

Skill-Based Instruction for Health II, 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 HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.

Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.

Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.

- a. Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.
- b. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.

Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).

- a. Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.

- b. Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.
- c. Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.

Standard HII.HD.5: Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.

Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.

Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).

Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.

- a. Recognize and respect differences in attraction.
- b. Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.
- c. Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.
- d. Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to face communication.
- e. Discuss the risks of indiscriminate sexual behavior on overall health.

Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

- a. Recognize and minimize exposure to potentially dangerous situations.

- b. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.
- c. Discuss unhealthy behaviors and violence in dating and other personal relationships.
- d. Explain why a person who has been raped or sexually assaulted is not at fault.
- e. Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
- f. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.

Steps and Elements to Demonstrate Competency

- Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.
- Define and discuss the mental, emotional, physical, and social benefits of sexual abstinence (defined as no sexual contact: oral, anal, or vaginal sex, intimate genital contact, and sexual touching).
- Describe the process for fertilization, fetal development, healthy pregnancy practices and parenting responsibilities.
 - Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.
 - Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
- Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).
 - Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence.
 - Evaluate the effectiveness of risk-reducing behaviors.
 - Analyze the impact of STD/STI on self and others.
- Understand healthy and unhealthy functions of the reproductive anatomy.
- Discuss how to reduce the risk or prevent common reproductive conditions and diseases and when it may be necessary to seek medical attention.

- Research credible sources for information on sexual health and know where to turn for help.
- Recognize the characteristics of healthy relationships.
 - Respect differences in attraction.
 - Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active.
 - Determine why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others.
 - Evaluate the impacts of technology & social media on relationships and strategies to use technology safely.
 - Discuss the risks of indiscriminate sexual behavior on overall health.
- Discuss the methods to prevent harassment, abuse, discrimination, and relationship violence.
 - Recognize and minimize exposure to potentially dangerous situations.
 - Understand how certain substances, including alcohol, can affect the ability to refuse or consent to sexual activity.
 - Discuss unhealthy behaviors and violence in dating and other personal relationships.
 - Explain why a person who has been raped or sexually assaulted is not at fault.
 - Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
 - List resources for reporting, seeking help and stopping sexual abuse (e.g., trusted adults, local resource centers, online options, apps, hotline).

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. List and describe [stages of brain development](#) and how they impact cognitive, social, and emotional changes in adolescence.
2. Review [mental, emotional, physical, and social](#) health and define sexual abstinence (No sexual contact - oral, anal, or vaginal sex, intimate genital contact, and sexual touching).
3. Define terms associated with stages of conception, fetal development, and birth. Define contraception as a method of preventing pregnancy and as a risk-reducing behavior. Reinforce that effectiveness of contraception (as a means of pregnancy prevention and reducing the risks of STIs) is not as high as abstinence. Pair with HII.HD.4
4. Review facts about common STIs
 - a. Chlamydia, Genital herpes, Gonorrhea, Hepatitis, HIV, HPV, Pubic lice, Syphilis, Trichomoniasis
 - b. Discuss the differences between STIs and STDs
5. Discuss the importance of understanding the healthy vs. unhealthy function of the reproductive system (for example, discharge, soreness, growth, hair, odor).
6. Explain detection and medical care for common reproductive conditions, diseases, and cancers.
 - a. Conditions and Diseases: Urinary Tract Infection (UTI), Endometriosis, Polycystic Ovarian Syndrome (PCOS), erectile dysfunction, irregular menstruation, amenorrhea, dysmenorrhea, vaginitis, jock itch, yeast infection, testicular torsion, hernia.

- b. Cancers: ovarian, cervical, uterine, prostate, testicular, breast
- 7. Review the difference between credible vs. non credible sources.
- 8. Define and describe characteristics of healthy and unhealthy relationships.
 - a. Define affirmative consent: Consent that is voluntary, affirmative, conscious, agreement to engage in an activity, that it can be revoked at any time, that a previous relationship does not constitute consent, and that coercion or threat of force can also not be used to establish consent. This may or not be sexual in nature, affirmative consent can be for all any social interactions.
 - b. Review refusal skills and personal boundaries:
 - 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 and discuss sexual harassment, sexual abuse, discrimination, and relationship violence.

Step 2: Present Skills, Cues, and Critical Elements

1. Read a story and discuss how brain development had an impact on the characters.
2. Discuss with the class the [mental, emotional, physical, and social](#) benefits of sexual abstinence.
3. Show a video showing the stages of conception, fetal development, and birth.
4. Review and discuss various contraceptive and STI prevention methods (consider using slides created by the Department of Health and Human Services). Pair with HII.HD.3a

5. Discuss the healthy function (what is normal) compared to unhealthy function (what is not normal) of different parts of reproductive anatomy (for example, discharge, soreness, growth, hair, odor).
6. Present and discuss the importance of early detection and medical care for reproductive conditions, diseases, and cancers.
7. Using scenarios, discuss credible vs. non credible sources for information on sexual health (for example, Utah Department of Health and Human Services as credible and TikTok/YouTube as non-credible).
8. Use current events, animated movie clips (suggestion: [Don't Confuse Love & Abuse, \(Day One, 2018\) Video: 2:46](#)), or student generated responses to demonstrate healthy and unhealthy relationships, discussing elements of what makes the relationship healthy or unhealthy.
 - a. Allow students to write or draw the characteristics they find attractive, for example a journal prompt or filling in an outline of a person. Discuss the importance of respecting individual differences.
 - b. Use animated movies clips (examples, Snow White and Seven Dwarfs, Sleeping Beauty, Little Mermaid, Tangled) to discuss if affirmative consent was present.
9. Discuss and model reporting strategies, seeking help, and stopping sexual harassment and sexual abuse.

Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Discuss (using stories, research articles, or other media) different ways that brain development impacts cognitive, social, and emotional changes.
2. Create a class list of benefits of abstinence on mental, physical, and social health.
3. Discuss practices for a health pregnancy, prevention, parenting responsibilities including Newborn Safe Haven.
4. Evaluate the effectiveness of various contraceptive and STI prevention methods (consider using slides created by the Department of Health and Human Services). Pair with HII.HD.3a

5. Discuss the importance of understanding healthy and unhealthy function of the reproductive system and how to determine when medical treatment may be necessary.
6. Examine the risk reduction, prevention, and early detection (screening if applicable) methods of a selected disease or cancer. Can tie with HII.HD.7, modeling use of credible resources.
7. Evaluate one or more sources for credible sexual health information (can pair with HII.HD.6). How can students know the source is credible?
8. Practice skills to build healthy relationships including communication, respect for boundaries. Discuss how to maintain healthy online relationships.
9. Discuss how substance use can affect the ability to consent, refuse, or perceive refusal of others. Explain how a person who has been sexually assaulted is never at fault.

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 (for example, 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.

Skills: Use functional health information 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 HII.HD.1

- [Research and display](#) a poster/visual showing how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.
- Watch a [video](#) or read about brain development, in groups reflect critically on how development impacts cognitive, social and emotional changes.

Standard HII.HD.3:

- Create a poster or table evaluating the effectiveness, limitations, and risks of contraceptive methods, including abstinence, for pregnancy prevention.
 - Include when medications, substances, or other environmental factors

may interfere with the effectiveness of the contraceptive method.

- May want to pair with HII.HD.4 - STI prevention.
- Create a visual representation of the process of conception.
- Create a health brochure or pamphlet explaining the prenatal practices that can contribute to a healthy pregnancy (for example, planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs).
- Create a visual representation (drawing, video, or media graphic) explaining the stages of fetal development.
- Create a chart demonstrating the responsibilities of parenting a child.
- Discuss in small groups the choice of adoption, including Newborn Safe Haven Law. Use a document to record the conversation such as, conversation map, T-chart, etc.

Standard HII.HD.4a, 4b:

- Create a poster or table evaluating the effectiveness, limitations, and risks of prevention methods, including abstinence, for STI prevention.
 - May want to pair with HII.HD.3 - pregnancy prevention.

Standard HII.HD.4c, HII.HD.6

- Create an informational pamphlet (or gallery walk) using correct anatomical and physiological terms to describe reproductive conditions, diseases, cancers, or STIs. Include, as applicable:
 - detection or testing
 - symptoms or absence of symptoms
 - modes of transmission
 - risk-reducing behaviors
 - treatment
 - prevention
 - impact on reproduction

Standard HII.HD.5:

- List the healthy function (what is normal) compared to unhealthy function (what is not normal) of different parts of reproductive anatomy (for example, discharge, soreness, growth, hair, odor). Discuss when medical treatment may be necessary.

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 HII.HD.2:

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

Skill: Demonstrate practices and behaviors 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.

Standard HII.HD.7:

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

Skills: Demonstrate practices and behaviors to support health and well-being of self and others. Use interpersonal communication skills to support health and well-being of self and others. Analyze influences that affect health and well-being of self and others.

Standard HII.HD.8:

- Compose a song, drawing, or other media to compare and contrast healthy vs. unhealthy relationships.
- Compose I messages from scenarios relating to healthy relationships, refusal skills and affirmative consent.
- Analyze scenes from media sources and identify if affirmative consent was present in various social settings, for example peers, dating, and family.
- Create a comic or other designed scenarios which model how and when to refuse unwanted sexual advances.

Standard HII.HD.9

- Create an informational project on relationship violence prevention. For example, advertisement, PSA, brochure, videos, social media post, slides, report) that explains:

- influence of substance use on the ability to effectively refuse or consent to sexual activity and perceive the refusal of others
- dating and relationship violence, including rape and how a person who has been sexually assaulted is not at fault
- potential legal and emotional impacts in a relationship with power differences
- reporting, seeking help, and stopping sexual abuse

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 | |



| | | | | | |
|-------------------------------------|--|--|--|---|--|
| | well-being. | well-being. | well-being. | health and 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. | |



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