

Skill-Based Instruction for Health I, Strand 6: Human Development (HD)

Introduction

The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. A skills-based approach is a best practice for delivering high-quality health education. Educators should have a goal of no more than one-third instructional time on content and concepts and at least two-thirds of class time for student skill practice or demonstration.

These skill-based instruction guides outline the standards, key skills, and model instructional practices and assessments for Health Education. Please see the [Health Education Core Skills Model](#) for more support with implementation and design.

Standards

Standard HI.HD.1: Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.

Standard HI.HD.2: Describe the anatomy, physiology, and ways to care for the reproductive system.

Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.

Standard HI.HD.4: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.

- a. Describe fertilization, fetal development, and the birth process.
- b. Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.
- c. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.

Standard HI.HD.5: Identify common reproductive conditions and diseases, including cancers.

Standard HI.HD.6: Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).

- a. Define and discuss sexual abstinence as it relates to STD/STI prevention.
- b. Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.

Standard HI.HD.7: Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).

Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.

- a. Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
- b. Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.
- c. Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.

Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

- a. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
- b. Explain why a person who has been raped or sexually assaulted is not at fault.
- c. Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.
- d. Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.

Steps and Elements to Demonstrate Competency

- Use growth and development charts to explain the changes occurring to teenagers physically, cognitively, emotionally, and socially, acknowledging genetic influences.

- Describe the anatomy, physiology, and ways to care for the reproductive system.
- Define and discuss the benefits of sexual abstinence (No sexual contact - oral, anal, or vaginal sex, intimate genital contact, and sexual touching).
- Describe the process for fertilization, fetal development (stages of growth), and birth process.
 - Research healthy pregnancy practices: (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs).
 - Compare and contrast: abstinence, barrier, & hormonal methods in graphic organizer.
 - Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
- Describe reproductive conditions and diseases.
- Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).
 - Compare and contrast abstinence and barrier methods in graphic organizer. Discuss the transmission of STIs through oral, anal, or vaginal sex, intimate genital contact, and sexual touching.
- Research credible sources for information on sexual health.
- Research and list several credible sources for support when faced with sexual harassment, abuse and/or relationship abuse.
- Practice skills needed to build healthy relationships including communication, accepting personal boundaries and skills to end unhealthy relationships.
- Recognize methods to prevent harassment, abuse, discrimination, and relationship violence including setting boundaries, communication, conflict resolution.
 - List resources for reporting and seeking help (for example, trusted adults, local resource centers, online options, apps, hotline).
 - Define, discuss, relationship violence for various relationships (for example, acquaintance, dating, marriage, family).
 - Explain why a person who has been raped or sexually assaulted is not at fault.

- Use current data and discuss the influence substance use, other people, media, and culture have on sexual behavior.
- Discuss potential impacts relationships with power differences have on mental health.

Health Skills Needed to Demonstrate Competency

- Use functional health information to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously. The numbering throughout this section aligns to the corresponding standard number in the strand.

Step 1: Introduce the Skill - Teach relevant content, terms, and outcomes.

1. Define physical, social, cognitive, and emotional change.
2. Define anatomical and physiological terms.
3. Define sexual abstinence (no sexual contact - oral, anal, or vaginal sex, intimate genital contact, and sexual touching).
4. Teach vocabulary related to fertilization, fetal development, and the birth process. Introduce contraceptive methods. Introduce the concept of adoption through a story or other media.
5. List types of STIs and the methodology for infection/disease.
 - a. STIs: Chlamydia, Genital herpes, Gonorrhea, Hepatitis, HIV, HPV, Pubic lice, Syphilis, Trichomoniasis

6. List types of reproductive conditions and cancers and the methodology for infection/disease.
 - a. Conditions: Endometriosis, Polycystic Ovarian Syndrome (PCOS), erectile dysfunction, irregular menstruation, premature or delayed puberty
 - b. Cancers: ovarian, cervical, uterine, prostate, testicular
7. Describe the importance of finding credible sources for health information (for example, credible websites, community organizations, health care provider, teacher, parent, relative, counselor).
8. Define healthy and unhealthy relationships.
 - a. Review I messages and personal boundaries from standard HI.HF.4 Introduce refusal skills.
 - i. Refusal Skills as defined by Utah code 53G-10-402 states:
Refusal skills means instruction: i. In a student's ability to clearly and expressly refuse sexual advances by a minor or adult; ii. In a student's obligation to stop the student's sexual advances if refused by another individual; iii. Informing a student of the student's right to report and seek counseling for unwanted sexual advances; iv. In sexual harassment v. Informing a student that a student may not consent to criminally prohibited activities or activities for which the student is legally prohibited from giving consent, including the electronic transmission of sexually explicit images by an individual of the individual or another.
9. Define relationship violence, sexual harassment, and sexual abuse and related terms.
 - a. Give examples of various relationships (for example, acquaintance, dating, marriage, family).
 - b. Define legal terms and definitions relating to harassment, abuse, discrimination, and relationship violence and power differences such as age, status, and position.
 - c. Investigate possible sources for reporting, seeking help, and stopping sexual harassment and abuse.
 - d. Introduce possible influences on decisions about engaging in sexual behaviors.

Step 2: Present Skills, Cues, and Critical Elements

1. Explain the differences between physical, social, cognitive, and emotional as changes occur.
2. Discuss ways to care for the reproductive system.
3. Explain the mental, emotional, and social benefits of sexual abstinence.
4. Explain the process of fertilization. Describe healthy practices for a healthy pregnancy and birth. Discuss the differences between various contraceptive methods and effectiveness in preventing pregnancy.
5. Using anatomical and physiological terms explain reproductive conditions, diseases, and cancers and present risk-reducing behaviors and their effectiveness.
 - a. Conditions and diseases may include: Urinary Tract Infection (UTI), Endometriosis, Polycystic Ovarian Syndrome (PCOS), erectile dysfunction, irregular menstruation, amenorrhea, dysmenorrhea, vaginitis, jock itch, yeast infection, testicular torsion, hernia.
6. Using anatomical and physiological terms explain STD/STI and present risk-reducing behaviors and their effectiveness.
 - a. STIs may include: Chlamydia, Genital herpes, Gonorrhea, Hepatitis, HIV, HPV, Pubic lice, Syphilis, Trichomoniasis
7. Present scenarios for discussions on:
 - a. Credible vs. non credible media sources for information on sexual health (for example, Utah Department of Health and Human Services as credible and TikTok/YouTube as non-credible).
 - b. Credible sources for support when faced with sexual harassment, abuse and/or relationship abuse (for example, community organizations, health care provider, teacher, parent, relative, counselor).
8. Compare and contrast healthy vs. unhealthy relationships from scenarios in small groups (2-3).
 - a. Practice writing I messages relating to healthy relationships and refusal skills.
 - b. Identify if personal boundaries are respected or not from short movie clips.
9. Discuss elements of relationship violence, abuse, and reporting:

- a. Discuss how one reports, seeks help, and stops sexual harassment and abuse.
- b. Present examples of sexual harassment, sexual abuse, and relationship violence and demonstrate why a person who has been raped or sexually assaulted is not at fault.
- c. Discuss how substance use, media, friends, and family influence decisions about engaging in sexual behaviors.
- d. Discuss potential impacts relationships with power differences have on mental health.

Step 3: Model the Skill

Show skills applied effectively and highlight critical elements.

1. List examples of physical, social, cognitive, and emotional changes during developmental stages, recognizing differences.
2. Label and list the functions of reproductive anatomy. Describe proper ways to care for the system.
3. Read and discuss scenarios of sexual abstinence decisions and analyze possible outcomes.
4. Discuss various ways to ensure a healthy pregnancy.
 - a. Discuss the various methods and health considerations for pregnancy prevention.
 - b. Discuss the decision-making process as it relates to adoption and the Newborn Safe Haven Law.
5. Discuss detection and treatment of common reproductive conditions and cancers.
6. Compare and contrast prevention methods, including abstinence (no sexual contact - oral, anal, or vaginal sex, intimate genital contact, and sexual touching), for STIs. Discuss treatment and importance of testing.
7. Model scenarios and discuss:
 - a. Credible vs. non credible media sources for information on sexual health (for example, Utah Department of Health and Human Services as credible and TikTok/YouTube as non-credible.)
 - b. Credible sources for support when faced with sexual harassment or relationship violence (for example, credible websites, community

- organizations, health care provider, teacher, parent, relative, counselor).
8. Use current events or animated movie clips to demonstrate healthy and unhealthy relationships, discussing elements of what makes the relationship healthy or unhealthy.
 - a. Model speaking I messages from scenarios relating to healthy relationships and refusal skills.
 - b. Model healthy relationship skills and ending unhealthy relationships (online and in person).
 - c. Model how to refuse unwanted sexual advances.
 9. Brainstorm various sources for reporting, seeking help, and stopping sexual harassment and abuse.
 - a. Using media show examples of sexual harassment, sexual abuse, and relationship violence in various types of relationships.
 - b. Discuss how alcohol and other substances, friends, family, media, society, and culture may influence attitudes about engaging in sexual behaviors.
 - i. Use research to support discussion.
 1. [Parents, Peers, and Sexual Values Influence Sexual Behavior During the Transition to College](#)
 2. [Youth Risk Behavior Survey - CDC](#)
 - c. Discuss scenarios where illegal relationships occur and what the differences are between the people in those relationships (age, status, position).
 - d. Discuss and model ways to avoid these types of relationships.

Skill Practice

In this section, students will be leading the discussions and activities. The educator will monitor and give feedback.

Step 4: Practice and Feedback

Students will practice health skills in a variety of learning activities. Teachers will monitor and give feedback as needed. Students will also give peer feedback. For listed standards, assess the competency in these skills:

- Use functional health information to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

Sample Peer Feedback Rubric

Educators, please create rubrics that meet your lesson objectives. Below is a simple sample that students may use to give clear feedback to peers.

Meets the Skill	Does Not Meet the Skill - Need to Revise
Sample: Several resources found, resources are credible, information relates well to sexual health (e.g., credible websites, community organizations)	Sample: Not many credible resources, not enough sources listed, information not on sexual health. Still practicing, try again.

Skill Performance

Step 5: Assess the skill(s) and support transfer.

Reinforce real life application, relevance, and transfer outside of the classroom. This can be a student project, summative assessments, or other demonstration of competency of the standard. Examples include PSA, brochures, social media

campaign, research paper, journal, or log with reflection. Educators may allow students to choose from any skill/standard below or choose to assess only one of the skills/standards and ask students to choose the assessment from that area.

Skill: Use functional health information to support health and well-being of self and others.

Standard: HI.HD.1

- Create a chart or media example comparing and contrasting the physical, social, cognitive, and emotional changes during developmental stages, recognizing individual differences.

Standards HI.HD.2, HI.HD.5, HI.HD.6

- Using correct anatomical and physiological terms to create an informational pamphlet, charts, organizers, or other documents describing reproductive conditions, diseases, cancers, or STIs. Include, as applicable:
 - detection
 - symptoms or lack of symptoms
 - risk-reducing behaviors
 - treatment
 - prevention
 - impact on reproduction

Standard HI.HD.4

- Create a visual representation of one of the fetal development stages, present to the class or to create a gallery walk.
- Create a poster or table listing various contraceptive methods with abstinence at the top of the table. Include columns for effectiveness, limitations, and risks, the ability to protect against STIs, male and female sterilization.
- Create a project which describes practices for a healthy pregnancy to occur.
- Design an informational advertisement (PSA) on Newborn Safe Haven Law.
- Demonstrate knowledge of fertilization by completing a sperm trace (putting terms in order) or visual representation of fertilization.

Skills: Use a decision-making process to support health and well-being of self and others. Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HI.HD.3

- Create a poster or slide show demonstrating the benefits of sexual abstinence decisions using the [health triangle](#) components and analyze possible outcomes.
- Compose a dialogue using a scenario promoting abstinence with decision making, assertiveness, outcomes, and consequences.

Standards HI.HD.9a, 9b, and 9d

- Create a poster, slide show, or PSA for relationship violence prevention. Include the following elements:
 - examples of sexual harassment, sexual abuse, relationship violence for various relationships (e.g., acquaintance, dating, marriage, family).
 - credible sources for reporting, seeking help, and stopping sexual harassment and abuse.
 - facts about rape and resources for rape recovery
 - potential legal and emotional impacts of relationships with power differences

Skill(s): Access valid and reliable resources to support health and well-being of self and others.

Standard HI.HD. 7

- Create a visual describing three or more credible sources for information on sexual health.
- Create a visual describing three or more credible sources for information on sexual harassment, abuse and/or relationship abuse.

Skill: Use interpersonal communication skills to support health and well-being of self and others.

Standard HI.HD. 8 & 9

- Compose a song, drawing, or other media to compare and contrast healthy vs. unhealthy relationships.
- Compose “I messages” from scenarios relating to healthy relationships and refusal skills.
- Analyze scenes from media sources and identify if personal boundaries are respected or not.
- Create a comic or other designed scenarios which model how and when to refuse unwanted sexual advances.

Skill: Analyze influences that affect health and well-being of self and others.

Standard HI.HD.9c

- Create a collage of ads, social media posts, etc. that demonstrate the influence of sexuality in media and present or write a rationale.
- Create an informational advertisement or PSA (brochure, YouTube Video, social media post) that uses current research to demonstrate the influence of substance use, other people (surveys), media, and culture have on sexual behavior.

Model Assessment Rubric

Educators should add details to ensure elements from school or district approved curriculum are measured and adequate feedback to students is provided. This rubric is the base model for evaluating health skills. Each health skill statement begins with “Students will be able to...”

Access, download, and customize this [linked rubric in Google Sheets](#). You can only edit after being saved as a copy to the educator’s drive or by downloading to a computer.

Health Skill	Advanced (4)	Effective (3)	Developing (2)	Emerging (1)	Notes
Functional health information	Demonstrates a deep understanding of health information with critical thinking and problem-solving skills and the impact on personal well-being.	Uses basic critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Demonstrates limited critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Does not demonstrate critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	
Analyze influences	Shows depth of analyzes of influences on health and	Shows solid analysis of influences on health and	Shows some analysis of influences on health and	Demonstrates limited analysis of influences on health and	



	well-being.	well-being.	well-being.	well-being.	
Access valid and reliable resources	Shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.	Shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.	Shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.	Shows little or no evidence of the ability to apply health skills.	
Communication skills	Consistently uses effective strategies to resolve conflicts, such as active listening, compromise, and finding common ground. Consistently shows respect and empathy towards others by considering personal boundaries.	Usually uses strategies to resolve conflicts, such as active listening, compromise, and finding common ground. Usually shows respect and empathy towards others by considering personal boundaries.	Sometimes uses strategies to resolve conflicts but may occasionally struggle with active listening, compromise, or finding common ground. Sometimes shows respect and empathy towards others but may occasionally overlook personal boundaries.	Rarely uses strategies to resolve conflicts, frequently struggling with active listening, compromise, or finding common ground. Rarely shows respect and empathy towards others, frequently overlooking personal boundaries.	
Decision-making skills	Construct a well-reasoned decision using strategies that consider multiple relevant factors and predict potential consequences.	Decision based on strategies that consider few relevant factors and predict potential consequences.	Decision may lack thorough consideration of relevant factors or overlook potential consequences.	Lacks clear reasoning, consideration of relevant factors, and awareness of potential consequences.	

<p>Practices and behaviors</p>	<p>Consistently engages in practices and behaviors that promote health and well-being.</p> <p>Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.</p>	<p>Often engages in practices and behaviors that promote health and well-being.</p> <p>Demonstrates some commitment to the skill and uses basic healthy strategies.</p>	<p>Sometimes engages in practices and behaviors that promote health and well-being.</p> <p>Uses healthy strategies, but the skill may have some inaccuracies or be incomplete.</p>	<p>Shows little or no evidence of the ability to apply health practices and behaviors.</p>	
--------------------------------	---	---	--	--	--