

# SHOELACES

## Tying Health and Physical Education to Life

A PUBLICATION OF THE HEALTH AND PHYSICAL EDUCATION DEPARTMENT OF THE CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

### Healthy and Balanced Living Curriculum Framework



The State Department of Education recently released the Healthy and Balanced Living Curriculum Framework. The standards outlined in this document reflect the National Health Educa-

tion Standards and Moving into the Future: The National Standards for Physical Education, 2nd Edition.

This framework provides a blueprint for how students can live an active and healthy life. "The goal of the Framework is to show the linkages between the components of comprehensive school health education and comprehensive physical education."

By viewing these content areas on a continuum, schools will be able to support and guide students' personal and academic achievement through the development of skills. These



skills include: to access, evaluate and utilize information from a variety of sources to achieve overall health and well-being; to comprehend concepts related to health and fitness and to implement realistic plans based on their needs; and to make plans and actions that lead to living a healthy and balanced life for themselves and for the world around them.



The performance indicators are specifically designed to guide Connecticut students to become well-informed, health literate individuals, as well as competent, confident and joyful movers.

#### According to the Youth Risk Behavior Survey—United States 2005:

- Did you know that 79.9% of students had not eaten 5 or more fruits and vegetables each day during the last week?
- Did you know that 67% of students had not attended physical education classes daily?
- Did you know that 13.1% of students are classified as overweight?

Source:

<http://www.cdc.gov/mmwr/PDF/SS/SS5505.pdf>

#### Inside this issue:

### Literacy skills in Health and P.E.

Looking for ways to bring literacy skills into your classroom? Consider the following resources to help.

The New York Times on the web has a site designed specifically to fill this need.

The Daily Lesson Plan, <http://>

[www.nytimes.com/learning/teachers/lessons/archive.html](http://www.nytimes.com/learning/teachers/lessons/archive.html) developed in partnership with the Bank Street College of Education in NYC publishes a daily lesson plan with an accompanying article which appears in the New York Times and the basis for the lesson.

The Nemours Foundation

sponsors <http://www.teenhealth.org/teen/>

This website has a wide variety of health and fitness related topics in both English and Spanish. It also offers fast facts, quizzes, and current events.

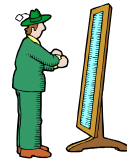
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## Nutrition Nuggets

The impact of media on our culture is everywhere we look. Students today are growing up in a media driven society which dictates cultural stereotypes.

The influence of the media on body image is an issue today's students face. The Media Awareness Network has created a lesson to help students understand the relationship between body image and marketing.



Using Kellogg's Special K ads, students will deconstruct a series of ads to discuss

how marketers target ideal beauty messages to both men and women. A variety of instructional strategies are suggested to facilitate discussion and debate among students regarding the role media plays in body image.

[http://www.education-medias.ca/english/resources/educational/lessons/secondary/advertising\\_marketing/upload/Kellogg-Special-K-Ads-Lesson-Kit.pdf](http://www.education-medias.ca/english/resources/educational/lessons/secondary/advertising_marketing/upload/Kellogg-Special-K-Ads-Lesson-Kit.pdf)



## An Exercise State of Mind



Looking for ideas to get students motivated? Dread losing your outside teaching space for the winter? Here are some websites with creative ideas to keep students moving now that the weather is changing.

National Association for Sport and Physical Education publishes a monthly toolbox filled with ideas.

For more information: [http://www.aahperd.org/naspe/template.cfm?template=teachers\\_toolbox\\_dec06.html](http://www.aahperd.org/naspe/template.cfm?template=teachers_toolbox_dec06.html)



PE Central has recently updated their lesson plan link on their website. For those using pedometers,

check out their link for lesson ideas and rubrics.

For more information: <http://www.pecentral.org/lessonideas/pelessonplans.html>



## November and December Health Observances



November 1-31  
National Healthy Skin Month  
For information: <http://www.aad.org>  
American Diabetes Month  
For information: [www.diabetes.org](http://www.diabetes.org)

December 1-31  
Safe Toys and Gifts Month  
For information: [www.preventblindness.org](http://www.preventblindness.org)  
December 1  
World AIDS Day  
For information: [www.unaids.org/en/default.asp](http://www.unaids.org/en/default.asp)



## World AIDS Day, December 1, 2006

“As of January 2006, the Joint United Nations Programme on HIV/AIDS and the World Health Organization estimate that AIDS has killed more than 25 million people.”

UNAIDS

In 1988, the World Summit of Ministers on Health on Programmes for AIDS Prevention originated the concept of a commemoration of the AIDS crisis.

World AIDS Day, observed December 1st each year, is dedicated to raising awareness of the AIDS pandemic caused by



the spread of HIV infection.

This year marks the 25th anniversary of the discovery of AIDS by the U. S. Centers for Disease Control and Prevention on June 5, 1981.

“As of January 2006, the Joint United Nations Programme on HIV/AIDS and the World Health Organization estimate that AIDS

has killed more than 25 million people.”

This year, organizers have chosen the theme, accountability to highlight the need to keep the promise to find treatments and provide access to health-care for those living with the disease.



## HIV/AIDS Primer

Acquired Immune Deficiency Syndrome (AIDS) - a collection of signs and symptoms in humans resulting from damage to the immune system caused by the human immunodeficiency virus (HIV).

Human immunodeficiency virus (HIV) - a retrovirus that infects vital components of the human immune system such as CD4+ T cells.



CD4+ T cells—are required for the proper functioning of the immune system.

HIV transmission—through direct contact of a

mucous membrane of the bloodstream with a bodily fluid containing HIV, such as blood, semen, vaginal fluid, preseminal fluid, and breast milk.

Modes of transmission— in the form of anal, vaginal or oral sexual contact, blood transfusion, contaminated hypodermic needles, exchange between mother and baby during pregnancy, childbirth, or breastfeeding, or other exposure to bodily tissues or fluids, i.e. blood, semen, vaginal fluid, preseminal fluid, and breast milk.

Symptoms — are primarily the result of opportunistic infections. Common symptoms are

flu-like such as fevers, sweats (particularly at night), swollen glands, chills, weakness, and weight loss. Initial infections with HIV can produce no symptoms.

AIDS-related infections and cancers associated with declining CD4+ T cell count— herpes simplex virus, tuberculosis, oral or vaginal thrush, herpes zoster, non-Hodgkin's lymphoma, Kaposi's sarcoma, Pneumocystis carinii pneumonia, Candida esophagitis, Bacillary angiomatosis, Cryptococcal meningitis, AIDS dementia, Toxoplasmosis encephalitis, Progressive multifocal leukoencephalopathy, Wasting syndrome, Cryptosporidium diarrhea, Mycobacterium avium, Cytomegalovirus infection.

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CT Technical High  
School System



### Kudos to....

Eva Esposito and Steve Di-Verniero (Whitney) for taking part in the "Physical Education and Health Mini Conference" at Jonathan Law High School. They were introduced to a new game called, Star Ball which sounds like fun. Hopefully, they will share the game with us at our next professional development.

To all those faculty collecting Box Tops for Education—thank you for your efforts.

To building principals for releasing your health and physical education teachers to attend

## Health & Physical Education Goals



1. Utilize a whole person approach to curriculum and instructional strategies.
2. Equip students with the skills necessary to make conscious decisions about how to create and maintain a healthy, active lifestyle.
3. Foster an environment which nurtures the diversity of students to apply key concepts and strategies of Health and Physical Education to their own lives.

## In the spotlight....

the CTAHPERD conference at the Crowne Plaza in Cromwell on November 16th and 17th. Thirty-one faculty from across the district were able to attend. An informative and enjoyable time was had by all.

Let's showcase all the wonderful things that are taking place in our schools around health and physical education.

If you have something you want to highlight, please forward to me, so we can share our successes and creative use of space and time.

### References

P. 1—Healthy and Balanced Living Curriculum Framework, Comprehensive School Health Education, Comprehensive Physical Education 2006, Connecticut State Department of Education, n.d.

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P. 3—[www.until.org](http://www.until.org)

P. 3—<http://en.wikipedia.org>

P. 3—[www.unaids.org](http://www.unaids.org)

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