

Community Review of Health Education Curricula

Audio Descriptive Text

Title: Chapter 2. Health Education; Community Review of Health Education Curricula. Image of cover of HECAT document. Images from the paper version of the HECAT including a scoring tool and text page. Image of Active Child icon related to review committee. Image of potential members of the review team and Active Child icon.

Video Summary

- Families, faith-based organizations, health care providers, community youth-serving agencies, employers, media providers, public health agencies, social service agencies, and other government agencies play critical roles in promoting the health of youth.
- School health goals should complement community health goals.
- Health education curricula should reflect local school and community health interests, priorities, and values.
- School districts can create a process for key stakeholders, including community members, to review curriculum materials by forming a health education curriculum review committee.

Audio Script

Schools have an important influence on the education, social development, and health of youth. However, schools are not the only community institutions responsible for achieving these outcomes. Families, faith-based organizations, health care providers, community youth-serving agencies, employers, media providers, public health agencies, social service agencies, and other government agencies also play critical roles in promoting the health of youth.

School health goals should complement community health goals. The review and selection of health education curricula should be based on clearly identified goals, health behavior expectations, and outcomes for health education. To increase relevance and acceptability within a community, health education curricula should reflect local school and community health interests, priorities, and values.

Let's talk about using the HECAT in your school district. Your school district can create a process for key stakeholders, including community members, to review curriculum materials. You can do this by forming a health education curriculum review committee. The organization of such a committee differs among communities. In some locations, it may be a specific committee charged only with reviewing health education curricula, while in other locations, it may be a subcommittee of the district's school health council, school wellness council, school-based management council, or the district's broader curriculum selection committee.

Your health education curriculum review committee might include the following members:

- Key school policy makers and staff who are responsible for implementing health education curricula, such as school board members, principals, curriculum directors, administrators, and teachers;
- Representatives from different components of a "Whole School, Whole Community, Whole Child" health program, such as physical education and school health services;

- Representatives from relevant community agencies and organizations, such as your local health department, health care providers, and organizations that serve youth;
- Representatives from other groups within your community, such as faith-based organizations, that have an interest in the positive health and development of youth; and
- Parents, caregivers, and students.

Regardless of the composition of your health education curriculum review committee, all members of the team should have a basic understanding of how students are taught essential health knowledge and skills.

Now that we have reviewed the characteristics of an effective health education curriculum and the *National Health Education Standards*, let's check your knowledge by answering a few questions.