

# Implementation of Health Education

Summer 2024



**OKLAHOMA**  
Education



# OSDE's Health and Physical Education Team



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# Sign In

QR Code for Sign in Sheet



# Learning Objectives

- Define health literacy
- Discuss how to develop students' life skills
- Examine resources available to support of health education instruction

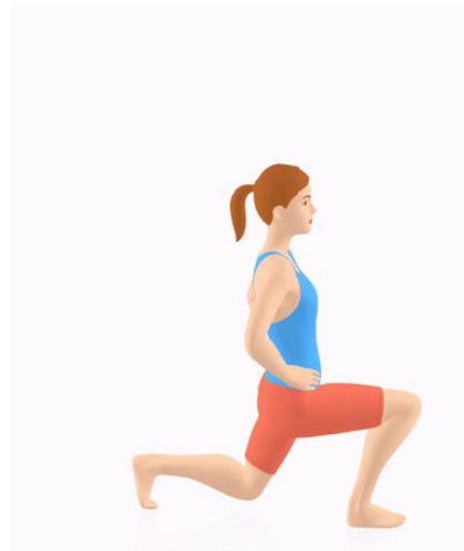
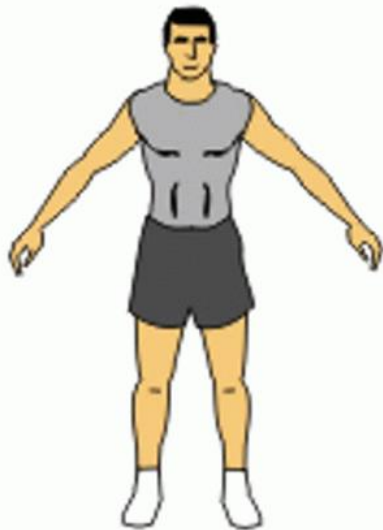
# What is health literacy?

# What types of skills are needed to develop health literacy?

# Decision Making

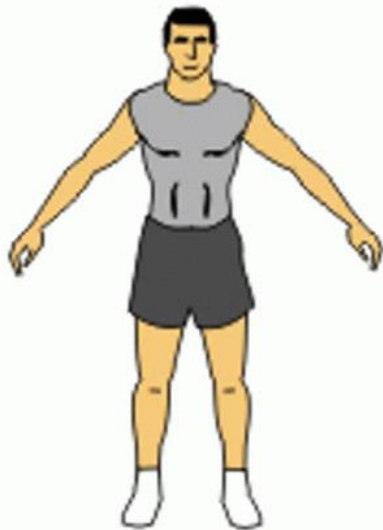
Yes

No



# Goal Setting

**Yes**



**No**

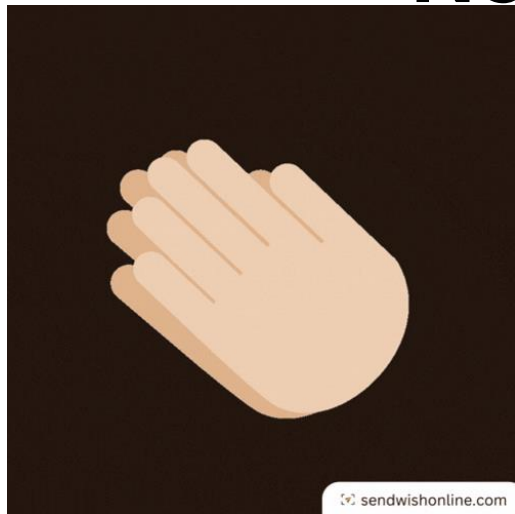




# Analyzing Thoughts

**Yes**

**No**



# Self-Management

Yes

No



# Interpersonal Communication

**Yes**

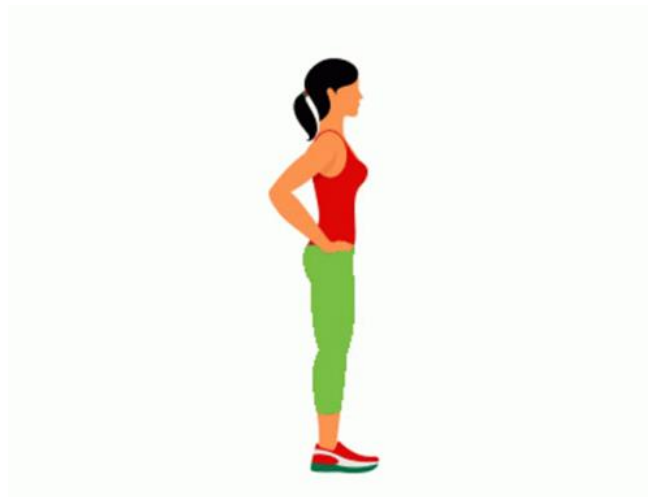
**No**



# Access Valid Information

Yes

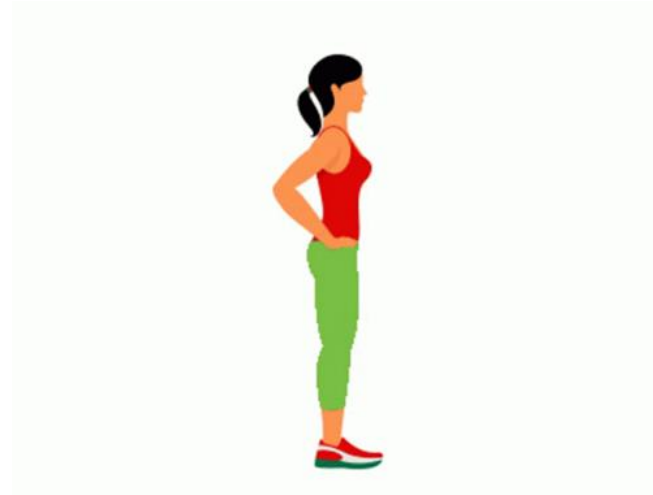
No



# Advocate for One's (or Others) Health

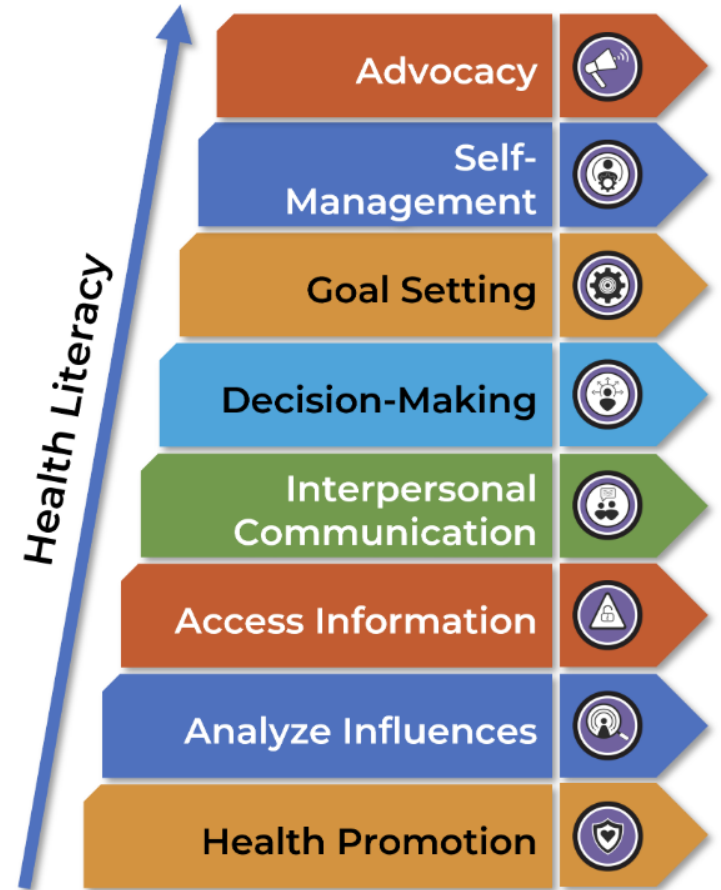
**Yes**

**No**



# Health Literacy

Ability to **access**, **understand**, **appraise**, **apply**, and **advocate** for health information and services in order to maintain or enhance one's own health and the health of others. (SHAPE America)



# Developing Skills with Frameworks

Health and Physical Education

# Actions for Skill Development

## ACTION 1

### Skill Introduction:

- Define the skill and relate it to students' health and lives
- Explain the outcomes of the skill



## ACTION 2

### Include Content:

- Apply the skill through the lens of the content addressed in Standard 1
- Use questioning throughout lesson to help students draw their own conclusions



## ACTION 3

### Present Skill:

- Describe the essential steps of the skill



## ACTION 4

### Model Skill:

- Model the essential steps of the skill.
- Use examples that relate the skill to students' health and lives



## ACTION 5

### Practice Skill:

- Provide students time to practice the skill
- Align practice opportunities with educational outcomes



## ACTION 6

### Feedback and Reflection:

- Provide summative feedback and performance assessments
- Provide opportunities outside school to develop skill



# Open Educational Resource (OER)

# What is an OER?



- These are free resources aligned to Oklahoma Academic Standards for Health Education (OAS-HE)
- TSET Grant provided funding for the creation and development

# Why do we have OERs?

- Support teachers with the implementation of skills-based health education
- Language is academic and the framework breaks down each objective.
  - 2.AN.5.4: Determine how the school and community can influence personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc).

## Student Actions

The students will practice the skill of *Analyzing Influences* and how the school and community can influence personal health practices and behaviors. The teacher provides guided practice opportunities for students with the steps below. ([RMC Health Steps and Sub Skills](#))

### **Step 1: What Do I Like?**

Sub Skills:

- Describe myself.
- Identify how peers can influence my health and unhealthy behaviors.

### **Step 2: Why Do I Like What I Like?**

Sub Skills:

- Define influence.
- How can peers influence my personal health habits and behaviors?
- Explain how who I spend time with can influence my personal health habits and behaviors.

### **Step 3: How Do My Likes Connect To My Future?**

### Action 1: Skill Introduction

- Teacher will discuss the relevance of the skill of *Analyzing Influences* as it applies to describing how the school and community can influence personal health practices and behaviors

### Action 2: Include content from S1

- Refer to Guiding Questions in S1 to help with inserting content with this health skill

### Action 3: Present the skill

- Teacher presents the steps of *Analyzing Influences* using something related to students' school or community.

### Action 4: Model the skill

- Teacher then models using those steps using something related to students' school or community; it can be unrelated to the content covered in the lesson.

### Action 5: Practice the skill

- Teacher will observe as students practice the health skill through the lens of school and community can influence personal health practices using the steps the teacher presented and modeled to them.
- The skill of *Analyzing Influences* can be accomplished with the instructional strategies of journaling and drawing.

### Action 6: Feedback and Reflection

- Teacher will provide feedback and reflection throughout the lesson while students are practicing the skill to ensure understanding.

# Vocabulary and Teacher Tips

## Key Understandings

1. **Culture:** The customs, arts, social institutions, and achievements of a particular nation, people, or other social groups.
2. **External:** Located on the outside; outer.
3. **Health behavior:** Any actions that an individual engages in that affect their health either positively or negatively.
4. **Impact:** The force of impression of one thing on another: a significant or major effect.
5. **Influence:** The effect that somebody/something has on the way a person thinks or behaves or on the way that something works or develops.
6. **Internal:** Located on the inside; inner.
7. **Personal health:** The ability to take charge of one's health by making conscious decisions to be healthy.
8. **Technology:** A manner of accomplishing a task, especially using technical processes, methods or knowledge.

## Teacher Insights

- When teaching an *Analyze Influences* unit, prompt students to reflect on how influences impact their health.
- Allow students to come to their own conclusions about the role that influence and support plays in their life. Understand that influences and support are rooted in students' background and culture.
- Be cautious to verbalize opinions of a student's influences and supports because you could be passing judgment on their background and culture.
- Guest speakers from different venues and/or organizations within the school and community that promote healthy behaviors and provide opportunities for activity.
- Be aware of the dynamics of the group and understand that not all students will have the ability to partake in some of the activities and practices discussed. Provide a wide variety of choices including no-cost and low cost options.

# Meeting the Needs of All Students, Assessing Mastery, and Lesson Plans

## UDL

- Allow students to formulate some local resources that may provide positive influences on their own.
- Make the necessary adaptations to the cone using a different piece of equipment for students.
- Vary the methods for response and navigation by allowing the students to illustrate their answers regarding the influence of school and community on personal health practices and behavior.
- Enhance capacity for monitoring progress by completing “check-ins” to help students stay on task.

## Assessment

- [OER AN Lesson 1: Checklist Rubric](#)
- [Cairn Checklist: Analyze Influences](#)

## Instructional Resources

- [OER AN Lesson 1: Get Up, Get Out, Get MOVING!](#)
  - [Slides: Get Up, Get Out, Get MOVING!](#)
  - [Resources](#)

# How to use an OER?

## Scope and Sequence

- PreK-2
- 3-5
- 6-8
- 9-12

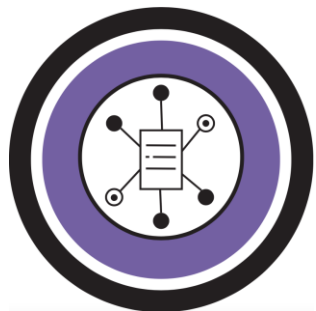


# Where can you find the OER?



<https://okhepeframework.pbworks.com/>

# Explore the Curriculum Frameworks



Access the Health and Physical Education Framework with the QR Code or web address.

<https://okhepeframework.pbworks.com/>



# Reflection

Pick a symbol to share your thoughts about today's presentation in the chat box.

- \* Asterisk: A next step from today.
- + Plus: A connection I made today.
- ! Exclamation Point: Something I want to remember.
- ? Question Mark: A question I still have from today.



# Contact Information



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