

Health and Physical Education



Section 2E.

The purpose of this document is to provide Health and Physical Education (PE) resources that support students' physical, mental, social, and emotional health.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



2E. Health and Physical Education

The COVID-19 pandemic has brought to the forefront the importance of prioritizing the health and wellbeing of all students, and Health and Physical Education are two content areas that prioritize learning functional health knowledge, strengthen attitudes, beliefs, and provide opportunities to practice skills needed to adopt and maintain healthy behaviors throughout students' lives. Health and Physical Education (PE) are an essential part of a well-rounded K-12 education, and directly support students' physical, mental, social and emotional health.

Oregon Standards for **Health Education** address learning both knowledge and health *skills* in topic areas like social, emotional and mental health, nutrition and physical activity, wellness and health promotion, alcohol, tobacco and other drugs, safety and first aid, and sexual health. Create a K –12 curriculum plan based on the Oregon Standards for Health Education that prioritizes skills-based learning and weaves in topic areas that are culturally relevant, student-centered, age-appropriate and takes into consideration the needs of all students. Incorporate health related data from the [Oregon Healthy Youth Survey](#) or other local or state health data ([Robert Wood Johnson Foundation County Health Rankings & Roadmaps.](#)) that are relevant to your particular school district and community.

Physical Education (PE) is one of the most equitable ways to help our students be physically active to improve their physical, emotional, mental and social health, as well as increasing their academic performance. Physical Education provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. Ensure that all of your students receive comprehensive, structured physical education as part of their well-rounded education. ([ORS 329.496](#))

[Social and Emotional Learning – What Health and Physical Educators Should Know](#) from SHAPE America shows how health and physical educators are on the front lines of the SEL movement and how the standards for Health and PE naturally integrate starting at the elementary grade level.

Continue to check the [Health Education](#) and [Physical Education](#) pages on the Oregon Department of Education website for additional resources as they become available.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Prioritize the most critical skills and knowledge</p> <p>Educators should work in teams, whenever possible, to accomplish the following actions using a combination of the district’s adopted curriculum and other available tools.</p> <ul style="list-style-type: none"> Assess your curriculum and make a comprehensive K-12 curriculum map to address the Oregon Health Education State Standards & Performance Indicators and Oregon Physical Education State Standards & Performance Indicators.
<p>Resources</p>	<ul style="list-style-type: none"> Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions Oregon Health Education Standards Color-Coded by Topic Categories - Chart OPEN – Tools for Planning and Evaluation
<p>Instructional Materials</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use. Supplement or re-align the district-adopted curriculum as needed for supporting students for in-person or distance learning and for, if applicable, an adapted scope and sequence.</p>

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
What tools and resources do I use?	<ul style="list-style-type: none"> ● Connect learning to current events and combine with other content areas. This reinforces application of knowledge and skills in a variety of situations and contexts, especially at the elementary level.
Resources	<ul style="list-style-type: none"> ● Digital Access of State Adopted Health/PE Instructional Materials ● Adoption Criteria for Health Education Instructional Materials ● Adoption Criteria for Physical Education Instructional Materials ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. <ul style="list-style-type: none"> ○ Oregon Health Education Group ○ Oregon Physical Education Group ● SB 13 Tribal History Grade 4 -- Grade 8 -- High School
Instructional Practices and Student Engagement How do I adapt instruction to engage students in learning?	<p>Effective Instructional Routines</p> <p>How will each student learn the content and skills associated with these disciplines?</p> <ul style="list-style-type: none"> ● Instruction should focus on lifelong skill development activities, social-emotional learning and fitness and wellness development opportunities. ● The series of developmental steps (cycle of learning) that builds essential skills for both PE and Health - including communication, refusal skills, assessing the accuracy of information, decision-making, planning and goal-setting, self-control, and self-management enable students to build their confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students can be guided through the cycle of learning provided in the resource below. ● Delivering appropriate instructional practices and deliberate-practice tasks that support the goals, objectives, and standards can be achieved by focusing on a consistent instructional routine or cycle of learning.
Resources	<ul style="list-style-type: none"> ● SHAPE AMERICA Physical Education -Appropriate Instructional Practice Guidelines ● Skills Based Cycle of Learning with resources ● RMC Skill-based learning in Health Education
Assessment How will I measure learning?	<p>After establishing a class culture of learning, assessment of health and physical education considerations include:</p> <ul style="list-style-type: none"> ● See SHAPE AMERICA Student Assessment in Physical Education and RMC Health Education Assessments to design new and creative ways for students to demonstrate their learning such as making a slideshow or a video, using video chat services to have discussions, or having students create a poster or presentation to share in-person or on a virtual platform.
Resources	<ul style="list-style-type: none"> ● Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources. ● For more assessment ideas, see Physical Activity Learning Types and OPEN Question Stems ● Cairn Performance Assessment Kit