Health Education

A Comprehensive Look

Oregon City School District
An Oregon City School District Priority:

"Create a safe, inclusive, welcoming and humanitarian environment where all students acquire the skills, knowledge and behaviors necessary to be productive citizens for a world in constant change."
Oregon Health Standards

What is covered in a comprehensive Health program?

Promotion of Physical Activity and Healthy Eating
Alcohol, Tobacco and Drug Prevention
Prevention and Control of Disease
Promotion of Mental, Social and Emotional Health
Violence and Suicide Prevention
Promotion of Environmental Health/Media/Technology Safety
Standards Mandated by Law

• Promotion of Sexual Health
  – Partnership with parents/guardians
  – Ensure communication is timely regarding when these units will be taught
  – Invitation to learn the standards so you can discuss with your children at home
  – Oregon City SD believes the knowledge and skills presented in the standards are important
Oregon Health Standards

Oregon laws created new standards—

- K-12 Sexual Abuse Prevention Lessons
  - Referred to as Erin’s Law
  - Requires 4 lessons each year at every grade
  - Taught by classroom teachers or counselors

- Second Steps
- The Body Workshop
- McGraw Hill
Erin Merryn

An Unimaginable Act
Overcoming & Preventing Child Abuse Through Erin's Law

Erin Merryn, M.S.W.
A 2012 GLAMOUR Woman of the Year
Each district is required to create a Comprehensive K-12 Human Sexuality Education Plan outlining what will be taught at each grade level regarding health education.

A curriculum night will be scheduled in the fall so parents can review the health curriculum selected and approved by Oregon City Board of Education.

A yearly meeting to review curriculum
Oregon Laws (continued)

Human Sexuality Education must include:

- Balanced instruction (factual/remove bias)
- Age appropriate lessons and materials
- Medically Accurate Vocabulary
- Culturally inclusive practices
- Materials/strategies/activities must NOT use shame or fear-based tactics
Health Teen Survey 2015
649 Participants

Given every other year
Anonymous and voluntary survey
8\textsuperscript{th} and 11\textsuperscript{th} graders participate

Provides a glimpse into the health and well being of students

Data used to identify strengths and areas to work on to better serve all students
2015 Data-Good News

94% of 8th grade students and 94% of 11th grade students have never felt unsafe at school.

90% of 8th grade students feel they’re in excellent to good health, 85% of 11th grade students.

96% of 8th grade students have never smoked a cigarette, 88% of 11th grade students.
Why is it important to look at data?

Although, 96% of 8th grade students have not had intercourse; 43% of the 4% of 8th grade students who had sexual intercourse were 13 years old their first time.

Students need knowledge and skills to make important life decisions.

Students need strong skill instruction before they are faced with an important life decision.
URGENT STATEMENTS

18% of 8th grade students have experienced bullying by someone using technology, 11% of 11th grade students.

Between 8th – 11th grade 55%-62% of the students are using condoms.

12% of 11th grade students gave in to sexual activity when they didn’t want to because of pressure.
The age when an 8\textsuperscript{th} grade student had their first drink of alcohol other than a few sips ranged between 8-14 years old. (19%) 

Only 48\% of 11\textsuperscript{th} grade students have never had a drink of alcohol other than a few sips.

23\% of 8\textsuperscript{th} grade students have experienced significant depression, 25\% of 11\textsuperscript{th} grade students.
URGENT STATEMENTS

Most alarming and on the rise across our nation-
Suicide (even at the middle school levels)

11% of 8th grade students and 13% of 11th grade students have contemplated suicide
OPIOIDS-Overdose Crisis

Every day, more than 90 Americans die after overdosing on opioids. The misuse of and addiction to opioids—including prescription pain relievers, heroin, and synthetic opioids such as fentanyl—is a serious national crisis that affects public health as well as social and economic welfare.

National Institute on Drug Abuse June 2017
Health Standards focus on 8 Important Skills

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Demonstrate the ability to access valid information, products, and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to avoid or reduce risks.
Standards focus on 8 Important Skills (continued)

5. Demonstrate the ability to use decision-making skills to enhance health.
6. Demonstrate the ability to use goal setting skills to enhance health.
7. Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal, family, and community health.
Questions Parents in Planning Meetings Are Asking

What does age appropriate mean in health education?

How will I be informed regarding what and when the sexual health standards will be taught in my child’s classroom?

If I want to teach sexual health to my own children what are my options?
Review Curriculum

Please use index cards to leave any questions you have after tonight. We will post answers to questions on the Frequently Asked Questions link on the website.

http://ocsd62.org/health

Check out our website: ocsd62.org/health

Email questions to Carol Sanders
Carol.Sanders@orecity.k12.or.us
Overview of Curriculum Brought Tonight

Table of Contents
The Body Workshop
Units of Study
School to Home Magazine

McGraw-Hill
Teacher Editions for each K-5 grades
The Great Body Shop Curriculum Overview
How to Stay Safe
This month in THE GREAT BODY SHOP, your child learned about safety. The unit was accompanied by the song “15 Ways to Stay Out of Trouble” on your child’s GREAT BODY SHOP CD.
Lesson 1: Safety Rules—Safety Helpers
Lesson 2: Safety at Home
Lesson 3: Safety at Play
Lesson 4: Safety in the Community

Safety Course
Here’s a fun way to teach your children bike safety. Set up a course in a driveway or empty parking lot. Have children practice riding; show them how to cross a “street,” go over proper hand signals. Inspect bikes for reflectors and headlights; make sure your children wear helmets.

Water Watch
Remember, a young child can drown in just two inches of water. Children can drown if they accidentally fall in the tub. Never leave a young child alone in the bathtub, even for a minute. Tell your child not to get out of the tub alone. Put a rubber mat or strips in the tub. Drape a towel over the side of the tub; it’s less slippery than the wet porcelain.
Review family safety rules for playing in or around water. Children should never be in a pool alone, even if they have had swimming lessons. If you have to leave the area, assign another adult to supervise. Drowning can happen quickly!

Read All About It
Officer Buckle and Gloria
by Peggy Rathmann
A classic Caldecott Medal award book.

See How They Go: Emergency Vehicles
by DK Publishing
Introduces ambulances, rescue helicopters, and other vehicles that help save lives in emergencies.

On the Cover
With your child, look at the picture on the front cover. Make sure that your child understands that some things, like matches or lighters, are not toys. Help your child to color the circle/slash sign, on the poster that will go on the cover. Be sure your child knows that this sign means "NO." If your child finds matches or a lighter, he/she should tell an adult immediately.

Caution in the Car
At a crash of 30 mph, a child without a seatbelt would feel the same force as if he or she fell from a three-story building. Make sure all children are buckled in the back seat of the car.

Fire Alarm
In school, children learned that smoke goes up, so we must go down to the ground when in a smoky building. For that reason, we should crawl, not run, to get out of a smoke filled room. We also practiced the “stop, drop, and roll” steps to put out the fire on clothes that catch fire.

At-home Fire Drills
Plan two different ways to get out of each room. Tell your children not to try to find you, but to get outside right away! Pick a spot for the whole family to meet once you are outside the house. Make sure your children know that they can’t hide from a fire. Children tend to think a fire won’t “find” them if they hide.

Word Wise
Ask your child to find these words in the Student Issue. Write them on paper and post them around the house. Practice reading these sight words daily. Mix them up to create sentences.

stay a safe will I helper do
Example of School to Home Magazine Communication for Body Workshop

Is this a tool you would use in your home?
Growing Up

All through your life, your body keeps growing and changing. When you were born, for example, you probably weighed about 8 pounds. But by your first birthday, you could have weighed as much as 24 pounds—you tripled your size in just one year!

Of course, growing slows down after that. After all, you don’t grow three times your size every year. If you did, you would already be a giant!

But even though you’re not growing as fast, your body never stops changing. Pretty soon, your body will start changing to look like an adult’s—maybe that’s already started to happen.

This time of changing is called puberty (puh-bur-tee). It takes about four to six years for all the changes to happen. Puberty starts because of chemicals in your body called hormones. Hormones tell your brain... "OK brain—Listen up! This person isn’t a little kid anymore! It’s time to start GROWING UP!"

Name: ______________________
Building on What You Know...

A variety of assessment opportunities allow teachers the opportunity to monitor students' success.

In Grades 3–6, every chapter begins with pre-assessment. "What Do You Know?" identifies the specific health concepts students already know.

CHAPTER 3
Growth and Development

What Do You Know?

1. If you can match each body system with its function:
   a. 1. circulatory system
      2. digestive system
      3. muscular system
      4. nervous system
      b. 1. brings oxygen into the body
      2. helps you move
      3. gives your body structure
      4. carries blood through the body

The activity objectives clearly identify the lesson objectives.

You will learn . . .

• how the human body is organized,
• how the skeletal and muscular systems work,
• which body systems work together.

Vocabulary
• body system, B5
• skeletal system, B6
• muscular system, B6
• interdependence, B8

Activities to Engage Interest

A variety of dynamic, motivating activities engage students' interest in health content, reinforce what students have learned, and connect to other areas of the curriculum.

Make a Exercise Poster

Physical Fitness Plan

Your Body's Systems

You can check your body when you play sports and do hard work. You move your bones when you jump or throw a ball. Your muscles, skin, bones, and the other parts of your body all work together.

Vocabulary
• exercise, B5
• bone, B5
• cartilage, B5
• muscle, B5

Cells, Tissues, Organs, and Body Systems

The study of body systems includes the study of how these systems work together. Each body system has a different function. However, all body systems work together to maintain homeostasis. The digestive system in your body is an example of a body system. It helps to digest food into nutrients. Your body uses these nutrients to maintain homeostasis. Your muscular system helps you move. Your circulatory system helps to deliver nutrients to different parts of the body. Your nervous system helps you to think and feel. All of these body systems work together to maintain homeostasis.
Assessment to Monitor Progress

A variety of assessment options are provided at all grade levels.

LESSON REVIEW

Review Concepts
1. Describe the role of the cardiovascular and respiratory systems.
2. Identify the functions of the nervous system.
3. Explain how the nervous system controls body functions.

Critical Thinking
1. Analyze the nervous system by identifying its components and functions.
2. Evaluate how the nervous system responds to different stimuli.

Use Vocabulary
Choose the correct term from the list to complete each sentence:

Lesson Reviews provide opportunities to assess student understanding. Critical Thinking and Life Skill questions provide on-going practice and reflection of these important skills.

CHAPTER 3 REVIEW

Review Concepts
1. Identify the role of the digestive system.
2. Explain the functions of the digestive system.
3. Describe the process of digestion.

Critical Thinking/Problem Solving
1. Analyze how the digestive system works by identifying its components and functions.
2. Evaluate how the digestive system interacts with other systems.

Review Concepts
1. Name the organs involved in digestion.
2. Explain the process of absorption.
3. Describe the role of the liver in metabolism.

Reading Comprehension
Answer each question to complete the sentences:

In addition to the ongoing lesson monitoring questions and lesson reviews, there are chapter reviews, unit assessments, and projects. Additional assessments can be found in the Health Masters Assessment book.
Survey for Feedback

Please fill out the district survey regarding Health Education if you haven’t already done so.

Leave other questions you may have on the tables. (index cards provided)
Thank you!