

# Quality Health Education Is Linked to Healthier Students

## A Resource for Families and Communities



"I feel good about health class because it helps us learn about our bodies, and how they're functioning, and how we can keep them healthy, and maintain a healthy life throughout our lives."

—NYC Middle school student

Today's young people are facing unprecedented physical and mental health challenges.<sup>1,2,3</sup> Making sure students receive quality Health Education can help address these health needs. A recent study by New York City Public Schools showed that middle and high schools that focus on these four aspects of Health Education tend to have healthier students:

### Training Health Teachers

New York City Public Schools offers training for health teachers throughout the city. Schools where at least one teacher went to a recent Health Education training tend to have healthier students.

### Teaching Health Skills

A quality curriculum covers a range of health skills, like communication, decision-making, managing stress, and finding reliable health resources. The more skills taught in health class, the healthier students tend to be.

### Health Teacher Consistency

In some schools, the health teachers change from year to year. In schools where the same people teach health class for at least 2 years in a row, students generally report healthier behaviors.

### School Wellness Council Funding

A School Wellness Council is a group of parents, students, staff, and community members who work with the school administration to support health policies in schools. Students in schools that requested and received funding for their School Wellness Council generally reported healthier behaviors.

"I think [health class] is really important because it actually touches on topics that happen in your real life, like when you grow up, and it's not just stuff that you won't ever see again in your life. I think it's really important because it teaches you how to handle situations when you're an adult."

—NYC Middle school student

"[In health class], I learned what's a healthy relationship. In my family we don't really talk about our emotions, so for me healthy relationships weren't something that I was used to."

—NYC High school student





“During the drug prevention unit, our teacher, she taught us about how other students peer pressure you into doing drugs and stuff, and how you can use more positive ways you can say no.”

—NYC Middle school student

“[In our School Wellness Council], we also have focused on the health and wellness of the school community as a whole. Particularly on students, but on teachers as well.”

—NYC Middle school teacher

## Here’s how you can support Health Education in New York City:

### Learn more about Health Education in New York City Public Schools

- [Health Education requirements](#)
- [New York City Public Schools Citywide Wellness Policy](#)
- Ask a young person you know about the Health Education they get in school: How often do they have health class? Do they have a teacher they trust?
- Talk to the health teacher and principal at your school: What Health Education curriculum does the school use? Who teaches the classes? Tell them why this matters to you.

### Get involved

- Attend school meetings and make your voice heard. Learn how you can get involved through [Family Empowerment](#) opportunities.
- Contact your [District Family Support Coordinator or Leadership Coordinator](#).

### Read more about the study

- [Health Education Study: Technical Report](#)

Questions? Contact [wellness@schools.nyc.gov](mailto:wellness@schools.nyc.gov)

From 2021–2023, New York City Public Schools’ Office of School Wellness Programs studied the impact of its Health Education practices on student outcomes. The evaluation used statistics and personal experiences from students, teachers, and administrators to explore effective Health Education practices and their impact on health risk behaviors among middle and high school students. The findings presented in this document are based on all of these data. For more information about the methods used, please refer to the technical report linked above.

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<sup>1</sup>Radhakrishnan L, Leeb RT, Bitsko RH, et al. Pediatric Emergency Department Visits Associated with Mental Health Conditions Before and During the COVID-19 Pandemic—United States, January 2019–January 2022. *MMWR Morb Mortal Wkly Rep* 2022;71:319–324. DOI: <http://dx.doi.org/10.15585/mmwr.mm7108e2>

<sup>2</sup>Office of the Surgeon General (OSG), U.S. Department of Health and Human Services. Protecting youth mental health: The U.S. Surgeon General’s advisory. 2021. <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

<sup>3</sup>American Academy of Pediatrics (AAP). Health organizations urge the Biden administration to declare a federal national emergency in children’s mental health. 2022. <https://www.aap.org/en/news-room/news-releases/aap/2022/health-organizations-urge-the-biden-administration-to-declare-a-federal-national-emergency-in-childrens-mental-health/>