

# Engaging Students AND Parents in Health Education Classes

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Jill Warner

# Family Engagement

This is a component of the Whole School, Whole Community, Whole Child Model.

It states:

Family engagement should be continuous across a child's life and requires an **ongoing commitment as children mature into young adulthood.**



Parent Involvement in education is critical to:

- Attendance
- Higher student performance
- Positive social skills & behaviors

— Yet, parent involvement greatly declines as children complete elementary school (Zill & Nord, 1994; Epstein, 1990).

It doesn't  
have to!

- This is where teachers can step in and make a big difference.
  - Especially in **health classes**, where topics immediately connect to real world situations.
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# Shoulder Partner

- 3 minute discussion
- Please fill out a post-it for each question.

Discuss the ways in which you communicate with parents currently?

How often do you communicate with parents?

Why do you communicate with parents?

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## What health teachers can do:

1. Email! This can often be done through an online grade book, or school database. You can quickly email all parents regarding upcoming topics.
2. Newsletters - YES! This is **STILL** a great way to communicate with families!
  - a. Include sample family discussion topics linked to your unit
  - b. List resources where more information can be obtained (local & online)
  - c. Mail them home via post office, electronically, post on your website



# Violence Prevention

## Cyberbullying – What is it?

"Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is NEVER called cyber bullying.

Information from: [http://www.stopcyberbullying.org/what\\_is\\_cyberbullying\\_exactly.html](http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html)

### Bullying Terms to remember:

**RUDE:** Inadvertently saying or doing something that hurts someone else.

**MEAN:** Purposefully saying or doing something to hurt someone once (or maybe twice).

**BULLYING:** Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

To read more about bullying go to: [http://kidshealth.org/teen/your\\_problems/problems/bullying.html#bullying\\_is\\_a\\_Big\\_Problem](http://kidshealth.org/teen/your_problems/problems/bullying.html#bullying_is_a_Big_Problem)

### Communication

As a part of our unit students will be introduced to the following types of communication: aggressive, assertive & passive. While there is a time & place for all three types – we will focus on becoming more proficient in assertive communication.

Please work with your child as they attempt to fine-tune this difficult communication skill. It takes a lot of practice and is a foundation for standing up to bullying.

### Resources:

Terrible tEXt (Video)

<http://www.netscms.org/Files/TerribletEXt>

This video is an extra credit option for students. Watch it with them & discuss the following questions:

- Have you ever heard of something like this happening to someone you know? - If so, how did they handle it?

- What would you have done?

<http://www.brainpop.com/technology/computersandinternet/cyberbullying/tyl/>

- Synopsis of a real life situation that occurred in Missouri.

- Excellent discussion starter – read with your child(ren).

Cyberbullying: Megan Meier Case

Cyberbullying: Talent Show

[http://www.1teacherstube.com/viewVideo.php?id=Talent\\_Show\\_Review&id=video\\_id=97811](http://www.1teacherstube.com/viewVideo.php?id=Talent_Show_Review&id=video_id=97811)

- Strong example of how words (texted, posted etc.) can be damaging & hurtful.
- Discuss what digital etiquette means in your family. (Include cell phone usage (talking & texting), iPod use, as well as email, blog, & personal page posts.

### Stop, Block and Tell – Talk to your child(ren) about these steps

If your child is targeted by a cyberbully – have them do the following 3 things:

- \* **STOP** - Don't do anything. Take five minutes to calm down.
- \* **Block** - Block the cyberbully or limit all communications to those on your buddy list.
- \* **Tell** - Tell a trusted adult, you don't have to face this alone.

Information from: [www.stopcyberbullying.org](http://www.stopcyberbullying.org)



# Human Sexuality

Mrs. Gasawski & Mrs. Warner

8<sup>th</sup> Grade Health

### Abstinence

Not engaging in sexual intercourse or sexual activity; the only 100% effective method for preventing pregnancy & STD's/STI's.

### Contraceptives

The deliberate prevention of conception or pregnancy; these do NOT all protect against STD's/STI's.

### Sexually Transmitted Diseases & Infections

Diseases & infections that can affect both genders reproductive organs & can cause serious, even permanent damage, especially if untreated.

## Why Sexuality Education?

For years, research has highlighted the need to provide effective, comprehensive sexuality education to young people. The US has one of the highest teen pregnancy rates in the industrialized world. Each year in the US, more than 750,000 women ages 15-19 become pregnant, with more than 80 percent of these pregnancies unintended. Furthermore, while young people in the US ages 15-25 make up only one-quarter of the sexually active population, they contract about half of the 19 million sexually transmitted diseases (STDs) annually. This equates to one in four sexually active teenagers contracting a sexually transmitted disease each year. And young people ages 13-29 account for about one-third of the estimated 50,000 new HIV infections each year, the largest share of any age group.

National Sexuality Education Standards,  
<http://www.futureofsexed.org/fosestandards.html>

### Resources:

Advocates for Youth - Parent page:  
<http://www.advocatesforyouth.org/helping-parents-and-children-talk-psec>

Rutgers University - Book list for parents & teens  
[http://answer.rutgers.edu/page/resources\\_middle/](http://answer.rutgers.edu/page/resources_middle/)

### Teen Health

[http://teenshealth.org/teen/sexual\\_health/\\_cat20046](http://teenshealth.org/teen/sexual_health/_cat20046)

When talking to your child about sexuality:

Don't worry about:

- \* Being "with it." Youth have that with their peers. From you, they want to know what you believe, who you are, and how you feel.
- \* Being embarrassed. Your kids will feel embarrassed, too. That's okay, because love and many aspects of sexuality, including sexual intercourse, are highly personal. Young people understand this.
- \* Deciding which parent should have this talk. Any loving parent or caregiver can be an effective sex educator for his/her children.
- \* Missing some of the answers. It's fine to say that you don't know. Just follow up by offering to find the answer or to work with your child to find the answer. Then do so.

Check out the link below for more detailed information on this idea:

<http://www.advocatesforyouth.org/publications/publications-a-z-429/task/view>



# Good News!

(Postcards) A great way to send positive messages home about health class & one of the MOST effective.

Too often the only contact home is due to negative interactions occurring at school.

**Focus on communicating positive behaviors - it can positively affect your classroom dynamic!**





**WAY TO GO, WILDCAT!**

**THANKS!**

**HI!**

**YOU  
ROCK!**

**KEEP IT UP!**

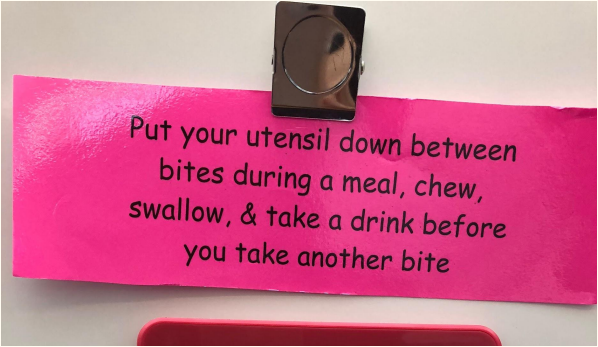
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**AMAZING!**

**GOOD NEWS FROM WYDOWN!**

# Share classroom routines -



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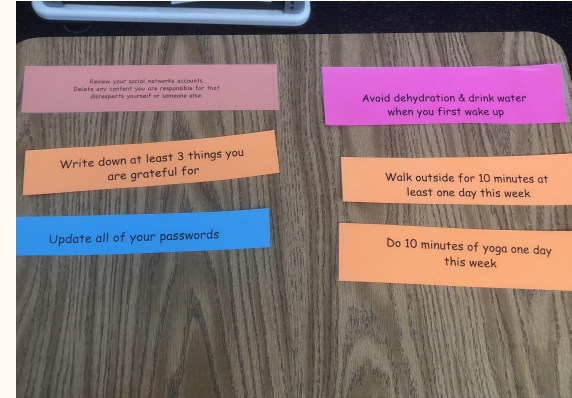
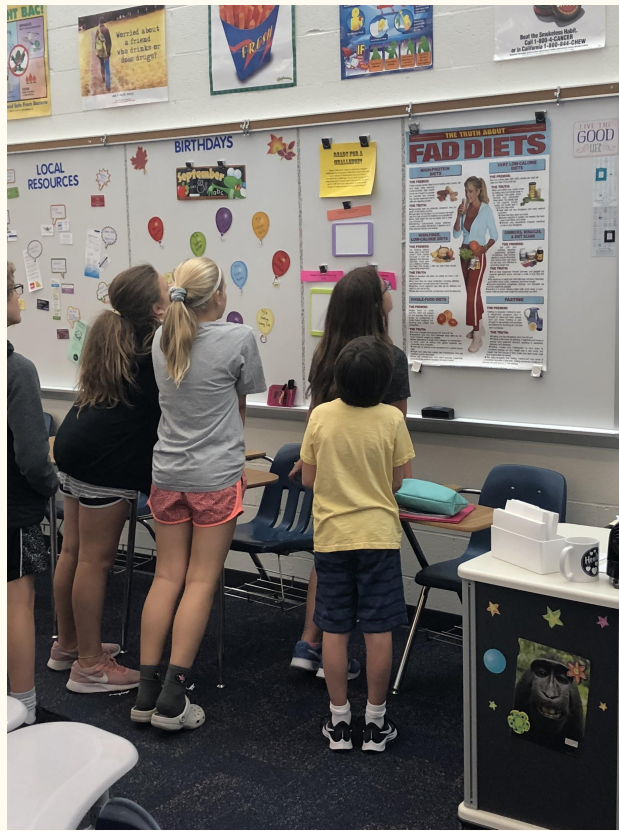
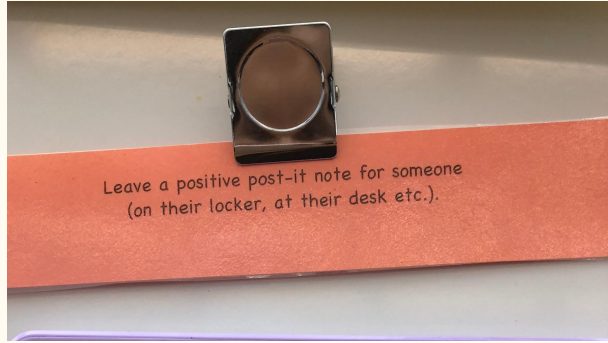
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Weekly Health Challenges - students sign their name if they complete a challenge.

# Turn & Talk - 1 minute

What classroom routines do you have that you could communicate with parents/families as a way to encourage healthy choices outside of the school setting?

# 6th-Grade Parent Student Assignment

- Introduction email
  - Purpose
  - Parent role
  - Student role
  - Due date
- Assignment to student
  - Correlation to topic of study
  - “Sales pitch” - rules that everyone in your family must follow.
- 100% discussion based
- Student/Parent agreement



# 7th-Grade

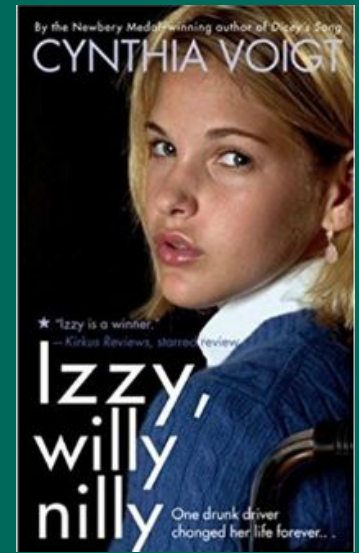
## Parent Student Assignment



- Introduction email
  - Purpose
  - Parent role
  - Student role
  - Due date
- Assignment to student
  - Correlation to topic of study
  - “Sales pitch” - teach your parents
- Student/Parent learning via information provided
  - Current data - directly related to topic
  - Video clip:  
<https://e-cigarettes.surgeongeneral.gov/>
  - Response to questions
- Student/Parent discussion
  - Real world scenario

# 8th-Grade Parent Student Assignment

- Introduction email
  - Purpose
  - Parent role
  - Student role
  - Due date
- Assignment to student
  - Correlation to topic of study - connection to specific prior lesson
  - “Sales pitch” - safety plan in place **ahead of time** increases likelihood that you will **use it**
- Student/Parent learning via information provided
  - Common language “Exit Strategy”
  - Current data related to topic (teen brain, decision making)
  - Discussion questions to real world scenarios/responses





# Bystander by James Preller

- Use chapter 2 & part of first page of chapter 3
- Read together
- Complete Reflection form
- **MOST IMPORTANT** - Classroom discussion!
  - Allows all students to hear others perspectives

What/How could this lesson be used to include a parent connection?

Sample Idea: If you (student) were the girl on the bike, how could you be an upstander in this situation? Share your best two answers.

Answer could be shared in a variety of ways - **Flip Grid** (which allows answers to be shared/viewed by others in the class & can show the student/parent interaction), **Storyboard That** (allows students to create a comic strip like version of their answers).



# StoryboardThat -

<https://www.storyboardthat.com/portal/storyboards/lwarner12/class-storyboard/bystander-to-upstander>

## Scenario 1



## Scenario 2



## The author's version:



# Upstander Video

What/How could this video be used to create a school to home connection?

<https://safeshare.tv/x/ulfMtSWiUs>

In class we discuss the following questions:

What types of violence are demonstrated in this clip?

There are several examples of an imbalance of power in this situation, what are they?

What did the upstander specifically do in the video clip to show support for the victim?

# Move to grade level groups - 10 minutes

- Elementary
- Middle School
- High School

Each person share at least one idea of a lesson you currently use that could include a parent connection.