



Darien Public Schools PK-12 Health & Wellness

An Update to the Board of Education
May 14, 2019



Agenda

Health &
Wellness
Goals

Health &
Wellness
Approach

Skills-based
Health
Education
**Curriculum
Update**

Social-
emotional
learning
Update

**Next
Steps**

Health & Wellness Goals


- Develop an innovative and comprehensive skills-based health-education curriculum
- Create opportunities for social and emotional learning to occur in all aspects of the school curriculum and school communities.
- Meet the specific needs of students related to all components of health (social/emotional, mental, physical, etc.)

Health & Wellness Approach

The following assumptions reflect the **DPS Health and Wellness Approach**:

- Health & Wellness is the responsibility of **all adults** in and out of our schools.
- Students enter schools with **unique needs** related to learning and health (physical, social, and emotional well-being).
- While there are **varied approaches/models** to the teaching of health and wellness, a **collaborative/integrated** approach allows for proactive and authentic learning

Health & Wellness Approach

A photograph of four students sitting around a desk, engaged in a collaborative activity. A boy in a blue and black striped shirt is writing in a notebook. A girl with long brown hair is looking at the notebook. Another girl with long dark hair is also looking at the notebook. A fourth student is partially visible on the right, holding a pencil. The background is blurred, showing other students in a classroom setting.

Student-centered and participatory methods are utilized across all units and lessons.

Skills-Based Health Education Curriculum Update

PK-12 standards-based **scope and sequence** for the teaching of health education, anchored in:

- National Health Education Standards
- CT State Standards
- Categories of Health
- Performance Indicators
- Functional Knowledge

Skills-Based Health Education Curriculum Update

PK-12 standards-based **scope and sequence** for the teaching of health education, anchored in:

- Social & Emotional Learning Skills
- CT State Sexual Health Education Guidelines
- CT State Statutory Requirements in Health and Safety; Alcohol, Nicotine, Tobacco and Drugs; and Acquired Immune Deficiency Syndrome

Skills-Based Health Education Curriculum Update

National Health Education Standards

Standard 1: Core Concepts

Standard 2: Analyzing Influences

Standard 3: Accessing Information

Standard 4: Interpersonal Communication

Standard 5: Decision Making

Standard 6: Goal Setting

Standard 7: Self-Management

Standard 8: Advocacy

PK-12 Standards-Based Scope & Sequence

For the Teaching of Health Education:

Elementary, PK/K

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Essential Questions	Performance Indicators	Functional Knowledge
EQ: What do I need to know and do to keep myself healthy?	<p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>1.2.2 Recognize there are multiple dimensions of health.</p>	<p>Personal Health Behaviors (hand washing, teeth brushing, explaining feelings, making healthy food choices, physical activity etc)</p> <p>Explain the importance of resting (health benefits)</p> <p>Identify how to "breathe" to calm themselves</p> <p>How to be a good friend</p> <p>Identify body parts and their functions, understand which parts of body are considered "private" (P.1.2.c)</p> <p>Identify appropriate displays of affection (P.1.1)</p> <p>Understand appropriate touches and that they have the right to say who touches their body and how (E.1.6.c)</p> <p>Identify different types of families (P.1.3a)</p> <p>Identify healthy snacks and meals as fuel for body</p>

PK-12 Standards-Based Scope & Sequence

For the Teaching of Health Education: MMS, Grade 8

STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Essential Questions	Performance Indicators	Functional Knowledge
EQ: How do my values influence my personal health?	<p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p>Personal values and influence on abstinence.</p> <p>Personal values on sexual health decisions</p> <p>Personal values related to substance use.</p>
EQ: How do external factors (e.g., family and community values) potentially aid or hinder my health?	<p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.4 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.6 Analyze the influence of technology on personal and family health.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p>	<p>Health- related school and community policies (physical activity, mental health)</p> <p>Sexual Harassment (peer)</p> <p>Media & Technology's influence on perceived sexual norms (media, tech)</p> <p>Body Image, Media / Food Ads</p> <p>Technology/ Social Media and perceptions of social norms (Opportunity to collaborate with Library Media)</p> <p>Analyze risk/protective factors for substance abuse (e.g., including coping skills)</p> <p>Family's influence on personal values related to substance abuse</p>

PK-12 Standards-Based Scope & Sequence

For the Teaching of Health Education: DHS, Grade 9

STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Essential Questions	Performance Indicators	Functional Knowledge
<p>EQ: How can I manage stressors and reduce health risk and injury in all areas of my life so I can effectively support my health now and in the future?</p>	<p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>	<p>Create a personalized plan of coping strategies (include dealing with success and "failure" or challenges in sport, academics, socially (relationships) + societal norms)</p> <p>Research and develop a stress management plan (e.g. mindfulness, visualization, breathing techniques)</p> <p>Analyze and evaluate strategies to abstain or delay sexual intercourse or risky sexual behaviors (H.3.2)</p> <p>Analyze value of delaying sexual activity, methods and effectiveness of contraception, and ways to prevent contraction of STIs (including but not limited to HIV) (H.3.6)</p> <p>Analyze the importance of complying with motor vehicle laws and develop preventative strategies to reduce risk of unintentional injury</p> <p>Demonstrate sports injury prevention and care (e.g. stretching, hydration, taping)</p>

Skills-Based Health Education Curriculum Update

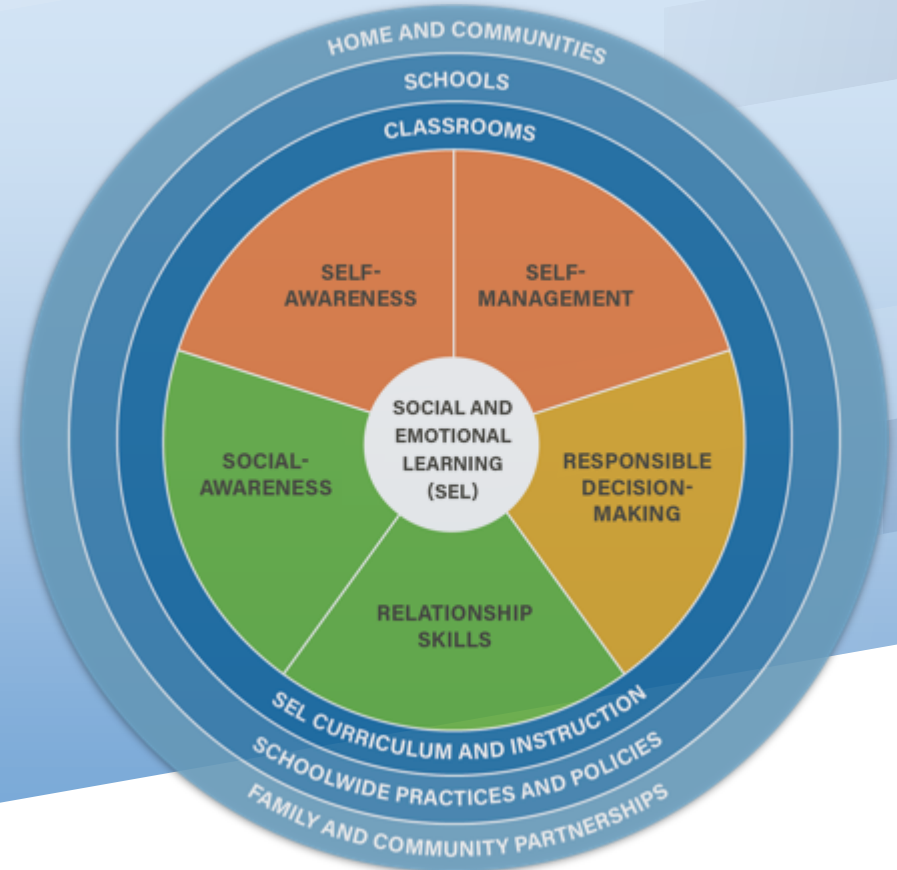
The creation of PK-12 standards-based [units of study](#) in the teaching of health education that reflect:

- A collaborative/integrated approach allows for pro-active and authentic learning
 - Opportunities to teach standards in: developmental guidance, PE, Morning Meetings, Advisory, FLEX, etc...
- DHS: New graduation requirements, 1 quarter (45 sessions) of health education by grade-level

Next Steps: Health Education

- Continue unit development and learning sequence for all units of study PK-12
- Provide professional development for staff on content/units (example: human growth and development) and instructional techniques
- Study middle school model in relation to other content areas
- Create a plan to revise the physical education curriculum in order to integrate categories of health (elementary level and grade 6)

Social-Emotional Learning Update



Social-Emotional Learning Update

Creating environments that are safe, joyful, engaging and provide students a sense of belonging and significance

- Training in: Responsive Classroom I, Responsive Classroom II, Responsive Classroom certification, Dialectical Behavior Therapy
- Integration of CASEL Competencies, K-8 in content or creation of lessons
- The creation of a teacher Toolkit to support students' specific/personalized needs

Social-Emotional Learning Update

Integration of the [5 CASEL competencies](#) across content areas

Self Awareness

Self Management

Responsible Decision Making

Relationship Skills

Social Awareness

Meeting the Personalized Needs Of Students

Internalizing Behaviors: Internalizing behaviors are directed toward the self (inward) and not easily observable. They are typically not disruptive to others.

If This...	...Then, That Pro-Active Whole-Class Strategies	...Then, That Individual Strategies	Example Goal Statements	Progress Monitoring Tools
Lack of Engagement Difficulty engaging and/or persisting in class tasks, activities, routines	<input checked="" type="checkbox"/> Engage in hands-on learning <input type="checkbox"/> Provide preferred multi-modal learning opportunities designed to create access for all students, tailored to their abilities/strengths			
<input type="checkbox"/> Appears unmotivated <input type="checkbox"/> Reluctance or limited contribution to group or partner work <input type="checkbox"/> Appears distracted or is easily distracted <input type="checkbox"/> Quietly avoids/escapes work demands	<input type="checkbox"/> Provide more opportunities for whole-class community building that explicitly highlight student abilities/strengths <input type="checkbox"/> Create situations that promote a sense of belonging for each student in the classroom (e.g. shares, classroom responsibilities, partner activities)			
<input type="checkbox"/> Does not complete tasks <input type="checkbox"/> Change to: difficulty persisting or completing (challenging) tasks <input type="checkbox"/> Limited participation in discussion or responding to questions <input type="checkbox"/> Slow to initiate tasks or transition <input type="checkbox"/> Difficulty shifting or transitioning from one	<input type="checkbox"/> Classwide peer support - partner students and set up situations for taking turns, leading learning (tutor-tutee) for basic (academic) skills. <input type="checkbox"/> Explicitly teach expectations for partnerships. Model turn-taking and peer tutoring;	<input type="checkbox"/> Practice ways to communicate feelings and moods <input type="checkbox"/> Teach positive self-talk and growth mindset: <input type="checkbox"/> Interventions (Sprick & Garrison) - pg. 535-550 <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Give consistent (unexpected - differential reinforcement) and specific praise and	By (reasonable timeframe), Student will initiate and/or complete ____ independently (or with a --# of prompts) within time ____ Student will initiate a social interaction ____ # of times during ____ activity.	Track number of task initiation, redirections, incomplete assignments. Set goal and decrease numbers as strategies/progress is made

Next Steps: Social-Emotional Learning

- Continue and/or create opportunities for professional development for staff across the following areas:
 - Responsive Classroom
 - Trauma-based teaching
 - Mindfulness
 - Stress Relief
 - Dialectical Behavior Therapy
 - Compassionate teaching

Next Steps: Social-Emotional Learning

- Revisit SEL approach with guidance from new school psychologists and guidance counselors
- Continue the work at the secondary level
- [Provide resources](#) and development (workshops) for families/teachers



A photograph of a person running on a track, seen from behind. They are wearing a light green tank top, dark shorts, and a wristwatch. The background is a blurred track and some trees. Overlaid on the image is the word "Questions" in a large, white, sans-serif font.

Questions