

Health Education Webinar

Q & A

7/15/2020

These questions were answered by practicing teachers and university faculty. They do not necessarily represent the position of SHAPE America or the CDC; however, they are based on CDC and SHAPE America guidance and considerations, as well as previous experience in the field of health education.

Curriculum Questions

- **My school district is making me teach high school health education class online only. Does anyone have a good online curriculum?**
 - There are many available curricula. It is best to determine your objectives and learning outcomes first before deciding on a pre-written curriculum. You will want to ensure that any pre-written curriculum aligns with your student needs and the priorities of your district as not all will. Also, consider what you currently teach. It is likely that you will be able to modify your existing units and learning activities to work in a remote environment without creating a whole new curriculum.
 - In addition to SHAPE America resources, the following sites offer resources and supports:
 - [RMC Health](#)
 - [AMAZE.org](#)
 - [www.skillsbasedhealtheducation.com](#)
 - Andy Milne's [Slow Chat Health](#) – some great examples of virtual classrooms
 - [HealthSmart by etr.org](#) – has a digital platform and is customizable for teachers. It is a comprehensive K-12 health education curriculum (high school and middle school were just revised in 2020).
- **What curriculum do you use for high school health ... and any examples of online curriculum?**
 - It is important to consider the curriculum for your students and to design it in a way that gets at the needs and specific considerations of your local community. There is not a “one size fits all” curriculum available that will meet the needs of all schools and students. Additionally, not all available curricula are designed in a skills-based

way to promote skill development over knowledge acquisition. We encourage you to review a variety of resources and develop curriculum to meet your needs. To develop your curriculum, some resources include:

- [SHAPE America Health Education Program Checklist](#)
- SHAPE America's [Appropriate Practices in School-Based Health Education](#)
- [Health Education Curriculum Analysis Tool](#)
- Here is a checklist of [Characteristics of Effective Health Education Curricula from CDC](#)
- [SHAPE America's Teacher Toolbox](#) with ideas for health education, physical education, adapted PE, early childhood, etc.
- Texts to support curriculum design include:
 - *The Essentials of Teaching Health Education: Curriculum Instruction & Assessment* (Benes & Alperin, 2016)
 - *Lesson Planning for Skills-Based Health Education: Meeting the Secondary Level National Standards* (Benes & Alperin, 2019)
 - *Lesson Planning for Elementary Skill-Based Health Education* (Alperin & Benes, 2021)
 - *Skills-Based Health Education* (Connolly, 2017)
- [RMC Health Resources](#) provide information on how to scaffold and teach each of the skills of the National Health Education Standards
- [Health Smart Virginia](#) provides free skills-based lessons by grade level and skill.
- [Healthsmart by ETR](#)
- Comprehensive Health Skills
 - <https://www.g-w.com/high-school-health-2021>
- **What health curriculum resources are available for the elementary level?**
 - The [Health Education Teacher Toolbox](#) from SHAPE America is a website with great resources to integrate the National Health Education Standards into your elementary classroom. It is organized by skill and has age appropriate activities and assessments that can be conducted.
 - [SHAPE America Health Education Program Checklist](#)
 - [Health Education Curriculum Analysis Tool](#)
 - [SHAPE America's Teacher Toolbox](#) with ideas for health education, physical education, adapted PE, early childhood, etc.
 - This is also a great website for content: <https://kidshealth.org/classroom/>
 - Texts to support curriculum design include:
 - *The Essentials of Teaching Health Education: Curriculum Instruction & Assessment* (Benes & Alperin, 2016)
 - *Lesson Planning for Skills-Based Health Education: Meeting the Secondary Level National Standards* (Benes & Alperin, 2019)
 - *Lesson Planning for Elementary Skill-Based Health Education* (Alperin & Benes, 2021)

- *Skills-Based Health Education* (Connolly, 2017)
 - [RMC Health Resources](#) provide information on how to scaffold and teach each of the skills of the National Health Education Standards
 - <https://healthsmartva.org/> – free skills-based lessons by grade level and skill.
 - If you want a curriculum that is more formal, check out HealthSmart K-12. [This is the link to the explanation of the K-5 curriculum](#)
- I am charged with the responsibility for creating a model of health education instructional delivery that is flexible and fluid. Being a blended model that can easily transition between F2F and online. I have reservations about doing online K-5 health on "sensitive topics" without the proper supports at home to reinforce the learning or leaving this content in the hands of untrained parents/caregivers or no support at all (sensitive topics: grade 5 puberty education; sexual abuse/prevention; personal safety; drugs, alcohol, tobacco). Strategies and suggestions welcomed.
 - Although these are sensitive topics, it is important not to skip over them. The presenters suggest first building relationships with your students. Then ensure you are teaching skills, and through the skills-based learning you can work on “sensitive topic areas.” Also, reach out and keep parents informed ahead of time.
 - Provide specific resources for students and also be very specific in the work you are asking students to do. At the lower grades, this may include teaching about communication and having students practice refusal skills with an adult, focus on decision making and medications in the home, or analyzing the influence of peers on different behaviors.
 - If you have students that you fear will be unsupported, we encourage you to reach out specifically to them to give them extra support that they might not have at home.
 - Amaze.org has some fantastic resources specifically for puberty and sexuality education! Visit their [website](#).

Teaching Online and Technology Questions

- Does anyone have recommendations on making transition (in person to online)?
 - Develop strong relationships with students, first and foremost. This will help to support students’ transitions to an online learning space.
 - Recognize that you are not going to be able to do everything you do in your “normal” health class. Prioritize based on time and don’t overwhelm students.
 - Think about the curriculum that you use in person and how you can modify pieces of it to be online. Perhaps it is having students do a reading or research and then responding, creating a new “product,” or creating a short video response.
 - Be cognizant of your students’ specific situations and what they have been through.
 - Conduct a student survey to gain knowledge about access.
 - Keep checking in on their social and emotional health throughout the course.
 - Vary the modes of instruction that you are using.
 - Be consistent with lessons/assignments to be posted, due dates.

- Have open communication (transparency).
- **Does Melanie have or do online tutorial training for creating a virtual classroom?**
 - There is [this](#)
 - Also check out a blog on the Slow Chat Health Blog - [Virtual Classrooms](#) that gives examples and ideas
 - Melanie is willing to do an online training on creating a virtual classroom, but this would be something that would be contracted (paid). If you would like to inquire about hiring Melanie to conduct this type of virtual training, visit her on Twitter @MelanieLynch52
- **What are some of your strategies that you use to make connections with your students in distance learning in the beginning of the semester?**
 - As Scott talked about in his presentation asking the students questions and then actually listening to their answers is one of his strategies. This could be through a variety of platforms whether it is written with a response (blog or other type of assignment), through FlipGrid and a personal “conversation” with the teacher, or through another form a multimedia such as a PowerPoint presentation using Bitmoji’s, etc. The key here is that you listen and follow up, trying to make true connections to let your students know that you are there and that you care.

Advocacy Questions

- **I have embraced all types of teaching. My concern is that my administration does not see the value of HPE. What are some strategies to gain support? Even SEL is siloed to student services.**
 - Use information from SHAPE America to talk about the importance of health education in students’ lives, especially given the current climate. Check out these resources:
 - [It’s Time to Prioritize Health & Physical Education – Advocacy Flier](#)
 - A [blog from Cairn Guidance](#) that can get you started
 - NC SHAPE [Online Advocacy Day](#)
- **Yesterday was covering physical education, and today is focusing on health education. Will there be guidance on recreation and dance considerations?**
 - There will not be separate guidance on recreation and dance, however we would suggest that for both of these topics the suggestions for the PE situation would be similar. Additionally, here are some resources that are specific guidelines for a recreational setting.
 - [Childcare and summer programs](#)
 - [Youth Sport](#)
 - [Parks and Recreational Facilities](#)

Other General Questions K-12

- **We were concerned about teaching about depression without the students having access to their support system. Any tips?**
 - Provide lots of local and national resources for them in a virtual classroom format so they don't feel singled out, yet have available resources to look at and engage with.
 - Take some time to speak with your school counselor and align teaching with other strategies being used in the school. If you are also using a social competency or other curriculum, be sure to check out those resources as well.
- **Any suggestions on distance learning that is unable to be done via technology?**
 - It is important that even when you can't use technology, you still are consistent and structured and try to vary your instructional approaches. I would suggest creating a cover sheet to a packet that is sent home with a letter that talks about the goals for the week and what the student will be doing. Then have a table of contents of what the packet contains. Then through different modes (whether it is project-based learning, worksheets, reading and understanding, etc.) each week you can help students learn the skills to meet the goals and objectives. It is important that you aren't just having them read and answer questions. Remember students learn in different ways and even if you don't have technology, you still need to tap into these different learning styles.

Higher Education Questions

- **Asking from a teacher educator view ... how do you see preservice teachers interacting with those of you who are teaching fully online? What level of interaction/access would you give to the pre-service teachers (whether internship or student teaching)?**
 - This is going to be specific to the teacher, the district, and rules within specific Colleges of Education. From my experience, teachers have been welcoming of student teachers, even in an online environment. There are things to keep in mind, such as permissions to be in the online classroom, etc. However, all are doable and will vary by district.
 - It is important to reach out to your cooperating teachers and ask what their comfort level is. Some are struggling and might not want to take on the extra responsibilities, while others are more capable of teaching a preservice student in an online environment.
 - One thing that we have heard from teachers is that it would be helpful for students to know platforms before they get to this stage, so they can easily integrate into an online classroom. So, teaching Google Classroom or other LMS as well as common technology applications such as FlipGrid would only help the experience of both the mentor and the intern.
 - Reach out to school districts and ask if they could use assistance in tutoring or reaching out to K-12 students on a one-to-one basis. University students in field placements could provide support that the cooperating teachers may not have time

to do for each student. This could help teacher candidates get field experience hours and help the district as well.

- A preservice teacher can create online learning experiences similar to how an in-service teacher might. They can even create YouTube channels or store materials in another online, cloud-based platform.