

WAYLAND HIGH SCHOOL

HEALTH AND WELLNESS CURRICULUM INITIATIVE

SPRING 2009

Committee Work:

During the course of the 2008-2009, the Health and Wellness Curriculum Committee explored the various exemplary model programs implemented at high schools within suburban communities throughout Eastern Massachusetts. Information was gathered from the following school districts: Brookline, Weston, Wellesley, Lincoln-Sudbury, Canton, and Newton. These communities have embraced the nation's trend of incorporating the model of physical education within their wellness curriculum, with emphasis being placed on teaching and developing life-long healthy living and decision making skills. Curriculum is designed to address the study of adolescent health and wellness issues, focusing on the physical, emotional, social, and mental aspects of wellness through the study of personal and social competency, fitness, motor skills, reproduction and sexuality, mental health, interpersonal relationships, disease prevention and control, violence protection, eating disorders and substance use/abuse. Many of these model programs are able to deliver a comprehensive health and wellness curriculum with a wide array of elective course selection, much of which is a reflection of the districts' abilities to allocate staff.

The Health and Wellness Curriculum Committee prioritized reviewing drug and alcohol curriculum at Wayland High School, particularly because the school and district are committed to the goal of implementing science-based drug and alcohol programming that has been approved by DESE and SAMHSA in an effort to fulfill the Drug Free Communities Grant as well as reduce the incidence rates of teen drug and alcohol use in Wayland.

Committee Recommendations:

At the present time, the Health and Wellness Curriculum Committee fully endorses and encourages the efforts of Wayland High School to more fully adopt and incorporate evidenced-based wellness components into its Health and Wellness Curriculum. While the physical education and fitness components of the current High School curriculum are strong and are designed to meet the standards of the Massachusetts Frameworks, further development of the wellness curriculum is needed.

Staffing: At the present time, it is projected that there will be 2.3 FTE Health and Wellness teachers at Wayland High School in September 2009. This represents a .4 FTE increase from the 2008-2009 school year staffing level. It is hoped that this additional .4 FTE will increase to .9 FTE following approval of the 2009-2010 Drug Free Communities Grant (Federal Grant). Final Grant approval is anticipated in August/September 2009. Until such notification of grant approval, the Health and Wellness Curriculum Committee proposes the following Four Year Health and Wellness Curriculum Sequence:

Proposed Four Year Health and Wellness Curriculum Sequence:

Grade 9: Meet full year- 2 times/8 day cycle
Quarter 1: Introduction to Wellness
Quarter 2: Health Issues- including **Alcohol.Edu** (new in 08-09), Nutrition
Quarter 3: Fitness Training I
Quarter 4: Elective (e.g. Life Long Sports)

Grade 10: Meet first semester- 2 times/8 day cycle
Quarter 1: Health Issues including **Class Action** (new in 09-10)
Quarter 2: Project Confidence

Grade 11: Meet second semester- 2 times/8 day cycle
Quarter 3: Health Issues- including Sexuality
Quarter 4: **Rape Aggression Defense – Girls**
Refuge Education Advocacy CHange- Boys (violence prevention)

Grade 12: Half grade meet first quarter/Remaining Half grade meet third quarter-
2x/8 day cycle
Health Issues including **Class Action** (only for 2009-2010 school year)

(Upon receiving grant approval, the Committee recommends that the district possibly consider offering the refresher course of Life Skills Training in Grade 10 as a follow-up to the Life Skills Training currently being taught at Wayland Middle School. Furthermore, the grant does provide for additional staffing. Additional staffing and implementation of these new curricular is contingent upon approval of the second year of grant funding.)

In addition, given the high percentage of Wayland High School students who participate in the Athletic Program at Wayland High School, it is the recommendation of the Health and Wellness Curriculum Committee that, to complement the above curriculum adoptions, at least 10 of the athletic team coaches become trained in teaching the **ATLAS** (Athletes Training & Learning to Avoid Steroids) curriculum for the male athletes and **ATHENA** (Athletes Targeting Healthy Exercise & Nutrition Alternatives) for the female athletes.

New Curriculum:

All four of these new curricular programs are highly regarded, endorsed programs included in SAMHSA's National Registry of Evidence-Based Programs and Practices. Each program has been scientifically researched and tested at certain grade levels. A dilemma for the Health and Wellness Curriculum Committee has been balancing the high school program structure with the implementation of the evidenced-based curriculum at its tested level in order to maintain high program fidelity. The Health and Wellness Curriculum Committee may have compromise its fidelity goal in an attempt to meet the other goal of having evidence-based curriculum at all

grade levels, if possible. This is a challenge recognized by the Health and Wellness Curriculum Committee and one which the Committee will continue to address through additional research and program coordination. Each evidenced-based program is described below:

Alcohol.Edu: An on-line mini course that includes a pre-course assessment, three-thirty minute lessons, and a post course assessment, with a thirty day follow up session. Mothers Against Drunk Driving is currently providing financial incentives for implementing this program in grade 9 high school classes in Massachusetts. It is recommended that the use of this program be tied to such school practices as: test or project grade, access to school events, participation in extracurricular activities, etc.

Class Action: A curriculum consisting of 8-10 group sessions in which students divide into teams to research, prepare, and present mock civil cases involved hypothetical persons harmed as a result of underage drinking. Using a casebook along with audiotaped affidavits and depositions, teens review relevant statutes and case law to build legal cases and then use this information to present to a jury of their peers. Case topics include: drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies. Students also research community issues around alcohol use.

ATLAS: A curriculum designed for male high school athletes to deter drug use and promote healthy nutrition and exercise as an alternative to drugs. 10- 45 minute interactive sessions and three exercise training sessions facilitated by peer educators, coaches and trainers.

ATHENA: A team centered curriculum format that aims to reduce disordered eating habits and deter use of body-shaping substance among female athletes. Intervention concentrates on consequence of substance use and other unhealthy behaviors and the benefits of appropriate sport nutrition and effective exercise training.

Suggested Health and Wellness Topics to be covered during Curriculum Sequence:

1. Principles of Fitness Training (exercise science, kinesiology, anatomy)
2. Fitness Training I (weight room and proper use of equipment)
3. Fitness Training II (training program)- possible elective
4. Project Confidence (rope course to develop team building skills)
5. Life Long Sports (tennis, golf, badminton, yoga, aerobics)
6. Sports Psychology (motivation/self confidence- goal setting; imagery/simulation)
7. Rape, Aggression, Defense- females
8. Refuge Education Advocacy Change- males- teen violence
9. Sports Leadership- Course for Captains of Varsity Teams only- possible elective
10. Current Health Issues
11. Conflict Resolution
12. Nutrition
13. Drugs and Alcohol
14. Sex Education
15. Stress Management

16. Sports Health (incorporate current class into new curriculum)
17. CPR- offered as an elective within the general HS curriculum
18. First Aid- offered as an elective within the general HS curriculum

Credits: 1 Credit to be awarded for each grade (total of 4 Health and Wellness Credits needed for graduation)

Alternate Credit Possibilities: Alternate credit possibilities will be given consideration under special circumstances and subject to the approval of the High School Principal and Guidance Department Chair.

Relationship of Proposed Curriculum to the Overall District Health Education Initiative:

Much of the Health and Wellness Curriculum Initiative during the 08-09 school year was centered on further developing the Health and Wellness Curriculum at Wayland High School. It builds upon the foundation provided to students during the elementary and middle school years. Beginning with the 09-10 school year, the Wayland High School Athletic Director will assume the responsibilities of K-12 Health and Wellness Curriculum leader. Having this new leadership will facilitate full documentation of the District-wide Health and Wellness Curriculum (including specific details with its alignment with the Massachusetts Health and Wellness Curriculum Frameworks) and an opportunity to do a systematic review of the Health and Wellness Curriculum and make recommendations for the future.

Respectfully submitted by the members of the Health and Wellness Curriculum Initiative:

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