

## Assessing Health Education in Elementary Schools

<b>201</b>	<ul style="list-style-type: none"> <li>▪ Health education taught in all grades (Elementary Only): Students receive health education instruction in all grades.</li> </ul>
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### Section 1 - Breaking the Criterion Down

*At the elementary level* – Schools with any combination of grades K-6

*Health education must be taught in every grade and include instruction in nutrition and healthy eating.*

**Functional knowledge and skills-based lessons** – Effective health education emphasizes the teaching of functional health information (important concepts) and essential skills necessary to adopt, practice and maintain health-enhancing behaviors, such as healthy eating and physical activity, to reduce youth obesity. Skills-based lessons build personal and social competence and belief in students' capacity to execute a positive course of action. Skills-based lessons need adequate instructional time in order for students to be able to learn, process and practice the skills being taught. Include lessons on topics such as hand washing, advocating for self and others, refusal skills and healthy decision-making skills.

**Healthy eating and benefits of physical activity** – Lessons on healthy eating and benefits of physical activity promote sound nutrition and healthy dietary practices and help students adopt and maintain a physically active lifestyle. choosing a healthy breakfast, label reading, basic safety precautions to help prevent injury during physical activity and how physical activity can be a healthful way of dealing with feelings of frustration or anger.

#### Grades K – 2

The recommended time for individual lessons:

Grades K – 2: A minimum of 10 minutes for knowledge-only lessons; 20 minutes for skills-based lessons

#### Grades 3 – 5

The recommended time for individuals lessons:

Grades 3 – 5: A minimum of 20 minutes for knowledge-only lessons; 30 minutes for skills-based lessons

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### Section 2 - Health Education Instruction Survey

The Health Education Instruction Survey can be used to determine what and how health education is currently being taught in your school, especially if health education is not scheduled as stand-alone classes. It is important that all teachers who are responsible for teaching health education complete the survey by providing an accurate accounting of what health education topics they presently teach.

The survey can be adapted to reflect the developmental level of students with topics added or deleted. If distributing the survey by paper, consider printing back-to-back and using a different color of paper for each grade. You may want to conduct the survey electronically.

#### **Directions:**

1. Receive administrator approval to conduct the survey and discuss the best way to conduct the survey.
2. Identify the teachers who are responsible for providing instruction on the essential topics on physical activity and healthy.
3. You may want to pilot test the survey with a few teachers to be sure the directions are clear and important health topics have not been omitted.
4. Develop the process and timeline for distributing and collecting the surveys, including who will receive the completed surveys and add the information to the bottom of the last page.
5. Consider distributing the survey (or information about the survey with a link, if conducting electronically) at a staff meeting or at grade-level meetings or having an administrator promote the survey and stress the importance of having the information from all teachers.
6. Decide who will compile and analyze the data and how to share the information with teachers and administrators.
7. Look for consistent instruction and adequate instructional time among all teachers in every grade.
8. If your school meets the Healthy Schools Program (HSP) health education criteria, it may be eligible for HSP national recognition. If your school is not meeting the HSP health education criteria, consider including advocacy for enhancing health education on your HSP Yearly Action Plan.

If you have questions or would like assistance, contact the National Physical Education & Health Education Advisor, Lisa Perry at 970.409.9864 or [Lisa.Perry@HealthierGeneration.org](mailto:Lisa.Perry@HealthierGeneration.org).

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## Health Education Instruction Survey

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Purpose of the Survey:** To determine what health education instruction is currently taking place. The results from the survey will be helpful to develop or revise the health education program in our school.

**Instructions:** Complete the row for each **bolded** main health topic that you teach. The sub-topics help explain what concepts and skills may be taught under the main health topics. For each health topic listed in the first column:

1. Identify if you teach the topic as stand alone health lessons or integrated with other subjects
2. The number of lessons and amount of instruction time you teach the topic and when taught
3. Think about the lessons and check the teaching strategies used when teaching the topic
4. Rank the importance of the health topic for your students

Main Health Topics Sub-Topics  Check the topics you teach	Instruction Format  How health is taught	Instructional Time	Teaching Strategies Utilized  Check all that apply	Importance to Students Rate 1-5 1 = least 5 = most
<input type="checkbox"/> The relationship between healthy eating and personal health and disease prevention <input type="checkbox"/> Food guidance from MyPlate or MyPyramid <input type="checkbox"/> Reading and using food labels <input type="checkbox"/> Eating a variety of foods every day <input type="checkbox"/> Balancing food intake and physical activity <input type="checkbox"/> Eating more fruits, vegetables and whole grain products <input type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat <input type="checkbox"/> Choosing foods and beverages with	___stand alone  ___integrated  If integrated, with what subject(s), units or theme(s):	# of lessons ___  Approximate instructional time per lesson: _____  Term taught: _____	___Group activities ___Cooperative learning ___Group discussions ___Experiential learning ___Modeling/practicing health-related skills ___Learning stations ___Role-playing ___Presentations ___Projects ___Service Learning ___Other:	Rate importance

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little added sugars  <input type="checkbox"/> Eating more calcium-rich foods <input type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices <input type="checkbox"/> Accepting body size differences <input type="checkbox"/> Food safety <input type="checkbox"/> Importance of water consumption <input type="checkbox"/> Importance of eating breakfast <input type="checkbox"/> Making healthy choices when eating at restaurants <input type="checkbox"/> Social influences on healthy eating, including media, family, peers, and culture <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to take steps to achieve the personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input type="checkbox"/> Influencing, supporting, or advocating for others' healthy dietary behavior <input type="checkbox"/> The physical, psychological, or social benefits of physical activity				

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<ul style="list-style-type: none"> <li><input type="checkbox"/> How physical activity can contribute to a healthy weight</li> <li><input type="checkbox"/> How physical activity can contribute to the academic learning process</li> <li><input type="checkbox"/> How an inactive lifestyle contributes to chronic disease</li> <li><input type="checkbox"/> Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition</li> <li><input type="checkbox"/> Differences between physical activity, exercise, and fitness</li> <li><input type="checkbox"/> Phases of an exercise session, that is, warm up, workout, and cool down</li> <li><input type="checkbox"/> Overcoming barriers to physical activity</li> <li><input type="checkbox"/> Decreasing sedentary activities, such as TV watching</li> <li><input type="checkbox"/> Opportunities for physical activity in the community</li> <li><input type="checkbox"/> Preventing injury during physical activity</li> <li><input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while</li> <li><input type="checkbox"/> physically active</li> </ul>				

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<input type="checkbox"/> Social influences on physical activity, including media, family, peers, and culture  <input type="checkbox"/> How to find valid information or services related to physical activity and fitness  <input type="checkbox"/> How to take steps to achieve the personal goal to be physically active  <input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity  <input type="checkbox"/> How to resist peer pressure that discourages physical activity				

Please return by:

To:

*Thank you for completing the survey.*