

# Maryland Comprehensive Health Education

*Implementing Pre-K-12 Health Education Programs with Fidelity as a Tool for Recovery*



Lea Jaspers, Specialist for Health Education

October 26, 2020

# **REPEALED AND REPLACED - DECEMBER** **2019**

COMAR 13a.04.18.01 Comprehensive Health  
Education Instructional Programs for Grades Pre  
Kindergarten - 12

## **UPDATED JULY 2020**

Maryland Comprehensive Health Education  
Framework: Prekindergarten through High  
School

# Maryland Health Education Requirements

## **Prekindergarten – Grade 8**

Instruction **each year**  
with sufficient  
frequency and  
duration to meet the  
requirements of the  
State Framework.

## **High School**

One-half credit

\*Recommended to  
increase to 1.0

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# Health Education in Maryland

## Core Concepts – Standard 1

Mental and Emotional Health	Substance Abuse Prevention	Family Life and Human Sexuality	Safety and Violence Prevention	Healthy Eating	Disease Prevention and Control
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## Skills – Standard 2-8



# Health Education Teaches SEL

**MD Health  
Education  
Standard 7:  
Self-Management**

**MD Health  
Education  
Standard:  
1a Mental and  
Emotional Health**



**MD Health Education  
Standard  
1a Mental and  
Emotional Health**

**MD Health  
Education Standard  
5 Decision Making**

**MD Health Education  
Standard 4  
Interpersonal  
Communication**

# Skills-Based Health Education

## Mental and Emotional Health

### Non-functional Health Information

*Nice to Know*

Mental Illness Research Project: Students do a research project studying a mental illness. They write a report on what they've learned. They can choose to focus on schizophrenia, bipolar, depression, OCD, or eating disorders.



### Functional Health Information

*Need to Know*

General signs and symptoms of mental health concerns, where to get help if they have troublesome feelings, how to get help for a troubled friend, and how to break down negative stereotypes about mental illness and help-seeking behaviors. Supported by activities that shape positive attitudes and offer skill practice.

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## Framework Snapshot - Disease Prevention

### Grade 2 Example

Core Concept Standard: Identify basic universal precautions. 1f.2.2

Skill Standard 7: Self Management - Demonstrate behaviors that avoid or reduce health risks. 7.E1.b

Sample Outcome: Wearing a mask consistently and correctly.

### High School Example

Core Concept Standard: Evaluate the roles of the individuals and society in disease prevention. 1f.HS2.3

Skill Standard 8: Advocacy - Demonstrate how to influence and support others to make positive health choices. 8.HS.b

Sample Outcome: Advocate for the implementation of physical distancing and mask wearing.

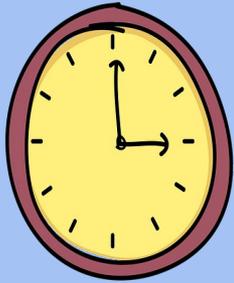
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# **Elementary Health**

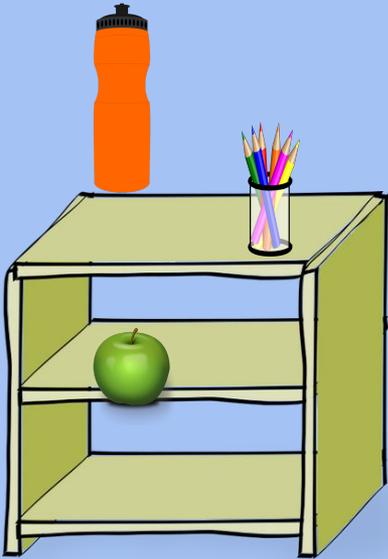
**Wicomico County Public Schools**

**Presented By: Nick Thompson  
Supervisor of Physical Education, Health,  
Family & Consumer Sciences**

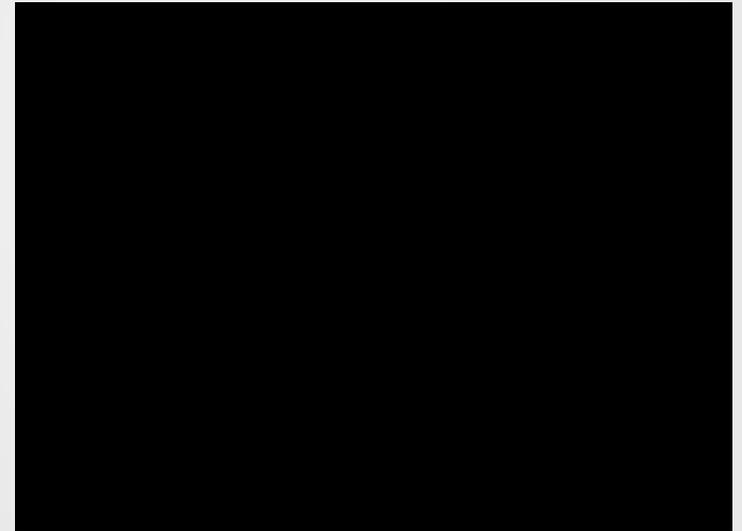
- **6 Day Cycle - 45 minutes Health Education & 90 Minutes Physical Education**
- **Each student receives a report card grade for Elementary Physical Education & Health Education.**
- **Covid Modification - Health skills during physical education classes each day.**



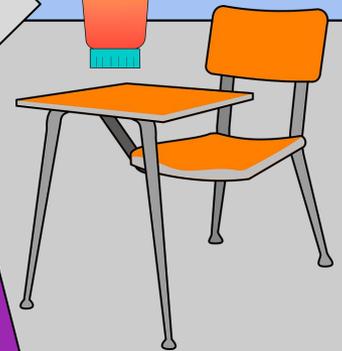
Prepared  
Always  
Respectful  
Wonderfully  
responsible  
Safe



Click the  
video to  
get  
started!



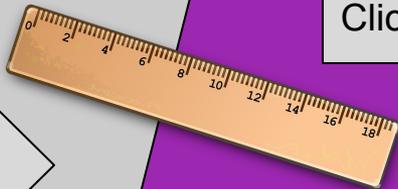
Click the  
sunscreen  
1st



Click here 2nd!



Click the ruler  
last



# TODAY IN HEALTH

## HEALTH STANDARDS

### Standard 1

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

### Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

### Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors & avoid or reduce health risks.



## LESSON FOCUS

Personal Health & Wellness

1. Sun Safety
2. Hand Washing
3. Social Distancing

## ASSESSMENT

Show us what you know by taking the short quiz at the end of the lesson!

# SUN SAFETY!



## BE SUN SMART



Put on a Shirt



Put on Sunscreen



Wear a Hat



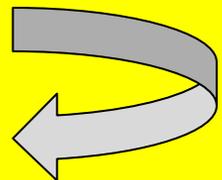
Wear Sunglasses



Stay in the Shade



SHARE THE SUN SAFE STORY  
WITH YOUR CHILD



## What Is The Right Way To Wash Hands?

Though it's a simple activity, handwashing needs to be done properly with extra care.



**Wash Thoroughly:** Rub the soap on palm, back of palm and fingers for 15-20 seconds before rinsing it.



**Pay attention:** Finger tips, finger nails and the space between fingers need special attention.



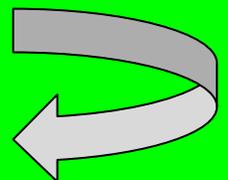
**Scrub it away:** Apply friction between both palms to scrub away the bacteria.



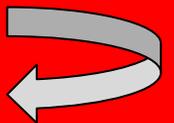
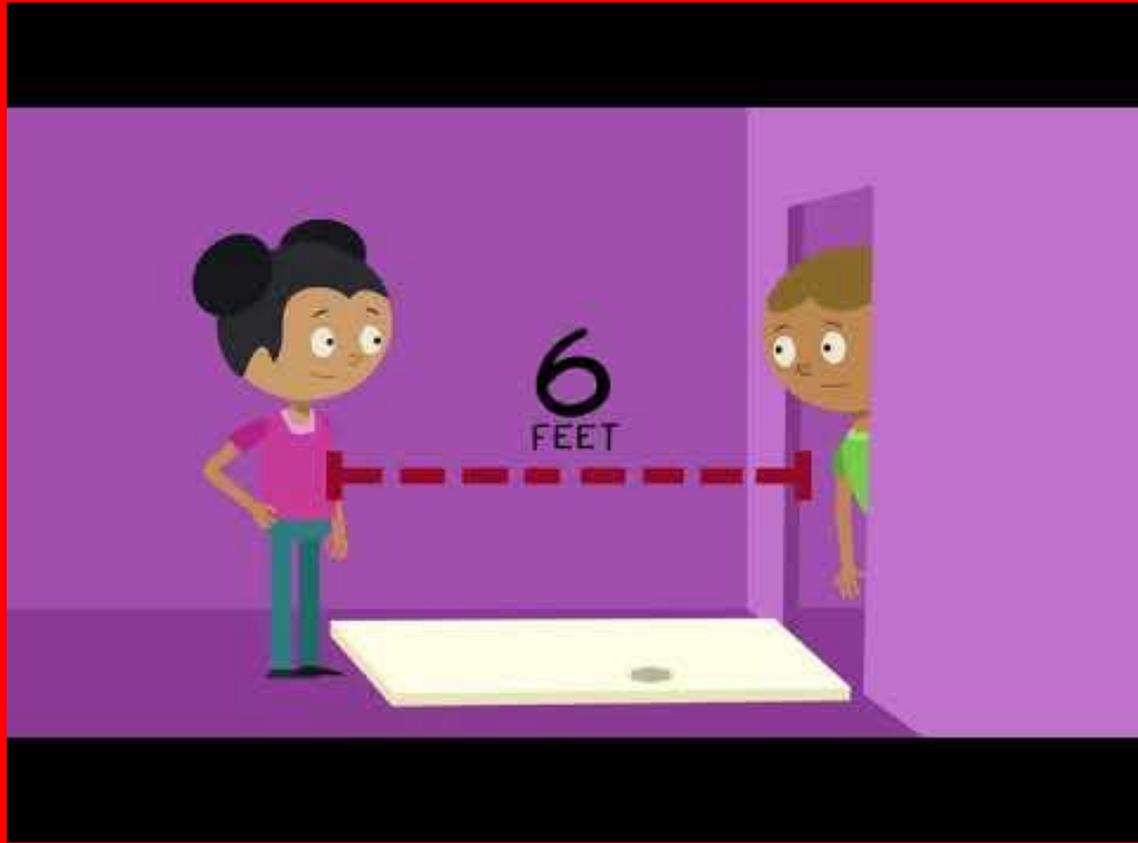
**Use a soap:** Plain soaps are most recommended by doctors for frequent washing.

Click below for a fun way to remember to wash your hands!

# WASH YOUR HANDS



Watch the video to learn about the importance of social distancing!





Christine Tobias  
Assistant Supervisor of Health Education K-12  
Carroll County Public Schools

## The Wellness Star:

**P**hysical

**S**piritual

**I**ntellectual



**S**ocial

**E**motional

**\*More info. \*Click on each icon by the star (6) to learn more about the 5 dimensions of wellness: Answer the questions on the Wellness Star worksheet.**



## Directions...

- Copy and paste items from the following slides onto your scarecrow.
- You can search for more by clicking "Insert" then, "Image" then, "Search".
- When done building, write about your scarecrow in the textbox. Describe how they meet the 5 areas of wellness (physical, intellectual, emotional, social, and spiritual).

## Grade 6: Mental and Emotional Health

**Prompt:**



- ▶ You are going on a special vacation {with a very close friend(s) or family member(s)} to improve your wellness!
- ▶ What would you bring on your trip to improve all 5 parts of your wellness?

**P  
I  
E  
S  
S**

### Stress Thinking Map 20 points

You will be creating a "stress thinking map" that will identify some of your top stressors.

The map will also identify at least 10 positive ways to manage stress.

On the next page, you will click on the icons to look at different ways to manage stress. Look for ones that you **HAVE NOT** done before but would be willing to try. Include them on your "stress thinking map."

Directions for the map will be in a few slides.

## How to Help

- Ask "how are you feeling?"
- Listen
- Let them know you are there for them.
- Be positive
- Treat people like you want to be treated.
- Speak up for someone being bullied or teased OR tell a trusted adult.
- Treat people with RESPECT.
- TALK about it and help show them you care!



## Getting Help

**TALK** to a trusted adult- Telling a trusted adult is a good, healthy step toward getting better.

Taking **care of yourself** is really important. Your body and mind are connected, so in order to get better and stay healthy, things like healthy foods and exercise may help. Most people experience challenges, and it can help to know you're not alone and that other people have gone through the same things.



## What is stigma?

Have you ever heard unkind words used to describe someone you care about? Have you been called names because the way you look or something else about you? Labels can hurt. They can make you feel separate from everyone else. Even if you know they are untrue, labels can make you feel bad. Sometimes people who are labeled also get bullied or treated unfairly. When people don't understand how life is in someone else's shoes, they can make unfair and untrue assumptions.

Labels and unfair treatment are results of what we call **stigma**. Stigma comes from negative and incorrect beliefs, or stereotypes, about groups of people. Fear of being left out or picked on because of who you are is a part of stigma. The effects of stigma can make you feel sad, ashamed or alone.

People with mental health challenges sometimes experience stigma. They get called "crazy" or "mental" or "emo." These labels are based on stereotypes, not on fact. You can help break down stigma by learning and sharing the truth about mental health.

**Directions and Checklist:**

\_\_\_\_\_ In the space below, write at least 4-6 things that cause you the most stress (or distress). Create one shape around those 4-6 stressors. (total points= 4)

\_\_\_\_\_ On the outside of these stressors, come up with at least 10 positive ways to manage those stressors. Write these around the stressors. See the sample. (total points= Score X's 3-12)

\_\_\_\_\_ Use correct spelling. Make sure the words are readable (read, leg and easy to read). Add color. (total points= 4)

**Scoring:**

4 Excellent (all required info.)	3 good (most required info.)	2 fair (hard to add more)	1 needs improvement (much more effort)	0 not evident (not done)

**Total Points= 20**

**Score:** 4 12 4 20

**Sample:**

**End the stigma.  
Talk about  
Mental Health.**

## Getting Help



**TALK** to a trusted adult- Telling a trusted adult is a good, healthy step toward getting better.

Taking **care of yourself** is really important. Your body and mind are connected, so in order to get better and stay healthy, things like healthy foods and exercise may help. Most people experience challenges, and it can help to know you're not alone and that other people have gone through the same things.

## Grade 7: Mental and Emotional Health

### What Are Your Sources of Strength

Hope, Health, and Strength



We use our SOS skills for positive coping

Some areas are stronger than other areas, that is perfectly fine!!

**FAMILY SUPPORT** Who can you reach out to in your family?

**POSITIVE FRIENDS** Who are your **POSITIVE** friends?

**MENTORS** Who are the adults you can turn to? Inspire you?

**HEALTHY ACTIVITIES** What can you do (not just physical activities) to help you?

**GENEROSITY** How do you help others or do for others?

**PHYSICAL HEALTH** What do you do to strengthen your body?

**MENTAL HEALTH** What do you do to help clear your mind?

**SPIRITUALITY** What do you believe in to help strengthen you, give you a purpose?

## ***How Can You Cope ?***

***Take Deep Breaths***

***Keep Your Mind and Body Healthy***

***Connect with Others***

*-Talk to a trusted adult, join a club/team*

***Find Your Passion***

*-Develop a skill or hobby, what makes you happy?*

***Express Your Feelings***

*-Create art, journal, write music, advocate for others*

***Look Forward***

*-Set a goal, what do you hope for in the future?*

## **Bullying Advocacy Project**

Creative Writing: Bullying Scenario and Resolution

Flip Grid: Promoting Being Kind

A Plan: Implement Kindness at School OR Resolve Conflict at School



## Dear Future Me

Choosing to be drug free and make the correct choices now are important to the things you want to achieve in the future. Think about all the goals you wrote in the beginning of the year for your goals project. How would those be impacted if you made certain choices now? Decisions you make now affect your future.

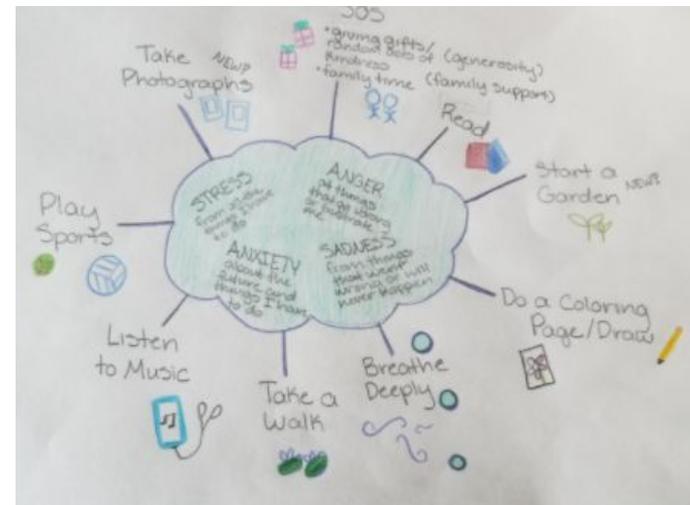
Watch the video clips on the following slides. When you are done, you will create an outline for your own "Dear Future Me" (Separate document)

Click to see video

## Grade 8: Mental and Emotional Health

Reminder for coping skills map:

**\*You can do your coping skills map on a google document, slide, or on construction paper- take a picture and post in in my assignments. There is a rubric and directions in the assignment section.**



# SELF-INJURY

What do you know about self injury?

For some of the most sensitive topics that we teach, we have our school counselors as a guest in the health education classroom. That way we can immediately connect students to support if it is needed-especially in the virtual classroom.

## Who to go to for help:

You can go to ANY of these people/resources for help.

School Counselors:

- ADD COUNSELOR E-MAILS HERE
- Mr. Green [jrgree2@carrollk12.org](mailto:jrgree2@carrollk12.org)
- Ms. Finch [lcfinch@carrollk12.org](mailto:lcfinch@carrollk12.org)
- Ms. Buckalew [bwbucka@carrollk12.org](mailto:bwbucka@carrollk12.org)

Organizations:

- Maryland Crisis Hotline
- Call 211
- Text 898-211
- National Suicide Hotline
- 1-800-273-8255

# DEPRESSION

## WHAT ARE YOUR SOURCES OF STRENGTH (SOS)?

Hope, Help, and Strength

\*Some areas may be stronger than others.

### Use SOS for coping.

<https://www.today.com/video/students-at-maryland-high-school-get-a-special-surprise-live-on-today-92530245677>

**Family Support:** Who can you reach out to in your family?

**Positive Friends:** Who are your **POSITIVE** friends?

**Mentors:** What/who are the adults that you can turn to? Inspire you?

**Generosity:** How do you help others or do for others?

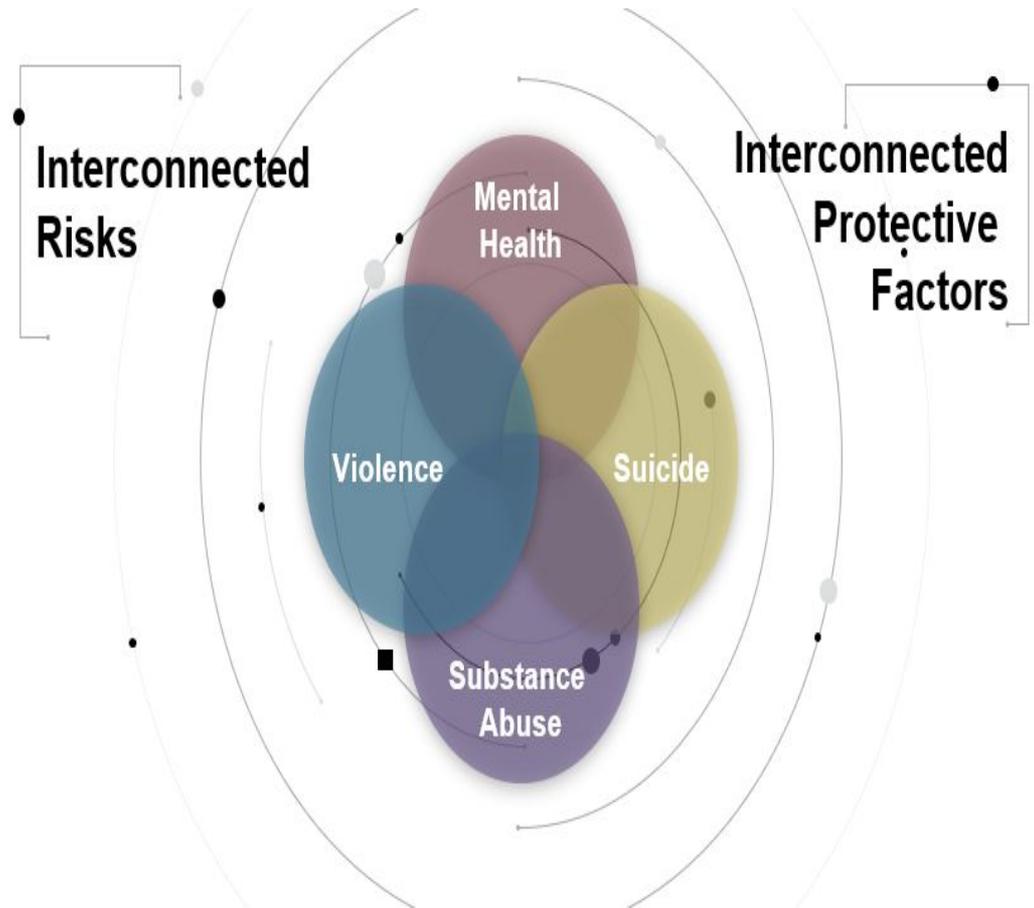


**Healthy Activities:** What can you do (not just physical activities) to help you?

**Spirituality:** What do you believe in to help strengthen you?

**Physical Health:** What do you do to make your body healthy (activities and doctor/dentist)?

**Mental Health:** What do you do to help clear your mind?



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# High School Health Education

***Prince George's County  
Public Schools,***

*Nana Donkor*

*Instructional Supervisor,  
Health Education*



# What we previously had...

- *Topic-focused lessons*
- *Information heavy*
- *Textbook driven*

## Curriculum Framework Progress Guide

Based on the Maryland Voluntary State Curriculum

## Health Issues: High School Requireme

Revised July 30, 2008

Prince George's County Public Schools

## High School Health Issues Course Content Outline

- I. Personal and Consumer Health (3-4 days)
  - A. What is Health?
  - B. What influences Health?
  - C. Sorting health information fact from fallacy
    - 1) Fallacies
    - 2) Impact of advertising
  - D. Using the internet
  - E. Health care/health services
    - 1) Responsible self care/physical examinations
    - 2) Careers
    - 3) Insurance
    - 4) Using medicines properly
    - 5) Community health services
  
- II. Mental and Emotional Health (4-5 days)
  - A. Decision making/goal setting
  - B. Personality
    - 1) Self-esteem
    - 2) Emotions – anger management
    - 3) Coping skills

# What We Now Have...

*And continue  
to work on...*

Unit	Content	End of Unit Assessment
<p><b>Analyzing Influences</b></p>	<p><b><u>Safety, Injury, and Violence Prevention</u></b></p> <p><b>I.</b> Peers and perceptions that influence healthy and unhealthy violence prevention practices and behaviors</p> <p><b>II.</b> Analyze consequences of violence to perpetrators, victims and bystanders</p> <p><b>III.</b> Analyze consequences of prejudice, discrimination, racism, sexism, and hate crimes</p> <p><b>IV.</b> Health risk behaviors influence the likelihood of engaging in violent behaviors</p> <p><b>V.</b> Tricking, threaten, coerce personal responsibility to report and prevent</p> <p><b>VI.</b> Media and technology analyze how they <u>effect</u> personal, family and community health</p> <p><b><u>Promotion of Mental and Emotional Health</u></b></p> <p><b>I.</b> Peers and perceptions influence our choices with eating behaviors</p> <p><b><u>Promotion of Sexual Health</u></b></p> <p><b>I.</b> Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol and other drug related behaviors</p> <p><b>II.</b> Analyze how personal attitudes, values, and beliefs influence health and unhealthy ATOD behaviors</p>	<p><b>Overview –</b> Students will choose a topic of their choice to demonstrate the various influences that affect their choices that may impact their overall wellness.</p> <p><b>Product –</b> Students will create a “page” using Adobe spark with a specified topic content. The page will demonstrate the various influences on health including personal values, peers, family, culture, media, technology, and public health policies.</p> <p>Click <a href="#">HERE</a> for the Description &amp; Rubric for the <b>Analyzing Influences</b> End of Unit Assessment</p>

Units that:

- Are skill-based
- Include lessons with end of unit assessments
- Use the textbook as a resource
- Pull from other valid and reliable sites and online materials



# Call to Action

***How can the State School Health Council and individual members support health education programs in Maryland?***

In the chat box

1. Who will you share the health education framework with?
2. How can you make a difference with the school system in which you live?

# Thank you!

## Contact Information

Lea Jaspers - [lea.jaspers@maryland.gov](mailto:lea.jaspers@maryland.gov)

Maryland State Department of Education

Nicholas Thompson - [nthompso@wcboe.org](mailto:nthompso@wcboe.org)

Wicomico County Public Schools

Christine Tobias - [catobia@carrollk12.org](mailto:catobia@carrollk12.org)

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Prince George's County Public Schools