

WORKING EFFECTIVELY WITH SCHOOLS

WHERE DO YOU FIT?
HOW CAN HEALTH EDUCATION HELP?

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Presentation Objectives

- ✓ Become familiar with the structure of schools and how they work
- ✓ Understand what standards schools use that connect to your work
- ✓ How can you help?

Key Health Problems

- ◉ Intentional and unintentional injuries
- ◉ Sexual risk behaviors
- ◉ Alcohol/drug use
- ◉ Tobacco use
- ◉ Physical inactivity
- ◉ Poor eating habits
- ◉ Special Projects:
Asthma, Sun Safety

Key Education Focus

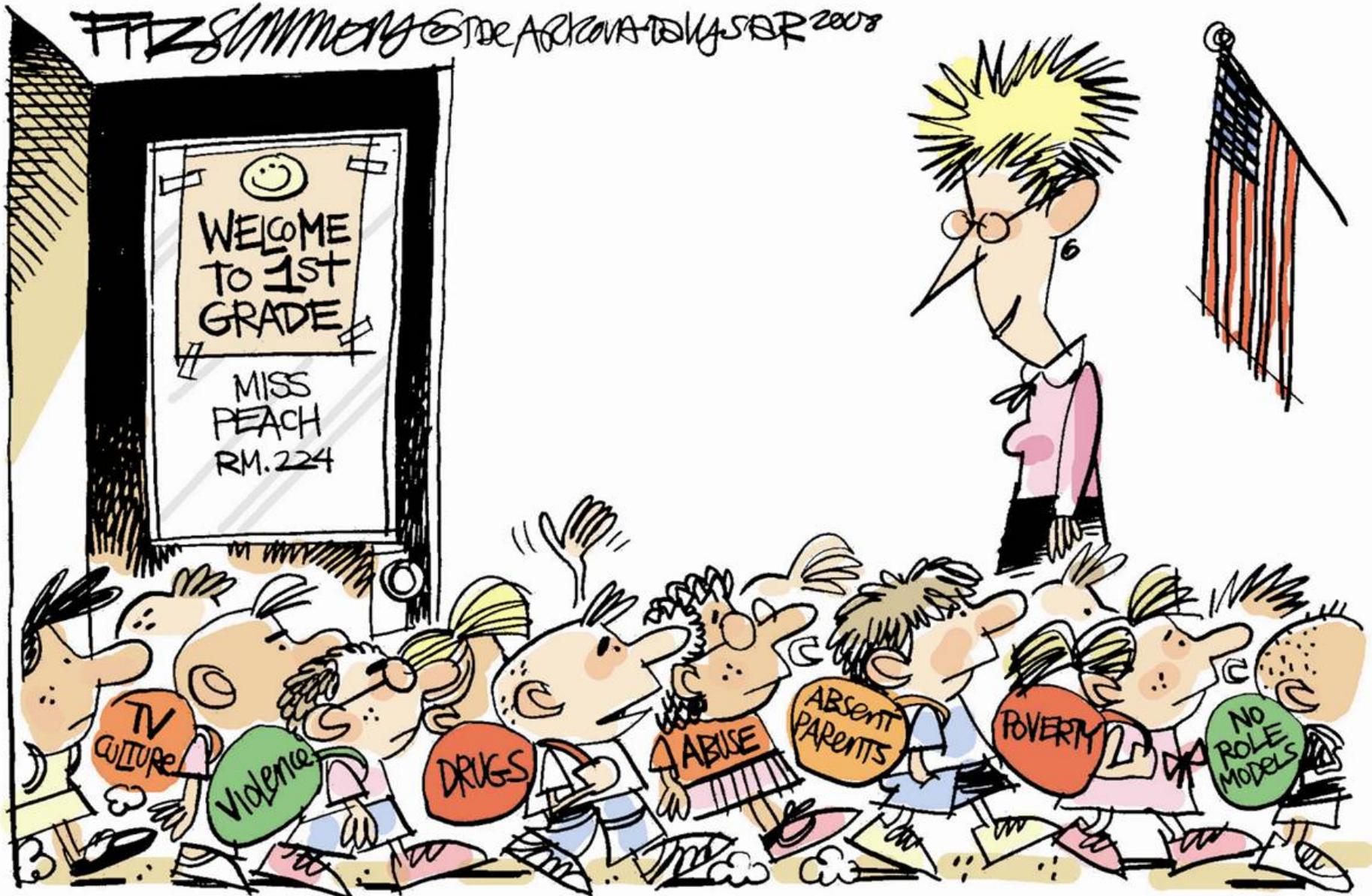
- ◉ State Board Policies
- ◉ Content Standards and Benchmarks
- ◉ Grade Level Content Expectations
- ◉ Resources and Tools
- ◉ Model State Curriculum
- ◉ Assessment and Evaluation
- ◉ Surveillance

Good Health IS Necessary for Academic Success

➤ It is difficult for students to be successful in school if they are:

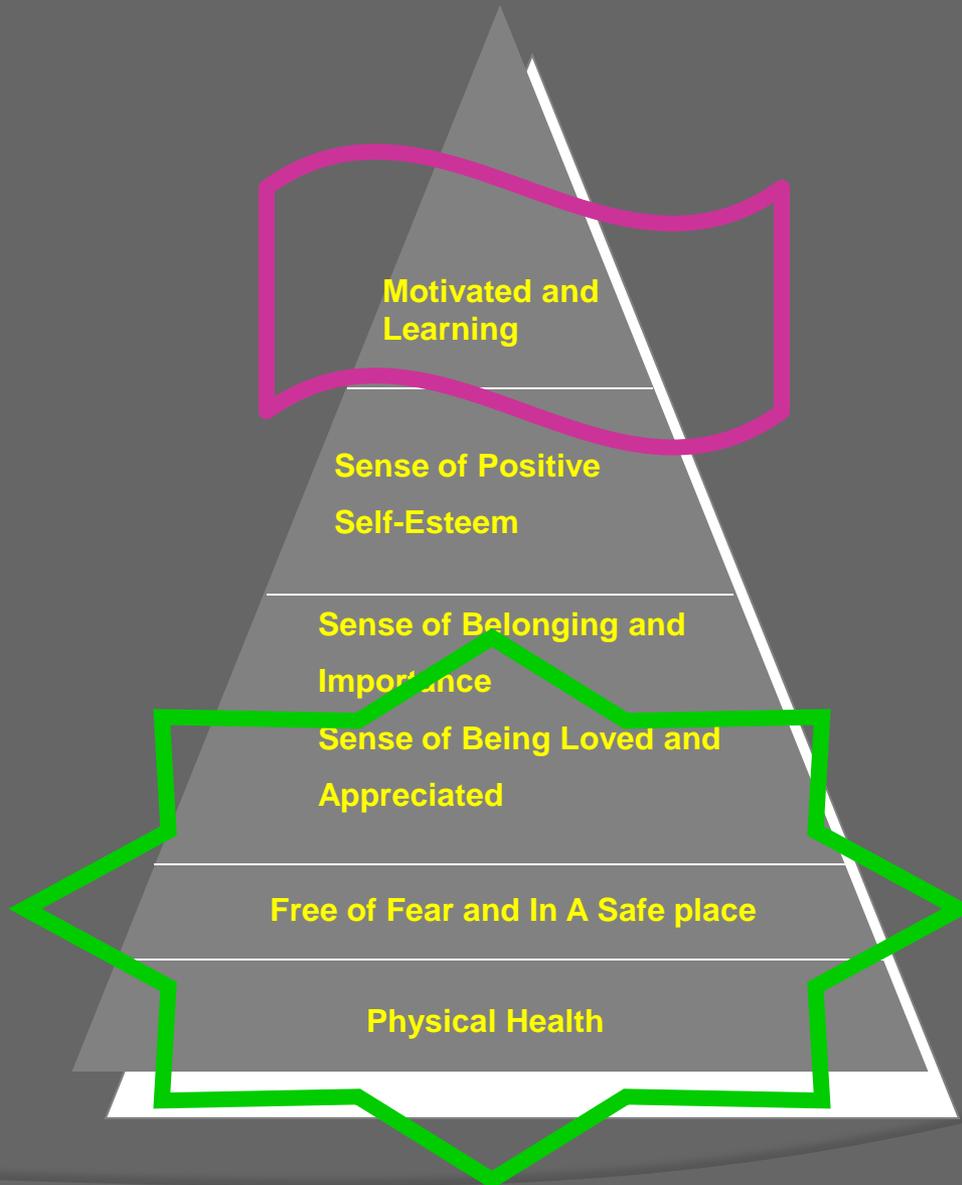
- Sick
- Using alcohol or other drugs
- Hungry
- Abused
- Depressed
- Tired
- Being bullied
- Stressed

FITZSIMMONS © THE ARKONATA WASTEPAPER 2008

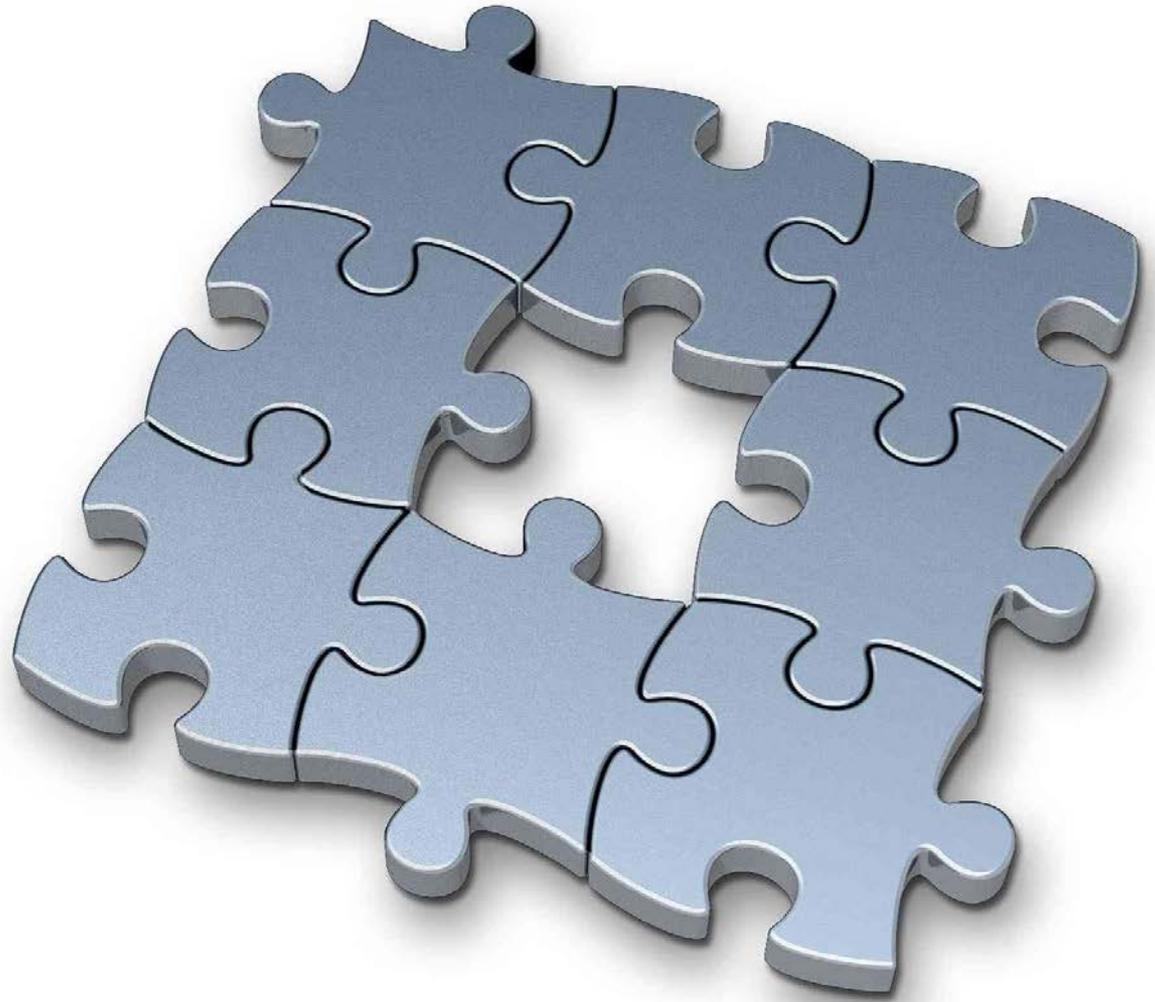


HI! WE'RE EVERY SOCIAL PROBLEM IN AMERICA THAT YOU CAN NAME ROLLED INTO A HERD OF TOO MANY HUMANS FOR ONE MERE MORTAL TO MANAGE... LET ALONE TEACH. WHERE DO YOU WANT US TO SIT?

MASLOW AND COORDINATED HEALTH



| |
|--|
| Food and Nutrition |
| Counseling |
| Health Services |
| Integrated Community & School Health Promotion |
| Health Education |
| Staff Wellness |
| Safe & Healthy Environment |
| Physical Education |
| Academic Opportunity |



Why Schools?

- ✓ Schools have a big influence on the lives of children, more than any other societal institution.
- ✓ Schools can be a valuable setting for prevention and early intervention services.
- ✓ Schools can be a good place to assist families in poverty.
- ✓ Leading causes of mortality and morbidity among all age groups are related to categories of behavior that are often established during youth.

NASBE

National Association of
State Boards of Education

The Structure of Education Policy



State Education Agency
State Board of Education

School
District

School

State School Board Member

**“DON’T TELL ME
SOMETHING TO MAKE
ME FEEL GOOD, SHOW
ME HOW IT WILL IMPACT
ACHIEVEMENT.”**

What is Distracting Schools

TIME

BUDGETS

POLITICS

**NOT
AGAIN**



NASBE

National Association of
State Boards of Education

What is Distracting School Districts

ACCOUNTABILITY

LIABILITY

BUDGETS

**TOO
CONTROVERSIAL**

**NOT
EDUCATION'S
JOB**



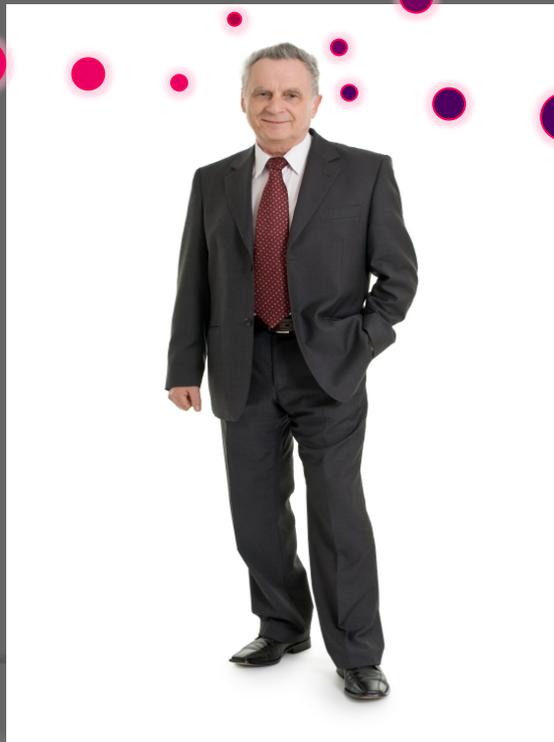
What Is Distracting State Boards of Education

ESEA

Budgets

Licensure
and
Certification

Common
Core



Working and Communicating More Effectively

Start out with the Right Questions

- What can you offer schools? (vs. *What do you need schools to do?*)
- How can you work with schools? (vs. *How can you work in schools?*)

Working More Effectively

Find opportunities to work on health within existing priorities programs and practices.

- Learn about their priorities and identify health and safety related strategies to address them
- School Improvement Planning Process
- Existing Programs that can incorporate health and safety
- Is there a School Health team you can go to?

NASBE

National Association of
State Boards of Education

Working More Effectively

When looking for student-related data, find out what already exists.

- Youth Risk Behavior Surveillance
- Michigan Surveillance System
- School Health Profiles

NASBE

National Association of
State Boards of Education



**Michigan Youth Risk
Behavior Survey**

www.michigan.gov/yrbs

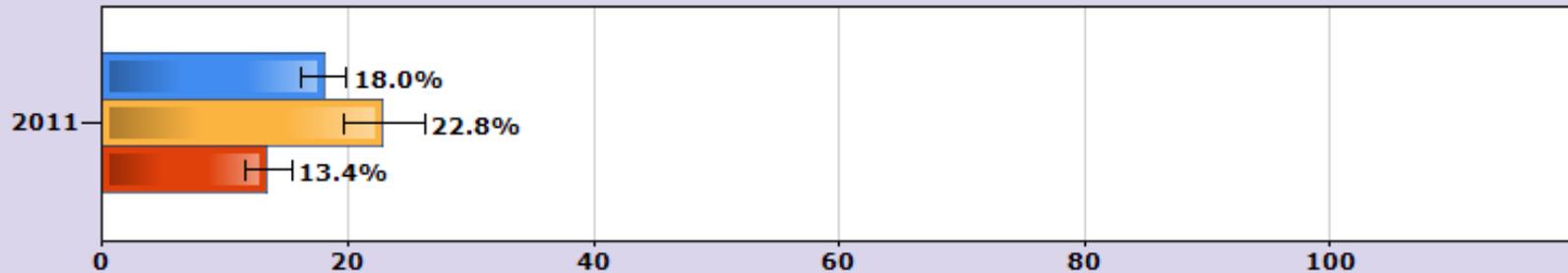
www.cdc.gov/healthyyouth
Click on Youth Online

Ever Been Electronically Bullied

(including through e-mail, chat rooms, instant messaging, Web sites, or texting during the 12 months before the survey)

Michigan, High School Youth Risk Behavior Survey, 2011

■ Total ■ Female ■ Male



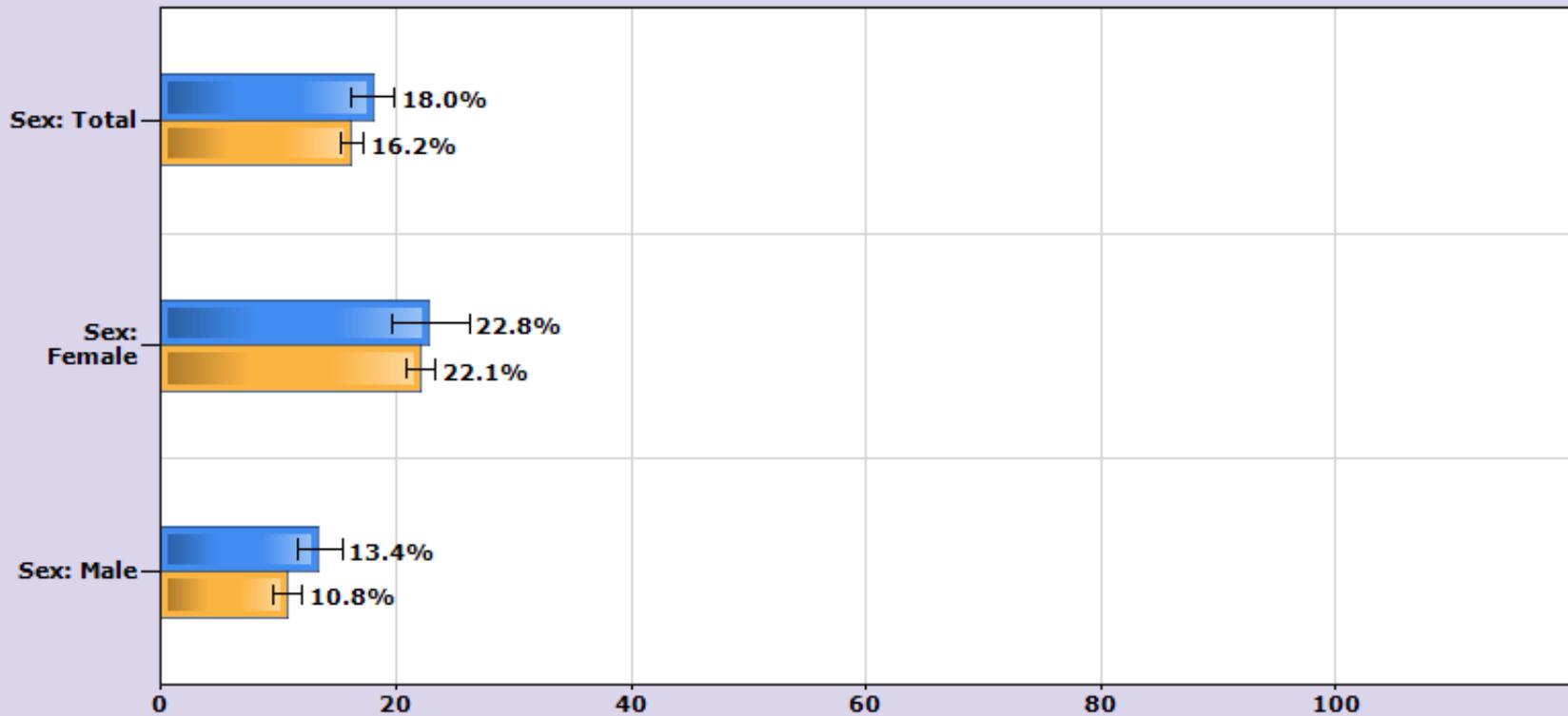
* New Question – Data not available from 2009

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High School Youth Risk Behavior Survey

Michigan 2011 United States 2011

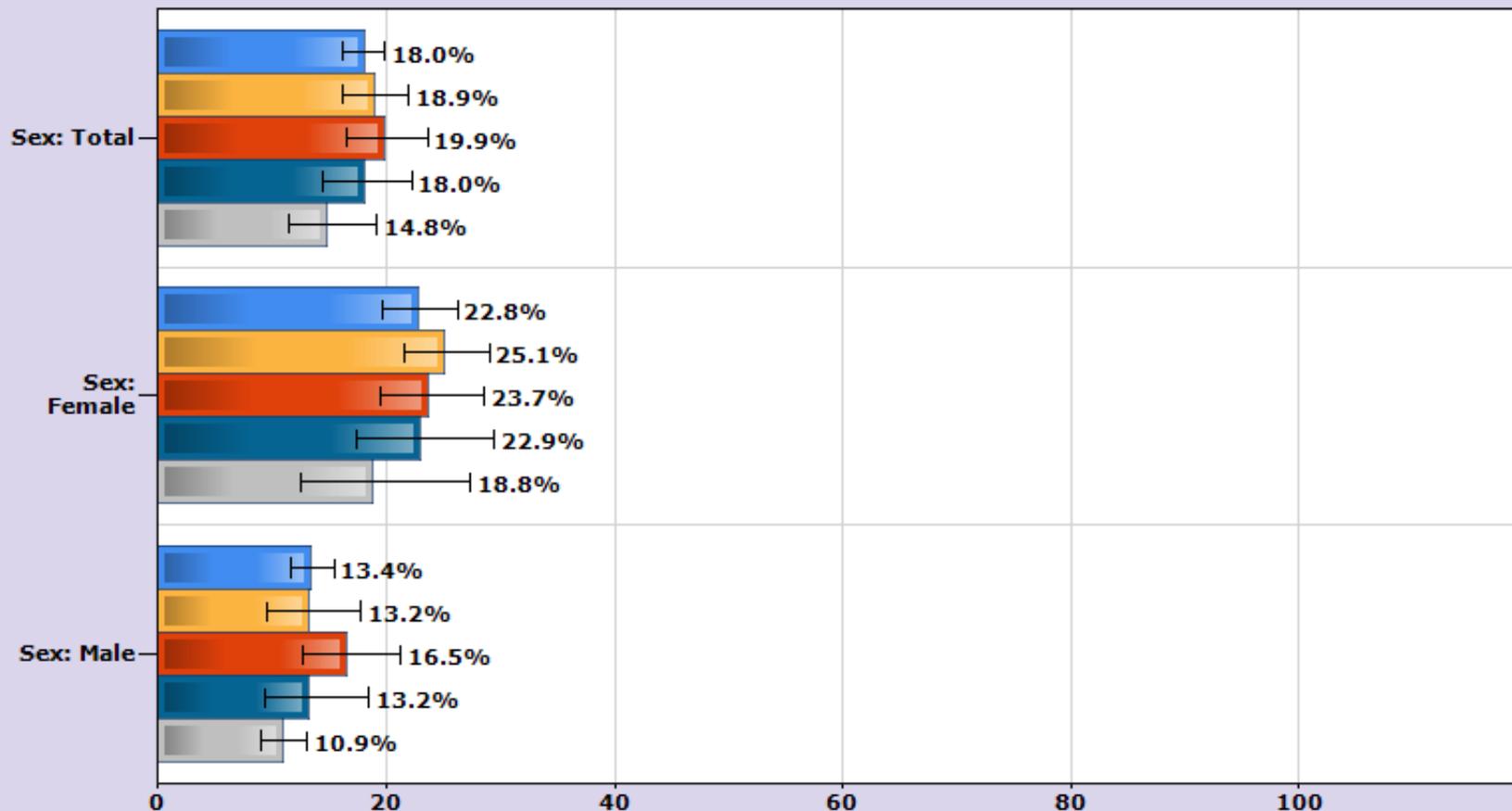


Ever Been Electronically Bullied

(including through e-mail, chat rooms, instant messaging, Web sites, or texting during the 12 months before the survey)

Michigan, High School Youth Risk Behavior Survey, 2011

■ Total ■ 9th ■ 10th ■ 11th ■ 12th

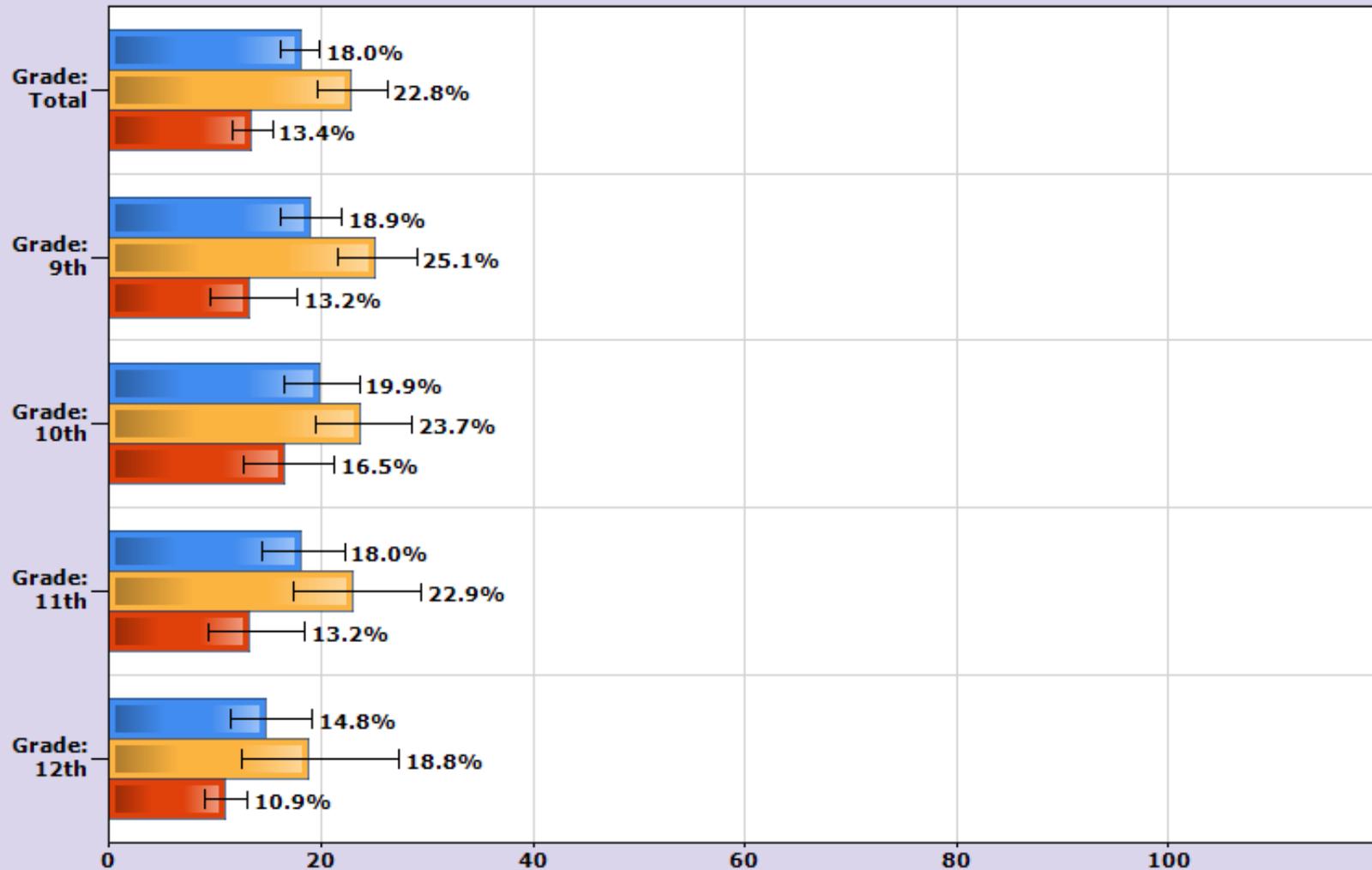


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Michigan, High School Youth Risk Behavior Survey, 2011

■ Total ■ Female ■ Male



The Dos and Don'ts

Do.....

- ◉ Find out what the education partner's top priorities are.
- ◉ Identify what you can *offer* schools that supports their priorities.
- ◉ Involve the education sector in any planning from the beginning.

Avoid.....

- ◉ Approach education with "this is what we need you to do"
- ◉ Expect the health of children to be education's #1 priority.
- ◉ Underestimate the barriers.
- ◉ Have a singular focus

Speaking Education's Language

It's all about
Relationships

- Take time to learn the language, culture and politics
- Listen and assure that their priorities and concerns are heard
- Avoid making quick assumptions

Speaking Education's Language

Attendance
Absenteeism
Average Daily Attendance
Accountability
Achievement Gap
Assessment
Benchmarks
Common Core Standards
Course of Study
Content Standards
Curriculum
**District Improvement
Planning**

Dropout
Graduation rate
High-Stakes Testing
Learning Supports
NCLB Waivers
Non-Academic Barriers to
Learning
Performance Indicators
Response to Intervention (RTI)
School Climate
School Connectedness
School Improvement Planning
School Turnaround
Truancy
Whole Child Initiative

A word cloud featuring various terms related to health communication and decision-making. The words are arranged in a roughly cross-like shape. The central word is 'COMMUNICATION' in large, orange, all-caps letters. Other prominent words include 'Decision Making', 'Healthy Habits', 'Understand', 'Protective', 'Goal Setting', 'Influences Knowledge', 'Obtain', 'Use Information', 'Refusal Skills', 'PRACTICE', 'Skill Building', 'Social Skills', 'Reliable', 'Valid', 'Risk Factors', 'Advocacy', and 'Obtain'. The words are in various colors including white, green, yellow, orange, and red, and are oriented in different directions.

Valid
Reliable
Social Skills
Decision Making
Healthy Habits
Understand
Protective
COMMUNICATION
Goal Setting
Influences Knowledge
Obtain
Use Information
Refusal Skills
PRACTICE
Skill Building
Risk Factors
Advocacy

Health Education



Characteristics of Effective Health Education

Effective Health Education:

- Focuses on specific behavioral outcomes
- Is research-based and theory-driven
- Addresses individual values & group norms that support health-enhancing behaviors
- Focuses on increasing personal perception of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors
- Addresses social pressures
- Builds personal and social competence
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions & behaviors
- Uses strategies designed to personalize info & engage students
- Provides age- and developmentally appropriate information, learning strategies, teaching methods & materials
- Incorporates culturally inclusive learning strategies, teaching methods & materials
- Emphasizes adequate time for instruction
- Provides opportunities to reinforce skills & positive health behaviors
- Provides opportunities to make connections with other influential persons
- Includes teacher information & plans for professional development & training to enhance effectiveness of instruction and learning



HEALTH EDUCATION

GLCES AND MERIT GUIDELINES



Kindergarten

HEALTH EDUCATION

GLCES and Guidelines

◎ 7 Strands

- Nutrition and Physical Activity
- Alcohol, Tobacco and Other Drugs
- Safety
- Social and Emotional Health
- Personal Health and Wellness
- HIV Prevention
- Sexuality Education

Health Education Standards

8 Standards

- Core Concepts
- Accessing Information
- Health Behaviors
- Analyzing Influences
- Social Skills
- Goal Setting
- Decision Making
- Advocacy

Michigan Health Education Content Standards (2006)

- | | |
|------------------------------|---|
| 1. Core Concepts | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| 2. Access Information | All students will access valid health information and appropriate health promoting products and services. |
| 3. Health Behaviors | All students will practice health enhancing behaviors and avoid or reduce health risks. |
| 4. Influences | All students will analyze the influence of family, peers, culture, media, and technology on health. |
| 5. Goal Setting | All students will use goal setting skills to enhance health. |
| 6. Decision Making | All students will use decision-making skills to enhance health. |
| 7. Social Skills | All students will demonstrate effective interpersonal communication and other social skills which enhance health. |
| 8. Advocacy | All students will demonstrate advocacy skills for enhanced personal, family, and community health. |

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

Standard examples: First Grade

◎ *Standard 3: Health Behaviors*

- 3.4 Apply strategies to prevent fires and burns to hypothetical situations.
- 3.5 Demonstrate actions to take in a fire emergency.
- 3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.
- 3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.
- 3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.

Standard Examples: Fourth Grade

◎ *Standard 3: Health Behaviors*

- 3.7 Apply strategies to prevent fires and burns.
- 3.8 Develop and practice a home fire escape plan.
- 3.9 Apply strategies to stay safe and prevent injury when home alone.
- 3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.
- 3.11 Apply strategies to stay safe when using the Internet.
- 3.12 Apply strategies to avoid personally unsafe situations.
- 3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Standard Examples: 7/8 Grade

◎ *Standard 1: Core Concepts*

- 3.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships.
- 3.2 Evaluate the impact of alcohol and other drug use related to safety when dating.
- 3.3 Describe the extent of the problem of dating abuse, assault, and rape.
- 3.4 Define the legal consequences of sexual harassment and violence.

Standard Examples: 7/8 Grade

◎ *Standard 3: Health Behaviors*

- 3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.
- 3.7 Describe strategies to stay safe when using the Internet.
- 3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.
- 3.9 Recognize warning signs of potential danger in relationships.

Standards Examples: High School

◎ Standard 4: Influences

- 2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.
- 2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.

◎ Standard 1: Core Concepts

- 3.1 Explain the effects of violence on individuals, families, communities, and our nation.
- 3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.
- 3.3 Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.
- 3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.

The Michigan Model for Health[®] is:

- A Skills-based Comprehensive Curriculum
- Designated as a "Promising Program" by the U. S. Department of Education
- A living document - updated by means of web-based addenda



The Michigan Model for Health is...

- Aligned to Health Education Standards
- The product of a statewide joint effort of partners from various disciplines



The Ultimate Goal

The Ultimate Goal of the *Michigan Model for Health*[®] is that young people adopt healthy lifestyles.

Three means of meeting this goal include:

1) Meeting Health Education Standards

2) Increase and Maintain Positive Health Behaviors

3) Extend Learning & Reinforcement of Health Behaviors Beyond the Classroom



Michigan Implementation

- ◎ Implemented state-wide (even though it is recommended and not required)
- ◎ Regional School Health Coordinators
(Michigan Coordinated School Health Association - MiCSHA)
 - www.micsha.org

Students who received the *Michigan Model* showed:

- ✓ **better** interpersonal communication skills, social emotional skills, and self-management skills;
- ✓ **improved** pro-health and pro-safety attitudes;
- ✓ **stronger** drug and tobacco refusal skills;
- ✓ **later** age of first cigarette use.

There's more!

Students also showed:

- ✓ **less reported** alcohol and tobacco use and aggressive behavior in the past 30 days*;
- ✓ **enhanced** knowledge about the hazards of drugs;
- ✓ **reduced** intention to use alcohol and smoke cigarettes; and
- ✓ **increased** knowledge and skills in physical activity and nutrition.

Social-Emotional Learning (SEL) is:

- ✓ Identifying and managing our own emotions
- ✓ Teaching people how to get along
- ✓ Teaching life skills
- ✓ Teaching about developing successful relationships
- ✓ Teaching about responsibility

The Three D's for Telling



If something is

Dangerous,

Destructive, or

Disturbing,

tell an adult!

WHEN TO TELL

For Safety's Sake

If something is...

DANGEROUS,

DESTRUCTIVE,

**OR
DISTURBING,**

**tell an
adult!**



Keeping people safe by getting adult help is always more important than keeping secrets.

ACT WISE to Resolve Conflicts



Acknowledge to yourself how you feel.

Calm down so you can think clearly about what you want.

Talk with the person about how you feel and what you want.

Speak with I-messages and listen with respect.

What is the situation, and what is the best goal?

Identify the options.

Select the best idea and act.

Evaluate what happened.

Work with me on a worksheet with these steps: www.rockwell.com/actwise

Check It Out

Check out your idea by asking the questions

- Does this idea fit my values?
- Will it help me stay safe and healthy?
- Does it follow important rules?
- Does this idea show respect?
- Is this idea realistic?

Remember, there may not be one "correct" answer to these questions. In some situations, you might want to talk with an adult for more ideas and advice.

Check It Out

- * **Ask the five questions for each idea you have:**

1. Does this idea follow my personal and family **values**?
2. Will this idea help me stay **safe** and **healthy**?
3. Does this idea follow family, school, and community **rules**?
4. Does this idea show **respect** for myself and others?
5. Could this idea really work, that is, is it **realistic**?

Keep ideas that get “Yes” answers to all five questions. If an idea gets a “No” answer to any question, cross that idea off your list and check out the next idea.

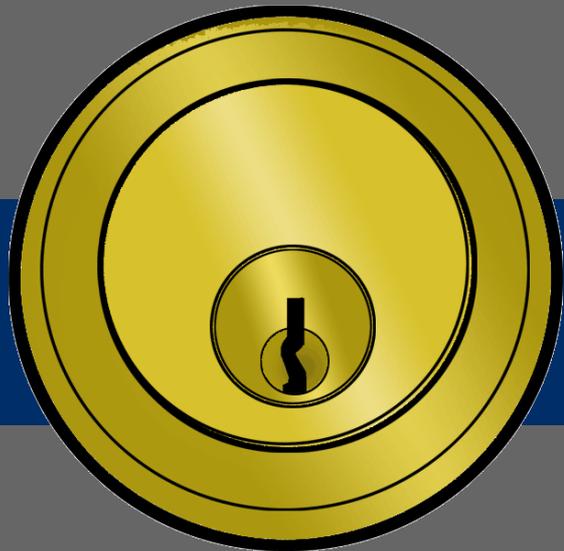
- * **Ask a trusted adult what he or she thinks of your ideas.**

An adult might have some new ideas, too.



What if...

You Are Outside of the Classroom During a Lock Down?



1. Enter the closest classroom or area with an adult if possible.
2. If an adult staff member is with or near you, follow his or her directions.
3. Quickly decide if you are close to a restroom. If you are, run to it. Hide as best you can in a stall or corner.
4. If you are in an area in the school with an armed person, turn and run in a zigzag pattern away from the armed person.

Remember: Do your best to stay calm and think clearly.

Think Before You Click

1. Always solve problems face-to-face.
2. Assume that everyone can read all your Internet messages.
3. If you're ever bullied online, talk to an adult. Speak up against bullying when you see it.
4. Keep your webpage private. Don't share your password.
5. Don't give out your ASL (age, sex, location) or any other personal information to someone you met online.
6. Never post anything online that you don't want the whole world to have access to forever.



Michigan Model for Health®



Skills for Health and Life

Printed Lesson Plans in Teacher Manual

The Cycle of Abuse

Stage 1: Green
Each person is loving, kind, and apologetic for any misunderstandings.

LESSON 9

Collaborative Work on Teaching Tools

| Student Learning Objective | National Health Education Standards and Performance Indicators | Michigan Merit Health Education Standards and Guidelines |
|--|--|--|
| • Create teaching tools to support basic communication skills. | • Interpersonal Communication [2.9; 4.12.3] | • Interpersonal Communication [3.13; 4.9; 4.10] |

LESSON 2

Exploring Information and Influences

| Student Learning Objectives | National Health Education Standards and Performance Indicators | Michigan Merit Health Education Standards and Guidelines |
|--|---|---|
| <ul style="list-style-type: none"> Apply two essential health skills: accessing information and analyzing influences. Examine how the skills of accessing information and analyzing influences contribute to a person's ability to choose healthy behaviors. | <ul style="list-style-type: none"> Accessing Information [2.12.1; 2.12.2; 2.12.3; 2.12.4; 2.12.5; 2.12.6; 2.12.7; 2.12.8] Analyzing Influences [3.12.1; 3.12.2; 3.12.5] | <ul style="list-style-type: none"> Accessing Information [1.2; 2.3; 3.5; 5.4] Analyzing Influences [2.6; 2.7; 3.12] |

Lesson Synopsis
Review health topics of interest. Examine how two skills, accessing information and analyzing influences, are used to help a person select a desired item to purchase, such as a computer or cell phone. Collaborate with small groups to prepare a class presentation on use of the two skills. Assign a reflection question.

Note: If you have less than a full semester for health education, review the personal ability to use these two skills. Assign a reflection question.

Materials Needed

| Lesson Phase & Time | Teacher Resources | Supplied by the Teacher | Digital Tools | Health Education Materials | Teacher Resources |
|----------------------------------|--|---|--|---|--|
| Introduction 8 minutes | <ul style="list-style-type: none"> PowerPoint or Transparency Master: "Seven Health Skills" PowerPoint or Transparency Master: "Seven Health Skills: Accessing Information and Analyzing Influences" | <ul style="list-style-type: none"> List of student-generated health topics (from Lesson 1) Projector and screen | <ul style="list-style-type: none"> Computers or other devices | <ul style="list-style-type: none"> Poster: "Accessing Information," Educational Materials Center Poster: "Analyzing Influences," Educational Materials Center | <ul style="list-style-type: none"> Student Worksheet: "Using the Skill of Accessing Information" Student Worksheet: "Using the Skill of Analyzing Influences" Teacher Reference: "Buying a Television: Accessing Information" Teacher Reference: "Transparency Master: Analyzing Influences" |
| Input 20 minutes | | | | | |

LESSON 5

Healthy Eating at Fast Food Restaurants

| Student Learning Objectives | National Health Education Standards and Performance Indicators | Michigan Merit Health Education Standards and Guidelines |
|---|--|--|
| <ul style="list-style-type: none"> Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions. Prepare meal plans according to the current federal dietary guidelines. | <ul style="list-style-type: none"> Self Management [7.12.2; 7.12.3] | <ul style="list-style-type: none"> Self Management [1.3; 1.4] |

Lesson Synopsis
Examine students' favorite fast food meals in light of their nutrition knowledge. Introduce, show, and discuss the video on fast food restaurants. Assign homework to research the nutrition quality of their favorite fast food meal. Remind students of their personal case study assignment and their nutrient research. Preview the next lesson.

| Lesson Phase & Time | Materials Needed |
|---|---|
| Introduction 5 minutes | Supplied by the Teacher <ul style="list-style-type: none"> Favorite fast food menu, student generated in Lesson 4 Pens or pencils |
| Health Education Materials 15 minutes | <ul style="list-style-type: none"> Video [VCR or DVD]: <i>Test Your Fast Food Knowledge</i>, Human Relations M [28 minutes] |
| Supplied by the Teacher | <ul style="list-style-type: none"> Projector and screen Writing paper Pens or pencils |
| Digital Tools: | <ul style="list-style-type: none"> Computers or other devices |
| Traditional Tools: | <ul style="list-style-type: none"> Pens or pencils Video player |
| Teacher Resources | <ul style="list-style-type: none"> Student Worksheet: "Selecting Healthy Fast Foods" Assessment Tools for Selecting Healthy Fast Foods: <ul style="list-style-type: none"> Teacher Assessment Rubrics Student Self-Assessment Rubrics Teacher Assessment Checklists Student Self-Assessment Checklists Peer Assessment Checklists |

Are You Guilty of Distracted Driving?

- Texting
- Using a cell phone or smartphone
- Eating and drinking
- Talking to passengers
- Grooming, such as putting on make up
- Reading, including maps
- Using a navigation system
- Watching a video
- Adjusting a radio, CD player, or MP3 player



Michigan Model for Health®

Skills for Health and Life

Analyzing Influences

- Show a variety of influences.
- Show both internal and external influences.
- Explain the complexity of the influences.
- Show how the influences affect choices.

BE SMART!

S-SPECIFIC
M-MEASURABLE
D-DECISION MAKING

Decision Making: A Skill for Now and the Future

STEP 1
Describe the decision or problem.

STEP 2
Identify what you want to happen.

Check Your Thinking

REFLECTION QUESTIONS

- ASSIGNED AT THE END OF CLASS
- WRITTEN RESPONSES EXPECTED
- NO RIGHT OR WRONG ANSWERS
- NO SPECIFIC RESPONSES

KEYS TO SELF MANAGEMENT

Accurately assess personal skills, attributes, and habits

Assess situations and decide on healthy choices

ADVOCACY

Take a clear stand for a healthy choice.

Explain why the stand taken is good for health.

Show awareness of the audience for the message.

Be persuasive.

conviction about the message

Posters focus on SKILLS

STEP 5
Select an idea to try.

STEP 6
Act on the idea.

STEP 7
Evaluate how it turned out.

personal and social responsibility

Know and use strategies to manage stress

Know and use strategies to avoid injury

Accessing Information



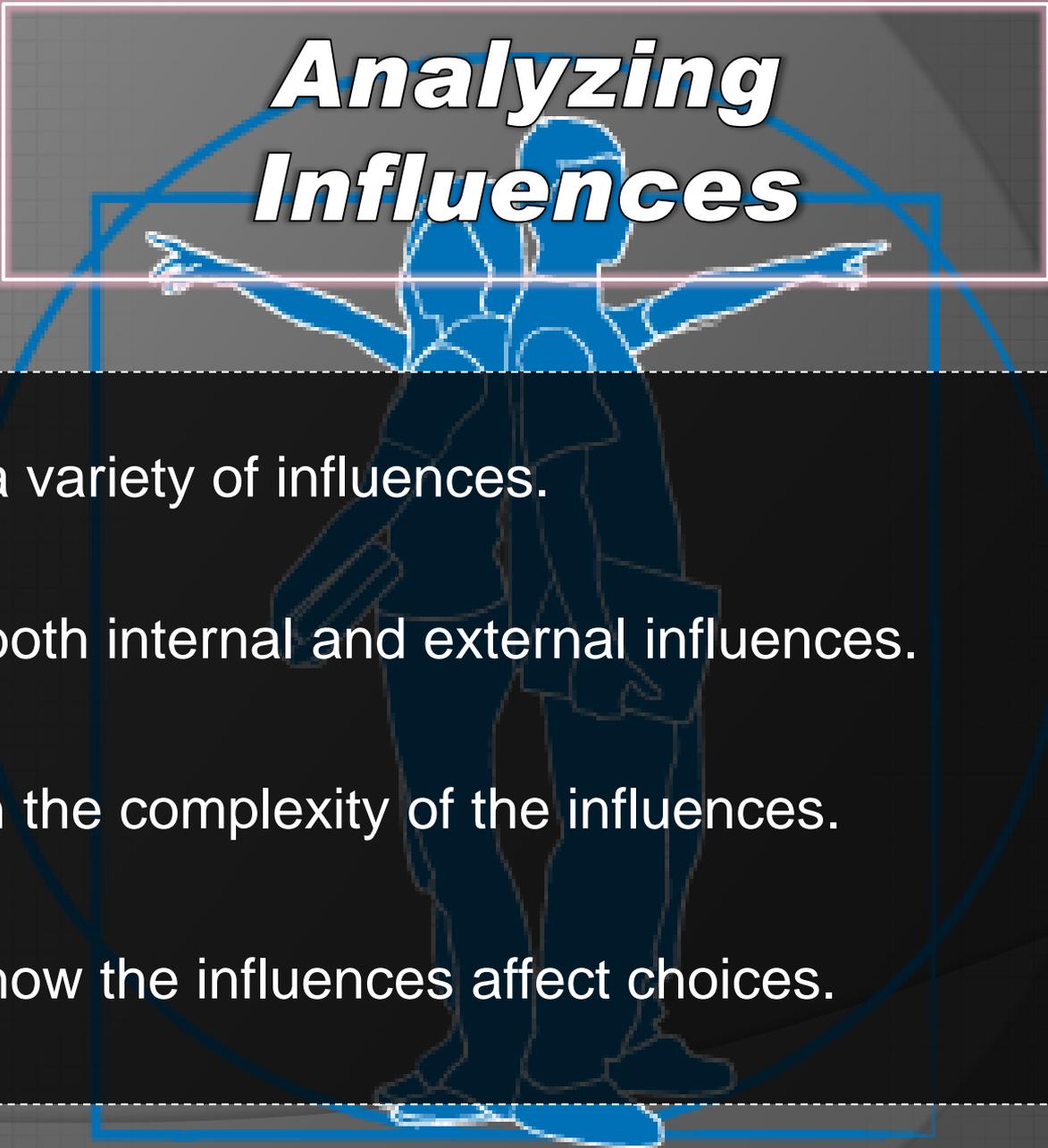
Identify sources of information.

Explain how to find the needed help.

Explain what type of help this source offers.

Explain why it is a good source.

Analyzing Influences



- Show a variety of influences.
- Show both internal and external influences.
- Explain the complexity of the influences.
- Show how the influences affect choices.

Be SMART!

Specific

=

S

M

=

Measurable

A

=

Achievable

R

=

Relevant

T

=

Time-Bound



Decision Making: A Skill for Now and the Future

STEP 1

Describe the decision or problem.

STEP 2

Identify what you want to happen.

Check Your Thinking

Do your ideas:

- follow your personal and family **values**?
- help you stay **safe and healthy**?
- follow family, school, and community **rules**?
- show **respect** for myself and others?
- seem **realistic**? Could the idea work?

STEP 3

Brainstorm optional ways to get what you want to happen.

STEP 4

Omit ideas that don't check out and ideas you don't want to try.

Check Your Thinking

STEP 5

Select an idea to try.

STEP 6

Act on the idea.

STEP 7

Evaluate how it turned out.



Interpersonal Communication =

Listening Skills



Skills to Respond to the Emotions of Others



Assertive Communication Skills

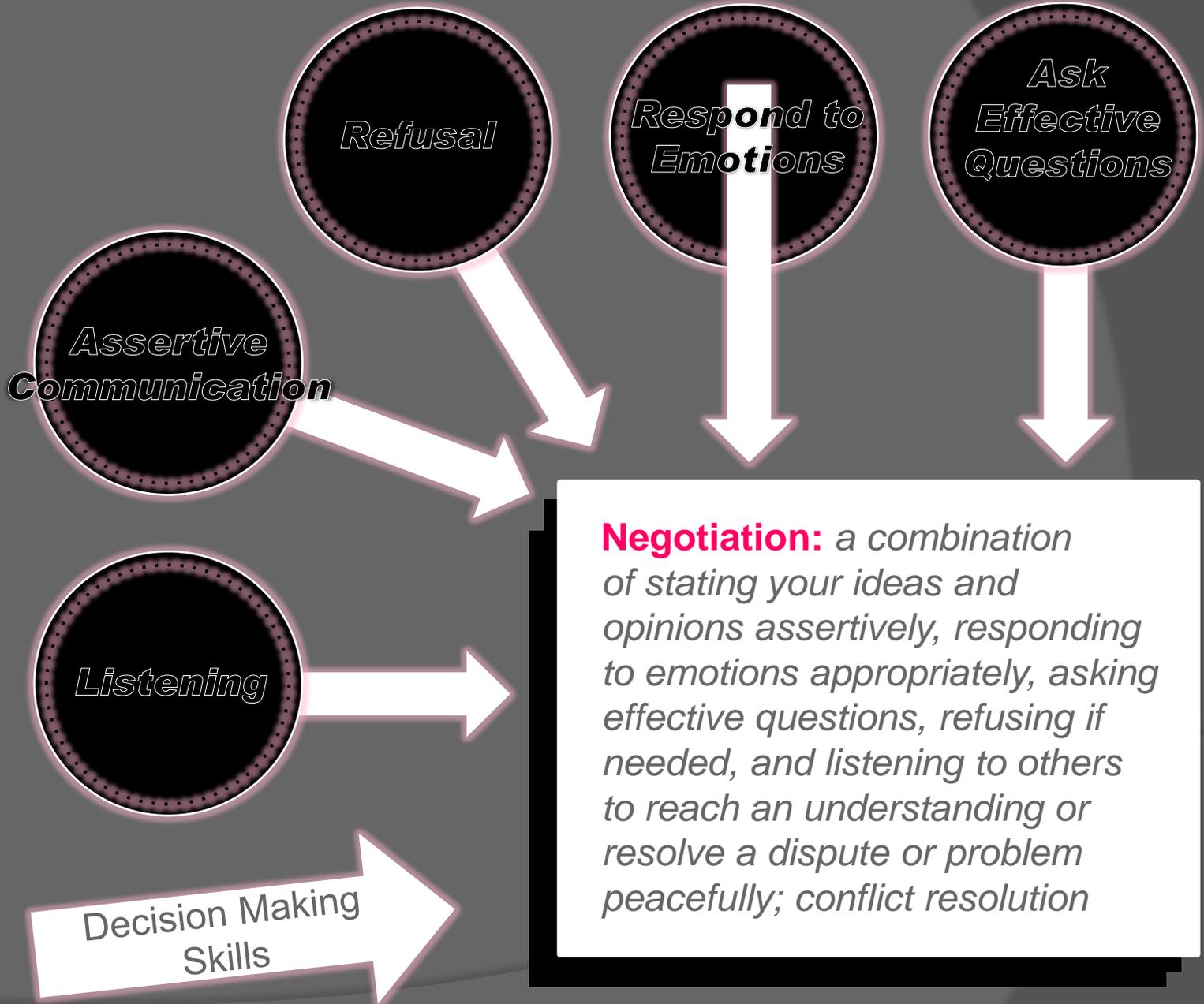


Skills to Ask Questions



Refusal Skills

NEGOTIATION



ADVOCACY

- ▶ Take a clear stand for a healthy choice.
- ▶ Explain why the stand taken is good for health.
- ▶ Use information to support the choice.
- ▶ Show awareness of the audience for the message.
- ▶ Be persuasive.
- ▶ Show conviction about the message.



Keys to Self Management

Assess accurately personal skills, attributes, and habits

Choose habits that promote health and personal and social responsibility

Assess situations and decide on healthy choices

Know and use strategies to avoid injury

Manage and express emotions constructively, including anger

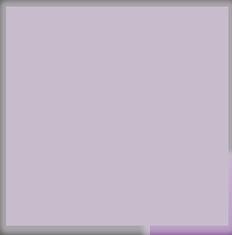
Know and use strategies to manage stress



Accessing Information
Analyzing Influences
Goal Setting
Decision Making
Interpersonal Communication
Self Management
Advocacy

Part 1

- Social and Emotional Health
- Nutrition and Physical Activity
- Safety
- Alcohol, Tobacco, and Other Drugs
- Personal Health and Wellness



Part 2

- Review Health Topics and Skills
- Consider What Is Most Important

- Conclude All Aspects of Health Are Important

Summary Lessons

Questions? Answers

