

Teaching Health Skills

Professional Development Tools
for Health Education



The Development Process



Rigorous, Inclusive, Representative

- Development Group Work
- First Round Review
- Second Round (Field) Review
- Third Round Review
- Final Review

Professional Development Component



Professional Development Committee Created Tools

- Separate tool for each skill (7)



ANALYZING INFLUENCES



ACCESSING INFORMATION, PRODUCTS, AND SERVICES



INTERPERSONAL COMMUNICATION

- REFUSAL TECHNIQUES
- CONFLICT RESOLUTION



DECISION MAKING



GOAL SETTING



SELF MANAGEMENT



ADVOCACY

National Health Education Standards 3rd Edition



National Consensus
for School Health Education



Accessing the 3rd Edition National Standards

The image shows a desktop and a mobile phone displaying the website for the National Health Education Standards 3rd Edition. The desktop view features a navigation bar with the logo and links for 'About', 'The Standards', 'The Collaborative', 'The Professionals', and 'Contact'. The main heading is 'National Health Education Standards' with the subtitle 'Model Guidance for Curriculum and Instruction'. A '3RD EDITION' badge is prominent. Below are three icons: 'THE STANDARDS' (heart with cross), 'THE COLLABORATIVE' (interlocking circles), and 'THE PROFESSIONALS' (three people). A section titled 'Collaborative Leadership' contains a paragraph: 'The National Consensus for School Health Education builds on decades of collaboration among leading national health education organizations in the United States. The Consensus develops model guidance and other resources for educators interested in quality school health education within the framework of the Whole School, Whole Community, Whole Child model. Our products are available for use without cost (with attribution).' At the bottom, 'The Collaborative' is highlighted with a list of partner logos: American School Health Association, Eta Sigma Gamma, Foundation for the Advancement of Health Education (FAHE), National Commission for Health Education Credentialing, Society for Public Health Education, and Society of State Leaders of Health and Physical Education. The mobile phone view shows a similar layout with a hamburger menu icon in the top right corner.

www.SchoolHealthEducation.org

The Standards



Standard 1 Core Concepts: Students comprehend functional health knowledge to enhance health.



Standard 2 Analyzing Influences: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.



Standard 3 Accessing Information, Products, and Services: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.



Standard 4 Interpersonal Communication: Students demonstrate effective interpersonal communication skills to enhance health.

- **Refusal techniques** are specific options that can be used to demonstrate the refusal skill which is an aspect of the Interpersonal Communication standard.
- **Conflict resolution** skill cues are specific options that can be used to demonstrate the refusal skill which is an aspect of the Interpersonal Communication standard.

The Standards



Standard 5 Decision Making: Students demonstrate effective decision-making skills to enhance health.



Standard 6 Goal Setting: Students demonstrate effective goal-setting skills to enhance health.



Standard 7 Self Management: Students demonstrate observable health and safety practices.



Standard 8 Advocacy: Students advocate for behaviors that support personal, family, peer, school, and community health.

Professional Development Component



Approach for teaching health skills

- Introduce
- Describe
- Model
- Practice
- Assess

TEACHING HEALTH SKILLS



ACCESSING INFORMATION, PRODUCTS, AND SERVICES

STANDARD 3 Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

DESCRIPTION

Health literacy is essential to promoting health, preventing disease, leading a safe and healthy lifestyle, and achieving overall wellness. Students become health literate by being able to locate and use valid and reliable health information, products, and services to enhance health. Valid means that health information, products, and services are accurate, credible, and not misleading. Reliable means they are consistent and trustworthy.

This standard focuses on two of the many types of health literacy: functional health literacy and interactive health literacy. Functional health literacy is the ability to read, write, and speak about health. Interactive health literacy involves interpersonal communication between people and their ability to access and use audio, print, and electronic materials to enhance health.

Students use health literacy skills when learning functional knowledge that leads to healthy behaviors.

Skill Cues

Use the skill cues to guide describing the components of accessing valid and reliable information, products, and services.

- Identify sources for information, products, and services.
 - Explain how to locate the sources.
 - Evaluate if the source is valid.
 - accurate
 - credible
 - point of view and purpose
 - not misleading
 - Evaluate if the is source is reliable.
 - consistent
 - trustworthy
 - recognized as an expert or by an authority
-

Ideas for Active-Learning Strategies

Following are active-learning strategies that engage students in life-like situations. They are targeted at different grade levels and for different content areas. Use them as written, modify them for your students, or create your own.

Scenarios for Accessing Information, Products, and Services

Using scenarios in health education is a best practice. This is especially true when teaching health skills.

Scenarios allow you to assess skill development by watching students provide evidence of the skill in their reenactments of the scenarios, written responses, or video presentations.

ANATOMY OF A SCENARIO

- Provide a setting
 - Provide a situation that requires the skill
 - Ask a question to engage the skill
-



MENTAL AND EMOTIONAL HEALTH Standard 3 Accessing Information, Products, and Services

Healthy Behavior Outcomes

- Get help for troublesome thoughts, feelings, or actions for oneself and others.
- Practice habits that promote mental and emotional wellbeing.

Health Education Standards

Concepts/Facts

NHES 1.12.8 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., guidelines to prevent the spread of infectious diseases).

Health Skills

NHES 3.12.3 Access valid and reliable health information from print and electronic materials that are available from credible health organizations (e.g., federal, professional, voluntary).

NHES 3.12.8 Use technology to access multiple sources of valid and reliable health information to locate a health-related product or health care provider.

Methodology and Assessment

Scenario: You have a friend who is struggling with depression and anxiety. You know there are good online resources for mental health. In health class you learned about the different types of information sources and how to evaluate sources of information based on relevance, accuracy, bias/perspective and reliability. Locate examples of online credible sources of information about anxiety and depression from each of the following sources: federal, professional organizations, and voluntary organizations. For each source explain the evaluation criteria you used to determine that it is a good source.

- Create a mind map that summarizes important information from each source and include recommendations for how to seek additional support or professional help.
 - Present your mind map to a partner and explain how you could use it to encourage your friend to seek help and practice habits that promote positive mental and emotional wellbeing.
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Exercise

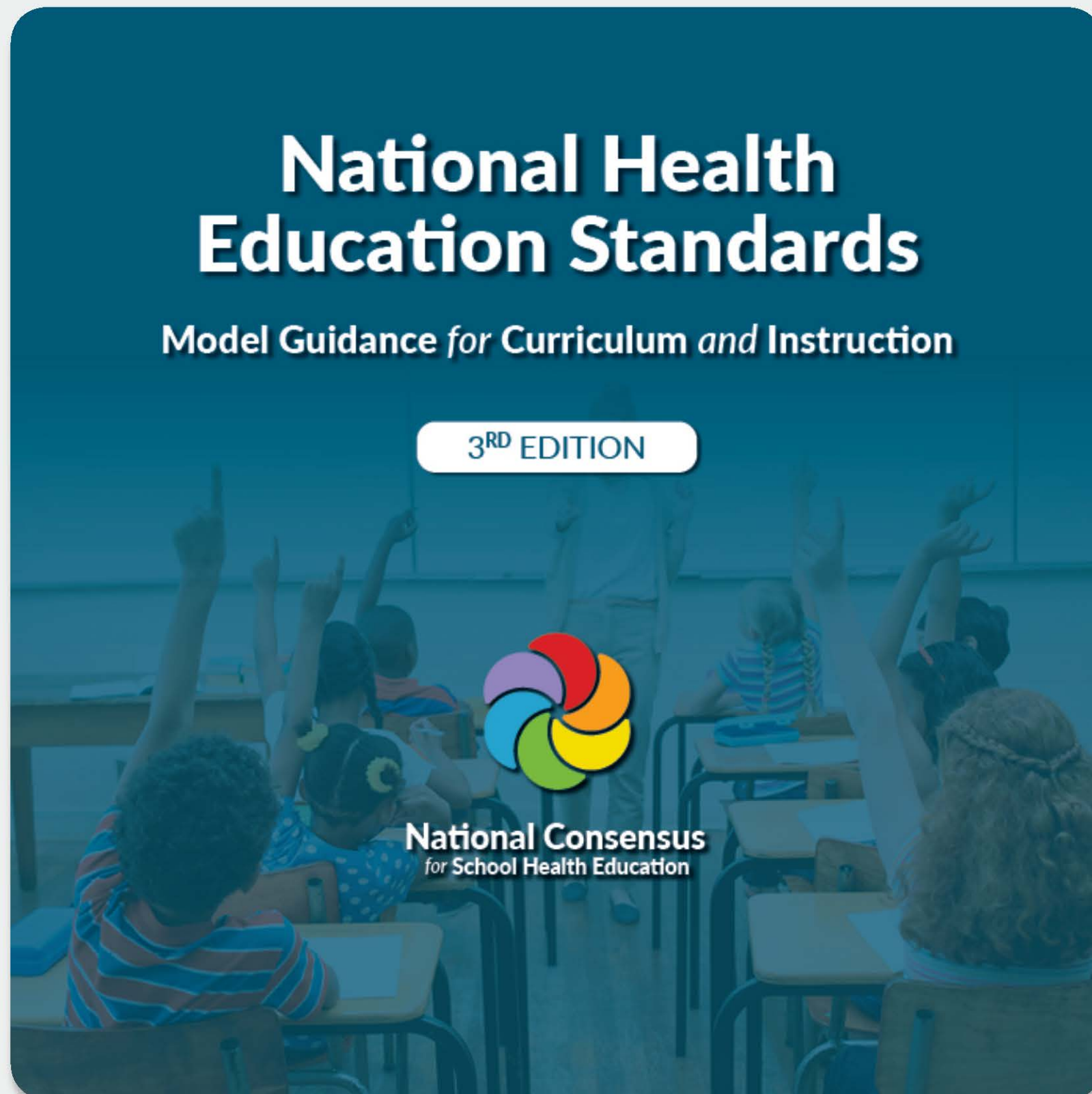


Try your hand at writing scenarios.

- Choose a skill.
- Determine grade level and content area.
- Write a scenario.
- Make SURE your scenario asks students to demonstrate the skills cues.

Free Resources

Available at www.SchoolHealthEducation.org/resources



**National Health Education Standards
3rd Edition Guide**



**Teaching Standards-Based Health
Education Booklet**



Teaching Health Skills Presentation



Thank
you