

# Getting to Know the *Kentucky Academic Standards for Health Education* & the *Kentucky Academic Standards for Physical Education*

## Facilitator's Guide

Spring 2019

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## Module Overview:

The *Getting to Know the Kentucky Academic Standards for Health Education & the Kentucky Academic Standards for Physical Education* Module, developed by the Kentucky Department of Education (KDE), contains the materials to be used in work sessions at the district, school, or department level. These sessions are intended to support the successful transition to and implementation of the *Kentucky Academic Standards (KAS) for Health Education & the Kentucky Academic Standards (KAS) for Physical Education* in classrooms across the state.

The duration, scope and sequence of the sections may be customized to accommodate local needs and conditions. The sections are designed to provide flexibility for districts and schools and, as such, can be viewed as standalone lessons or within the progression of the module as written.

### Materials:

The following materials are part of this module:

- *Getting to Know the KAS for Health Education & the KAS for PE Facilitator's Guide*
- *Getting to Know the KAS for Health Education & the KAS for PE Participant Guides*
- *Getting to Know the KAS for Health Education & the KAS for PE* slide presentation

All materials are available on the KDE website at [kystandards.org](http://kystandards.org)

### Goals:

The goals of the *Getting to Know the KAS for Health Education & the KAS for Physical Education* Module are for districts or schools to:

- Build a shared understanding of the *KAS for Health Education & the KAS for Physical Education* document.
- Strengthen the connection between the components of the *KAS for Health Education & the KAS for Physical Education* and the way those components can support educators in the process of designing instruction.
- Experience how the changes in the *KAS for Health Education & the KAS for Physical Education* can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new *KAS for Health Education & the KAS for Physical Education* and discuss the plan to address those areas.

## **Intended Audiences:**

### **Participants**

Module participants are district teams that may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. In addition, districts may choose to have anyone planning to conduct observations or walkthroughs in health education and physical education classrooms participate in this session in order to develop an understanding of the document that should be guiding the instruction witnessed in the classroom.

### **Facilitators**

Module session facilitators may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers.

## **Using This Facilitator's Guide:**

This facilitator's guide provides suggestions for structuring each section of Module 1, recommended activities to prompt meaningful investigation of the new *KAS for Health Education* & the *KAS for Physical Education* and guidance on talking points to use with the provided slideshows.

As you work through the Module 1, there will be activities provided to aid in developing participant knowledge and familiarity with the *KAS for Health Education* & the *KAS for Physical Education*. Facilitators may need to revise specific tasks in order to meet the needs of the participants or to be respectful of the time planned within the work session.

### **Helpful Hint**

The implementation of the *KAS for Health Education* & the *KAS for Physical Education* will mean that there are changes for educators across the state. It is important to realize that while you are the facilitator of these work sessions, you may not have all the answers to the questions asked by participants. And that is okay.

Throughout the module, participants may have questions that will be addressed in future work sessions. When that happens, reflect on this quote from Graham Fletcher, "*Every teachable moment, doesn't need to be a teachable moment, in that moment.*" Use these moments to encourage participants to attend future work sessions where those questions will be addressed. If participants ask questions you are not prepared to answer, offer to follow up on that during the next work session.

## Setup for Success

Some sections of the module begin with a “Setup for Success” intentionally embedded to promote an environment of trust between facilitators and participants and among the participants themselves. Throughout the module, participants will be expected to collaborate in a variety of ways. Using the “Setup for Success” will be critical to successfully getting participants to actively participate and accept collective responsibility for the successful attainment of the module goals. Facilitators should feel free to adapt these activities to fit the size of the audience and the space of the work session, but they should be mindful that the Setup for Success activities are not randomly chosen ‘icebreaker’ activities; they have been intentionally chosen within the purpose and scope of the entire module.

## Planning Ahead:

- Determine which stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them.
- A few days before the meeting, you may want to remind participants to bring their documents to the meeting (see below for Participant Documents Needed).
- Reserve adequate space and equipment. Tables should be set up to support small-group discussion.
- Access to the Internet for participants is helpful but may not be necessary depending on how participants plan to engage with the *KAS for Health Education* & the *KAS for Physical Education*.
- Consider how you might handle participants who may not be in attendance at all work sessions. It might be worthwhile to consider how those participants might access missed sections of the module between work sessions in order to feel as prepared as the other participants.

## Preparation:

### Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Health Education* & the *KAS for Physical Education*, either:

- A device with access to the *KAS for Health Education* & the *KAS for Physical Education*
- A hard copy of the *KAS for Health Education* & the *KAS for Physical Education* (at least one per team)

## Facilitator Work Session Supplies Needed:

These items will be needed consistently throughout each section of the overall module. Supplies needed for specific sections of the module will be listed prior to the facilitator's notes for that section.

- Computer with access to the *Getting to Know the KAS for Health Education & the KAS for Physical Education* slide presentation
- Technology with projection capability
- Copies of Participant Guides and Handouts needed for the session
- Issues Bin

The Issues bin can be used by the participant to note ideas, questions, or issues constructively while the other attendees continue to focus on an activity or lesson. This may be a poster or you may prefer to have a digital Issues Bin where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.

- Poster paper (optional unless otherwise indicated)
- Self-Sticking Notes (optional unless otherwise indicated)
- Colored markers (optional unless otherwise indicated)

## Work Session Consideration:

### Building a Community

Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants that they are valuable as individuals and engages them in the learning process. It is also useful for creating a professional learning network where participants can be supported in their work. Community-building can be as simple as allowing participants to introduce themselves and their role in the school/district, developing or refining group norms, allowing for questions and/or the sharing of answers to reflection questions or individual discovery task items that are included in the Module 1 sections. Again, time allotted for community-building will allow participants to have a voice and be engaged as active contributors and learners in the sessions.

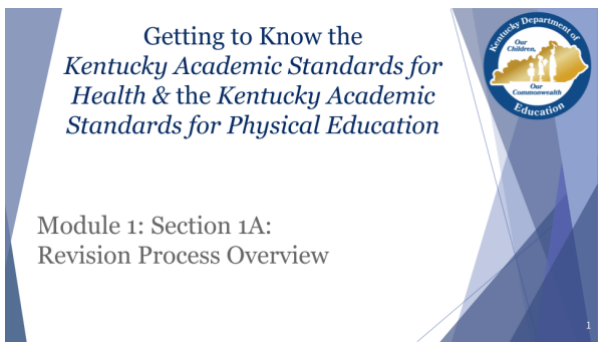
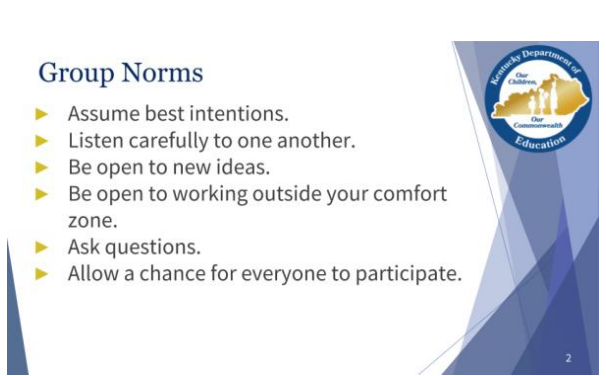
# **Module 1: Getting to Know the Kentucky Academic Standards (KAS) for Health Education & Getting to Know the Kentucky Academic Standards (KAS) for Physical Education**

## **Preparation for Section 1A: Revision Process Overview**


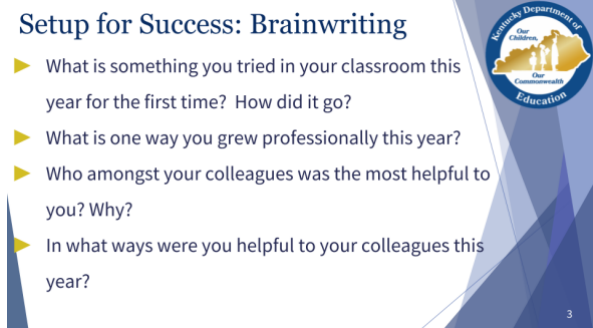
### **Posters to Make Ahead of Time:**


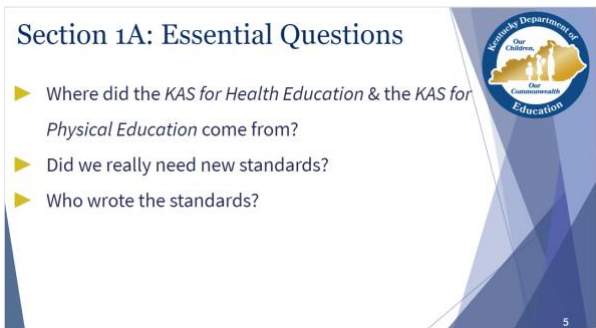
- Issues Bin Poster:
  - Poster can just be labeled “Issues Bin”. The Issues bins can be used by the participant to note ideas, questions, or issues constructively while the class continues to focus on an activity or lesson. This may be a poster or you may prefer to have a digital Issues Bin where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.
- Setup for Success: Brainwriting
  - Prepare four posters with one the following questions written per poster:
    - What is something you tried in your classroom this year for the first time? How did it go?
    - What is one way you grew professionally this year?
    - Who amongst your colleagues was the most helpful to you? Why?
    - In what ways were you helpful to your colleagues this year?

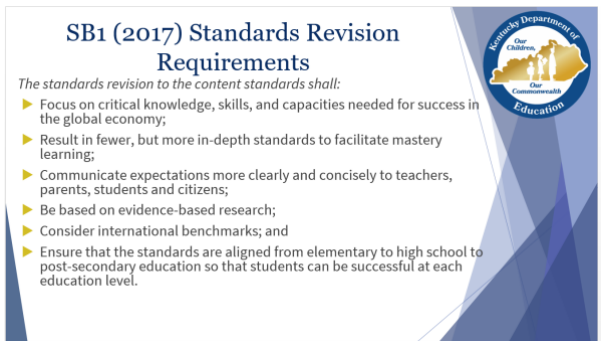
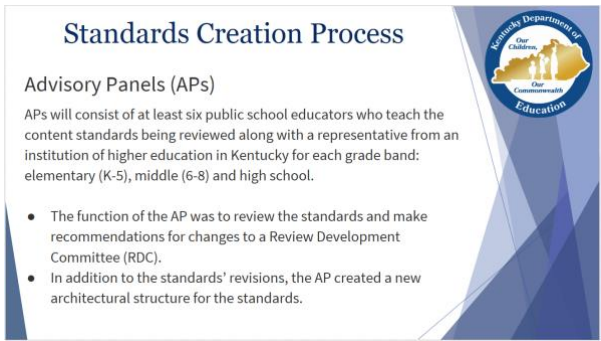
## Section 1A: Revision Process Overview

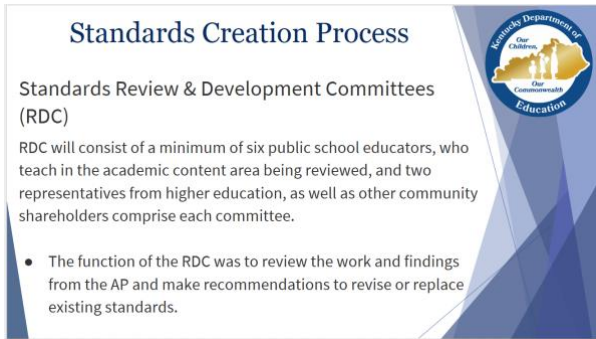
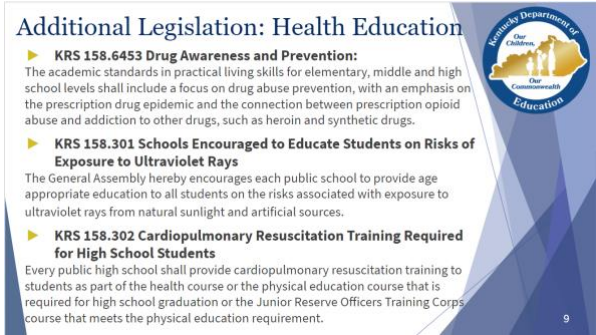
Facilitator Notes	Accompanying Slide(s)
<p><i>Officially welcome the participants. Introduce yourself (if necessary).</i></p> <p><b>Explain:</b>            “Module 1 is intended to provide an introduction to the new <i>KAS for Health Education</i> &amp; the new <i>KAS for Physical Education</i>. The implementation of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> will mean that there are changes for educators and students across the state.”</p>	 <p>Getting to Know the  <i>Kentucky Academic Standards for Health &amp; the Kentucky Academic Standards for Physical Education</i></p> <p>Module 1: Section 1A:            Revision Process Overview</p>
<p><b>Explain:</b>            “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.”</p> <p><i>After people are finished, ask if anyone would like to revise, edit or add any norms to the list. If so, make changes on the slide; if not, move on to your discussion of the Issues Bin.</i></p> <p><b>Explain:</b>            “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for to address those issues.”</p> <p><i>Introduce participants to the Issues Bin. The Issues bin can be used by the participant to note ideas, questions, or issues constructively while the other attendees continue to focus on an activity or lesson. This may be a poster or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the Issues Bin is to provide</i></p>	 <p><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>






Facilitator Notes	Accompanying Slide(s)
<p><i>participants with a safe way of asking questions or suggesting ideas. Participants should feel free to add to the Issues Bin throughout the module.</i></p> <p><i>Remember that you may not know all of the answers to the questions, and that is okay. Some issues may be addressed in future sections of the modules. If the question is pressing and doesn't appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also e-mail questions or feedback to <a href="mailto:standards@education.ky.gov">standards@education.ky.gov</a>.</i></p>	
<p><b>Setup for Success: Brainwriting</b></p> <p><b>Explain:</b></p> <p>There are undoubtedly great things happening in schools across our state. The process of aligning classroom instruction to the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> will be at the center of the continuous improvement we strive for within our teaching practice and, as a result, within our students. Before you can know where you are going, it is helpful to consider where you've been. We are going to begin with that today."</p> <p><i>The goal of this activity is for educators to understand that cultivating something better within our classroom doesn't mean forgetting or taking value away from the progress made up until this point. To engage in "Brainwriting" have participants answer three of the four questions from the slide on self-sticking notes (one note per question) and then stick them to the appropriate poster. Have participants do a quick "gallery walk" to see the responses of others to the questions. Facilitate discussion of the responses (if needed).</i></p> <p><b>Explain:</b></p> <p>As we progress throughout this module, we hope you will embrace the opportunity to grow professionally and consider how you can work with your colleagues to help one another build off of their current successes to continuously improve the classroom experience for students.</p>	<p><b>Setup for Success: Brainwriting</b></p> <ul style="list-style-type: none"> <li>▶ What is something you tried in your classroom this year for the first time? How did it go?</li> <li>▶ What is one way you grew professionally this year?</li> <li>▶ Who amongst your colleagues was the most helpful to you? Why?</li> <li>▶ In what ways were you helpful to your colleagues this year?</li> </ul>  

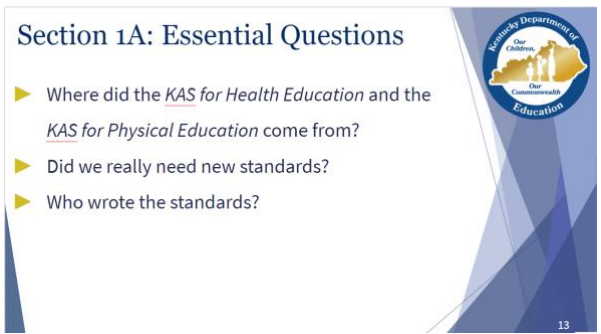
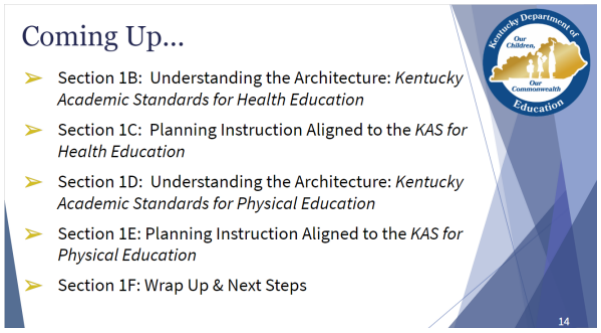
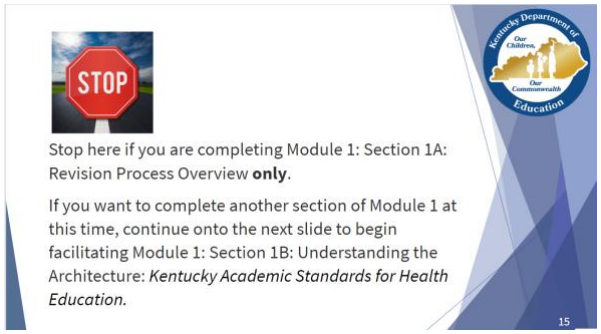
Facilitator Notes	Accompanying Slide(s)
<p><i>Facilitator Note: Letting participants choose which three questions to answer gives them choice while also allowing educators new to the profession to focus on the last three questions which would still apply in the teacher preparatory experience.</i></p>	
<p><b>Explain:</b></p> <p>Throughout the work sessions in Module 1, the goals are for you to:</p> <ul style="list-style-type: none"> <li>● Build a shared understanding of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> document.</li> <li>● Strengthen the connection between the components of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and the way those components can support educators in the process of designing instruction.</li> <li>● Experience how the changes in the <i>KAS for Health Education &amp; the KAS for Physical Education</i> can and will be reflected in student experiences within our classrooms.</li> <li>● Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul>	 <p><b>Module Goal:</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> document.</li> <li>▶ Strengthen the connection between the components of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and the way those components can support teachers in the process of designing instruction.</li> <li>▶ Experience how the changes in the <i>KAS for Health Education &amp; the KAS for Physical Education</i> can and should be reflected in student experiences within our classrooms.</li> <li>▶ Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new <i>KAS for Health Education &amp; the KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>4</p>
<p><b>Explain:</b></p> <p>“This first section of Module 1 is intended to provide an introduction to the new <i>KAS for Health Education &amp; the KAS for Physical Education</i>. Section 1A provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process.”</p>	 <p><b>Section 1A: Essential Questions</b></p> <ul style="list-style-type: none"> <li>▶ Where did the <i>KAS for Health Education &amp; the KAS for Physical Education</i> come from?</li> <li>▶ Did we really need new standards?</li> <li>▶ Who wrote the standards?</li> </ul> <p>5</p>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b>  “The standards revision process occurs on a 6 year rotation per the directive of Senate Bill 1 (2017). These 6 main requirements guided the work.”</p> <p><i>Some talking points might be...</i></p> <ul style="list-style-type: none"> <li>• The writers had to consider what “critical knowledge, skills, and capacities were needed for success”. The baseline is building the capacity for success within our students.</li> <li>• In addition, students raised in Kentucky will be participating in a “global economy” and many Kentucky students need to demonstrate a mastery of “international benchmarks” in order reach the goals they’ve set for themselves.</li> <li>• Current research governed choices throughout the revisions process, along with feedback from the public.</li> </ul> <p><b>Explain:</b>  “As we continue through this module, you’ll notice the standards writers were very intentional and thoughtful in meeting the requirements of the law. For example, the writing teams took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid educators in aligning their instruction to the standards.”</p>	 <p><b>SB1 (2017) Standards Revision Requirements</b></p> <p><i>The standards revision to the content standards shall:</i></p> <ul style="list-style-type: none"> <li>▶ Focus on critical knowledge, skills, and capacities needed for success in the global economy;</li> <li>▶ Result in fewer, but more in-depth standards to facilitate mastery learning;</li> <li>▶ Communicate expectations more clearly and concisely to teachers, parents, students and citizens;</li> <li>▶ Be based on evidence-based research;</li> <li>▶ Consider international benchmarks; and</li> <li>▶ Ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level.</li> </ul>
<p><b>Explain:</b>  “Committees were formed as a result of this legislative charge. Members of the Advisory Panels (AP) and Review and Development Committee (RDC) were selected based on their experience in the areas of Health Education and Physical Education. Members were chosen to ensure statewide representation in the standards revision process. Part of the work of the AP was to determine the ‘architecture’ of the <i>KAS for Health Education &amp; the KAS for Physical Education</i>. For the writing team, determining the ‘architecture’ meant considering how to include:</p> <ul style="list-style-type: none"> <li>• Clear and succinct components educators will find useful as they plan and design instruction</li> </ul>	 <p><b>Standards Creation Process</b></p> <p><b>Advisory Panels (APs)</b></p> <p>APs will consist of at least six public school educators who teach the content standards being reviewed along with a representative from an institution of higher education in Kentucky for each grade band: elementary (K-5), middle (6-8) and high school.</p> <ul style="list-style-type: none"> <li>• The function of the AP was to review the standards and make recommendations for changes to a Review Development Committee (RDC).</li> <li>• In addition to the standards’ revisions, the AP created a new architectural structure for the standards.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<ul style="list-style-type: none"> <li>• Clear and succinct components other stakeholders will find useful in supporting the work happening within Kentucky classrooms.</li> <li>• Components that come together to create a cohesive structure within the <i>KAS for Health Education</i> &amp; the <i>KAS for PE</i>.”</li> </ul>	
<p><b>Explain:</b>  “Part of the work of the RDC was to review the work and findings from the AP and make recommendations to revise or replace existing standards. About 70 Kentucky teachers applied to be on the writing teams.”</p> <p><b>NOTE:</b> If participants would like more information on the standards revision process, direct them to the following sites:  <a href="https://education.ky.gov/curriculum/standards/revision/Documents/Critical_Fact_Sheet_Revision_of_Standards.pdf">https://education.ky.gov/curriculum/standards/revision/Documents/Critical_Fact_Sheet_Revision_of_Standards.pdf</a>  <a href="https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx">https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx</a>  <a href="https://education.ky.gov/curriculum/standards/revision/Documents/Kentucky%20Academic%20Standards_Review_and_Implementation_Timeline.pdf">https://education.ky.gov/curriculum/standards/revision/Documents/Kentucky%20Academic%20Standards_Review_and_Implementation_Timeline.pdf</a></p>	
<p><b>Explain:</b>  “In order to equip students with the knowledge and skills necessary to succeed beyond K-12 education, the writers consistently placed students at the forefront of the Health &amp; PE standards revision and development work. The driving question was simple, ‘What is best for Kentucky students?’</p> <p>In addition, specific legislative regulations shaped the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i>.</p> <p>If you’d like more information on the standards revision process or the writers’ vision statements,</p>	

Facilitator Notes	Accompanying Slide(s)
<p>see page 7 of the <i>KAS for Health Education</i> or page 5 of the <i>KAS for Physical Education</i> document.”</p>	<div data-bbox="1398 183 1990 516"> <p><b>Writer’s Vision: Health Education</b></p> <ul style="list-style-type: none"> <li>▶ All students the opportunity to develop the necessary skills to master <b>health literacy</b>.</li> <li>▶ <b>Health literacy</b> is the “degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions” (National Network of Libraries of Medicine).</li> <li>▶ The writers wanted students to have opportunities to:               <ul style="list-style-type: none"> <li>• practice the skills needed to access valid and reliable health information</li> <li>• set achievable health goals</li> <li>• make healthy decisions</li> <li>• use products effectively</li> <li>• advocate for their own health.</li> </ul> </li> </ul>  <p>9</p> </div> <div data-bbox="1398 570 1990 902"> <p><b>Additional Legislative: Physical Education</b></p> <p>▶ <b>KRS 160.345 School Wellness Policy</b>        Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week.</p> <p>School districts can develop wellness policies to meet the unique needs of each school under its jurisdiction, but at a minimum are required to: include goals for nutrition promotion and education, physical activity and other school-based activities that promote students wellness.</p>  <p>11</p> </div> <div data-bbox="1398 956 1990 1287"> <p><b>Writer’s Vision: Physical Education</b></p> <ul style="list-style-type: none"> <li>▶ <b>Background:</b> The goal of physical education is to provide Kentucky students with the knowledge and skills needed to establish and maintain physically healthy lifestyles.</li> <li>▶ All students have the opportunity to become <b>physically literate</b>.</li> <li>▶ Due to the importance of helping students understand the benefits of living a healthy lifestyle that promotes personal development, the writers constructed standards that afford teachers the autonomy to successfully convey the benefits of regular physical activity in tandem with the skills needed to sustain lifelong health and wellness.</li> <li>▶ The writers explicitly attempted to outline learning experiences that ultimately contribute to each students’ well-being.</li> </ul>  <p>11</p> </div>



Facilitator Notes	Accompanying Slide(s)
<p><i>Facilitate discussion around the essential questions as needed in order to identify whether participants understand the content of Section 1A.</i></p> <p><b>Potential Talking Points:</b></p> <p><i>Each committee member worked to enhance the standards' clarity and function so Kentucky teachers would be better equipped to provide opportunities for all students to develop the necessary skills to master <b>health and physical literacy</b>. The writers explicitly attempted to outline learning experiences that ultimately contribute to each students' well-being. The resulting document is the culmination of the standards revision process: the production of a high quality set of Health Education and Physical Education standards to enable graduates to have the capacity to make informed health and wellness decisions.</i></p>	
<p><i>If you plan to facilitate multiple sections in the same work session, you can skip these slides and proceed to the intro slide for Section 1B: Understanding the Architecture: Kentucky Academic Standards for Health Education.</i></p> <p><b>Explain:</b></p> <p>“In light of the purpose and function of Module 1, consider these questions. The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.”</p> <p>Provide participants with the survey links: Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></p>	 

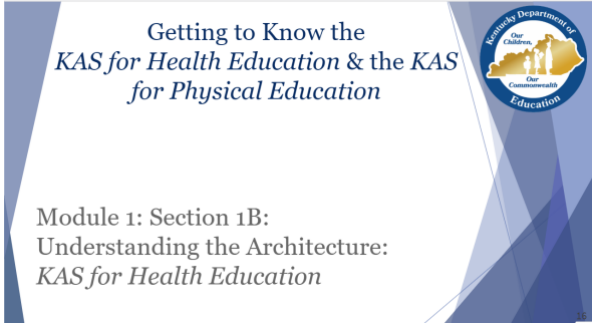
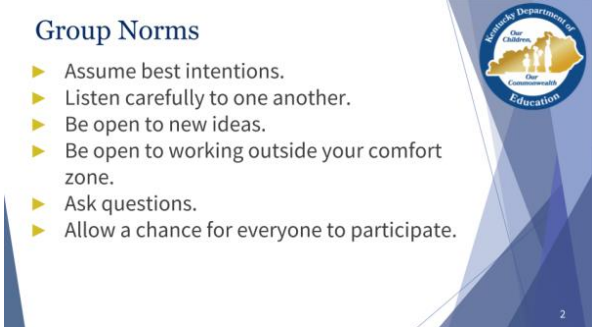
## Preparation for Section 1B: Understanding the Architecture: *KAS for Health Education*

### Participant Documents Needed:

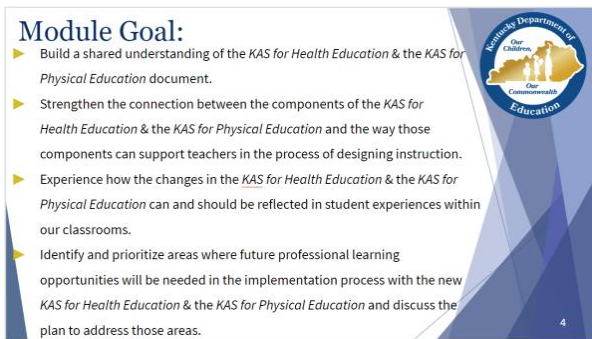
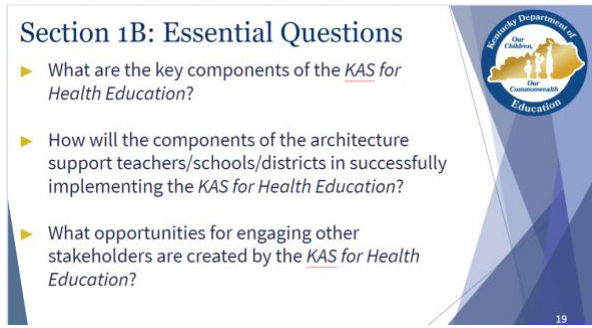
Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Health Education* & the *KAS for Physical Education*, either:

- A device with access to the *KAS for Health Education* & the *KAS for Physical Education*
- A hard copy of the *KAS for Health Education* & the *KAS for Physical Education* (at least one per team)

## Section 1B: Understanding the Architecture: *KAS for Health Education*

Facilitator Notes	Accompanying Slide(s)
<p><b><i>If facilitating Section 1B in the same work session as Section 1A...</i></b></p> <p><b>Explain:</b>            “Now we’re going to take a look at the components of the <i>KAS for Health Education</i> architecture.”</p> <p><i>Proceed to the Section 1B: Essential Question slide.</i></p> <p><b><i>If facilitating Section 1B in a separate work session from Section 1A...</i></b>  <i>Officially welcome the participants. Introduce yourself (if necessary).</i></p>	 <p>Getting to Know the  <i>KAS for Health Education &amp; the KAS for Physical Education</i></p> <p>Module 1: Section 1B:            Understanding the Architecture:  <i>KAS for Health Education</i></p>
<p><b>Explain:</b>            “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Take a moment to read the norms.”</p> <p><i>Discuss group norms. <b>NOTE: If participants made changes to this slide in the session within Section 1A, you will need to update this slide to reflect those changes moving forward.</b></i></p> <p><b>Explain:</b>            “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for to address those issues.”</p> <p><i>Remind participants about the Issues Bin. The purpose of the Issues Bin is to provide participants with a safe way of asking questions or suggesting ideas. Participants should feel free to add to the Issues Bin throughout the module.</i></p>	 <p><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>



Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“The implementation of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> will mean that there are changes for educators and students across the state. Throughout the work sessions in Module 1, the goals are for you to:</p> <ul style="list-style-type: none"> <li>● Build a shared understanding of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> document.</li> <li>● Strengthen the connection between the components of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and the way those components can support educators in the process of designing instruction.</li> <li>● Experience how the changes in the <i>KAS for Health Education &amp; the KAS for Physical Education</i> can and will be reflected in student experiences within our classrooms.</li> <li>● Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and discuss the plan to address those areas.”</li> </ul> <p><i>Remember that you may not know all of the answers to the questions, and that is okay. Some issues may be answered in future sections of the modules or be available on the KDE website. If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also e-mail questions or feedback to <a href="mailto:standards@education.ky.gov">standards@education.ky.gov</a>.</i></p>	 <p><b>Module Goal:</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> document.</li> <li>▶ Strengthen the connection between the components of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and the way those components can support teachers in the process of designing instruction.</li> <li>▶ Experience how the changes in the <i>KAS for Health Education &amp; the KAS for Physical Education</i> can and should be reflected in student experiences within our classrooms.</li> <li>▶ Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new <i>KAS for Health Education &amp; the KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>4</p>
<p><b>Explain:</b></p> <p>“Today, we will begin to take a deeper look at the architecture of the standards in order to build our shared understanding of the <i>KAS for Health Education</i>.”</p> <p><i>Participants who were present for Section 1A might remember this, but it will be new to first time participants:</i></p> <p><b>Explain:</b></p>	 <p><b>Section 1B: Essential Questions</b></p> <ul style="list-style-type: none"> <li>▶ What are the key components of the <i>KAS for Health Education</i>?</li> <li>▶ How will the components of the architecture support teachers/schools/districts in successfully implementing the <i>KAS for Health Education</i>?</li> <li>▶ What opportunities for engaging other stakeholders are created by the <i>KAS for Health Education</i>?</li> </ul> <p>19</p>

Facilitator Notes	Accompanying Slide(s)																								
<p>“For the writing team, determining the ‘architecture’ meant considering</p> <ul style="list-style-type: none"><li>• Clear and succinct components educators will find useful as they plan and design instruction</li><li>• Clear and succinct components that provide opportunities to engage other stakeholders in supporting the work happening within Kentucky classrooms.</li><li>• Components that come together to create a cohesive structure within the <i>KAS for Health Education &amp; the KAS for Physical Education</i>.</li></ul> <p>The new <i>KAS for Health Education</i> will look very different than the previous state standards. In addition the writer reviewed foundational documents such as academic standards documents from other states (Arizona, California, Georgia, Nebraska, Oklahoma, Washington, Washington D.C.), miscellaneous resources from the Center for Disease Control and Prevention and miscellaneous resources from the U.S. Library of Medicine</p> <p>So, let’s take a look at the architecture of the standards and, as we go through, begin to take note of what you see and how it can be useful when you begin the work of aligning your instruction to the standards.”</p>																									
<p><b>Explain:</b></p> <p>“Let’s start by locating the overview for the Health Education standards most relevant to your role. The previous standards did not have specific “overview” pages. Now, overviews are provided for for Grades K-5 and Grades 6-12. Find the page that identifies the essential ideas for the grade band most relevant to your instruction. Take a moment to familiarize yourself with the information on this page and consider how the statements across the various standards might be connected. Additionally, consider how this page might be useful to different audiences within your classroom, school or community.”</p> <p><i>Understand that some participants will prefer to access the standards with technology, whereas other participants might prefer a hard copy. Encourage participants to begin to engage with the</i></p>	<table><tr><th colspan="8">Kentucky Academic Standards for Health Education: Grades K-5 Overview</th></tr><tr><th>Standard 1</th><th>Standard 2</th><th>Standard 3</th><th>Standard 4</th><th>Standard 5</th><th>Standard 6</th><th>Standard 7</th><th>Standard 8</th></tr><tr><td><ul style="list-style-type: none"><li>• Identify the benefits and harmful effects of good and bad health care practices.</li><li>• Explain the benefits and harmful effects of healthy and unhealthy peer and family relationships and how to report unhealthy interactions.</li><li>• Describe how to maintain personal health care practices.</li><li>• Describe appropriate ways to express and deal with</li></ul></td><td><ul style="list-style-type: none"><li>• Explain how family and people in the community influence personal health care decisions and behavior.</li><li>• Identify and describe how community opportunities can influence and support personal health decisions and behaviors.</li><li>• Explain how peers can influence healthy and unhealthy behaviors.</li></ul></td><td><ul style="list-style-type: none"><li>• Identify the roles and responsibilities of school, home or community adults who provide healthcare services and demonstrate how to locate them.</li><li>• Identify characteristics of valid, accurate and reliable resources for health information products and services.</li><li>• Describe and evaluate home, school</li></ul></td><td><ul style="list-style-type: none"><li>• Explain and demonstrate how to effectively communicate needs, wants and feelings in healthy ways, and describe appropriate ways to respond to unwanted, threatening or harmful situations.</li><li>• Identify and demonstrate healthy ways to effectively communicate when resolving conflict, and identify and explain the importance of</li></ul></td><td><ul style="list-style-type: none"><li>• Identify health situations that require decision-making assistance.</li><li>• 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## Facilitator Notes

document whether by flagging key pages and/or by highlighting and commenting on the document directly or within the electronic format. For participants who do not have a way to access the KAS for Health Education, you may want to have copies of grade band overviews, but later in the section they will need to share with another participant to look at the the grade level standards that are applicable to them.

If facilitating a group of **Grades K-5** educators, show slide 20 which contains a screenshot of p. 11 within the KAS for Health Education to ensure participants have located the correct pages of the document.

If facilitating a group of **Grades 6-12** educators, show slide 21 which contains a screenshot of p. 32 within the KAS for Health Education to ensure participants have located the correct pages of the document.

After participants have had time to collaborate, facilitate whole group discussion over the questions.

- Do you see any connections in learning across the eight standards listed in the overview?
  - Possible Responses might be:
    - There are valuable connections between Standard 2: “Explain how family and people in the community influence personal health care decisions and behavior” and Standard 7: “Identify personal health habits and causes of diseases and health risks.” in examining the effects of familial patterns of behavior.
    - Consider how powerful Standard 3 “Identify the roles and responsibilities of school, home or community adults who provide healthcare services and demonstrate how to locate them” might be for students to have the knowledge or their resources when combined with Standard 8: “Demonstrate how to advocate for and encourage others to make positive health choices.”

## Accompanying Slide(s)

Kentucky Academic Standards for Health Education: Grades 6-12 Overview							
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8
<ul style="list-style-type: none"> <li>Explain the benefits of healthy practices, importance of a positive body image and the impact that unhealthy behaviors have on one's physical, mental and emotional health.</li> <li>Explain and describe the relationship between healthy and unhealthy behaviors that lead to healthy and unhealthy consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how personal values and beliefs and the sharing of personal information electronically can impact the mental and emotional health, social health and the safety of self and others.</li> <li>Examine how community rules, policies, laws and prevention strategies that reduce health risk behaviors can influence personal health and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and evaluate valid and reliable health-related products and services and analyze factors that influence opportunities to obtain reliable resources.</li> </ul>	<ul style="list-style-type: none"> <li>Apply and demonstrate effective communication skills to enhance health and promote healthy behaviors/relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of and apply a decision-making process to enhance or establish healthy behaviors or relationships.</li> <li>Formulate healthy alternatives to risky behaviors by using decision-making skills.</li> </ul>	<ul style="list-style-type: none"> <li>Assess personal health practices set a goal to maintain or improve personal health and/or wellness-related behaviors.</li> <li>Analyze, revise and implement health behaviors to reduce barriers in order to achieve personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and demonstrate how to influence and support others to make positive behavior choices to improve personal health and wellness.</li> <li>Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages.</li> </ul>

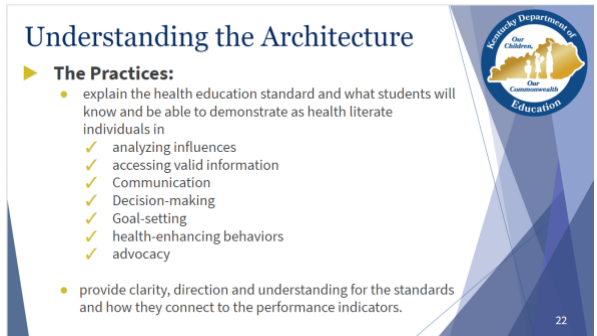
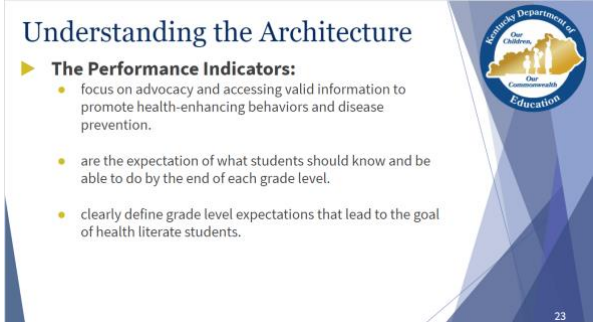
### Food for thought:

- Do you see any connections in learning across the eight standards listed in the overview?
- How might the information in the overview of the KAS for Health Education be useful for
  - Teachers?
  - Administrators?
  - Parents?
  - Students?
  - Citizens?




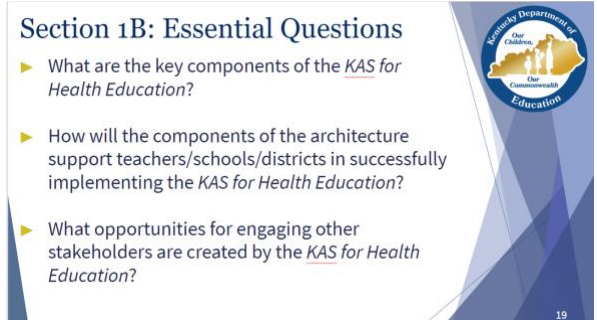

Facilitator Notes	Accompanying Slide(s)
<p><i>Students with a knowledge of the services available may be able to better advocate for themselves and others.</i></p> <p><b>NOTE:</b> <i>In the next few slides, there will be an emphasis that the KAS for Health Education are not meant to be mastered in one or two lessons, but instead are intended to be part of a comprehensive learning experience. The connections mentioned in this discussion will serve to emphasize that point when it arises.</i></p> <ul style="list-style-type: none"> <li>● <i>How might the information in the overview be useful to different audiences?</i> <ul style="list-style-type: none"> <li>○ <i>Possible responses might be:</i> <ul style="list-style-type: none"> <li>● <i>For a <b>principal/district leader/peer observer</b> who may not be an expert on the specific content standards, the overview document provides a snapshot of what to look for in a walk-through or formal observation.</i></li> <li>● <i>At a <b>parent</b> conference, a parent might be better served by seeing a general overview of how the strands work together instead of processing each of his or her child's grade-level standards. Additionally, several of the bullets address families specifically. It may be valuable for parents to understand how they can contribute to the learning students are doing in the classroom.</i></li> <li>● <i>Several of these areas offer the possibility to reach out to existing <b>community partners</b> or develop new community partners who can work with students to enhance their classroom experience.</i></li> <li>● <b>Extension:</b> <i>This may be a good opportunity for participants to consider how to ensure all stakeholders understand the KAS for Health Education. Based on this discussion, consider asking if an additional document might need to be created for a particular stakeholder. What might be its purpose? Make-up? Design?</i> <ul style="list-style-type: none"> <li>○ <i>A one-pager for parents at each grade level that describes the overall experience for their student? A flyer/pamphlet for community members that informs them about possible opportunities for collaboration? With clear and concise communication other teachers</i></li> </ul> </li> </ul> </li> </ul> </li> </ul>	

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<p><i>within the building might be able to reinforce the current standards being taught (i.e. “Identify skills needed to achieve goals” or “describe appropriate ways to express and deal with feelings, emotions, and identify stressors at home, school, and with friends.”).</i></p>																																																																																																																																																																																																																																																																																																																
<p><b>Explain:</b></p> <p>Now that we’ve discussed the overviews, let’s take a look at what the grade level standards look like in the <i>KAS for Health Education</i>. The health education standards are organized into three different parts: the standards, practices and performance indicators. This slide shows an example of what the document will look like at each grade level. In a moment we’ll examine your grade level standards more closely, but for now, let’s take a look at what information is being provided within each of these components.</p>	<div><div><h3>Understanding the Architecture</h3><p>► The <i>KAS for Health Education</i> are organized into <b>three</b> parts:</p><ol style="list-style-type: none"><li>1. The Standards</li><li>2. The Practices</li><li>3. The Performance Indicators</li></ol><div><p>How to Read the Kentucky Academic Standards for Health Education</p><table><thead><tr><th>Standard</th><th>Practices</th><th>Performance Indicators</th></tr></thead><tbody><tr><td>Standard 1</td><td>Practice 1.1</td><td>Indicator 1.1.1</td></tr><tr><td></td><td>Practice 1.2</td><td>Indicator 1.2.1</td></tr><tr><td></td><td>Practice 1.3</td><td>Indicator 1.3.1</td></tr><tr><td></td><td>Practice 1.4</td><td>Indicator 1.4.1</td></tr><tr><td></td><td>Practice 1.5</td><td>Indicator 1.5.1</td></tr><tr><td></td><td>Practice 1.6</td><td>Indicator 1.6.1</td></tr><tr><td></td><td>Practice 1.7</td><td>Indicator 1.7.1</td></tr><tr><td></td><td>Practice 1.8</td><td>Indicator 1.8.1</td></tr><tr><td></td><td>Practice 1.9</td><td>Indicator 1.9.1</td></tr><tr><td></td><td>Practice 1.10</td><td>Indicator 1.10.1</td></tr><tr><td></td><td>Practice 1.11</td><td>Indicator 1.11.1</td></tr><tr><td></td><td>Practice 1.12</td><td>Indicator 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identified.</p><p>Grade Level (Kindergarten)   <b>K.3.2</b>   Performance Indicator</p></div></div></div>	Standard	Practices	Performance Indicators	Standard 1	Practice 1.1	Indicator 1.1.1		Practice 1.2	Indicator 1.2.1		Practice 1.3	Indicator 1.3.1		Practice 1.4	Indicator 1.4.1		Practice 1.5	Indicator 1.5.1		Practice 1.6	Indicator 1.6.1		Practice 1.7	Indicator 1.7.1		Practice 1.8	Indicator 1.8.1		Practice 1.9	Indicator 1.9.1		Practice 1.10	Indicator 1.10.1		Practice 1.11	Indicator 1.11.1		Practice 1.12	Indicator 1.12.1		Practice 1.13	Indicator 1.13.1		Practice 1.14	Indicator 1.14.1		Practice 1.15	Indicator 1.15.1		Practice 1.16	Indicator 1.16.1		Practice 1.17	Indicator 1.17.1		Practice 1.18	Indicator 1.18.1		Practice 1.19	Indicator 1.19.1		Practice 1.20	Indicator 1.20.1		Practice 1.21	Indicator 1.21.1		Practice 1.22	Indicator 1.22.1		Practice 1.23	Indicator 1.23.1		Practice 1.24	Indicator 1.24.1		Practice 1.25	Indicator 1.25.1		Practice 1.26	Indicator 1.26.1		Practice 1.27	Indicator 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1.58.1		Practice 1.59	Indicator 1.59.1		Practice 1.60	Indicator 1.60.1		Practice 1.61	Indicator 1.61.1		Practice 1.62	Indicator 1.62.1		Practice 1.63	Indicator 1.63.1		Practice 1.64	Indicator 1.64.1		Practice 1.65	Indicator 1.65.1		Practice 1.66	Indicator 1.66.1		Practice 1.67	Indicator 1.67.1		Practice 1.68	Indicator 1.68.1		Practice 1.69	Indicator 1.69.1		Practice 1.70	Indicator 1.70.1		Practice 1.71	Indicator 1.71.1		Practice 1.72	Indicator 1.72.1		Practice 1.73	Indicator 1.73.1		Practice 1.74	Indicator 1.74.1		Practice 1.75	Indicator 1.75.1		Practice 1.76	Indicator 1.76.1		Practice 1.77	Indicator 1.77.1		Practice 1.78	Indicator 1.78.1		Practice 1.79	Indicator 1.79.1		Practice 1.80	Indicator 1.80.1		Practice 1.81	Indicator 1.81.1		Practice 1.82	Indicator 1.82.1		Practice 1.83	Indicator 1.83.1		Practice 1.84	Indicator 1.84.1		Practice 1.85	Indicator 1.85.1		Practice 1.86	Indicator 1.86.1		Practice 1.87	Indicator 1.87.1		Practice 1.88	Indicator 1.88.1		Practice 1.89	Indicator 1.89.1		Practice 1.90	Indicator 1.90.1		Practice 1.91	Indicator 1.91.1		Practice 1.92	Indicator 1.92.1		Practice 1.93	Indicator 1.93.1		Practice 1.94	Indicator 1.94.1		Practice 1.95	Indicator 1.95.1		Practice 1.96	Indicator 1.96.1		Practice 1.97	Indicator 1.97.1		Practice 1.98	Indicator 1.98.1		Practice 1.99	Indicator 1.99.1		Practice 1.100	Indicator 1.100.1
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<p><b>Explain:</b></p> <p>Health education encompasses eight standards which provide cognitive content to promote healthy lifestyles throughout childhood, adolescence and into adulthood. These eight standards communicate the broader learning of performance indicators that promote and produce health literate students in all grade levels. Standards are the overarching ideas that support reaching the end goal of creating health literate students. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, health education.</p> <p>Standard 1 contains the <b>minimum</b>, age-appropriate content knowledge that should be included in health education instruction. Schools may determine to go above this minimum content knowledge based on local health data. However, simply acquiring knowledge and memorizing information does not lead to healthy behavior outcomes. Students must be given opportunities to practice comprehensive skills-based health education through Standards 2-8.</p> <p><b>Note:</b> <i>This would be a great opportunity to reference the connections within standards that were</i></p>	<div><div><h3>Understanding the Architecture</h3><p>► <b>The Standards:</b></p><ul style="list-style-type: none"><li>provide <b>cognitive content</b> to promote healthy lifestyles throughout childhood, adolescence and into adulthood</li><li>Communicate the broader learning of performance indicators that promote and produce health literate students in all grade levels.</li></ul><p>► Standards are the <b>overarching ideas</b> that support reaching the end goal of creating health literate students.</p><p>► Standards are <b>not meant to be mastered in one or two lessons</b>; rather, acquiring these skills is the <b>outcome of a comprehensive, sequential, health education</b>.</p></div></div>																																																																																																																																																																																																																																																																																																															

Facilitator Notes	Accompanying Slide(s)
<p><i>just discussed in order to emphasize that these standards should not be singled out for instruction and then forgotten but instead should be a part of a more comprehensive sequence of instruction.</i></p> <p><i>Facilitator Notes are from the front matter of the KAS for Health Education.</i></p>	
<p><b>Explain:</b></p> <p>“The practices, listed beside the standard, further explain the health education standard and what students will know and be able to demonstrate as health literate individuals in analyzing influences, accessing valid information, communication, decision-making, goal-setting, health-enhancing behaviors and advocacy. The practices provide clarity, direction and understanding for the standards and how they connect to the performance indicators.”</p> <p><i>Facilitator Notes are from the front matter of the KAS for Health Education.</i></p>	 <p><b>Understanding the Architecture</b></p> <p>► <b>The Practices:</b></p> <ul style="list-style-type: none"> <li>explain the health education standard and what students will know and be able to demonstrate as health literate individuals in <ul style="list-style-type: none"> <li>analyzing influences</li> <li>accessing valid information</li> <li>Communication</li> <li>Decision-making</li> <li>Goal-setting</li> <li>health-enhancing behaviors</li> <li>advocacy</li> </ul> </li> <li>provide clarity, direction and understanding for the standards and how they connect to the performance indicators.</li> </ul> <p>22</p>
<p><b>Explain:</b></p> <p>“The health education standards are based on grade-level performance indicators that focus on advocacy and accessing valid information to promote health-enhancing behaviors and disease prevention. Performance indicators are the expectation of what students should know and be able to do by the end of each grade level. Performance indicators clearly define grade level expectations that lead to the goal of health literate students.”</p> <p><i>Facilitator Notes are from the front matter of the KAS for Health Education. For more information on the organization of these standards, see pages 8, 9 and 10 of the KAS for Health Education.</i></p>	 <p><b>Understanding the Architecture</b></p> <p>► <b>The Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>focus on advocacy and accessing valid information to promote health-enhancing behaviors and disease prevention.</li> <li>are the expectation of what students should know and be able to do by the end of each grade level.</li> <li>clearly define grade level expectations that lead to the goal of health literate students.</li> </ul> <p>23</p>



Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“In Section 1A the legislation driving the standards revision process was outlined. One charge of Senate Bill 1 (2017) was for the standards to “communicate expectations more clearly and concisely to teachers, parents, students and citizens.” Let’s take a moment to consider how elements of the architecture relate to that statement. Find the grade level standards that are most relevant to your instruction and take a closer look at the components of the architecture. Brainstorm how the information in the overviews and the components within each cluster of the standards might be useful for the multiple stakeholders for whom it was intended.”</p> <p><i>After participants have had time to collaborate, facilitate discussion over the questions. Possible responses might be:</i></p> <ul style="list-style-type: none"> <li>• <i>The Standards:</i> <ul style="list-style-type: none"> <li>○ <i>As the standards are consistent throughout K-12 instruction, this provides an opportunity to communicate to <b>parents</b> the overarching goals of health education. Additionally, <b>students</b> can expect instruction with those eight consistent focuses. <b>Administrators</b> can familiarize themselves with the eight main ideas, knowing they should be targets of instruction at every grade level.</i></li> </ul> </li> <li>• <i>The Practices:</i> <ul style="list-style-type: none"> <li>○ <i>The practices offer opportunities for <b>students</b> to develop the skills of analysis, research, communicate, make decisions, set goals and advocate for themselves and others. These practices are skills that generate capacity within <b>students</b> throughout and beyond their K-12 experiences.</i></li> </ul> </li> <li>• <i>The Performance Indicators:</i> <ul style="list-style-type: none"> <li>○ <i>The performance indicators offer <b>teachers</b> a more detailed description of what students be able to do in order to demonstrate mastery of the standard at that specific grade level. When considering <b>student</b> level learning targets, the performance indicators provide <b>student-friendly</b> explanations of the content standards</i></li> </ul> </li> </ul>	<p><b>Food for thought:</b></p> <p>► How might the information within each grade level of the <u>KAS</u> for Health Education be useful for</p> <ul style="list-style-type: none"> <li>• Teachers?</li> <li>• Administrators?</li> <li>• Parents?</li> <li>• Students?</li> <li>• Citizens?</li> </ul> 

Facilitator Notes	Accompanying Slide(s)
<ul style="list-style-type: none"> <li>● <b>Extension:</b> <i>This may be another good opportunity for participants to consider how to ensure all stakeholders understand the KAS for Health Education. Based on this discussion, consider asking if an additional document might need to be created for a particular stakeholder. What might be its purpose? Make-up? Design?</i></li> </ul>	
<p><i>Facilitate discussion around the essential questions as needed in order to identify whether participants understand the content of Section 1B.</i></p> <p><i>Potential talking points:</i></p> <ul style="list-style-type: none"> <li>● <i>The Standards, The Practices, The Performance Indicators</i></li> <li>● <i>Review discussion from “Food for Thought” slides, if needed.</i></li> </ul> <p><i>Additional possible talking points might include a discussion of the specific legislative regulations to be addressed in the KAS for Health Education.</i></p>	 <p><b>Section 1B: Essential Questions</b></p> <ul style="list-style-type: none"> <li>▶ What are the key components of the <u>KAS</u> for Health Education?</li> <li>▶ How will the components of the architecture support teachers/schools/districts in successfully implementing the KAS for Health Education?</li> <li>▶ What opportunities for engaging other stakeholders are created by the <u>KAS</u> for Health Education?</li> </ul>
<p><b>Explain:</b></p> <p>“The next sections within Module 1 concentrate on providing more information around the specific components of the standards and how those components will impact planning instruction. Additionally, we will gain familiarity with the <i>KAS for Physical Education</i>. In Section 1C we’ll take a closer look at Planning Instruction Aligned to the <i>KAS for Health Education</i>.”</p> <p><b>Explain:</b></p> <p>“In light of the purpose and function of Module 1, consider these questions. The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.”</p> <p>Provide participants with the survey links: Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></p>	 <p><b>Coming Up...</b></p> <ul style="list-style-type: none"> <li>▶ Section 1C: Planning Instruction Aligned to the <i>KAS for Health Education</i></li> <li>▶ Section 1D: Understanding the Architecture: <i>Kentucky Academic Standards for Physical Education</i></li> <li>▶ Section 1E: Planning Instruction Aligned to the <i>KAS for Physical Education</i></li> <li>▶ Section 1F: Wrap Up &amp; Next Steps</li> </ul> <p><b>STOP</b></p> <p>Stop here if you are completing Module 1: Section 1B: Understanding the Architecture: <i>KAS for Health Education</i> <b>only</b>.</p> <p>If you want to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1C: Planning Instruction Aligned to the <i>KAS for Health Education</i>.</p>



## Preparation for Section 1C: Planning Instruction Aligned to the *KAS for Health Education*

### Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Health Education* & the *KAS for Physical Education*, either:

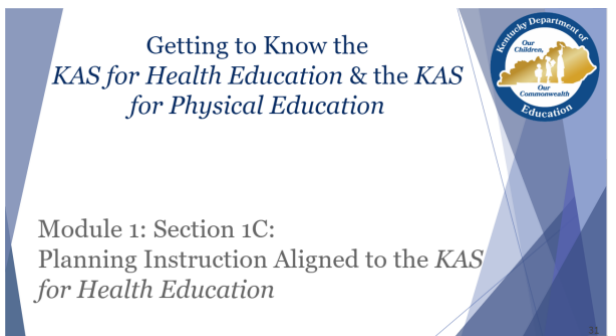
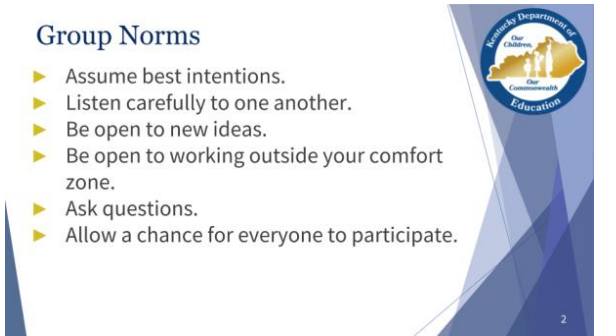
- A device with access to the *KAS for Health Education* & the *KAS for Physical Education*
- A hard copy of the *KAS for Health Education* & the *KAS for Physical Education* (at least one per team)

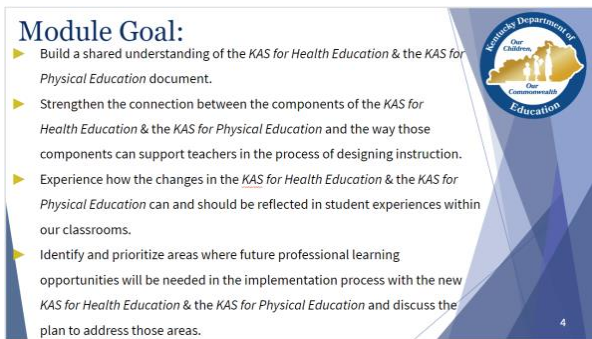
### Print Materials Needed:

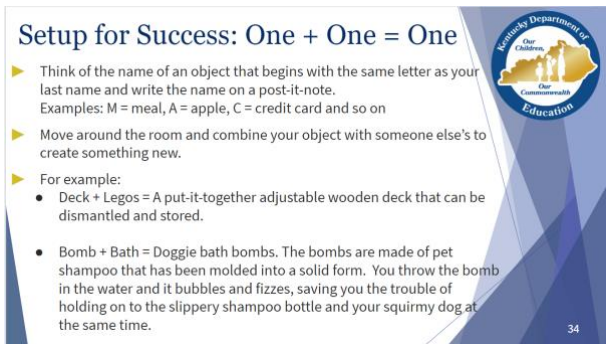
As the facilitator you can print copies of the materials at the links provided or have participants print their own copies. If participants are responsible for printing their own copies, please specify that and provide necessary links within the invitation to the work session. Ensure that you have sufficient copies of the following documents within each work session.


- Participant Guide: Connecting with the Content: *KAS for Health Education* Document found at [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Health\\_Task.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Health_Task.pdf)
- Participant Guide: Characteristics of an Effective Health Education Curriculum Checklist Document found at [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics\\_of\\_an\\_Effective\\_Health\\_Education\\_Curriculum.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_an_Effective_Health_Education_Curriculum.pdf)
- Optional: Participant Guide: Planning Guide for Utilizing the 2018 Drug Use Prevention Curriculum Resource Guide Document found at [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Drug\\_Prevention\\_Alignment\\_Tool.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Drug_Prevention_Alignment_Tool.pdf)


## Section 1C: Planning Instruction Aligned to the *KAS for Health Education*

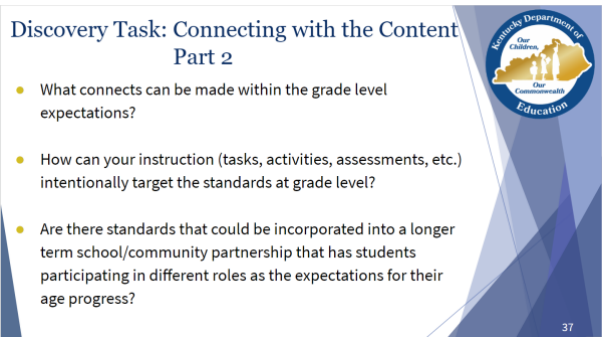

Facilitator Notes	Accompanying Slide(s)
<p><b>If facilitating Section 1C at the same time as Section 1B...</b> Continuing through Module 1, Section 1C focuses on the instructional implications of implementing the <i>KAS for Health Education</i>.</p> <p><b>If facilitating Section 1C at a different time from Section 1B...</b> <i>Officially welcome the participants. Introduce yourself (if necessary).</i></p> <p><i>Some Facilitator Notes in this section are from the front matter of the KAS for Health Education.</i></p>	 <p>Getting to Know the <i>KAS for Health Education &amp; the KAS for Physical Education</i></p> <p>Module 1: Section 1C: Planning Instruction Aligned to the <i>KAS for Health Education</i></p>
<p><b>Explain:</b> “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Take a moment to read the norms.”</p> <p><b>NOTE: If participants made changes to this slide in the session within Section 1A, you will need to update this slide to reflect those changes moving forward.</b></p> <p><b>Explain:</b> “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for to address those issues.”</p> <p><i>Remind participants about the Issues Bin. The purpose of the Issues Bin is to provide participants with a safe way of asking questions or suggesting ideas. Participants should feel free to add to the Issues Bin throughout the module.</i></p>	 <p><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“The implementation of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> will mean that there are changes for educators and students across the state. Throughout the work sessions in Module 1, the goals are for you to:</p> <ul style="list-style-type: none"> <li>● Build a shared understanding of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> document.</li> <li>● Strengthen the connection between the components of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and the way those components can support educators in the process of designing instruction.</li> <li>● Experience how the changes in the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> can and will be reflected in student experiences within our classrooms.</li> <li>● Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>Section 1C is where we will begin to look more closely at some of the resources that can support educators when designing instruction that aligns with the <i>KAS for Health Education</i> and how that will be reflected in student experiences within Kentucky classrooms.”</p> <p><i>Facilitators should remember that you may not know all of the answers to the questions, and that is okay. Some issues may be answered in future sections of the modules or be addressed on the KDE website. If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also e-mail questions or feedback to <a href="mailto:standards@education.ky.gov">standards@education.ky.gov</a>.</i></p>	 <p><b>Module Goal:</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> document.</li> <li>▶ Strengthen the connection between the components of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and the way those components can support teachers in the process of designing instruction.</li> <li>▶ Experience how the changes in the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> can and should be reflected in student experiences within our classrooms.</li> <li>▶ Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>Kentucky Department of Education Our Children. Our Commonwealth. Education</p> <p>4</p>

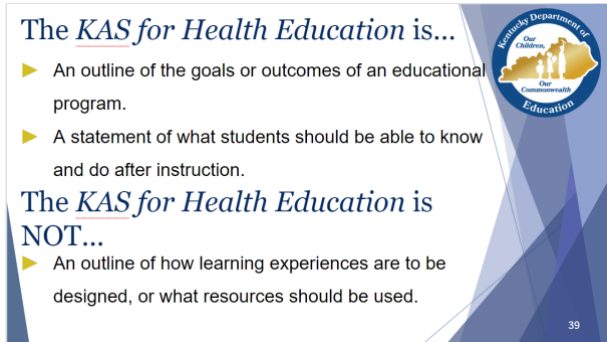
Facilitator Notes	Accompanying Slide(s)
<p><b>Setup for Success: One + One = One</b></p> <p><b>Explain:</b></p> <p>Thinking outside the box, when you add one concept to another concept, they can combine to make an entirely new concept. Consider how you readily understand verbal combinations such as “conference call,” “home page,” and “party girl”.</p> <p><i>To engage participants in One + One = One, ask participants to think of the name of an object that begins with the same letter as their last name. Examples: M = meal, A = apple, C = credit card, D = diamond, E = energy bar and so on. Write the name on a post-it-note. Now ask the participants to move around the room and combine their object with someone else’s and create something new. Examples might be:</i></p> <ul style="list-style-type: none"> <li>● <i>Rock + Chair = A spongy mat that you can put on top of rocks to transform any rock into a chair.</i></li> <li>● <i>Deck + Legos = A put-it-together adjustable wooden deck that can be dismantled and stored.</i></li> <li>● <i>Desk + Treadmill = A treadmill desk. You can walk at a 1 mph pace while you work at your computer. Guaranteed to lose weight without dieting.</i></li> <li>● <i>Bomb + Bath = Doggie bath bombs. The bombs are made of pet shampoo that has been molded into a solid form. You throw the bomb in the water and it bubbles and fizzes, saving you the trouble of holding on to the slippery shampoo bottle and your squirmy dog at the same time.</i></li> </ul> <p><b>Explain:</b></p> <p>“One + One = One involves bringing together ideas that serve very different needs or interests to form a new concept. This technique can produce some silly results, but hopefully it gave you a chance to think outside of the box. Later in this section, you’ll apply that outside of the box thinking to how you plan and implement instruction. The choices you make here may be similar</p>	 <p>The slide features a blue and white geometric design. On the right side, there is a circular logo for the Kentucky Department of Education with the text 'Our Children. Our Commitment. Education.' and an illustration of a family. The main text on the slide is as follows:</p> <p><b>Setup for Success: One + One = One</b></p> <ul style="list-style-type: none"> <li>▶ Think of the name of an object that begins with the same letter as your last name and write the name on a post-it-note. Examples: M = meal, A = apple, C = credit card and so on</li> <li>▶ Move around the room and combine your object with someone else's to create something new.</li> <li>▶ For example:       <ul style="list-style-type: none"> <li>• Deck + Legos = A put-it-together adjustable wooden deck that can be dismantled and stored.</li> <li>• Bomb + Bath = Doggie bath bombs. The bombs are made of pet shampoo that has been molded into a solid form. You throw the bomb in the water and it bubbles and fizzes, saving you the trouble of holding on to the slippery shampoo bottle and your squirmy dog at the same time.</li> </ul> </li> </ul> <p>The slide number 34 is visible in the bottom right corner.</p>

Facilitator Notes	Accompanying Slide(s)
<p>to what you've done in the past or you may choose to design your instruction differently. Aligning instruction to the <i>KAS for Health Education</i> is an opportunity for educators across the state to make decisions about what the future of health education will look like."</p> <p><i>One + One = One provides a platform to develop within educators a willingness to think differently and intentionally about how they design tasks and ask questions.</i></p>	
<p><b>Explain:</b></p> <p>"In Kentucky schools, the <i>KAS for Health Education</i> direct schools and districts to address the physical, mental, emotional and social dimensions of health; while developing health knowledge, attitudes and skills for students at an age appropriate level. The vision of health education is to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors.</p> <p>In this session, you'll be asked to reflect upon your instruction and tasks you've used previously to determine how well they align to the <i>KAS for Health Education</i>. When aligning instruction, you may take a different view on something that you're very familiar with. Don't be afraid to look at your instruction with fresh eyes. You'll get the chance to consider the impact the <i>KAS with Health Education</i> will need to have on planning and implementing classroom instruction moving forward."</p>	<div data-bbox="1402 492 1797 524">Section 1C: Essential Questions</div> <div data-bbox="1402 548 1848 802"> <ul style="list-style-type: none"> <li>▶ What is the value in reflecting upon current assignments, lessons, units, etc. to determine whether the instruction will align with the <i>KAS for Health Education</i>?</li> <li>▶ What are some resources that might provide direction to educators when designing instruction aligned to the <i>KAS for Health Education</i>?</li> </ul> </div> <div data-bbox="1818 480 1990 812">  <div data-bbox="1948 797 1969 812">35</div> </div>

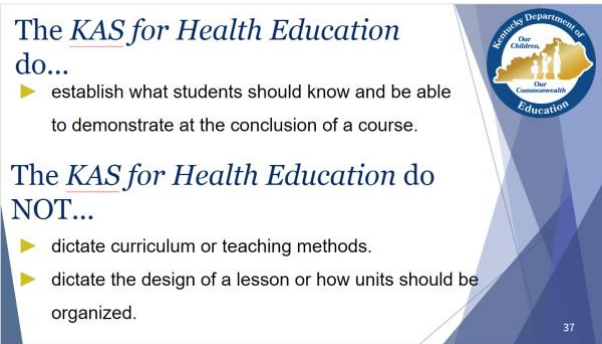
Facilitator Notes	Accompanying Slide(s)
<p><b>Discovery Task: Connecting with the Content</b></p> <p><i>Participants will need to be in grade level groups for this task. If participants are completing this section in isolation, the activity is still appropriate, but participants may take away more if given the opportunity to collaborate. Participants will need to have access to the KAS for Health Education. In addition, participants will need to have a copy of the Participant Guide: Connecting with the Content: KAS for Health Education Document found at <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Health_Task.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Health_Task.pdf</a></i></p> <p><b>Explain:</b></p> <p>“Part of getting to know the <i>KAS for Health Education</i> is examining grade level standards and considering the implications for instruction and the opportunities for collaboration. Page 1 of the Participant Guide: Connecting with the Content is designed for instructional notes that you have, including specifics about how to engage students with the practice indicated or specific activities to aide students toward mastery of the performance indicators. Additionally, there are places to note ideas about the “who” or the “why” when opportunities to communicate with outside partners or ideas you may have about developing those outside partners. Share with other participants about experiences you’ve generated within your classroom to allow students to demonstrate mastery of the performance indicators. After you’ve had a few minutes to investigate your grade level more in depth, we’ll look at the connections within and across grade levels.”</p>	<p><b>Discovery Task: Connecting with the Content</b></p> <ul style="list-style-type: none"> <li>How might you approach designing instruction differently with these performance indicators in mind? Are there specific instructional strategies that could be utilized?</li> <li>How is engaging in the listed practice going to benefit your students? Why will it be important that educators are intentional about providing opportunities to engage in the practices throughout the content instead of teaching them in isolated activities?</li> <li>How might engaging in this practice benefit students in areas outside of health class? Are there certain standards/practices/performance indicators that offer opportunities for collaborating with community partners?</li> </ul> 

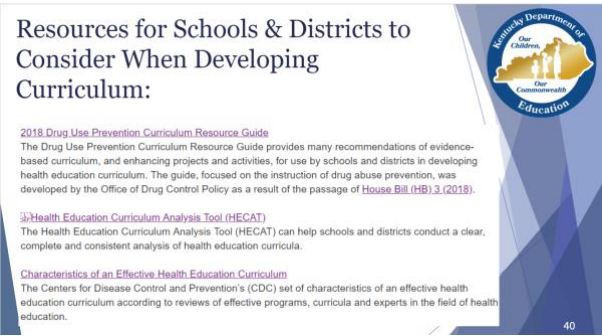
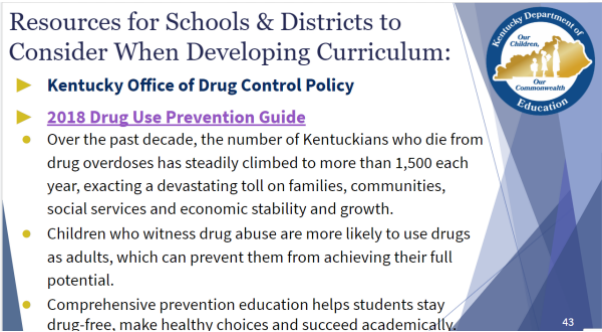
Facilitator Notes	Accompanying Slide(s)
<p><b>Discovery Task: Connecting with the Content (part 2)</b></p> <p><b>Explain:</b></p> <p>When we talked about the architecture of the <i>KAS for Health Education</i> we discussed how important it is for students to have a comprehensive health education experience. Standards are the overarching ideas that support reaching the end goal of creating health literate students. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, health education. Within Appendix C of the <i>KAS for Health Education</i> progressions. Page 2 of the Participant Guide: Connecting with the Content is a place to consider connections within and across grade levels. This is also an opportunity to consider how to be intentional in determining whether your instruction is grade appropriate. For instance, how do your tasks, activities, assessments, etc. for 4th grade differ from those for 5th grade? Being intentional about making those decisions will be critical to successful implementation of the <i>KAS for Health Education</i>.”</p> <p><i>These notes will be great to revisit when participants are ready to consider what the next steps for implementing the KAS for Health Education &amp; the KAS for Physical Education might be.</i></p>	
<p><i>Bring the participants back together. Facilitate discussion around this or allow participants to share in small groups. This might be a great opportunity for a Think-Pair-Share.</i></p> <p><b>T: (Think)</b> Begin by asking a specific question and allow participants to "think" about what they know or have learned about the topic.</p> <p><b>P: (Pair)</b> Each participant should be paired with another participant or a small group.</p> <p><b>S: (Share)</b> Participants share their thinking with their partner. The facilitator can then expand the "share" into a whole-class discussion.</p> <p><b>Potential Talking Points:</b></p> <ul style="list-style-type: none"> <li>Was there something that came up when your group was discussing the tasks that stood</li> </ul>	

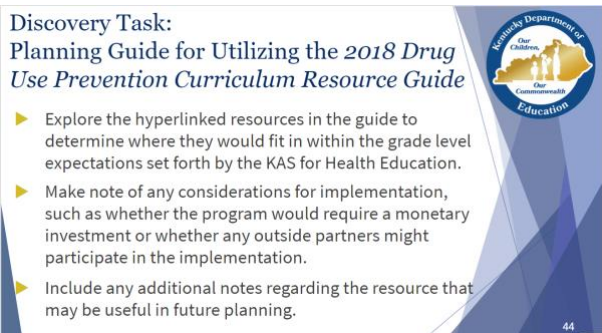


Facilitator Notes	Accompanying Slide(s)
<p><i>out in your mind as something that was an “aha” or something that you might want to consider more in depth later when you are working on standards alignment and implementation?</i></p> <ul style="list-style-type: none"> <li>○ <i>Have the participants reflect on some of their own tasks and consider for themselves how their own instruction would measure up within a tool like this. This leads into the Critical Extension listed below.</i></li> </ul> <p><b>Critical Extension:</b> <i>Participants could extend this learning by analyzing one of their own lesson plans for the degree of alignment. If participants felt comfortable, they could even switch lesson plans/tasks and determine the degree of alignment for a partner’s lesson or task and provide a rationale. <b>NOTE: Depending upon the time available for the session, this extension might need to be done at the next work session or as “homework” to be completed and shared at the next work session.</b></i></p>	
Optional Break in Work Session	
<p><b>Explain:</b></p> <p>“Now that you have familiarized yourself with the actual standards for Health Education, on pages 7 and 8 of the <i>KAS for Health Education</i>, there is an important distinction regarding what the standards are, and just as importantly, what the standards are not. The standards are not the curriculum. The order in which the standards are presented is not the order in which the standards need to be taught.”</p>	 <p>The slide features a blue and white geometric background. On the right is the Kentucky Department of Education logo, which includes a circular emblem with a sun, mountains, and the text 'Kentucky Department of Education', 'Our Children', and 'Our Commitment'. The main text on the slide reads: 'The <i>KAS for Health Education</i> is...' followed by two bullet points: '▶ An outline of the goals or outcomes of an educational program.' and '▶ A statement of what students should be able to know and do after instruction.' Below this, it says 'The <i>KAS for Health Education</i> is NOT...' followed by another bullet point: '▶ An outline of how learning experiences are to be designed, or what resources should be used.' The number '39' is in the bottom right corner.</p>







Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“Learning opportunities and pathways will continue to vary across schools and school systems and educators should make every effort to meet the needs of individual students, based on their pedagogical and professional impressions and information. Educators will need to determine the best overall design and approach, as well as the instructional strategies needed to support their learners to attain grade-level expectations and the knowledge articulated in the standards. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must assure appropriate accommodations are made for diverse populations of students found within Kentucky schools. Kentucky students expect a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including anytime/anywhere learning opportunities. Decisions on how best to help students meet these program goals are left to local school districts and teachers. <b>However, it is CRITICAL that curriculum is aligned to the standards.</b>”</p>	 <p>The <i>KAS for Health Education</i> do...</p> <ul style="list-style-type: none"> <li>▶ establish what students should know and be able to demonstrate at the conclusion of a course.</li> </ul> <p>The <i>KAS for Health Education</i> do NOT...</p> <ul style="list-style-type: none"> <li>▶ dictate curriculum or teaching methods.</li> <li>▶ dictate the design of a lesson or how units should be organized.</li> </ul>
<p><b>Explain:</b></p> <p>“Health education provides students with opportunities to acquire the knowledge, attitudes and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors and promoting the health of others. Comprehensive school health education includes courses of study (curricula) for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. While curricula decisions are made locally, the KDE has provided several resources that schools/districts may choose to use for guidance when making curriculum decisions. <b>The resources discussed in the remainder of this section of the module, do not represent an exhaustive list. These are not the only resources that can be used, they are just some examples of resources that schools and districts might consider when developing their curriculum. There are many resources out there for a variety of topics and skills.</b>”</p>	<p><b>Considerations When Developing Curriculum:</b></p> <ul style="list-style-type: none"> <li>▶ Comprehensive school health education includes courses of study (curricula) for students in pre-K - 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.</li> <li>▶ It is <b>critical</b> that any discussion of outside resources occurs only <b>AFTER</b> a deeper investigation of the <i>KAS for Health Education</i> has taken place. Without a deep understanding of the <i>KAS for Health Education</i>, it will be very difficult to make quality decisions when determining whether the resource in question (activity, task, assignment, assessment, etc.) is actually aligned to the standards.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><b>NOTE: It is critical that any discussion of outside resources occurs only AFTER participants have had the chance to work through their actual grade level standards. If participants DO NOT have a deep understanding of the <i>KAS for Health Education</i>, then it will be very difficult for them to discern whether the resource in question (activity, task, assignment, assessment, etc.) is actually aligned to the standards.</b></p>	
<p><b>Explain:</b></p> <p>“Substance use/ misuse, particularly the diversion and abuse of prescription drugs along with heroin and illicit fentanyl, remains one of the most critical public health and safety issues facing Kentucky. Over the past decade, the number of Kentuckians who die from drug overdoses has steadily climbed to more than 1,500 each year, exacting a devastating toll on families, communities, social services and economic stability and growth. Children who witness drug abuse are more likely to use drugs as adults, which can prevent them from achieving their full potential. Comprehensive prevention education helps students stay drug-free, make healthy choices and succeed academically. There is no single “right” way to provide prevention education. Accordingly, prevention education may look different from school to school.</p> <p>What is critical, however, is that every student receives effective, evidence-based, age-appropriate prevention education every year, from kindergarten through 12th grade. What we know is that the more often students are presented with this information, the more likely to take it in and actually implement these guidelines in their lives. To assist schools in developing comprehensive prevention services, the Kentucky Office of Drug Control Policy is offering this resource guide, which walks school leaders and teachers through a list of recommendations for prevention education”</p> <p><i>Facilitator Notes for this slide are from the front matter of the Drug Use Prevention Curriculum Resource Guide.</i></p>	

Facilitator Notes	Accompanying Slide(s)
<p><b>Optional Discovery Task:</b></p> <p><i>Participants will need to be in groups for this task. If participants are completing this section in isolation, the activity is still appropriate, but participants may take away more if given the opportunity to collaborate. Additionally, there are so many resources provided in this guide that it will be a more efficient use of time to have groups split up the resources. Another option would be to review some resources during this work session and then have participants select a few to review before the next work session. Participants will need a copy of the Optional: Participant Guide: Planning Guide for Utilizing the 2018 Drug Use Prevention Curriculum Resource Guide Document found at <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Drug_Prevention_Alignment_Tool.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Drug_Prevention_Alignment_Tool.pdf</a></i></p> <p><b>Explain:</b></p> <p><i>“While the 2018 Drug Use Prevention Curriculum Resource Guide provides an extensive catalog of evidence-based curriculum resources, curriculum decisions are made at the locally within schools and districts around the state. It is the responsibility of local schools and districts to make curriculum choices that align with the expectations set forth by the KAS for Health Education. This tool is designed to be used alongside the 2018 Drug Use Prevention Curriculum Resource Guide by educators working to develop drug prevention programs that align with the Kentucky Academic Standards for Health Education.”</i></p> <p><i>Completing this task ensures that time is set aside for educators to explore evidence-based resources to ensure that any local decisions made regarding drug prevention programs are well thought out and aligned with the expectations set forth by the KAS for Health Education.</i></p> <p><i>Direct participants to:</i></p> <ul style="list-style-type: none"> <li>• <i>Consider the resource (linked in the 2018 Drug Use Prevention Curriculum Resource Guide) and where the content would fit within the grade level expectations within the KAS</i></li> </ul>	 <p>Discovery Task: Planning Guide for Utilizing the 2018 Drug Use Prevention Curriculum Resource Guide</p> <ul style="list-style-type: none"> <li>▶ Explore the hyperlinked resources in the guide to determine where they would fit in within the grade level expectations set forth by the KAS for Health Education.</li> <li>▶ Make note of any considerations for implementation, such as whether the program would require a monetary investment or whether any outside partners might participate in the implementation.</li> <li>▶ Include any additional notes regarding the resource that may be useful in future planning.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><i>for Health Education.</i></p> <ul style="list-style-type: none"> <li>• <i>Make note of any additional considerations for implementation such as whether the program costs money, whether any outside partners could participate in the implementation</i></li> <li>• <i>Any additional notes they may have regarding that resource that they may find useful in future planning.</i></li> </ul>	
<p><b>Explain:</b></p> <p>Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes</p> <ul style="list-style-type: none"> <li>• Teaching functional health information (essential knowledge)</li> <li>• Shaping personal values and beliefs that support healthy behaviors</li> <li>• Shaping group norms that value a healthy lifestyle</li> <li>• Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.</li> </ul> <p>Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge.</p> <p><b>Discovery Task</b></p> <p><i>Participants will need a copy of Participant Guide: Characteristics of an Effective Health Education Curriculum Checklist Document found at</i></p> <p><a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_an_Effective_Health_Education_Curriculum.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_an_Effective_Health_Education_Curriculum.pdf</a></p> <p><i>Facilitator Notes for this slide are from the front matter of the Characteristics of an Effective Health Education Curriculum website found here:</i></p> <p><a href="https://www.cdc.gov/healthyschools/sher/characteristics/index.htm">https://www.cdc.gov/healthyschools/sher/characteristics/index.htm</a></p>	<p>Resources for Schools &amp; Districts to Consider When Developing Curriculum:</p> <ul style="list-style-type: none"> <li>▶ <b>Centers for Disease Control and Prevention (CDC)</b></li> <li>▶ <a href="#">Characteristics of an Effective Health Education Curriculum</a></li> </ul> <p>Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes</p> <ul style="list-style-type: none"> <li>• Teaching functional health information (essential knowledge)</li> <li>• Shaping personal values and beliefs that support healthy behaviors</li> <li>• Shaping group norms that value a healthy lifestyle</li> <li>• Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.</li> </ul> <p>Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge.</p>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b>          “For schools or districts interested in doing a more comprehensive review of the current health education program being used, the Centers for Disease Control and Prevention (CDC) has the Health Education Curriculum Analysis Tool (HECAT) which contains more intensive modules around</p> <ul style="list-style-type: none"> <li>● Alcohol and Other Drugs</li> <li>● Healthy Eating</li> <li>● Mental and Emotional Health</li> <li>● Personal Health and Wellness</li> <li>● Physical Activity</li> <li>● Safety</li> <li>● Sexual Health</li> <li>● Tobacco</li> <li>● Violence Prevention</li> <li>● Comprehensive Health Education</li> </ul> <p>that could be utilized.</p>	<p>Resources for Schools &amp; Districts to Consider When Developing Curriculum:</p> <ul style="list-style-type: none"> <li>▶ <b>Centers for Disease Control and Prevention (CDC)</b></li> <li>▶ <a href="#">Health Education Curriculum Analysis Tool (HECAT)</a> <ul style="list-style-type: none"> <li>● Guidance on using the HECAT to review curricula and using the HECAT results to make health education curriculum decisions</li> <li>● Customizable templates for recording important descriptive curriculum information for state or local use in the curriculum review process</li> <li>● Tools to analyze preliminary curriculum considerations, such as accuracy, acceptability, feasibility, and affordability</li> <li>● Tools to analyze curriculum fundamentals, such as teacher materials, instructional design, and instructional strategies and materials</li> <li>● Specific health-topic concept and skills analyses</li> <li>● Guidance on using the HECAT for developing a health education scope and sequence</li> </ul> </li> </ul>
<p><b>Explain:</b>          Every day around our state educators have to evaluate what instructional materials to employ to help students progress toward a specific goal.</p> <p><i>Facilitate discussion around the essential question as needed. Potential talking points might be:</i></p> <ul style="list-style-type: none"> <li>● <i>Do the student’s experiences look different from in the past? How so?</i></li> </ul>	<p><b>Section 1C: Essential Questions</b></p> <ul style="list-style-type: none"> <li>▶ What is the value in reflecting upon current assignments, lessons, units, etc. to determine whether the instruction will align with the <u>KAS</u> for Health Education?</li> <li>▶ What are some resources that might provide direction to educators when designing instruction aligned to the KAS for Health Education?</li> </ul>  <p>35</p>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b>          “In the next sections within Module 1 we will gain familiarity with the <i>KAS for Physical Education</i>. In Section 1C we’ll take a closer look at architecture of the <i>KAS for Physical Education</i>.”</p> <p><b>Explain:</b>          “In light of the purpose and function of Module 1, consider these questions. The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.”</p> <p>Provide participants with the survey links:          Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></p>	<div data-bbox="1388 185 1992 516"> <p><b>Coming Up...</b></p> <ul style="list-style-type: none"> <li>➤ Section 1D: Understanding the Architecture: <i>Kentucky Academic Standards for Physical Education</i></li> <li>➤ Section 1E: Planning Instruction Aligned to the <i>KAS for Physical Education</i></li> <li>➤ Section 1F: Wrap Up &amp; Next Steps</li> </ul>  <p>44</p> </div> <div data-bbox="1388 548 1992 880">  <p>Stop here if you are completing Module 1: Section 1C: Planning Instruction Aligned to the <i>KAS for Health Education</i> <b>only</b>.</p> <p>If you want to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1D: Understanding the Architecture: <i>KAS for Physical Education</i>.</p>  <p>45</p> </div>

## Preparation for Section 1D: Understanding the Architecture: *KAS for Physical Education*

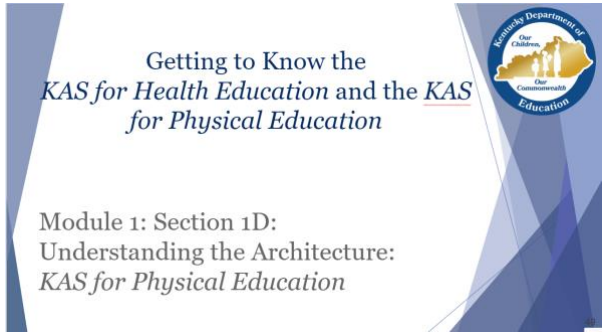
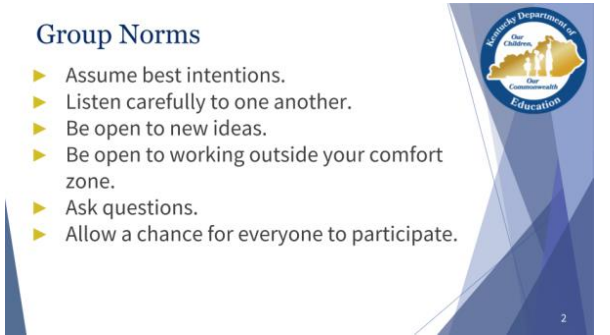
### Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Health Education* & the *KAS for Physical Education*, either:


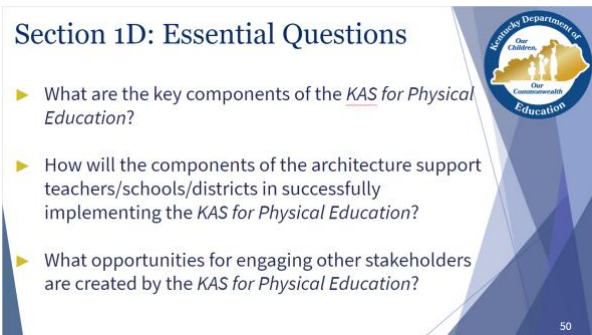
- A device with access to the *KAS for Health Education* & the *KAS for Physical Education*
- A hard copy of the *KAS for Health Education* & the *KAS for Physical Education* (at least one per team)



## Section 1D: Understanding the Architecture: *KAS for Physical Education*

Facilitator Notes	Accompanying Slide(s)
<p><b><i>If facilitating Section 1D at the same time as Section 1C...</i></b></p> <p><b>Explain:</b>            “Module 1 is intended to provide an introduction to the new <i>KAS for Health Education &amp; the KAS for Physical Education</i>. Section 1D takes a closer look at the architecture of the <i>KAS for Physical Education</i>.”</p> <p><b><i>If facilitating Section 1D at a different time from Section 1C...</i></b>  <i>Officially welcome the participants. Introduce yourself (if necessary).</i></p>	 <p>Getting to Know the  <i>KAS for Health Education and the KAS for Physical Education</i></p> <p>Module 1: Section 1D:            Understanding the Architecture:  <i>KAS for Physical Education</i></p>
<p><b>Explain:</b>            “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Take a moment to read the norms.”</p> <p><i>Discuss group norms. <b>NOTE: If participants made changes to this slide in the session within Section 1A, you will need to update this slide to reflect those changes moving forward.</b></i></p> <p><b>Explain:</b>            “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for to address those issues.”</p> <p><i>Remind participants about the Issues Bin. The purpose of the Issues Bin is to provide participants with a safe way of asking questions or suggesting ideas. Participants should feel free to add to the Issues Bin throughout the module.</i></p>	 <p><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>



Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“In this session, participants will look more closely at the <i>KAS for Physical Education</i> and will begin to consider the instructional implications that will result from the implementation of the new standards.”</p> <p><i>Remember that you may not know all of the answers to the questions, and that is okay. Some issues may be answered in future sections of the modules or on the KDE website. If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also e-mail questions or feedback to <a href="mailto:standards@education.ky.gov">standards@education.ky.gov</a>.</i></p>	 <p><b>Module Goal:</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> document.</li> <li>▶ Strengthen the connection between the components of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and the way those components can support teachers in the process of designing instruction.</li> <li>▶ Experience how the changes in the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> can and should be reflected in student experiences within our classrooms.</li> <li>▶ Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>4</p>
<p><b>Explain:</b></p> <p>“Today, we will begin to take a deeper look at the architecture of the standards in order to build our shared understanding of the <i>KAS for Physical Education</i>.”</p> <p><i>Participants who were present for Section 1A might remember this, but it will be new to first time participants:</i></p> <p><b>Explain:</b></p> <p>“For the writing team, determining the ‘architecture’ meant considering</p> <ul style="list-style-type: none"> <li>• Clear and succinct components educators will find useful as they plan and design instruction</li> <li>• Clear and succinct components that provide opportunities to engage other stakeholders in supporting the work happening within Kentucky classrooms.</li> <li>• Components that come together to create a cohesive structure within the <i>KAS for Physical Education</i>.</li> </ul> <p>The new <i>KAS for Physical Education</i> will look very different than the previous state standards. In addition the writer reviewed foundational documents such as academic standards documents</p>	 <p><b>Section 1D: Essential Questions</b></p> <ul style="list-style-type: none"> <li>▶ What are the key components of the <i>KAS for Physical Education</i>?</li> <li>▶ How will the components of the architecture support teachers/schools/districts in successfully implementing the <i>KAS for Physical Education</i>?</li> <li>▶ What opportunities for engaging other stakeholders are created by the <i>KAS for Physical Education</i>?</li> </ul> <p>50</p>

## Facilitator Notes

from other states (Arizona, California, Georgia, Nebraska, Oklahoma, Washington, Washington D.C.), miscellaneous resources from the Center for Disease Control and Prevention and miscellaneous resources from the U.S. Library of Medicine

So, let's take a look at the architecture of the standards and, as we go through, begin to take note of what you see and how it can be useful when you begin the work of aligning your instruction to the standards."

### Explain:

"Let's start by locating the overview for the Physical Education standards most relevant to your role. The previous standards did not have specific "overview" pages. Now, overviews are provided for for Grades K-5 and Grades 6-12. Find the page that identifies the essential ideas for the grade band most relevant to your instruction. Take a moment to familiarize yourself with the information on this page and consider how the statements across the various standards might be connected. Additionally, consider how this page might be useful to different audiences within your classroom, school or community."

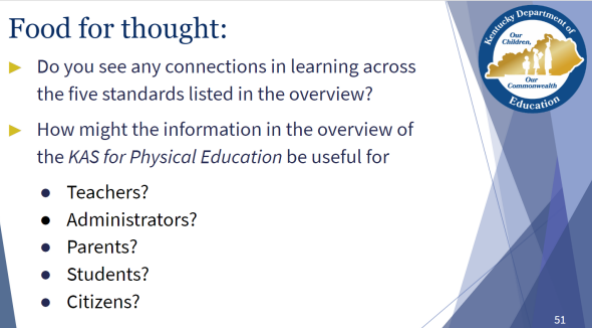
*Understand that some participants will prefer to access the standards with technology, whereas other participants might prefer a hard copy. Encourage participants to begin to engage with the document whether by flagging key pages and/or by highlighting and commenting on the document directly or within the electronic format. For participants who do not have a way to access the KAS for Physical Education, you may want to have copies of grade band overviews, but later in the section they will need to share with another participant to look at the the grade level standards that are applicable to them.*

*If facilitating a group of **Grades K-5** educators, show slide 54 which contains a screenshot of p. 9 within the KAS for Physical Education to ensure participants have located the correct pages of the document.*

## Accompanying Slide(s)

Kentucky Academic Standards for Physical Education: Grades K-5 Overview				
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<ul style="list-style-type: none"> <li>Explore and perform a variety of locomotor and non-locomotor skills and movements, alone or with others, traveling in different directions, with and without equipment.</li> <li>Explore and apply different combinations of locomotor and non-locomotor skills and movements, alone and with others at different levels, in different directions, and in game-like situations with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the concepts of general and personal space to movement, speed and force in a variety of activities.</li> <li>Combine spatial concepts with combination movements and apply speed, endurance and force in activities and game-like situations with offensive and defensive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Identify opportunities for and the importance of participating in daily physical activity and balancing that activity with daily nutrition.</li> <li>Identify factors that motivate daily participation in physical activity, and record progress toward daily activity recommendations.</li> <li>Identify factors that can motivate or deter people from daily physical activity, and analyze the impact of food choices relative to personal health.</li> </ul>	<ul style="list-style-type: none"> <li>Work with others independently in partner environments.</li> <li>Recognize and follow the established rules in physical education.</li> <li>Work cooperatively and communicate positively with others.</li> <li>Accept, recognize and actively involve others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical activities that contribute to a healthy lifestyle, provide self-expression, bring confidence and challenge, and the benefits of working cooperatively with others in physical activities.</li> <li>Explain how physical activities are enjoyable, challenging, beneficial and provide opportunities for social interaction.</li> <li>Describe the social benefits gained from participating in enjoyable and/or challenging physical activity, and develop a personal implementation plan.</li> </ul>

Kentucky Academic Standards for Physical Education: Grades 6-12 Overview				
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<ul style="list-style-type: none"> <li>Demonstrate simple, refined, and advanced movement concepts and combined motor skills in a variety of games and activities, using different pathways and directions while moving around others and/or equipment.</li> <li>Demonstrate the mastery of skills and tactics needed to participate in lifetime physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities and game-like situations.</li> <li>Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance.</li> <li>Use movement concepts and principles to analyze and improve performance of self and/or others.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the physical, social and mental/emotional benefits of being physically active, and analyze various physical activities that help with stress reduction.</li> <li>Evaluate the physical, social and mental/emotional benefits of being physically active, and self-monitor physical activity and nutritional choices.</li> <li>Analyze and explain how each component of fitness impacts lifetime physical wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of rules, cooperation skills and safety principles in a variety of physical activities.</li> <li>Accept differences among classmates.</li> <li>Provide encouragement and positive feedback.</li> <li>Demonstrate respect for others' diversity, and apply conflict resolution, rules of behavior and fair play in a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the benefits gained from regular participation in physical activity.</li> <li>Evaluate the personal benefits derived from regular participation in physical activity as it relates to the quality of life.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><i>If facilitating a group of <b>Grades 6-12</b> educators, show slide 55 which contains a screenshot of p. 23 within the KAS for Physical Education to ensure participants have located the correct pages of the document.</i></p> <p><i>After participants have had time to collaborate, facilitate whole group discussion over the questions.</i></p> <ul style="list-style-type: none"> <li>● <i>Do you see any connections in learning across the five standards listed in the overview?</i> <ul style="list-style-type: none"> <li>○ <i>Possible Responses might be:</i> <ul style="list-style-type: none"> <li>■ <i>Standard 3 relates really well with Standard 5. Students could identify the opportunities or factors in Standard 3 and design some sort of public relations campaign to communicate those within their work toward proficiency in Standard 5.</i></li> <li>■ <i>The cooperative nature of Standard 4 “Work cooperatively and communicate positively with others” will integrate nicely with the cooperative nature within Standard 5 “Identify physical activities that contribute to a healthy lifestyle, provide self-expression, bring confidence and challenge, and the benefits of working cooperatively with others in physical activities.”</i></li> <li>■ <i>Specifically within the Grades 6-12 overview, Standard 4 “Demonstrate respect for others’ diversity, and apply conflict resolution, rules of behavior and fair play in a variety of physical activities” has the potential to spill into any interpersonal relationship students have.</i></li> </ul> </li> </ul> </li> </ul> <p><b>NOTE:</b> <i>In the next few slides, there will be an emphasis that the KAS for Physical Education are not meant to be mastered in one or two lessons, but instead are intended to be part of a comprehensive learning experience. The connections mentioned in this discussion will serve to emphasize that point when it arises.</i></p> <ul style="list-style-type: none"> <li>● <i>How might the information in the overview be useful to different audiences?</i> <ul style="list-style-type: none"> <li>○ <i>Possible responses might be:</i></li> </ul> </li> </ul>	<div data-bbox="1402 186 1990 511"> <p><b>Food for thought:</b></p> <ul style="list-style-type: none"> <li>▶ Do you see any connections in learning across the five standards listed in the overview?</li> <li>▶ How might the information in the overview of the KAS for Physical Education be useful for <ul style="list-style-type: none"> <li>● Teachers?</li> <li>● Administrators?</li> <li>● Parents?</li> <li>● Students?</li> <li>● Citizens?</li> </ul> </li> </ul>  </div>

Facilitator Notes	Accompanying Slide(s)
<ul style="list-style-type: none"> <li>● For a <b>principal/district leader/peer observer</b> who may not be an expert on the specific content standards, the overview document provides a snapshot of what to look for in a walk-through or formal observation.</li> <li>● At a <b>parent</b> conference, a parent might be better served by seeing a general overview of how the strands work together instead of processing each of his or her child's grade-level standards. Additionally, several of the bullets address social situations and cooperation specifically. It may be valuable for parents to understand how they can contribute to the learning students are doing in the classroom.</li> <li>● Several of these areas offer the possibility to reach out to existing <b>community partners</b> or develop new community partners who can work with students to enhance their classroom experience. For students in Grades 6-12, having a speaker come in regularly to handle conflict resolution or to address diversity might be a great way to build new partnerships with professionals who can contribute to student learning.</li> <li>● <b>Extension:</b> This may be a good opportunity for participants to consider how to ensure all stakeholders understand the KAS for Physical Education. Based on this discussion, consider asking if an additional document might need to be created for a particular stakeholder. What might be its purpose? Make-up? Design? <ul style="list-style-type: none"> <li>○ A one-pager for parents at each grade level that describes the overall experience for their student? A flyer/pamphlet for community members that informs them about possible opportunities for collaboration? With clear and concise communication other teachers within the building might be able to reinforce the current standards being taught (i.e. "accept differences among classmates" or "provide encouragement and positive feedback").</li> </ul> </li> </ul>	

## Facilitator Notes

### Explain:

Now that we've discussed the overviews, let's take a look at what the grade level standards look like in the *KAS for Physical Education*. The physical education standards are organized into three different parts: the standards, practices and performance indicators. This slide shows an example of what the document will look like at each grade level. In a moment we'll examine your grade level standards more closely, but for now, let's take a look at what information is being provided within each of these components.

### Explain:

The goal of physical education is to provide Kentucky students with the knowledge and skills needed to establish and maintain physically healthy lifestyles. According to the Shape of the Nation Report (2016), "studies show that active and fit children consistently outperform less active, unfit students academically in both the short and the long term. They also demonstrate better classroom behavior, greater ability to focus and lower rates of absenteeism." As a result, students need exposure to a quality physical education program that includes opportunities for the exploration of a variety of lifetime physical activities.

Physical education encompasses five standards which provide cognitive content to develop and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. Standards are the overarching ideas that support reaching the end goal of creating physically literate students. These five standards communicate the broader learning of performance indicators that promote and produce physically literate students in all grade levels. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, physical education.

**Note:** This would be a great opportunity to reference the connections within standards that were just discussed in order to emphasize that these standards should not be singled out for instruction and then forgotten but instead should be a part of a more comprehensive sequence of instruction.

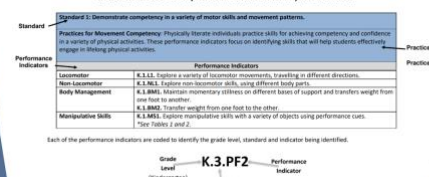
## Accompanying Slide(s)

### Understanding the Architecture

The KAS for Physical Education are organized into **three** parts:

1. The Standards
2. The Practices
3. The Performance Indicators


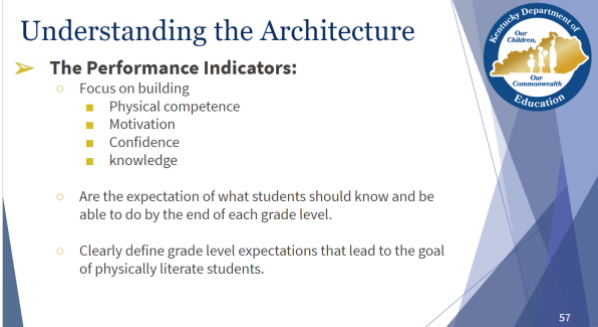
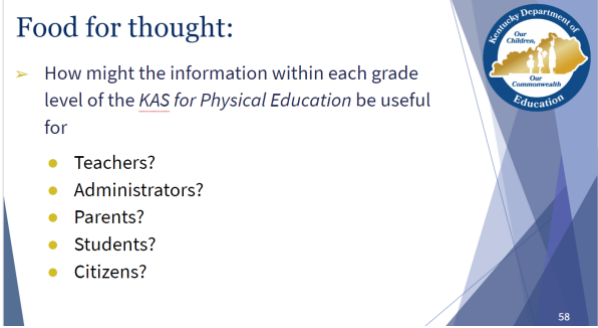
How to Read the Kentucky Academic Standards for Physical Education



### Understanding the Architecture

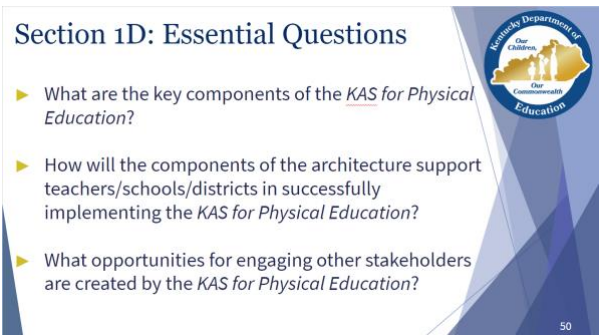
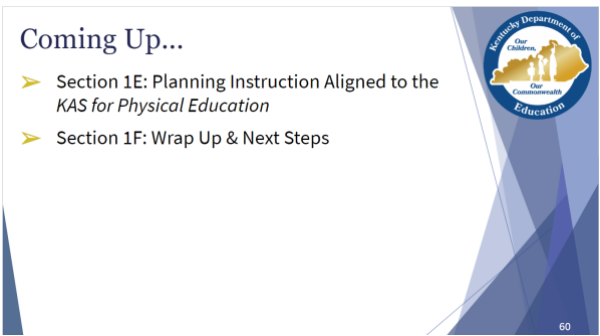
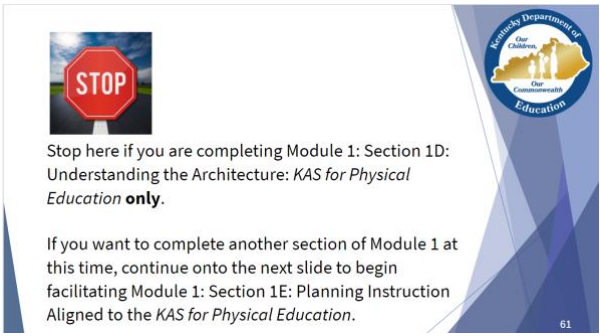
#### The Standards:

- provide **cognitive content** to develop and maintain active lifestyles throughout childhood, adolescence and into adulthood.
- Communicate the broader learning of performance indicators that promote and produce physically literate students in all grade levels.
- Standards are the overarching ideas that support reaching the end goal of creating physically literate students.
- Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, physical education.

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“The practices, listed below the standard, further explain the physical education standard and what students will know and be able to demonstrate as being physically literate individuals in movement competency, application of movement performance, health-enhancing physical activity, personal and social behaviors, and the value of physical activity. The practices provide clarity, direction and understanding for the standards and how they connect to the performance indicators.”</p>	
<p><b>Explain:</b></p> <p>“The physical education standards are based on grade-level performance indicators that focus on building physical competence, motivation, confidence and knowledge. Performance indicators are the expectation of what students should know and be able to do by the end of each grade level. Performance indicators clearly define grade level expectations that lead to the goal of physically literate students.”</p> <p><i>For more information on the organization of these standards, see pages 7 and 8 of the KAS for Physical Education.</i></p>	
<p><b>Explain:</b></p> <p>“In Section 1A the legislation driving the standards revision process was outlined. One charge of Senate Bill 1 (2017) was for the standards to “communicate expectations more clearly and concisely to teachers, parents, students and citizens.” Let’s take a moment to consider how elements of the architecture relate to that statement. Find the grade level standards that are most relevant to your instruction and take a closer look at the components of the architecture. Brainstorm how the information in the overviews and the components within each cluster of the standards might be useful for the multiple stakeholders for whom it was intended.”</p> <p><i>After participants have had time to collaborate, facilitate discussion over the questions. Possible responses might be:</i></p>	

Facilitator Notes	Accompanying Slide(s)
<ul style="list-style-type: none"> <li>● <i>The Standards:</i> <ul style="list-style-type: none"> <li>○ <i>As the standards are consistent throughout K-12 instruction, this provides an opportunity to communicate to <b>parents</b> the overarching goals of physical education. Additionally, <b>students</b> can expect instruction with those five consistent focus areas. <b>Administrators</b> can familiarize themselves with the five main ideas, knowing they should be targets of instruction at every grade level.</i></li> </ul> </li> <li>● <i>The Practices:</i> <ul style="list-style-type: none"> <li>○ <i>The practices offer opportunities for <b>students</b> to practice skills to achieve competency and confidence, to understand the purpose of movement through performance, to make informed decisions that will improve their quality of life and to respect themselves and others. These practices are skills that generate capacity within <b>students</b> throughout and beyond their K-12 experiences.</i></li> </ul> </li> <li>● <i>The Performance Indicators:</i> <ul style="list-style-type: none"> <li>○ <i>The performance indicators offer <b>teachers</b> a more detailed description of what students be able to do in order to demonstrate mastery of the standard at that specific grade level. When considering <b>student</b> level learning targets, the performance indicators provide <b>student-friendly</b> explanations of the content standards</i></li> </ul> </li> <li>● <b>Extension:</b> <i>This may be another good opportunity for participants to revisit how to ensure all stakeholders understand the KAS for Physical Education. Based on this discussion, consider asking if an additional document might need to be created for a particular stakeholder. What might be its purpose? Make-up? Design?</i></li> </ul>	



Facilitator Notes	Accompanying Slide(s)
<p><i>Facilitate discussion around the essential questions as needed in order to identify whether participants understand the content of Section 1D.</i></p> <p><i>Potential talking points:</i></p> <ul style="list-style-type: none"> <li>• <i>The Standards, The Practices, The Performance Indicators</i></li> <li>• <i>Review discussion from “Food for Thought” slides, if needed.</i></li> </ul> <p><i>Additional possible talking points might include a discussion of the specific legislative regulations to be addressed in the KAS for Physical Education found on pages 3-5 of the standards document.</i></p>	
<p><b>Explain:</b></p> <p>“Coming up in Section 1E: Planning Instruction Aligned to the <i>KAS for Physical Education</i> we will investigate some of the planning and instructional considerations that will be integral to ensuring successful implementation of the standards.”</p> <p><b>Explain:</b></p> <p>“In light of the purpose and function of Module 1, consider these questions. The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.”</p> <p>Provide participants with the survey links: Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></p>	 



## Preparation for Section 1E: Planning Instruction Aligned to the *KAS for Physical Education*

### Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Health Education* & the *KAS for Physical Education*, either:

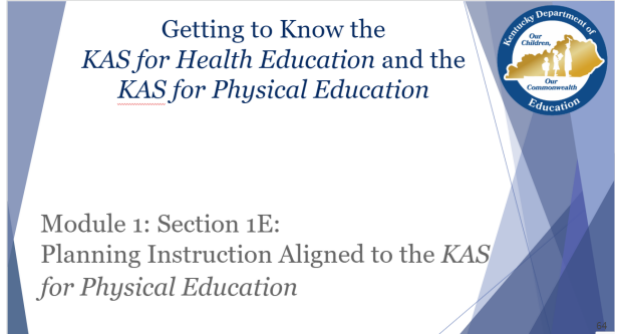
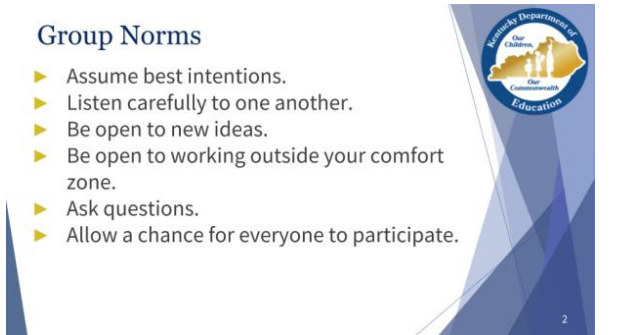
- A device with access to the *KAS for Health Education* & the *KAS for Physical Education*
- A hard copy of the *KAS for Health Education* & the *KAS for Physical Education* (at least one per team)


### Print Materials Needed:

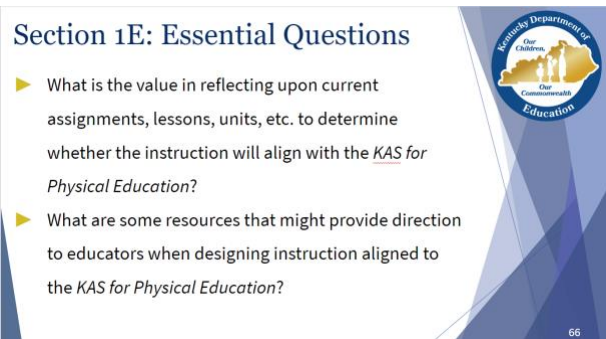
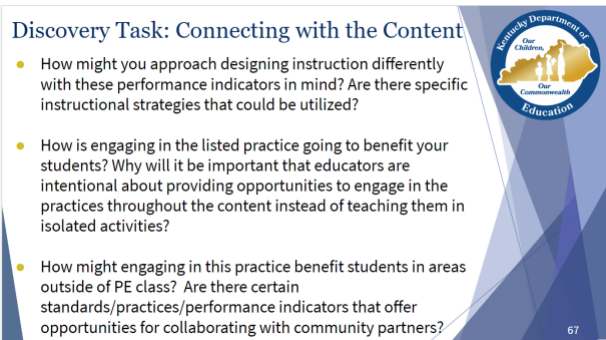
As the facilitator you can print copies of the materials at the links provided or have participants print their own copies. If participants are responsible for printing their own copies, please specify that and provide necessary links within the invitation to the work session. Ensure that you have sufficient copies of the following documents within each work session.

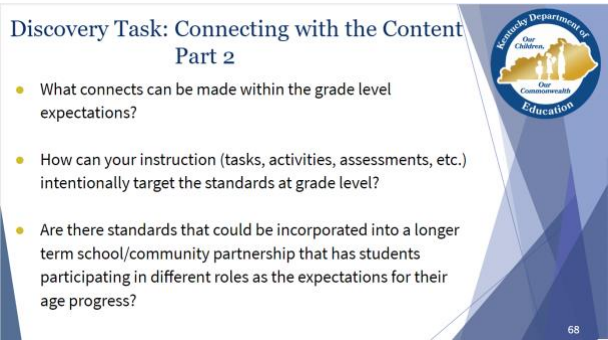
- Participant Guide: Connecting with the Content: *KAS for Physical Education* Document found at [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/PE\\_Task.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/PE_Task.pdf)

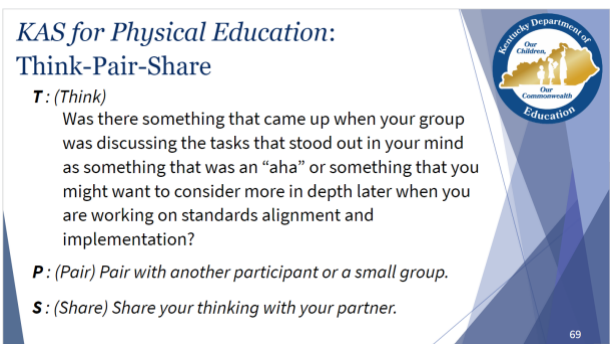
## Section 1E: Planning Instruction Aligned to the *KAS for Physical Education*

Facilitator Notes	Accompanying Slide(s)
<p><b><i>If facilitating Section 1E at the same time as Section 1D...</i></b></p> <p><b><i>If facilitating Section 1E at a different time from Section 1D...</i></b>  <i>Officially welcome the participants. Introduce yourself (if necessary).</i></p> <p><b>Explain:</b>            “Module 1 is intended to provide an introduction to the new <i>KAS for Health Education &amp; the KAS for Physical Education</i>. In Section 1E: Planning Instruction Aligned to the <i>KAS for Physical Education</i> we will investigate some of the planning and instructional considerations that will be integral to ensuring successful implementation of the standards..”</p>	 <p>Getting to Know the  <i>KAS for Health Education and the  <u>KAS</u> for Physical Education</i></p> <p>Module 1: Section 1E:            Planning Instruction Aligned to the <i>KAS            for Physical Education</i></p>
<p><b>Explain:</b>            “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Take a moment to read the norms.”</p> <p><b><i>Discuss group norms. NOTE: If participants made changes to this slide in the session within Section 1A, you will need to update this slide to reflect those changes moving forward.</i></b></p> <p><b>Explain:</b>            “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for to address those issues.”</p> <p><b><i>Remind participants about the Issues Bin. The purpose of the Issues Bin is to provide participants with a safe way of asking questions or suggesting ideas. Participants should feel free to add to the Issues Bin throughout the module.</i></b></p>	 <p><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“The implementation of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> will mean that there are changes for educators and students across the state. Throughout the work sessions in Module 1, the goals are for you to:</p> <ul style="list-style-type: none"> <li>● Build a shared understanding of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> document.</li> <li>● Strengthen the connection between the components of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and the way those components can support educators in the process of designing instruction.</li> <li>● Experience how the changes in the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> can and will be reflected in student experiences within our classrooms.</li> <li>● Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>Section 1E is where we will begin to look more closely at some of the resources that can support educators when designing instruction that aligns with the <i>KAS for Physical Education</i> and how that will be reflected in student experiences within Kentucky classrooms.”</p> <p><i>Remember that you may not know all of the answers to the questions, and that is okay. Some issues may be answered in future sections of the modules or on the KDE website. If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also e-mail questions or feedback to <a href="mailto:standards@education.ky.gov">standards@education.ky.gov</a>.</i></p>	 <p><b>Module Goal:</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> document.</li> <li>▶ Strengthen the connection between the components of the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and the way those components can support teachers in the process of designing instruction.</li> <li>▶ Experience how the changes in the <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> can and should be reflected in student experiences within our classrooms.</li> <li>▶ Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and discuss the plan to address those areas.</li> </ul> <p>Kentucky Department of Education Our Children. Our Commonwealth. Education</p> <p>4</p>

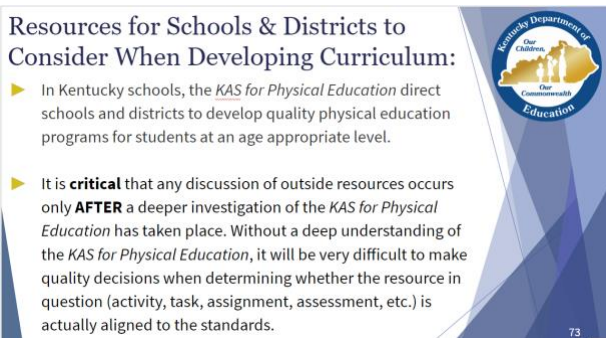
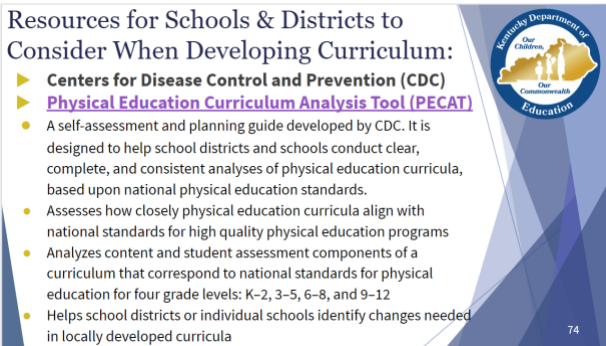
Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“The goal of physical education is to provide Kentucky students with the knowledge and skills needed to establish and maintain physically healthy lifestyles. According to the Shape of the Nation Report (2016), “studies show that active and fit children consistently outperform less active, unfit students academically in both the short and the long term. They also demonstrate better classroom behavior, greater ability to focus and lower rates of absenteeism.” As a result, students need exposure to a quality physical education program that includes opportunities for the exploration of a variety of lifetime physical activities.</p> <p>In this session, you’ll be asked to reflect upon your instruction and tasks you’ve used previously to determine how well they align to the <i>KAS for Physical Education</i>. When aligning instruction, you may take a different view on something that you’re very familiar with. Don’t be afraid to look at your instruction with fresh eyes. You’ll get the chance to consider the impact the <i>KAS with Physical Education</i> will need to have on planning and implementing classroom instruction moving forward.”</p>	
<p><b>Discovery Task: Connecting with the Content (Part 1)</b></p> <p><i>Participants will need to be in grade level groups for this task. If participants are completing this section in isolation, the activity is still appropriate, but participants may take away more if given the opportunity to collaborate. Participants will need to have access to the KAS for Physical Education. In addition, participants will need to have a copy of the Participant Guide: Connecting with the Content: KAS for Physical Education Document found at <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/PE_Task.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/PE_Task.pdf</a></i></p> <p><b>Explain:</b></p> <p>“Part of getting to know the <i>KAS for Physical Education</i> is examining grade level standards and considering the implications for instruction and the opportunities for collaboration. Page 1 of the Participant Guide: Connecting with the Content is designed for instructional notes that you</p>	

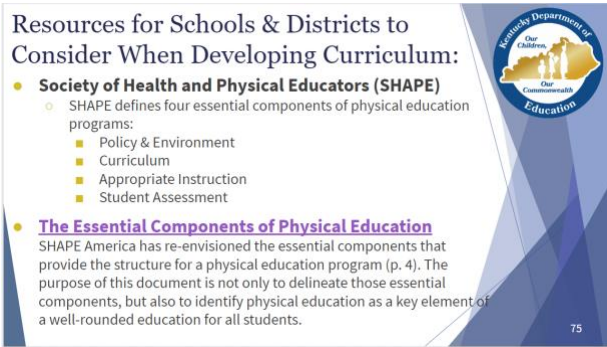
Facilitator Notes	Accompanying Slide(s)
<p>have, including specifics about how to engage students with the practice indicated or specific activities to aide students toward mastery of the performance indicators. Additionally, there are places to note ideas about the “who” or the “why” when opportunities to communicate with outside partners or ideas you may have about developing those outside partners. Share with other participants about experiences you’ve generated within your classroom to allow students to demonstrate mastery of the performance indicators. After you’ve had a few minutes to investigate your grade level more in depth, we’ll look at the connections within and across grade levels.”</p>	
<p><b>Discovery Task: Connecting with the Content (Part 2)</b></p> <p><b>Explain:</b></p> <p>When we talked about the architecture of the <i>KAS for Physical Education</i> we discussed how important it is for students to have a comprehensive health education experience. Standards are the overarching ideas that support reaching the end goal of creating physically literate students. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, physical education. Within Appendix D of the <i>KAS for Physical Education</i> are the Grade Band Progressions (beginning on page 44). Page 2 of the Participant Guide: Connecting with the Content is a place to consider connections within and across grade levels. This is also an opportunity to consider how to be intentional in determining whether your instruction is grade appropriate. For instance, how do your tasks, activities, assessments, etc for 4th grade differ from those for 5th grade? Being intentional about making those decisions will be critical to successful implementation of the <i>KAS for Physical Education</i>.”</p> <p><i>These notes will be great to revisit when participants are ready to consider what the next steps for implementing the KAS for Health Education &amp; the KAS for Physical Education might be.</i></p>	 <p>Discovery Task: Connecting with the Content Part 2</p> <ul style="list-style-type: none"> <li>What connects can be made within the grade level expectations?</li> <li>How can your instruction (tasks, activities, assessments, etc.) intentionally target the standards at grade level?</li> <li>Are there standards that could be incorporated into a longer term school/community partnership that has students participating in different roles as the expectations for their age progress?</li> </ul> <p>Kentucky Department of Education Our Children. Our Commonwealth. Our Education.</p> <p>68</p>

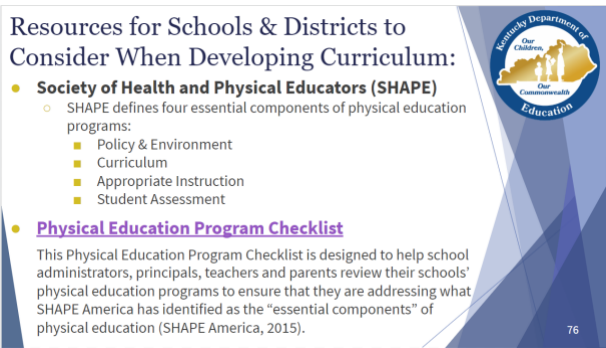
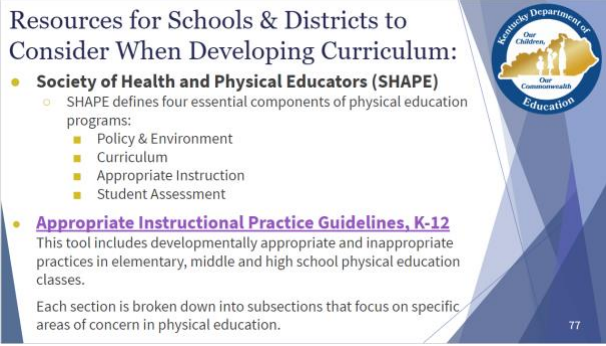
Facilitator Notes	Accompanying Slide(s)
<p><i>Bring the participants back together. Facilitate discussion around this or allow participants to share in small groups. This might be a great opportunity for a Think-Pair-Share.</i></p> <p><b>T:</b> (Think) <i>Begin by asking a specific question and allow participants to "think" about what they know or have learned about the topic.</i></p> <p><b>P:</b> (Pair) <i>Each participant should be paired with another participant or a small group.</i></p> <p><b>S:</b> (Share) <i>Participants share their thinking with their partner. The facilitator can then expand the "share" into a whole-class discussion.</i></p> <p><b>Potential Talking Points:</b></p> <ul style="list-style-type: none"> <li>Was there something that came up when your group was discussing the tasks that stood out in your mind as something that was an “aha” or something that you might want to consider more in depth later when you are working on standards alignment and implementation? <ul style="list-style-type: none"> <li>Have the participants reflect on some of their own tasks and consider for themselves how their own instruction would measure up within a tool like this. This leads into the Critical Extension listed below.</li> </ul> </li> </ul> <p><b>Critical Extension:</b> <i>Participants could extend this learning by analyzing one of their own lesson plans for the degree of alignment. If participants felt comfortable, they could even switch lesson plans/tasks and determine the degree of alignment for a partner’s lesson or task and provide a rationale. <b>NOTE: Depending upon the time available for the session, this extension might need to be done at the next work session or as “homework” to be completed and shared at the next work session.</b></i></p>	 <p><i>KAS for Physical Education: Think-Pair-Share</i></p> <p><b>T:</b> (Think) Was there something that came up when your group was discussing the tasks that stood out in your mind as something that was an “aha” or something that you might want to consider more in depth later when you are working on standards alignment and implementation?</p> <p><b>P:</b> (Pair) <i>Pair with another participant or a small group.</i></p> <p><b>S:</b> (Share) <i>Share your thinking with your partner.</i></p>
<p><b>Optional break in work session.</b></p>	

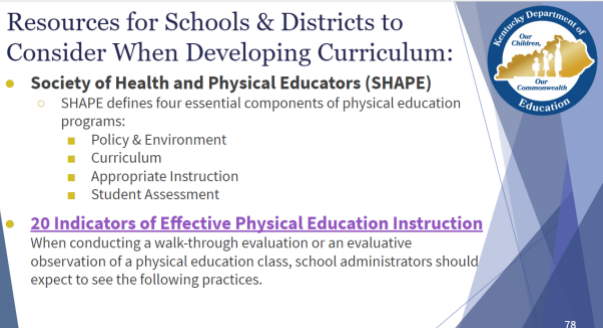
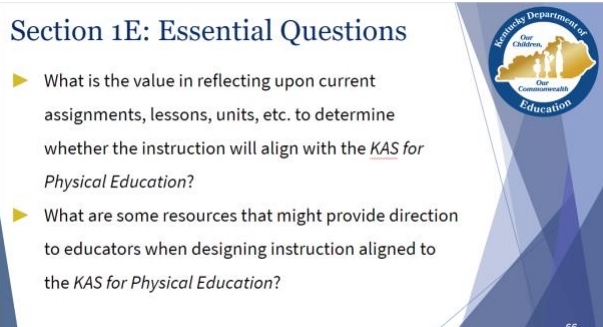

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“Now that you have familiarized yourself with the actual standards for physical education, on page 6 of the <i>KAS for Physical Education</i>, there is an important distinction regarding what the standards are, and just as importantly, what the standards are not. The standards are not the curriculum. The order in which the standards are presented is not the order in which the standards need to be taught.”</p>	<p>The <i>KAS for Physical Education</i> is...</p> <ul style="list-style-type: none"> <li>▶ An outline of the goals or outcomes of an educational program.</li> <li>▶ A statement of what students should be able to know and do after instruction.</li> </ul> <p>The <i>KAS for Physical Education</i> is NOT...</p> <ul style="list-style-type: none"> <li>▶ An outline of how learning experiences are to be designed, or what resources should be used.</li> </ul> <p>70</p>
<p><b>Explain:</b></p> <p>“Learning opportunities and pathways will continue to vary across schools and school systems and educators should make every effort to meet the needs of individual students, based on their pedagogical and professional impressions and information. Educators will need to determine the best overall design and approach, as well as the instructional strategies needed to support their learners to attain grade-level expectations and the knowledge articulated in the standards. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must assure appropriate accommodations are made for diverse populations of students found within Kentucky schools. Kentucky students expect a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including anytime/anywhere learning opportunities. Decisions on how best to help students meet these program goals are left to local school districts and teachers. <b>However, it is CRITICAL that curriculum is aligned to the standards.</b>”</p>	<p>The <i>KAS for Physical Education</i> does...</p> <ul style="list-style-type: none"> <li>▶ Establish what students should know and be able to demonstrate at the conclusion of a course.</li> </ul> <p>The <i>KAS for Physical Education</i> does NOT...</p> <ul style="list-style-type: none"> <li>▶ Dictate curriculum or teaching methods.</li> <li>▶ Dictate the design of a lesson or how units should be organized.</li> </ul> <p>71</p>

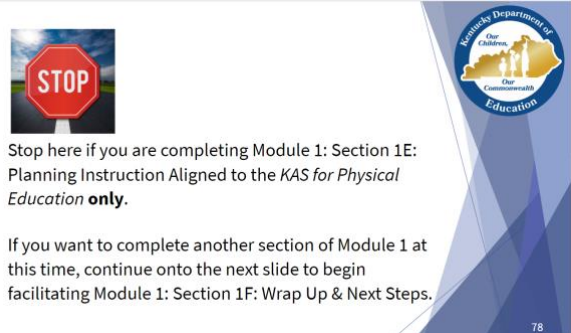


Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity. Physical education is characterized by a planned, sequential K-12 curriculum (course of study) that provides cognitive content and learning experiences in a variety of activity areas In Kentucky schools, the <i>Kentucky Academic Standards for Physical Education</i> direct schools and districts to develop quality physical education programs for students at an age appropriate level. The vision of a quality physical education program is a physically-educated person who has the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Qualified, trained teachers teach physical education. When schools/districts begin working to implement the KAS for Physical Education, there are resources outside of the actual standards document itself that might be useful.”</p> <p><b>NOTE: It is critical that any discussion of outside resources occurs only AFTER participants have had the chance to work through their actual grade level standards. If participants DO NOT have a deep understanding of the KAS for Physical Education, then it will be very difficult for them to discern whether the resource in question (activity, task, assignment, assessment, etc.) is actually aligned to the standards.</b></p>	 <p>Resources for Schools &amp; Districts to Consider When Developing Curriculum:</p> <ul style="list-style-type: none"> <li>▶ In Kentucky schools, the <i>KAS for Physical Education</i> direct schools and districts to develop quality physical education programs for students at an age appropriate level.</li> <li>▶ It is <b>critical</b> that any discussion of outside resources occurs only <b>AFTER</b> a deeper investigation of the <i>KAS for Physical Education</i> has taken place. Without a deep understanding of the <i>KAS for Physical Education</i>, it will be very difficult to make quality decisions when determining whether the resource in question (activity, task, assignment, assessment, etc.) is actually aligned to the standards.</li> </ul>
<p><b>Explain:</b></p> <p>“For schools and districts interested in conducting a comprehensive review of the physical education program in place the Physical Education Curriculum Analysis Tool (PECAT) is a self-assessment and planning guide developed by CDC. It is designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards.</p> <p>Specifically, the PECAT</p> <ul style="list-style-type: none"> <li>● Assesses how closely physical education curricula align with national standards for high quality physical education programs</li> <li>● Analyzes content and student assessment components of a curriculum that correspond</li> </ul>	 <p>Resources for Schools &amp; Districts to Consider When Developing Curriculum:</p> <ul style="list-style-type: none"> <li>▶ <b>Centers for Disease Control and Prevention (CDC)</b></li> <li>▶ <b>Physical Education Curriculum Analysis Tool (PECAT)</b></li> <li>● A self-assessment and planning guide developed by CDC. It is designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards.</li> <li>● Assesses how closely physical education curricula align with national standards for high quality physical education programs</li> <li>● Analyzes content and student assessment components of a curriculum that correspond to national standards for physical education for four grade levels: K-2, 3-5, 6-8, and 9-12</li> <li>● Helps school districts or individual schools identify changes needed in locally developed curricula</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p>to national standards for physical education for four grade levels: K–2, 3–5, 6–8, and 9–12</p> <ul style="list-style-type: none"> <li>Helps school districts or individual schools identify changes needed in locally developed curricula</li> </ul> <p>The results of the PECAT can be used by school districts to enhance existing physical education curricula, develop curricula, or select published curricula that will deliver high quality physical education to students.</p> <p>The PECAT is now available both in print and an interactive online version. The online version guides you through each step of the process, allowing you to save your responses while working, calculate your module scores automatically, and develop your plan for improvement through a secure, user-friendly system. It also enables you to archive previous versions of the PECAT for future use, and lets you print and share scorecards and results with team members, administrators, and others. The PECAT is designed to be used by a committee or team of individuals.”</p> <p>Source: <a href="https://www.cdc.gov/healthyschools/pecat/index.htm">https://www.cdc.gov/healthyschools/pecat/index.htm</a></p>	
<p><b>Explain:</b></p> <p>Over the past two decades, physical education has undergone a transformation in rigor and focus and now is recognized as essential to a young person’s overall education experience and a foundation for lifelong healthy living. The new National Standards — and their accompanying Grade-Level Outcomes — identify the skills and knowledge necessary to support the development of physically literate individuals: those who have the knowledge, skills and confidence to enjoy a lifetime of physical activity (SHAPE America, 2014, p. 4).</p>	 <p><b>Resources for Schools &amp; Districts to Consider When Developing Curriculum:</b></p> <ul style="list-style-type: none"> <li><b>Society of Health and Physical Educators (SHAPE)</b> <ul style="list-style-type: none"> <li>SHAPE defines four essential components of physical education programs: <ul style="list-style-type: none"> <li>Policy &amp; Environment</li> <li>Curriculum</li> <li>Appropriate Instruction</li> <li>Student Assessment</li> </ul> </li> </ul> </li> <li><b>The Essential Components of Physical Education</b> <p>SHAPE America has re-envisioned the essential components that provide the structure for a physical education program (p. 4). The purpose of this document is not only to delineate those essential components, but also to identify physical education as a key element of a well-rounded education for all students.</p> </li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>“This Physical Education Program Checklist is designed to help school administrators, principals, teachers and parents review their schools’ physical education programs to ensure that they are addressing what SHAPE America has identified as the “essential components” of physical education. In The Essential Components of Physical Education, SHAPE America outlines the policies and practices that should be in place in school-based physical education programs. The guidance document defines the four essential components of physical education as policy and environment, curriculum, appropriate instruction, and student assessment. Use the checklist that begins on p. 3 of this document to identify which policies and practices from the Essential Components are in place in your school district or school, and then use those results to improve the physical education program.” (SHAPE America, 2015)</p>	
<p><b>Explain:</b></p> <p>“Appropriate instruction takes into account the diverse development levels that students in all grade levels will exhibit. The physical education teacher uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the school district's or school's physical education curriculum (e.g., differentiated instruction, active engagement, modified activities, self-assessment, self-monitoring). The teacher also employs instructional practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time and ensures the inclusion of all students, including making the necessary adaptations for students with special needs or disabilities. Finally, the teacher evaluates student learning continually to document teacher effectiveness.” (SHAPE America, 2015)</p>	

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b></p> <p>SHAPE America encourages school administrators to establish a baseline for observing physical education classes. The indicators detailed in the checklist that follows reflect the practices and policies recommended in SHAPE America’s guidance documents The Essential Components of Physical Education and Physical Education Program Checklist.</p>	 <p>Resources for Schools &amp; Districts to Consider When Developing Curriculum:</p> <ul style="list-style-type: none"> <li>● <b>Society of Health and Physical Educators (SHAPE)</b> <ul style="list-style-type: none"> <li>○ SHAPE defines four essential components of physical education programs: <ul style="list-style-type: none"> <li>■ Policy &amp; Environment</li> <li>■ Curriculum</li> <li>■ Appropriate Instruction</li> <li>■ Student Assessment</li> </ul> </li> </ul> </li> <li>● <b>20 Indicators of Effective Physical Education Instruction</b> <p>When conducting a walk-through evaluation or an evaluative observation of a physical education class, school administrators should expect to see the following practices.</p> </li> </ul>
<p><b>Explain:</b></p> <p>“Every day around our state educators have to evaluate what instructional materials to employ to help students progress toward a specific goal.”</p> <p><i>Facilitate discussion around the essential question as needed. Potential talking points might be:</i></p> <ul style="list-style-type: none"> <li>● <i>Do the student’s experiences look different from in the past? How so?</i></li> </ul>	 <p>Section 1E: Essential Questions</p> <ul style="list-style-type: none"> <li>► What is the value in reflecting upon current assignments, lessons, units, etc. to determine whether the instruction will align with the <i>KAS for Physical Education</i>?</li> <li>► What are some resources that might provide direction to educators when designing instruction aligned to the <i>KAS for Physical Education</i>?</li> </ul>
<p><b>Explain:</b></p> <p>“In the next section of Module 1 we will recap what we’ve covered so far about the new <i>KAS for Health Education</i> &amp; the <i>KAS for Physical Education</i> and begin planning for the “next steps” that need to be taken to successfully implement the standards. Next up: Section 1F: Wrap Up &amp; Next Steps.”</p>	 <p>Coming Up...</p> <ul style="list-style-type: none"> <li>► Section 1F: Wrap Up &amp; Next Steps</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p><b>Explain:</b>          “In light of the purpose and function of Module 1, consider these questions. The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.”</p> <p>Provide participants with the survey links:          Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></p>	 <p>Stop here if you are completing Module 1: Section 1E: Planning Instruction Aligned to the <i>KAS for Physical Education</i> <b>only</b>.</p> <p>If you want to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1F: Wrap Up &amp; Next Steps.</p> <p>78</p>

## Preparation for Section 1F: Wrap Up & Next Steps

### Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Health Education* & the *KAS for Physical Education*, either:

- A device with access to the *KAS for Health Education* & the *KAS for Physical Education*
- A hard copy of the *KAS for Health Education* & the *KAS for Physical Education* (at least one per team)

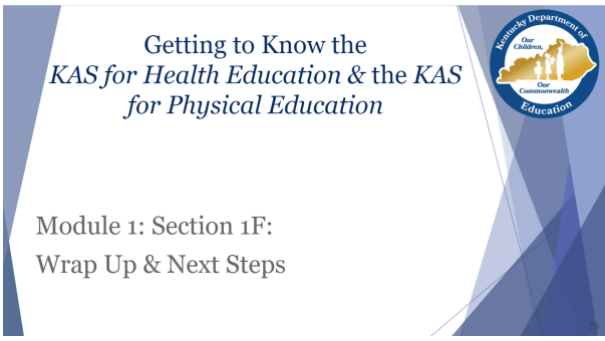
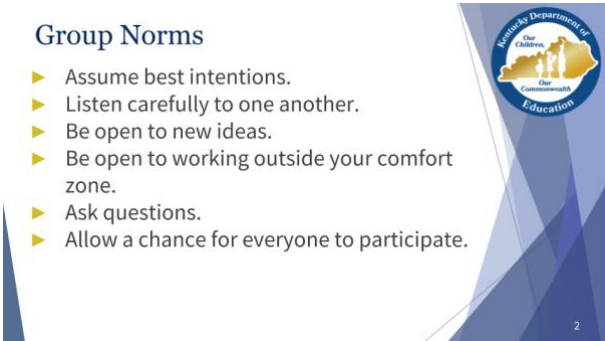

### Print Materials Needed:

As the facilitator you can print copies of the materials at the links provided or have participants print their own copies. If participants are responsible for printing their own copies, please specify that and provide necessary links within the invitation to the work session. Ensure that you have sufficient copies of the following documents within each work session.

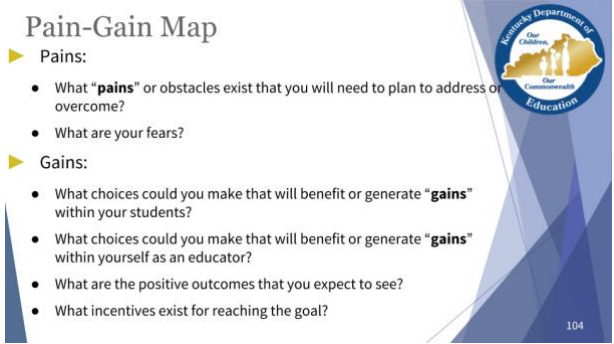
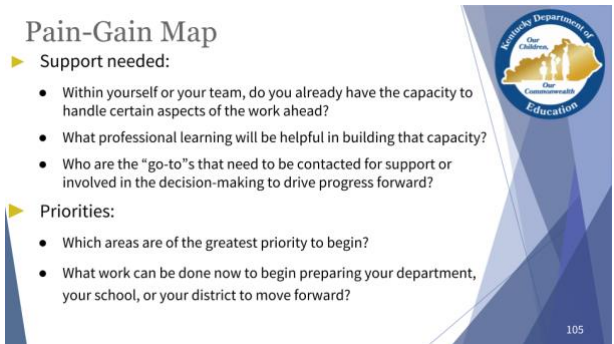
- Participant Guide: Thinking Back to Plan for the Future found at [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Planning\\_Guide\\_Health\\_and\\_PE.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Planning_Guide_Health_and_PE.pdf)

**NOTE:** Participants may find value in the work they have done on the Participant Guides from previous work sessions of the module as they work to plan next steps. The facilitator may want to remind participants to bring those documents to this work session.




## Section 1F: Wrap Up & Next Steps

Facilitator Notes	Accompanying Slide(s)
<p><b>If facilitating Section 1F at the same time as Section 1E...</b></p> <p><b>Explain:</b>            “Module 1 is intended to provide an introduction to the new <i>KAS for Health Education &amp; the KAS for Physical Education</i>.    <b>If facilitating Section 1F at a different time from Section 1E...</b>  <i>Officially welcome the participants. Introduce yourself (if necessary).</i></p>	 <p>Getting to Know the  <i>KAS for Health Education &amp; the KAS for Physical Education</i></p> <p>Module 1: Section 1F:            Wrap Up &amp; Next Steps</p>
<p><b>Explain:</b>            “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Take a moment to read the norms.”</p>	 <p><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>
<p><b>Explain:</b>            “The six sessions were designed to meet the four goals of Module 1 and to support teachers, school leaders and district/state leaders in transitioning to and implementing the new <i>KAS for Health Education &amp; the KAS for Physical Education</i>.”</p>	 <p><b>Module Wrap Up</b></p> <ul style="list-style-type: none"> <li>▶ Module 1: Getting to Know the <i>KAS for Health Education &amp; the KAS for Physical Education</i> <ul style="list-style-type: none"> <li>• Section 1A: Revision Process Overview</li> <li>• Section 1B: Understanding the Architecture: <i>KAS for Health Education</i></li> <li>• Section 1C: Planning Instruction Aligned to the <i>KAS for Health Education</i></li> <li>• Section 1D: Understanding the Architecture: <i>KAS for Physical Education</i></li> <li>• Section 1E: Planning Instruction Aligned to the <i>KAS for Physical Education</i></li> <li>• Section 1F: Wrap Up &amp; Next Steps</li> </ul> </li> </ul> <p>These sessions are intended to support the successful transition to and implementation of the <i>KAS for Health Education</i> and the <i>KAS for Physical Education</i> in classrooms across the state.</p>



Facilitator Notes	Accompanying Slide(s)
<p><b>Setup for Success: Pain-Gain Map</b></p> <p><b>Explain:</b></p> <p><b>“The implementation of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> will mean that there are changes for educators across the state. To help with generating and prioritizing the next steps in the implementation process, we’re going to do a Pain-Gain map. This is an opportunity to collaborate within your work group to create a plan for how you are going to move forward. Essentially, now that you’ve gotten to know the <i>KAS for Health Education &amp; the KAS for Physical Education</i>, where do you go from here? Districts and schools will need to prepare and prioritize the next steps in the implementation process. Having an understanding of the <i>KAS for Health Education &amp; the KAS for Physical Education</i> and its components is just the first step, actions determine impact. To help with that process, we’re going to do a Pain-Gain map. Most decisions people make are situations where some trade-off exists.</b></p> <p>First consider:</p> <ul style="list-style-type: none"> <li>• What <b>“pains”</b> or obstacles will exist that you will need to plan to address?</li> <li>• What are your fears?</li> </ul> <p>Then consider:</p> <ul style="list-style-type: none"> <li>• What choices could you make that will benefit or generate <b>“gains”</b> within your students?</li> <li>• What choices could you make that will benefit or generate “gains” within yourself as an educator?</li> <li>• What are the positive outcomes that you expect to see?</li> <li>• What incentives exist for reaching the goal?</li> </ul> <p>It will also be valuable to think about the <b>support</b> that you, your department, your school, or your district will need to move forward:</p>	<div data-bbox="1386 186 1995 527"> <p><b>Pain-Gain Map</b></p> <p>▶ Pains:</p> <ul style="list-style-type: none"> <li>• What <b>“pains”</b> or obstacles exist that you will need to plan to address or overcome?</li> <li>• What are your fears?</li> </ul> <p>▶ Gains:</p> <ul style="list-style-type: none"> <li>• What choices could you make that will benefit or generate <b>“gains”</b> within your students?</li> <li>• What choices could you make that will benefit or generate “gains” within yourself as an educator?</li> <li>• What are the positive outcomes that you expect to see?</li> <li>• What incentives exist for reaching the goal?</li> </ul>  </div> <div data-bbox="1386 560 1995 901"> <p><b>Pain-Gain Map</b></p> <p>▶ Support needed:</p> <ul style="list-style-type: none"> <li>• Within yourself or your team, do you already have the capacity to handle certain aspects of the work ahead?</li> <li>• What professional learning will be helpful in building that capacity?</li> <li>• Who are the “go-to”s that need to be contacted for support or involved in the decision-making to drive progress forward?</li> </ul> <p>▶ Priorities:</p> <ul style="list-style-type: none"> <li>• Which areas are of the greatest priority to begin?</li> <li>• What work can be done now to begin preparing your department, your school, or your district to move forward?</li> </ul>  </div>

Facilitator Notes	Accompanying Slide(s)
<ul style="list-style-type: none"> <li>• Within yourself or your team, do you already have the capacity to handle certain aspects of the work ahead?</li> <li>• What professional learning will be helpful in building that capacity?</li> <li>• Who are the “go-to”s that need to be contacted for support or involved in the decision-making to drive progress forward?</li> </ul> <p>Lastly, consider which of the items are priorities within your department, your school, or your district will need to move forward:</p> <ul style="list-style-type: none"> <li>• Which areas are of the greatest priority to begin?</li> <li>• What work can be done now to begin preparing your department, your school, or your district to move forward?</li> </ul> <p>This is an opportunity to collaborate within your work group to create a plan for how you are going to move forward. Essentially, now that you’ve gotten to know the <i>KAS for Health Education &amp; the KAS for Physical Education</i>, how do you take your relationship to the next level? What are the next most critical, manageable steps? This may be a place to revisit the items documented throughout the module in the “Issues Bin”. By framing your understanding of your “work ahead,” or the next steps in the process, in this way, your team (whether at the PLC, department, or district level) can collaborate to outline a plan to ensure you are addressing these issues.”</p> <p><b><i>NOTE: Be sure participants understand they are to list or bullet the next steps for implementation in the “Work Ahead” box. Then, they will continue to frame the “Work Ahead” in the process by considering the pains, gains, supports needed and priorities for each element of the “Work Ahead.”</i></b></p> <p><b><i>Allow participants to work individually, with a partner or in group to reflect, brainstorm, plan and/or discuss. If time allows, guide participants into prioritizing the next steps so that work continues after this meeting.</i></b></p>	

Facilitator Notes	Accompanying Slide(s)
<p>Pass out the Participant Guide: Thinking Back to Plan for the Future found at <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Planning_Guide_Health_and_PE.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Planning_Guide_Health_and_PE.pdf</a></p> <p>Participants can use this guide as a planning tool.</p>	
<p>Bring the group back together.</p> <p><b>Explain:</b></p> <p>“In light of the purpose and function of Module 1, consider these questions. The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.”</p> <p>Provide participants with the survey links:</p> <ul style="list-style-type: none"> <li>Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></li> </ul> <p>Be sure to thank participants for their work throughout this module as it has provided a foundation for future knowledge.</p> <p>To you, the facilitator, thank you for providing participants with knowledge and support throughout this process. The KDE greatly values your role in facilitating Module 1. We appreciate your time and effort in leading your school and district in the successful implementation of the KAS for Health Education &amp; the KAS for Physical Education. Thank you!</p>	<div data-bbox="1386 431 1995 779"> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>▶ How effective was Module 1 in meeting its goals? Most effective components? Least?</li> <li>▶ During the implementation process, in what areas do you foresee needing additional instructional support? Additional content support?</li> <li>▶ What supports do you foresee your school(s) needing to make implementation successful?</li> </ul>  <p>103</p> </div> <div data-bbox="1386 812 1995 1144"> <p><b>Wrap up of Module 1:</b></p>  <p>STOP! Wanna collaborate? We'll listen.</p> <ul style="list-style-type: none"> <li>Module 1 Survey: <a href="https://www.surveymonkey.com/r/KAS-health-physical-education">https://www.surveymonkey.com/r/KAS-health-physical-education</a></li> </ul>  <p>89</p> </div>