

Skill-Based Instruction for Health I, Strand 3: Safety and Disease Prevention (SDP)

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.SDP.1: Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).

Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).

Standard HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).

Standard HI.SDP.4: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.

Standard HI.SDP.5: Explain the harmful effects of pornography and recognize that recovery is possible.

Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.

Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.

Steps and Elements to Demonstrate Competency

- Students will learn and show proficiency in First Aid and CPR
- Students will be able to model good decision-making skills concerning health related situations
- Students will identify the effects of media on mental, physical, and social health.
- Students will be able to discuss the potential harmful effects of pornography such as human trafficking, addiction, legal implications, and unhealthy relationships.
- Students can recognize healthy relationships and make educated decisions.
- Students can identify chronic, infectious, and acute diseases.
- Students will be able to find valid and reliable health source information.

Health Skills Needed to Demonstrate Competency

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

Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously.

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

1. Define CPR: Cardiopulmonary Resuscitation (CPR): An emergency lifesaving

procedure performed when the heart stops beating. Immediate CPR can double or triple chances of survival after cardiac arrest.

- a. [Understanding CPR](#)
2. Review the decision-making process.
 - a. [Wildebeest from Birdbox Studio](#)
 - b. ['Choices' - An Interactive Short Film](#)
3. Explain the effects of today's media on health and wellness.
 - a. Discuss various forms of media used and the pros and cons with that use.
 - b. Define media: Includes all print, online, social, radio and television media sources.
4. Review the characteristics of healthy relationships. Identify unique elements of healthy online relationships (for example, security, fake accounts, privacy).
5. Define Pornography:
 - a. Explicit depiction, in pictures, writing, or other material, of sexual subjects or activity in a manner intended to arouse.
 - b. Utah Code 76-5b-103 states child pornography is any visual depiction, including any live performance, photography, film, video, picture or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct
 - i. the production of the visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - ii. the visual depiction is of a minor engaging in sexually explicit conduct; or
 - iii. the visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.
6. Review academic language relevant to disease prevention: chronic, infectious, and acute diseases using multiple means of representation and visual cues when possible.
7. Introduce the difference between reliable and unreliable health resources, products, and services.
 - a. [A short message from "false advertising"](#)

Step 2: Present Skills, Cues, and Critical Elements

1. Discuss steps to CPR and various first aid skills.
 - a. [CPR Resources - Google Docs](#)
2. Discuss steps to thoughtful decision making in health-related situations.
 - a. Use “I” messages to express feelings
 - b. Explain skill for refusal to say no to unhealthy behaviors
 - i. [The Art of Saying No: Kenny Nguyen at TEDxLSU](#)
 - ii. [One Simple Skill to Overcome Peer Pressure | The Behavioral Science Guys](#)
 - c. Learn consumer skills to make good decisions when buying health products.
 - d. How to find information for good consumer skills: [Consumer Skills Quiz Flashcards | Quizlet](#)
3. Create a Venn diagram or other visual representation listing effects of media and technology on mental, physical, and social health.
4. Present academic language relevant to healthy relationships.
 - a. Setting personal boundaries and respecting the boundaries of others
 - b. Body Language
 - c. Listening and speaking vs Gaslighting and Emotional abuse
5. Discuss factors that may contribute to the [harmful effects of pornography](#):
 - a. Legal consequences
 - b. Impact on the brain
 - c. Unrealistic relationship expectations
 - d. Confusing fact vs. fiction - understanding it is an unrealistic depiction of relationships and expectations.
 - e. Dehumanizing relationship roles
 - f. Sexual violence (physical, emotional, technological)
 - g. Impact on relationships/effects on dating culture
 - h. Effects on body image
 - i. Where and how to get help
6. Present facts about chronic and infectious diseases:
 - a. Utah Department of Health and Human Services [menu of diseases](#)
 - b. Short videos:

- i. [How a virus invades your body](#)
 - ii. [How a Virus Spreads So Easily | MythBusters](#)
 - c. Activities:
 - i. Chronic disease facts and myths
 - ii. Glo-germ lab
7. Explain the importance of being able to identify valid and reliable health information, products, and services:
 - a. Short sample videos:
 - i. [How ads persuade you](#)
 - ii. [False advertising Tedtalk](#)

Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Practice checking for ABC's of CPR and perform first aid demonstrations.
2. Create a SMART GOAL pertaining to thoughtful decision making for a health-related situation.
3. Model positive and negative effects of media
 - a. [7 WAYS SOCIAL MEDIA CAN BENEFIT MENTAL HEALTH \(paintedbrain.org\)](#)
4. Compare and contrast healthy and unhealthy online relationships with role play in class.
5. Discuss legal implications of minors sending or receiving nude images or videos electronically. For more information see, "[Teacher's Guide to Teaching the Harmful Effects of Pornography](#)" located on the Utah State Board of Education [Health Education resource page](#).
6. Compare and contrast chronic and acute diseases using a Venn Diagram
7. Analyze different health resources, products, and services determining which ones are reliable and unreliable.

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:

- Demonstrate practices and behaviors 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.
- Analyze influences that affect health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Use functional health information 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
<p>Sample: Demonstrate ability to access valid and reliable health information</p> <p>Demonstrates proficiency in ability to access valid and reliable health information</p>	<p>Sample: Demonstrate ability to access valid and reliable health information</p> <p>Does not demonstrate proficiency in ability to access valid and reliable health information.</p> <p>Still practicing, try again.</p>

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.

Skill: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HI.SDP.1

- Practice CPR and first aid skills with a mannequin, ball, pillow, or other manipulative and demonstrate airway, breathing, and circulation.
- Create scenarios and demonstrate appropriate steps and procedures for lifesaving measures, treatment, or seeking help from emergency response.

Standard HI.SDP.7:

- Analyze different health information resources using Kahoot, Quizlet, or other quiz style games.
- Create social media posts about finding valid and reliable health information, products, and services.

Skill: Use a decision-making process to support health and well-being of self and others.

Standard HI.SDP.2

- Debate decisions regarding various health scenarios for example, sun exposure, use of seatbelts, diets, firearm safety, and recreational safety.

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

Standard HI.SDP.3:

- Write a news story for a local network and create a documentary or video piece to share.
- Create a school-wide survey on the effects of media and technology on health using one of the following:
 - Sleep deprivation and its effect on athletic and mental acuity
 - The effect of making or losing a friend over social media

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

Standard HI.SDP.4:

- Create a pamphlet or brochure on the dangers of sharing information online.
- Write scripts for an in-class play on healthy use of technology.
- Create posters of dangers/ consequences of loss of on-line privacy.
- Create a comic strip showing characteristics of healthy on-line relationships.

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

Standard HI.SDP.5:

- During class discussions, journal work, or other teacher designed activity students can identify several potential harmful effects of pornography, can list resources for support when needed, and understand how pornography may be addictive for some users.

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

Standard HI.SDP.6:

- Compare and contrast infectious, acute, and chronic diseases through activities such as categorizing disease cards, gallery walks, or diagrams.
- Create a disease using the [students Disease creation activity](#)
- Participate in [Crush Diabetes](#) program

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
Interpersonal communication skills	<p>Consistently uses effective strategies to resolve conflicts, such as active listening, compromise, and finding common ground.</p> <p>Consistently shows respect and empathy towards others by considering personal boundaries.</p>	<p>Usually uses strategies to resolve conflicts, such as active listening, compromise, and finding common ground.</p> <p>Usually shows respect and empathy towards others by considering personal boundaries.</p>	<p>Sometimes uses strategies to resolve conflicts but may occasionally struggle with active listening, compromise, or finding common ground.</p> <p>Sometimes shows respect and empathy towards others but may occasionally overlook personal boundaries.</p>	<p>Rarely uses strategies to resolve conflicts, frequently struggling with active listening, compromise, or finding common ground.</p> <p>Rarely shows respect and empathy towards others, frequently overlooking personal boundaries.</p>	
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.	Decisions may lack thorough consideration of relevant factors or overlook potential consequences.	Lacks clear reasoning, consideration of relevant factors, and awareness of potential consequences.	
Analyze influences	Shows depth of analyzes of influences on health and well-being.	Shows solid analysis of influences on health and well-being.	Shows some analysis of influences on health and well-being.	Demonstrates limited analysis of influences on health and well-being.	
Practices and	Consistently	Often engages	Sometimes	Shows little or	



behaviors	engages in practices and behaviors that promote health and well-being. Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.	in practices and behaviors that promote health and well-being. Demonstrates some commitment to the skill and uses basic healthy strategies.	engages in practices and behaviors that promote health and well-being. Uses healthy strategies, but the skill may have some inaccuracies or be incomplete.	no evidence of the ability to apply health practices and behaviors.	
Access valid & 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.	
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.	