

Health Education



Health Education



As with all disciplines, Health Education (K-8) and (9-12) must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health.

Mississippi Code 37-13-134 requires forty-five (45) minutes of Health Education a week for grades K-8. Additionally, 1/2 Carnegie Unit of Health Education is required for graduation.

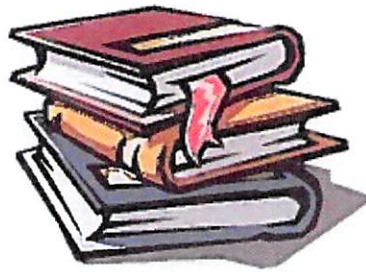
In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. Students are encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others. All these skills are highlighted when national and state health standards are taught.



Health Education National Standards



- Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Demonstrate the ability to advocate for personal, family, and community health.
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Mississippi Health Education Curriculum and Instruction

The 2012 Mississippi Contemporary Health Curricula (K-8) and (9-12) are planned, sequential, frameworks that address the physical, mental, emotional and social dimensions of health. They are designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. They allow students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The curricula addresses the topics of personal and consumer health, mental health, family and social health, human growth and development, disease prevention and control, nutrition and fitness, substance abuse prevention, community and environmental health and safety and first aid.

Contemporary Health (9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health enhancing behaviors, and promoting the health of others.

Contemporary Health (K-8) and (9-12) can be found on the Office of Healthy Schools website at www.mde.k12.ms.us/healthy-schools.

Mission Statement

The 2012 Mississippi Contemporary Health (K-8) and (9-12) Frameworks ensure that all students gain information to develop positive attitudes, behaviors, and skills necessary to make health-enhancing decisions that are age and developmentally appropriate with the ability to apply skills responsibly for a lifetime.

Purpose

The Mississippi Contemporary Health Curricula (K-8) and (9-12) promotes the development of health skills needed to improve quality of life. Based on the National Health Education Standards, the framework emphasizes the holistic dimensions of health education. It enables students to become health literate, self-directed learners, which establishes foundations for leading healthy and productive lives.

CONTENT STRANDS

Mississippi's Contemporary Health Curriculum consists of ten content strands. These content strands identify the aspect of health that should be taught and ensure continuity throughout the process of teaching Contemporary Health.

Personal Health	Nutrition and Fitness
Mental Health	Substance Abuse Prevention
Family and Social Health	Community/Environmental Health
Human Growth and Development	Safety and First Aid
Disease Prevention and Control	

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Multiple objectives should be taught in a well-organized activity. Each school district may adopt the suggested objectives and are encouraged to write additional objectives that meet the needs of students in their district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies are designed only to be the starting point for creative teaching. The strategies should be enhanced by the school district and teachers based on the health needs of students.

SUGGESTED ASSESSMENTS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves; the way parents, community, and governing bodies evaluate schools and districts; and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. Assessment in Contemporary Health should focus on students' acquisition of life skills, and students should be able to model health skills related to content strands.



What the Mississippi Contemporary Health Curriculum Addresses at Each Grade Level:

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. Health standards provide a way of making the school program more responsive to student, family, and community needs.

Kindergarten:

Contemporary Health for kindergarten reinforces the importance of gaining a basic understanding of health promotion and disease prevention at an early age. This initial exposure is a sequential building process for the health of individuals.

First Grade:

Contemporary Health for first grade focuses on the relationship between personal health behaviors and individual well-being. Emphasis should be placed on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

Second Grade:

Contemporary Health for second grade focuses on teaching students how physical, social, and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early.

Third Grade:

Contemporary Health for third grade reinforces the importance of gaining an understanding of how family influences personal health. Students are introduced to childhood illnesses/injuries and how they can be prevented. Students also gain an understanding about the importance of participation in physical activity.

Fourth Grade:

Contemporary Health for fourth grade focuses on identifying indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.

Fifth Grade:

Contemporary Health for fifth grade emphasizes the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.



What the Mississippi Contemporary Health Framework Addresses at Each Grade Level (continued)

Sixth Grade:

Contemporary Health for sixth grade allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.

Seventh Grade:

Contemporary Health for seventh grade focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.

Eighth Grade:

Contemporary Health for eighth grade reinforces the importance of gaining an understanding of how health is influenced by the interaction of body systems. Students should become familiar with the interrelationship between mental, emotional, spiritual, social, and physical health during adolescence. Students should also become more competent in developing a fitness plan. Teachers should reinforce how family and peers influence personal health and how appropriate health care can prevent premature death and disability.

Ninth – Twelfth Grades:

Contemporary Health (9-12) is a one-semester high school course (offering 1/2 Carnegie unit of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety and first aid. Students will be provided with instruction that is clearly relevant to today's rapidly changing world. Classes and projects will be designed to spark student interest and enthusiastic participation as well as provide a rationale for content relevancy, thus enabling students to connect what they learn in school to other aspects of their lives, including their futures.



Things to remember when implementing health education in the classroom:

- Health education does not have to be limited to a "health" class—health information can be provided in many different ways and in any classroom setting.
- Health education should be skill-based. Do not limit education strategies to providing information only. Make learning fun with hands-on teaching strategies.
- Invite partners from the community to come and make presentations about different health topics. Make sure that what they present is accurate and evidence-based.

Tools for implementing quality health education in any classroom:



Health In Action Lesson Plan Website – FREE Resource for Teachers

Health In Action is a useful on-line lesson plan website for educators who are seeking health and physical education activities and lesson plans to be used in the Health, Physical Education and academic classroom. Offered by the Office of Healthy Schools and funded by the Bower Foundation, these lesson plans were written by Mississippi teachers. This easy-to-use site will help fulfill the requirements of the Healthy Students Act and support academic achievement through integrated instruction. There are over 1,300 lesson plans available. These plans cover a variety of health concepts, physical education skills and are aligned to state and national standards and the Common Core. Find Health In Action Lesson Plans on the Move to Learn website at www.movetolearnms.org.

Health Education Curriculum Analysis Tool (HECAT)

Health instruction in schools is shaped, in large part, by the health education curriculum. Choosing or developing the best possible health education curriculum is a critical step in ensuring that health education is effectively promoting healthy behaviors. The curriculum selection or development process, however, can lack structure and focus, which can result in choosing or developing curricula that are inadequate or ineffective. The Health Education Curriculum Analysis Tool (HECAT) provides processes and tools to improve curriculum selection and development.

The HECAT contains guidance, appraisal tools, and resources for carrying out a clear, complete, and consistent examination of health education curricula. Appraisal results can help schools select or develop appropriate and effective health education curricula, strengthen their delivery of health education, and improve the ability of school health educators to influence healthy behaviors and healthy outcomes among school age youth. For more information about HECAT, visit www.cdc.gov/HealthyYouth/HECAT/index.htm.

Health Education Assessment Project (HEAP)

Mississippi was a part of the National HEAP Collaborative for several years and because of that collaboration, we now have the opportunity to offer our teachers the use of the HEAP website and all the resources that it provides. Teachers can use the HEAP of Books or the Health Assessment Item Bank portions of the website at no cost!

Training is provided by the Office of Healthy Schools upon request. Ask for

1. Using Books to Teach Health Concepts and Skills; or
2. Building Quality Health Assessment Items.



Mississippi Healthy Students Act

§ 37-13-134, MS Code of 1972 Annotated

(1) The Legislature recognizes that there is a problem with Mississippi student inactivity and obesity, and therefore requires the following guidelines for school district physical education, health education and physical activity and fitness classes:

Kindergarten through Grade 8: One hundred fifty (150) minutes per week of physical activity-based instruction and forty-five (45) minutes per week of health education instruction, as defined by the State Board of Education.

Grades 9 through 12: 1/2 Carnegie unit requirement in physical education or physical activity for graduation.

Senate Bill 2815—Beginning with the 2015-2016 Ninth Grade class, an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be included as part of the physical education or health education curriculum.

HIV, STD, and Pregnancy Prevention Education

Code 37-13-171 (Amended 2011) Mississippi requires each local school board to adopt a Sex-Related Education (SRE) Policy to implement either Abstinence Only or Abstinence Plus Education into its local school district curriculum.

Contemporary Health for grades 9-12 (2012) addresses prevention of HIV and other sexually transmitted diseases.

Code 37-13-171 states that abstinence education shall be the state standard for any sex-related education taught in the public schools and any course containing sex education offered in the public schools shall include instruction in abstinence education. The sex-related education curriculum offered in schools must be approved by the State Department of Education.

§ 37-13-171. Abstinence education; components; exception to requirement; parent programs.

1. **Abstinence-only** education shall be the state standard for any sex-related education taught in the public schools. Abstinence-only education includes any type of instruction or program which, at an appropriate age:

- Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;
- Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;
- Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

- Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually-transmitted diseases and related health problems. The instruction or program may include a discussion on contraceptives, but only if such discussion includes a factual presentation of the risks (failure rates, diseases not protected against) of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;
 - Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and
 - Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.
2. **Abstinence-plus** education includes every component listed under above, that is age and grade appropriate, in addition to any other programmatic or instructional component approved by MDE. No program or instruction may include anything that contradicts the excluded components.

Curriculum Content: Approved curricula for both abstinence-only and abstinence-plus can be found on the Office of Healthy Schools website— <http://www.mde.k12.ms.us/ohs/home> under the title Code 37-13-173 (Sex-related Education) Resources.

Parental Approval: Code [37-13-173](#) (2011) requires that schools give at least one week's written notice of an intent to provide any kind of sex education, and to provide parents an opportunity to review all materials. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation (an opt-in policy). It also states, upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student" (an opt-out policy).

Program Funding: Mississippi does not provide state funds for school-related HIV, STD, or pregnancy prevention activities. Funds for these activities will need to come from another source.



**Mississippi Department of Education
Office of Healthy Schools
Health Education Teacher Evaluation Instrument**

5	4	3	2	1
Outstanding	Above Average	Satisfactory	Needs Improvement	Needs significant attention

Teacher's Name _____

Evaluator's Name _____

Date _____ Class Observed _____

To assess if quality health education methods have been presented during a lesson, provide the appropriate score in the "rating" column.

	Planning:	Rating
1.	<i>A lesson plan</i> is being utilized during instruction	
2.	Instruction is planned and implemented in a <i>logical and progressive sequence</i>	
3.	Documentation of planning for <i>term, unit, and lesson</i> is provided	
4.	Planned instruction is <i>developmentally appropriate</i> for age of students	
5.	Classroom is neat and inviting to students	
6.	Planned instruction is based on <i>Mississippi Health Education Standards</i>	
7.	Planned instruction is based on the <i>Mississippi Contemporary Health Curriculum (2011)</i>	
	Instruction:	Rating
8.	Instruction started on time	
9.	Learning expectations or objectives are clearly communicated to students	
10.	All students are engaged in <i>relevant, meaningful activity</i> for 100% of class time	
11.	Students are given the opportunity to participate in a variety of learning experiences	
12.	All students have <i>equal opportunities</i> to learn	
13.	Class activities promote <i>maximum participation</i> allowing all students to be engaged	
14.	Instructions and demonstrations are brief and concise	
15.	<i>Instructions, cueing and feedback</i> to individual students is continued during the classroom experience	
16.	Adjustment of instruction & expectations based on individual differences and needs is accomplished. <i>Accommodations, modifications, and alternative instruction strategies</i> are used to assist students who are not mastering the skill or concept	
17.	Uses technology to enhance instruction	

	Motivation:	Rating
18.	Teacher promotes independent learning through resources outside of class (ex. activity logs, bulletin boards and journaling)	
19.	<i>Cooperative behavior</i> and good social skills are reinforced	
20.	Students were encouraged to make healthy lifestyle choices always	
	Assessment:	Rating
21.	<i>Multiple assessment strategies</i> and tools are used (Written tests and assignments, peer assessment, self assessment, rubrics, outside of class assignments, etc.)	
22.	Student progress is documented in <i>the district-prescribed roll/grade book</i>	
23.	Positive and specific feedback are provided to students	
	Classroom Management:	Rating
24.	Teacher uses <i>effective classroom management strategies.</i>	
25.	Climate of courtesy and respect is established	
26.	Students support the learning of others	
27.	Students understand and adhere to class rules, routines, and behavior expectations. <i>Class rules are posted in the classroom.</i>	
	Professionalism:	Rating
28.	Teacher has assumed responsibility for professional growth. The teacher shows evidence that they have completed professional development classes.	
29.	Teacher adheres to professional and ethical standards	
30.	Instruction reflects best practices and newest trends and research in Health Education	
31.	Teacher is collegial and interacts appropriately with staff, parents, and volunteers	
32.	Teacher models appropriate appearance	
33.	Teacher shows enthusiasm the topic of health	
34.	Teacher actively seeks additional resources to expand and support health education	
35.	Teacher is currently and appropriately licensed.	
Feedback to Teacher:		

Resources for Health Education

Health Education Resources for Quality Instructional Practices:

<http://www.mde.k12.ms.us/ohs/home>

Contemporary Health K-8 and 9-12: Mississippi's Health Education curriculum used for teaching Health in Mississippi schools. Contemporary Health has numerous educational website links to aid the instruction of health in K-12 grades.

<http://heaphealthliteracy.com>

Health Education Assessment Project website. Mississippi teachers can have FREE access to this website by participating in Health Literacy/Assessment training provided by the Office of Healthy Schools

<http://www.mde.k12.ms.us/ohs/home>

Health in Action Lesson plan website: over 1300 lesson plans to assist teachers to teach Health and Physical Education Topics and integrate physical activity into the academic classroom.

www.southernremedy.com

The Southern Remedy Healthy Living Program was developed for use by medical providers, health advocates, churches, civic and social organizations interested in changing Mississippi's health for the better.

www.healthteacher.com

Database for curricula and ideas. Free trial, then a small membership fee.

www.glogerm.com

Resources to use in the classroom to teach skills related to the spread of disease and hygienic practices.

Data and Statistics:

www.cdc.gov/HealthyYouth/yrbs/index.htm

Youth Risk Behavior Surveillance Survey results. Self-reported student data for the nation as well as our state in comparison to other states. Great up-to-date resource of where our students are when it comes to health issues and behaviors. Updated every two years.

www.cdc.gov/HealthyYouth/profiles/

School Health Profile results. Data reported by principals and health education teachers at the state and national level in the area of coordinated school health implementation at the school level. Take a peak to see where Mississippi stands in the area of school health instruction, programs and services. Updated every two years.

www.kidscount.org

Kids Count data on economic, health and demographic statistics related to children in our state. Take a peak at where our students stand in relation to the national statistics. Collected right here in Mississippi!

www.healthyms.com

State and local health department data on health issues in Mississippi.

www.actionforhealthykids.org

Action for Healthy Kids database of activities and policy measures at the state and national level. Find out what your state is doing in the area of school health.

www.msdh.state.ms.us

Mississippi State Department of Health website covering health issues in Mississippi

Resources for Health Education (continued)

Online Resources about Student Health Issues:

www.kidshealth.org

Developed by the Kaiser Foundation to promote kids' health. A wealth of knowledge about certain illnesses and general health topics. Great for parents too!

www.bam.gov/teachers/related_activities.html

CDC's teacher resource center for many types of activities and information about a variety of health topics. Student site as well with student activities.

www.nasbe.org

National database on school health policies across the country. See Mississippi's school health policies compared to other states. Updated annually.

www.healthmys.com

State health department information on a multitude of health topics—from disease control and prevention to nutrition and childcare licensure. A one-stop shop of information with contacts for great partnerships!

www.eatright.org

American Dietetic Association. Find great statistics and information on nutrition.

www.americanheart.org

American Heart Association. Find great statistics and information on any type of heart disease and predictor for heart disease.

www.cancer.org

American Cancer Society. Find everything you ever needed to know about any type of cancer or predictor of cancer. Great resources for tobacco education and sexually transmitted diseases.

<http://www.dmh.state.ms.us/>

The Mississippi State Department of Mental Health. Find out what services are available to your students in the area of mental health in your state.

http://www.aacap.org/cs/eaacap_resource_centers

The American Academy of Child and Adolescent Psychiatry resource centers for a variety of mental health issues that students face daily.

<http://www.niaaa.nih.gov/>

The National Institute on Alcohol Abuse and Alcoholism. Tons of resources, posters, fact sheets, research and statistics at the national level.

www.lungusa.org

American Lung Association. Resource for any issue related to respiratory concerns or lung cancer. Also great resource for those that deal with asthma.