

Health Across the Curriculum

Vermont Agency of Education

Health Across the Curriculum

- **Webinar 1:** Health Across the Curriculum: Integration of Health Skills
- **Webinar 2:** Health Across the Curriculum: Integration of Health Concepts
- **Webinar 3:** Health Across the Curriculum: Integration of Health Concepts and Skills

Health Across the Curriculum: Why?

- Health and learning.
- Coordinated approach to support student health needs.
- Can support student short-term and long-term wellness through how and what teachers teach.
- Integration between subject areas supports learning.

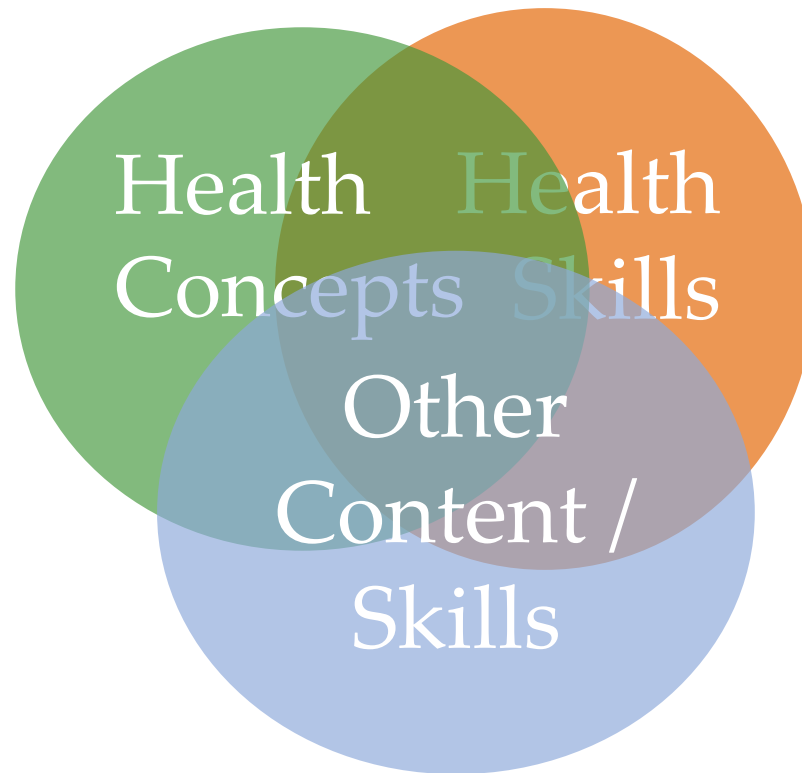
Health Across the Curriculum: Why?



Well-Being

1. Students develop strategies and interpersonal skills to manage stress, promote mental health and cultivate positive relationships.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.

Health Across the Curriculum



Health Across the Curriculum: What (Content)?

Vermont Statutes

- 16 V.S.A. § 131
- 16 V.S.A. § 906
- 16 V.S.A § 133
- 16 V.S.A. § 909

Content Areas

- Physical Health
- Mental/Social-Emotional Health
- Safety
- Community Health
- Interpersonal Health
- Sexual Health

Health Across the Curriculum: What (Skills)?

National Health Education Standards (2024)

Standard 1: *Use functional health information to support health and well-being of self and others.*

Standard 2: Analyze influences that affect health and well-being of self and others.

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

Standard 5: Use a decision-making process to support health and well-being of self and others.

Standard 6: Use a goal-setting process to support health and well-being of self and others.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8: Advocate to promote health and well-being of self and others.

Health Across the Curriculum: How?

- Free-standing lessons that provide explicit, step-by-step instructions to teach students health education skills.
- General teaching practices that create classroom and schoolwide conditions that facilitate and support student development of health skills.
- Integration of health education skill instruction and practice within the context of an academic curriculum.
- Interdisciplinary designed units, performance assessments, etc.

Health Across the Curriculum: Who?

Elementary

- Health educator
- Elementary educator
- Other educators

Secondary

- Health educator
- Collaboration between content areas
- Interdisciplinary

In all grade levels, health skills/content can be incorporated (but not always assessed) to enrich student learning and support student overall wellness.

Health Across the Curriculum

INTEGRATION OF HEALTH SKILLS

Health Skills Across the Curriculum

- In this approach teachers are still teaching the key content of the subject area.
- Teaching and practicing health skills are a key focus.
- Integration of health concepts/functional knowledge limited.

Skills-Based Health Education

Step 1:

Teach students what the health education skill looks like and present a step-by-step guide for how to perform it

Step 2:

Introduce students to a specific health topic (based on their health needs) and teach the necessary knowledge needed to perform the skill

ProjectSchoolWellness.com

Step 3:

Give students guided and scaffolded opportunities to practice the health education skill in connection to a specific health topic

Skill Application Process



Decision-Making
Grades 3-5



Step 1:
Identify
Decision



Step 2:
Brainstorm
Options &
Outcomes



Step 3:
Make a Decision



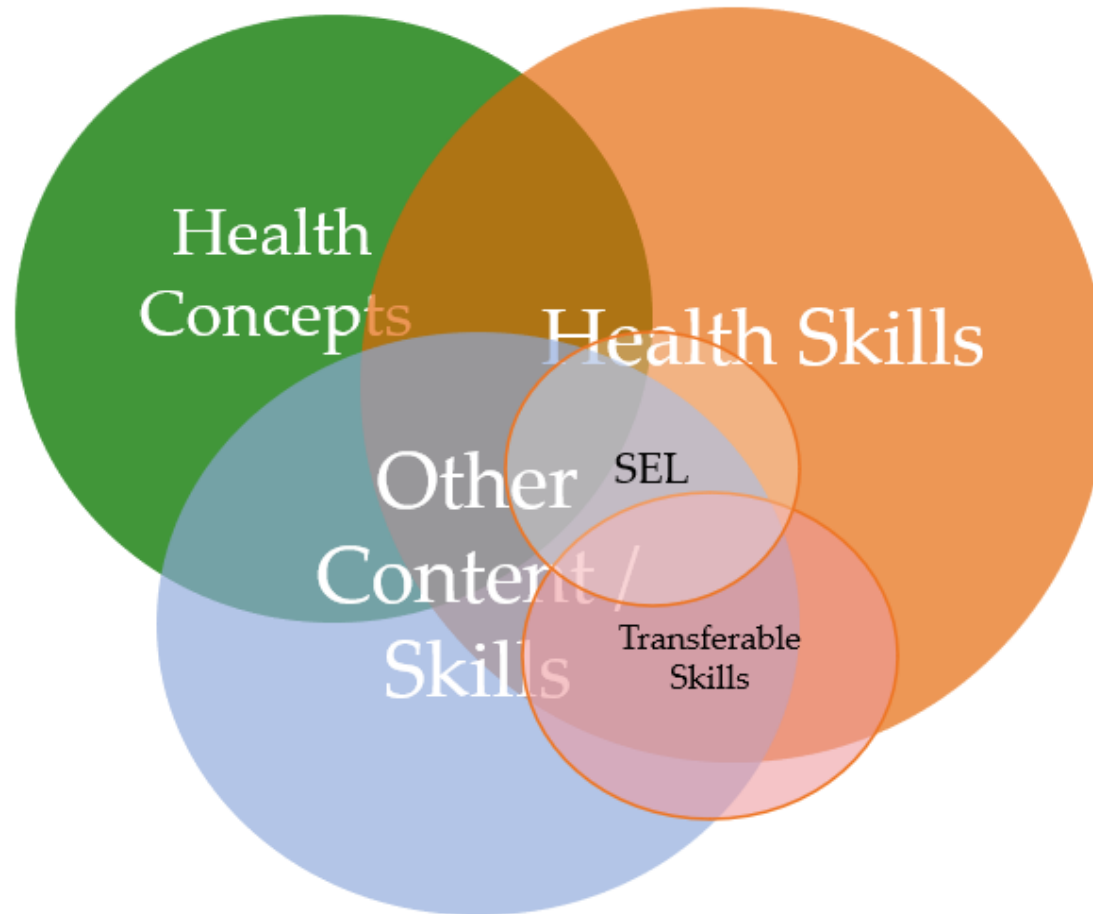
Step 4:
Look Back
& Learn



Health Skills and Content Topics

Health Skill	Social Studies	Science
2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	<ul style="list-style-type: none">• Inequality• Public Policies• Government• Economics• Human Capital• Geography	<ul style="list-style-type: none">• Ecosystems• Energy• Growth• Heredity

SEL and Transferable Skills



National Health Standards

CASEL

Standard 2: Analyze influences that affect health and well-being.

Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Standard 3: Access valid and reliable resources to support health and well-being.

Standard 4: Use interpersonal communication skills to support health and well-being.

Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Standard 5: Use a decision-making process to support personal and community health and well-being.

Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Standard 6: Use a goal-setting process to support health and well-being.

Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Standard 8: Advocate to promote health and well-being of self and others.

Health Skills and SEL Skills

National Health Standards

Transferable Skills in EQS*

Standard 2: Analyze influences that affect health and well-being.

Intercultural Competency

Standard 3: Access valid and reliable resources to support health and well-being.

Critical Thinking

Standard 4: Use interpersonal communication skills to support health and well-being.

Communication, Collaboration

Standard 5: Use a decision-making process to support personal and community health and well-being.

Problem Solving, Inquiry

Standard 6: Use a goal-setting process to support health and well-being.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8: Advocate to promote health and well-being of self and others.

Critical Thinking, Intercultural Competency

**Not Included: Use of Technology, Creativity, Innovation.*

Health Skills and TS Skills



Examples of Skill Integration

Lesson Description	Content Area Standards	Health Skills
<p>A Community Challenge: Students role-play to understand how different perspectives exist within one community. They collaborate to address a community challenge and attempt to find a solution through consensus. (Grade 4, Flourish Curriculum)</p>	<p>Social Studies (C3): D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>	<p>Health (NHES): 4.5.2 Use active listening skills and strategies in a variety of situations.</p>
<p>Identifying Different Types of Weather: Learn how a combination of weather factors makes up daily weather using observations of the four main weather factors (temperature, wind, precipitation, and cloud cover—sunny vs. cloudy) as evidence (Grade K-2, PBS)</p>	<p>Science (NGSS): K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p>	<p>Health (NHES): 7.2.1 Identify practices and behaviors that support health and well-being of self and others.</p>

Health Across the Curriculum: Implications



- Holistic and intentional approach is needed to the integration, instruction, and assessment of transferable skills, health education skills, and SEL.
- Curriculum planning in all content areas should consider ways to integrate teaching of health skills.
- Embed skill-based instruction in all content areas.
- Implementation of Portrait of a Graduate.

Considerations and Connections

- Integration of health skills and MTSS.

“Although not all schools and districts have adopted a framework of SEL competencies, it is clear that explicit instruction of proficiencies in this area are likely to have beneficial effects on social and behavioral well-being and lead to more self-directed and independent learning.”
(MTSS Field Guide, 2019)
- Transferable skills.
- Audit.
- Does not replace a comprehensive health education program.