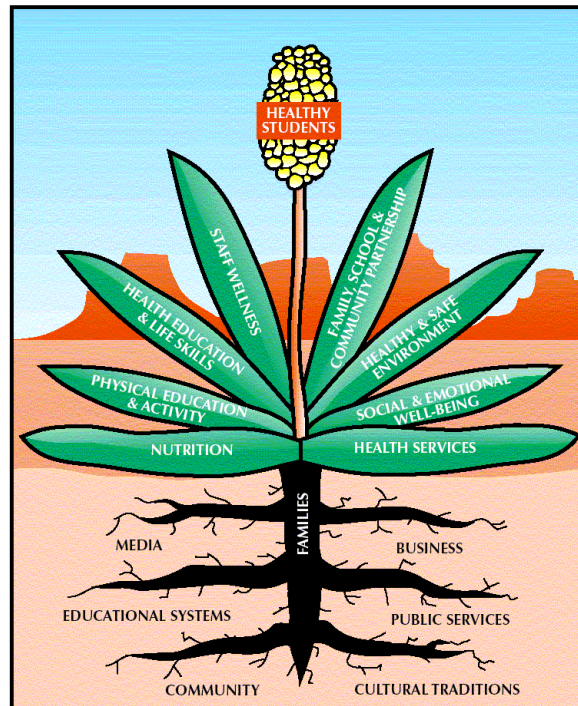


New Mexico Health Education Content Standards with Benchmarks and Performance Standards Resource Guide

HEALTHIER SCHOOLS - NEW MEXICO



January 2020

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Introduction

The New Mexico Health Education Content Standards with Benchmarks were adopted in March 1997 as part of New Mexico Administrative Code (NMAC) 6.30.2; the Performance Standards were added in June 2007. New Mexico Health Education Content Standards with Benchmarks and Performance Standards were adapted from the national standards for health education and are currently reflected in NMAC 6.29.6, Health Education, as part of the Standards for Excellence located at <http://164.64.110.134/parts/title06/06.029.0006.html>.

In state statute and the New Mexico Public Education Department (NMPED) rule, the current requirements for meeting the New Mexico Health Education Content Standards with Benchmarks and Performance Standards are mandated for students in grades K-12. As well as ensuring all students have a health education course for graduation, districts/charter schools must teach health education as indicated below:

- a. All first, second and third grade classes are to provide instruction that meets content standards, benchmarks and performance standards in health education; and
- b. In fourth through eighth grades and in ninth through twelfth grades, the provision of instruction that meets academic content and performance standards shall be provided in health education.

Health Education Curriculum Tools

[Health Education Curriculum Analysis Tool](#): The Health Education Curriculum Analysis Tool (HECAT) is an assessment tool to help schools conduct a clear, complete, and consistent analysis of health education curricula based on the [National Health Education Standards](#) and CDC's [Characteristics of an Effective Health Education Curriculum](#). HECAT results can help schools select or develop appropriate and effective health education curricula, enhance existing curricula, and improve the delivery of health education. The HECAT can be customized to meet local community needs and conform to the curriculum requirements of the state or school district.

This Resource Guide is intended to provide health education teachers and other health advocates with national, state, and local resources that may enhance their delivery of health education lessons aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards.

This guide is also reflective of a coordinated school health model of health education delivery and complements the work of the Association for Supervision and Curriculum Development's (ASCD) and the Centers for Disease Control and Prevention's (CDC) **Whole School, Whole Community, Whole Child (WSCC) model** located at <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>.



For more information on school health programs and initiatives, please visit the Safe and Healthy Schools Bureau website at <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/>.

NOTE: In an effort to be transparent, the NMPED's Safe and Healthy Schools Bureau does not necessarily endorse any information, material, comments, opinions or statements posted on the websites found within this Resource Guide. Such postings are the views and responsibility of the organizations who post them. School districts and state charter schools are encouraged to utilize existing material review processes and protocols established within their local education agency.

Acknowledgement

The Safe and Healthy Schools Bureau would like to acknowledge and thank the New Mexico Department of Health's Office of School and Adolescent Health (OSAH) for their collaborative contributions to this resource guide. For more information regarding the OSAH, please visit <https://nmhealth.org/about/phd/pchb/osah/>.

Comprehensive Sexual Health Education

Quality sexual health education provides adolescents with the knowledge and skills necessary to grow into healthy adults, with health relationships, and the ability to make informed decision about their health throughout their development.

According to the 2017 Youth Risk and Resiliency Survey (YRRS), at least 27% of New Mexico high school students (grades 9 – 12) were sexually active in the past three months, and approximately 38% have ever had sexual intercourse in their lifetime.¹

Health education is a graduation requirement in New Mexico. Sexual health education is a required component of health education course delivery that is guided by age-appropriate standards and benchmarks (i.e., K-4, 5-8, and 9-12). Sexuality education is intended to be sequential, age-appropriate, evidence-based, and medically accurate.

NM Health Education Content Standards with Benchmarks and Performance Standards are inclusive of sexuality education. The standards are age-appropriate:

- [K-4 Education Content Standards](#) – include “good touch/bad touch” and recognizing media messages that may contain both healthy and unhealthy messages related to sexuality (among other areas). In grades 3-4 students are to predict consequences of safe and risky behaviors in the areas related to sexuality (among other areas) and to demonstrate refusal skills in the areas related to sexuality (among others) with abstinence specifically listed.
- [Grades 5-8 Education Content Standards](#) – include being able to describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality (among others). Grades 7-8 specifically include understanding how healthy alternatives can replace unhealthy behaviors and include abstinence, condom use, and other pregnancy prevention methods.
- [Grades 9-12 Education Content Standards](#) – include refusal skills in areas related to sexuality (this is seen across all standards K-12) and preparing a plan of action for risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, teen pregnancy, STI/HIV, etc.) among other age-appropriate performance standards in the areas related to sexuality.

¹ <http://youthrisk.org/tables/2017>

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Comprehensive Sexual Health Education

GRADES K-12

- [Addressing Sexual Health in Schools: Policy Considerations](#): This resource is intended to guide educators, administrators, and advocates to assess the sexual health policies and practices in their state, school districts, and schools. It provides research and best practices on policies that address adolescent sexual health through schools. Additional resources are available on the CDC website for Adolescent & School Health [CDC website for Adolescent & School Health](#).
- [American Public Health Associations](#) provides a policy database for sexual health education as part of a Comprehensive Health Education Program in K to 12 Schools.
- [CDC Fact Sheet for Sexual Health Education Scope & Sequence](#) is a clearinghouse for how to develop a scope and sequence for sexual health education curriculum.
- [Characteristics of an Effective Health Education Curriculum](#) is a guidance resource highlighting the characteristics of an effective Health Education Curriculum for how to develop a scope and sequence for sexual health education curriculum.
- [Developing a Scope and Sequence for Sexual Health Education](#) Is a detailed guidance document for how to develop a scope and sequence for sexual health education curriculum.
- [Checklist: 15 Characteristics of Effective Health Education](#) Provides a handy checklist for the 15 leading characteristics of effective health education.
- [HECAT: Module Sexual Health \(SH\) Module](#) This module contains the tools to analyze and score curricula that are intended to promote sexual health and prevent sexual risk-related health problems, including teen pregnancy, Human Immunodeficiency Virus (HIV) infection, and other sexually transmitted diseases (STDs), regardless of sexual orientation.
- [National Sexuality Education Standards](#) The National Sexuality Education Standards: Core Content and Skills, K–12 provides guidance on the essential minimum, core content for sexuality education that is developmentally and age-appropriate for students in grades K–12.
- [Sex Education Collaborative Professional Learning Standards for Sex Education Assessment Tool](#) provides a tool that educators can use to assess sexual health education curricula according to the national standards and to help identify needs for professional development and technical assistance.

GRADES K - 4

- [Amaze Jr.](#) is a website that provides creative, informative and age-appropriate video resources to help teach families about topics like gender and where babies come from for children ages 4 – 8 years.

GRADES 5 – 8

- [Growth and Development, Ages Nine to Twelve: What Parents Need to Know](#) describes some of the key stages of growth and development for youth ages nine – 12 in terms of physical, cognitive,

social, sexual development, and how families and educators can use that information to address the child's needs during the growth cycle.

GRADES 9-12

- [Amaze](#) A website that provides age-appropriate video resources to help teach adolescents and families about topics including STI and HIV prevention, puberty, gender identity, pregnancy, and healthy relationships.
- [Growth and Development, Ages 13 - 17: What Parents Need to Know](#) describes some of the key stages of growth and development for youth ages 13 - 17 in terms of physical, cognitive, social, sexual development, and how families and educators can use that information to address a child's needs during the growth cycle.
- [Healthy Teen Network Tip Sheet: Gender, Sexuality, & Inclusive Sex Education](#) This tip sheet reviews key concepts and definitions, tips for being more inclusive, and frequently asked questions regarding gender, sexuality, and sex education.
- [School Health Index \(SHI\)](#): The School Health Index (SHI): Self-Assessment & Planning Guide for Middle & High Schools enables schools to identify strengths and weaknesses of health and safety policies and programs; enables schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan; and engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health. Completing the SHI is an important first step toward improving your school's health promotion policies and practices. A school can then act to implement the School Health Improvement Plan and develop an ongoing process for monitoring progress and reviewing your recommendations for change. A school's results from using the SHI can also help one to include health promotion activities in an overall School Improvement Plan. The following are crosscutting topics interlaced into the 11 modules of the SHI: sexual health, including HIV, other STDs and pregnancy prevention.

ADDITIONAL RESOURCES FOR GENDER IDENTIFY AND HIV AND SEXUAL TRANSMITTED INFECTION PREVENTION

[The New Mexico Resource and Referral Guide for Lesbian, Gay, Bisexual, Transgender and Questioning/Queer \(LGBTQ\) Students](#) was developed in collaboration with New Mexico Youth Education on Sexual Health (YESH) Advisory Council. The guide is intended to be a resource for teachers and school staff to help refer middle and high school students to services in New Mexico. The contents of this guide were developed under a grant from the Health and Human Services Department, Centers for Disease Control (CDC). However, the contents do not necessarily represent the policies of the HHS/CDC, and are not an endorsement by the Federal Government or the New Mexico Public Education Department.

Affirmative Consent

Teaching affirmative consent builds skills in communication and healthy decision-making, and can prevent sexual assault. “Affirmative consent means that both people clearly and freely agree to engage in sexual activity. Consent can be given through words or actions, as long as those words or actions clearly communicate willingness and permission.”²

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Affirmative Consent

GRADES 9-12

- [Sexual Consent](#)
This document was developed by Planned Parenthood and provides youth with information about the meaning of consent and how to talk about it.
- [Teach Consent](#)
Teach Consent provides resources for educators and parents on teaching youth skills related to consent which can reduce the incidence of sexual assault, coercion and harassment.
- [Teaching Affirmative Consent: Practical Guidelines to Increase Student Understanding](#)
This guide developed by ETR provides schools with information, sample lesson plans and a discussion guide on affirmative consent.
- [Teaching Young People about Consent: Elizabeth Schroeder](#)
This document was developed by the Act for Youth Center of Excellence and provides tips for teaching youth about consent.

² ETR Associates. *Teaching Affirmative Consent: Practical Guidelines to Increase Student Understanding*. 2017.

Sexual Health and Teen Pregnancy Prevention

Teen pregnancy prevention requires a comprehensive approach, including evidence-based programming, teen access to youth friendly reproductive health services and support from parents and trusted adults who can help teens make healthy choices related to relationships, sex, and birth control. Building youth protective factors is also an important component of teen pregnancy prevention and includes information about accurate contraception use, and knowledge of sexual health, sexually transmitted infections and pregnancy.³

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Sexual Health and Teen Pregnancy Prevention

GRADES 5 – 8 AND GRADES 9-12

[American Sexual Health Association](#) This website provides youth-friendly resources for females and males on sexual health.

[Center for Disease Control and Prevention \(CDC\): Reproductive Health-Teen Pregnancy](#) This CDC website provides information about teen pregnancy and comprehensive resources for teens, parents and health care providers, including strategies to educate and engage young men in reproductive health.

[Girlshealth.gov: Overview of Birth Control](#) This website provides girls with an overview of birth control methods and answers possible questions about those methods.

[HHS Office of Population Affairs: Teen Pregnancy Prevention Program](#) The Office of Population Affairs (OPA), in the Office of the Assistant Secretary for Health, administers the Title X family planning program, the Teen Pregnancy Prevention program and the Pregnancy Assistance Fund program. A range of resources on teen pregnancy and reproductive health is provided, including information on contraceptive use, STDs, teen pregnancy prevention strategies, engaging males and tips for parents.

[Teen Health from Nemours Foundation: About Birth Control](#) This website provides youth-friendly information about STDs, abstinence and birth control methods. Additional information on health-related lessons plans, aligned to the National Health Education Standards, are available for educators.

³ <https://youth.gov/youth-topics/pregnancy-prevention>

Teen Dating Violence and Sexual Violence Prevention

Teen dating violence (TDV) is a type of intimate partner violence and can take place in person or electronically. TDV includes physical violence, sexual violence, psychological aggression, and stalking. Victims of dating violence are more likely to engage in unhealthy behaviors like using tobacco, drugs or alcohol, experience symptoms of depression and anxiety and consider suicide.⁴ According to the 2017 Youth Risk and Resiliency Survey (YRRS), New Mexico ranks 3 out of 36 states in physical dating violence. Eleven percent of New Mexico students report experiencing physical dating violence and 9% report experiencing sexual violence.⁵

Sexual violence has severe psychological and physical consequences for victims, including anxiety, depression, post-traumatic stress disorder, suicidal behaviors and attempts, low self-esteems, unintended pregnancy, and sexually transmitted diseases. According to the 2017 Youth Risk and Resiliency Survey, 8% of high school students reported having been physically forced to have sexual intercourse and 9% experienced sexual violence in the past 12 months.⁶

Information and resources for New Mexico Health Education Standards and Benchmarks Regarding Teen Dating Violence Prevention and Sexual Violence Prevention

GRADES 5-8 AND GRADES 9-12

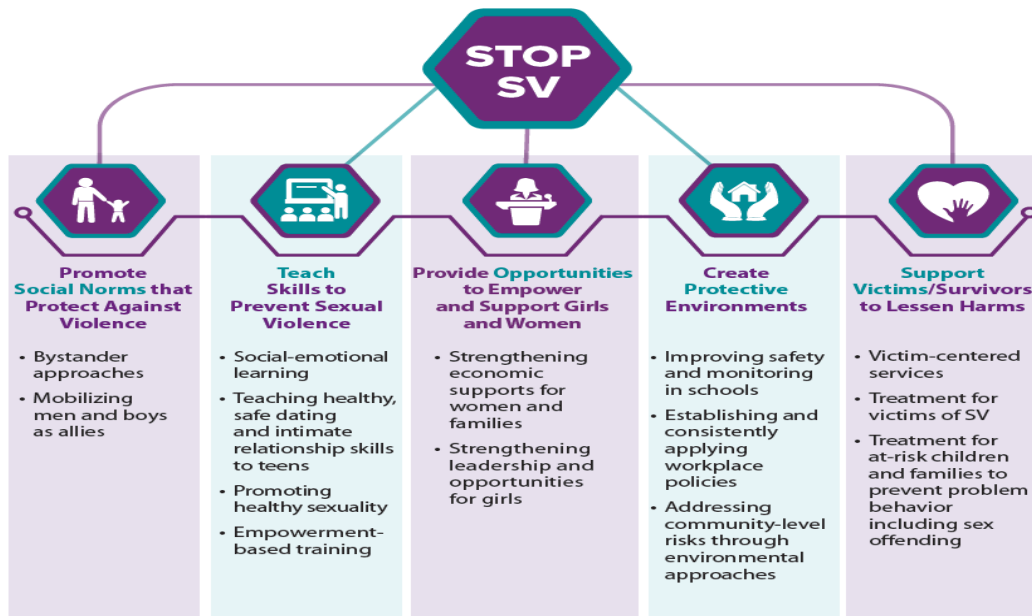
- [Break the Cycle](#) This website provides information and resources on dating abuse for youth, parents and educators, including strategies for developing school policies and programs that address dating violence, sexual assault, and stalking.
- [Dating Matters: Strategies to Promote Healthy Teen Relationships](#) This CDC developed dating violence prevention model focuses on 11-14 year olds and multiple prevention components for individuals, peers, families, schools and communities.
- [Expect Respect](#) The Expect Respect program works to promote healthy relationships and prevent violence and abuse among children and adolescents. The program provides resources for schools, including a research-based support group curriculum for students in grades 3-5 and grades 6-12 and a guide for developing youth leaders. Additionally, free lesson plans focusing on bullying, sexual harassment, and healthy dating are available.
- [Love is Respect](#) (National Hotline: 1-866-331-9474) This interactive website provides a comprehensive array of resources on healthy relationships and dating violence for youth and others. Trained advocates also offers confidential assistance, including local referrals, to youth, parents and others by phone, live chat and texting.

⁴ [Centers for Disease Control and Prevention "Preventing Teen Dating Violence" Fact Sheet](#)

⁵ [New Youth Risk and Resiliency Survey. "2017 NM-YRRS Results: Behavior Comparisons, New Mexico and United States."](#)

⁶ [NM YRRS Connections: A monthly report on the New Mexico Youth Risk and Resiliency Survey. 2015 NM-YRRS Results: Sexual Dating Violence](#)

- [Preventing Sexual Violence Fact Sheet](#) This fact sheet developed by the CDC provides an overview of sexual violence and prevention strategies.
- [Preventing Teen Dating Violence Fact Sheet](#) This fact sheet developed by the CDC provides an overview of teen dating violence, consequences for teens and prevention strategies.
- [Stop SV: A Technical Package to Prevent Sexual Violence](#) This CDC toolkit provides resources and strategies for families, schools and communities to prevent sexual violence.



- [Teen Dating Violence in the United States: A Fact Sheet for Schools](#) This fact sheet developed by the U.S. Department of Education provides an overview of teen dating violence, the effect on schools and how schools can address dating violence through a comprehensive approach, including education, policies, identification, appropriate responses.
- [That's Not Cool](#)
This is an interactive website that provides recommendations and resources for ending digital dating violence.

Alcohol, Tobacco and Other Drugs

The misuse and abuse of alcohol, tobacco, illicit drugs, and prescription medications affect the health and well-being of millions of Americans and in 2017, compared to their US peers, NM students had higher rates of most drug use and e-cigarette use; were more likely to be early initiators of cigarette smoking, alcohol use, and marijuana use; and were more likely to both drink and drive and ride in a car with a drinking driver.⁷

Research and Informational Resources

[CDC Healthy Youth](#) CDC, through its Division of Adolescent and School Health (DASH), works to promote environments where youth can gain fundamental health knowledge and skills, establish healthy behaviors for a lifetime and connect to health services. CDC is a leader in developing and promoting data-driven ways to make students safer and healthier. Since 1988, DASH has worked with education agencies, health agencies, youth-serving organizations, and parents to help teens adopt healthy behaviors.

The [Substance Abuse and Mental Health Services Administration](#) (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

Pain in the Nation: The Drug, Alcohol and Suicide Crises by Trust for America's Health (TFAH) and Well Being Trust. <https://www.tfah.org/report-details/adsandadolescents/>

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Alcohol, Tobacco, and Other Drug Education

GRADES K-12

- [New Mexico tobacco Use Prevention and Control Program \(TUPAC\)](#) Campaign and resources to prevent youth and young adults from starting to use or to quit using tobacco products.
- [The Center for Health and Learning](#) is committed to high quality professional development offerings in alcohol, tobacco and other drug (ATOD) education. A series of offerings has been designed to provide school, community staff and employers with important current knowledge and skills related to alcohol, tobacco and other drugs.
- [National Institute on Drug Abuse](#) provides free classroom lessons that meet national standards by drug topic. Includes National Institute on Drug Abuse (NIDA) funded grant-created science curriculums, Scholastic, Brain Power, Mind Matters Series, and more!
- [It's UR Choice](#) This interactive course gives fourth- and fifth- grade students an age-appropriate introduction to drugs, including alcohol, tobacco, inhalants, and marijuana.

⁷ <http://youthrisk.org/tables/2017>

- [New Beginnings](#) Addiction prevention in modern society is a multi-prong approach that empowers students with tools to avoid peer pressure, to select healthy alternatives, and to make good decisions.

• GRADES 5 – 8

- [It's UR Choice 6th Grade](#) Sixth grade students will learn about the most commonly abused drugs (alcohol, tobacco, marijuana, prescription drugs, and inhalants), as well as important life skills. As they navigate through the course, they will learn different skills that will help them stay drug-free, such as analyzing influences, resisting pressures, coping in stressful situations, and the difference between positive and negative risk taking.
- [It's UR Choice 7th & 8th Grade](#) Seventh and eighth grade students navigate through a virtual town where they make choices and see the consequences while they try to solve a mystery. Along the way, they explore the effects of marijuana, tobacco, alcohol, inhalants, and over-the-counter and prescription drugs.
- [New Beginnings](#) Addiction prevention in modern society is a multi-prong approach that empowers students with tools to avoid peer pressure, to select healthy alternatives, and to make good decisions.

GRADES 9-12

- [Teens and Prescription Drugs](#) This resource provides drug facts, videos, games, and teacher resources to educate students about the dangers of prescription drugs.
- [Stanford Tobacco Prevention Tool Kit](#) This module provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and third-hand smoke. It's broken down into 5 units, each of which explore e-cigarettes in-depth.
- [New Beginnings](#) Addiction prevention in modern society is a multi-prong approach that empowers students with tools to avoid peer pressure, to select healthy alternatives, and to make good decisions.

Behavioral Health

Although most youth are in good health, some youth are at an increased risk for behaviors that can lead to poor health outcomes. In 2017, compared to their US peers, NM students had higher rates of most drug use and e-cigarette use; were more likely to be early initiators of cigarette smoking, alcohol use, and marijuana use; and were more likely to make a suicide attempt. Of students surveyed 35.8%, reported persistent feelings of sadness or hopelessness (for at least two weeks in a row during the past 12 months), compared to 31.5% nationally.⁸ Research has improved our understanding of factors that help buffer youth from a variety of risky behaviors, including substance use.

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Behavioral Health

[CDC Healthy Youth](#) CDC, through its Division of Adolescent and School Health (DASH), works to promote environments where youth can gain fundamental health knowledge and skills, establish healthy behaviors for a lifetime and connect to health services. CDC is a leader in developing and promoting data-driven ways to make students safer and healthier. Since 1988, DASH has worked with education agencies, health agencies, youth-serving organizations, and parents to help teens adopt healthy behaviors.

GRADES K-12

- [Growth Mindset](#) The Mindset Kit was created by [The Project for Education Research that Scales \(PERTS\)](#), a research center in the psychology department at Stanford University to create a place where educators and parents can learn about and find the most effective learning mindset materials available. The resources are based on research that has been carefully translated into lessons and practices intended to improve students' mindsets and make them better learners.
- [Kids Health in the Classroom](#) KidsHealth in the Classroom comes from [KidsHealth](#), the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years. KidsHealth has been providing free online information for [kids](#), [teens](#), and [parents](#). KidsHealth in the Classroom offers free health education resources for PreK through 12th grade, all aligned with [National Health Education Standards](#).
- [New Mexico Tobacco Use Prevention and Control Program \(TUPAC\)](#) Campaign and resources to prevent youth and young adults from starting to use or to quit using tobacco products.
- [Prevention-Youth.gov](#) This site provides information on the elements of effective substance abuse prevention programs, the core components of evidence-based prevention programs, and federal resources, information, and data on substance abuse.

⁸ http://youthrisk.org/pdf/connections/YRRS_Connections_Comparisons_Expanded_August_2018.pdf

GRADES K – 4

- [You for Youth](#) This site's drug and alcohol prevention library offers numerous external resources including videos, lesson plans, publications, and more to support educator's responsible for drug and alcohol prevention education.

GRADES 5 – 8

- [D.A.R.E](#) D.A.R.E. provides lessons on the vaping crisis and prevention.
- [Stanford Tobacco Prevention Tool Kit](#) This resource provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and third hand smoke. The resource is broken down into 5 units, each of which explore e-cigarettes in-depth.
- [You for Youth](#) This site's drug and alcohol prevention library offers numerous external resources including videos, lesson plans, publications, and more to support educator's responsible for drug and alcohol prevention education.

GRADES 9 – 12

- [D.A.R.E](#) D.A.R.E. provides lessons on the vaping crisis and prevention.
- [No Phone Zone-Dangers of Driving and Texting](#) The "No Phone Zone" lesson plan will educate students on the dangers associated with distracted driving (texting while driving, talking on the phone while driving).
- [Safe Teen New Mexico](#) SafeTeen New Mexico is a youth driven non-profit organization that supports school programs as well as social issue documentaries and campaigns that educate teens, parents and educators about critical issues facing youth.
- [Stanford Tobacco Prevention Tool Kit](#) This resource provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and third hand smoke. The resource is broken down into 5 units, each of which explore e-cigarettes in-depth.
- [Teens and Prescription Drugs](#) This resource provides drug facts, videos, games, and teacher resources to educate students about the dangers of prescription drugs.

Health Promotion and Disease Prevention

Student health and wellness are essential components for student academic success. According to the Centers for Disease Control and Prevention “schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors.”⁹ By promoting the coordinated school health approach, based on the Whole School, Whole Community, Whole Child (WSCC) model, schools are helping to ensure that children are receiving the resources they need to be successful in the primary components of physical education and physical activity, nutrition environment and services, health education, social and emotional school climate, physical environment, health services, counseling, psychological and social services, employee wellness, community involvement, and family engagement.¹⁰ Each of these areas greatly contribute to overall student health. The New Mexico Public Education Department believes “healthier kids make better students” and “better students make healthier communities.”¹¹

Immunizations

GRADES K-12

- [New Mexico Department of Health School Immunization Requirements](#): This website offers up-to-date information regarding immunization requirements for entry into daycare and schools.
- [Meningococcal Resources](#): A list of resources is available related to meningococcal disease and associated vaccines.
- [Meningococcal Vaccines for Preteens and Teens](#): This factsheet answers common questions related to meningococcal disease and associated vaccines.

General Safety

GRADES K-12

- [U.S Fire Administration Fire Prevention and Safety Resources](#): This page offers several age appropriate resources for educating students and families on fire safety. Scroll down the page for free activity books, curriculums, and more.
- [New Mexico Crisis and Access Line](#): If you or a loved one is experiencing any kind of emotional crisis, mental health or substance use concern, you can find help 24 hours a day, seven days a week, by calling the New Mexico Crisis and Access Line or Peer to Peer Warmline.

Health Literacy

GRADES K-12

- [CDC Health Literacy Basics](#): This webpage will assist educators in understanding what health literacy is and why it is so important.
- [CDC Health Literacy for Schools](#): The resources on this page can help care providers and educators recognize and respond to children’s (and family members’) health information and communication needs.

⁹ https://www.cdc.gov/healthyyouth/health_and_academics/index.htm

¹⁰ <https://www.cdc.gov/healthyschools/wsc/index.htm>

¹¹ <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/>

GRADES 5-8 AND 9-12

- New Mexico Department of Health Youth Health Literacy Toolkit: This toolkit contains a PowerPoint presentation as well as all necessary instructions and handouts to guide the Youth Health Literacy presentation. Educators may use this in their classrooms.

[Youth Health Literacy Toolkit PowerPoint](#)

[Youth Health Literacy Toolkit Instructions and Handouts](#)

School Health/Disease Management

GRADES K-12

- [CDC Healthy Schools](#): The CDC Healthy Schools website contains many resources that support the Whole School, Whole Community, Whole Child (WSCC) Model. This includes promoting healthy behaviors, effectively managing chronic conditions and so much more.
- [Food Allergy Management in Schools](#): This CDC website contains many resources for schools in relation to managing food allergies. A comprehensive guidance document is available to provide detailed guidance and resources related to safe food allergy management in the school setting.
- [Head Lice Information for Schools](#): Did you know according to the CDC students diagnosed with live head lice do not need to be sent home early from school? They can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Learn more about national recommendations and best practices related to head lice on this site.
- [Healthy Children by the American Academy of Pediatrics](#): This is a trustworthy resource to address concerns about healthy living, safety and prevention as well as other health issues.
- [Kids Health in the Classroom](#): This site offers educators free health-related lesson plans for Pre-K through 12th grade.
- [Managing Chronic Health Conditions in Schools](#): This CDC site provides many resources for schools in relation to caring for students with chronic disease in the school setting.
- [New Mexico School Health Manual](#): This manual, developed by the New Mexico Department of Health, provides comprehensive guidance related to school health best practices. Topics include communicable diseases, medications in the schools, student screenings and assessments, and much more.

Nutrition

Childhood obesity is a serious health issue in New Mexico and across the United States. It can affect children of all ages, ethnicities, and socioeconomic backgrounds. Obese children are more likely to become obese adults and develop chronic conditions such as diabetes and heart disease.¹² According to the 2017 Youth Risk and Resiliency Survey (YRRS), over 15% of New Mexico's adolescents report being obese.¹³ Overweight and obese children are likely to stay obese into adulthood and more likely to develop non-communicable diseases like diabetes and cardiovascular diseases at a younger age.¹⁴

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.¹⁵ Concepts from the basics of identifying food groups to reading nutrition labels help provide students the opportunity to learn to make practical decisions and set goals regarding healthy eating as part of a healthy lifestyle.

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Nutrition

GRADES K-12

- [2015-2020 Dietary Guidelines for Americans](#) eighth edition pdf: The 2015–2020 Dietary Guidelines is designed to help Americans eat a healthier diet. Intended for policymakers and health professionals, this edition of the Dietary Guidelines outlines how people can improve their overall eating patterns — the combination of foods and drinks in their diet. This edition offers five overarching Guidelines and several Key Recommendations with specific nutritional goals and dietary limits.
- [Choose My Plate](#) U.S. Department of Agriculture, information categorized by food group, audience and resources for meal planning.
- [Health Educators Toolkit](#): is “designed to help health educators, dietitians, physicians, other health care and nutrition professionals, social workers, youth counselors, and program directors teach consumers about the Nutrition Facts label and how to use the information it provides to make healthier food choices. The Toolkit offers a wide range of resources, including realistic tips on how to shop for and prepare food as well as order food when eating out to build a healthy diet.” - US Food and Drug Administration.
- [SHAPE America](#) Society of Health and Physical Educators: provides programs, resources and advocacy that support an inclusive, active, kinder, and healthier school culture and champion health and physical educators at every level, from preschool to university graduate programs.
- [SHAPE America Teacher's Toolbox](#) Topics include: Early Childhood, Elementary PE, Secondary PE, Health Education and more.
- [SMART Goal Setting](#) MD Anderson Center advice for Specific, Measurable, Attainable, Realistic and Time-bound eating and physical activity goals.

¹² [The Weight of Our Children, 2018 New Mexico Department of Health](#)

¹³ <http://youthrisk.org/tables/2017>

¹⁴ [World Health Organization](#)

¹⁵ https://www.cdc.gov/healthyschools/nutrition/school_nutrition_education.htm

- [We Can!](#) Activities and information for schools and families from a collaboration between the National Heart, Lung, and Blood Institute, the National Institute of Diabetes and Digestive and Kidney Diseases, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, and the National Cancer Institute.

GRADES K – 4

- [Healthy Kids, Healthy Future](#) You can create opportunities for learning about healthy food in many ways besides cooking and eating: you can use games, crafts, songs and dance. Learn about “Go, Slow and Whoa” foods.

GRADES 5 – 8

- [BAM! Body and Mind Resources for Teachers](#) Welcome to the BAM! Body and Mind Classroom Resources for Teachers portal. This page contains a variety of information and resources for teachers of grades 4-8 to use in the classroom and help students make healthier lifestyle choices.
- [Body and Mind Dining Decisions App](#)
- [Nutrition Facts Label: Read the Label Youth Outreach Materials:](#) for Kids, for Parents and for Health Educators and Community Outreach, US Food and Drug Administration
- [Snack Shack Game:](#) How to make healthy snack choices, Food and Drug Administration

GRADES 9-12

- [BAM! Body and Mind Resources for Teachers](#)
- [BAM! Classroom Resources for Teachers](#)
- [Body and Mind Dining Decisions App](#)
- [How to Understand and Use the Nutrition Facts Label:](#) US Food and Drug Administration
- [Nutrition Facts Label: Read the Label Youth Outreach Materials:](#) for Kids, for Parents and for Health Educators and Community Outreach

Social and Emotional Well-Being

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors.¹⁶ Research shows that school health programs reduce the prevalence of health risk behaviors among youth and have a positive effect on academic performance.¹⁷ Self-awareness and understanding of what it is to be well emotionally can be particularly challenging for youth. Teaching health self-advocacy can reduce stigma and increase healthy outcomes.

For 2018 and 2019, the Annie E. Casey Foundation ranked New Mexico 50th in the nation for student wellbeing¹⁸ and according to the 2017 Youth Risk Behavior Survey the percentage of high school students experiencing persistent feelings of sadness or hopelessness is growing, as is the number of students who have considered attempting suicide and those who have been injured in suicide attempts.¹⁹ Behavioral health programs in schools can “increase positive social behaviors, reduce conduct problems, reduce emotional distress and improve academic performance.”²⁰ Behavioral health services occur at the intersection of emotions, behaviors and biology to support positive linkages between behavior and health. Behavioral health services include services to manage depression, anxiety, drug use, obesity, grief, addiction, and many other conditions. Though behavioral health services are often provided by counselors, social workers or psychologists, teachers and other instructional staff can support positive behavioral health through explicitly teaching cognitive, social and emotional competencies “that affect how children and youth interact with each other, solve problems, make decisions, and feel about themselves.”⁽⁵⁾ Instruction that addresses such cognitive, social and emotional competencies, or soft skills, is commonly referred to as social and emotional learning (SEL).

Information and Resources for New Mexico Health Education Standards and Benchmarks Regarding Social and Emotional Well-Being

[CDC Healthy Youth](#) CDC, through its Division of Adolescent and School Health (DASH), works to promote environments where youth can gain fundamental health knowledge and skills, establish healthy behaviors for a lifetime, connect to health services, and avoid becoming pregnant or infected with HIV or STDs.

[CASEL](#) The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Today, we collaborate with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy.

¹⁶ https://www.cdc.gov/healthyyouth/about/why_schools.htm

¹⁷ Murray NG, Low BJ, Hollis C, Cross AW, Davis SM. [Coordinated school health programs and academic achievement: A systematic review of the literature external icon](#). *J Sch Health* 2007;77:589-600.

¹⁸ [New Mexico Voices for Children. “New Mexico KIDS COUNT Profile,” \(2019\).](#)

¹⁹ [CDC, Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention. Youth Risk Behavior Survey Data Summary and Trends Report, 2007-2017. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, Office of Infectious Diseases, NCHHSTP; 2018.](#)

²⁰ [United States Agency for International Development \(USAID\). “Social and Emotional Learning and Soft SkillsUSAID Policy Brief,”\(2019\).](#)

[Center for Mental Health in Schools & Student Learning Supports](#): The University of California, Los Angeles provides a weekly posting related to behavioral health in schools on topics such as bullying vs. teasing, strengthening student and staff connections at school, attendance, and mindfulness.

GRADES K-12

- [Jesse Lewis Choose Love Movement](#) The Choose Love programs teach the foundational concepts and skills of social and emotional learning (SEL), and is informed by current brain research and neuroscience. Our comprehensive, evidence-based enrichment program was created by educators for educators and is aligned with Common Core State Standards and American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success, and CASEL's five core SEL competencies. This unique program is easy to implement and adaptable to varying schedules, environments and uses.
- [TEACHING TOLERANCE](#) Teaching Tolerance provides free resources to educators -teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants. The program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. The Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice and action.
- [Second Step](#) Second Steps provides valuable resources to help children learn, grow, and thrive by teaching them how to understand emotions, build meaningful relationships, and resolve conflicts. If you make a positive impact on enough children through social-emotional learning, then the ripples will help a family, a school, a community, and ultimately, the world.
- [Tyler Clementi Foundation](#) The Tyler Clementi Foundation was founded by the Clementi family to prevent bullying through inclusion and the assertion of dignity and acceptance as a way to honor the memory of Tyler: a son, a brother, and a friend. Through programs such as [#Day1](#), which provides free downloadable toolkits customized for different communities, the foundation encourages leadership to create safe spaces where individuals move from being bystanders to [“Upstanders”](#) who embrace diversity.
- [Chose Love Program](#): The Choose Love Movement provides a no cost Pre-K through 12th-grade social and emotional learning program that teaches SEL and is based on CASEL's five core SEL competencies.
- [Trauma-Responsive Education Practices](#): Regional Educational Laboratory Program provides information and resources around trauma responsive instruction.
- [Wallace Foundation](#): The Wallace Foundation provides information on building social and emotional learning skills in students. It compares leading SEL programs.

GRADES K – 4

- [StopBullying.gov](https://stopbullying.gov): When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. This site offers resources and strategies for parents, school staff, and other adults in the community to help kids prevent bullying by talking about it, building a safe school environment, and creating a community-wide bullying prevention strategy.

GRADES 5 – 8

- [StopBullying.gov](https://stopbullying.gov): When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. This site offers resources and strategies for parents, school staff, and other adults in the community to help kids prevent bullying by talking about it, building a safe school environment, and creating a community-wide bullying prevention strategy.
- [KidPower](https://www.kidpower.org): Planting Seeds of Safety: Personal safety skills prepare teens and pre-teens to navigate their world with safety and confidence. Because of their increasing independence, teens and preteens face an especially high risk of violence and assault that can often be prevented through awareness, action, and skill.
- [Breaking the Silence NM](https://www.breakingthesilencenm.org): Breaking the Silence NM confronts the myths and stereotypes about mental illness and suicide with programs, resources, presentations, trainings, professional development, and community forums.

GRADES 9-12

- [KidPower](https://www.kidpower.org): Planting Seeds of Safety: Personal safety skills prepare teens and pre-teens to navigate their world with safety and confidence. Because of their increasing independence, teens and preteens face an especially high risk of violence and assault that can often be prevented through awareness, action, and skills.
- [The Trevor Project](https://www.thetrevorproject.org): The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25.
- [Breaking the Silence NM](https://www.breakingthesilencenm.org): Breaking the Silence NM confronts the myths and stereotypes about mental illness and suicide with programs, resources, presentations, trainings, professional development, and community forums.

Suicide Prevention

- [Suicide Prevention Resource Center \(SPRC\)](https://www.sprc.org): The SPRC provides information, online courses and other resources to support suicide prevention strategies. The SPRC has specific information and strategies for implementing suicide prevention in Native American communities, with LGBT populations, and others.
- [National Suicide Prevention Lifeline](https://www.nationalsuicidepreventionlifeline.org): The National Suicide Prevention Lifeline provides free and confidential support for people in distress, as well as prevention and crisis resources and best practices for professionals. The website provides a chat feature. Call 1.800.273.8255

State Agencies for Behavioral Health Services

- [New Mexico Children, Youth and Families Department \(CYFD\)](#): The CYFD supports behavioral health services for children. The statewide crisis/access hotline is 1.855.662.7474
- [Human Services Department \(HSD\)](#): The HSD supports behavioral health programs for adults in New Mexico.
- [Map of Publicly-Funded Behavioral Health Treatment Services](#): The statewide service map provides locations of publicly-funded behavioral health services for children.
- [Office of School and Adolescent Health \(OSAH\)](#): The New Mexico Department of Health's Office of School and Adolescent Health provides information and resources on a variety of topics including teen dating violence, suicide prevention, upcoming student health professional development opportunities and more.