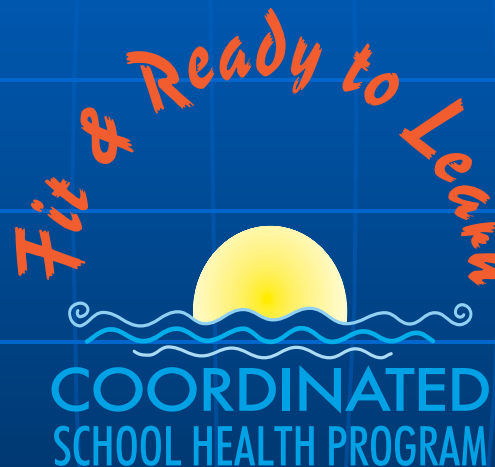


# Impacting the K-12 Students' Health Literacy by Incorporating Reading and Health Education Content and Skills



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Florida Department of Education  
Office of Healthy Schools  
Coordinated School Health Program

# COORDINATED SCHOOL HEALTH PROGRAM



# COORDINATED SCHOOL HEALTH PROGRAM

- Physical Education
- School Health Services
- School Nutrition Services
- School Counseling, Psychological, and Social Services
- Healthy School Environment
- Family and Community Involvement
- School-Site Health Promotion for Staff
- **Comprehensive Health Education**

- Reduction in school absenteeism
- Fewer behavior problems in the classroom
- Improved student performance

- New levels of cooperation among parents, teachers, and organizations
- A more positive spirit among educators and students
- Health awareness made a part of the fabric of children's lives
- Young people more prepared to become productive members of society

# Health Literacy

Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing.



Joint Committee on Health Education  
Standards



# Health Education Related Statutes

- F.S.1003.41 Sunshine State Standards
- F.S. 1003.42 Required Instruction
- F.S 1003.428 General Requirements for High School Graduation
- 1003.46 Health Education; Instruction in Acquired Immune Deficiency Syndrome

# School Reform



Schools are accountable for ensuring that students acquire the knowledge and skills established in state standards.



# How is Health Education Delivered?

- Elementary School
  - Classroom teacher
  - Guidance counselor
  - Nurse
  - Physical education teacher
- Middle School
  - Integrated
    - Physical education
    - Science
  - Several weeks to nine weeks
  - Stand alone
- High School
  - New course: Health Opportunities through Physical Education (beginning in 2007-08)
  - Life Management Skills course

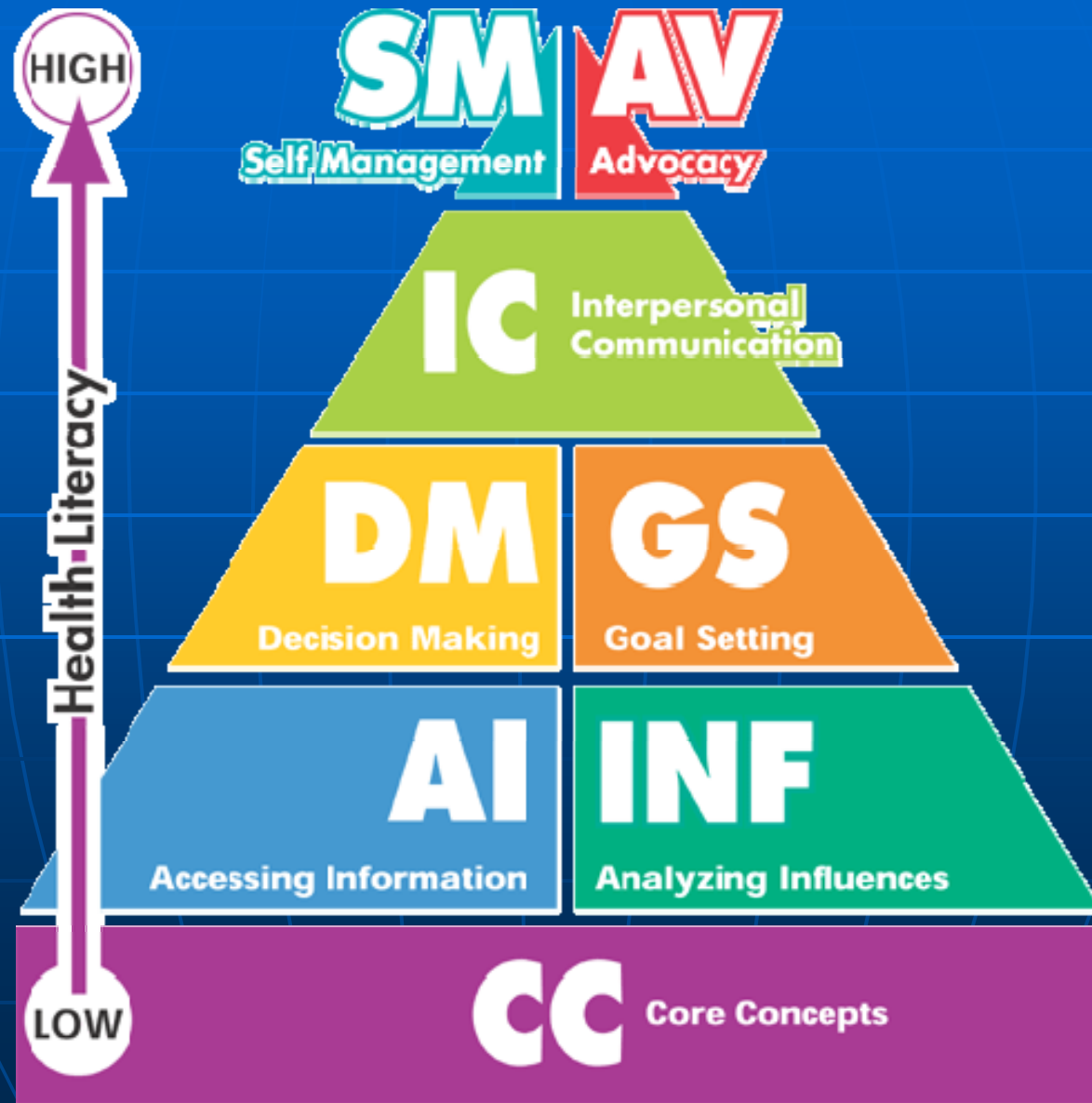
# Health Education Components (Core Concepts)

- Community Health
- Consumer Health
- Environmental Health
- Family Life
- Mental Health
- Injury Prevention and Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse

# Six Risk Behaviors

- Tobacco use
- Dietary patterns contribute to disease
- Sedentary lifestyle
- Sexual behaviors that result in HIV infection/other STDs and unintended pregnancy
- Alcohol and other drug use
- Behaviors that result in intentional and unintentional injury

# National Health Education Standards



# Council of Chief State School Officers (CCSSO)

## Membership – State Commissioners of Education

- State Collaborative on Assessment of Student Standards (SCASS)
  - Health Education Assessment Project (HEAP)

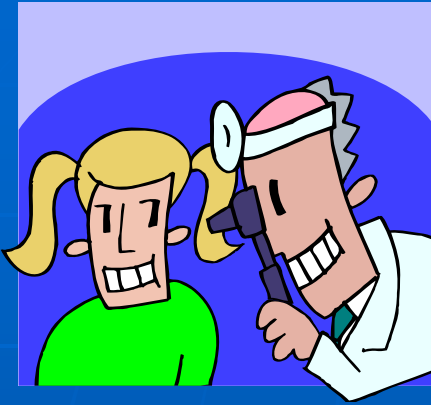
# HEALTH EDUCATION ASSESSMENT PROJECT (HEAP)

- Assessment Tools
- Health Education Lesson Planning Template
- Performance Task Samples and Templates
- Portfolio Development Guidance
- Anchor Papers
- Scoring Rubrics
- Searchable Database of Assessment Items (level of difficulty, over 1440 items)
- Web-based Assessment
- *HEAP of Books*



Reading is said to be fundamental . . .





Health is even more fundamental . . .



# Making Connections: Extending Instruction and Assessment Across the Curriculum



Infusing health education curricula – concepts and skills – into reading and language arts can be a positive link between a child's health and academic achievement

# HEAP of Books

- 150 books
- Correlated to the National Health Education Standards
  - Core Concepts  
(Mental Health, Personal Health, Injury Prevention, Nutrition, Physical Activity, Consumer Health, Alcohol and Other Drugs, Family Life, Tobacco, Community Health, Environmental Health)
  - Health Education Skills
- HEAP descriptors by school level

# HEAP of Books – Some Titles

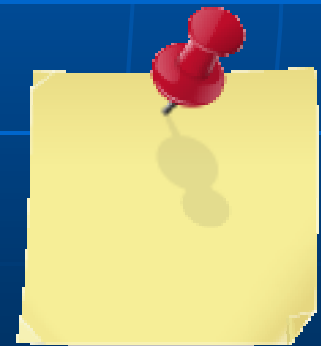
- What to Do if You Get Lost - E
- When Vegetables Go Bad\* - E
- Chocolate Fever - E
- Drugs and Your Brothers and Sisters – E/M
- 50 Simple Things Kids Can Do to Save the Earth – M
- Food and Love: Dealing with Family Attitudes about Weight – M
- What's Real, What's Ideal – M
- Fast Food Nation: The Dark Side of the American Meal - H



# HEAP of Books

- Lexile Measure – reading ability or text difficulty score
- Reading Level – measure based on the difficulty of the words, grammar, sentence structure, etc.
- Interest Level – subject/content of the book and most appropriate grade ranges
- Accelerated Reader
- Scholastic Reading Counts




Health concepts can provide  
authentic content and meaningful  
messages





“Gertrude McFuzz”



|   |                      |   |                  |                  |
|---|----------------------|---|------------------|------------------|
| <b>Gertrude McFuzz (in Yertle The Turtle)</b><br>Dr. Seuss  |                      | <b>Health Skill</b><br>INF  IC  |                  |                  |
| Random House<br>ISBN # 0389800877<br>Fiction  |                      | <b>Health Core Content</b><br>MH   |                  |                  |
| <b>Lexile</b><br>520  | <b>RD LVL</b><br>3.8 | <b>INT LVL</b><br>K-3   | <b>AR</b><br>3.3 | <b>RC</b><br>3.8 |
| <b>Summary</b><br>Gertrude sees another bird with marvelous tail feathers. She is introduced to a berry that causes tail feathers to grow, so she eats the berries . . . and eats them . . . and eats them. The results are disastrous! In the end she learns that she should like herself just the way she is.   |                      |   |                  |                  |
| <b>HEAP Descriptors</b><br>(Middle School)  |                      |   |                  |                  |
| MH 1 Positive Self-Image  |                      |   |                  |                  |
| MH 2 Emotional Health   |                      |   |                  |                  |
| MH 3 Interpersonal Relationships and Communication  |                      |   |                  |                  |
| MH 4 Stress Management  |                      |   |                  |                  |
| MH 6 Resources and Support  |                      |   |                  |                  |
| <b>HEAP Assessments</b><br>(Middle School)  |                      |   |                  |                  |
| 26111 Creating comic strip respecting diversity (IC)  |                      |   |                  |                  |
| 26209 Influences on body image (INF)  |                      |   |                  |                  |
| <b>HEAP Extensions</b>  |                      |   |                  |                  |
| <ol style="list-style-type: none"> <li>1. Create a poster/collage/picture that shows your positive features.</li> <li>2. Using teen magazines, investigate how the cosmetics/beauty industry influences young people’s perceptions of themselves.</li> <li>3. Create a “spoof” magazine that would give more realistic messages to young people.</li> </ol> |                      |   |                  |                  |
| <b>Extending Across the Curriculum</b>  |                      |   |                  |                  |
| <ol style="list-style-type: none"> <li>1. Create a comic strip. <b>Visual Spatial</b></li> <li>2. Beauty – Venn Diagram. <b>Compare/Contrast</b></li> </ol>   |                      |   |                  |                  |
| <b>Companion Books</b>  |                      |   |                  |                  |
| Imogene’s Antlers   |                      |   |                  |                  |
| When Zachary Beaver Came to Town  |                      |   |                  |                  |
| Ghost Bay   |                      |   |                  |                  |
| Skin Deep (Alias)   |                      |   |                  |                  |
| The Skin I’m In   |                      |   |                  |                  |

- **Gertrude McFuzz (in Yertle The Turtle)**
- Dr. Seuss
- Random House
- ISBN # 0389800877
- Fiction
- **Health Skill**      INF              IC
- **Health Core Content** MH
- **Lexile 520 RD LVL 3.8 INT LVL K-3 AR 3.3 RC 3.8**
- **Summary**

Gertrude sees another bird with marvelous tail feathers. She is introduced to a berry that causes tail feathers to grow, so she eats the berries . . . and eats them . . . and eats them. The results are disastrous! In the end she learns that she should like herself just the way she is.

# HEAP Descriptors (Middle School)

- MH 1 Positive Self-Image
- MH 2 Emotional Health
- MH 3 Interpersonal Relationships  
and Communication
- MH 4 Stress Management
- MH 6 Resources and Support

**Mental Health –  
Middle School**

**MH**



A positive self-image is an important component of mental and emotional health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.

**Content Descriptors**

**Skill Assessment Link**

Content descriptors can be linked to specific skills for student assessment.

The Skill assessment link provides criteria to measure student performance.

**1. Positive Self-Image**

**Students need to know:**

- 1.1 personal assets and strengths
- 1.2 characteristics of positive role models
- 1.3 how to develop and demonstrate a sense of belonging (connectiveness)
- 1.4 how to develop and demonstrate a sense of power (empowerment)
- 1.5 how to develop and demonstrate a positive body image

**INF**



**Analyzing Influences**

**Student work must:**

- identify and analyze external factors (e.g., media, parents, ethnic, legal, peers, geographic, societal, technology)
- identify and analyze internal factors (e.g., curiosity, interests, desires, fears, likes/dislikes)
- address interrelationships and complexity of influences
- present variety of influences as appropriate



**Related skills (Not Linked to Assessment)**

AI (Accessing Information)

# HEAP Assessments

## (Middle School)

- 26111 Creating comic strip respecting diversity (IC)
- 26209 Influences on body image (INF)

# 26111 Creating Comic Strip Respecting Diversity (IC) (Extended Response)

Comic strips are a good way of getting a serious point across in a light way. Draw a comic strip with no more than five frames showing one of these important skills:

- Starting or building a friendship
- Maintaining a friendship
- Respecting diversity
- Resisting peer pressure

For whichever skill you choose, show two people effectively communicating with each other as a part of this skill. Please feel free to use stick figures. You will not be evaluated on your ability to draw.

Also, write a description about what is happening in your comic strip. Tell why it shows the skill you chose.

(Scored using 4-point Interpersonal Communication Rubric)<sup>29</sup>

## HEAP Extensions





1. Create a poster/collage/picture that shows your positive features.
2. Using teen magazines, investigate how the cosmetics/beauty industry influences young people's perceptions of themselves.
3. Create a "spoof" magazine that would give more realistic messages to young people.

# Extending Across the Curriculum

- Create a comic strip. **Visual Spatial**
- Beauty – Venn Diagram. **Compare/Contrast**

## Companion Books

- Imogene's Antlers
- When Zachary Beaver Came to Town
- Ghost Bay
- Skin Deep (Alias)
- The Skin I'm In

|   |                      |  |                  |           |
|---|----------------------|--|------------------|-----------|
| <b>Murphy Meets the Treadmill</b><br>Ziefert, H.<br><br>Houghton-Mifflin<br>ISBN # 0618113576<br>Fiction  |                      | <b>Health Skill</b><br>SM  GS          |                  |           |
|   |                      | <b>Health Core Content</b><br>PA  NUT  |                  |           |
| <b>Lexile</b>   | <b>RD LVL</b><br>3.6 | <b>INT LVL</b><br>K-3  | <b>AR</b><br>2.5 | <b>RC</b> |
| <b>Summary</b><br>Murphy is happy to just lie on the porch and watch people go by, as he snacks on food. His owner, Cheryl, decides to place him on a diet. One day a treadmill is delivered for Murphy. At first the treadmill seems like too much exercise. But soon, Murphy discovers the rewards of being fit.                              |                      |  |                  |           |
| <b>HEAP Descriptors</b><br>(Elementary)   |                      |  |                  |           |
| NUT 1 Healthful Eating<br>NUT 4 Balancing Food Intake and Physical Activity<br>PA 1 Healthful Physical Activity<br>PA 2 Influences on Physical Activity   |                      |  |                  |           |
| <b>HEAP Assessments</b><br>(Elementary)   |                      |  |                  |           |
| 13211 Developing a fitness plan (GS)<br>13309 Three phases of a fitness plan (SM)<br>13310 Describing one healthful activity choice (SM)<br>13311 Four week plan to improve fitness (G)<br>4150 Two day log of food intake and physical activity (GS)<br>41901 ABC book of physical activity (SM)   |                      |  |                  |           |
| <b>HEAP Extensions</b>  |                      |  |                  |           |
| <ol style="list-style-type: none"> <li>1. Demonstrate physical activities from ABC book. <b>Body/Kinesthetic</b></li> <li>2. Follow fitness plan that was developed for two weeks. Then reflect on how physically active it made you feel (Journal, Rap, Poem). <b>Verbal/Linguistic, Music/Rhythm, Interpersonal, Intrapersonal</b></li> </ol> |                      |  |                  |           |
| <b>Extending Across the Curriculum</b>  |                      |  |                  |           |
| <ol style="list-style-type: none"> <li>1. Graph heart rates at various points during physical activity. <b>Science, Math</b></li> </ol>   |                      |  |                  |           |
| <b>Companion Books</b>  |                      |  |                  |           |
| The Pooped Troop<br>Staying Healthy: Let's Exercise!<br>When Cody Became a Mouse Potato   |                      |  |                  |           |

# Health Education: the Message . . .

## Reading: the Messenger

- Integration provides seamless education
- Students are better able to make connections across curricula
- Health Education concepts and skills give students an opportunity to build their health literacy

Ultimately, healthy students are better learners

# Questions

# CONTACT INFORMATION

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