



Health & Physical **EDUCATION**

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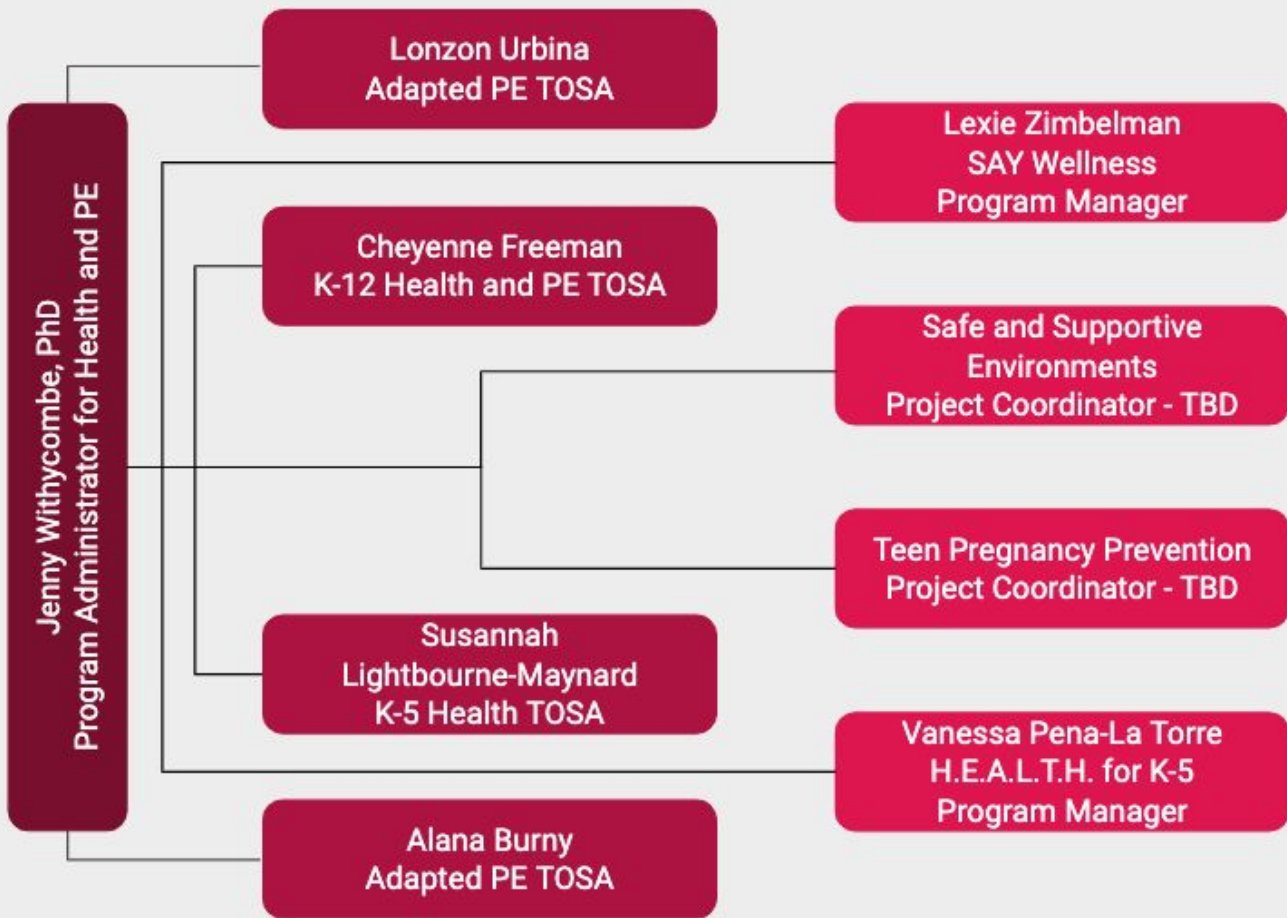




Today's Agenda

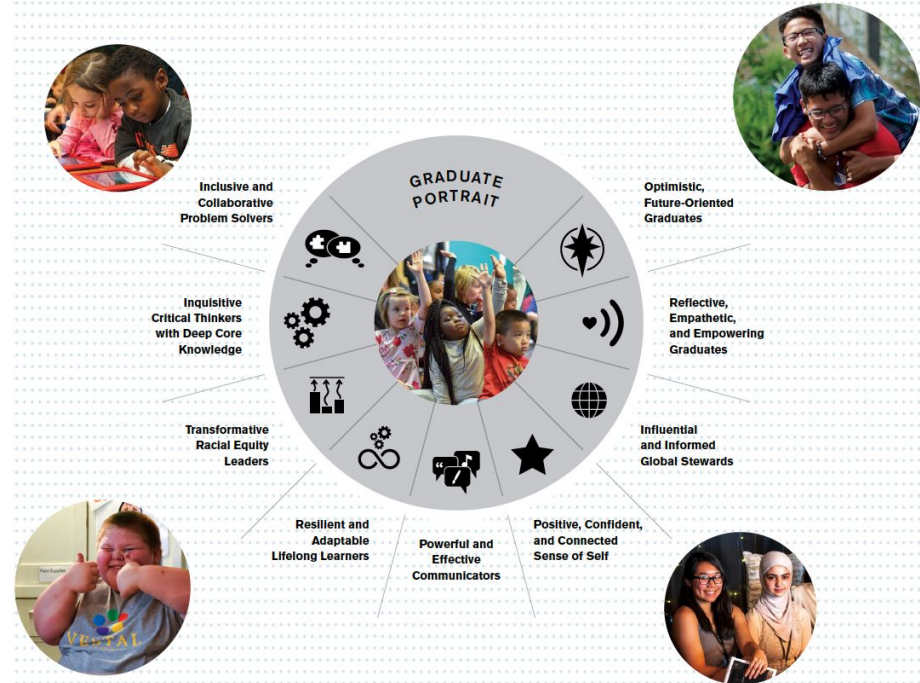
1. Introduction
2. Participate in a Middle School Health Lesson
3. Update on Health Education in PPS
4. Question and Answer







A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.



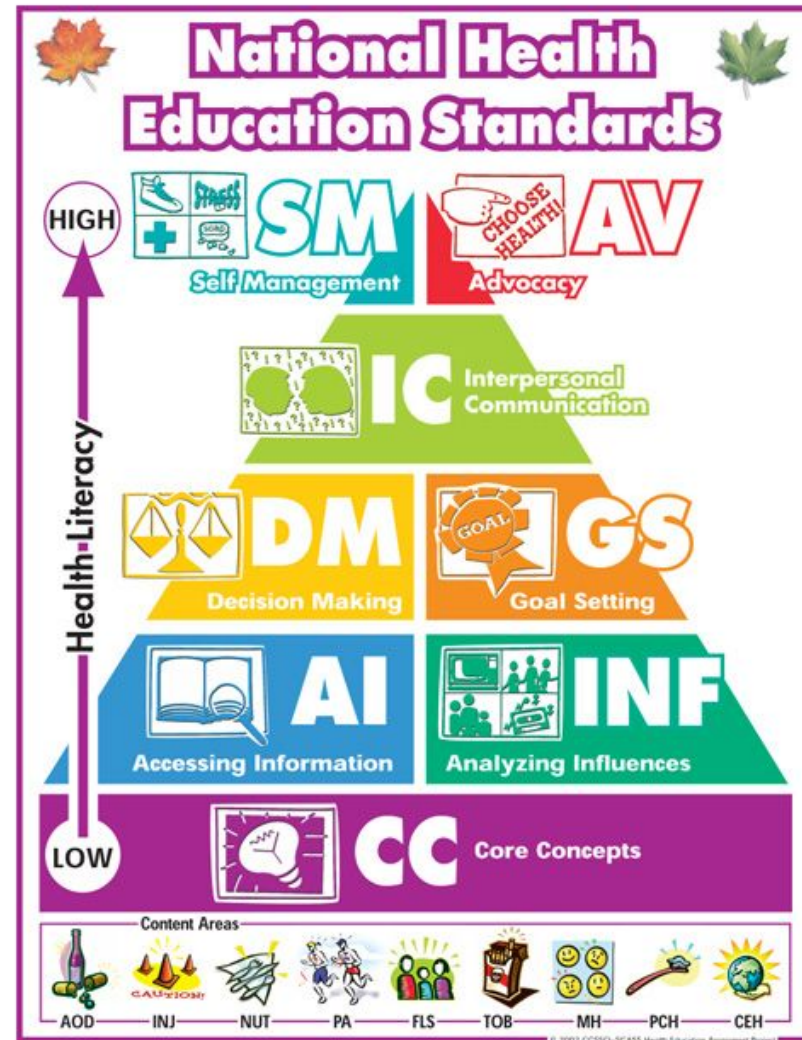


Skills Focused Health Education Standards

Health Education	CASEL
Analyzing Influences	Self-Awareness
Accessing Information	Social Awareness
Communication	Relationship Skills
Decision Making	Decision Making
Goal Setting	Self Management
Self Management	Self Management
Advocacy	Relationship Skills

Adopted in 2016

Jenny Withycombe on the ODE Physical Education and Health Standards Committees





Student Identified Health Behaviors

Portland Public Schools
Grade 9-12



SAYWELLNESS



Fall 2019

From the Youth Risk Behavior Survey (YRBS)



Up to one-third of high school students are navigating depression and suicidal ideation, with higher risk among female and LGB students

34% of students felt sad or hopeless for an extended time last year

17% of students seriously considered attempting suicide





Suicide prevention is NOT just curriculum.

Suicide Prevention is:

- Food Security
- Affordable Housing
- Destigmatizing Mental Health
- Increased Access to Mental Health Services
- Race-Based Student Group Access
- Family Acceptance of Individuals who Identify as LGBTQIA+
- A Positive Climate for Students
- Ensuring That All Students Feel Connected and Cared For

Adi's Act (SB 52) - Each school district shall adopt a policy on student suicide prevention for students in kindergarten through grade 12.



What ~~Schools Can Do~~ to Protect Adolescent Mental Health



Schools play an important role in good adolescent mental health. Establishing safe and supportive school environments is an effective way to help youth by connecting adolescents to networks of caring peers and adults. Research shows that students with someone at school who cares about them have better academic performance, health, and behavioral outcomes.

A safe and supportive school environment should:

- Provide ongoing development and training to teachers on how to manage classroom by reinforcing positive behaviors and establishing rules, routines and expectations.
- Support student led-clubs, like gay-straight alliances, so students have a safe space to socialize and connect with supportive school staff.
- Facilitate positive youth development activities, like mentoring programs, volunteer opportunities, and programs that connect them to a network of supportive adults.
- Provide parents and families with resources that support positive parenting practices such as open, honest communication and parental supervision.

As schools adapt to multiple environments, it is important that they provide both virtual and in-person ways for students to access intervention programs, health services, and trained mental health professionals who support adolescent mental health.



7th Grade Unit Progression



**Interpersonal Communication
Communication Techniques**
Grades 6-8



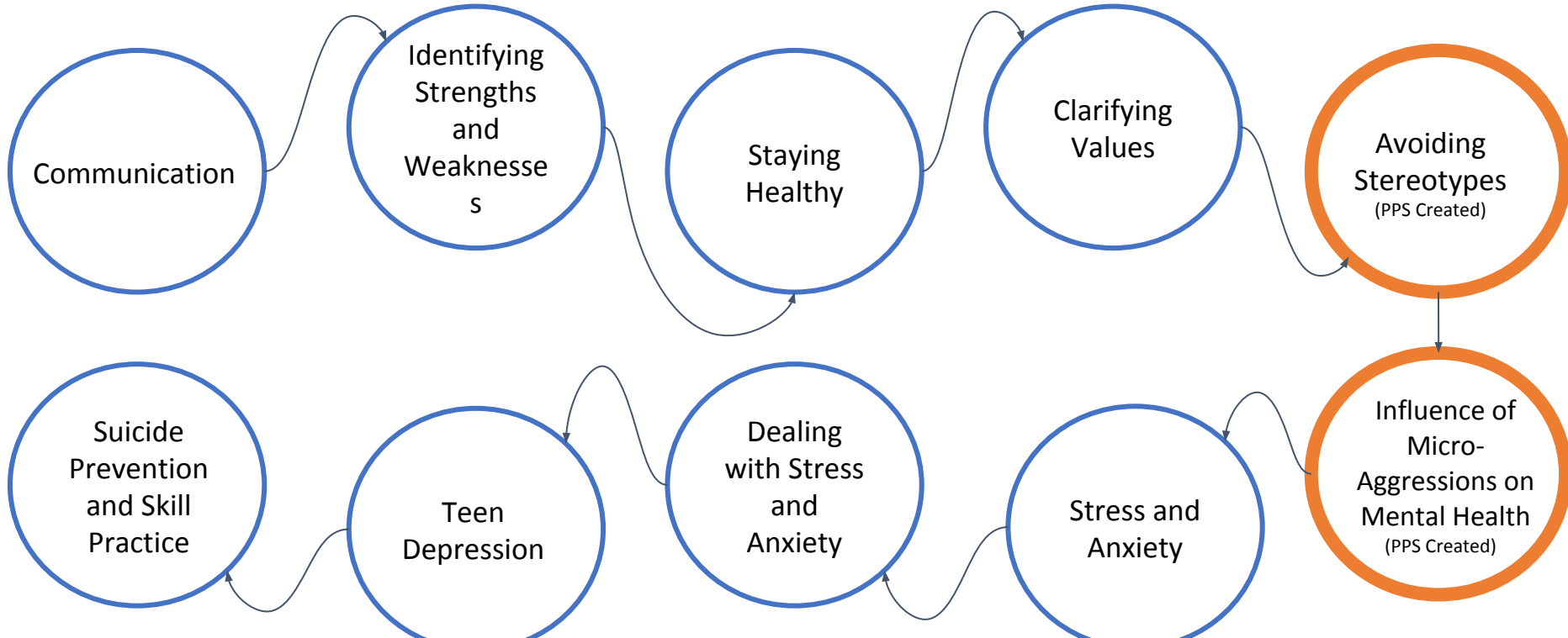
Step 1:
Examine the
Context



Step 2:
Listen to
Others

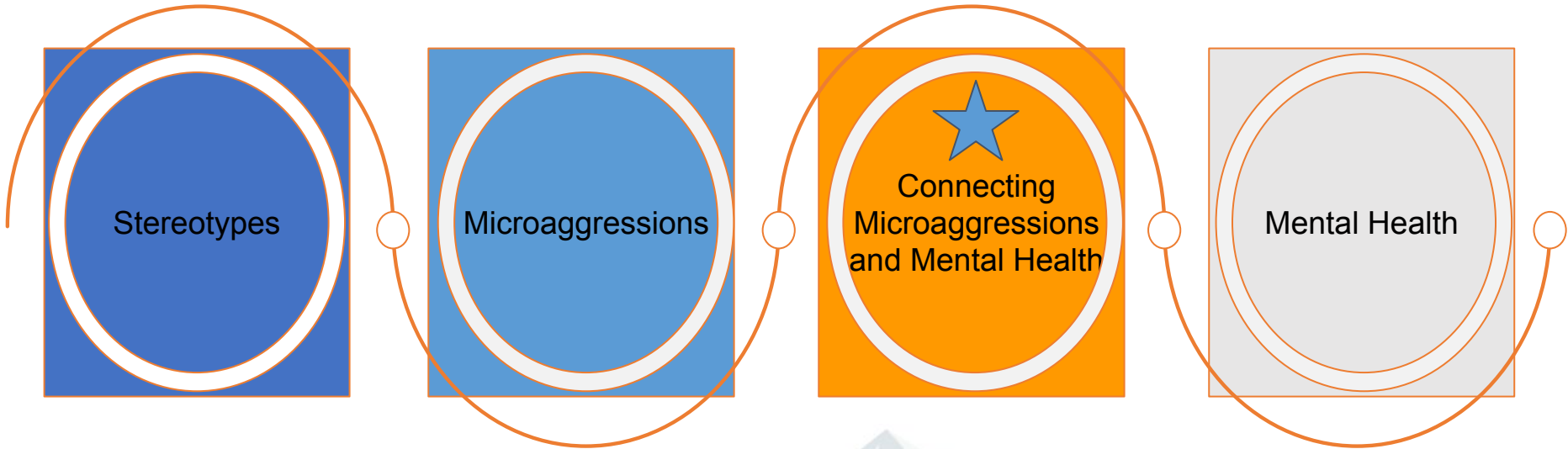


Step 3:
Use
Effective
Speaking
Strategies





Unit: Influence of Microaggressions on Mental Health





Microaggressions

Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their group membership.





Anonymous Microaggressions in the Classroom [Survey](#)

bit.ly/PPS-Health





Impact and Mental Health - Survey Results

What do you notice?

What do you wonder?

How might this impact a person's mental health?

How would they feel?





Impact and Mental Health



Microaggressions can lead to:

- Feeling invisible
- Lower self-esteem
- Higher anxiety
- Decreased trust
- Higher levels of depression
- Feelings of powerlessness



Conclusion - Learn and Do More

UNCONSCIOUS BIAS

TRIBALISM

PREJUDICE

STEREOTYPES

DISCRIMINATION

SEXISM

RACISM



Equality



Equity





Just Because...

Just because I am a girl,
Doesn't mean I don't like video games
Doesn't mean I am bad at math
Doesn't mean I'm weak
I am a math and science genius!

Just because I skateboard,
Doesn't mean I'd rather be a boy
Doesn't mean I don't love dancing
Doesn't mean I am into grunge
I am a rockstar at ollies!

Just because I'm Atheist,
Doesn't mean I don't believe in anything
Doesn't mean I hate religion
Doesn't mean I am better or worse than you
I am a fierce protector of humans and animals.

Just because I am small,
Doesn't mean you can pick on me
Doesn't mean I don't have a lot to say
Doesn't mean you can patronize me
I am a strong human being.





Health Education Causes for Celebration

- Urban Wellness Coalition
- K-12 Health Education Guaranteed and Viable Curriculum (GVC)
- Teen Healthy Relationship Advocates
- Policy Collaborations: *Transgender, Non-Binary, and Gender Diverse Students; All-Gender Restrooms; Suicide Prevention Policy and Screening; Drug and Alcohol Policy; Harassment, Sexual Violence, and Teen Dating Violence Policy and Prevention Efforts; Wellness Policy; Comprehensive Sexuality Education Policy; Student Bill of Rights*
- PPS K-8 Counselors Trained in Health Education Scope and Sequence
- 97% of all PPS Middle and High School Teachers Trained in Sex Ed Basics and Violence Prevention

\$4 million+ in grants awarded since 2017



Grant Support for Health Education

SAY Wellness Grant *Centers for Disease Control (CDC)	Sexuality Education & Violence Prevention Lessons; Universal Opt-Outs; Professional Development; Student-Led Advocacy Campaigns; Youth Risk Behavior Survey (2019/2021); School Health Advisory Council
HEALTH for K-5 Grant *Oregon Health Authority	Training for 2-4 teachers at every K-5, K-8 in Skills-Based Health Education (SBHE) and Sexuality Education to be a support and resource for their buildings; Statewide training and support
Mental Health Support Grant *CDC	Trauma informed professional development for counselors, social workers, and teachers across the district through Peace in Schools
SHE/PD Grant *ICF-CDC	Development of a professional development package based on core instructional competencies for all 6-12 health educators
ACT 1.0/2.0 Grant *Multnomah County Health Department and the Office of Population Affairs	Professional development and parent engagement in sexuality education for culturally specific groups and in partnership with community based organizations

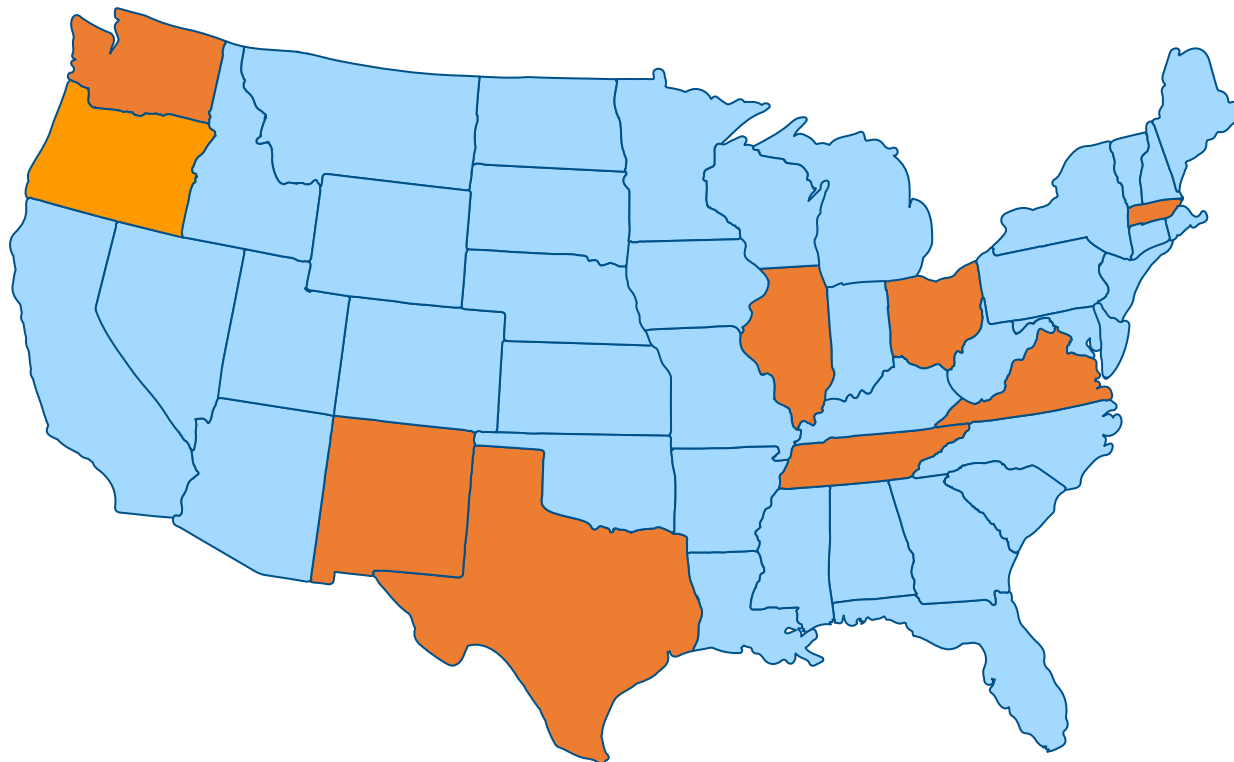


Council of Great City Schools Districts Using PPS Created Lessons and Universal Opt-Outs



SAYWELLNESS

- Boston Public Schools
- Chicago Public Schools
- Seattle Public Schools
- Cleveland Metro School District, Ohio
- Gaston County, NC
- Albuquerque Public Schools
- Shelby County Schools, Memphis, TN
- Houston Independent School District

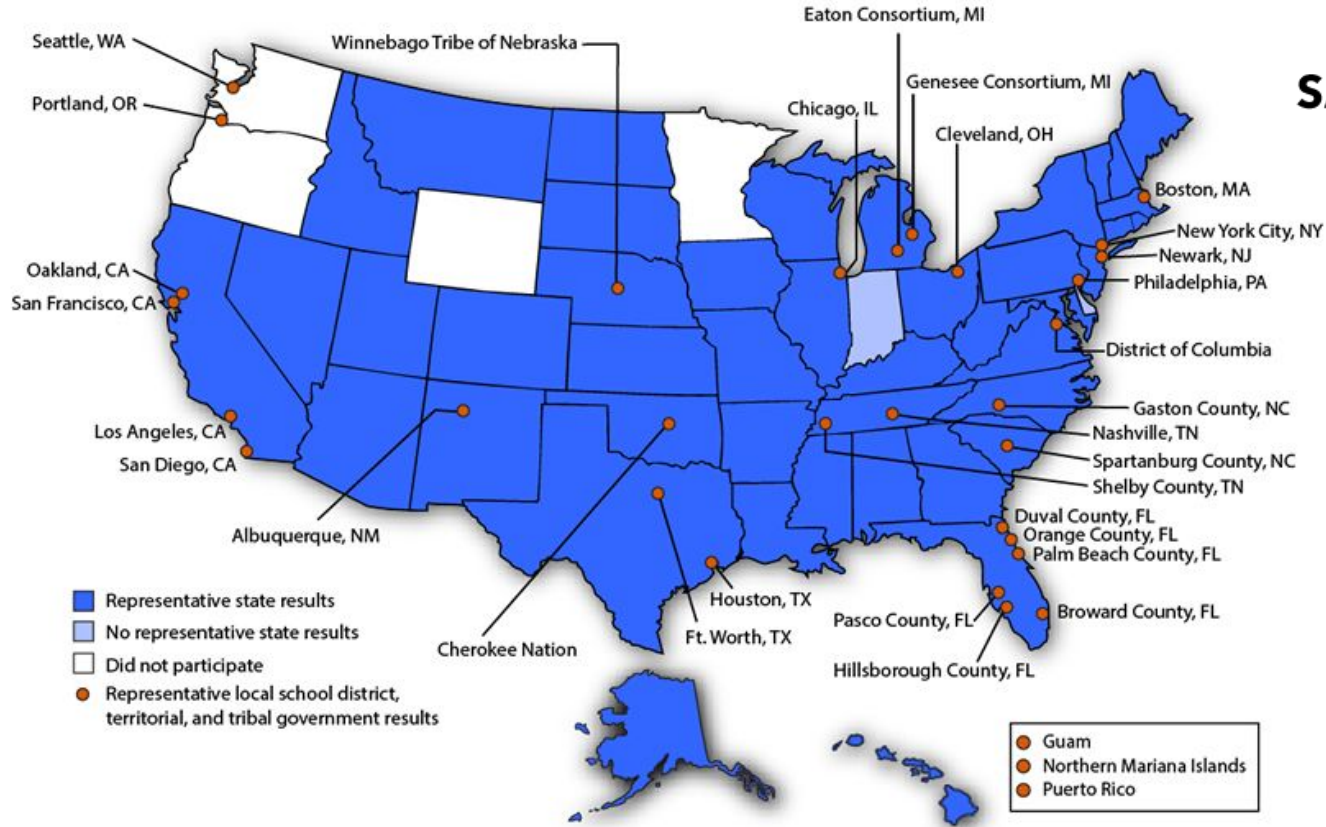




Youth Risk Behavior Survey



SAYWELLNESS





Reflective, Empathetic, and Empowering Graduates



Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths-based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others, especially those with disabilities and mental-health challenges.





Thank You



Health & Physical
EDUCATION



K-5 Progression

K	Mental and Emotional Health <i>Communication</i>	Wellness <i>Self Management</i>	Alcohol, Tobacco, and Other Drugs <i>Accessing Information</i>	Growth/Development Violence Prevention <i>Analyzing Influences</i>
1	Mental and Emotional Health <i>Refusal Skills</i>	Wellness <i>Self Management</i>	Alcohol, Tobacco, and Other Drugs <i>Accessing Information</i>	Growth/Development Violence Prevention <i>Advocacy</i>
2	Mental and Emotional Health <i>Collaboration</i>	Wellness <i>Advocacy</i>	Alcohol, Tobacco, and Other Drugs <i>Accessing Information</i>	Growth/Development Violence Prevention <i>Analyzing Influences</i>
3	Mental and Emotional Health <i>Collaboration</i>	Wellness <i>Decision Making</i>	Alcohol, Tobacco, and Other Drugs <i>Self Management</i>	Growth/Development Violence Prevention <i>Analyzing Influences</i>
4	Mental and Emotional Health <i>Analyzing Influences</i>	Wellness <i>Decision Making</i>	Alcohol, Tobacco, and Other Drugs <i>Self Management</i>	Growth/Development Violence Prevention <i>Accessing Information</i>
5	Mental and Emotional Health* <i>Goal Setting</i>	Wellness <i>Self Management</i>	Alcohol, Tobacco, and Other Drugs <i>Accessing Information</i>	Growth/Development Violence Prevention <i>Communication</i>



6-12

Progression	6	Life Skills <i>Communication</i>	Digital Literacy <i>Self Management</i>	Alcohol, Tobacco, and Other Drugs <i>Decision Making</i>	Comprehensive Sexuality Education and Violence Prevention <i>Accessing Information</i>
	7	Stress Management <i>Goal Setting</i>	Alcohol, Tobacco and Other Drugs <i>Decision Making</i>	Suicide Prevention* <i>Communication</i>	Comprehensive Sexuality Education and Violence Prevention <i>Decision Making</i>
	8	Nutrition <i>Accessing Information</i>	Alcohol, Tobacco and Other Drugs <i>Analyzing Influences</i>	Health Relationships <i>Advocacy</i>	Comprehensive Sexuality Education <i>Self Management</i>
	H1	Relationship Building <i>Communication</i>	Stress and Emotions* <i>Accessing Information</i>	Food and Fitness <i>Analyzing Influences</i>	Comprehensive Sexuality Education <i>Decision Making</i>
	H2	Risk Taking and Disease Prevention <i>Goal Setting</i>	Alcohol, Tobacco and Other Drugs <i>Decision Making</i>	Violence Prevention <i>Communication</i>	Choice Unit