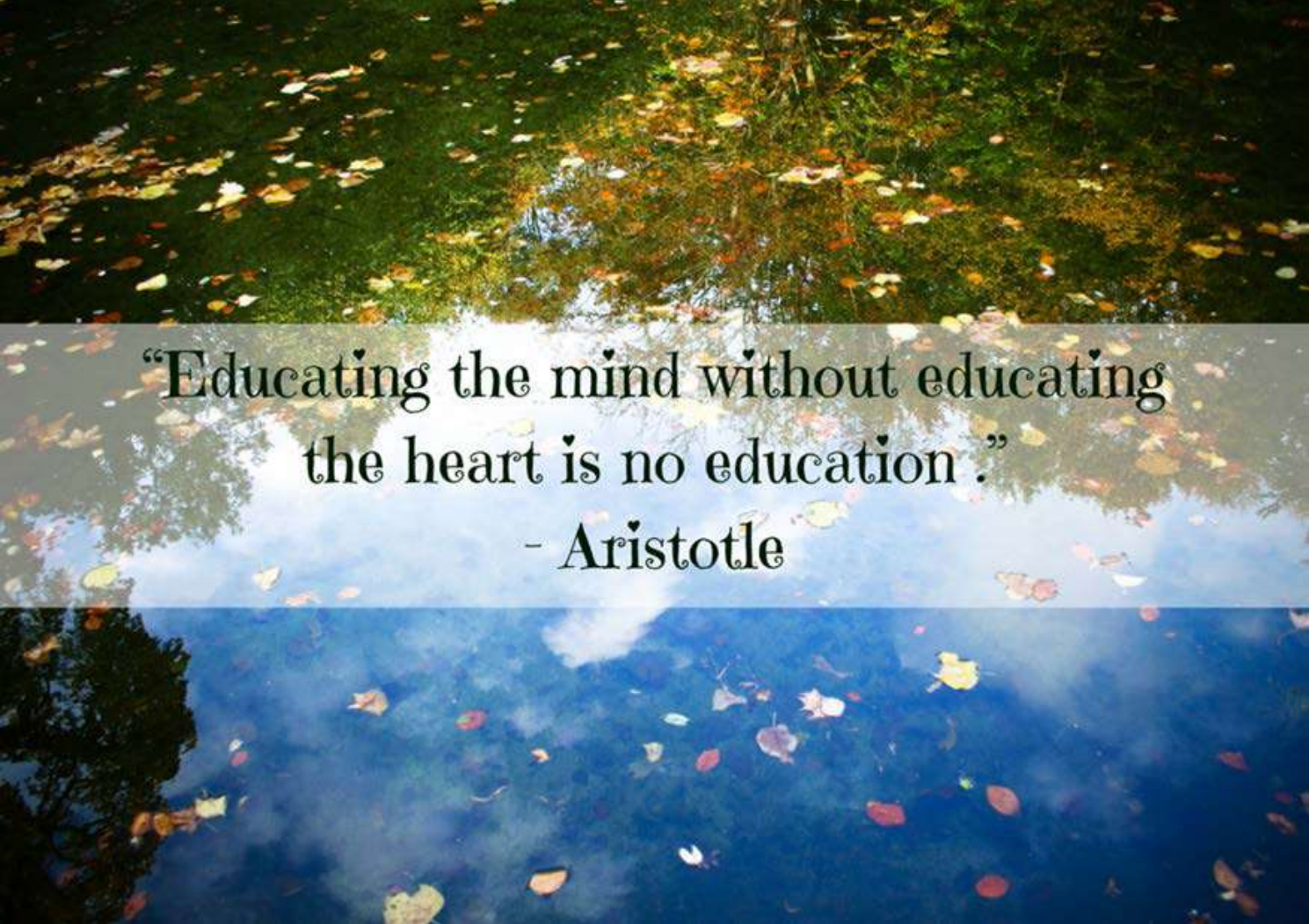


Teaching Health Education To The iPhone Generation

NJAHPERD
LONG BRANCH, NJ
FEBRUARY 26, 2018

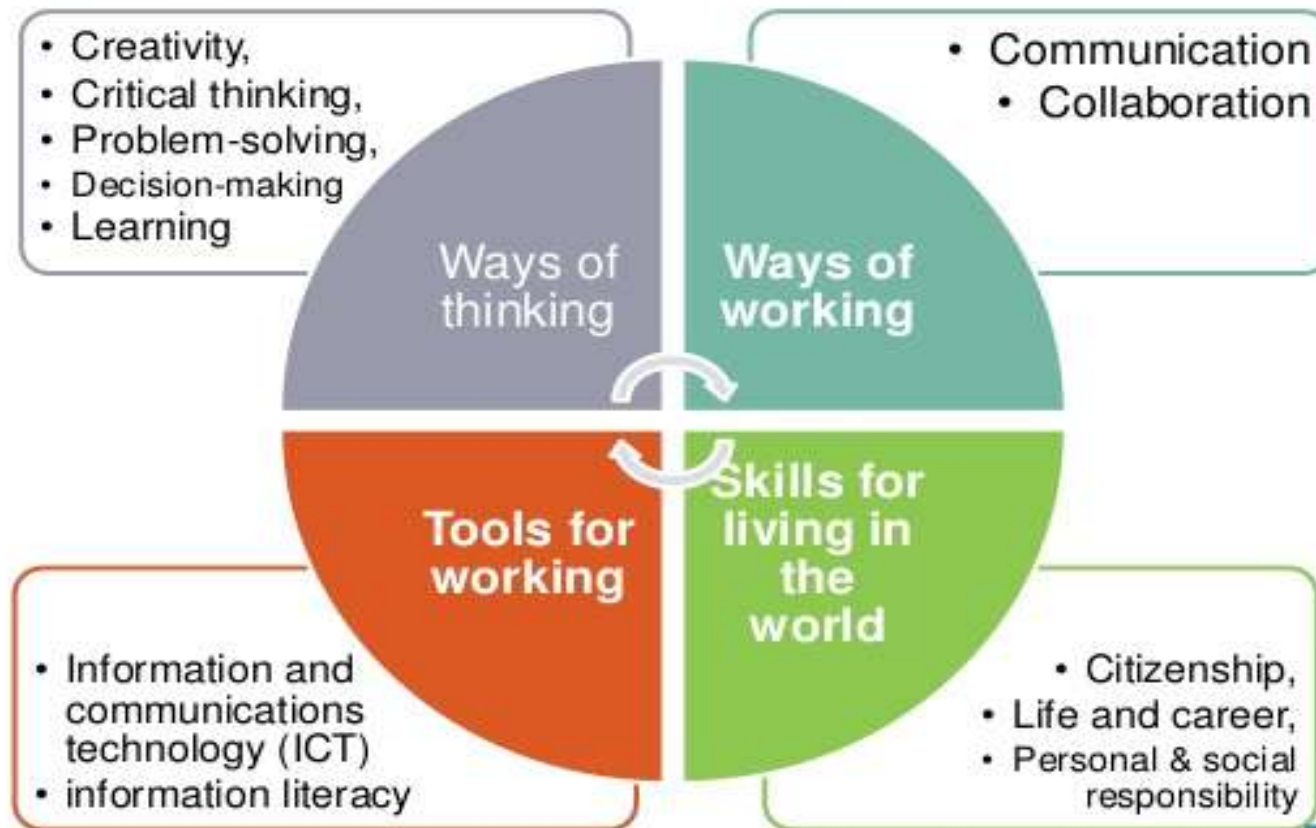
PRESENTED BY

IRENE CUCINA, D.P.E.
PLYMOUTH STATE UNIVERSITY
PLYMOUTH, NH



“Educating the mind without educating
the heart is no education .”
- Aristotle

FOUR CATEGORIES OF 21ST-CENTURY SKILLS



National Health Education Standards

Standard 1: comprehend **concepts** related to health promotion and disease prevention.

Standard 2: **analyze influences** on health behaviors

Standard 3: **access valid information**

Standard 4: ability to **use communication** skills

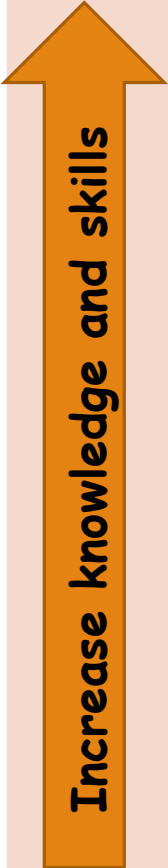

Standard 5: use **decision making skills**

Standard 6: use **goal setting skills**

Standard 7: **practice** health enhancing behavior

Standard 8: **advocate** for personal health

Decreasing Risk Factors and Increasing Health Knowledge and Skills

STANDARDS		RISK FACTORS	
 Increase knowledge and skills	NHES 1 – Health education content	Alcohol and other drug use	 Decrease risk factors
	NHES 2 – analyzing influences	Injury and violence including suicide	
	NHES 3 – Accessing information, products, and services	Tobacco Use	
	NHES 4 – Communication	Poor Nutrition	
	NHES 5 – Decision making	Inadequate physical activity	
	NHES 6 – Goal Setting	Risky Sexual Behavior	
	NHES 7 – Practicing health behaviors		
	NHES 8 - Advocacy		



Think Critically

Problem Solving
High Order Thinking Skills
Interdisciplinary Approach
Real World Problems
Project Based Learning



Communicate Clearly

Effective Communication
Self and Peer Review
Information Fluency
Media Fluency
Digital Fluency



Work Collaboratively

Team Building
Effective Communication
Self and Peer Assessment
Collaborative Mediums
Sustainable Technologies




Embrace Culture

Context of Information
Exchange Respect
Collaboration
Build Community
Real World Problems



Utilize Connectivity

Interdisciplinary Approach
Encourage Collaboration
Enable Technology
Information Fluency
Encourage Reflection



Develop Creativity

Imagine
Incorporate Design
Integrate Function
Interdisciplinary Approach
STEAM

6C's of Education for the Future

WHAT IS HEALTHY?

**Working with the person next to you, define
HEALTHY . . .**

DESIGNED TO MOVE

WHAT IS SKILLS BASED HEALTH EDUCATION?

- Teaching content THROUGH skills
- Emphasis on the skills
- Starts with National Health Education Standards and Performance Indicators
- Integrates content (State standards, CDC priority areas, YOUR COMMUNITY needs)
- Participatory teaching and learning

Overview of terms

- Functional Health Knowledge
 - Standard 1 of the National Health Education Standards
 - Basic, accurate reliable and relevant information/knowledge that relates directly to health-promoting skills and behaviors. (Appropriate Practices-2015)

- Skill Performance
 - Standards 2-8 of the National Health Education Standards
 - Proficiency in the performance indicators result in the practice and adoption of health-enhancing behaviors. (NHES Achieving Excellence-2007)
 - The 21st century learning skills of health and media literacy are consistent with the NHES. (<http://www.p21.org/our-work/p21-framework>)

NHES and PERFORMANCE INDICATORS

[NHES STANDARDS AND PERF INDICATORS.xlsx](#)

*A child is like a butterfly in the wind.
Some can fly higher than others, but each
one flies the best it can.
Why compare one against the other?*

*Each one is different
Each one is special
Each one is beautiful*

www.iampoopsie.com



Students are more interested in a topic when they have a personal connection to the material.



**92% of NTHS students
choose not to smoke**

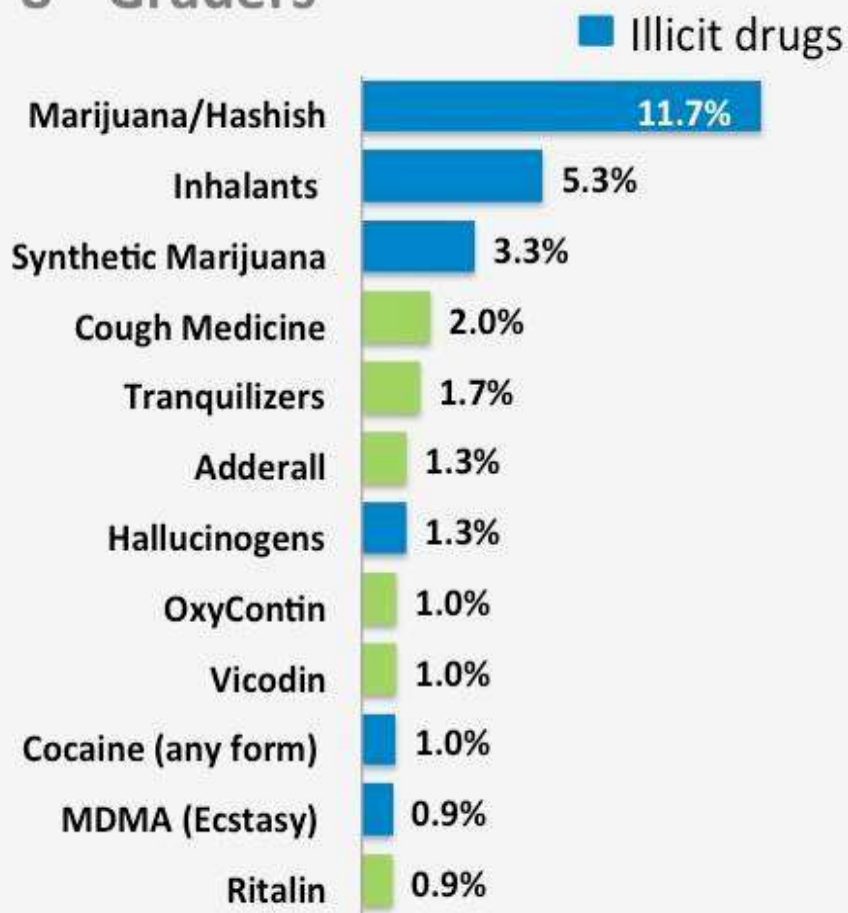
**They know each pack of cigarettes takes
two hours & 20 minutes off of your life**

Using YRBS statistics
in health education

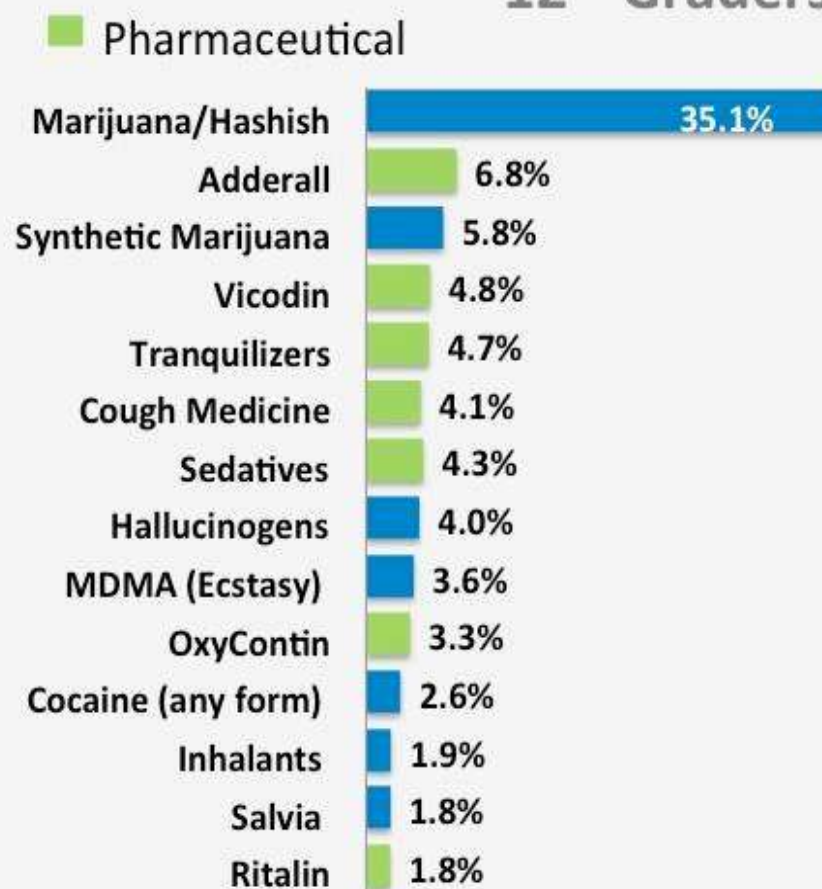


Top Drugs among 8th and 12th Graders, Past Year Use

8th Graders



12th Graders



* Only 12th graders surveyed about sedatives use

LISTEN TO YOUR BODY *to solve sleep problems*

be on the lookout for



UNUSUAL
HUNGER

#*!?

FREQUENT
BAD MOODS



PROBLEMS
CONCENTRATING



TROUBLE
STAYING ALERT

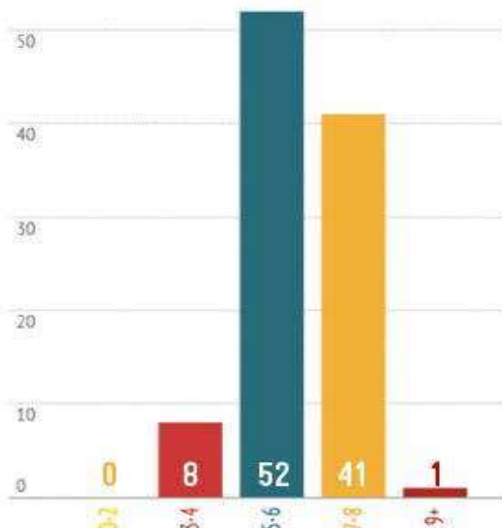


POOR MOTOR
FUNCTION

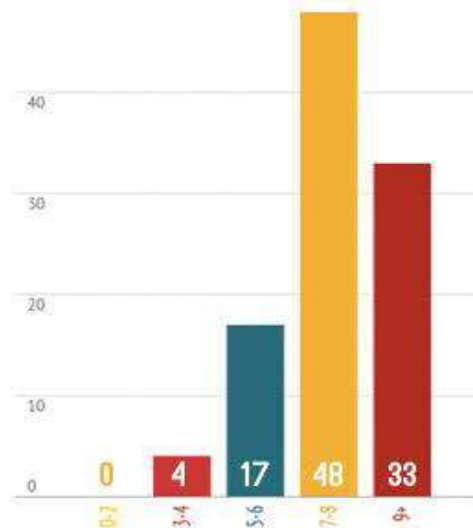


STUDENT SLEEP STATISTICS

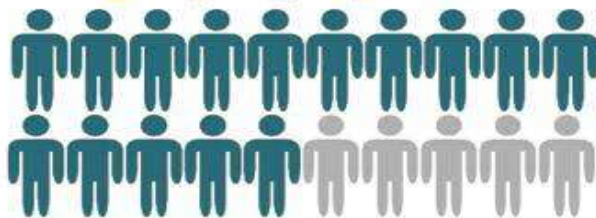
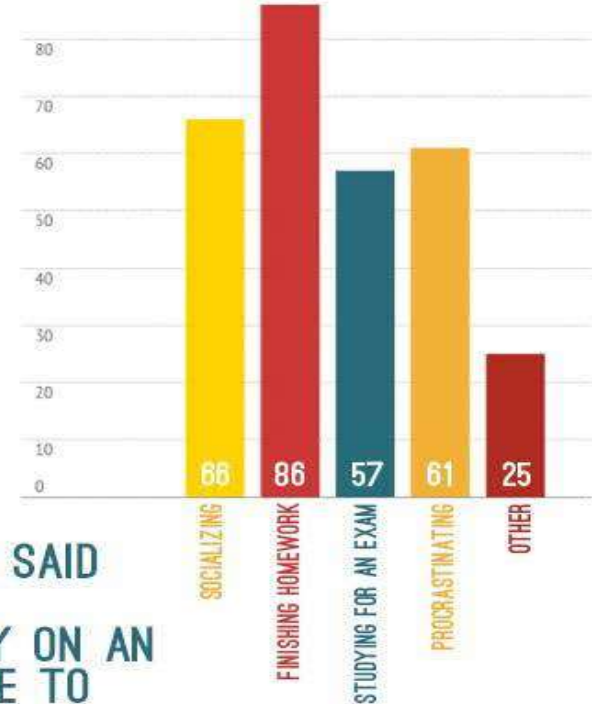
HOURS USUALLY SLEPT ON
WEEKNIGHTS



HOURS USUALLY SLEPT ON
WEEKENDS



REASONS FOR GIVING UP SLEEP



73 OUT OF 102 STUDENTS SAID
THAT THEY FELT THEY
PERFORMED INADEQUATELY ON AN
ASSIGNMENT OR EXAM DUE TO
LACK OF SLEEP

Example: 28.8% of middle school students were electronically bullied.
(2015 Middle School YRBS)

- Standard 1: 1.8.5 Describe ways to prevent or reduce injuries and other adolescent health problems, *such as electronic bullying*.
 - × **Assessment:** Students design a paper or electronic poster that lists two ways to reduce electronic bullying and present it to the class, describing the details.
 - × **Instruction:** Teach how to describe and ways to reduce electronic bullying.

- Standard 4: 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others *when electronically bullied*.
 - × **Assessment:** Write and present a role play that demonstrates how to ask a trusted adult for help when being electronically bullied.
 - × **Instruction:** Teach how to demonstrate and how to ask a trusted adult for help when being electronically bullied.

Rubric

Infused PI	4	3	2	1	0
1.8.5 <u>Describe</u> ways to prevent or reduce injuries and other adolescent health problems, <i>from electronic bullying.</i>	The <u>description</u> of two ways to prevent health problems from electronic bullying is accurate.	The <u>description</u> of two ways to prevent health problems from electronic bullying is mostly accurate.	The <u>description</u> of two ways to prevent health problems from electronic bullying has some inaccuracies.	The <u>description</u> of two ways to prevent health problems from electronic bullying is inaccurate.	Insufficient information to grade
4.8.4 <u>Demonstrate</u> how to ask for assistance to enhance the health of self and others <i>when electronically bullied.</i>	The demonstration of how to ask for assistance when being electronically bullied is accurate.	The demonstration of how to ask for assistance when being electronically bullied is mostly accurate.	The demonstration of how to ask for assistance when being electronically bullied has some inaccuracies.	The demonstration of how to ask for assistance when being electronically bullied is inaccurate.	Insufficient information to grade

Resource: The Two Keys to Keeping Content Relevant in Health Ed

- Know when it's time to address new topics
- Know when it's time to throw things away



Participatory Methods

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role play
- Small groups
- Educational games and simulations
- Reflection
- Practicing skills specific to a particular context with others

Skills Development Model

Step 1: Discuss the importance of the skill, its relevance, and its relationship to other learned skills.

Step 2: Present steps for development of the skill

Step 3: Model the skill

Step 4: Practice and rehearse the skill by using real-life scenarios

Step 5: Provide feedback and reinforcement

Sample Resources

[Walk In Our Shoes](#)

[Letters to my Future Self](#)

[Ideas to engage students in HE ED](#)

- **Project: Analyzing the Influence of Tech Use Through Infographics**



Student Work Samples



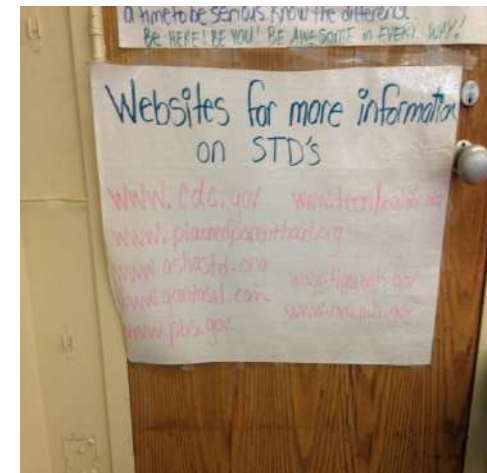
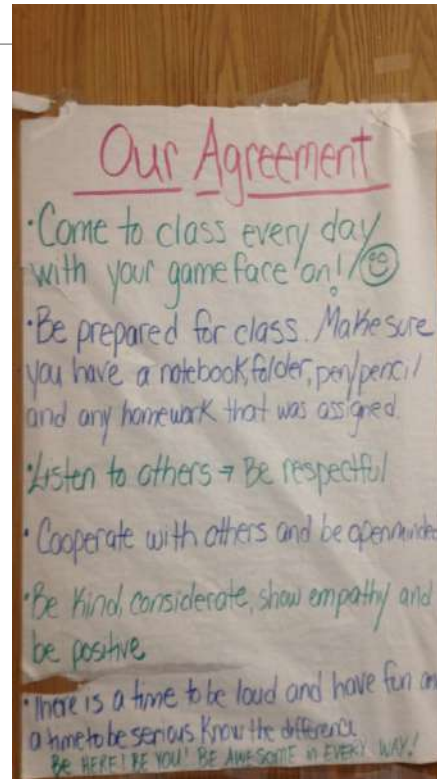
Choosing Carbs
Group Guide

Names of Group Members: 1st slide

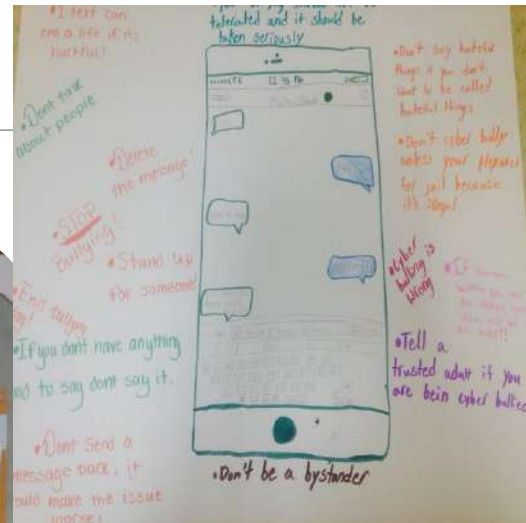
Determine and list the functions of carbohydrates in the body. Sophia Javier Eliak	Which organs need them? Keara Lillian
What body functions require or are affected by it? William Montavious	What are the BEST sources of carbohydrates for the body? (You will need to know the difference between the two types: complex carbs and simple sugars.) London Chase
Arrange your list of sources from BEST or Preferable to least beneficial. Every body	What other beneficial nutrients are sometimes "packaged" with complex carbohydrates? Sophia



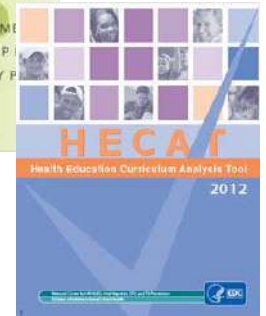
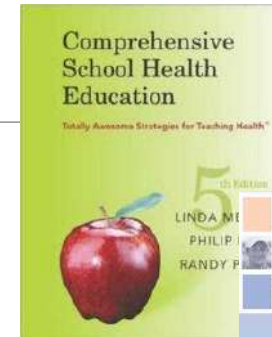
Student Work Samples



Student Work Samples



- 6 Online Resources for Planning a Health Curriculum



The New York Times

Rubric

Rubrics score the performance assessment

Infused performance indicator	4	3	2	1	0
1.8.7 <u>Describe</u> four <i>benefits</i> of increasing physical activity.	The four benefits listed are <u>accurate</u> according to the information distributed and discussed in class.	The four benefits listed <u>are mostly accurate</u> according to the information distributed and discussed in class.	The four benefits listed have <u>some inaccuracies</u> according to the information distributed and discussed in class.	The four benefits listed are <u>inaccurate</u> according to the information distributed and discussed in class.	Insufficient evidence to score.
1.8.7 <u>Describe</u> four <i>barriers</i> to increasing physical activity.	The four barriers described are <u>accurate</u> according to the information distributed and discussed in class.	The four barriers described are <u>mostly accurate</u> according to the information distributed and discussed in class.	The four barriers described have <u>some inaccuracies</u> according to the information distributed and discussed in class.	The four barriers described are <u>inaccurate</u> according to the information distributed and discussed in class.	Insufficient evidence to score.

What does it look like in the classroom?

1. Student self-assessment of the number of minutes they are physically active each day. (60 minutes-recommendation.)
2. Students determine how to increase or maintain their levels of physical activity.
3. Students demonstrate three ways they can increase or maintain 60 minutes of physical activity.



7.8.2 Demonstrate healthy practices and behaviors that maintain or improve the health of self and others *by increasing physical activity.*

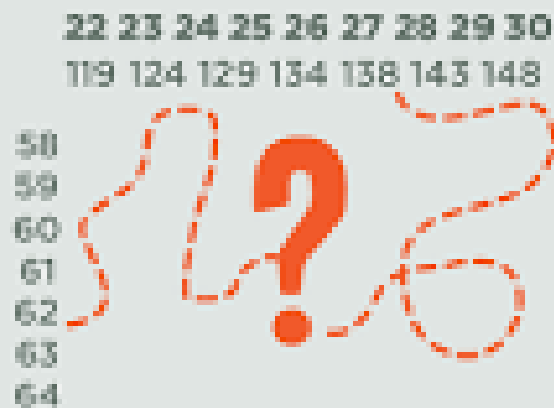
Rubric

Rubrics score the performance assessment

Infused performance indicator	4	3	2	1	0
7.8.2 <u>Demonstrate</u> healthy practices and behaviors that maintain or improve the health of self and others <i>by increasing physical activity.</i>	The demonstration of three healthy practices that maintain or improve health by increasing physical activity are accurate and based on the information presented in class.	The demonstration of three healthy practices that maintain or improve health by increasing physical activity are mostly accurate and based on the information presented in class.	The demonstration of three healthy practices that maintain or improve health by increasing physical activity have some inaccuracies based on the information presented in class.	The demonstration of three healthy practices that maintain or improve health by increasing physical activity are inaccurate and not based on the information presented in class.	Insufficient evidence to score.

-----> **More than 1 in 2 adults can't:** <-----

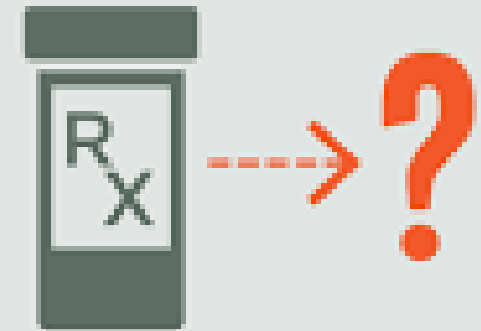
**Use a BMI graph to find
their healthy weight**

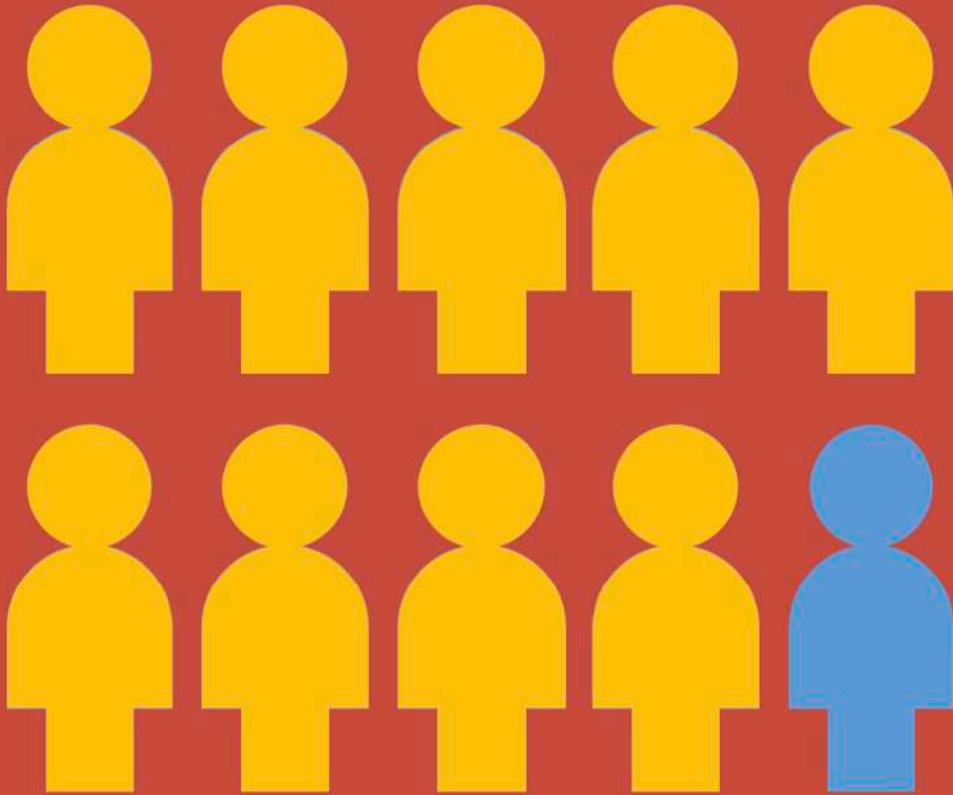


**Understand a
vaccination chart**



Read a drug label





9/10

PEOPLE

Lack skills needed to
manage health and
prevent disease

THE
GREATEST
WEALTH
IS HEALTH

[illegible]

Are you HEALTH LITERATE?

99%
of Americans
can read

BUT

only
12%
are HEALTH
LITERATE

What is health literacy?



Health literacy measures your ability to obtain, process and understand basic health information...



...and then **use** that information to make informed and appropriate **healthcare decisions**.

Poor health literacy is a stronger predictor of a person's health than age, income, employment status, education level, and race.

-The American Medical Association

Because of poor health literacy....

50% OF PATIENTS leave their doctor appointments **not knowing** what they were told or what they are supposed to do

?

