



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Health Education for Students' Lifelong Wellness
Course Number	OL 5224
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

The quote, "If you have your health, you have everything," has never felt more true. Now more than ever, we understand how children's health impacts their capacity to learn in school, and also their prospects for a happy and successful life. We've created this course for all educators who teach health—whether you're an early childhood educator, a classroom generalist, a dedicated Health and/or Physical Education teacher, or a school nurse. Because you have different needs depending on students' ages and your professional role, we've created pathways with options to suit every educator! You will learn strategies to support students' physical, mental, and social-emotional health as you empower them to care for their own. Through the exploration of health and wellness resources, you'll discover ways to collaborate, advocate, and build students' motivation to pursue healthy habits. You'll also learn instructional strategies to facilitate safe discussions of sensitive topics in your classroom. And, we've provided tips throughout the course to help you prioritize your health, too!

Course Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to health education, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design health and wellness action plans for early childhood, elementary, or middle/high school students.
3. Prepare an activity to collaborate with families to support student health.
4. Implement strategies to support students' physical, mental and social-emotional health and wellness.
5. Develop a vision board or road map to challenge the status quo by motivating students in lifelong wellness and advocating for health needs in your school community.

Required Text/Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

About Us. Facing History and Ourselves. (n.d.). Retrieved March 11, 2022, from <https://www.facinghistory.org/about-us>

Behavioral Health Treatment Services Locator. Home - SAMHSA Behavioral Health Treatment Services Locator. (n.d.). Retrieved March 11, 2022, from <https://findtreatment.samhsa.gov/>

Benes, S., & Alperin, H. (2022). *The essentials of teaching health education: Curriculum, instruction, and assessment.* Human Kinetics, Inc.

Benes, S., & Alperin, H. (2019). *Lesson planning for skills-based health education: Meeting secondary-level national standards.* SHAPE America, Society of Health and Physical Educators.

Connolly, M. (2022). *Teaching social and emotional learning in Health Education: Applications in school and community settings.* Jones & Bartlett Learning.

Dusen, V. D. (2020). *When are we going to teach health? Let's teach health as if each child's life depends on it - because it does.* Lioncrest Publishing.

Health academic achievement - centers for disease control ... (n.d.). Retrieved March 11, 2022, from https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Kanold, T. D., & Boogren, T. (2021). *Educator wellness: A guide for sustaining physical, mental, emotional, and social well-being.* Solution Tree Press.

Move your way® community resources. (n.d.). Retrieved March 11, 2022, from <https://health.gov/our-work/nutrition-physical-activity/move-your-way-community-resources>

U.S. Department of Health and Human Services. (2022, March 8). *Health information.* National Institutes of Health. Retrieved March 11, 2022, from <https://www.nih.gov/health-information>

All coursework is to be completed in the Teaching Channel online environment.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about student and educator health and wellness.
2. Summarize your previous knowledge or experience with student and educator health and wellness.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

There are many dimensions to health and wellness! In this investigation, you will learn about the impact health has on students and educators, and the many ways in which school practices can support health. To complete this assignment, please read/review the resources listed in the three sections (Student Wellness, Educator Wellness, School Wellness) below, then respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

Student Wellness

Let's begin the course by exploring and supporting student wellness! Overwhelmingly, teachers express that the reason they teach is to make the world a better place and to help students succeed. One of the foundational pieces of student success is their health. As we begin, we will investigate some of the factors that impact student health and wellness—we know there is a long list! To complete this section, please review the resources below, then respond to each of the questions (a., b., c., and d.) in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

All coursework is to be completed in the Teaching Channel online environment.

Begin your exploration of student wellness by watching the video below which showcases what some schools are doing to ensure students are getting the nutrition and movement they need to succeed.

Next, review, "The State of America's Children: Childhood Health 2021," from The Children's Defense Fund, which provides information about the impact of health insurance on our nation's youth, including how children who lack coverage miss out on well-child visits, developmental screenings, vaccinations, and mental health care.

- A. After reviewing the resources above, tell us about the health of the students with whom you work, specifically what you see regarding students' nutrition, physical activity, and access to healthcare.

The article, "Early Childhood Development and Education," from Healthy People explains, *healthy students are better learners*. Yet, we understand there are powerful influences, cultural inequities, and complex circumstances that affect student health like, sex, violence, substance use, poverty and homelessness.

- B. After reviewing the linked resources above, share one thing you learned and how you will incorporate your new knowledge into your work with students.

Review the article, "Health Disparities by Race and Ethnicity," from American Progress which describes the long-term efforts that are necessary to change the disparities in mortality, healthcare coverage, chronic health conditions, and mental health amongst different racial and ethnic groups.

- C. After reading the article above, describe the actions being taken, or that could be taken, to alleviate health disparities in your school or community.

As we know, people come in all shapes and sizes! In "Weight Bias Hurts Kids and We're Not Talking About It," from Edutopia, we learn that weight bias is definitely something that needs to be discussed, as do other concerns like body dysmorphia, disordered eating, body shaming, and the influence of social media on appearance.

- D. Consider the points in the article above, then share your insights about creating body positive spaces for students.

Educator Wellness

Now that you've explored the resources for student wellness, it's time to learn about educator wellness! Wellness can mean different things to different people, yet the commonly referenced aspects of balanced wellness include social-emotional, physical, and mental health as illustrated in the graphic above. To complete this section, please review the resources below, then respond to each of the questions (e., f., and g.) that follow in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

All coursework is to be completed in the Teaching Channel online environment.

Begin by reading, "Social Emotional Learning is for Teachers, Too," from Medium, which explains how focusing on the core competencies of social-emotional learning (SEL) reduces teacher stress and improves relationships with students. Next, The Toolbox is You shares a great video, "Mindfulness for Teachers," discussing insights into the emotional toll teaching can take, with ideas for supporting educators.

- E. The The Toolbox is You video on teacher mindfulness carries a meaningful message. Summarize how you will apply the thoughts shared in supporting your, or other teachers', emotional health.

A multitude of ideas for the physical wellness of students, faculty, and staff can be found at the Centers for Disease Control (CDC) resource, "What's Your Role: Education." Clearly, exercise is one thing we can do to promote our (and students') physical well-being. And, now, if you're wondering how you will find the time for fitness, take a look at, "How Busy Educators are Fitting in Fitness," from the National Education Association (NEA) which includes seven no-nonsense strategies.

- F. Now that you've reviewed the resources about physical wellness above, share one strategy you are motivated to try and describe your plan for fitting fitness into your routine.

The mental health of teachers is described in, "We Need to Do More for Teachers Who Are Exhausted, Stressed and Burned Out," from We Are Teachers and includes concrete strategies for supporting teacher mental health.

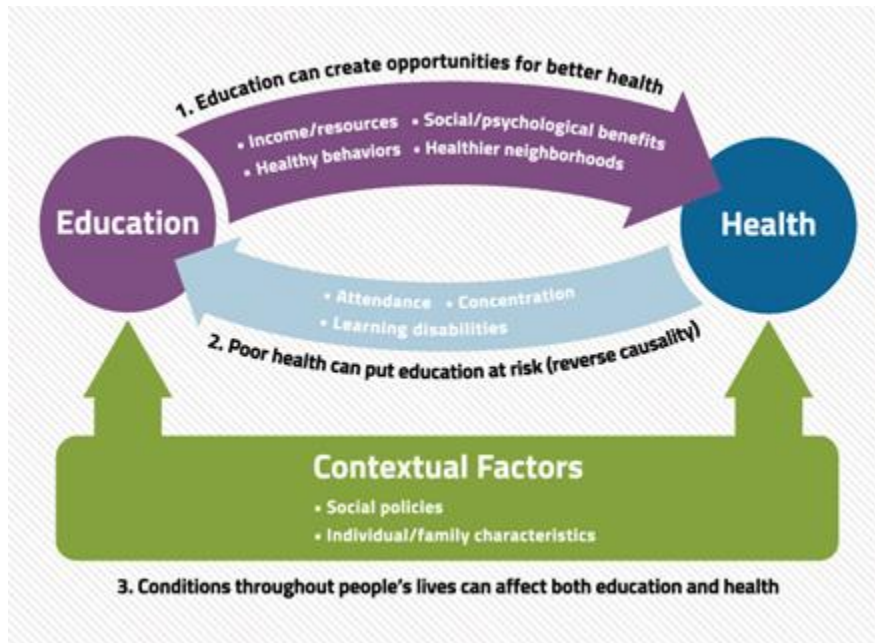
- G. Refer to the mental health recommendations in the article, then share which one is at the top of *your* mental health list, and why.

School Wellness

You've explored the challenges and opportunities for student and educator wellness. In this section, you'll widen your lens to understand how schools can impact lifelong health outcomes. You'll review the data on the connection between student health and academic achievement, learn more about promising coordinated school health approaches, and articulate the critical need for comprehensive health education to support young people's futures. Please review the resources below, then respond to each of the questions (h., i., and j.) that follow in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

Please review the Learning Connection Infographic from Action for Healthy Kids for data on the connection between healthy habits and academic achievement. Then watch Why Education Matters to Health: Exploring the Causes. Next, review the graphic below to understand the intersections between educational attainment, racism, and access to positive health opportunities throughout life, then respond to question h., below.

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H. Share your biggest takeaway from the information above about the social determinants of student health (education, socioeconomic status, racism, neighborhood and physical environment, employment, and social support networks, access to health care).

While these challenges are weighty, the exciting truth is: schools are uniquely well-placed to support students' health! Explore the resources on Coordinated School Health approaches, then respond to question i. below, in one paragraph or more for each prompt.

The Whole School, Whole Community, Whole Child (WSWC) model encourages health providers, community, schools, and families to collaborate to meet holistic health needs. Read to learn more about the 10 Components of the WSWC framework and how they integrate to create a healthy school climate. Be sure to check out the interactive Virtual Healthy School, full of ideas to incorporate!

Then watch *Healthy Students, Strong Learners* from the Institute of Education Services in Ohio, to learn how school-based health care centers (SBHCs) are bringing physical and mental healthcare to children where they are!

Note: This video is 26 minutes—but well-worth your time! We've provided timestamps below:

- Beginning-4:45: Introduction to school-based health centers
- 4:45-8:25: Mound STEM Elementary, Cleveland OH [preventative care]
- 8:25-15:15: Alexander Local Schools, Albany, OH [mental health]
- 15:15-18:06: East High School, Columbus, OH [chronic conditions, asthma, STI prevention]
- 18:06-22:30: Dental and vision care
- 22:30-26:00: How to start a SBHCs in your district!

All coursework is to be completed in the Teaching Channel online environment.

- I. Considering the 10 components of the Whole School, Whole Community, Whole Child model and the strategies in the video, describe the health resources for students and families that are currently available in your school and/or district, and suggest an idea you'd like to try in your setting.

Comprehensive health education is an essential part of coordinated school health programs. Yet there are barriers that prevent all students from receiving a well-rounded health education and becoming health literate, including uneven quality, quantity, and qualifications for who may teach the subject. The percentage of students who receive *any* health education has actually declined in recent years! In "Health Literacy and Health Education in Schools: Collaboration for Action," researchers from the National Academy of Medicine acknowledged this crisis: "Enhancing the education and health of school-age children is a critical issue for the continued well-being of our nation."

In Episode 220 of the podcast "Playing with Research in Health and Physical Education," (listen from 4:40-8:15) from March 2022, panelists from Health Teacher Education programs described a "branding problem" in health education, meaning district leaders, principals, families, and other stakeholders often don't understand what health education today is, how it supports children's physical, mental, and social-emotional health, or its value to students and society.

Review the Characteristics of an Effective Health Curriculum the Health Education Program Checklist from the Society of Health and Physical Educators (SHAPE), and the National Health Standards, which are currently under revision by SHAPE. Then, respond to question j., below.

- J. It's your chance to re-brand health education! In a short "elevator pitch," explain how and why you believe comprehensive health education is crucial in supporting students' lifelong wellness.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

Applications 2-4: Choose Your Pathway

Choose the pathway that best aligns with your role. You'll complete each of the applications for the one Pathway you've chosen. All pathways include learning experiences about mental, social-emotional, and physical health geared toward that age group's needs.

- Early Childhood (*Applications 1-3*)
- Elementary (*Applications 1-3*)
- Secondary (*Applications 1-3*)

All coursework is to be completed in the Teaching Channel online environment.

Pathway 1: Early Childhood

2. Application: Innovate-Connection & Engagement for Mental Health

When it comes to the mental health of our “littles,” it is important to create awareness around the roles that language, engagement, and connection play in their lives. Begin this application by watching, “How Every Child Can Thrive by Five,” and share in the delight (and frustration) between Ari and Amarjot.

Next, look over this (amazing!) hand-out from The Department of Education called, “Talk, Read, and Sing Together Everyday!” So much engagement and connection! Now, read, “5 R’s for Promoting Family Engagement” from the National Association for the Education of Young Children (NAEYC), then complete the assignment that follows.

To complete this application, think about the many ways you connect and engage with young learners and their families. After reviewing each of the resources above, create a plan that promotes connection and engagement between you and a young child/student, or between you and the families with whom you work.

Your one-page or longer connection & engagement plan should include the following details:

- The goals and objectives of the plan
- One or more ideas from the resources you reviewed
- Any activities you will use to promote connection and engagement
- How you will “assess the success” of the plan
- Any additional information to ensure we understand how the plan will be used to promote connection and engagement in young children/students or with families

3. Application: Implement-Technology and Social-Emotional Health

Educators understand the impact social-emotional learning has on students, which is why it is important to study the influence technology has on young children’s social-emotional health. The National Center for Healthy, Safe Children describes it best:

“SEL is highly important for helping preschool children to understand and manage their emotions, feel and show empathy for others, establish healthy relationships, set positive goals and make responsible decisions.”

A recent study about media use and the brain published in the Journal of the American Medical Association (JAMA) and the article, “MRIs Show Screen Time Linked to Lower Brain Development in Preschoolers” has families and educators justifiably concerned.

For this application, please complete one of the options below:

Option A: Children and Screen Time

Casually observe one or more young children (0-5 years) using devices (iPad, phone, computer, etc.) and take note of what you see, like in the example, below:

All coursework is to be completed in the Teaching Channel online environment.

Child's age	Type of Device	Time observed on device	Child used the device when...	Supervision/ Time Limit	Potential Impact on Social-Emotional Health?
Example: About 3 years old	Example: Phone	Example: While I was in the the store which was 30 minutes	Example: Grocery shopping with family	Example: The device was taken away but the child protested so it was given back	Example: In the time I observed, there was no interaction between parent/child or others in the store

Next, review "The Guiding Principles for Use of Technology with Early Learners," from the Department of Education, then based on your observations and the resources we've provided above, in two-paragraphs or more, summarize the parameters you would implement concerning screen time and young children, keeping in mind, there is no "right" or "wrong" answer. We want to understand *your educational perspective* about the use of technology on young children's social-emotional health.

Option B: Devices in Early Childhood Setting

In an early childhood setting, observe how devices are used (*or not used) to teach and learn and take note of what you see, as in the example, below.

Child's Age	Type of Device	Time observed on device	Child used the device to learn about...	Supervision/ Time Limit?	Potential Impact on social-emotional health?
Example: About 3 years old	Example: iPad	Example: 15 minutes	Example: Colors	Example: A timer was set, a warning was given, and the device was put away when the timer went off	Example: The child was given a warning so was prepared for the device to be taken. The child joined other children at the water-play table.

Next review, "Relationships in the Presence of Technology: For Educators" from the Fred Rogers Center, then based on your observation(s) and readings, in two-paragraphs or more, summarize how you think technology should be implemented in early childhood educational settings, keeping in mind, there is no "right" or "wrong" answer. We want to understand *your educational perspective* about the impact of technology on social-emotional health and relationships.

*Note: *If technology is not used in the setting*, in two-paragraphs or more, summarize the activities students are experiencing, and include what you think about the absence of technology. *If possible* (not required), ask about the learning center's philosophy regarding the use of devices/technology.

All coursework is to be completed in the Teaching Channel online environment.

Option C: Collegial Conversation

At times, talking with a colleague is the best action we can take when thinking through complex topics. For this option, we'd like you to reach out to a colleague and ask them to meet with you virtually or in-person for a 30-minute or longer conversation to discuss the impact of technology on social-emotional learning for children 5 or younger. We hope you will grab a cup of coffee (or a beverage of your choice) and have a relaxing and connected conversation about the effects (positive, negative, both) of technology on social-emotional learning.

If completing this option, be sure to include the following when submitting your work for this module:

- Your colleague's role (teacher, school nurse, etc.)
- A list of 5 or more discussion prompts and/or guiding questions for your conversation about the impact of technology on social-emotional learning for 0-5 year olds (e.g., children are tech savvy, children seem happy/anxious/content/frustrated, concerns about movement, addiction to devices, etc.)
- Two paragraphs or more of notes from your conversation, including:
 - Any conclusions or theories you agreed upon (or disagreed!) regarding the impact of technology on social-emotional learning
 - Any changes you plan to make regarding technology in your classroom as a result of your conversation
 - Any additional details to ensure we understand your collegial conversation

4. Application: Collaborate-Encouraging Healthy Habits for Families with Young Children

Parachute time, circle time, and water play! Activities like these develop young children's gross and fine motor skills, nurture learning, and keep kids active and healthy. Educators who work with this age-group witness children discovering gravity, physics, cause and effect, and the joy of learning. What a wonderful career!

Beyond working with students, early childhood educators work with families, as well. Begin this application by reviewing the "Healthy Lifestyles Initiative in Early Childhood" tool kit from Fitastic, and this video "Wellbeing for Children: Healthy Habits." Then, list 3 or more healthy habits for young children to share with their families, all designed to encourage wellness!

When completing this requirement, please:

- a. Create an electronic or paper hand-out with 3 or more healthy habit ideas to share with families
- b. Along with each healthy habit idea, include why it is important for young people and any tips for regularly including the healthy habit
- c. Include your creation or a link to it (If using sharing a Google link, be sure to adjust the settings to "anyone with the link can view") when submitting your work
- d. *Not required!* You are welcome to use a tool like Canva or others to make your creation family friendly, colorful and inviting!

All coursework is to be completed in the Teaching Channel online environment.

Pathway 2: Elementary School

Intro video: Break the Stigma from Children's Hospital Colorado

2. Application: Innovate-Understanding and Planning for Mental Health Challenges

In this application, we'll investigate why mental health challenges for elementary-aged children are on the rise, and explore strategies that health educators can incorporate to support student needs.

To begin, read, "Kids are Back in School and Struggling with Mental Health Issues" from NPR and "Children's Mental Disorders," from the CDC to learn about the most common mental health disorders, defined as "serious changes in the ways children typically learn, behave, or handle their emotions," affecting children.

One in five children experience mental health challenges, yet fewer than 20% receive treatment due to a lack of identification, access to care, and the stigma around mental illnesses. Read, "Breaking Down the Mental Health Stigma" from Canopy Children's Solutions to learn more about the prevalence and warning signs of mental disorders in children.

Think about the behaviors and needs you have observed in your students. Then, explore one or more of the resources below to help you complete assignment Options A or B, below.

- "Tools for Youth and Teens" from the National Academies Press for videos and PDFs describing 5 useful strategies to teach kids.
- "Supporting Children's Mental Health: Tips for Parents and Educators" from the National Association of School Psychologists
- "Tips for Teachers: Ways to Support Students Who Struggle with Emotions or Behavior," from Mental Health America

Please complete either Option A OR Option B, below.

Option A: Share Your Learning, Stop the Stigma

Anxiety, Depression, disordered eating, ADHD, Obsessive-compulsive Disorder, Oppositional Defiant Disorder, Conduct Disorder, and Post-Traumatic Stress Disorder are some of the most common mental health disorders experienced by elementary-aged children. Select one or more of these topics (or choose another that is of interest to you), and create a handout or presentation to teach your audience about the mental health challenge. Your audience may be students, families, school staff, a community group, or other audience relevant to your role. We encourage you to create something you can use!

Create a 1-page handout (a simple printable or interactive digital) or short (5-slides or more) presentation (Powerpoint, Google Slides, etc.) that includes the following:

- Definition/explanation of the mental health challenge
- Signs and symptoms of the mental health challenge to look for in children
- 3 or more strategies or ideas to help a child experiencing this challenge
- 1 or more resources to learn more about the topic

All coursework is to be completed in the Teaching Channel online environment.

Along with your handout or presentation, please submit a paragraph that includes:

- a. The audience for your presentation/handout
- b. Why you selected this audience
- c. A brief explanation of your goal(s) in educating this audience about this mental health challenge impacting elementary-aged students

Option B: Make a Support Plan

Does your school have an identified process to follow if an educator notices a student is experiencing a mental health challenge? If not, this is your chance to create a plan, so you know which evidence-based steps to follow to meet students' needs. We encourage you to create a plan that may be used by you and others in your school!

The bullets below are ideas you might include in your 1-page plan, but we suggest making a plan that is specific to your school environment, resources, and needs:

- How you will identify a student needing support (possible signs, symptoms)
- Who you will contact to learn more (parents, other staff, etc.)
- What you will do to learn more (e.g. observation by school social worker/psychologist/counselor, conversation with student or parent, School Assistance Team meeting, etc.)
- Ideas you might try with the student
- Further resources/staff to include

3. Application: Implement Social-Emotional Learning for Health

Study: More Screen Time, Less Exercise, Has negative impact on kids' mental health

Social-emotional health is all about children's ability to form secure relationships, manage emotions, interact with others, and develop a positive self-image and self-worth. A positive school climate and sense of connectedness between students and their school are key contributors to students' social-emotional health. Read "Fostering School Connectedness: Improving Student Health and Academic Achievement" from the CDC to learn more about the impact of a strong (or weak) connection with school on students' success and wellbeing. Then read "What Does Too Much Screen Time Do to Kids' Brains" from Health Matters for information on the effects of screen time on elementary students' health.

Explore one or more of the resources below to help you complete assignment Options A or B, below.

- Watch: More Than a Check-In: Maslow Before Bloom and The Power of Relationships in Schools, both via Edutopia
- Read: "The How of Developing Deeper Relationships with Students," by Hoa P. Nguyen, from Edutopia and/or "A Focused Practice for Relationship Building," by Todd Finley, also from Edutopia.
- Read: "26 Simple Ways to Integrate Social-Emotional Learning Throughout the Day," by Elizabeth Mulvahill from We Are Teachers
- Read: "Strategies to Limit Screen Time" from Action for Healthy Kids

All coursework is to be completed in the Teaching Channel online environment.

Choose to complete either Option A or Option B, below.

Option A: Get Intentional about Connecting with Students

The research shows that strong relationships in schools can make a considerable difference in students' mental health. Although it is not a solution for students experiencing mental illnesses, creating a positive and safe school climate is supportive of all students' mental health. In this Option, reflect on the resources above and your current practices. Then complete the chart below, describing strategies you plan to Stop, Start, and Continue to support connectedness, belonging, and/or resilience with your students. Please provide enough detail so that we can understand how your plan will work, and see how you've incorporated learning from the course.

Before beginning, please review our Start, Stop, Continue Example for further information on this assignment.

Please complete the chart for all 3 areas below.	Describe the behavior, action, or strategy.	Explain why and how this plan will support connectedness, belonging, and/or resilience in students.	Describe your planned timeline for implementation, and how you will measure success.
<i>Start</i>			
<i>Stop</i>			
<i>Continue</i>			

Optional and informative! This video from CBS Sunday Morning, "Helping Children Heal From the Mental Scars of Covid" tells a story about the effects of the COVID-19 pandemic on children's mental health and explains the resources needed to support students.

Option B: Teach Kids About Screen Time

For this option, develop a lesson for students about screen time, its impact on their health, and ideas to better manage their screen time. Possible ideas include tracking class screen time and setting goals around this, going on a "screen time diet" at school and/or at home, and helping children develop a list of possible alternatives to spending time on devices.

Please submit your lesson plan including:

- Objectives for the lesson
- Your rationale for designing this lesson
- Any resources to be used in the lesson
- Lesson activities
- One or more opportunities for collaboration, interaction, or active learning
- Enough detail so that a colleague could teach the lesson in your place

All coursework is to be completed in the Teaching Channel online environment.

4. Application: Collaborate: Small Changes, Big Impact (Elementary)

"Small changes over time." That's what health and wellness professionals encourage us to do to be healthy! By adding more "good things" (movement, water, nutritious foods, time outdoors, etc.) into our lives the less-healthy habits will slowly fall away. Experts recommend 60 minutes of exercise each day for children ages 6-17—but fewer than 25% of children regularly meet that goal.

How can educators motivate elementary students to incorporate healthy habits into their lives? Teachers can make small changes over time, like adding physical movement to lessons and encouraging students to commit to healthy habits!

For this application, review the following resources to help you complete assignment Options A or B, below.

- "To Boost Learning, Just Add Movement" from The Cult of Pedagogy
- "More Than a Dozen Ways to Build Movement into Learning," from Edutopia
- Power Chargers Short simple exercises for children from Health Powered Kids.
- Explore Lessons and Family Resources from Health Powered Kids for ideas to incorporate into your daily routine.
- Review "Limit Screen Time" from Action for Healthy Kids.

Option A: Add Movement to Lessons to Improve Learning

Now that you've reviewed the resources, it's time to add movement to one of your popular, but sedentary, lessons—one small change that can have a big impact on students' health! Be brave! Be bold! Let's get those students moving!

To complete this option, begin by reviewing your lessons, then select one you recognize would be improved with the addition of movement for better learning. Next, add one or more activities to the lesson that get students moving around the classroom.

When submitting your work for this module, include:

- The "before" movement lesson
- The "after" movement lesson (where you have added movement activities) Include comments/highlights that point out where movement has been added to the lesson, OR, in two-paragraphs or more, summarize the changes you made to the lesson
- If lesson creation is not a part of your professional role, summarize how you could collaborate with a colleague to assist them in adding movement to one of their lessons in two paragraphs or more

Option B: Engage Kids and Families with a Movement Challenge

Movement has big benefits for kids—including improved mood, sleep, and grades. But in students' busy lives, it can be difficult to fit in time for exercise. In this option, you'll collaborate with families to help kids develop strategies to be intentional about fitting in movement before school, during school, or after school.

All coursework is to be completed in the Teaching Channel online environment.

To complete this option, begin by reviewing the resources for parents from Move Your Way. Be sure to check out the Interactive Graphic where kids can schedule and add up their active time, which includes great ideas for incorporating movement throughout the day.

Then, plan a Movement Challenge for your class, and invite families to participate! Please submit a 1-page handout (flyer, poster) that may be shared with families to let them know what students have been learning about the importance of movement, and inviting families to participate in the challenge. If applicable, please submit any additional items you'll be sharing with families (e.g. a chart to track movement).

Your handout should include:

- Information/resources about how and why 60 minutes of daily activity is good for kids
- 3 or more simple ideas for families to help kids move before and after school
- What you'll be doing at school to encourage movement
- How kids can track their movement (and how you'll celebrate this at school)
- The details/timeline for the challenge (One week? One month? Goals for achievement? Incentives for participation?)

Pathway 3: Secondary School

2. Application: Mental Health in Middle and High School: Promotion and Prevention

Intro video: How Can We Improve School-Based Mental Health Support, TedX Youth with Jordan Wells

Mental health issues for adolescents are on the rise, as the data on "Adolescent and School Health" from the CDC describes. Students are experiencing more anxiety, depression, grief, uncertainty, and loneliness. The pandemic has also made it hard for teens to meet basic developmental needs—for social interaction, new experiences, romantic connections, and more, as this article from NPR explains, "State by state, how schools are doing at supporting kids' mental health."

While all teens faced increased stress and isolation during the pandemic, some groups, including LGBTQ+ and students of color, are experiencing more marked increases in mental health challenges. Read "Black Minds Matter," by Coshandra Dillard, to learn how to provide culturally responsive mental health support for Black students.

While the data on teens' mental health is very concerning, schools are uniquely well-placed to make an important, positive impact by supporting strong connections with students! Read "Adolescent Connectedness," from the CDC, to learn how and why strong bonds and relationships with school and family are crucial protectors for teens' mental health. Learn about the Brain XP Project, mental health advocacy that aims to reduce stigma around teen mental illnesses. Part of this effort involves replacing negative labels, such as mentally ill, with Brain eXPanded, a "new positive term for teen mental illness. Brain XP acknowledges that teens who struggle with mental health challenges think in creative, intuitive, and insightful ways."

All coursework is to be completed in the Teaching Channel online environment.

Option A: Be Intentional about Connecting with Students

Although it is not a solution for students experiencing mental illnesses, creating a positive and safe school climate is supportive of all students' mental health.

Explore one or more of the resources below for ideas to build connection with students in your middle or high school! Then complete the activity that follows.

Watch: More Than a Check-In: Maslow Before Bloom and The Power of Relationships in Schools, both via Edutopia

Read: "The How of Developing Deeper Relationships with Students," by Hoa P. Nguyen, from Edutopia and/or "A Focused Practice for Relationship Building," by Todd Finley, also from Edutopia.

Reflect on the resources above and your current practices. Then complete the chart below, describing strategies that you plan to Stop, Start, and Continue to support connectedness, belonging, and/or resilience with your students. Please provide enough detail so that we can understand how your plan will work, and see how you've incorporated learning from the course.

Before beginning, please review our Start, Stop, Continue Example for further information on this assignment.

Please complete the chart for all 3 areas below.	Describe the behavior, action, or strategy.	Explain why and how this plan will support connectedness, belonging, and/or resilience in students.	Describe your planned timeline for implementation, and how you will measure success.
<i>Start</i>			
<i>Stop</i>			
<i>Continue</i>			

Option B: Teaching Teens How to Help Friends Facing Mental Health Issues

Who are teens most likely to turn to when they're sad, upset, or going through a tough time? Of course, it's their friends—not families or teachers. In this application, you'll design a lesson to teach students what to do—and what not to do—when a friend is experiencing a mental health issue or is in crisis. You'll also empower your students to know when to share concerns about a friend with a trusted adult—without feeling like they are betraying that friend's trust.

To begin, explore "How to Talk About Mental Health Issues," by Rae Jacobson from the Child Mind Institute to gain background on the stigma surrounding talking about mental illnesses, and how to encourage teens to share what they are going through with a trusted confidante.

Then, read:

- "How to Support a Friend with Mental Health Challenges—While Still Taking Care of Yourself," by Katherine Martinelli from the Child Mind Institute

All coursework is to be completed in the Teaching Channel online environment.

- “10 Things Every Teen Should Know About Dealing with a Mental Health Issue,” by Christine XP for a perspective on how friends can assist from a teen who has experienced mental illnesses.

To complete Option B, design a lesson to teach students how to support a friend experiencing a mental health challenge. In your 1-page or more lesson plan, please include:

- Objectives–what you want students to learn
- How teens can support a friend: “Do’s and Don’ts”
- When and how to seek help from an adult
- Any other important information you’d like students to know (e.g. stigma, signs/symptoms, warning signs for suicide, how to talk about a mental illness, etc.)
- Enough detail so that a colleague could teach the lesson in your place

3. Application: Implement: Making Space for Teens’ Social-Emotional Health

Social-emotional learning is often less emphasized as students get older. While many elementary schools have an SEL curriculum, at the middle and high school level these important lessons may get pushed to the side due to lack of time or a strong focus on academics. But social emotional learning is critical for teenagers’ health, too! In order to help adolescents feel understood, express themselves, and thrive, developing skills in the following areas are crucial:

- Identity–who they are, where they belong, what they believe, what they want to do with their lives, as well as gender and sexual identity
- Managing emotions
- Responsible decision-making
- Developing healthy relationships
- Managing social media, cyberbullying, availability of graphic and age- inappropriate online content

Below, we’ve curated a selection of resources about each topic. To complete this application, select one or more topics that you’re interested in learning more about. Then, based on what you discover, create 3 “Grab and Go” quick activities that you can incorporate with your students on the topics of your choice. The goal is to be intentional in finding ways to incorporate SEL more frequently, in bite-sized amounts. Think about activities to be used when you have extra time, or as an intro- or exit activity, or a daily or weekly routine.

Create 3 short activities (<10 minutes) that address the SEL topic(s) you selected. For each activity, please submit:

- Your goal(s) for student learning
- Brief description of what students will do
- One-paragraph rationale for why you selected that SEL topic or activity
- How you will find time for the “Grab and Go” SEL learning experience within your busy schedule.

Note: if your role does not include direct instruction, please describe 3 practices that you can incorporate with students in your role in one of these SEL areas.

All coursework is to be completed in the Teaching Channel online environment.

Responsible Decision- Making	Managing Emotions
<p>"A Tool to Help Students Make Good Decisions," from Edutopia</p> <p>"Grades 6-8 Decision Making Lesson," from the Colorado Ed Initiative</p> <p>Decision Education Foundation</p> <p>The Good Project's Dilemmas and other resources on ethics and decision making (High School)</p>	<p>"The 10 Emotional Regulation Skills Every Teen Needs to be Taught," by Linda Stade</p> <p>Emotion Regulation from DBT Self Help</p> <p>"Emotional Regulation Activities for Tweens and Teens," by Lauren Brukner from Edutopia</p>
Identity Development	Healthy Relationships
<p>Explore lessons from Learning for Justice on Gender and Sexual Identity</p> <p>A wide variety of lessons on identity from Teaching History and Ourselves</p> <p>Investigate identity through art with these lessons from the Museum of Modern Art</p> <p>Reshaping Body Image, 9-12 lesson from Learning for Justice</p> <p>Positive Body Confidence: How Social Media Can Affect Body Confidence, The Dove Self Esteem Project</p>	<p>"Rewarding Relationships" from Common Sense Media</p> <p>"My Social Media Life: How does Social Media Impact our Relationships" from Common Sense Media</p> <p>SEL for Students: Social Awareness and Relationship Skills from Greater Good in Education (be sure to check out the practices (lessons) and "Kernels"(short SEL activities)</p> <p>Relationships resources from Teens Health by Nemours</p>
Safe Online Behavior	
<p>From NEA, "All That Scrolling: How Screen Time Impacts Students"</p> <p>"Getting Kids to Take Online Safety Seriously," by Patricia Dickenson and Karen Snedeker, from Edutopia</p> <p>Social Media Test Drive-students can practice making responsible decisions online through simulated experiences</p> <p>Educator Guides from Connect Safely</p> <p>SEL in Digital Life Resource Center from Common Sense Education</p> <p>Online Safety Advice for Teens 14+ from Internet Matters</p> <p>"Opinion The No Good, Very Bad Truth About the Internet and Our Kids" - The New York Times, by Adam Westbrook, Lucy King, and Jonah M. Kessel</p>	

4. Application: Collaborate: Physical Health-Small Changes, Big Impact

"Small changes over time." That's what health and wellness professionals encourage us to do to be healthy! By adding more "good things" (movement, water, nutritious foods, attention to mental health, time outdoors, etc.) into our lives, the less-healthy habits will slowly fall away.

All coursework is to be completed in the Teaching Channel online environment.

How can educators motivate middle and high school students to incorporate healthy habits into their lives? As teachers, we have significant influence—as illustrated in the graphic above—on student behavior. In addition, if we make small changes over time, like adding physical movement to lessons and encouraging students to commit to healthy habits, we are acting as healthy role models.

For this application, review the following resources, then complete one of the options below.

“To Boost Learning, Just Add Movement” from *The Cult of Pedagogy*

“More Than a Dozen Ways to Build Movement into Learning,” from *Edutopia*

“Staff as Healthy Role Models,” from *Action for Kids*

Option A: Lessons that Move!

Now that you’ve reviewed the resources, it’s time to add movement to one of your popular, but sedentary, lessons. One small change that can have a big impact on students’ health! Be brave! Be bold! Let’s get those students moving!

To complete this option, begin by reviewing your lessons and select one you recognize would be improved with the addition of movement for better learning. Next, add one or more activities to the lesson that get students moving around the classroom.

When submitting your work for this module, include:

- The “before” movement lesson
- The “after” movement lesson (where you have added movement activities) Include comments/highlights that point out where movement has been added to the lesson, OR, in two-paragraphs or more, summarize the changes you made to add movement to the lesson
- If lesson creation is not a part of your professional role, summarize how you could collaborate with a colleague to assist them in adding movement to a lesson in two paragraphs or more

Option B: Plan for Movement

Are you familiar with the 21/90 Rule or Habit Stacking? The articles, “The 21/90 Rule” from *Medium* and “Habit Stacking Is the Easiest Way to Make New Habits Last—Here’s How It Works,” from *Real Simple* explain how these strategies can be used to create positive and lasting habits. In addition, “What’s Your Move?” from *Health.gov* provides facts, videos, and interactive tools to get kids, teens, and adults moving! Scheduling exercise is one small behavior that can have a big impact on students’ health and wellness. Keep in mind, there are plenty of tech apps to keep you accountable! This app from *Habit List* can track your progress.

To complete this option, create a one-page “Commitment to Movement” template that incorporates steps from the *Habit Stacking*, the *21/90 Rule* and from the *What’s Your Move* articles above. Support your students in increasing and building positive habits through the creation of a template.

All coursework is to be completed in the Teaching Channel online environment.

The template should include a place for students to:

- a. Include actions for getting started like those in the 21/90 Rule and Habit Stacking
- b. Plan/schedule exercise
- c. Record *60 minutes of physical activity per day (*see Move Your Way graphic below for ideas)

The 21/90 Rule:

1. Set a goal
2. Make a plan
3. Focus
4. Commit
5. Repeat

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo

Throughout the course, you've explored all the aspects of student health—physical, mental, and social-emotional. You've identified ways to teach students and work together with families to incorporate healthful practices. In this application, you'll take these practices one step further—by helping motivate students to build healthy habits and creating a vision for expanding school wellness. For this application, please complete one of the options below.

All coursework is to be completed in the Teaching Channel online environment.

Option A: Intrinsic Motivation-Road Map for Healthy Habits

Fostering students' intrinsic motivation to eat healthy, be active, sleep well, drink water, pursue healthy relationships, moderate screen time, and nurture their mental health sounds challenging! However, helping kids develop healthy habits is a lot more doable! Review the resources below for ideas to help students develop healthy habits, then complete the activity that follows.

Watch "Tiny Habits, Remarkable Results," Ali Abdaal's book review of *Atomic Habits*, to learn how to build habits by making the behavior obvious, attractive, easy, and satisfying.

"What Can I Do as a Teacher or School to Encourage Healthy Habits and to be Active?" from South Australia Health

"Tips for Teachers: Promoting Healthy Eating and Physical Activity in the Classroom," from the CDC

Equipped with what you've learned throughout the course and the tips above for developing healthy habits, lead students in designing their own Health and Wellness Road Map, including physical, social-emotional, and mental health. To complete this option, you do not need to actually teach the lesson, rather, you will submit a template that your students may use to express their health commitment.

Please submit an age-appropriate Health and Wellness Road Map template that your students may complete. This is a chance to get creative! Feel free to use tech tools (e.g. Google Forms or Slides, Jamboard, Canva, Miro, etc.) to create your template.

Your template should include:

- Places for students to express (in writing, drawing, audio, video, etc.) what physical, mental, and social-emotional health look like, feel like, sound like, etc. for them personally?
- Which areas of health are easier, or more challenging, for them to attend to?
- Why is each area important?
- What are some activities or behaviors they plan to pursue to support their health in each area?
- Ways that can support others' health

After your students create and share their Health and Wellness Road Maps, we encourage your class to make a list based on students' ideas and incorporate these into classroom activities!

Option B: Extrinsic Influence-Visualize School Wellness

Have you been inspired by all the ideas presented in the course to improve wellness in your school setting? Are you excited to incorporate or share what you've learned on a wider scale? Then, this option is for you! To complete Option 2, create your vision for school-wide health and wellness—if you could, what would you like to see in your school in the areas of physical, mental, or social-emotional health? You might like to revisit the information on coordinated school health programs from Module 1 to gather ideas. You may create 1 goal for each area, or 3 goals for your chosen focus. Think big!

All coursework is to be completed in the Teaching Channel online environment.

A few ideas to get your wheels spinning...

- Create a student-tended school vegetable garden to encourage healthy nutrition.
- Start a lunch-time walking group to get staff moving during the day.
- Partner with a local mental health provider to offer a session for families about anxiety in children.
- Start a club at your school for LGBTQ+ students.

To express your vision for health and wellness in your school, create a virtual vision board using images, words, and objects, or consider adding audio and video. Be sure to include enough detail so your vision board can serve as a touchpoint that reminds you of your wellness goals during challenging times or if you are doubting yourself.

Please include the following in your vision board:

- 3 or more ideas for your school-wide health vision
- A brief description and rationale for each idea
- A short-range, mid-range, and long-range goal articulating steps to put each idea into action

Create a virtual vision board using one of the websites below:

- Canva- this free tool is simple, free, and creates beautiful products.
 - For detailed guidance on creating a vision board in Canva: [Canva For Beginners Tutorial: How to Create A Vision Board](#)
- Pinterest
- Google Slides - images, words, consider adding audio and/or video
- Miro - online whiteboard with great options for mapping ideas
- Check out this [example vision board](#) for ideas!

Or, if you prefer hands-on experience, make a traditional vision board by cutting out images and words from magazines and submit a photo or color scan of your board.

Submit a link (be sure to set share settings so that your vision board may be viewed by your course evaluator) to your virtual vision board or image of your actual vision board with your Module 3 coursework.

3. Application: Facilitating Sensitive Discussions

One of the most challenging learning experiences for educators to facilitate are discussions and activities around sensitive topics. This application provides you with a number of resources to support and guide those conversations. To complete this application, create a sensitive topic facilitation plan or sensitive topic activity you will use to educate your audience (students, colleagues, families) in a one-on-one, small group, or large group discussion.

All coursework is to be completed in the Teaching Channel online environment.

Begin by reviewing 3 or more of the resources related to your professional role (ex.: general educator, P/E educator, health educator, school nurse, school counselor, etc.) on the chart, then complete Option A. or B., below. We recommend that you preview each option prior to reviewing resources, so you may select exactly what you need!

Sensitive Topics	Facilitating	Role Play	Safe Space	Curriculum/Resources
"Addressing Sensitive Topics in the Classroom" from Magoosh	"Facilitating Small Group Discussion in the Upper Elementary Classroom" from Teaching Made Practical			"5 Reasons Why You Need to Teach Comprehensive Sex Ed" from Project School Wellness
"Establishing Classroom Ground Rules for Discussion" from University of Washington-St. Louis	"How One on One Time with Students Made Me a Better Teacher" from EdSurge	"Role Play as an SEL Teaching Tool" from Edutopia	"Cultivating the Classroom as a Safe Space" from Edutopia	"Characteristics of An Effective Health Education Curriculum" from the CDC
"Addressing Sensitive or Controversial Topics in Class" from Cengage	Video, "Strategies for Facilitating Difficult Conversations," from We Collaborative	"Preparing Students for Difficult Conversations" from Facing History	"How to Create Safe Spaces for Students to Have Courageous Conversations" from Global Online Academy	Videos about pregnancy, birth control, puberty, etc. from Planned Parenthood
"How to Teach Empathy-A Framework for Parents and Teachers" from Roots of Action	"Building Community from Student Driven Conversations" from Edutopia	"Want to Facilitate Role-playing in Your Class?" from Harvard University AbIConnect	"11 Ways Schools Can Help Students Feel Safe in Challenging Times" from the Anti-defamation League	"For Educators: Teaching Mental Health" from Mental Health.gov
"Making Space for Difficult Conversations" from Harvard GSE	"Encouraging Participation" from Berkeley Teaching and Resource Center	"Role-Play: A Healthcare Simulation Strategy for Teaching Problem-Solving, Communication, and Self-Awareness" by Jeanne Carey		"Lesson Ideas for Teaching Students About Their Emotional Health" from Book Widgets
"Productive Classroom Debate on Sensitive Topics" from Edutopia	"Immigrant and Refugee			"Promoting Healthy Eating and Physical Activity in the Classroom" from the CDC
				"Teaching Sexual Health" from Teaching Sexual Health

All coursework is to be completed in the Teaching Channel online environment.

	<p>Children, A Guide for Teachers and Support Staff" from Learning for Justice</p> <p>Video, "Strategies for Facilitating Conversations about Race and Racism in the Classroom," from The New York Times Learning Network</p>			<p>"Talking to Toddlers and Preschoolers about Sexual Health" from the Mayo Clinic</p> <p>"How to Make Classrooms a Healing Place" from Edutopia</p> <p>"SOS: Saving Our Students: 8 Ways to Support Students Who Have Anxiety" from Learners Edge</p>
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Option A: Facilitating Sensitive Topics

There are plenty of health topics students want to learn about and that educators need to teach. The list below provides examples of some topics (there are many more) that should be facilitated with sensitivity and thoughtfulness:

- Mental, physical, and social-emotional health
- Equity, diversity, and inclusion
- Racism
- Sexual and reproductive health
- LGBTQ+
- Drugs and alcohol
- Vaping and tobacco
- Chemical dependency and abuse
- Death by suicide
- School violence, gangs, impact of community violence on students
- Injury and illness
- Preventing dropout/encouraging students to stay in school
- Poverty
- Obesity epidemic
- Food insecurity
- Disordered eating/body dysmorphia
- Social media
- Screentime

This option is your opportunity to develop a one-page guideline for teaching sensitive topics to students, colleagues, or families that you can re-use each time you teach these, or other sensitive, topics. To complete this option, using what you have learned from the resources in the chart above and throughout the course, develop a guide for facilitating discussions around sensitive topics.

All coursework is to be completed in the Teaching Channel online environment.

The guide should be your own, but be sure to include the following:

- The topic
- Goals for the discussion
- Ground rules for the discussion
- How the discussion will be facilitated-based on the age/role of your audience
- How you will create empathy and awareness around the topic
- Strategies you will use to create a safe space for discussion
- How you will measure success or if the discussion met your goals
- Ideas to improvement facilitation for the next discussion

Option B: Activities for Skill-Building About Sensitive Topics

In describing the characteristics of high-quality, comprehensive health education, the CDC recommends:

- Shaping group norms that value a healthy lifestyle.
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

In Option B, you'll explore how peer pressure affects kids and how health educators can positively impact group norms for students. Then, you'll create active learning experiences that use role-play, empowering students to develop skills to make healthy choices about sensitive health issues.

For children and teens who are still figuring out their identity, it's challenging to break with the group and make a different choice. Please read "Peer Pressure's Harmful Effects on Teenagers," by Emma Daman, staff reporter for the Paul Laurence Dunbar High School *Lampighter* for a teen's perspective. "What is GroupThink?" by Kendra Cherry explains how the pressure to agree can lead to poor decision-making, and offers strategies to avoid this pitfall.

How can health teachers help?

- Encourage a culture of health and wellness throughout the school, so that making healthy choices doesn't mean deviating from group norms. This course is packed with ideas on how to do this!
- Empower students with strategies, exit routes, and options to fall back on when they find themselves under pressure to do something unhealthy, unsafe, or unwise.

To complete Option B, please follow the steps below.

1. Review one or more "Role Play" and "Safe Spaces" resources in the chart above.
2. Select a sensitive topic from the list below, or choose another health topic where students need practice asserting themselves and making positive choices that may go against "groupthink!"
 1. Mental, physical, and social-emotional health
 2. Equity, diversity, and inclusion
 3. Racism
 4. Sexual and reproductive health
 5. LGBTQ+
 6. Drugs and alcohol

All coursework is to be completed in the Teaching Channel online environment.

7. Vaping and tobacco
 8. Chemical dependency and abuse
 9. Death by suicide
 10. School violence, gangs, impact of community violence on students
 11. Injury and illness
 12. Preventing dropout/encouraging students to stay in school
 13. Poverty
 14. Obesity epidemic
 15. Food insecurity
 16. Disordered eating/body dysmorphia
 17. Social media
 18. Screentime
3. Design an age-appropriate, active learning experience where students use role play to rehearse making safe and healthy choices under pressure.

Please include the following in your one-page or more active learning experience plan:

- The sensitive topic selected
- How you will create a safe environment for this activity
- Your desired learning outcome for students
- Details about the role play experience for students, including scenarios to be used, parts to be played, numbers of students in each group, etc.
- Your plan for facilitating the role play-how will you be involved and support students?
- Reflection questions to ask students following the activity

4. Application: Advocacy

Health advocacy is an impactful action anyone can take to improve life-long wellness, learning, and success. For this application, review two or more of the advocacy resources below, then complete one of the options that follows. Prior to reviewing the resources, you may like to review the options below to help guide you in your selection.

Advocacy Resources:

Advocates for Youth

The Healthy Schools Campaign

How to Advocate for Students from Education World

American School Health Association (ASHA)-Where you can share your school health advocacy projects with others

Journal of School Health (JOSH)

Now that you have reviewed 2 or more resources, complete one of the options below:

Option A: Student Advocacy

For this option, create a Student Advocacy Outline to lead students in managing a school or classroom health concern. Begin by asking students to find a problem they want to solve, then to consider ideas they have for advocating for or solving the problem. Below are some student advocacy examples:

All coursework is to be completed in the Teaching Channel online environment.

Student Advocacy Examples:

- Advocates Worry “Don’t Say Gay” Bill Could Hurt LGBTQ Community
- Right to Recess Campaign
- Healthy Food Choices in School
- Students Advocating for Equality
- Students Demand Action

Next, design a one-page outline for students to plan and manage their advocacy idea. Below are examples of items to add to the outline, but please customize it so it makes sense for your role and the age/grade of your students.

- What is the problem/issue you’re trying to solve?
- Where do you see it/what made you think of it?
- Why did you choose this? Is there a personal connection?
- What actions will you take?
- How will you advocate to solve the problem?
- How does working on this problem support wellness and health in your school or classroom?
- How/when will you be able to measure the impact? If it’s a bigger scope, it may take time.
- How will you follow-up on the plan?

Option B: Health Advocacy

There are always students for whom we can advocate. Whether they are experiencing stomach aches due to anxiety, are cold and need a jacket, are experiencing food insecurity or homelessness, are curious about birth control, want to understand vaccinations, or would benefit from a doctor, dentist, or mental healthcare visit. This is your opportunity to provide resources for students.

To complete this requirement, think about the needs of the students with whom you work, then do *one of the following–based on student needs (*NOTE: you are welcome to come up with an idea of your own! If you have a different idea, please email Instructor@learnersedge.com with the course number/assignment and your (brilliant!) idea!):

- Aggregate health resources (health insurance, homelessness, free clinics, etc.) into a paper and/or electronic hand-out for students
- Put together information about health issues (anxiety, disordered eating, nutrition, exercise, etc.) into a paper and/or electronic hand-out for students
- Gather jackets, clothing, shoes, socks, mittens, hats, underwear, etc. to have on hand when students need them
- Assemble “health kits” for students–what you include in the kit is up to you, but suggestions are: snacks/water/chapstick/wipes/toothbrush/toothpaste/floss/menstrual products, etc.
- Collect school supplies to have on hand when students need them (notebooks, pens/pencils, highlighters, erasers, folders, binders, phone chargers, etc.)

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Submission options:

- If collecting items, include a photo of the items you've collected for students with a 2-paragraph or longer explanation about why you gathered the items/intention for the items
- If you have created a list of resources for students, submit your creation along with a brief explanation about why you created it, and to whom it will be given (students asking for _____ students who are experiencing homelessness, etc.)

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.