**Our Mission**

1. *To empower youth throughout New Haven with the skills, self-respect, and knowledge needed to make healthy decisions about their bodies and their futures*
2. *To train and support college students as thoughtful community leaders and health educators*

Founded in 1999 by six passionate Yale students and a guidance counselor from Wilbur Cross High School, Community Health Educators (CHE) works to provide essential health workshops throughout the New Haven Unified School District to fill the need for a standardized health education program. Over the past decade, the membership of CHE has expanded to over 150 volunteers, making it the largest community service organization at Yale. Today, CHE teaches in over twenty-four high schools and middle schools throughout New Haven and reaches over 2,000 students annually. We work with the New Haven School Board, New Haven Public School Social Development, administrators, teachers, and students to create the most effective strategies in response to the ever-changing health challenges in the local community.

Our approach to health education stems from the unique relationships between college students and students in high school and middle school: we believe that proximity in age allows for an open dialogue. Our peer-to-peer relationship allows us to not only ensure that our curriculum provides evidence-based health information, but that the content we teach is practical and relevant to students’ lives. We impart knowledge rather than dictate behavior so that our students can make healthy decisions for themselves.

Each year, CHE attracts hundreds of applicants (like YOU) for the unique opportunity to pursue interests in public health, community service, and social justice, and to develop essential skills in teaching, public speaking, and leadership. Within CHE, members have the chance to get to know other Yale students of diverse backgrounds, interests, and majors. Each CHE member works within one curriculum group headed by two returning CHE members. Each small group meets for one hour each week to bond, develop workshop curricula, and practice teaching. On Monday nights from 8:00-9:00pm in LC211, all of CHE gathers to discuss teaching skills, the curriculum, and broader issues relating to health education. In addition to these two meetings, members teach an average of one to two times per week, meaning that each member’s weekly time commitment usually falls between three and four hours.

We thank you for taking the time to apply to CHE, and look forward to working alongside you this upcoming school year.

Sincerely,

Your Co-Coordinators

Chloe Yee, Davenport ‘18

Sienna Li, Jonathan Edwards ‘18

Lilly Scheibe, Saybrook ‘19

Julie Berenblum, Berkeley ‘19

For more general information about CHE, please go to our website: [www.communityhealtheducators.com](http://www.communityhealtheducators.com) or contact the Co-Coordinators or Advisors.

**Middle School Workshops**

In 2015, the New Haven School District adopted the *Michigan Model for Health™* (MHM), a comprehensive health education curriculum designed to help students develop the skills and gain the knowledge necessary to live happy, healthier lives (learn more about the curriculum at: <http://www.emc.cmich.edu/EMC_Orchard/michigan-model-for-health>). Middle School Educators (MSE) will teach in pairs, working with a single classroom for the entire duration of the MHM curriculum (approximately 6 weeks). **We encourage returning members of CHE to apply to be a Middle School Educator!**

**High School Workshops**

HS CHE teaches ten workshops to ninth grade students.

INTRODUCTION AND MENTAL HEALTH **(Group Heads: Harry Loho and Tara Campbell)**

This first workshop introduces the major themes and topics of CHE as well as important skills that are reinforced throughout the CHE curriculum. The workshop creates a framework for discussing health in a context of decision-making and goal setting in order to encourage students to recognize the importance of health in their own lives. The mental health workshop discusses self-esteem, the nature and categories of mental illness, and coping mechanisms for dealing with negative emotions and stress.

NUTRITION & SUBSTANCE ABUSE **(Group Heads: Michael Hui and Heather Wang)**

The Nutrition workshop focuses on making healthy choices about food and exercise, within the context of a “toxic food environment.” We discuss practical ways to improve nutritional content of meals and snacks, the importance of exercise, and ways to reduce the health risks related to over- and under-eating and generally unbalanced diets. The Substance Abuse workshops present students with the factual knowledge needed to make responsible choices regarding drugs and alcohol. The first workshop stresses the risks associated with use of these substances, describing the importance and interrelation of tolerance, addiction, overdose and withdrawal. The second workshop discusses reasons for drug use and addresses minimization of risk and refusal skills, particularly with regards to alcohol.

Healthy Sexuality **(Group Heads: Jillian Eckroate and Charlie Musoff)**

These two workshops address the skills students need in order to understand their own sexuality and to make informed, healthy decisions about sex. Day One of the workshop covers reproductive anatomy, pregnancy, and personal sexuality, which includes masturbation and sexual orientation. Day Two emphasizes the skills students need to make decisions about having sex: how to weigh the physical and emotional consequences of sex, and how to communicate with a sexual partner.

STIS & CONTRACEPTION **(Group Heads: Claire Thompson and Cynthia Goldman)**

These workshops present information on the prevention and treatment of STIs (sexually transmitted infections) and the prevention of pregnancy. The first workshop informs students about effective methods of contraception, particularly male condoms and the pill, and effective methods of sexual protection, with emphasis on the barrier method, particularly male condoms and dental dams. The first workshop also demonstrates correct condom and dental dam use. The second workshop discusses the process of getting tested, the treatment of STIs, and the social effects of STIs. The workshop also emphasizes the importance of open communication between sexual partners.

RELATIONSHIPS & ABUSE **(Group Heads: Erika Lopez and Rachel Kornbluh)**

These workshops encourage students to discuss the differences between healthy and unhealthy relationships. The first workshop focuses on relationships and abuse in general, including what constitutes a healthy relationship and how to recognize an unhealthy one. The second workshop focuses on sexual abuse: harassment, assault and rape. We discuss sexual consent, rape scenarios, and how to help yourself or a friend after sexual abuse.

SINGLE CLASSROOM EDUCATORS **(Group Heads: Nitya Rayapati and Lily Mirfakhraie)**

Single classroom educators (SCE) have the opportunity to learn the entire middle school or high school curriculum and teach in one classroom for the entire semester. In order to apply to be a SCE, you must have demonstrated teaching experience, preferably as a member of CHE for at least 1 year. *Additionally, please fill out the SCE specific questions on the application and skip questions 2 & 3 on the general application..*

**Name:**

**College and Year:**

**Email:**

**Phone:**

*Please email your application as an attachment to*

[***cheapplications@gmail.com***](mailto:cheapplications@gmail.com) *with your name in the subject line.*

**Applications are due by *Monday, September 11th by 11:59pm***

**\_\_\_\_ Please check here if you are a returning member of CHE.**

If so, please highlight years of participation and list your workshop groups.

2014-2015 2015-2016 2016-2017

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**In-Person Introductions:**

*We will meet personally with all applicants as an opportunity to learn more about you. These 10-15 minute interviews will be informal and include a brief segment of a workshop presentation. You will be notified via email once all applications are received.*

***Interviews will take place beginning Friday, September 16th, and run through Sunday, September 18th.***

**Please answer the following questions:**

*\*If you are a returning member, only answer questions 1 and 4-6*

\*1. Please rank your top 5 choices out of the following workshop groups.

\_\_\_\_ Middle School – Middle School Educator

\_\_\_\_ High School – Introduction and Mental Health

\_\_\_\_ High School – Nutrition and Substance Abuse

\_\_\_\_ High School – Healthy Sexuality

\_\_\_\_ High School – Contraception and STIs

\_\_\_\_ High School – Healthy Relationships and Abuse

\_\_\_\_ High School – Single Classroom Educators

2. What interests you about teaching health education in New Haven Public Schools?

3. Please list your experience with health education, public speaking (including speech, drama, debate, etc), teaching or tutoring.

\*4. Do you have any conflicts with the following (Y/N):

a.) Regular Monday night meetings from 8-9 pm \_\_\_\_\_

b.) Participation second semester \_\_\_\_\_

\*5. Please list your other time commitments for the year, if you know them.

\*6. To ensure we can fill all classrooms and that presenters can have meaningful teaching experiences we ask that all presenters have a free 1-2 hour block of time at least two times per week, between **7:45am-1:00pm**. Does your schedule for the fall semester allow for this? If not, please describe your availability between 7:45am-1:00pm.

**Questions for Single Classroom Educators (SCE) applicants**

Please answer the following questions in no more than 1 page single-spaced (no need to write an essay, bullets are acceptable):

1. What about your prior CHE or other teaching experience motivated you to apply to be an SCE?

2. The SCE program offers the unique and amazing experience of getting to know and work with one classroom throughout the semester. At the same time, it has its unique challenges. What do you think some of these challenges are and how would you anticipate responding to those challenges as an SCE?

3. What do you feel will be your strengths as an SCE presenter? What weaknesses might you have as an SCE presenter?