Grade Level/Span
Supporting Health Education
For Administrators, Nurses, Counselors, etc.
Today, we have preselected the essential concept and skill standard for your grade span. Working with a team you will begin planning Steps 2-4 in the sample lesson design template.

Before entering the breakout room, select your grade span and open the lesson template.

Growth & Development
Grades K,1,3,5 - Lesson Design Template

Alcohol, Tobacco & Other Drugs
Grades 2,4,6 - Lesson Design Template

Injury Prevention & Safety
Grades 7-8 - Lesson Design Template

Injury Prevention & Safety
Grades 9-12 - Lesson Design Template
California Health Education Framework Supporting Health Education

Breakout For Administrators, Nurses, Counselors, etc.
Comprehensive School Health Model Supports Health Education
Administrator and Leadership Support are Needed to Rollout the California Health Education Framework

- Plan
- Implement
- Access
- Support K-12 Health Education

Brett McFadden, Superintendent
Administration Resources

We are pleased to announce that the 2018 versions of middle school and high school Sexual Health Education curricula are now fully aligned with the CA Healthy Youth Act (AB 329).
Options for Delivering Positive Prevention Lessons in a Distant Learning Environment

1. **Independent Study:** Self paced, 14 lesson sexual health education curriculum.

2. **Training available to adapt the curriculum for synchronous virtual implementation.** The instructor can copy Google forms worksheets to their G-drive or Google classroom and share it with the students. The teacher can access the streaming slide decks and use Zoom to host a class.
Special Considerations for teaching Sexual Health via Distance Learning

Source: Sexual Health Education During Distance Learning: What Schools Need to Know (CAHPERD)
Slides: Created in partnership with San Francisco Unified School District
Positive Prevention Plus

Evidence-based Sexual Health Curriculum
Teachers and Support Staff need Resources/Training and Support

Remind teachers that if they are struggling with any sexual health related content (or any health education content), ask for help! Buddy up with a fellow teacher or connect with expert community health educators who can help cover some content in your classroom.

Use a pre-populated FAQs site to address student questions:

- **Answering Student Questions: What should I say (or not say)? [12 min]**
- **Teaching Sexual Health: Student FAQs**
Sexual Health Education Training Opportunities

Virtual SHE Training on Tuesday, April 27th from 3pm to 4:30pm:
▷ This 90 min virtual training will include the California Healthy Youth Act: Comprehensive Sexual Health and HIV Prevention Education Requirements module. You can register here: https://www.stdhivtraining.org/class_information.html?id=1638

▷ Check out no cost, open access professional development to build comfort and confidence: CDPH’s Sexual Health Education Training Modules
  ○ Also listed on our CA Health Education website, under professional learning opportunities)
Supporting diverse educator views with empathy:

Norms in Education:

- We don’t insert about our personal political and/or religious views, beliefs, and values into our teaching.
- We don’t judge/label/exclude ideas that differ from our own (political, religious, cultural, etc.)
- We teach about different gender identities and sexual orientations and not place value on them. That is not our job.
- We don’t deem certain beliefs, identities, and cultures to be better or superior to others.
- We focus on the facts and teach health science, while letting the parents/guardians determine and discuss values with their children.

Educators do not need to forgo their personal values and beliefs to be inclusive of all students and their families in their instruction.
“We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.”

JAMES BALDWIN
How has this learning helped build your capacity in standard and skills-based instructional design or leading HEF work?
Creating Safe, Supportive and Inclusive Learning Environments

Melisa Balderston
Foster Youth, Independent Living, Indian Education, and Kinship Care
Nevada County Superintendent of Schools Office
<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
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<tbody>
<tr>
<td><strong>California</strong></td>
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<tr>
<td>At Risk / Sibling Abused</td>
<td>11.8%</td>
</tr>
<tr>
<td>Caretaker Absence / Incapacity</td>
<td>1.1%</td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>11.0%</td>
</tr>
<tr>
<td>Exploitation</td>
<td>0.1%</td>
</tr>
<tr>
<td>General Neglect</td>
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<tr>
<td>Physical Abuse</td>
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<tr>
<td>Severe Neglect</td>
<td>1.5%</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>9.4%</td>
</tr>
<tr>
<td>Substantial Risk</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nevada County</strong></td>
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</tr>
<tr>
<td>At Risk / Sibling Abused</td>
<td>0.1%</td>
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<tr>
<td>Caretaker Absence / Incapacity</td>
<td>1.4%</td>
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<td>16.6%</td>
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<tr>
<td>Exploitation</td>
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<tr>
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<tr>
<td>Severe Neglect</td>
<td>0.5%</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>7.6%</td>
</tr>
<tr>
<td>Substantial Risk</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Approaches to creating trauma informed and trauma healing schools include three pillars aimed at ensuring students feel safe, connected, and regulated (able to manage feelings, emotions, and impulses).
Trauma Informed considerations before instruction

Some content in Growth, Development, and Sexual health, as well as Injury Prevention and Safety (i.e. gun safety) may trigger students (and educators) who have or are experiencing related trauma.

▷ Consider a ‘trigger warning’ that gives students a heads up that you will be covering content that may be emotionally challenging.

▷ Before you start your classroom activities, know who is available on campus to support students who may need to talk to someone.

▷ Identify tiered supports and resources available on campus and in your community so you can link students, as needed.
“Be prepared to handle disclosures: when youth-serving professionals succeed in creating a safe and affirming learning environment, usually young people feel empowered to share their experiences. This may mean that youth will feel comfortable disclosing experiences of abuse or trauma in the classroom, to the facilitator or to someone else outside of the classroom; educators should be familiar with reporting requirements and ready to handle those disclosures and support youth accordingly.”

“Have a plan in place for youth who are triggered: consider a “right to leave the room if triggered” group agreement. Ideally, this would mean that youth who are feeling triggered during a session could leave the room and be able to access help in working through what triggered them. Arrangements should be made ahead of time to identify a person (counselor, school nurse, other teacher) who has the skills to help youth work through being triggered. Youth could be given the option to talk through their feelings, journal and reflect on their own, or do a mindful exercise (coloring, drawing, focus on breathing) that would help them process through what trigger them. If youth are not able to leave the room, or if there are not adults available to receive them, the facilitator could take a few minutes with the whole class to take some deep breaths together. Facilitators should be sure to explain to participants the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (‘butterflies’ in the stomach or feelings of nervousness).”
How do you ensure students feel safe, connected, and regulated? What strategies do you incorporate to ensure a trauma informed learning environment?
Teaching Injury Prevention and Safety & Growth, Development, and Sexual Health
Injury Prevention and Safety

Unintentional injury is the leading cause of death among youth 0 to 19 years of age in the United States.

Injury Prevention and Safety content area topics include:

▷ Bicycle and pedestrian safety
▷ Disaster preparedness
▷ Gun safety
▷ Bullying
▷ Cyber bullying
▷ CPR
▷ Driver safety
▷ Violence prevention
Do you know what I’m dressed as?
Cybersafety: Trying to keep up
Cyberbullying: Still a big problem

- Can lead to violence, depression and/or suicide.
- Against the law. Can lead to expulsion from school as well as criminal charges.

81% of young people think bullying online is easier to get away with than bullying in person.
My Old Advice…
Private Mode
My new advice:
Know who they’re talking to
Do you know about the recent trend on Snapchat?
How technology affects relationships
Stay Involved

- Understand their tech lifestyle
- Establish clear rules and expectations
- Monitor usage
- Put devices to bed
- Check in regularly, know passwords, know who they’re talking to.
Sexual Health: Where do I begin?
Breakout Rooms: Where did you get your sex education?
Where do kids today get their sex education?
Recent Shifts in Sex Education:

Old School:
- Separate boys and girls
- Heterosexual examples/approach
- Abstinence Only
- Fear based

Current Approach:
- Keep boys and girls together
- Recognize different sexual orientations
- Teach about gender: expression, identity and stereotypes
- Educate about pregnancy prevention/birth control
- Teach skills: decision making, healthy relationships
- Including sexual violence and sex trafficking
Mandated reporting of child abuse
○ If you suspect abuse, you must always report suspicion.

Provide your students with resources and hotline information. Remind students that hotline numbers don’t show up on phone bills where abusers might see.
Guest:

Brandi Fowler, Health Teacher at Nevada Union High School
Optimistic Closing

As you reflect on your learning today, please use the chat to share an idea, thought, or point of view that grew for you.
Meeting Survey:
https://ocde.co1.qualtrics.com/jfe/form/SV_77ps69PTTwnNaK

Contact Information:
Andrea Marks
Nevada County Superintendent of Schools Office
amarks@nevco.org