Preparing for Implementation: the NEW Comprehensive Health and Physical Education Standards

NJPSA/FEA

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“Taking Your Temperature”

How familiar are you with the New NJSLS Revision in Health and PE?

10- I have seen and reviewed the document and am confident in my ability to plan objectives
9
8
7
6
5-I know the NJDOE revised the standards and about some of the new mandates
4
3
2
1- The NJDOE revised the standards?
Framing the Morning

• Where is Health and PE as a profession and where are we going
• What are the key changes in the standards and how to plan for them
• Reviewing the Mandates for our field in NJ
• Whole School, Whole Child, Whole Community
• Introducing Disciplinary Concepts and Practices
• A conversation about SEL in HPE
• Unpacking useful websites, curriculum and resources
• Q & A
Key Differences 2014 → 2020

• Competencies are now by the end of 4 grade bands: 2, 5, 8, 12 (instead of 6 grade bands: P,2,4,6,8,12)

• Instead of 6 standards there are 3 standards:
  ➢ 2.1 Personal and Mental Health
  ➢ 2.2 Physical Wellness
  ➢ 2.3 Safety

• Broken into Disciplinary Concepts and Core Ideas- “What content is included and what should students come away with?”

• Implementation Required by September 2022
Revision Includes
NJ Legislative Statutes enacted between 2014-2020

- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)
Reminder of Legislative Statutes that affect HPE prior to 2014

- Bullying Prevention Programs (N.J.S.A. 18A:37-17)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Gang Violence Prevention (18A:35-4.26)
- Organ Donation (N.J.S.A. 18A:7F-4.3)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)


Twenty-first century themes and skills ((N.J.A.C. 6A:8-1.1(a)3)
WSCC Model: Whole School, Whole Community, Whole Child Wellness Approach to Curriculum Revision

- Health Education
- Physical Education & Physical Activity
- Nutrition, Environment & Services
- Health Services
- Counseling, Psychological & Social Services
- Social & Emotional Climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement
10 Health & Physical Education Practices: The “Backbone” of the New Standards

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly
13 Disciplinary Concepts Across 3 Standards

- Personal Growth and Development (PGD)
- Pregnancy and Parenting (PP)
- Emotional Health (EH)
- Social and Sexual Health (SSH)
- Community Health Services and Support (CHSS)
- Movement Skills and Concepts (MSC)
- Physical Fitness (PF)
- Lifelong Fitness (LF)
- Nutrition (N)
- Personal Safety (PS)
- Health Conditions, Diseases and Medicines (HCDM)
- Alcohol, Tobacco and other Drugs (ATD)
- Dependency, Substance Disorder and Treatment (DSDT)

The performance expectation alphanumeric code should be interpreted as follows (e.g., 2.1.2.EH.1):

<table>
<thead>
<tr>
<th>2.1</th>
<th>2</th>
<th>EH</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard number</td>
<td>By the end of grade</td>
<td>Disciplinary Concept</td>
<td>Performance Expectation</td>
</tr>
</tbody>
</table>

This is how you will represent it in a lesson plan.
SEL in HPE
Standard 1: Personal and Mental Health

• Personal Growth and Development
• Pregnancy and Parenting
• Emotional Health
• Social and Sexual Health
• Community Health Services and Support
Standard 2: Physical Wellness

• Movement Concepts
• Physical Fitness
• Lifelong Fitness
• Nutrition
Standard 3: Safety

• Personal Safety
• Health Conditions, Diseases and Medicines
• Alcohol, Tobacco and Other Drugs
• Dependency, Substances Disorder and Treatment
## Personal Growth and Development

<table>
<thead>
<tr>
<th>Core Idea</th>
<th>Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals enjoy different activities and grow at different rates.</td>
<td>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</td>
</tr>
</tbody>
</table>
| Personal hygiene and self-help skills promote healthy habits. | • 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).  
• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.  
• 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.  
• 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. |
Where do I go to get reliable resources?

**Standard 1: Personal and Mental Health**

- CASEL Standards: Free SHAPE America Crosswalk w/ National [Health & PE Standards](#)
- [health.moves.minds](#): SEL lessons K-12; learning activities, assessments, teacher scripts, standards-alignment, community service and optional fund-raising opportunities. **NJ SGOs Available**
- [Be Real Be Ready STI Curriculum+](#)
- [Dove Self Esteem Project:Body Image/Self-Confidence](#)
- [SHAPE America Sex Education Position Statement](#)
Where do I go to get reliable resources?

**Standard 2: Physical Wellness**

www.cbhpe.org
www.shapenj.org
www.shapeamerica.org
www.openphysed.org

**CATCH Program**

SPARK PE Free Webinar series
SHAPE America Physical Activity Calendars
April Elementary Mind/Body Calendar 2021
Where do I go to get reliable resources?

**Standard 3: Safety**

- **Vaping Prevention:** [Catch My Breath](#)
- **Sexual Consent Resources:** [New Jersey Coalition Against Sexual Assault](#)
- **Rights, Respect, Responsibility:** Access to K-12 lessons and an invite for the 3rs Google Classroom: [3rs Google Classroom](#)
- **Amaze Videos:** [www.amaze.org](#) and [www.amaze.org/jr/](#) are short clips on topics: Puberty, Sexual Orientation, Gender Identity, Personal Safety, Healthy Relationships, STDs & HIV, Pregnancy and Reproduction
- **Health Smart K-12:** [https://www.etr.org/healthsmart/](#)
- **KidsHealth:** [Educators Guide](#)
Sample Resources

Grades 9 to 12: Health Problems Series
Alcohol

The cultural view surrounding alcohol, drinking, and drunkenness are complex and diverse. These articles can help your students better understand the alternatives of abstinence, its health effects, and the variety influences about them.

Related KidsHealth Links

Articles for Teens:

Alcohol

TeenHealth.org/teen/TeenHealthAlcohol.html

I Think I May Have a Drinking Problem. What Should I Do?
TeenHealth.org/teen/drinking.html

Dealing With Addiction

TeenHealth.org/teen/addiction.html

Peer Pressure

TeenHealth.org/teen/peer-pressure.html

What is Sexual Harassment?

Sexual harassment is a form of sexual violence. People who are subjected to sexual harassment may experience a range of emotional, financial, and psychological harms. Creating an environment free of sexual harassment is critical as we work to eliminate sexual violence in all its forms.

What is Sexual Harassment?

Sexual harassment is any unwanted sexual advance, request for sexual favors, or other verbal or physical contact of a sexual nature. Sexual harassment can include sexual language or demeaning comments, text messages, unwanted sexual or unwanted felony sexual images.

CBHPE

Improving Student Learning with Chromebooks (and Other Devices) in Health and Physical Education

Activity: Fitness Coding

Equipment
- A piece of paper and pencil

Even 2-Foot Jump Routine
- Right, Left, Right, Left
- Left, Right, Right, Left
- Right, Left, Right, Left
- Left, Right, Right, Left

Odd and Even

Even 1-Feet Hoping Routine
- Right, Left, Right, Left
- Right, Left, Right, Left
- Right, Left, Right, Left
- Right, Left, Right, Left

SkiLRL-I

Challenge Activities

Even or Odd

Everyone needs help at some point. Coordinating support for friends and family can feel like a challenge. However, providing coordinated support for people we care about is a part of building a rewarding life of service, community, and joy.

This is a mix of games and skills. Read the skills and support your friend even when it’s a challenge.

The object of the game is to build your support points by finishing hop and jump routines. You get 10 points. Record the number that you roll off your points for that round. If you roll an odd number, complete the 1-foot hop routine. If you roll an even number, complete the 2-foot jump routine.

1. Take your group of at least three people. One person rolls dice twice, 10 objects for a 4x4 grid, 20 objects for a 5x5 grid, etc.
2. Each object can be marked on the plastic cards, paper, paper, paper, etc.
3. The team should place each item on the board. Make sure that the grid is the same size as the points and the final line.
4. On the other piece of paper draw a grid to match what is on the floor.
5. During the day, draw a path that people choose the starting line and finishes as the finish line going from dot to dot. No backtracking.
6. The number of people is not a factor in the score.
7. Decide the family or group that will work together. One person stands at the finish line with one of the cards and is only allowed to answer with a “yes” or “no.” The partner, or the rest of the family, selects the starting row of items and tries to guess which one is the correct position. When they make a choice, the code breaker decides if the guessed item is correct or not. If the code breaker guesses incorrectly, the codebreaker has to do the exercise and the other partner draws a line on the floor. When this exercise is

SKILL-RELATED FITNESS

E-Cigarette & Juul Prevention Program

NOW AVAILABLE FREE

CAECH collaborated with researchers at Richard & Susan Dell Center for Healthy Living at the University of Texas Health Science Center at Houston (UTHealth) School of Public Health to create: CATCH My Breath ($$), a tobacco-, e-cigarette (JUUL), and vape prevention program specific to grades 5-12. The evidence-based program was shown to substantially reduce student
Approach to Curriculum Planning

• Consider what resources you have available to you in your program
• Reflect on classroom/activity spaces and access to technology
• Plan for realistic goals and objectives dependent on staff, class size, time per class, # of classes per week.
• Be mindful to research only reputable, standards and evidence based resources for building units and lessons
• Infusion of Equity, Diversity, Inclusion, SEL, Trauma-Informed Practice
Investing in an Quality, Effective HPE Program

Identify what training the staff requires and the tools that are needed to implement a successful HPE program:

• Grant Funding: SHAPE NJ - Society of Health and Physical Educators-NJ; SPARK PE Grant Finder- NJ
• Federal Title II District Funding for Professional Development
• Federal Title IV Part A Funding for equipment and resources related to mental health, physical wellness and technology
• A school district budget that includes support of a newly revised HPE curriculum for implementation in September 2022
What else should I know?

health.moves.minds. Coordinators:
Dena Scudieri, Elementary Lessons
Alyssa Cartaino, Middle School Lessons
Michelle Huff, High School Lessons- the NJ State HMM Team Coordinator

Email: michellehuff89@gmail.com for more information

Searchable Standards Excel Sheet
Q & A

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