

Health Curriculum Review

2017-2018 | Meeting Dates | 11/8/17, 12/13/17, 1/24/18, 3/28/18

Committee Members:

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Defining the Expectations for Student Learning

- 1. What are the goals and objectives students are **expected** to achieve as a result of the health program?
- 2. What are the performance indicators for student achievement of the expectations for their learning?





Elements viewed throughout this review process

- <https://www.inc.com/amy-morin/kindergarteners-with-these-two-skills-are-twice-as-likely-to-get-a-college-degree-according-to-a-19-year-study.html>
- Brighton Youth at Risk Survey
- 2014 BHS Health Curriculum
- 2017 BHS Health Curriculum
- 2017 TCMS Health Curriculum
- 2017 FRES Health Curriculum
- NYS Standards
- 2012 CRPS Health Curriculum



Dimension 1

Expectations

- Students will apply knowledge, attitudes and behaviors towards achieving wellness and maintaining a healthy lifestyle.
- Students will have knowledge of body and brain.

Indicators

- Identify components of a healthy lifestyle.
- Participate in healthy lifestyle activities.
- Identify benefits of individual activities.
- Create an understanding of the areas of the brain and their effects on the body.



Dimension 2

Expectations

- Understanding personal and emotional awareness with healthy skill sets to manage emotions. (Mental Health)
- Students will be able to identify (healthy) personal coping mechanisms for stress and mental health

Indicators

- Identify emotions
- Utilize healthy strategies to cope with emotions.
- Express empathy. (Inducing desirable responses in others).
- Explain positive solutions to emotions expressed.



Dimension 3

Expectations

- ▶ Enable students to use knowledge and develop skills that demonstrate resiliency in all aspects of an individual's life.

Indicators

- ▶ Apply 16 habits of mind – age appropriate.
- ▶ Set age appropriate goals.
- ▶ Develop confidence and self- esteem.
- ▶ Create motivations – as emotional intelligence.



Dimension 4

Expectations

- Students will understand that health is an ongoing component of a person's well-being.
- Understanding healthy vs. unhealthy behavioral choices.

Indicators

- Apply knowledge of effects of substances (drugs, alcohol, food) on situations.
- Create short and long term goals for continuous growth and development.
- Recognize consequences of unhealthy/risky behaviors.
- Understand how nutrition affects the body and brain.



Curriculum Area

- ▶ There was an opportunity to work over the summer (2017) with both TSA Danielle Edmunds and with health education teachers within the district.
- ▶ Teachers 3-12 were given the opportunity to meet during summer work days (2017) to vertically align curriculum, closing gaps and ensuring appropriate conversations at each level.
- ▶ There is summer time (2018) to conceptualize and design new units.
- ▶ We are in the process of uploading our health curriculum to Edoctrina.
- ▶ >>>>> Currently there is not a system in place focusing on **K-2** health education. The most recent document dates back to 2012-2013.<<<<<<

Curriculum is aligned: 3-12

- 21st Century Health skills include a paradigm shift away from covering content and toward relevant *skill based student learning*. Looking at the necessary skills for our students to be successful in the 21st century, our program emphasizes the 4C's: critical thinking, communication, collaboration, and creativity.





Focus: Data Points Used

- ▶ Youth At Risk Study administered to 1,001 Brighton students, grades 9-12.
 - ▶ 15.9% have seriously considered attempting suicide. Q22.
 - ▶ 20.76% have hurt themselves (cutting, burning.) without intent of suicide. Q26.
 - ▶ 28.94% have serious difficulties concentrating, remembering or making decisions because of a physical, mental or emotional problem. Q27.
- ▶ <https://www.inc.com/amy-morin/kindergarteners-with-these-two-skills-are-twice-as-likely-to-get-a-college-degree-according-to-a-19-year-study.html>
 - ▶ 19 year study, Kindergarten students, 2 skills; **social and emotional competence** scores, more likely to earn a college degree.

Recommendation

➤ Explore possibilities of hiring a Certified Health Education Teacher at the K-2 level.

- provide consistent and thorough education at the K-2 level.
- Above the mandate, Brighton views mental health as more important than the NYS mandate.
- Directly speaks to the Brighton Blueprint- student health and wellness.

➤ Areas to address.

- Disease transmission
- Mental Health 1-30 minute lesson per year feeling good about me is in place
- Substance use/misuse (alcohol/drugs) – No lessons
- Digital Citizenship- Once every couple years, not in the past few.
- Bullying– Most resources are outdated(VHS) – not covered, teacher recommended.
- Diversity and tolerance
- See something say something
- Safety in an emergency/call 911/CPR/1st aid- none



Recommendation continued

- **BHS: Remove the Community Service Project from the high school health curriculum.**
 - Age of students limits opportunities
 - Transportation limitations.
 - Under privileged students suffer most, prevents positive experience.
 - Some students are on the receiving end of the efforts.
 - Graded as final exam- should student fail if a project is not completed?
 - Must complete during the semester health is taken, year health is taken.

- Continued on next slide----->



Service options | Very important

- ▶ Consider grades 7-12, volunteering an expectation – ***not*** a grade, what we should be doing.
 - ▶ 7th grade: 3 hours
 - ▶ 8th grade: 5 hours
 - ▶ 9th grade: 5 hours
 - ▶ 10th grade: 10 hours
 - ▶ 11th grade: 10 hours
 - ▶ 12th grade: 10 hours
 - ▶ Use of Naviance to log hours which then can be accessed by counselors, teachers and administrators to help in writing recommendation letter for college.
 - ▶ Students 6-12 use Naviance already for college.
 - ▶ Can use clubs at school, outside of school, at student's discretion, link leaders, internships.

Mental Health Fair: Student created conference surrounding Health elements

- ▶ **BHS Health Fair: Student created conference surrounding:**
 - ▶ Mental, physical and emotional health.
 - ▶ Prior to the end of each semester, **use the flex time as an opportunity for all students to attend a wellness fair put on by health students.** Health students to share the knowledge learned during the semester. *Similar to a conference day that a professional may attend.*
 - ▶ Booths, pamphlets, 10 minute talks.
 - ▶ EX | Depression, CPR, addiction, suicide, mindfulness, yoga....





Questions

Thanks for your time.