

Assessing Health Education in Middle Schools

404	At the middle school level, comprehensive health education:
405	<ul style="list-style-type: none"> Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
409	<ul style="list-style-type: none"> Is required in at least one grade (bronze); two grades (silver); all grades (gold) Is taught in a stand-alone, health education course for at least nine weeks or the equivalent number of minutes over the year OR planned units of study are incorporated with other subjects for the equivalent number of minutes over the year (bronze, silver); stand-alone course (gold)

Section 1 - Breaking the Criteria Down

At the middle school level – Schools with any combination of grades 5 – 8 that follow a middle school schedule

Comprehensive health education – Includes the development, delivery and evaluation of planned, sequential and developmentally appropriate instruction and learning experiences designed to protect, promote and enhance the health literacy, skills and well-being of students. Health topics include:

- Alcohol and other drug-use prevention
- Asthma awareness
- Bullying prevention and violence prevention
- Disease prevention and control
- Mental and emotional health
- Nutrition and healthy eating
- Personal health and wellness
- Physical activity and fitness
- Safety and injury prevention
- Sexual health
- Tobacco-use prevention

Is required (for all students) in at least one grade – All students in the grade are required to have health education instruction; it is not an elective.

Functional knowledge and skills-based lessons – Effective health education incorporates teaching strategies to promote understanding 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.

Functional knowledge is relevant, accurate and reliable information and concepts that results in adoption and maintenance of healthy behaviors; includes distinguishing between facts and misconceptions; addresses individual values that support health-enhancing behaviors; corrects misperceptions about group norms; and increases personal perception of risk and harmfulness of engaging in specific health risk behaviors.

Skills-based lessons build personal and social competence and belief in students' capacity to execute a positive course of action. Skills-based lessons provide adequate instructional time for students to learn, process, practice and get reinforcement of health-enhancing skills. Include lessons on topics such as

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choosing to be tobacco free, 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. Examples include: choosing a healthy breakfast, label reading, knowing how perceptions of norms influence healthy and unhealthy food choices, benefits and barriers to being physically active and setting a realistic goal to be physically active.

Is taught in a stand-alone, health education course for at least nine weeks or the equivalent number of minutes over the year – A stand-alone course is a regularly scheduled class for the length of time equal to all other courses– for instance 50 minutes per day or 90 minutes every other day. The course is taught for one term or for at least 9 weeks and appears on students' schedules.

The equivalent number of minutes can be accomplished through a health education course that meets for at least 45 classes anytime over the year. For example, health education is scheduled 2 times a week during A week and 1 time a week during B week for 18 weeks for a total of 54 lessons (more than is required).

Planned units of study are incorporated with other subjects for the equivalent number of minutes over the year – Health education instruction can be incorporated with other subjects and be equivalent to a stand-alone health education course if 1) health education units of study equal the time of a term-long course, 2) the units of study are comprised of a sequence of contiguous health lessons and 3) there is consistency and all students in the grade receive equal access to the health content and instructional time.

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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.

Identifying the most critical health issues of students helps personalize the need for and benefit of health education and enables teachers to see the link between health issues their students are dealing with and the importance of health education instruction.

Directions:

1. Receive administrator approval to conduct the survey and discuss the best way to conduct the survey.
2. Review the health topics and sub-topics in the chart. This is not an exhaustive list. There may be other health topics you want to include on the survey. Add or delete health topics as they are relevant for your grade level. Entire lines can be eliminated or sub-topics deleted.
3. Identify the teachers who are responsible for providing instruction on health topics.
4. 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.
5. 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.
6. 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 who provide health instruction.
7. Decide who will compile and analyze the data and how to share the information with teachers and administrators.
8. Look for consistent instruction and adequate instructional time among teachers in every grade.
9. If your school meets the Healthy Schools Program (HSP) health education criteria, it may be eligible for HSP national recognition. If so, either document health education stand-alone classes via student master schedules or go to Section 3 and complete the Health Education Incorporated with Other Subjects Chart. 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 Content Support manager, Dana Roberts at 202.506-7182 or Dana.Roberts@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	Instruction Format	Instructional Time	Teaching Strategies Utilized	Importance to Students Rate 1-5 1 = least 5 = most
Circle the topics you teach	How health is taught		Check all that apply	
Nutrition including: nutrients; eating a variety of healthy foods; portions; staying hydrated; limiting fat, salt, processed sugars; balancing caloric intake with physical activity; understanding food labels; a healthy plate; healthy snacks	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Physical activity and fitness including: components of fitness; benefits of physical activity; avoiding injury; heart health; calorie balance	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Tobacco-free including: avoiding use; second- hand smoke; supporting others to be tobacco free; cessation resources	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance

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Main Health Topics Sub-Topics Circle 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
Alcohol-use prevention: avoid experimentation; short and long term effects; drinking and accidents; seeking help	___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
Drug-use prevention: avoid experimentation; poison prevention; appropriate use of prescription and over-the-counter medicines; short and long term effects of illegal drugs; seeking help	___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
Personal health: oral health; personal hygiene; adequate sleep; preventing spread of lice; sun safety; protecting hearing and vision	___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
Emotional and mental health: dealing with feelings; managing stress and conflict; establishing and maintaining healthy relationships; body image	___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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Main Health Topics Sub-Topics Circle the topics you teach	Instruction Format How health is taught	Instructional Time Check all that apply	Teaching Strategies Utilized Check all that apply	Importance to Students Rate 1-5 1 = least 5 = most
Injury prevention and safety: safety belts; pedestrian and bicycle safety; first aid; using appropriate safety equipment; avoiding dangerous situations	___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
Disease prevention: hand-washing; preventing transmission of communicable (infectious) diseases; seeking medical assistance	___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
Non-communicable diseases: care for diabetes, allergies and asthma; prevention and control of cancer and heart disease; seeking medical assistance	___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
Suicide prevention: get help for self or others who are in danger of hurting themselves	___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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Main Health Topics Sub-Topics Circle 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
Violence and bullying prevention: managing conflict in nonviolent ways; getting help to prevent or stop violence including harassment, abuse, bullying and fighting; getting help to address inappropriate touching	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Consumer health: accessing valid health resources, products and services; media literacy	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Environmental health: environmental effects on personal, family, school and community health	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Sexual health: healthy relationships; avoiding pressure to engage in unhealthy sexual behaviors; HIV and STDs prevention; pregnancy prevention	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance

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Main Health Topics Sub-Topics Circle 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
Peer pressure: positive and negative peer influences; perception of norms	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Healthy communication skills: verbal and non-verbal communication; seeking help; courtesy; advocacy	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
Goal-setting and decision-making: practical steps; planning, practicing, monitoring and evaluating goals and decisions	<input type="checkbox"/> stand alone <input type="checkbox"/> integrated If integrated, with what subject(s), units or theme(s):	<input type="checkbox"/> # of lessons Approximate instructional time per lesson: _____ Term taught: _____	<input type="checkbox"/> Group activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Group discussions <input type="checkbox"/> Experiential learning <input type="checkbox"/> Modeling/practicing health-related skills <input type="checkbox"/> Learning stations <input type="checkbox"/> Role-playing <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Service Learning <input type="checkbox"/> Other:	Rate importance
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What are the 3-4 most critical and/or prevalent health issues that your students are dealing with?

1.

2.

3.

4.

Please return by:

To:

Thank you for completing the survey.

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Section 3 – Health Education National Recognition Documentation

Instructions for completing the Health Education Incorporated with Other Subjects Chart

1. Complete a chart for each grade that is applicable for the recognition level you are applying (one grade for bronze; two grades for silver; all grades of gold) and indicate the grade in the left side column.
2. If the school has conducted the Health Education Instruction Survey with teachers, the compiled information can be used to complete the chart(s).
3. Determine which subjects health lessons are taught and list each subject on a separate line.
4. Determine which teachers are teaching the health lessons and list their first initials and their last names. If classroom teachers are teaching all subjects, list the names of the teachers once.
5. List all the health education topics that are being taught in each of the subjects listed. Think comprehensive health education here. Include what is being taught in all health lessons including label reading, bullying prevention, tobacco use prevention, mental and emotional health, disease prevention, etc.
 - a. Be specific. Rather than writing “safety,” indicate the focus of the lessons; such as “Describe the **importance of using safety belts**” and “Evaluate **strategies to reduce risks of injuries when bicycling or skateboarding**.”
 - b. Be sure to list lessons on healthy eating and benefits of physical activity.
 - c. Instead of listing healthy eating or physical activity, specify what the focus of the lessons or units of study are such as:

Choose foods that are low in fat, cholesterol, sugar and sodium
Prepare a healthy menu for one day
Describe influences of school, peers and family affect food choices and other eating practices
Balance food intake and physical activity
Use effective verbal and nonverbal communication skills to increase physical activity and avoid engaging in unsafe physical activities
Explain the potential positive and negative outcomes from decisions related to physical activity
Set a realistic goal to be physically active

- d. The total number of lessons should equal the length and number of classes taught in any 9-week course – at least 45 full lessons over the year.
- e. Only include health education lessons, not science or physical education lessons or physical activity time.

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Health Education Do's and Don'ts

<u>Health Education Topics</u>	<u>NOT Health Education Topics</u>
Care of the circulatory and respiratory systems	Body systems (science)
Nutritional value of vegetables and ways they keep our body healthy	Gardening (science)
Importance of cardiovascular activity to health	Learning game or sport skills (physical education)
Potential positive outcomes from decisions related to being physically active	Jammin' Minutes or physical activity breaks (physical activity)

6. If health lessons are being taught during time scheduled for physical education, that time must be deducted from physical education instructional time. Schools cannot "double dip."

Health Education (HE) Incorporated with Other Subjects Chart

Grade	Subjects That Include HE Units or Lessons and Teachers' Names	Health Education Topics	# of Days per Week	# of Weeks	Minutes per HE Lesson	Total Number of Lessons
<u>Example for Bronze</u> Grade 6	Math – Ms. Xee	Calculating calories of healthy vs. unhealthy snacks	2	2	50	4
	Science – Mr. Yee and Mrs. Zee	Cyberbullying prevention; Bicycle safety; Prevention of HIV; Personal hygiene skills; How perceptions of norms influence health and unhealthy eating behaviors	1	18	50	18
	Social Studies – Ms. Att	Family, peer and technology influences on health; Analyzing ads and their potential effects on body image	1	9	50	9
	Physical Education – Mr. Bee	Setting and monitoring a personal physical activity goal; Distinguishing between healthy and unhealthy physical activity and sedentary practices; Benefits and barriers to being physically active	1	14	50	14
Total # of Lessons						45 lessons (@ 50 minutes)

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Grade	Subjects That Include HE Units or Lessons and Teachers' Names	Health Education Topics	# of Days per Week	# of Weeks	Minutes per HE Lesson	Total Number of Lessons
Total # of Lessons						