**HPED Outcomes Align with State Surveys**

The first two charts include the health literacy skills and physical literacy components along with the standard statements. The health literacy skills and physical literacy components are what students learn to demonstrate proficiency in the standard statements. The state-wide data set the foundation of the revised standards and outcomes to determine student needs. For example, there is a need to help students improve and maintain their dimensions of health, mental, emotional, social, physical, and intellectual in students today and these topics were added to the content areas in the revised health and physical outcomes. The current HPE standards do not address these crucial health elements that students are struggling with, and therefore, are outdated standards. We helped counter that through developing these health and physical literacy outcomes and standard statements to ultimately help students adopt and maintain healthy behaviors to improve quality of life.

The remaining charts illustrate a need for support around multiple youth health risk behaviors.  The Standards and Outcomes refer to specific topics that promote lifelong, positive healthy behaviors.  The purpose of the Standards and Outcomes are to help students adopt and maintain healthy behaviors and decrease risk behaviors.  These charts demonstrate how the health-literacy skills and physical literacy components address the Career Ready Skills and School Climate Survey Domains.  Furthermore, these charts display how the health and physical education topics align with the Centers for Disease Control Youth Risk Behavior Survey and proposed questions that address the health concerns and behaviors of the Pennsylvania Youth Survey.

**Health-Literacy Skills and Standard Statements**

|  |  |
| --- | --- |
| **Health-Literacy Skills** | **Standard Statement** |
| **Analyzing Influences** | Students will analyze internal and external factors to adopt and maintain healthy behaviors.   |
| **Accessing Information** | Students will access valid health information, products, and services to adopt and maintain healthy behaviors. |
| **Interpersonal Communication** | Students will demonstrate interpersonal communication skills to adopt and maintain healthy behaviors. |
| **Decision-Making** | Students will demonstrate decision-making skills to adopt and maintain healthy behaviors. |
| **Goal-Setting** | Students will demonstrate goal-setting skills to adopt and maintain healthy behaviors. |
| **Self-Management** | Students will demonstrate health-enhancing behaviors to adopt and maintain healthy behaviors. |
| **Advocacy** | Students will demonstrate advocacy skills to enhance health-related behaviors for oneself and others.  |

**Physical Literacy Components and Standard Statements**

|  |  |
| --- | --- |
| **Physical Literacy Components** | **Standard Statement** |
| **Motor Skills** | The physically literate individual demonstrates competency within the full scope and sequence of motor skills and movement patterns.  |
| **Movement Concepts and Performance** | The physically literate individual applies concepts, biomechanics and game strategies associated with movement skills and performance.  |
| **Level of Fitness** | The physically literate individual demonstrates the principles of exercise, training, and skill-related fitness to safely maintain a healthy level of physical activity and fitness. |
| **Cooperative Skills and Positive Behavior** | The physically literate individual utilizes cooperative skills, safety practices, positive behavior and communication that values respect for self and others. |
| **Value of Physical Activity** | The physically literate individual recognizes the value of physical activity as a tool for wellness, challenge, enjoyment, self-expression and socially appropriate interaction with others.  |

**Career Ready Skills with Health-Literacy Skills and Physical Literacy Components**

The **Pennsylvania Career Ready Skills** (PA CRS) are social emotional learning progressions that support the development of student competence. By design, the PA CRS reflect priorities to ensure youth are career ready and prepared to meet the demands of the 21st century workforce. The PA CRS are grouped into three domains.

Several of the Career Ready Skills standards align with the health-literacy skills and physical literacy components to help students become lifelong learners and ready for the 21st century workforce.

<https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Pages/default.aspx>

|  |  |  |
| --- | --- | --- |
| **Career Ready Skills** | **Health-Literacy Skills** | **Physical-Literacy Components** |
| **Self-Awareness and Self-Management**Skills to understand and manage behavior, including the abilities to set goals, recognize feelings, and respond effectively to challenges. | * Analyzing Influences
* Accessing Information
* Decision-Making
* **Goal-Setting**
* **Self-Management**
* Advocacy
 | * Level of Fitness
* Motor Skills
* Movement Concepts and Performance
* Cooperative Skills and Positive Behavior
* Value of Physical Activity
 |
| **Establishing and Maintaining Relationships** Skills that support healthy relationships, including awareness and respect of diversity, and the abilities to communicate and resolve conflicts effectively. | * Analyzing Influences
* **Interpersonal Communication**
* Decision-Making
* Goal-Setting
* Self-Management
 | * Movement Concepts
* Level of Fitness
* Cooperative Skills and Positive Behavior
* Value of Physical Activity
 |
| **Social Problem Solving** Skillsthat support students to understand social norms, make responsible choices, and engage effectively in diverse contexts. | * Analyzing Influences
* Interpersonal Communication
* **Decision-Making**
* Goal-Setting
* Self-Management
* Advocacy
 | * Motor Skills
* Movement Concepts and Performance
* Level of Fitness
* Cooperative Skills and Positive Behavior
* Value of Physical Activity
 |

**School Climate Survey**

School climate refers to the quality and character of school life, and is based on patterns of student, parent, and staff experiences and perceptions of school life. It also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures, according to the National School Climate Center.

The **School Climate Survey** provides resources that were compiled to assist schools with improving school climate, and are organized to be in alignment with a team-driven process that addresses climate as a component of Multi-Tiered Systems of Support (MTSS), or overall school improvement.

Working with the Office of Safe Schools, we were able to align the health-literacy skills and physical literacy components to the school climate domains. As a result of this collaboration, the standards and outcomes help support faculty and students to provide a safer school climate for PreK-12 students.

<https://www.education.pa.gov/Schools/safeschools/SchoolClimate/Pages/default.aspx>

|  |  |  |
| --- | --- | --- |
| **School Climate Domains** | **Health Literacy Skills** | **Physical Literacy Components** |
| **Student Support** | * Analyzing Influences
* Accessing Information
* Interpersonal Communication
* Decision-Making
* Goal-Setting
* Self-Management
* Advocacy
 | * Motor Skills
* Movement Concepts and Performance
* Cooperative Skills and Positive Behavior
* Level of Fitness
* Value of Physical Activity
 |
| **Social/Emotional Learning** | * Analyzing Influences
* Accessing Information
* Interpersonal Communication
* Decision-Making
* Goal-Setting
* Self-Management
* Advocacy
 | * Movement Concepts and Performance
* Cooperative Skills and Positive Behavior
* Motor Skills
* Level of Fitness
* Value of Physical Activity
 |
| **School Safe and Respectful Climate** | * Analyzing Influences
* Accessing Information
* Interpersonal Communication
* Decision-Making
* Goal-Setting
* Self-Management
* Advocacy
 | * Motor Skills
* Movement Concepts and Performance
* Level of Fitness
* Cooperative Skills and Positive Behavior
* Value of Physical Activity
 |

**Centers for Disease Control Youth Risk Behaviors Surveillance Survey (YRBSS)**

The **YRBSS** includes national, state, territorial and freely associated state, tribal government, and local school-based surveys of representative samples of 9th through 12th grade students. These surveys are conducted every two years, usually during the spring semester. The national survey, conducted by CDC, provides data representative of 9th through 12th grade students in public and private schools in the United States. The state, territorial and freely associated state, tribal government, and local surveys, conducted by departments of health and education, provide data representative of mostly public high school students in each jurisdiction.

<https://www.cdc.gov/healthyyouth/data/yrbs/overview.htm>

|  |  |  |
| --- | --- | --- |
| **CDC Youth Risk Behaviors** | **2019 Data** | **Topics** |
| **Behaviors that contribute to unintentional injuries and violence** | * 39% Texted or Emailed While Driving a Car or Other Vehicle
* 35% felt sad or hopeless
 | **Health*** Violence Prevention
* Safety
* Mental Health
* Healthy Relationships (K-5)
* Sexual Health (6-12)

**PE*** Safety
* Rules and Etiquette
* Cooperation
* Personal Responsibility
 |
| **Sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection** | * 72% did not use birth control pills before last sexual intercourse
* 88% did not use both a condom during last sexual intercourse and birth control pills
* 89% were never tested for HIV
* 89% were not tested for an STD other than HIV
 | **Health** * Healthy Relationships (K-5)
* Sexual Health (6-12)
* Personal Health
* Violence Prevention
 |
| **Alcohol and other drug use** | * 39% usually obtained the alcohol they drank by someone giving it to them
* 37% Ever used marijuana
 | **Health** * Alcohol and Other Drugs
 |
| **Tobacco use** | * 53% used electronic vapor products
* 53% did not try to quit using all tobacco products
 | **Health** * Tobacco
 |
| **Unhealthy Dietary Behaviors** | * 68% drank soda or pop
* 70% did not eat breakfast on all 7 days
 | **Health*** Healthy Eating

**PE*** Nutrition
 |
| **Inadequate Physical Activity** | * 75% were not physically active at least 60 minutes per day on all 7 days
* 74% Did not attend PE classes on all 5 days
* 52% were not physically active at least 60 minutes per day on 5 or more days
* 49% played video or computer games or used a computer 3 or more hours per day
* 56% were not trying to lose weight
 | **Health*** Physical Activity

**PE*** Physical Activity Knowledge
* Engages in Physical Activity
* Fitness Knowledge
* Assessment and Program Planning
* Healthy Habits in Relation to Fitness
* Health-Related Fitness
* Accessing Information
* Health
* Social Interaction
* Self-Expression and Enjoyment
* Strategies and Tactics
* Principles and Critical Elements
* Combined Movement Skills and Patterns
* Specialized Skill Performance
 |

**Pennsylvania Youth Survey**

Since 1989, the Commonwealth has conducted a survey of school students in the 6th, 8th, 10th and 12th grades to learn about their behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence. The ‘Pennsylvania Youth Survey,’ or **PAYS**, is sponsored and conducted every two years by the Pennsylvania Commission on Crime and Delinquency.

The data gathered in PAYS serve two primary needs. First, the results provide school administrators, state agency directors, legislators and others with critical information concerning the changes in patterns of the use and abuse of these harmful substances and behaviors. Second, the survey assesses risk factors that are related to these behaviors and the protective factors that help guard against them. This information allows community leaders to direct prevention resources to areas where they are likely to have the greatest impact.

[https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS).aspx](https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-%28PAYS%29.aspx)

|  |  |  |
| --- | --- | --- |
| **PAYS Categories** | **2021 Data** | **Topics** |
| **Alcohol, Tobacco and Other Drug Use** | * Drank alcohol in their lifetime/during the past 30 days
* 55% of 12th grade students
* 43% of 10th grade students
* Used Nicotine when Vaping
* 69% of 12th grade students
* 61% of 10th grade students
* Did not know what substance was in vaping
* 69% of 6th grade students
* Mandate of Opioid Education in (Act 124 of 2017) there is a large decline in use and access of opioids amongst students in grades 6th-12th
 | **Health*** Alcohol and Other Drug Use
* Tobacco
 |
| **Antisocial Behavior** | * Been drunk or high at school
* 10% of 6th-12th grade students
* Given the hybrid learning environment, students were still suspended at school
* 5% of 6th – 12th grade students
 | **Health*** Healthy Relationships (K-6)

**PE*** Cooperation
* Rules and Etiquette
* Social Interaction
* Working with Others
 |
| **Community, School Climate, and Safety** | * Feel school is important for later life
* 65% of 6th grade students
* 32% of 12th grade students
* Feel they have lots of chances to be part of class discussions and activities
* 85% of 6th through 12th grade students
* Feel safe at school
* 89% of 6th grade students
* 82% of 12th grade students
 | **Health*** Violence Prevention
* Safety

**PE*** Rules and Etiquette
* Safety
 |
| **Social and Emotional Health** | * Emotional abuse, insults, name calling of students reported being hurt or abused by another person
* 70% of 12th grade students
* Felt depressed or sad MOST days in the past 12 months
* 34-43% of 6th through 12th grade students
* At times, I think I’m no good at all
* 34-41% of 6th through 12 grade students
* So sad, stopped doing usual activities
* 24-33% of 6th through 12th grade students
* Felt tired or sleeping during the day or several times during past two weeks
* 46-77% of 6th through 12th grade students
 | **Health*** Mental Health
* Violence Prevention
* Safety

**PE*** Health
* Self-Expression and Enjoyment
* Social Interaction
* Working with Others
* Safety
 |
| **Systemic Factors** | * Perception of risk of using prescription drugs that are not prescribed to them
* 78-84% of 6th through 12th grade students
* Perception of trying marijuana once or twice a week
* 26% of 12th grade students
 | **Health*** Alcohol and Other Drug Use
* Tobacco

**PE*** Social Interaction
* Rules and Etiquette
* Cooperation
 |
| **Risk and Protective Factors** | * Poor family management
* Almost 50% of 6th through 12th grade students
* Poor family conflict
* Approximately 32% of 6th through 12th grade students
* Low commitment towards school
* 50% of 6th through 12th grade students
* Depressive symptoms
* Approximately 40% of 6th through 12th grade students
* Opportunities for Prosocial opportunities
* 50% of 6th through 12th grade students
 | **Health*** Alcohol and Other Drug Use
* Tobacco
* Safety
* Violence Prevention
* Mental Health
* Healthy Relationships (K-5)
* Sexual Health (6-12)

**PE** * Cooperation
* Social Interaction
 |