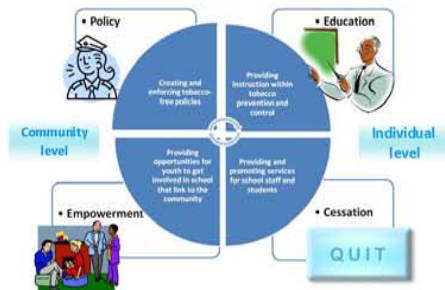# Integrating; a Win with Schools

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Southeastern Pennsylvania Tobacco Control Project

## Southeastern Pennsylvania Tobacco Control Project (SEPA TCP)

• Health Promotion Council was awarded the tobacco control contract from the Pennsylvania Department of Health creating SEPA TCP (2007-2009)

• SEPA TCP impacts the seven counties of the Southeast District of Pennsylvania

• Built capacity implementing best practices: Comprehensive School-Based Tobacco Use Prevention Program

Source Tobacco Technical Assistance Consortium

What is Curriculum Infusion (CI)?

CI is an educational approach that uses real life issues as the context for teaching academic skills and knowledge. Tobacco use prevention is linked and embedded in academic courses, not just health courses. CI enhances other tobacco use prevention education.

Why Curriculum Infusion ?

• Cost/time effective. Can be easily expanded to dovetail other academic learning and/or extracurricular activities

• Educators design lesson plans that use real-life issues as the context of teaching academic skills and knowledge

• Students learn subject matter in the process of solving real-world problems. This has been shown to increase interest in and retention of learning

• Prevention infused curriculum addresses critical health and social issues while teaching and reinforcing the subject's skills and concepts. Students gain opportunity to challenge their attitudes, beliefs that influence their behaviors

Steps to Curriculum Infusion

1. Identify Academic Standards (subject, grade)
2. Identify HECAT-T Standards (grade)
3. Identify areas of standard intersection, (select one or more)
4. Identify resources and materials needed
5. Develop and implement lesson plan
6. RESULT: Curriculum Infusion (in a single subject) or when expanded to include other subjects and/or activities - Curriculum Enhancement
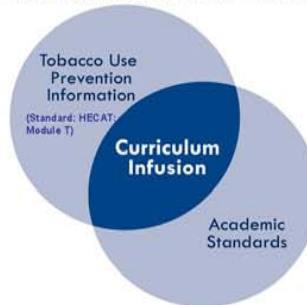
Pennsylvania Academic Standards

• Required for all Public Schools
• Academic Standards describe what students should know and be able to do in specific content areas

HECAT: Module T

This module uses the *National Health Education Standards (HECAT) Tobacco (Module T)* as the framework for determining the extent to which the:
  • Curriculum is likely to enable students to master the essential concepts (Standard 1) and,
  • Skills (Standards 2–8) that promote a tobacco-free lifestyle

Pre-K–12 tobacco-free curriculum should enable students to:
  • Avoid using (or experimenting with) any form of tobacco
  • Avoid second-hand smoke
  • Support others to be tobacco free, including supporting a tobacco-free environment
  • Seek help for stopping the use of tobacco for self and other
  • Quit using tobacco if already using

The Collaborative Process

▪Tobacco Technical Assistance Consortium (TTAC) provided CDC Best Practice School-Based Tobacco Use Prevention training for SEPA Service Providers
▪ Launch plan to host regional Curriculum Infusion Forum for schools
▪ Establish planning committee that includes TTAC,SEPA TCP staff and Service Providers
▪ Disseminate SAVE THE DATE materials to schools
▪ Expand planning committee to include presenters
▪ Launch online registration
▪ Finalize agenda and forum materials
▪ Hold forum providing Act 48 credits

CI Forum Highlights

Attendance (N=78)

▪ 34 teachers (language arts, math, science), counselors, and administrators representing 11 Public, private, and parochial schools. All seven counties had representation
▪ 15 youth representing 10 schools
▪ 29 others. (SEPA TCP staff, providers, presenters, evaluators and guests)

Post Forum
▪ New school-service provider relationships were formed
▪ School participants indicated an increase in knowledge, comfort and intent in integrating tobacco use prevention into their curriculum
▪ Five schools planned to implement CI in the 09/10 school year
▪ Forum materials and lesson plans that were developed were uploaded to www.sepatobaccofree.org/ciforum for ongoing use
▪ Public Health Management Corporation completed report on phase one (planning) and phase two (forum)
▪ Pennsylvania budget for Tobacco Control was reduced by an additional 45% in October 2009 disallowing further follow up

Lessons Learned

▪ Curriculum infusion was a new concept for most of the planning committee. Although this presented challenges it also facilitated a great deal of learning in a short period of time. There was a positive change in service provider's acceptance of CI as a viable prevention strategy

▪ Although CI is identified by the CDC as a recommended best practice for tobacco use prevention, there have been few documented examples of implementation to draw from

▪ Identifying and consulting with experts who have experience working with and in schools was critical to both planning and event success

▪ Encouraging school teams (including administration), rather than individual attendance allowed for greater creativity and support of implementation

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Integrating: a Win with Schools

As education has become more standards driven, schools have become more reluctant to take time away from academics for non-academic programs. Schools are often in non-compliance with Safe and Drug-Free School and other Health Education mandates as they try to juggle meeting competing requirements with decreasing funds. Curriculum infusion (CI) offers schools a win-win solution. CI uses health education (tobacco use prevention) material to teach the academic standard. Ideally CI enhances health education programs. The following clarifies the process.

Standards-Based vs. Standards-Referenced

- Based = Standards serve as the STARTING point for developing curriculum, units, lessons - Standards are "Unpacked"
- Referenced = write the curriculum/unit/lesson plan - then "match" the standards to what was already developed.

Basic Facts About Standards

- Standards are not the curriculum.
- Standards provide the essential content and skills (nouns) for assessment (verbs) for lesson plan development! If you find an (e.g.) in a standard this is an example, but an (i.e.) MUST be taught.
- "HOW" to teach and "HOW" to assess is decided at the teacher level.

Steps to Unpacking Standards to Develop Lesson Plan

Grade Levels: _____   Subject: _____

Step 1: Identify Academic Standard: List the Standard Statement (s)

Step 2: Identify National Health Standard: List the Standard Statement (s)

Step 3: List Academic and NHES Content: (Find in the standards the: NOUN (content /topic) Verb (action/assessment))

Step 4: Integration of Learning Objectives:
Example:

HECAT – T / PA ACADEMIC	Standard 2 (E) - *Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors* Analyze various strategies the media use, including advertisements, to encourage or discourage tobacco use.
Math, 2.7 (E) - *Probability and Predictions* Make valid inferences, predictions and arguments based on probability.	Look at research on tobacco promotion and use. Choose one type of promotion (ex. use of products in TV programs) what was stated the effect of the promotion? Discuss the validity of their conclusions
Language Arts, 1.4 (B) - *Types of Writing* *Write multi-paragraph informational pieces*: • Include cause and effect • Develop a problem and solution when appropriate to the topic • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs) • Use primary and secondary sources.	In 1998 the Tobacco Companies were successfully sued and were banned from promoting tobacco to minors. Have student write a paper on the effect of this ban on current tobacco promotion to youth. Are youth still being targeted? They must provide evidence to support their argument, and if appropriate propose a solution.

Step 5: Define Essential Content and Questions and list Answers

Step 6: Select Formative/Summative Assessment strategy

Step 7: Identify resources to complete lesson (materials, technology, and equipment)

Step 8: Create a Learning Exercise (Anticipatory Set (Focus), Procedures (Task), Differentiation, Closure)

RESOURCES:

Southeastern Pennsylvania Tobacco Control Project
http://www.sepatobaccofree.org   866-756-5412
Look for the "CI Forum" tab on left form more information about Curriculum Infusion
>   Lisa Shelby, Regional Director
>   Health Promotion Council
>   260 South Broad Street
>   Philadelphia, PA 19102

Health Education Curriculum Analysis Tool (HECAT)
http://www.cdc.gov/HealthyYouth/hecat/
The Health Education Curriculum Analysis Tool (HECAT) can help school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of Effective Health Education Curricula. The HECAT results can help schools select or develop appropriate and effective health education curricula and improve the delivery of health education. The HECAT can be customized to meet local community needs and conform to the curriculum requirements of the state or school district.

Academic Standards can often be found online at your state's Department of Education website.