



# *Hebron Public Schools*

## *Health Education*

Don Briere, PhD  
Director of Educational Services

*Special thanks to our Health Curriculum Team:  
Michael Craig, Tony Pitrone, Mike Corona, Tyler Driscoll, Lucy Bernier, and Tom Regan*

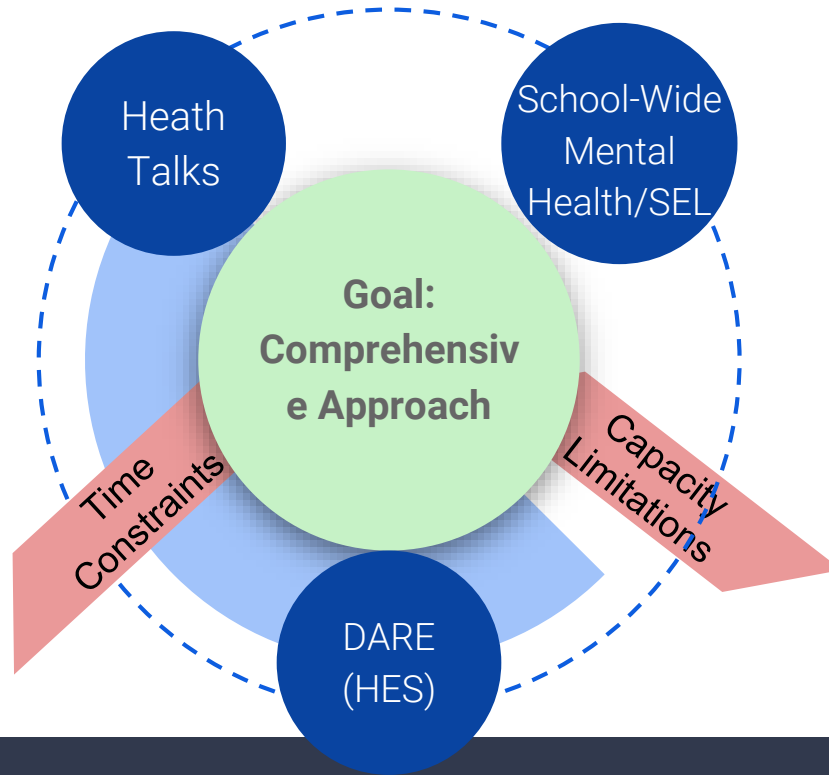
# Curriculum Cupcake



# Our Team Approach

- **Initial team discussions** (Fall, 2020) - **Reflections** on current and past efforts
- **District Health Team meetings** (Spring, 2021) - **Planning**
  - Takeaways: evidence-based; built upon past efforts; standards aligned; team-implementation model; strategic scheduling.
- **Summer Curriculum Team** (Summer, 2021)- **Development**
  - Takeaways: identified 'The Great Body Shop,' developed annual pacing guide, assured standards and time requirements covered; began developing lesson/unit plans, student centered activities; reviewed family bulletins, established preliminary implementation schedule (Who and When).
- **Currently/Ongoing**: Initial **implementation** has begun, initial family bulletins have gone home. Ongoing **monitoring and reflection** across the school year.

# Reflections on Our Past Efforts:



# Planning our Work: Standards-Based Core Concept Standard 1

1. Alcohol, Nicotine and Other Drugs
2. Healthy Relationships
3. Violence Prevention
4. Healthy Eating and Physical Activity
5. Sexual Health
6. Optimal Wellness and Disease Prevention
7. Sexual Assault and Abuse prevention
8. Mental and Emotional Health
9. Safety and Injury Prevention

# Planning our Work: Skills-based Standards 2-8

2. Analyzing Influences
3. Accessing Information
4. Interpersonal communication
5. Decision Making
6. Goal Setting
7. Self-Management
8. Advocacy

# Planning our Work: SEL Standards: CASEL

## CASEL Five Core Competencies



**Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.

**Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

**Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

**Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

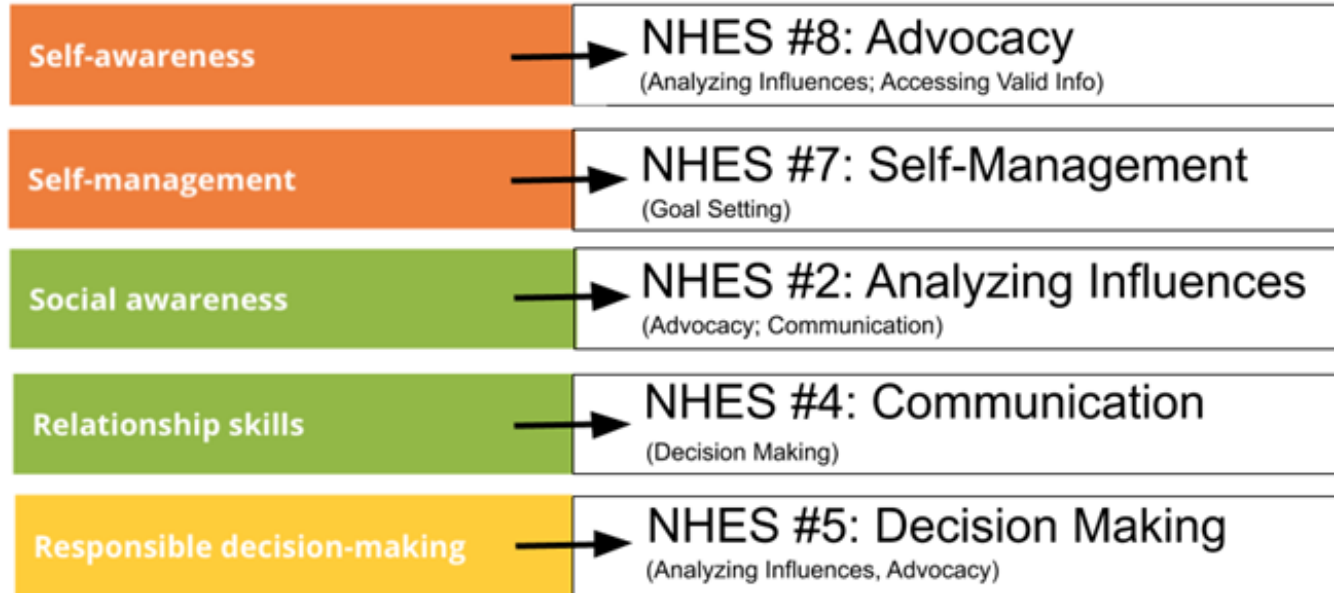
**Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms

(CASEL, 2019, <https://casel.org/what-is-sel/>)

# Standards Overlap: SEL and Health Standards



## SEL/HE Alignment





# Development:

## An effective health education curriculum has the following 15 components

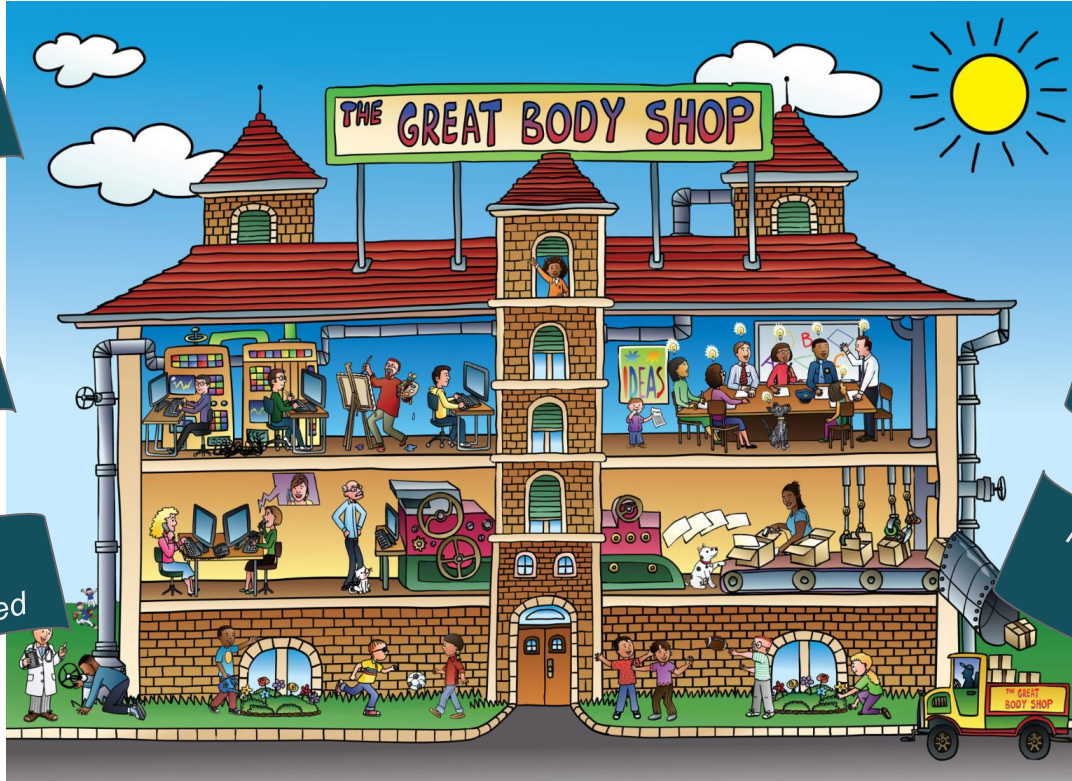
1. Focuses on clear health goals and related behavioral outcomes
2. Is **research-based** and theory-driven
3. Addresses individual values, attitudes, and beliefs
4. Addresses individual and group norms that **support health-enhancing behaviors**
5. Focuses on **reinforcing protective factors** and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors
6. Addresses social pressures and influences
7. **Builds personal competence**, social competence, and self-efficacy by addressing **skills**
8. Provides **functional health knowledge** that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
9. Uses strategies designed to personalize information and engage students
10. Provides age-appropriate and **developmentally-appropriate information**, learning strategies, teaching methods, and materials
11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
12. Provides **adequate time** for instruction and learning
13. Provides opportunities to reinforce skills and **positive health behavior**
14. Provides opportunities to make positive connections with influential others
15. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning

# Development: The Foundation of our Curriculum

Standards aligned and  
evidence-based

Grades K-6

Broad and repeated  
coverage; vertically aligned



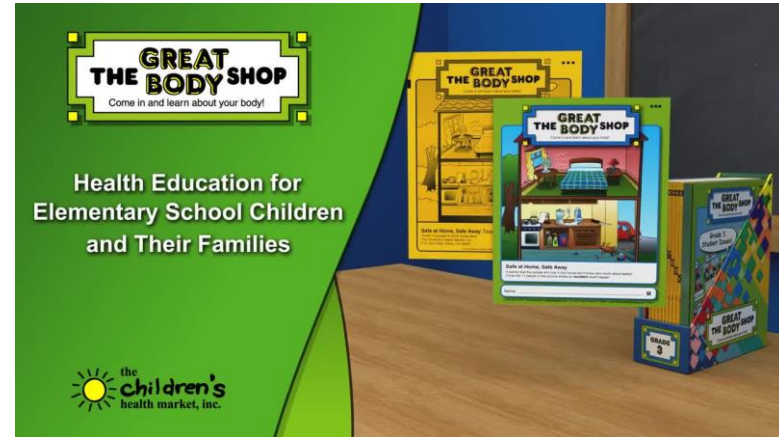
Strong Home-School  
Connection

10 Units Per year; \*6-10  
lessons per unit

Fits well with ongoing efforts  
(e.g., Choose Love)

# The Great Body Shop – Research Based Prevention

- Since 2006; included on the SAMHSA National list of Effective Programs and Practices
- **Lowers use** of alcohol, cigarettes, and marijuana in youth
- Results in **reduced violent acts** and conduct problems
- **Reduces** youth risk factors, improves youth protective behaviors
- **Increases health knowledge**, healthy attitudes, and self-efficacy
- **Increases** parents reading, using, and changing routines at home



# The GREAT BODY Shop: Monthly Units Broad Content and Skills Coverage


## THE GREAT BODY SHOP

Comprehensive Health Education

### MONTH ONE

**K** How to Stay Safe


- 1 Look Out
- 2 Let's Stay Safe
- 3 Safe at Home, Safe Away
- 4 Community Safety
- 5 First Aid Facts
- 6 Allergies and Asthma



### MONTH TWO

**K** The Five Senses


- 1 Head to Toe
- 2 How You Think
- 3 The Better to See You With
- 4 Let's Talk Teeth
- 5 Brainstorm! Your Central Nervous System
- 6 Cells



### MONTH FIVE

**K** My Body is Special


- 1 Talk and Listen
- 2 When I Feel Afraid
- 3 I Like Your Attitude!
- 4 It's My Body
- 5 Those Crazy Mixed-up Emotions
- 6 What Is Stress and What Does It Do to You?



### MONTH SIX

**K** Going to the Doctor and Dentist


- 1 Happy, Sad, and In Between
- 2 Babies...And How You Grew
- 3 My Family, Your Family
- 4 Be Cool, Keep Clean
- 5 Growing Up
- 6 The Reproductive System



### MONTH NINE

**K** Keeping Clean and Healthy


- 1 How I Breathe
- 2 My Skin and Me
- 3 When Bodies Have Challenges
- 4 Your Incredible Hearing Machine
- 5 All the Right Stuff
- 6 A Healthy Environment. It's Up to You!



### MONTH TEN

**K** Every Day, Play!

- 1 Run, Jump, and Skip
- 2 Muscles in Motion
- 3 Finding Out About Bones
- 4 Exercise!
- 5 Bones and Muscles
- 6 The Sports Report




## Monthly Schedule of Units of Study

Student Issues are mailed monthly in the month prior to use

### MONTH THREE

**K** Good Food


- 1 Why Do We Eat?
- 2 The Wide World of Food
- 3 Let's Eat!
- 4 The Digestive System
- 5 You Are What You Eat
- 6 Eat Right, Feel Great!



### MONTH FOUR

**K** The Family Team


- 1 All About Medicines
- 2 Your Heart—Small but Strong
- 3 Community Health
- 4 No Smoking
- 5 Love Your Lungs!
- 6 Keep This Body Safe!



### MONTH SEVEN

**K** No Drugs! No Way!


- 1 Drugs Are Trouble
- 2 Drugs Are Dangerous!
- 3 Saying NO to Smoking, Drinking, and Drugs
- 4 Stay Drug Free! Build Your Assets!
- 5 Danger Ahead: The Truth About Drugs
- 6 Who Has the Addiction?





### MONTH EIGHT

**K** Getting Sick

- 1 Get Wet Soon
- 2 Germs! They Make You Sick!
- 3 Things You Might Catch
- 4 Puzzled About Germs (HIV/AIDS)
- 5 About Blood and HIV
- 6 HIV/AIDS: What You Need to Know Now












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# Hebron Public Schools: '1,000 Foot View' Health Curriculum Annual Pacing Guide

Hebron Public Schools - Health Curriculum Snapshot

September	October	November	December	January	February	March	April	May	June
<b>My Safety</b>	<b>My Amazing Body</b>	<b>My Healthy Eating</b>	<b>Myself and My community</b>	<b>My Thoughts and Feelings</b>	<b>My Wellness Inside and Out</b>	<b>My Healthy Decisions</b>	<b>My Immune System</b>	<b>My Environment</b>	<b>My Fitness</b>
<i>Safety and Injury Prevention (1, 3, 4, 5)</i>	<i>Body Wellness (1, 4, 5, 6, 7)</i>	<i>Nutrition, Healthy eating, and Physical activity (1, 3, 5, 7)</i>	<i>Drugs, Alcohol, Healthy Relationships (1, 2, 4, 5, 7)</i>	<i>Mental and Emotional Health (1, 4, 5, 6, 7)</i>	<i>Wellness, Disease Prevention, Healthy Relationships (1, 3, 4, 5, 7)</i>	<i>Healthy Habits, Drugs, and Alcohol (1, 2, 4, 5, 7)</i>	<i>Wellness and Disease Prevention (1, 3, 7)</i>	<i>Body and Wellness, the community (1, 3, 4, 5, 7)</i>	<i>Physical activity, exercise, healthy eating (1, 4, 5, 6, 7)</i>
									



1  
2  
3  
4  
5  
6  
7



# Hebron Public Schools: '100 Foot View' Health Curriculum Annual Pacing Guide

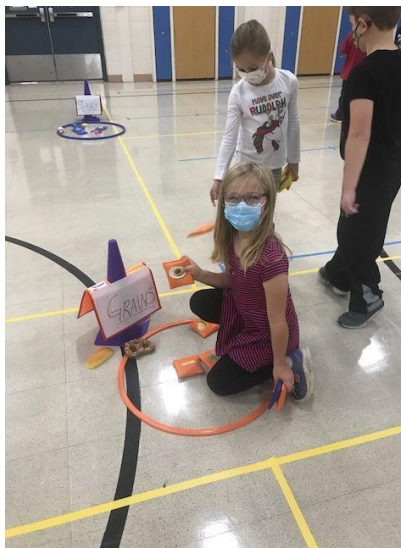
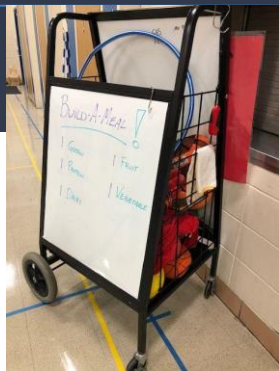
Units	My Amazing Body	My Healthy Eating	Myself & My Community	My Thoughts and Feelings	My Wellness Inside & Out	My Healthy Decisions	
PreK							
Kindergarten	- Lesson Title: 1. What are the senses? 2. Our senses help us learn	- Lesson Title: 1. Food needs for life 2. Healthful or Less healthful	- Lesson Title: 1. What is family? 2. See how the families grow and change.	- Lesson Titles: 1. All bodies are different. 2. Safe touch, unsafe touch.	- Lesson Title: 1. Your doctor or dentist. 2. Making healthful decisions.	- Lesson Title: 1. What is medicine. 2. When should I ask for help?	- Lesson Title: 1. What is medicine. 2. When should I ask for help?
	Who and When: School Nurse	- Who and When: PE Teachers	- Who and When: School Psychologist	- Who and When: School Social Worker/School Psychologist	- Who and When: School Psychologist/School Social Worker	- Who and When: SRO	- Who and When: SRO
	- Content Topics: Sexual Health.	- Content Topics: Healthy Eating and Physical Activity.	- Content Topics: Healthy Relationships	- Content Topics: Mental and Emotional Health.	- Content Topics: Optimal Wellness and Disease Prevention	- Content Topics: Alcohol, Nicotine and Other Drugs.	- Content Topics: Alcohol, Nicotine and Other Drugs.
	-Standard: 1*; 7. Self-Management	-Standard: 1*; 5. Decision Making	-Standard: 1*; 2. Analyzing Influences	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 3. Accessing Information	-Standard: 1*; 5. Decision Making	-Standard: 1*; 5. Decision Making
Grade 1	- Lesson Title: 1. Head to Toe. 2. My Body is extra special	- Lesson Title: 1. Why do we eat? 2. What is healthful food?	- Lesson Title: 1. All about medicines. 2. Who can give medicines?	- Lesson Titles: 1. How do we talk? How do we listen? 2. Tell how you feel.	- Lesson Title: 1. We have many feelings. 2. Talking helps me feel better. 3. My body is private.	- Lesson Title: 1. Stay away from dangerous substances. 2. Healthy and unhealthy choices.	- Lesson Title: 1. Stay away from dangerous substances. 2. Healthy and unhealthy choices.
	- Who and When: School Nurse	-Who and When: PE Teachers	-Who and When: School Nurse	-Who and When: School Social Worker/School Psychologist	-Who and When: School Psychologist/School Social Worker	-Who and When: SRO	-Who and When: SRO
	- Content Topics: Sexual Health, Optimal Wellness and Disease Prevention, Sexual Assault and	- Content Topics: Healthy Eating and Physical Activity.	- Content Topics: Alcohol, Nicotine, and Other Drugs	- Content Topics: Mental and Emotional Health.	- Content Topics: Mental and Emotional Health	- Content Topics: Alcohol, Nicotine and Other Drugs.	- Content Topics: Alcohol, Nicotine and Other Drugs.
	-Standard: 1*; 7. Self-Management	-Standard: 1*; 5. Decision Making	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 5. Decision Making	-Standard: 1*; 5. Decision Making
Grade 2	- Lesson Title: 1. How you think (parts of the brain) 2. Take care of your brain.	- Lesson Title: 1. Eat a plate 2. Nutrients for your body	- Lesson Title: 1. Your heart, small but strong. 2. How to care for your heart. 3. Heart problems and heart helpers.	- Lesson Titles: 1. Understanding and coping with common fears. 2. Recognizing real dangers, when it's smart to be afraid.	- Lesson Title: 1. Growing and changing. 2. Families. 3. Families grow and change too.	- Lesson Title: 1. Practicing healthy behaviors	- Lesson Title: 1. Practicing healthy behaviors
	-Who and When: School Nurse	Who and When: PE Teachers	-Who and When: School Nurse	-Who and When: School Social Worker/School Psychologist	-Who and When: School Psychologist/School Social Worker	-Who and When: SRO	-Who and When: SRO
	- Content Topics: Sexual Health, Optimal Wellness and Disease Prevention.	- Content Topics: Healthy Eating and Physical Activity.	- Content Topics: Sexual Health	- Content Topics: Mental and Emotional Health.	- Content Topics: Healthy Relationships	- Content Topics: Alcohol, Nicotine and Other Drugs.	- Content Topics: Alcohol, Nicotine and Other Drugs.
	-Standard: 1*; 7. Self-Management	-Standard: 1*; 7. Self-Management	-Standard: 1*; 7. Self-Management	-Standard: 1*; 5. Decision Making	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 5. Decision Making	-Standard: 1*; 5. Decision Making
Grade 3	- Lesson Title: 1. Your eyes, how they work. 2. Protecting your eyes	- Lesson Title: 1. Nutrients and Digestion 2. Healthy Habits	- Lesson Title: 1. Your community, keep it healthy. 2. Your community, keep it drug and violence free.	- Lesson Titles: 1. Attitudes, values, goals. 2. Improving your attitude.	- Lesson Title: 1. All about families. 2. Personal Safety	- Lesson Title: 1. Saying no to smoking, drinking, and drugs.	- Lesson Title: 1. Saying no to smoking, drinking, and drugs.
	Who and When: School Nurse	-Who and When: PE Teachers	-Who and When: SRO	-Who and When: School Social Worker/School Psychologist	-Who and When: School Psychologist/School Social Worker	-Who and When: SRO	-Who and When: SRO
	- Content Topics: Optimal Wellness and Disease Prevention.	- Content Topics: Healthy Eating and Physical Activity.	- Content Topics: Alcohol, Nicotine, and Other Drugs. Violence Prevention.	- Content Topics: Mental and Emotional Health.	- Content Topics: Healthy Relationships, Optimal Wellness and Disease	- Content Topics: Alcohol, Nicotine and Other Drugs.	- Content Topics: Alcohol, Nicotine and Other Drugs.
	-Standard: 1*; 5. Decision Making	-Standard: 1*; 5. Decision Making	-Standard: 1*; 5. Decision Making	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 4. Interpersonal Communication	-Standard: 1*; 4. Interpersonal Communication



# Who is teaching health education?

- To teach health education at the primary or secondary level requires:
  - PK-12 health education teaching certificate endorsement (043); or
  - School nurse/teacher certificate endorsement (072)
- At the primary level (Grades K -6), an elementary teacher may deliver health education, but cannot be the sole provider per [Section 10-145d-435\(a\)](#) of the Certification Regulations
- Elementary classroom teachers may provide a part of health education instruction, but a certified teacher in health education must also provide a portion
- For us in Hebron, our team consists of:
  - PE Teachers (Mr. Pitrone and Mr. Corona)
  - Nurses (Mrs. Bernier and Mr. Driscoll)
  - SEL Team (Mrs. Silva, Ms. Turner, Mrs. Wolffe, Mrs. Mutch, and Mrs. Haynes)
  - SRO (Mr. Regan)
  - Additional in-class support from our classroom teachers

# Implementation: Health Instruction In Action





# Our Current Efforts:



Next Steps: Review of the 2021 Connecticut Healthy and Balanced Living Curriculum Framework

*THANK YOU!*

